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STREAM A.
Educational Inequalities and Social Justice

A.01. Academic Learning Losses "in" and "after" the Pandemic: Data, Policies, and Analyses

COVID-19 in the Aftermath: A Comparative International Analysis

Darlene Ciuffetelli Parker (Brock University, Canada)

covid, teacher education, school reform, comparative analysis

This four-nation policy comparison paper draws attention to what happened to school reform and teacher education immediately prior to the global pandemic and just after it occurred. The paper will illustrate in small and large-grained ways how nearly overnight the COVID-19 pandemic caused schools in 188 countries to close – with a comparative analysis in four featured nations of Canada, the USA, Portugal, and Brazil. Almost instantaneously, distance learning became the preferred mode of instruction (OECD, 2020a, b, c). Yet, despite the pandemic being universal, teachers and students in each country did not experience it in the same way. Those who already were at a disadvantage (i.e., lack of technology, influence of poverty, underserved school contexts, etc.) experienced even deeper effects. This was an undercurrent felt in all four featured nations. What some perceived as a single pandemic was described by others as four pandemics involving (1) health care, (2) economics, (3) climate, and (4) educational disparities (LadsonBillings, Equity Excell Educ 54(1):68–78, 2021). This paper will draw on empirical comparative qualitative studies from 2019 to 2023 (Craig, C., Flores, M.A., Marcondes, M., & Ciuffetelli Parker, D., 2020; Craig, C., Flores, M.A., Marcondes, M., & Ciuffetelli Parker, D., 2023; Flores, M.A., Craig, C., Ciuffetelli Parker, D., Marcondes, M.,In Press).

A.01. Academic Learning Losses "in" and "after" the Pandemic: Data, Policies, and Analyses

The Pandemic, Socioeconomic Disadvantage And Learning Outcomes In Italy

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learning loss, social inequalities, national student assessment, effects of the pandemic, social and territorial gaps

This paper analyses the extent of the impact of the COVID-19 pandemic in Italy on educational learning. It examines the effects generated by school closures, distance learning and discontinuity and disruption of in-person schooling, as well as the (few) remedies that have been identified, based on national policy interventions, to mitigate and/or recover accumulated learning loss. After a review of the literature and isituational documentation, in the paper we use data from the learning assessments through tests conducted by INVALSI for the second, fifth, eighth and tenth years of schooling (for the years 2019, 2021, 2022, 2023). In the first school year impacted by the pandemic, Italian schools were closed for a lengthy period and the return to normality in the following years was very inconsistent, with marked differences between regions, sub-regional areas, and grades. In line with several other studies on the topic, our analysis shows that the learning loss, although not entirely attributable to the pandemic's disruption of normal schooling, was quite significant for Italian students, especially those in upper secondary schools, probably because these grades adopted a scheme of rotating student groups between in-person and distance learning during the 2020-21 and 2021-22 school years. In all grades, the learning loss was more intense and severe for mathematics than for reading proficiency. As in many other European countries, learning loss has exacerbated educational inequalities among students based on socio-economic and cultural conditions. Additionally, since in Italy differences in students' family backgrounds are reflected in a differing socio-economic and cultural composition of the different tracks of upper secondary school, learning losses were more severe for students at technical and vocational schools than those studying at scientific and general schools designed to prepare students for tertiary education. In examining these results, this chapter also addresses the fact that the results of national programmes aimed at recovering learning loss have not been evaluated; moreover, there have been few such programmes and they have mainly entailed the allocation of economic resources that schools can use as they see fit to improve educational results.

A.01. Academic Learning Losses "in" and "after" the Pandemic: Data, Policies, and Analyses

Toward the 'Continuum in Education'? The Pandemic as a Challenge to Rethink the Co-operation Between Formal, No-formal and Informal Education

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educational processes, no schooling, continuum in education

The paper relies on the consideration that the debate on educational processes that developed during the Covid-19 emergency focused almost solely on the role of schools and formal educational agencies, paying little attention to the multiple educational opportunities of which children, adolescents, young people and families have been deprived during the Pandemic time.

Yet the pandemic revealed the need to focus on the times, opportunities, spaces and actors of no schooling which strongly re-emerged during that phase, thus inviting to take into serious account the challenge of the co-operation between the formal, non-formal and informal dimensions of educational processes, also as occasions for contrasting the "learning losses" associated with school closures.

The paper is based on an exploratory analysis of the scientific and public debate on the issues of schooling and education emerged since the very beginning of the pandemic, which reveals the need to re-evaluate the contribution of the no schooling within the more general education processes of younger generation.

In this perspective, beyond the everyday urgency, the Pandemic becomes a challenge also useful to rethink the co-operation between formal, no-formal and informal education and to "start again" from the movements and experiences that since the early XX Century have highlighted, despite so many difficulties, the possibility of integrating the educational processes that occur into places and spaces other than the formal and traditional ones.

Moving from this analysis, the paper final aim is to consider this dramatic but extraordinary opportunity as an occasion to outline the contours of a new time for education – richer, heterogeneous, and polycentric – able to put at the core the idea of a "continuum" in education.

A.01. Academic Learning Losses "in" and "after" the Pandemic: Data, Policies, and Analyses

The Impact of the Pandemic and School Closures on Cognitive Learning Outcomes: Evidence from PISA

Jose Pena (University of Pavia, Italy) · Kristoff De Witte (KU Leuven, Belgium) · Louis Volante (Brock University, Canada)

pisa, learning loss, pandemic, school closures

Although cross-national studies have suggested significant learning losses are associated with the pandemic (De Witte & François, 2023; Khan & Ahmed, 2021; Molato-Gayares, et al., 2022; Schnepf et al., in press), results from the Programme in International Student Assessment (PISA) provide an important opportunity to examine this critical issue using a widely recognized international benchmark measure. This paper juxtaposed PISA 2022 results against previous test administrations to evaluate the effects of school closures on cognitive learning outcomes across Canada, United States, Australia, New Zealand, and the European Union. Our analysis revealed that students in the 2022 PISA cohort encountered a substantial 13-point decline in mathematics, amounting to 70% of a typical school year. The reading test followed in importance, exhibiting a decline equivalent to 30% of a school year. Conversely, the science test showed the least impact from the pandemic, experiencing only a marginal 0.5-point decrease. When considering gender, females displayed more pronounced losses across all evaluated subjects. Examining socioeconomic status, students in the top quartile (upper 25%) encountered a mere 4-point drop in mathematics, while those in the lowest quartile faced an 18-point decrease, signifying a disparity of roughly 70% of a school year. In the reading test, both quartiles experienced negative effects, differing by approximately 5 points. In science, a significant gap of around 14 points was noted between the two quartiles. Particularly in Australia and New Zealand, substantial variations in socioeconomic backgrounds were evident in mathematics and science test results. Our findings are discussed in relation to cross-national trends and education policies that maximise the recovery of learning for disadvantaged student groups.

A.01. Academic Learning Losses "in" and "after" the Pandemic: Data, Policies, and Analyses

PISA, Popular Media, and Political Rhetoric: a Comparative Analysis of Public Policy Discourses in Italy and Canada

Teresa Pullano (University of Milan, Italy) · Paola Mattei (University of Milan, Italy) · Camila Lara (Brock University) · Louis Volante (Brock University)

pisa, oecd, policy discourse, comparative education

This study examined the confluence of popular media stories and political rhetoric stemming from the most recent release of the Programme in International Student Assessment 2022 results in Italy and Canada. Both countries have traditionally exemplified significant regional achievement differences, which in turn spark intense debate on the effectiveness of education policy reforms (see Checchi & Verzillo, 2018; Giancola & Salmier, 2022; Volante & Mattei, 2024). Using a qualitative content analysis, we examined popular media stories related to release of PISA results in the largest news outlets across these national contexts. We considered the twelve most popular national newspapers, based on circulation statistics, to represent Italy and Canada. Our comparative analysis examined interpretive 'policy signals' offered in relation to achievement results, along with the rigour of accompanying evidence-based policy discourses and proposed actions.

A.01. Academic Learning Losses "in" and "after" the Pandemic: Data, Policies, and Analyses

COVID-19 and Learning Loss: A Global Perspective

Louis Volante (Brock University) · Orazio Giancola (University of Rome "Sapienza)

pandemic, learning loss, policy analysis, education reform

This paper examines the emergent international research to provide an overview of the impact of the pandemic on primary and secondary pupils' learning losses across the globe (see De Witte & François, 2023; Engzell et al., 2021; Khan & Ahmed, 2021; Molato-Gayares et al., 2022). The authors outline the types of evidence that currently exist, and the strengths and limitations of the evidence used to enact COVID-19 related education policies. Examples of subsequent and prominent education policies that have been adopted to address these learning losses will be critiqued, particularly those related to address lower socioeconomically disadvantaged student populations. The paper argues that the pandemic provides an illustration of the educational impacts of unexpected, devastating events that suddenly change the learning environment, and the differential impacts of these sudden changes on vulnerable student populations. Overall, the chief objective of the presentation is to promote greater understanding of the relationship between student achievement and the varying success of education policies that have been adopted to address learning losses.

A.02. Education and labour market inequalities

Intersectional Educational Inequalities And School-to-work Transitions. The Case of Young People From Working-Class Neighbourhoods In Brussels

Géraldine André (UCLouvain Belgium) · Andrew Crosby (UCLouvain Belgium)

neets, school-to-work transitions, intersectional educational inequalities

In the field of NEET studies, some authors have defended the need to integrate educational inequalities into analyses of school-to-work transitions in order to highlight so-called NEET situations (Not in Education, Employment and Training). This article attempts to respond to this challenge, to better integrate the inequalities structuring education systems into the analysis of school-to-work transitions, by taking into account the complexity of educational inequalities.

Pierre Bourdieu's theoretical apparatus has proved useful in highlighting the way in which structural inequalities in education systems linked to social class are then translated into the labour market. However, in the context of urban education systems, where social classes, ethno-racial, gender and spatial divisions are intertwined, Bourdieu's theoretical framework is insufficient. In the American sociology of migration and race relations, the attitudes and policies of the 'host society' have been seen as crucial in determining how immigrant and black populations have been able to integrate into mainstream society (Myrdal 1944; Portes & Zhou 1993). However, members of ethnic and racialised groups also exercise power over these social relations which influence their social position. Similarly, feminist theories have shown how social relations and systems of gender norms, representations and prejudices affect the social position of all groups in society, but women are relatively more disadvantaged and assigned to subordinate roles in society. Nevertheless, women have been able to mobilise and capitalise on these inequalities to (re)gain recognition and legitimacy in certain areas. Thus, being intimately linked to questions of recognition, legitimacy and symbolic violence, this article proposes to theorise race/ethnicity and gender as specific embodied (i.e. not transferable or given) forms of symbolic capital that affect individuals' habitus, social position and the volume and structure of their capital in different domains (the educational field, the labour field, informal fields remote from power, etc.).

On the basis of this theoretical framework, we will analyse the ethnographic data gathered during extended collective fieldwork with around a hundred young people from disadvantaged urban neighbourhoods in Brussels. We will study the strategies used by young people from the urban working classes in their transition from school to work in order to stabilise their professional situation and, more broadly, to achieve their position in the wider society, in particular their quest for recognition and respectability across the various fields of social space. Our analysis will shed light on the complex, intersecting and cumulative processes of domination and recognition across different types of social space. It will provide a better understanding of the processes and the interweaving of the processes of educational inequality at the root of a diversity of 'NEET situations'.

A.02. Education and labour market inequalities

Early School Leavers And Labour Market Integration: A Comparative Analysis Between Spain, Germany And Italy

Francesca Carta (ISTAT, Italy)

education, labour market, inequalities, unemployment, early school leavers

Low level of education and labour market inequalities are critical issues that affect individuals, societies, and economies. School dropout, less educated, and unqualified young people often face significant challenges for the Labour market integration. Young people leaving school have a high risk of unemployment or inactivity, leading to long-term social and economic disadvantage. Inequalities in educational field are a key challenge across European Countries. This critical issue is linked to different factors such as low participation rates in early childhood education and low parental educational levels.

In 2022, the average early dropout rate (18-24 years old) from education and training in Europe is at 9.6 percent, and the NEET[1] rate is 11.7% (from 4.2% in the Netherlands to 19.8% in Romania).

In Italy 11.5 percent of 18-24 year olds dropped out of school early, stopping at the junior high school diploma. Early school leaving, is more consistent in the South, where for middle school the highest rates are found in Sicily, Calabria and Campania. For high school, the picture is similar.

Starting from this analysis and whit reference to the Eurostat Data on “Early leavers from education and training in EU in 2022”, this paper will analyse the relation between the less educated young and their integration in the labour market. We will focus on Countries with the higher school-leaving rate; specifically, we will exam and compare three European countries (Spain, Germany and Italy) between 2012 and 2022.

The paper purpose is also to identify the similarities and differences between these three countries, in order to better understanding the labour market inequalities and with the perspective to identify appropriate policies and interventions. In addition, a special focus will be devoted to the Italian situation.

The current study will carried out as a desk research. The literature review was designed primarily as a descriptive study to provide a comparative analysis of the scientific literature produced in recent years on early school leaving.

[1] 15-29 year-olds were neither in employment nor in education and training in 2022

A.02. Education and labour market inequalities

Vocational Education and Training and Inequalities: a supply-side Analysis

Sandra D'Agostino (INAPP, Italy) · Silvia Vaccaro (INAPP, Italy)

vocational education and training policies, apprenticeship, school-to-work transition, inequalities

The transformations occurred in the last decades have increased social and territorial inequalities and the policies implemented by the relevant institutions do not seem to have succeeded in reversing this trend. The proposed contribution focuses on the vocational education and training (hereinafter "VET) policies aimed at young people, which calls into question the role of the Regions and Autonomous Provinces, especially after the constitutional reform of 2001.

Over the last twenty years, regional VET policies for young people, mostly financially supported by the European programmes, have been attempting to restore the image and attractiveness of the sector by giving it a national and strong identity based on quality, in the light of the ever-stronger competition exercised by the national education system. The broader regional autonomy gained on a regulatory level kicked off a season of closer cooperation among them, which has given impetus to a deep transformation of the VET provision: the establishment of IeFP paths at upper secondary level, the introduction of IFTS and ITS at post-secondary level, the renewal of apprenticeships from a European perspective. All these measures are finding lieu for integration at a national level within the proposal to establish the technical-vocational training channel.

Following a supply-side approach, the proposed contribution investigates the reasons that make VET unattractive for NEETs by focusing on a policy measure of renewal of overall apprenticeships and specifically aimed at introducing a dual apprenticeship inspired by the German model. Originated with the general objective of combating school dropout and promoting youth employment, pursuing as a corollary the fight against the phenomenon of NEETs, the operational translation of the measure does not currently seem to achieve until now the desired results in terms of participation of young people and businesses.

The available data seems to highlight a context in which the dual apprenticeship becomes an element of amplification of social inequalities, combining the selection power exercised by the school system with that practised by the labour market. Such result finds a confirmation in the study of the evolution trajectories of other European countries (D'Agostino, Vaccaro, 2021), which examined the transformations undertaken in Germany, France and England in recent decades in order to maintain the attractiveness and increase the perceived quality of the dual systems.

Moreover, the results of the implementation of the dual apprenticeship seem to widen the territorial gaps, whereby the financial resources allocated for its implementation benefit more the already stronger areas, where school dropout is less relevant, the labour market is much more dynamic ensuring a smooth transition to young people. These results are rooted both in the structural differences that underlie the existing territorial gaps, whose reasons are as endogenous as exogenous to the training system, and in the inability to define a policy design capable of combining the pursuit of a unitary national objective with the flexibility which is needed to give space to an adequate territorial declination which might prevent the widening of existing gaps.

A.02. Education and labour market inequalities

Young People's Transition From Education To The Labour Market And Territorial Inequities: Outcomes From INAPP Plus Survey

Laura Evangelista (INAPP, Italy) · Concetta Fonzo (INAPP, Italy)

education, training, labour market, transitions, territorial inequalities

Since 2005, INAPP (formerly ISFOL) carries out the INAPP-Plus Survey (Participation Labour Unemployment Survey), promoted by the Labour Market Structure, through a large survey (45.000 interviews) on several topics and with a longitudinal dimension. INAPP-Plus is a national sample survey on job supply which is currently in its 10° edition. The survey is of public interest, having been included in the National Statistical Plan since 2006. Through the submission of a structured questionnaire, the INAPP-Plus survey is designed to capture some latent phenomena (job placement of young people, extension of active life, participation of the female component, territorial distribution, etc.) present in the Italian labour market. In the 2022 issue of the survey, some specific items were added, aimed at highlighting the difficulties that young people (18–29-year-olds) encounter in the transition from school to work and, if they are employed, what these difficulties were. Therefore, the paper presents an in-depth analysis of the data and information relating to the obstacles faced by the young population when it finishes its education and wants to enter the labour market. Data and information that describe the phenomenon from multiple and different points of view, related to gender, geographical distribution, urban dimension, use of guidance and support services for job placement and so on. Starting from the difficulties faced by young people in entering the labour market, collected through the INAPP-Plus questionnaire, in addition to reporting the main results in qualitative and quantitative terms, the contribution also intends to offer an updated and careful reading of social and territorial inequalities in Italy, especially in relation to some recent research on low paid and poor quality of jobs. The greatest difficulties encountered by Italian young people in the transition from school to work refer to the perceived poor quality of the job offer with short or underpaid employment proposals or with modest tasks and at risk of underclassification, with different distributions linked to geographical areas and qualifications. Hence, starting from the national and European socioeconomic context, this paper illustrates some important data relating to the relationships among educational, social and territorial dimensions which generate inequalities, collected through the INAPP-Plus Survey. In particular, when compared with other European young people, the situation of Italian population highlights greater problems in solid access to the job market and, within global trends in youth employment, low valorisation in the production system. In summary, the contribution is intended as the presentation of the articulated and structured picture of the problems that relate to the world of education and training as well as young people's work, through a lens on territorial inequities, in order to be able to identify and highlight the factors that can be crucial in overcoming and transforming the current difficulties into opportunities for future generations.

A.03. Education, evolution of welfare measures and new inequalities

New Welfare And Social Inequalities. The Italian Case Of Vocational Education And Training

Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy) · Raffaele Sibilio (Università degli Studi di Napoli "Federico II", Italy) · Angelo Falzarano (Università degli Studi di Napoli "Federico II", Italy)

welfare, learnfare, education and training, inequality, capabilities

In the last decades of the last century, supranational and national institutions necessarily had to undertake different social protection measures compared to previous ones. Financial crises, digital and ecological transitions, an aging population, increased unemployment and the recent pandemic have determined the need to redefine new welfare models. The Council of the European Union has embraced the concept that education and training have a crucial role in addressing the many socio-economic, demographic, environmental and technological challenges that Europe and its citizens face and will face in the years to come. The reactive capacity of the Italian educational systems towards new economic and social needs should constitute a form of protection in the face of new forms of risk and requires decisive interventions in this direction to allow the current and future workforce to acquire a multiplicity of skills in order to adapt to new social needs and changed labor market conditions. The article analyzes the most recent methods of implementing learning policies in our country, initiatives that place education and training in the foreground for the development of the individual and society, highlighting how the measures undertaken in terms of welfare, in reality, can produce distorted effects, which consist in generating or maintaining social inequalities rather than limiting them. Through the processing of secondary data, we therefore examine their actual effectiveness in responding to a demand for equity spread across the entire national territory in relation mainly to the institutional capacity to strengthen the training offer in the field of professional education and training, to create human resource capital and ensure that everyone has an equitable opportunity to generate and employ capabilities.

A.03. Education, evolution of welfare measures and new inequalities

Welfare Regimes and School-to-work Transitions: Institutions and Subnational Variation

Ruggero Cefalo (University of Vienna, Austria) · Rosario Scandurra (University Autonoma of Barcelona)

welfare regimes, youth employment, school to work transitions, regions, spatial disparities

In this paper, we investigate the impact of institutional configurations and regional contextual traits on school to work transitions outcomes.

The transitions from education to work affect working career, family formation, social participation and even political discontent of young people. Therefore, they represent a strategic area of intervention for EU policymaking and a key for the future of the European polity, as confirmed by the longstanding commitment of the European Commission to the Youth Guarantee and the establishment of the Youth Employment Initiative as a cohesion financial tool integrated in the European Social Fund to promote the implementation of the Youth Guarantee scheme.

Comparative research on school-to-work transitions mainly focused on country differences, examining institutional design variation in shaping youth labour market outcomes (Raffe, 2014). However, research highlighted significant territorial variations among sub-national territories and jurisdictions in the processes and outcomes of transitions (Scandurra et al., 2021). Cross-regional differences are remarkably high in Europe (Iammarino et al., 2018), and pertain to many dimensions, including labour force participation, skills and returns to education. This body of research suggests that complementarities between institutional configurations and contextual socio-economic conditions in subnational territories have a crucial impact on school-to-work transitions, with extended effects on young people's life chances.

In this paper, we adopt an innovative approach by bringing in a territorial perspective to the study of transitions regime and youth labour market integration. We want to investigate the effect of national institutional configuration that characterize well recognized regimes of youth transitions (Walther, 2017) on the trajectory of youth labour market integration in subnational territories (Cefalo et al., 2020).

We build a novel dataset comprising regional variables (NUTs 2) on several outcomes of youth labour market integration (NEET, youth unemployment, youth employment by education, early school leaving rates) as well regional socio-economic conditions (such as GDP per capita in PPS, sectoral employment and GVA); national variables that group the countries according to the transition regime, skill formation systems in Europe. The dataset includes all EU NUTs 2 regions for more than 2 decades (2000-2022). We will exploit the longitudinal and multilevel element of the dataset by means of panel data analysis and specifically by fitting multilevel growth-curve models to understand trajectories and determinants of regional youth labour market integration outcomes in the last 2 decades.

Our contribution to the literature is manifold and contributes to connect studies on youth and labour market integration – on the one side – with investigations on territorial cohesion and economic geography – on the other side. First, we provide sought after evidence of youth employment and school to work transitions below the national level, moving beyond the methodological nationalism of the field (Raffe, 2014). Second, our analysis contributes to our understanding of the impact of institutions and institutional configurations on cohesion in European territories (Rodríguez-Pose, 2020), looking at youth labour market integration.

A.03. Education, evolution of welfare measures and new inequalities

Rethinking Education as a Common Good for the New Welfare

Luca De Luca Picione (University of Naples "Federico II", Italy) · Lucia Fortini (University of Naples "Federico II", Italy) · Marianna Giordano (IRS Campania) · Domenico Trezza (University of Naples "Federico II", Italy)

learnfare, capabilities, human capital, common goods, democratic governance

Within the framework of the profound changes in the European Social Model, influenced by dominant neoliberal policies globally over the past three decades (Gallino, 2012), this contribution proposes an innovative perspective that redefines educational institutions as common goods (Locatelli, 2019). This perspective underscores the crucial role of lifelong learning in constructing a new welfare model, transcending the dichotomy between the sociological concept of "educational credentials" (Collins, 1979) and the economic concept of "marginal productivity" (Becker, 2008). In this context, there emerges the necessity to valorize Sen's capabilities approach (1997; 1999), which highlights the potential of education in addressing inequalities and ensuring genuine freedom of individual choice.

Coleman's work (1998) emphasizes how human capital results from personal transformations that lead to the development of skills and capabilities fundamental for adapting to new challenges. However, the significance of this development extends beyond mere economic growth, encompassing norms and values contributing to social change. Gender inequalities in income and access to career opportunities represent obstacles to full human development and democracy (Nussbaum, 2000).

In an era defined by the knowledge society (Kuhn, 2007), it becomes crucial to invest not only in a high-level education system to ensure national competitiveness but also in a solid foundation of basic and vocational education. The school, with its central role of "teaching to learn," provides the groundwork for a "learnfare" that promotes stable and high-quality employment (Colasanto, Lodigiani, 2008).

However, in Italy, delays in basic education and socio-economic disparities influence the quality of human capital produced by educational institutions, contributing to a poorly meritocratic and inequitably distributive system (Schizzerotto, 2002; Giancola, 2006). Therefore, educational institutions must redefine their objectives to expand citizens' cognitive skills and sense of meaning, serving as custodians of the collective intellectual heritage necessary to address common challenges and issues (De Leonardis, 2001).

In conclusion, this contribution aims to advance the reflection on the crucial role of educational institutions in addressing social inequalities and promoting more inclusive educational policies oriented toward equity, meritocracy, and human development.

A.03. Education, evolution of welfare measures and new inequalities

Towards Climate Justice In Education: A Transformative Change

Angelo Falzarano (Università degli Studi di Napoli "Federico II", Italy) · Sibilio Raffaele (Università degli Studi di Napoli "Federico II", Italy) · Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy)

climate justice, education, sustainability, climate crisis, social injustices

Major disasters generate new opportunities and responsibilities for the role of education in society, called to contribute to climate justice and global sustainability. Climate justice articulates a paradigm shift in how education seeks to respond to the climate crisis, promoting actions to build a more just, stable and healthy future. The devastation of the climate crisis is experienced very differently among the people, communities and places most at risk, transformative climate action requires conceptually and empirically linking the climate crisis with social injustices, economic inequalities and health .

Underfunding of education and sustainability incentives both limit education's ability to implement climate justice. The paradigm shift requires a renewed commitment to public support for education for a more just and climate-stable future. Education is a critical sector of society that is so far underutilized in terms of preparing for the future.

As anchor institutions, schools are among the most stable and forward-thinking organizations in many communities. To reimagine what is possible, the climate crisis must be addressed in education alongside systemic change for social justice and structural change focused on economic justice, racial justice, and energy justice.

This paper intends to contribute to the debate on climate justice and education. The main evidence emerging from an exploratory study carried out in first cycle schools on climate change education as a response to the climate crisis is presented. Attitudes and behaviors towards climate justice are explored for possible transformative change. The different visions that emerged underline the complexity of the phenomenon and the methods of intervention.

A.03. Education, evolution of welfare measures and new inequalities

Mapping Neets in Europe and Italy: poverty, inequality and critical policy roles

Mirella Ferrari (Università degli Studi di Milano – Bicocca, Italy)

education, inequality, neet, young adult, welfare state

Education and social justice represent two critical issues for young adults especially when related to contemporary times that have to face political uncertainties; rebalancing of geopolitical forces worldwide; epidemics that have just passed, the consequences of which have yet to be deeply investigated; energy, territorial, as well as food wars that are still ongoing; artificial intelligence; and finally other phenomena such as nationalistic protectionism and the claims of the female gender especially in the countries of the Eastern Mediterranean area.

Young adult education represents a crucial moment in Italian welfare, as it provides an opportunity to match labor market (Strecker, López, Cabasés, 2021)supply and demand, is to some measure linked to the biographies of individuals and the development of society in a vision of social equity. Unfortunately, the various welfare initiatives over the years have not been free from evident social distortions and inequalities.

It is in this scenario that our reflection on NEETs is inserted. This paper aims to represent the phenomenon in its current state, comparing it with the most recent studies (Ferrari, 2018). It wants to give evidence of the European and Italian situation in order to stimulate debate, and to consider the different policies developed in the last decade by the Italian State specifically dedicated to young NEETs.

It wants to offer a tool for reflection on the same target audience, reconsidering the limitations and paradoxes that this targeting brings.

It also wants to point out the inadequacy of Italian policies (De Luca Picione, et al.2023) designed to minimize and counteract the phenomenon, which includes individuals as diverse as e.g.: mentally ill; dissatisfied with the work and school environment; and economically disadvantaged youth.

While on the one hand we see the anthropocentric view, which attributes educational and employment failure to individuals, essentially offloading the responsibilities of the state and local governments onto individual social actors. On the other hand, the neoliberal view tells of young people not studying and not working because of distrust in the future (Bonanomi, Rosina, 2020).

The Toniolo Report 2023 highlights how education impacts life trajectories and is a determining factor in the transition to adulthood and satisfactory self-expression, and so in the well-being of individuals and social participation (Caroleo, Rocca, Mazzocchi, 2020).

Fragility and perceptions of the future (Bauman, 2000, p.108)are felt to be more critical and negative, so NEETs express a higher risk of marginalization and, therefore, social inequality (Vieira, Pappàmikail, Ferreira, 2021).

In this view, individual abilities are diriment, unfortunately too often conditioned by education, training and job search systems. So the challenge for employment services is to work on the frustration caused by employment uncertainty; on the content of interventions, which are often outdated; on the role of emotions at play (Ylistö, Husu, 2021); as well as on the fragmented and scarce social policies aimed at young people, which make Italy (Mussida & Sciulli, 2018) the tail end in Europe (Assmann & Broschinski,2021) in terms of employment services and support during periods of inactivity.

A.03. Education, evolution of welfare measures and new inequalities

The Complexity Of Youth. Education, Identity, Citezenship Of Contemporary Young Generations

Roberto Flauto (Università degli Studi di Napoli Federico II, Italy)

identity, young people, education, communication, culture

The paper investigates, starting with a reconnaissance of some of the variables that characterize their identity profile, the forms of participation in social and economic life and the exercise of active citizenship of contemporary young generations. Then: what does it mean to talk about "young generations" today? What conditions do young people experience in their different configurations and what kind of hypotheses can be practiced to imagine a propulsive function of Europe in promoting youth inclusion, protagonism, and participation? Around these questions is articulated the paper proposed here. First, it is necessary to frame the existential conditions that these young people experience, their issues and demands, the mindsets and styles of view they express, the requests and needs they manifest, and the symbolic and value universe they inhabit. Therefore, the objective is to attempt to understand, specifically, the changes that go through the mechanisms of socialization, education and the intergenerational relationship, in order to better explore the reasons, forms and strategies of youth participation, which seems to constitute a real "paradox".

In sociological reflection, it seems there is a constant line in the descriptions of the different aspects of the juvenile condition: the scenario of the young contemporary generations is thus connoted by a series of peculiar factors, a set of characteristics and elements that are in many respects never before seen. We are facing a "dimension" – historical, anthropological, social – of absolute originality, with which we must necessarily deal, in order to be able to think, orient and propose intervention strategies aimed at empowering inclusion, civic participation practices, and that "creative" citizenship to which our proposals tend. Profoundly changed, in the socio-historical scenario that our young people inhabit, are the intergenerational relationships (the "disappearance" of the father, the unprecedented dynamics of socialization, the new trajectories of schooling, the role of social media, etc.), in whose interstices the transformations of the identity status of the young contemporary generations are manifested.

Thus, one of the most peculiar features is to be found in the condition of "cognitive dissonance" caused by the contrast between two existential conditions: an early adulthood, due to school, media, and the mighty technological progress, and an interminable adolescence, for which these young people depend on their families of origin for a long time, due to the difficulties of entering in the job market. To propose a strategy to try to interrupt, as far as possible, the pathological drifts of this vicious cycle, is the substantial goal of this work. The idea is to bring within the processes of training and education a series of mechanisms, a set of possibilities, of operational methodologies, new, creative, capable of intercepting the needs and issues of the younger generations, as much on the training level as on the identity level.

A.03. Education, evolution of welfare measures and new inequalities

Social Justice And Ecological Crisis: Two Sides Of The Same Coin

Stefano Galiano (MIM, Italy)

social justice, ecological crisis, education, poverty

Social justice and ecological crisis are closely interconnected. For Pope Francis, the ecological crisis and the social crisis are two sides of the same coin: one cannot be resolved without the other and vice-versa.

The same logic that makes it difficult to take drastic decisions to reverse the trend of global warming is the same that does not allow the goal of eradicating poverty to be achieved." The most obvious consequence "is the tragic increase in migrants fleeing poverty aggravated by environmental degradation, who are not recognized as refugees in international conventions" (Encyclical "Laudato Si").

The ecological crisis hits most people who have less access to natural resources with little possibility of adapting, in a short time, to the effects of climate change; often even without the most traditional points of reference, which have disappeared in the decomposition of contemporary society. New forms of social inequality are created precisely by the ecological crisis. The fossil fuel industry ends up enriching a minority of people, while progressively damaging the environment and the health of individuals.

(Re)designing environmental policies, integrating them with social ones, is today more indispensable than ever to protect the most vulnerable groups of the population, reinforcing the responses that the welfare community can formulate to meet their well-being needs.

The paper focuses on themes and issues currently at the center of the debate on global justice. It proposes to familiarize students with the basic notions and crucial concepts for making sense of issues of distributive justice as well as with the main conceptions of justice developed at the domestic level.

Protection Of Higher Education Students With Special Needs In The Italian Social Policies Framework

Valentina Ghibellini (University of Sassari, Italy)

social policies, higher education, students, special needs

Background

In Italy Social policies aimed at people with special needs are very rich and varied.

The legislative framework covers different forms of protection in various areas of associated coexistence, but often in a constant and unambiguous manner (Terraneo & Tognetti, 2021).

The education system is one of the areas where the promotion of priority strategies for vulnerable groups aims at guaranteeing and facilitating opportunities without disparities or distinctions (Striano, 2010; Santagati, 2011).

This is the framework of a research project financed by the PON Research and Innovation 2014/2020 which intends to promote social inclusion policies within an Italian university identified as a case study.

Study design and method.

The project is conceived in such a way to promote inclusion of SSNs through a human-centred approach based on social and technological innovation.

The paper presents some data collected by a classical research approach and the results arise from primary and secondary sources, and desk research.

Next, the paper will give an account of the strategy adopted to collect data and engage with the various actors, as well as of the procedures that were used to run the study. In this respect, the paper will discuss ideally optimal options based on the actually feasible on the ground.

First findings and discussion

The paper will discuss the main findings in coherence with the research aims and the case study. It will discuss how the inclusion of students with Special Needs in higher education still appears characterized by various forms of significant discrimination and inequality. A special focus will be dedicated to the new role of universities which sees them increasingly as actors of social policies (Merler, 1984; Bellacicco, 2018; Cardano, Cioffi & Scavarda, 2021) that combines university autonomy and a well-defined institutional warrant (Colozzi, 2009; Douglas, 1990).

Moreover, the paper wants to provide an understanding of the general framework for protection and integration for Higher Education students with special needs in Italy, also by means of a general overview of the national social policies for vulnerable groups.

A.03. Education, evolution of welfare measures and new inequalities

Lifelong Learning and Territorial Inequalities

Umberto Pagano (Università "Magna Grecia" di Catanzaro, Italy) · Annunziata Alfano (Università Unitelma / Sapienza di Roma, Italy)

competences certification, inequalities, life-long learning

The right to the recognition of competences acquired through life experiences is now normatively established at both the European and Italian national levels. The "Council Recommendation on the validation of non-formal and informal learning" of 1992 and, in Italy, in the same year, Law 92/2012 "Provisions on labour market reform in a growth perspective" (commonly known as the "Fornero Law", albeit for other reasons...) and especially the subsequent Legislative Decree 13/2013, constitute the mainstays of a regulatory framework that has developed and well-articulated in recent years, firmly embedding lifelong learning as a "right of the individual".

"Within the scope of public policies on education, training, labour, competitiveness, active citizenship, and welfare" – as stated in Decree 13/13 – "the Republic undertakes to ensure equal opportunities for the recognition and valorisation of competences any way acquired...".

A significant change is ongoing: structural – both normative and methodological – but also cultural. The very meaning itself of "learning" and its relationship with individuals' lives and organizations is changing. People acquire skills and knowledge over time and in "other" ways and places than the formal ones. Now there is a right to have those skills and knowledge formally attested, and this makes possible that each "mosaic tile" of the personal heritage to be recognized, valued, certified, made transparent and transferable even beyond national borders and spent.

But after 12 years, it is necessary to ask: is the right of the individual to the recognition of acquired learning actually guaranteed? Effectively exercisable by citizens? What is happening in the territories?

There is not one answer but a series of differentiated and complex responses. As shown by recent first monitoring of the SNCC carried out by INAPP, while all Regions apply SNCC standards to formal certification (downstream of training courses), the situation regarding the recognition of competences acquired through non-formal and informal experience is extremely heterogeneous, and we are far from a real application across the entire national territory. In some cases the service is consolidated reality, while in others, it is still in the experimental phase or even completely stalled.

The ramifications of this non-application are significant: faced with a national norm that guarantees equal rights to all Italian citizens to have their competences recognized regardless of how they were acquired, differential access to such services based on the territorial context of residence has emerged, thus accentuating social inequalities and hindering the realization of social inclusion and personal development.

This should somehow also stimulate a more general, extremely current reflection, given the political project of the so called "differentiated autonomy": the LEPs are established (as indeed the SNCC norm does), but what actually happens if Local Institutions are unable to guarantee them in the territories?

The paper aims to investigate the reasons and consequences in terms of unequal access to rights, protections, social inclusivity, of the differentiated and unequal implementation of the National Competence Certification System.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Schooling Inequality: Aspirations, Opportunities and the Reproduction of Social Class in England

Jessie Abrahams (University of Bristol, United Kingdom)

social class, inequality, aspirations, choice, options

Despite the mass expansion of the higher education sector in the UK since the 1960s, young people from disadvantaged backgrounds remain less likely to enter university (and in particular, elite institutions) than their advantaged counterparts. This paper gives an overview of my new book Schooling Inequality (Abrahams, 2024) which explores the aspirations, experiences, and opportunities of young people from different social-class backgrounds in England against a backdrop of continuing inequalities in education and society. Schooling Inequality questions the political rhetoric which assumes that social class determines aspirations and that anyone can make it if they work hard enough, aim high enough and make the best choices. Rather, this work highlights how the everyday structures and practices of schooling render young people more or less able to pursue a desired career or higher education pathway despite high aspirations. This is done through a focus on three schools in one city in England. Grand Hill Grammar (an independent fee-paying school), Einstein High (a state-maintained school in a wealthy area) and Eagles Academy (a state-maintained school in a disadvantaged area). The fieldwork undertaken included a survey of over 800 pupils in years 7, 9 and 11 in each school, semi-structured interviews with 6-8 pupils per year per school and one careers advisor per school (n=60). Alongside considering young people's personal narratives and experiences, the book adopts a Bourdieusian lense to focus in on the reproductive nature of the schools themselves (Bourdieu and Passeron, 1990); paying close attention to how pupils' opportunities and aspirations are shaped relationally within the different institutional contexts.

This paper will give an overview of the research study and the book as a whole before delving into one specific chapter to provide an example of inequalities in action. Specifically, I will speak about Chapter 5 which looks at the opportunity structures in each school which serve to enhance or restrict pupils' chances of fulfilling their aspirations. This is done through a consideration of the different General Certificate of Secondary Education (GCSE) subject choice combinations available to pupils in each school and the implications of this in relation to the 'value' attributed to pupils. GCSE 'option time' is framed as a key moment in which young people make 'life directing choices' which will either open-up or shut-down future pathways. This chapter interrogates the concept of 'choice', highlighting how Eagles Academy pupils, as well as having a limited range of subject options, are faced with a timetable blocking system which further restricts their choices. In contrast, the Grand Hill and Einstein High pupils experience a wide and unrestricted landscape of subject options.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Students' Choices In Educational Transitions: Trends And Gaps From A Systematic Literature Review

Paula Arboix Caldentey (Autonomous University of Barcelona, Spain) · Mariona Farré Vidal (Autonomous University of Barcelona, Spain) · Sara Gil Morales (Autonomous University of Barcelona, Spain)

choice, decision-making, educational trajectories, students' transitions

Choice is a key process in any student's educational trajectory (Ball et al., 2000). Current research has focused on comprehending the role that these transformative processes play in the increasing significance of reproducing social and educational inequalities among young people (Tarabini & Ingram, 2018; Tarabini, 2022). Its complex and multi-causal nature, involving structural, institutional, relational, and subjective factors, has been consistently underscored (Cuconato & Walther, 2015). Yet, despite the emphasis on its crucial role in students' life opportunities and conditions, the notion of choice remains conceptually unclear, and its approach diverse and at times inconsistent.

The aim of this paper is to present a Systematic Literature Review examining how European research addresses the sense-making of students' educational path choices. Specifically, the starting question driving this study is "How do students chose among educational paths?". Employing a mixed approach, the review consists of two parts. On the one hand, it establishes a state-of-the-art analysis and draws up a mapping that seeks to characterise the main elements of the literature under consideration, including theoretical frameworks, methodological approach, techniques of inquiry and focus of the study. On the other hand, a critical content analysis is conducted to examine the explanations given for the phenomena and to identify the main gaps in the existing literature.

The results reveal an over-representation of English-speaking countries in the literature on educational choices, with a predominant use of theoretical frameworks centred on Theories of Practice or Theories of Agency, and a focal analysis on Upper secondary choices. As for the explanatory factors, there is a majority tendency to identify gender, ethnicity, and social class -especially the latter- as key elements in students' educational choices. Social identity and learner identity also emerge as central influences, along with the socialising agents in the student's environment, particularly the family and the peer group. Finally, within the educational field, the role of teachers, the school effect and the stratification of the educational system are emphasised as explanatory elements to be taken into account. The review concludes by pointing out the main gaps found in the literature.

The potential contributions of this paper involve identifying the main trends and, more importantly, the main gaps present in the literature on educational choice. Thus, the study allows us to point out the black boxes that are yet to be unravelled for future research on this phenomenon.

Within the context of this symposium, this presentation serves to outline the current research on educational choices. Its goal is to provide a comprehensive framework and elucidate how the other presentations can contribute to enhancing the existing knowledge on this subject, ultimately addressing and filling in the gaps that still need exploration.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

"Is Choice Fundamentally Just an Illusion?" – Practitioners Perceptions of Choice in the Early Childhood Workforce in England

Ruby Brooks (Manchester Metropolitan University, United Kingdom) · Mel Hall (Manchester Metropolitan University, United Kingdom)

early childhood, choice, neoliberalism, gender, skills

Women's entry into the early childhood workforce has been explored through the notions of redemption and morality (Vincent & Braun, 2010). As a workforce, early childhood is dominated by women who leave school with few other employment options (Andrew, 2016), raising the question of how far childcare as a career path can be considered a choice (Vincent, Braun & Ball, 2008). The neoliberal regulation of the workforce, and the deliberate policy incentives that maintain the continuation of women's oppression, have prevented a rise in the status or pay of the sector (Brooks, 2023). This paper builds upon these notions, exploring how practitioners themselves view their 'choice' to enter the profession, and the level of skill they perceive their work involves. A neoliberal conceptualisation of choice is presented, in its promotion of individualism and accountability in career choices and also how it influences career success. The performance of compliance (Sims & Waniganayake, 2015) under this neoliberal regulation is explored in light of the data, highlighting women's continued marginalisation within the workforce and how this is navigated by the practitioners themselves. Drawing on Bourdieusian conceptualisations of habitus, this paper explores the role of choice in women's professional identities and the extent to which the women themselves consider their work skilled.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Highly Selective Study Choices and Social Inequality Under Ecuador's Higher Education Access System

María Francisca Bustamante Sage (Universitat Autònoma de Barcelona, Spain)

social inequalities, higher education access, merit-based admission systems, academic results, selective study choices

In 2010, a profound reform of higher education in Ecuador was initiated, which installed a single admission system based on a standardized exam. However, merit-based admission systems do not necessarily eliminate social inequalities (Alon & Tienda, 2007; Liu, 2011); they could instead reproduce entry barriers (vertical) or create inequality gaps based on hierarchies of prestige and quality between higher education institutions or careers (horizontal) (McCowan, 2016). This has been explained by the effect of socioeconomic origin and other forms of social exclusion on academic results and higher education choices (Hodkinson & Sparkes, 1997; Reay et al., 2001). At the theoretical level the study conceives choices as the outcome of a process of complex negotiations in which structural factors and individual agency interact (Bourdieu & Passeron, 1990; Reay et al., 2001), beyond the conception where choices are understood solely from the perspective of rational adjustment of costs and benefits (Breen & Goldthorpe, 1997). In this sense, perspectives such as Glaesser and Cooper (2014) combine elements of both theories, arguing that choices are generated from rational adjustments within culturally delimited horizons of possibilities.

The research aims to identify how vertical and horizontal inequalities manifest in the current admission system to Ecuadorian higher education. This mixed methods study had a quantitative phase in which multivariate analyses were developed on 68,479 cases from the national database of applications for access to higher education. In the qualitative phase, 26 semi-structured interviews were conducted with first-year students enrolled in one of the largest and oldest public universities in the country.

The quantitative analysis shows the existence of vertical and horizontal inequality reproduction. Variables such as low socioeconomic level, life experiences associated with "non-traditional" students, and previous educational conditions of disadvantage determine lower application scores and lower probabilities of choosing highly selective institutions/careers, irrespective of their test score. Particularly, students benefiting from affirmative action policies, which grant them additional scores in their admission tests, even when they are in the top quintile of scores, choose highly selective institutions/careers in less proportion than non-policy applicants.

The qualitative phase explores the shaping of high and low selectivity career choices among affirmative action beneficiaries with high admission scores. It analyzes the symbolic, social, and material elements of social class in choices, extending beyond score-based adjustments. Results highlight the strong impact of conditioning factors like socio-economic origin, geographical location, family involvement, and preparation courses, consistent in both quantitative and qualitative phases.

Various adjustments or rationalities influencing low or high selectivity career choices are evident. Students make adjustments, including cost-benefit maximization, practical decisions, and high or low-risk choices. Arguments intertwine with scores, career preferences, and sociocultural determinants linked to social disadvantage. The study also reveals that academic merit alone fails to explain choices, as meanings like luck or fate are tied to university access.

These findings suggest implications for public education policy, emphasizing the need for measures beyond bonus scores. Mobility support, system information dissemination, public exam preparation, and financial assistance can be address inequality gaps.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Decoupling Housing and School Choices: Perspectives of Middle- and Upper-Class Parents Across Two French Cities

Audrey Chamboredon (CRIS, Sciences Po, France)

educational choices, residential choices, school market

This paper seeks to understand the conditions that enable French middle- and upper-class families to decouple their residential and school choices.

Residential segregation stands as a significant factor contributing to school segregation in France, where public education operates under a catchment zone system assigning students to nearby public schools. Despite this, students can secure exemptions, allowing attendance at alternate public schools, often for specialized programs. Additionally, private education operates independently of catchment areas, and 17% of French students are enrolled in relatively affordable private schools. While various researchers have explored French middle-class parents' strategies to access different schools (van Zanten, 2009), fewer studies have examined how families select their houses to target specific schools, and existing research focuses on the Paris urban area (Oberti, 2007; Oberti & Ramond, 2020). Despite the centralized nature of the French educational system, variations exist in school geographies and housing markets across cities. Through a comparison of two urban areas with contrasting school offerings, this study aims to investigate how middle- and upper-class parents consider schools when selecting housing within French urban settings.

This study draws on a comparative analysis of Lille and Toulouse, two cities with different educational characteristics. In Lille, urban and school segregation rates are high and 45% of students attend private schools. Toulouse's schools are less segregated and only 17% of students are enrolled in private education. I conducted 90 interviews with middle- and upper-class parents living in different types of neighborhood in the two urban areas.

Contrary to observations made by some sociologists regarding middle- and upper-class parents (Lareau & Goyette, 2014; Oberti, 2007), the vast majority of interviewees stated that they did not consider school offerings when choosing their house. Building on this observation, the paper seeks to understand the conditions that enable these families to decouple their residential and school choices.

What these families consider a good neighborhood to live are often places with good school options. However, the decoupling of residential and school choices is also driven by the perception of the housing market as more constraining than the school market. Many French families aspire to homeownership (Bugeja-Bloch, 2013), which makes selecting a house a long-term familial commitment and investment that implies considering numerous criteria. Therefore, there is little room to factor in schools.

Additionally, French parents are more concerned about the transition to secondary school than they are about primary school, which possibly explains why residential changes associated with children's birth are not yet accompanied by concerns about school choice. The interviews suggest they do not imagine a situation with no alternative to their local schools, whether in Lille or in Toulouse, despite the uneven presence of private schools in the two cities. Overall, even though French education is based on catchment zones, the "unofficial school market" (Felouzis & Perroton, 2007) contributes to decouple housing and school choices in urban contexts.

Ultimately, families who considered school options when choosing housing were typically those who had another reason to relocate as their children approached secondary education.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Prospect Theory as a Tool to Rethink School and Reducing Dropout

Chiara Corona (Filosformazione, Italy)

school dropout, prospect theory, framing effects

The causes, the nature and consequences of dropout problem has been explored by several perspectives (Archambault et al. 2008, Rumberger 2011, Sacco, Le Rose 2022) and actions to fight it –– with particularly attention to some Italian regions and neighbourhoods where dropout rates are higher –– have been recently declare as one of the main goals of Italian Ministry of Education. The aim of this contribution is to propose a tool to find a solution to the dropout problem. The main idea is to rethink the way we describe to students the need to go to school, using some suggestions from prospect theory.

Prospect theory has offered a possible explanation for the behaviour of agents' choices under risk. Specifically, Kahneman and Tversky (Kahneman and Tversky 1979, 1981) showed that agents, when faced with a risky choice that leads to a gain, avoid risk and prefer the choice with a certain outcome (albeit with a smaller gain). However, when faced with a risky choice that leads to losses, agents behave in order to avoid losses and become inclined to take risks. Since certain loss is very aversive and pushes agents to take risks, the psychological value of losses and gains isn't equal to the agents. Prospect theory explain this behaviour in terms of euristics and biases due to our emotions, instincts and passions (Kahneman, 2011).

Despite some of considerable criticism we have to take into account (Gigerenzer 1991, Mandel 2014) – and keeping in mind that the theory is a descriptive and not a normative one (Labinaz, 2013) – I propose to use prospect theory as a tool to rethink students' behaviour and for finding solutions to school dropout. Let's start with thinking about a student as an agent who has to make choices (showing up at school every day, paying attention in class, studying for the exams) under conditions of uncertainty (without actually knowing the effects of these decisions) or risk (for example showing up everyday at school and being sure to obtain a good mark at the next exam or accepting the risk of missing a few lessons, skipping school a few times to go out with friends and probably getting a bad mark). The famous Asian Disease task proposed by Kahneman and Tversky (Kahneman and Tversky 1981), show us that agent changes decision when faced with the same choice problem if it is presented in different ways. They call this behaviour of agents framing effect (Kahneman and Tversky, 1981, Gilovich, Griffin and Kahneman 2002). The hypotesis is that if we start framing the activities in school to our agent-student with no longer as a sure gain ('you must study and go to school because then you will get a good job', for example) but in terms of certain losses, we may be able to convince adolescents to take some risks and don't drop out of school.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Can We Talk About "Choice" In Vocational Training In France? A Case-Study

Guillaume Cuny (Université D'Evry / Université Paris-Saclay, France)

vocational school, inequalities, gender, socialization

Since the 1970s, the question of free choice in the process of educational orientation has been the subject of debate in the sociology of education in France. In its caricatured form, the debate could be presented as follows : at one end of the spectrum, the pupil is a rational actor making cost-benefit calculations to determine his or her choices (Boudon, 1972), while at the other, pupils' educational paths are strongly influenced by the capital available in the various families, and the educational institution fails to compensate for the inequalities present at birth, thereby reproducing the social order of things (Bourdieu, 1970).

Because of its concentration of the social inequalities, vocational training is a good field to investigate that question of choice : students whose parents are employees or blue-collar workers are over-represented, while the children of managers are under-represented (Bourdieu, 1970; Merle, 2002; Palheta, 2012; Dubet, 2014). Gender inequalities are also strongly represented in vocational schools, notably through the gendered distribution of students in the various specialties (Mosconi, 1983, Moreau, 1995).

Since its creation in 2011, the Support, Care, Personal Services vocational training (Bac Pro ASSP in French) has provided training in the care and support professions, starting in the second year of secondary school. The majority of students involved in this training are young women from working-class backgrounds, most of whom are immigrants. Our interpretation of this phenomenon is that the registration into this field is a way for these young women to move into a sector where the tasks they will have to perform are close to those they have long performed in the family sphere (Cresson, 2004). These young women, who do not feel that they have "succeeded academically", have therefore seen this pathway as a way of enhancing the skills they have acquired through domestic work (Cartier, 2012). From an orientation point of view, we can say that the risk for them is to confuse what they are socially predestined to do with what they really want to do.

While their orientation is strongly linked to their social background and gender, we will show through our monographic survey and through repeated interviews in the 1st, 2nd and 3rd years, as well as observations in classrooms and at internship sites, how these young women's conviction that they are "made to take care of others" will be questioned through the experience of apprenticeship.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Social Inequalities In Upper Secondary Track Choices And Imagined (Im)mobilities In Rural Catalonia (Spain)

Mariona Farré (Autonomous University of Barcelona, Spain)

upper secondary choices, social inequalities, spatial inequalities, (im)mobility, educational transitions

Educational choices are set on a political backdrop that emphasises the need to increase the participation in upper and higher education, while stressing individual's capacity for reflexivity (Ball et al., 2000). Despite the neoliberal rhetoric of free and rational choice, social inequalities are still central in understanding educational transitions. Indeed, educational inequalities are embedded in more complex forms of horizontal stratification, conditioning access to and experience of education according to students' social position (Furlong & Cartmel, 2009). In this sense, in most European countries, transitions to upper secondary constitute a turning point in students' trajectories, as they occur within the division between hierarchically differentiated tracks – academic and vocational (Lahlema, 2019). This division therefore explains the degree of stratification, segmentation, and selectivity of the different educational systems (Termes, 2022). Moreover, upper secondary transitions constitute the moment when students must face the first real decision about their future, produced by the interaction of their objective opportunity structures and their subjective dispositions (Tarabini, 2022). In other words, they choose, according to their horizons for action, what is (un)thinkable for the "people like them" (Hodkinson & Sparkes, 1997).

On the other hand, post-compulsory educational decisions often involve decisions about (im)mobility. Indeed, the spatial dimension of transitions is of crucial relevance to understand the complexity of social and educational inequalities and young peoples' identities (Farrugia, 2014). As research has pointed out, mobility permeates much of social life (Urry, 2008) and goes beyond the physical act of moving between spaces. The capacity to exercise spatial reflexivity (Cairns, 2014) in educational transitions is conditioned by the objective position of young people, but also by their imagined spatial futures (Rönnlund, 2020) and belongings. Space is thus understood as symbolically and materially constituted through the materialities, practices, relations, interpretations, and narratives that produce it (Farrugia and Wood, 2017). Finally, although research has focused on mobility towards higher education (Fin, 2017), it is important to dig into the multiple (im)mobilities that occur in post-compulsory education, especially when the VET supply is unevenly distributed throughout the territory.

This paper aims to contribute to the analysis of the intertwining of social and spatial inequalities. More specifically, we analyse how structural variables – class, gender, migratory origin – and place of residence influence student' post-compulsory aspired choices and imagined mobilities in a rural area of Catalonia (Spain). Including the rural dimension allows for a deeper understanding of rural youth, often taken for granted in youth studies (Farrugia, 2014). Moreover, it is in these areas where the very distribution and planning of the educational supply makes mobility an imperative for transitions. To this end, a questionnaire was distributed among students in their final year of compulsory secondary education with the aim of collecting information on their social profile, educational trajectories and experiences, and intentions regarding choice and mobility. The results show that both in the educational track choice and in the identification of spaces that are (un)thinkable for them, there is a "a sense of ones' place" that is related to structural variables.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

"I'm Sure I'm Made for This". Youth Narratives of Choice, Vocation, and Predestination in Educational Futures

Sara Gil Morales (Universitat Autònoma de Barcelona)

educational choices, vocation, uncertainty, youth, social inequalities

Educational trajectories are entrenched within the global paradigm of individualism (Giddens, 1991), wherein choices are perceived as pivotal moments for self-investment (Dale & Parreira do Amaral, 2015). In this context, young people endeavour to envision futures that are suitable and desirable for themselves (Appadurai, 1988), mediating and negotiating their aspirations with broader institutional structures and social actors (Gale & Parker, 2015). Alongside the pressure to make educational choices that facilitate upward social mobility, students are encouraged to search for authenticity (James et al., 2021). The future encompasses not only making educational choices to secure a good job but also imbuing it with a sense of purpose; happiness becomes imperative (Vieira et al., 2013). However, the ability to construct solid and meaningful imagined futures is constrained by the structures of capital possessed by young people (Bourdieu, 2011) and the lives of those around them, both in their immediate environment and on social media (Archer, 2007).

The aim of this paper is to explore students' employment of the notions of vocation and predestination to infuse a sense of transcendence into their educational choices and aspirations. We conceptualize vocations as a particular form of taste (Bourdieu, 1988; 2020). Like taste, vocations are developed within specific social positions, cultivated through social encounters throughout individuals' biographies, and a classification method that categorizes individuals based on their preferences. Conversely, much of the existing sociological research utilizing the notion of vocation associates the concept with the idea of occupation or profession, thus primarily focusing on its economic aspect (Dubois, 2019). Furthermore, fewer sociological studies have addressed the concept as a "sense of calling" (Hansen, 1995), highlighting the necessity for further exploration of its meaning and implications beyond its religious and economic dimensions (Dubois, 2019; Lahire, 2018).

This contribution is grounded in a qualitative longitudinal study conducted in three academic upper secondary schools in a semi-rural area in Catalonia. The data comprise in-depth interviews with 24 academic upper secondary students from diverse social backgrounds, genders, and programs over the course of two years (2021-23).

The analysis of young people's future narratives in this domain has yielded significant insights into understanding their strategies for navigating pressure and uncertainty about the future within such a demanding context. The results reveal how, for some students, discourses surrounding vocation, predestination, and transcendence in career planning may be of paramount importance in ensuring their educational choices and identity construction. Simultaneously, for other students, this absence of vocation may be perceived with cynicism or as if something were wrong with them.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Choices of Upper-secondary Education as Identity and Aspirational Becoming: the Case of Children of Morocco and Pakistan Migrants in Barcelona

Martí Manzano Moliner (Autonomous University of Barcelona, Spain)

educational choices, school transitions, aspirations, identity, children of migrants

While it is widely demonstrated by quantitative studies that educational transitions of students with a migrant background tend to bring them together in less prestigious tracks, the mechanisms underlying these processes remain unclear in terms of their experiences, subjectivities, and voices.

This paper investigates how descendants of migrants chose upper secondary education in Barcelona drawing on a theoretical framework inspired by Appadurai (2004), Bourdieu (2008), Hodkinson (1997) and Tarabini (2022) that frames transition as dynamic processes of articulation and transformation of identifications, and aspirations. Understanding transitions as contextualized, socially embedded, and relationally negotiated processes challenges the dominant individualistic discourse that frames choice as an individual and rational election.

Conducted in two schools in a segregated neighbourhood, this study is based on qualitative, longitudinal, visual research, which involved 50 interviews conducted both before and after students' transition to upper secondary education. The focus of the research is on 18 students descended from migrants from Morocco and Pakistan, two of the most stigmatized origins in Barcelona due to the increasing infiltration of the Islamophobic discourse.

The analysis identifies four distinct typologies of transitional processes: transitions by cooled ambition, by sustained ambition, by immediate fit, and by professional fit. Based on the voices of the young people, a non-essentialist diagnosis of the realities of pupils with a migrant background and/or belonging to ethnic minorities is proposed. Furthermore, it is shown that family migrant origin does not act as a handicap in educational trajectories, it is usually an incentive that favours school engagement and the formulation of ambitious aspirations.

These results are useful for the formulation of educational policies, pedagogical interventions and academic orientations that are sensitive to the migrant reality and committed to the search for effective equality of opportunities among students regardless of their origin.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Higher Education Choices And Social Recognition: Empirical And Theoretical Insights

Carlos Palma-Amestoy (Universidad Católica de Chile / Centro de Estudios de Conflicto y Cohesión Social, Chile)

choices, aspirations, social recognition, transitions, higher education

Research influenced by the work of Pierre Bourdieu has profusely examined how individual and institutional practices, as well as strategies, affect the formation of higher education aspirations and choices (Archer and Yamashita 2003; Ball et al. 2002; Palma-Amestoy 2022; Reay, David, and Ball 2005). Yet, less attention has been paid to the moral/normative dimension involved in this process (Baker 2020). Drawing on some essential ideas of Axel Honneth's (2005) recognition theory, this paper addresses this fundamental dimension. In doing so, it supplements the Bourdieusian literature in this area, providing novel insights to better comprehend the decision-making process in higher education. Thus, it develops theoretical elements that allow us to connect the three interaction spheres proposed by Honneth with the field of higher education. Broadly speaking, this paper aims to explain how the notions of struggle for recognition and the meritocratic principle are associated with the process of formation of aspirations and choice-making in higher education. It also explores how the transition from the school to a new stage in life is faced and experienced by pupils.

This paper is based on a qualitative study that explores the experiences, perceptions and appreciations of forty-six pupils from various types of schools (delegated administration, public, emblematic public, private subsidised and private) and different social classes (dominant, intermediate and dominated) in the Metropolitan region of Chile. Particularly, it focuses on the narratives of twenty-three pupils whose families were located in intermediate positions in the social space at the time the interviews were conducted.

Based on the analysis of pupils' accounts regarding their desires and expectations, this paper shows how the possibility of higher education is shaped under the influence of a moral/normative dimension. This dimension encompasses the pervasive meritocratic discourse that underpins pupils' struggles for recognition. In particular, three aspects influencing the higher education choice-making process are analytically addressed: (1) the understanding of higher education as an external demand imposed by society and how this condition is intertwined with the idea of social recognition; (2) how economic and material barriers, which shape pupils' aspirations and choices, are reframed in moral and normative terms; and (3) how cultural tropes that underpin the meritocratic principle, such as individual responsibility and personal effort, are linked to the possibility of higher education. Overall, this paper brings together various elements that allow us to link the process of forming and shaping pupils' higher education aspirations and choices with the concept of social recognition.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Teaching Orientation ? Highschool Teachers Faced With The Implementation Of Orientation Support Since The ORE Law In France

Chloé Pannier (Centre de recherche en Éducation de Nantes, France)

school orientation, educational orientation, support, professional teaching identity, implementation

Context

By introducing the Parcoursup platform and the 54 hours devoted to orientation support for students at general and technological highschools, the "Student Orientation and Success" law of 8 March 2018 has helped to institutionalise this support and make teachers even more responsible in their orientation role. Called upon to go beyond the stage of "advice" to pupils, teachers are now faced with the injunction to provide what would amount to "orientation teaching", or even to embrace the role of psychologists from the French Education Ministry, who at the time had little presence in the school sphere and/or had to deal with major school and social issues, leaving little room for orientation issues (Lehner, 2020).

The available studies fervently emphasise the lack of preparation and training for teachers in this area (Dutercq et al., 2018; Clément et al., 2019; Daverne-Bailly & Bobineau, 2020; Daverne-Bailly, 2023). However, the latter are key players in the implementation of the ORE law, and we know that the application of a reform depends, among other things, on the professional identity of teachers, whose practices, representations and skills generally require adjustment (Bedoin & Daverne, 2014; Draelants & Cattonar, 2022).

The purpose of this presentation is to examine the way in which teachers deal with the institutional injunctions aimed at developing their orientation support role and with their professional teaching identity. To answer this question, we use the concept of professional teaching identity (Cattonar, 2001) to analyse how teachers accept or resist this reform.

Methodology

An initial exploratory qualitative survey was conducted. 30 highschool teachers from the main school disciplines and from all levels were interviewed. They work in general and technological highschools. What emerged was a diversity of representations and practices depending on the context of the schools and on their seniority and discipline. The second part of the survey will be quantitative. We will administer a questionnaire to teachers of general and technological highschools over the next few weeks. The challenge will essentially be to understand the factors of acceptance and resistance to the implementation of these new orientation policies. It is precisely this part of the survey that interests us and that we will present in this presentation.

First results and outlook

The first results highlight the extent to which teachers feel illegitimate and remain uncertain as to the effects of their support on students' access to higher education. Despite converging representations of orientation, teachers seem to reinterpret and adjust to this mission according to their seniority, their discipline and the context of their school. As a result, they have to deal with their initial professional identity.

Consequently, in addition to the desire to reach a wider and more diversified audience, the results gathered through the questionnaire would make it possible to highlight a plurality of professional teaching identities, to understand the profile of those who embrace the reform and those who do not. This would also make it possible to check the effects of seniority and discipline.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Navigating Youth Transitions in the Tyrol-South Tyrol-Trentino Euroregion: A Quantitative Investigation of the Psycho-social Antecedents of Career Adaptation

Francesco Pisanu (Autonomous Province of Trento, Italy) · Luca Menghini (University of Pauda, Italy) · Enrico Perinelli (University of Trento, Italy) · Franco Fraccaroli (University of Trento, Italy)

youth transitions, career adaptation, sustainable career indicators

In the post-pandemic labor market, individuals bear a growing responsibility for making career choices and coping with career adaptation. Youth transitions, defined as changes in one's educational or professional career (e.g., school-to-work, school-to-school, work-to-work), are critical periods with relevant implications for the individual's identity, social success, well-being, and life satisfaction. In turn, the individuals' ability to adapt to such transitions and their new career paths is affected by several contextual and psycho-social factors ranging from personality characteristics (e.g., proactivity) to more malleable behaviors and personal resources. While identifying such psychosocial factors is particularly important for designing personalized career paths, enhancing favorable psychosocial resources and adaptive career behaviors is among the main goals of career and educational guidance. The "Youth between transitions, challenges, and opportunities" project aims to investigate and promote the psychosocial factors more predictive of successful career transitions for young people aged between 13 and 29 living in the Tyrol-South Tyrol-Trentino Euroregion (TSTE). Particularly, the project uses a research-intervention approach focused on educational and career choices where quantitative and qualitative data are used to design and implement training activities with local orientation, teaching, and other professionals, and an online platform supporting career orientation. The present contribution focuses on the quantitative research phase of the project by presenting the preliminary results of a large-scale cross-sectional survey conducted in the three TSTE subregions. Building from the career construction theory (Savickas, 2013), the career self-management model (Lent & Brown, 2013), and the sustainable career framework (De Vos et al., 2020), a standardized questionnaire was designed to measure indicators of adaptive readiness (i.e., proactive personality and protean career orientation), adaptability resources (i.e., concern, control, curiosity, and confidence), and adapting responses (i.e., career engagement behaviors). By considering and comparing four groups of respondents corresponding to four main transitions (i.e., from middle school to high school, from high school to higher education or work, from work or higher education to a different job, and from early career profiles to more consolidated job positions), we analyzed the predictors of career adaptation and their relationships with sustainable career indicators, namely happiness (i.e., school/career satisfaction), health (i.e., school/career-related affective well-being), and productivity (i.e., school achievement and perceived employability). All in all, preliminary results obtained from over 3,000 respondents support the expected chain of relationships, identifying adaptability resources and adapting responses as the most critical and proximal predictors of sustainable career transitions and, thus, as the most important psycho-social factors to be enhanced through career guidance and other orientation activities. Results also inform on the socio-demographic and educational differences in the investigated variables and the differences among TSTE subregions. In conclusion, this work contributes to shedding light on the precursors of effective youth transitions and career choices, identifying the most critical targets of career guidance interventions, and illustrating how evidence-based approaches can be used to strengthen local resources and promote sustainable career adaptation.

A.04. Educational choices: theoretical approaches, methodological challenges, and case studies

Subject Choices And Social Inequalities: The Example Of The New Baccalauréat In France

Faustine Vallet-Giannini (IREDU, University of Burgundy, France)

subject choices, secondary education reform, social inequalities

This research focuses on subject choices' inequalities in the context of the 2021 Baccalauréat reform in France.

As in many other industrialised countries, the French education system has a high degree of stratification (Shavit, 2003, 2007; Merle, 2012), with separate academic and vocational paths. Until 2021, the French general Baccalauréat (the most academic, non-vocational path of the diploma) has been characterised by three tracks: a scientific track, a social science track and a humanities track. The scientific track has always been the most prestigious, as it offered the most and the best opportunities in higher education, including non-scientific degrees (Dubet, 1991; Duru-Bellat & Kieffer, 2008). For this reason, many students in the science track did not pursue scientific studies in HE: they only chose this track for its reputation as the 'royal way' of the French education system (so for the best students), and not for its scientific curricula.

This is the reason why the Baccalauréat reform removed these tracks and offered instead a system of combinations of specialities, inspired by the A-level, which provides pupils a new diversity of subject choices. From now on, they must choose three specialities in the second year of secondary school and then keep two in their final year. These specialities are the most important subjects of the Baccalauréat curricula and determine their disciplinary profile. The aim is for them to build up a specialisation consistent with their aspirations for further education.

As such, this system compels students to make early specialization choices. However, early specialization in the educational system is known to be a strong vector of social inequality (Boudon, 1984; Duru-Bellat & Mingat, 1993). Indeed, many researches show that educational choices depend on the individual characteristics of the pupils (gender, social background, past academic records…) and on the characteristics of their secondary schools (social composition, reputation and prestige, overall academic level…). More specifically, pupils from the most advantaged social classes are more likely to choose the subjects most sought after by HE institutions (Vidal Rodeiro, 2007). Student guidance as well as access to quality information during secondary education are crucial for making the optimal choice of subjects (Vidal Rodeiro, 2007; Dilnot, 2016). However, socially advantaged schools provide more support to students regarding their choices (Draelants, 2013; van Zanten, 2015). Consequently, pupils from such schools are more likely to be oriented towards the most valuable subjects (Dilnot, 2018; Vidal Rodeiro, 2019).

Therefore, the aim of this research is to highlight different profiles of pupils based on their subject choices, in the light of their individual characteristics as well as the contextual characteristics of their secondary school. We can make the hypothesis that the new Baccalauréat subject choices are highly socially differentiated. A database of around 13,000 Baccalauréat graduates from 2022 has been built from public data. To identify different "groups" of pupils depending on their subject choices, we will rely on a hierarchical cluster analysis.

How Can Educational Research Assume An Iintersectional Approach? A Case Study On Homelessness In Brescia

Monica Amadini (Università Cattolica del Sacro Cuore, Italy) · Annalisa Pasini (Università Cattolica del Sacro Cuore, Italy)

homelessness, emargination, intersectional approach, interstitial dynamics

Led by the Center for Studies on Family and Childhood Education (CesPeFI) of Università Cattolica del Sacro Cuore, between September 2022 and October 2023, the study-case "Compagni di strada" (Road Companions) aimed to investigate the specific interstitial phenomenon of homelessness in Brescia urban context (Northern Italy).

Since homeless people's life is characterized by multiple and mixed forms of emargination (both material, concerning lack of job, home, economic resources, health, and not-material, concerning lack of familiar relationships, friendships or work-relationships, reaching the most severe grade of social exclusion, such as homeless), educational research approaches should assume an intersectional point of view in order to recognize mechanisms of exclusion and social injustice at the base of "poverty careers" that results in homelessness.

In particular, "Compagni di strada" study made use of a qualitative methodological framework – the ethnographic one – in order to increase ways and opportunites to intercept and make visible the many invisible subjects involved in such specific interstitial dynamics, intersectional contexts and processes which characterize the phenomenon.

In fact, the study aimed to investigate the "sub-culture" of homeless people within Brescia geographical area, exploring the following aspects:

- "sliding mechanisms" and exclusion dynamics;
- distinctive features of homelessness' condition;
- way-out mechanisms / elements of personal resilience;
- hierarchy of homeless people's priorities.

Also, the research project explored knowledges and practices gained by social workers employed in Brescia's various services for homeless people – the value of their job is often as invisible as homeless people's life. The results confirmed that the choice of specific educational approaches plays a decisive role in contending the reproduction of mechanisms of selection and exclusion, especially when it embraces an interconnected perspective, in relation with contexts, people and social and territorial variables, such homelessness requires: as a matter of fact, according to the plenty of the interviewed social workers, only a multidisciplinar and interconneted approach seems to grant a functional taking charge of homeless people.

Since this population lives in complex conditions of social unrest, very often correlated to over kinds of criticities (such as health and mental deseases, drug addiction, alcoholism, troubles with justice, etc.), the social workers – as well as the most recent scientific literature and welfare policies suggest – declare that only a multidisciplinar approach to people experiencing homelessness can take care of the many dimensions and challanges of their condition.

Any other kind of approach risks to fail and, moreover, to reproduce mechanisms of exclusion and inequality, since it won't consider homeless men/women involved in the specific interstitial dynamics, intersectional contexts and processes that lead to homelessness.

To conclude, an intersectional research approach can contribute to contrasting the reproduction of exclusion and inequality thank to a sort of "advocacy" function, as it helps to make more visible what often is kept invisible.

New Educational Paradigms After The Pandemic? The Challenge Of The Educational Community

Francesca Bianchi (University of Siena, Italy)

educational community, young people, care and social inclusion, participation process

This work shows the "Viceversa: Towards a Circular Education Model" Project recently funded by the "Con i Bambini" Foundation with the aim of identifying and enhancing an educational community in Certaldo. The Tuscan community is a local network of actors (families, schools, citizens, public and private entities) who has responsibilities in the education and care of children and adolescents. The Project has been proposed by a group of partners represented by Polis Center for studies, Research and Cultural Activities, Narrazioni Urbane, University of Siena, Spazio Ipotetico, Circo Libera Tutti, the Educational Comprehensive Institute and the Municipality of Certaldo.

Our approach puts care at the heart of educational research as proposed by Puig de la Bellacasa (2012, 2017). A caring citizen would not just learn about the care of self, intimate others and colleagues but also about the unknown, universal other to whom one is relationally connected (Tronto 1993, Pulcini, Bourgault 2018). We live in a state of dependency and interdependency and these inter/dependencies require intense emotional work at different times (Cantillon, Lynch 2017, Lynch 2022). The more community-oriented conception, which includes parents, school and neighborhood, partly explains the legitimacy of care in teaching as one of its components.

The interest in an open and equality-oriented education, capable of integrating the emotional sphere, is linked to the development of a perspective centered on valuable relational configurations where various actors can be involved and mutually influence each other. This implies a conception of care that is not only vertical but also horizontal, given that the presence of horizontal resources strengthens the process of social inclusion in education (Lynch, Payet 2011).

The Viceversa Project was inspired by the successful experience of participatory development of the inclusive "Libera Tutti" Park (since 2017 accessible to everyone, without any distinctions whatsoever) with the active involvement of the civil society and acknowledgment by Tuscany Region. The purpose of the Project is to strengthen the educational community that informally originated from that experience, building a strong network of collaborative relationships, fueled by a plurality of actors (families, teachers, students, association representatives, institutions and volunteer organizations etc.) living in the Empolese Valdelsa territory.

These actors recognize the educational contribution they provide in their respective areas of intervention to ensure the well-being of girls and boys, mitigating widespread phenomena such as social discomfort and school related distress (dropout, NEET, etc.) particularly after the challenging years of the pandemic (Colombo, Romito, Vaira, Visentin 2022).

The intention of this community is to create an educational and care structure – educational community hub – capable of supporting the system of relationships and collaboration among the actors, providing integrated and multidimensional responses to the educational needs of young people.

A.05. In the interstices of education: subjects, spaces and processes for social justice

The Young Member Generation as an Opportunity for Social Transformation: Social Justice Within the Italian Cooperative Credit Banks

Alba Francesca Canta (University of Roma Tre, Italy)

capability approach, generations, social justice, democracy, social education

All the main areas of society are characterized by activities whose core has been globalized (Castells 1997): although, on the one hand, globalization seems to have influenced «the whole planet, not the whole planet seems to be included in the global system and exploits its impacts in the same way» (Bello 2003, p. 13). While, on the one hand, within the complex process of globalization, we are witnessing phenomena such as the extension of freedoms and democracy, the importance of education or the recognition of human rights, on the other hand, there is a tendency towards homogenization, predominance of force and money, to the detriment of a society educated to dialogue and social justice (Casavecchia 2022). In particular, among the various crises, that of democracy and participation (Ortiz 2022) is having important consequences in every area of society and requires the adoption of new educational tools that recover the essentiality of the human being and make him the protagonist of his life.

Among the multidimensional approaches that have focused on the participation as a cultural and educational tool for social justice, there is the capability approach of Amartya Sen, which is based on formal and substantial freedom to live a life of value (Sen 1999; Alkire 2007). Such a process presupposes the existence of a social educational system that aims at the acquisition of critical, imaginative and cosmopolitan capabilities useful for creating new human beings and a generative society (ibid.; Nussbaum 2006; Mannheim, Campbell 2017), through the concerted action of different educational agencies.

Adopting the perspective of the capability approach, the present contribution aims to present the results of a research conducted in 2023 on the generation of young members of Italian Cooperative Credit Banks (BCC). In particular, two generational units were considered: the Young Members' Laboratory of the BCC of Rome and the Young Members' Committee of the BCC of Forlì, Imola, Ravenna, born with the aim of giving concreteness to the principle of democracy typical of the cooperative movement and valorizing young member as a cultural and organizational resource necessary for social change (Merico 2010).

The objectives of the research were to:

- study, by means of mixed methods, the characteristics of participation within the two groups considered;
- verify the possible impact of participation on their immaterial well-being, such as happiness, equality, solidarity, responsibility and trust;
- verify the importance of the generation of the young members of the Laboratory and the Committee as an instrument for socio-historical transformations (ibid.).
- The research results show that:
- Despite the importance of participation, it is still a challenge for many institutions and takes on distinctive characteristics;
- Participation can have different intensities and shapes (Allemand et al. 2021) and, on this, often depends the achievement of intangible well-being and the role that the youth generation can assume in social transformation.

As much as the co-operative institutions are based on the principle of democracy and the active participation, this process needs a deeper implementation in order to promote social justice on the basis of equality, democracy and education.

Digital Transformation and AI in Youth Work: Perceived Lights and Shadows at Policy Level

Alessandra Coppola (University of Salerno, Italy) · Debora Barletta (Agenzia di Promozione Integrata per i Cittadini in Europa APICE)

digital transformation, artificial intelligence, youth work, education, continuum

The digital transformation in non-formal education and youth work is an unstoppable ongoing process, within which the arrival on the scene of Artificial Intelligence applied to the socio-educational practice is taking place. This process, which we could define as “transformation within the transformation”, is the target of a wide critical reflection by educational agencies, youth workers and national and international bodies, which have the power end responsibility of producing policies, programs and guidelines regarding the implementation of youth work practice. As always happens, the challenges posed by these changes are faster than the positions that institutions manage to adopt in response to these transformations.

This research aims to investigate the point of view of key people, who hold decision-making roles in their field of reference, regarding the impact that digital transformation and artificial intelligence are currently having and will have in the future in the field of youth work . It wants to understand how these personal positions are reflected and can influence the policies adopted by their institutions and vice versa. In particular, the research aims to understand whether these transformations might make youth work practice more inclusive or if it risks raising the level of discrimination and social exclusion of the most fragile young people and those in disadvantaged backgrounds.

The research was conducted using the interview method with 7 key people, at a national and international level, in the period between July 2023 and February 2024.

The research results show an interesting placement of the interviewees on a spectrum ranging from pure skeptics to convinced enthusiasts, with interesting reflections on how digitalization and artificial intelligence are making their way into the interstices of the educational continuum.

A.05. In the interstices of education: subjects, spaces and processes for social justice

The Public Sphere As A Meeting Space: Young Adults Participation Between Speech and Relationship.

Eleonora Farina (Università di Milano-Bicocca, Italy; LAB300, Università di Milano-Bicocca, Italy) · Stefano De Francesco (Sigmund Freud University, Austria) · Alessandro Pepe (Università di Milano-Bicocca, Italy; LAB300, Università di Milano-Bicocca,

young adults participation, public sphere, deliberative democracy, rights-based approach, thematic analysis

Introduction: This research aims to analyze the participation of young people aged 18-24 in the public sphere and decision-making. In particular, the objective is to explore qualitatively how the concept of participation is understood in this age group, with attention to the specific characteristics of the places and modes of participation.

Background: Multiple studies have examined the involvement of young individuals in the public domain, emphasizing the decrease in their membership in associations and demonstrating how this trend also impacts younger generations (Putnam, 2000). Two primary theoretical threads can be distinguished when it comes to the involvement of young individuals in the public realm and decision-making. The deliberative approach emphasizes the significance of communication and public discussion as a vital component of democracy (Dryzek, 2000). Conversely, the rights-based approach prioritizes the entitlement of young individuals to have their voices acknowledged and to engage in decision-making processes that impact them. From this viewpoint, participation is regarded as a process of empowerment that enables young individuals to attain active citizenship (Hart, 1992).

Method: The research is based on a survey conducted on a sample of 244 young men and women aged 18-24 attending university. The survey was conducted using an online questionnaire, which explored the different forms of participation in the public sphere and decision-making. The qualitative data were subjected to thematic analysis, as outlined by Boyatzis (2018), and lexical specificity analysis, as proposed by Brie and Hopp (2011). The study was carried out in compliance with the ethical guidelines for psychological research (AIP, 2022). The research was conceived within the MUSA – Multilayered Urban Sustainability Action – ecosystem, funded by the European Union – NextGenerationEU, under the National Recovery and Resilience Plan (NRRP) Mission 4, Component 2, Investment Line 1.5: Strengthening of research structures and creation of R&D "innovation ecosystems", set up of "territorial leaders in R&D".

Results: The survey results show that the participation of young people in the public sphere does not fully express its potential. The forms of participation perceived by the participants are speaking out (through university lectures, teaching laboratories, and internships) and sharing relational moments based on prosocial behaviors (volunteering, religious and spiritual dimension). The primary incentives for participation are primarily associated with the inclination to articulate one's viewpoint, have a sense of belonging to a collective, and achieve a meaningful impact.

Discussion: The results support the idea that the concept of participation is understood by youth in terms of voicing and relating to others: participation as a means to articulate one's viewpoint and engage in dialogue with others. Nevertheless, the involvement of young individuals in the public sphere discourse remains restricted. Hence, it is imperative to foster novel modes of engagement that are both comprehensive and easily accessible to the youth, by focusing on proactive citizenship and removing obstacles to their access to information and chances for participation.

Desegregation Policies: Economic, Educative And Emotional Family Impacts

Andrea Jover Pujol (Universitat Autònoma de Barcelona, Spain) · Martí Manzano Moliner (Universitat Autònoma de Barcelona, Spain) · Berta Llos (Universitat Autònoma de Barcelona, Spain) · Andreu Termes (Universitat Autònoma de Barcelona, Spain)

desegregation school policy, family impacts, social justice, subjectivities

Research Context: In recent years, policies against school segregation have become a crucial strategy for public administrations and international organisations (Eurydice, 2020; OECD, 2019) aiming to create more equitable educational systems. Precisely, the "Shock Plan Against School Segregation" (SP), launched in 2019 in Barcelona, seeks to reduce educational segregation through a more equitable distribution of vulnerable students, using targeted funding, preassigned school seats, and quotas for these students (CEB, 2019). SP has varying effects, not only regarding the desired output of the desegregation policy, but also about issues of subjectivity and ethics. This presentation, will focus on intended and unintended effects on families from a social justice approach as they are, alongside students, the main target of SP.

Aim: This article examines the impact of SP on targeted families, considering economic, educational, and emotional factors involved.

Method: This is a qualitative study based on 60 semi-structured interviews conducted with families who are beneficiaries of the SP from 32 schools in Barcelona. The stratification of schools considered three factors: socioeconomic composition (high, medium, low); school type (public, private subsidised), and offered educational levels (preschool and primary, secondary, or both).

Results: Findings reveal impacts on families across economic, educational, and emotional dimensions. Economically, there is a consensus that targeted funding for expenses such as school fees, supplies, school field trips and camps helps vulnerable families. Therefore, there is a clear impact in line with one of the main goals of the SP theory of change: widespread child poverty in Barcelona in the aftermath of the COVID-19 pandemic (Navarro-Varas & Porcel, 2020). Even so, a confused definition and implementation of SP and resistances by some schools that provokes unequal access to funding.

Educationally, SP equalizes available educational resources, facilitates access to extracurricular activities and expands the choice set for many families in the transition from lower to upper secondary education. Furthermore, there are documented processes of social stigmatization and poor experiences in managing school-families relation, especially in schools with high socioeconomic composition where vulnerable students and their families are a novelty.

Emotionally, the impacts of the policy remain ambiguous. On the one hand, there is a widespread sense of gratitude and relief due to SP expressed in all interviews. On the other hand, feelings of guilt are very common and there is evidence of a negotiation and reproduction of the stigma of being out-of-work benefit claimants (Patrick, 2016), especially among migrant families. The discomfort also stems from the loss of freedom in school choices and from the situations of indirect discrimination experienced by families and students assigned to elitist schools.

Discussion: The policy's economic, educational, and emotional benefits are noteworthy. However, the unexpected consequences of misinformation, enactment, and stigmatisation regarding these dimensions must be considered. Analyzing how different profiles of targeted-families (migrant, native, from an ethnic minority and single-parent family) experience the program's effects in distinct educational contexts contributes to dissect the key elements of desegregation policies from the voices of the families.

A.05. In the interstices of education: subjects, spaces and processes for social justice

Juvenile Offenders and Education: Which Tools to Pursue Social Justice?

Arianna Monniello (Sapienza Università di Roma, Italy)

juvenile offenders, education, social justice, networking

In line with international regulations, the Italian juvenile justice system is designed to protect the best interests of minor offenders and aid their personal development (D.P.R. 448/88). As a result, detention represents a last resort in dealing with crimes committed by young offenders (Ministero della Giustizia, 2022). Many juvenile offenders come from socially marginalized backgrounds, which makes it difficult to apply community-based criminal measures. For that reason, especially for minors from deviant families or unaccompanied foreign minors, there is a high risk of reproducing the mechanism of injustice and marginalization. To ensure the principle of "residual nature of detention" in all situations, Italian law allows juvenile offenders to be placed in residential care facilities. In those facilities, a professional team of educators designs a personalized educational project, to respond to the dual institutional mandate of ensuring the execution of the sentence and reintegrating the minor into the social context of belongings. The project aims to involve various educational settings such as schools, training centers, and cultural and sports associations. Therefore, the educational experiences of minors living in residential care are carried out in several different educational settings, in addition to the residential care itself. The educational experiences lie not only in the area of formal education but also in the non-formal and informal, in an educational continuum perspective (Merico & Scardigno, 2022). The contribution presents some results that emerged from doctoral research, which aims to explore the educational practices adopted by educators working with juvenile offenders in residential care. Due to an ecological perspective (Bronfenbrenner, 1979; Palareti, 2009) particular attention is paid to the role of every social setting involved in the education of young offenders with a focus on networking. The research used a qualitative approach, data were analyzed using thematic analysis (Braun & Clarke, 2006). The data results from interviews conducted with coordinators and managers of residential care for youth in the Lazio region (Italy) who work with juvenile offenders. The results show the interviewee's opinions concerning education practices with young offenders from their experience: despite the difficulty in achieving it, networking plays a crucial role in achieving the goal of social reintegration for adolescents.

A.05. In the interstices of education: subjects, spaces and processes for social justice

Intersections Between Disability And Migratory Background In Educational Contexts

Maria Giulia Pascariello (Università degli Studi di Bari, Italy)

disability, migratory background, education, intersectionality

This contribution develops reflections that emerged during the research project "Gender Studies and Diversity Management for Inclusive Public Administrations," conducted within the Gender Studies Ph.D. program at the University of Bari. The research focuses on the intersection between disability and migratory background, with a specific emphasis on countering stereotypes and the role of educational contexts in promoting social justice. The relationship between disability and migratory background is a relatively unexplored topic in international scientific literature (Colombo, Tarantino, Boccagni, 2022). Disability is often marginalized in Migration Studies, while Disability Studies have frequently overlooked the intersection of factors such as migratory background and geographic origin (Pisani, Grech, 2015). Both themes – disability and migrations – are individually central to numerous studies and policies. However, most social interventions present a "satellite" model characterized by limited or absent communication between services, resulting in a fragmented and less accessible approach to inclusion (Zanfrini, Formichi, 2023). In this context, the research identifies the educational world as a privileged field of investigation. While learning environments often serve as sites for the reproduction of existing social inequalities (Pitzalis, 2019), they also represent the settings where interstitial mechanisms contributing to the reproduction of disadvantages and exclusion dynamics become observable (Ferri, Connor, 2005). Furthermore, as places of knowledge and discourse production – in a Foucauldian sense – educational environments have significant potential in creating and/or transforming dominant cultural representations. Starting from the empirical analysis of data collected during focus groups involving students, school personnel, and relevant educational offices – within a regional project (Lombardy) aimed at improving service accessibility for individuals with disabilities and migratory backgrounds – this contribution explores the potential of an intersectional and non-sectorial approach to promote collective processes of social transformation.

A.05. In the interstices of education: subjects, spaces and processes for social justice

Building Welfare Strategies Against Social Exclusion: A Mixed Methods Research In The Tuscan Territory

Antonietta Riccardo (IRPPS -CNR, Italy) · Irene Psaroudakis (Department of Political Science, University of Pisa)

educational poverty, multiple vulnerabilities, interstitial policies, third sector, mixed methods

The pandemic produced a devastating economic and social impact; Covid-19 can be considered the "trigger" of pre-existing situations of marginality and of latent dynamics of social exclusion, increasing multiple forms of vulnerability. Among the consequences in terms of social deprivation, we underline the cultural poverty of children and adolescents, caused by the closure of schools and of extracurricular collective spaces. The students' skills decreased: low performances have favoured school drop-out phenomena, mechanisms of isolation, and long-term de-culturalization processes. Minors living in interstitial dynamics have been the most exposed to weakness: their families – especially those ones with a migratory background – have showed difficulties to guarantee a concrete support in children's growth and educational pathways. Within this framework, the cohesion of territorial communities has emerged by empowering Proximity Welfare strategies to help young generations. The "creativity" of local nodes (Public Institutions, Social Work, Third Sector) has generated innovative experiments and formal, informal, and interstitial solutions, by planning forms of encounter, of listening, of social support.

Our proposal is about Welfare paths in facing educational poverty. We refer here to a study conducted by the University of Pisa, aimed at investigating the community networks in Tuscany, which act in particular contexts characterized by critical socio-economic and educational conditions.

To reach our objectives we identified three case studies. We tried to understand how proximity Welfare, especially based on the role of Third Sector, has realized local models of "inverted subsidiarity" within an enlarged public sphere: the selected experiences give attention to marginalized/discriminated young students, by assuming a situated, systemic perspective of collaboration in response to citizens' needs. Starting from the analysis of institutional projects and voluntary organizations' initiatives, acting to compensate for educational deficits and de-culturalization processes, we identified Caritas entities as the central nodes of community welfare: they play a role of gatekeepers in reaching the needs of the weaker segments of population, and in implementing support activities based upon the public-private system interactions. Moreover, Caritas are able to promote social integration by less bureaucratic, economic and formal obstacles.

A mixed-methods methodology was used. The qualitative approach, following the Constructivist Grounded Theory, made it possible to investigate the dimension of meanings given by individuals experiencing new forms of marginality. From a quantitative point of view, a Social Network Analysis perspective helped in reconstructing the dimension of territorial welfare systems. Results do not merely answer to descriptive purpose, but design a possible key to understand social fragilities, which can also be interpreted in terms of pro-active social policies, to be proposed and/or feasible, and of multi-level strategies of interventions.

The outputs can be summarized into the following assets: 1) the link between the pandemic emergency and the educational poverty in the increasing of social exclusion processes; 2) the emergence of best practices, in order to express policy proposals oriented to realize efficient and coherent strategies of community empowerment; 3) the reconstruction of proximity welfare networks, starting from the territorial specificities in terms of constraints, opportunities and dissemination of a solidarity culture.

From Little Criminals to Skilled Workers. Strategies and Rhetorics on Professional Training in the Juvenile Penal System Arena

Fabio Ricciardi (Università di Padova, Università Ca Foscari di Venezia, Italy)

youth deviance, penal system, professional training

Juvenile penal justice work through the coexistence of many different institutions. First the juvenile court, joined however, by the social service, educators, third sector agencies, psychologists, the school and professional training agencies.

We can imagine juvenile penal justice devices as a part of the State deputed to the achievement of a twofold goal: 1) imposing sanctions on the offender, thus rebalancing the relationship between him and the victim; 2) redefining the children's ability to live within society at large. This 'pedagogical-punitive' ambivalence of institutional action reflects and structures the agentivity of subjects caught within the field. The juvenile justice system is built and crossed by a multiplicity of people, institutions and narratives cooperating and colliding in the day by day management of youth deviance. All these knowledge confront, ally, and clash in describing and defining the subjectivity of the child, his or her most intimate characteristics, his or her suffering or potential abilities.

From the juvenile social service take in charge, the spotlight is turning on not only on the crime committed but on the socio-cultural situation in which the boy is immersed in its totality. The role played by the family, his school performance, his daily hauntings and his ability to get involved are highlighted. Central to the process of character re-enrollment (Rodhes 2001) of young people is the active role played by training, both school and professional. Demonstrating commitment becomes the yardstick for assessing willingness to change, to reintegrate into society and to abandon deviant conduct. It is also the tool for the third sector and social workers to imagine an employment future for the boy taken into care. Professional training or school are playing a decisive role in evaluating the outcome of the boys' probation paths. But these are the same boys with the highest difficulties in the schooling and training path (Bourdieu 2014). A stalemate is created. What is at stake, is getting the authority to impose a regime of truth (Foucault 2014) about the lives of young people. The same young people who lead a battle to invalidate the authority which tries to define them through different strategies The boys themselves and the operators try to break out on a daily basis, relying on the most creative strategies (Vigh 2010). What elements of meaning do they refer to in establishing and affirming their presence?

This paper aims to describe the role played by training agencies and the concept of work and training within the "re-educational" pathways of youth in contact with the criminal justice system. Through ethnographic research, an attempt will be made to describe the strategies adopted by social workers and youths.

Critical Analysis of the Educational Projects of Barcelona state schools: A survey of neoliberal educational discourse

Gianluca Coeli (University of Girona, Spain)

neoliberal education, neoliberal discourse, production of subjectivity, discourse analysis

This study aims to examine in detail the Educational Centre Projects of a European (ECPs) metropolis, specifically Barcelona, in the framework of critical analyses investigating the presence and influence of neoliberal educational discourse. Through a methodology that combines quantitative text mining with qualitative discourse analysis, we aim to identify the traces of an ideology that permeates contemporary educational policies.

Our approach is informed by the reflections of scholars in the field of educational transformation (e.g., Dardot & Laval, 2019; Apple, 2005), who identify the market as a dominant paradigm shaping global educational policies. Other authors (Brödner, 2007; Bonilla-Molina, 2020; Gibbon & Henriksen, 2012; Ciccarelli, 2018; McGregor, 2009; Alves et al., 2021; Dahlstedt & Hertzberg, 2012) have focused on specific aspects of neoliberal educational policies, such as competence-based teaching, the extension of quality policies to schools, and the introduction of entrepreneurship education into school curricula.

Our research adopts a mixed-methods approach, combining quantitative text mining (Bolasco, 2021) with qualitative discourse analysis (Fitzgerald, 2022). We use the open-source platform Voyant (Sinclair & Rockwell, 2016) to perform text mining on the corpus consisting of ECPs of secondary education centres in Barcelona. Next, we perform discourse analysis using Voyant's Contexts tool. Before proceeding with the analysis, we preprocessed the data using a stopword list provided by Pompeu Fabra University and Ranks NL.

The analysed corpus comprises a total of 594,967 tokens and 22,150 unique word forms. Through text analysis, we identify several keywords relevant to neoliberal educational discourse, such as 'treball/laboral', 'competència', 'qualitat' and 'empresa'. The TF-IDF analysis reveals a homogeneous frequency distribution for the lemmas 'treball' and 'competència' within the corpus, while 'qualitat' and 'empresa' show higher frequencies in the documents of vocational training centres.

The discourse analysis shows a significant combination of terms evoking the language of private enterprise, such as 'treball', 'qualitat' and 'empresa', alongside words apparently belonging to the pedagogical discourse, such as 'competència'. This use of entrepreneurial terminology in a formal educational context suggests an attempt to naturalise entrepreneurial language in educational practices. The implicit acceptance of the link between the world of production and educational institutions thus takes on, as Foucault (2014) suggests, a sense of truth.

In conclusion, our study provides a critical analysis of the Barcelona ECPs, highlighting the traces of neoliberal educational discourse within the school context. Such an investigation is useful to assess the depth of transformations in contemporary education. In this case, we examine documents produced by the teaching staff of individual educational centres, rather than national or European normative texts or documents of neoliberal institutions. Our work, therefore, can be useful in exploring how far and in what ways thr individual state schools are being transformed into agencies that help produce a new kind of subjectivity, the neoliberal individual who builds himself as human capital and/or entrepreneur of himself.

Higher Education And Innovative Entrepreneurship

Piero Esposito (Università di Cassino e del Lazio Meridionale, Italy) · Francesco Ferrante (Università di Cassino e del Lazio Meridionale, Italy) · Sergio Scicchitano (John Cabot University, Rome, Italy)

entrepreneurship, higher education, innovation, startups, knowledge spillovers

Higher Education Institutions (HIE) can boost local entrepreneurship and development by increasing the supply of human capital and by improving regional innovation networks through their direct engagement in the territory (Benneworth and Fitjal, 2019). The increase in the supply of human capital caused by the reduction of the cost of tertiary education for low-income households is an essential channel through which universities can contribute to the reduction of regional inequalities (Evers, 2019). In this paper, we investigate the role of HIE in providing the human capital needed to foster the creation of innovative startups in Italian provinces. To this aim, we build a novel province-level (NUTS3) dataset by merging data from different sources. We use data from the Ministry of Made in Italy on newly established innovative firms and data on local graduates provided by the Ministry of University. We control for the local engagement of universities by using Ministry of Made in Italy data on incubators and spinoffs as well as data on technological transfer of HEIs provided by Netval (Network for Research Valorization). Furthermore, we control for several province characteristics (value added, population, unemployment, economy structure, R&D expenditure, and skill mismatch) by using regional data from Eurostat and the Italian Labour Force Survey. The final dataset is a panel of 107 provinces observed from 2014 to 2022.

From the methodological point of view, we use instrumental variables to control for the endogeneity of the supply of graduates and spatial econometric models to estimate local and global spillover effects across provinces.Preliminary results indicate that the supply of graduates from local universities increases the number of innovative startups per inhabitant. This result holds for startups engaged in R&D activities and those with a high share of graduates. No significant impact is found on startups holding a patent or a trademark. The effect on R&D-performing startups is concentrated in the center-south provinces, while the effect on startups employing graduates is concentrated in northern provinces. These results confirm the positive role of the supply of human capital in reducing inequalities. However, this effect is concentrated in large provinces, thus not including the country's least developed areas. As a main policy indication, place-based higher education and industrial policy measures should be designed to enhance the contribution of HEIs to local development.

The math gender gap in Italy and Poland: empirical evidence from PISA Data

Valentina Ferri (INAPP, Italy) · Giovanna Di Castro (INAPP, Italy) · Giovanna Filosa (INAPP, Italy)

gender gap, mathematics, pisa data, italy, poland

The results of the OECD PISA (Programme for International Student Assessment) international survey have highlighted, since its first edition in 2000, that boys outperform girls in mathematics but lag behind in reading, with some variability across countries (Di Castro, Ferri 2022). In particular, it is evident that Poland exhibits a near-zero gender gap in mathematics, whereas in Italy, the gap is very high.

In this contribution, we employ the OAXACA-BLINDER and OAXACA RIF methods to examine how scores differ across the distribution, identifying the variables most responsible for the gap. The international comparison is thus valuable in highlighting the reasons and potential policy solutions to address and reduce this gap in Italy.

Migrants and Their Children: an Analysis of the Educational and Labor Market Ethnic Penalty Across Migrant Generations in Western Europe

Giorgio Piccitto (University of Milano-Bicocca, Italy)

migration, migrants' children, second generation, ethnic penalty, labor market

Children of immigrants are becoming an increasingly relevant component of European societies, and their study is gaining momentum and broadening its range and scope (Heath et al., 2008). Anyway, their integration is still problematic along a number of different dimensions (Fajth and Lessard-Phillips, 2023).

Their socio-economic inclusion in the host countries is a marker of the ethnic-based mechanisms of social inequality transmission (Zhou and Bankston, 2016). Anyway, little is known about these mechanisms in countries that only recently arose as migrant destinations, like the Southern European ones (Gabrielli and Impicciatore, 2022).

This represents an important gap in the literature, since Southern European countries present peculiar characteristics in terms of patterns of socio-economic assimilation of first-generation migrants, and these peculiarities may also affect their children's assimilation trajectories.

This work aims to fill this gap and provide, for the first time, a comprehensive overview of the migrants' educational and labour market achievement in 11 Western European countries, accounting for the different migrant generations.

To this purpose, multivariate statistical techniques are applied to the individual data of two Eurostat "ad hoc modules" of the 2008 and 2014 EU Labour Force Survey. These modules contain information on the country of birth of the respondent's father and mother, and on the respondent's time of arrival in the host country: hence, these dato allow to precisely define the migrant generations.

The sample consists of prime working-age men and women aged 15-29: such age selection is made to account for the fact that the careers of the children of immigrants are on average shorter than those of natives and first-generation migrants. Individuals in the sample are distinguished on the basis of their migration status, as follows: a) natives: those born in Italy with both Italian parents; b) first-generation migrants from high emigration countries (Hec): those born in a less socio-economically developed country and arrived in Italy when older than 12 years; c) generation 1.5: those born abroad but migrated in Italy when between 7 and 12 years of age; d) second-generation: those born in Italy with at least one foreign parent and those born abroad but migrated in Italy when younger than 7 years.

More in particular, starting from the theoretical model of the OED triangle (Blau and Duncan, 1967), it will be singled out, net of education and other socio-demographics, the direct effect of the workers' migration generation on labour market attainment.

Preliminary results underline that the children of immigrants experience different patterns of socio-economic assimilation depending on the receiving context. These differences may be interpreted in terms of different migration histories, welfare systems and individual behavioral strategies.

A.06. Inequalities in education and labour market outcomes

Educational And Economic Status Differentials: A Composition Approach To Social Origin Dimensions

Federica Rizzi (Università "La Sapienza", Italy) · Orazio Giancola (Università "La Sapienza", Italy)

educational attainment, social inequalities, occupational outcomes, multiple correspondence analysis (mca), composition approach

The hypothesis that education leads to benefits such as enhancement of job opportunities, higher incomes, improved quality of life, and poverty reduction is widely recognised in the literature (Tilak, 2002; Solga, 2014; Bernardi & Ballarino, 2016 Giancola & Salmieri, 2023). Despite the democratisation of education systems as an effect of the reforms in Italy and the associated improvement in education levels, the impact of ascriptive factors and social origin still affects individual pathways and choices, as well as academic performance (Ballarino & Schadee, 2006; Ciarini & Giancola, 2016; Schizzerotto et al., 2018). This directly impacts the probability of educational success, which in turn affects the labour market outcomes (in terms of access and earning). Given the importance of education as a driver of personal and economic development, this paper tries to analyse the impact of social origin (in terms of socio-economic and cultural background) on educational attainment and to examine their effect on occupational outcomes. The focus is on the impact of social origin first on educational attainment and then on labour market access and income of Italians aged 25-68.

These relations are explored using three waves (2016, 2018, 2020) of Italian data from the European Social Survey (ESS). The first goal is to observe the configuration in terms of the social field (in a Bourdiesian sense, Bourdieu 2018) of the elements that, combined, define social background. We propose a composition approach through Multiple Correspondence Analysis (MCA) aimed at defining the inherited social space. In the second step, we analyze the disposition in the inherited social space of the respondents' educational attainment (as projections of these into the factors extracted in the previous step). This will show the level of association between achieved education and background dimensions. A further goal is to analyse whether and to what extent the results of the different waves aggregated in the derived database change or overlap. Following this step, we move on to the analysis of the impact of social origin and educational qualifications on occupational outputs.

The theoretical basis in this phase recalls the well-known "OED" model (Origin, Education, Destination) proposed by Blau & Duncan (1967) and tested in several studies (Bukodi & Goldhtorpe, 2015; Bernardi & Ballarino, 2016; Hällsten & Yaish, 2022). The difference in our approach lies because, rather than starting from pre-coded class diagrams (EGP type, Erikson et al. 1979), we use synthesised clusters as independent variables from the MCA. In this sense, we include a clustering approach that aims to create a synthetic measure of social origin and estimate the direct and indirect effects of social origins on occupational outcomes. The aim is twofold: on the one hand, we propose an analysis that, while following the tradition of inequality analyses, attempts a configurational approach to synthesise the ascriptive variables (education and occupations of the respondents' parents). On the other, we examine the reproduction mechanisms of intergenerational inequalities.

Being NEET In Italy in the Post-COVID-19 Era

Marialuisa Villani (Università di Bologna, Italy) · Riccardo Prandini (Università di Bologna, Italy)

neet, education inequalities, labour market inequalities, youthness, social exclusion

Over the last three decades, there has been a noticeable increase in youth not in education, employment, or training (NEET). The term "NEET" emerged in the late 1990s to specifically denote British individuals aged 16 to 18 who were not involved in education, employment, or training. Today, this classification is employed globally to characterize young people who are neither enrolled in education nor par. This category describes a heterogeneous social group, as the theoretical and statistical definitions vary depending on the context of the study participating in the workforce or training programs (Avis, 2014). For instance, the European Union began employing this category to analyse a phenomenon that affects the education and labour sectors, posing risks of social and economic exclusion for individuals aged 15 to 29 (Eurofound, 2012).

Scholars in the fields of education and labor studies have produced diverse analyses of the NEET phenomenon (Furlong, 2007; Maguire, 2015; Pacelli et al., 2023). Avis (2014) suggests that various themes with negative connotations can be identified through the study of NEET individuals, such as anomie (Merton, 1938), cultural deficit (Fryer, 1999), and marginalization manifested in various forms (Pearson, 1975). These dimensions portray the NEET phenomenon in a negative light. Moreover, the NEET phenomenon can be examined due to the transformations within capitalism and the precarization of the labor market (Fumagalli & Morini, 2013; Maguire, 2015).

The educational dimension of the NEET phenomenon is closely linked to the school choice process and the dropout phenomenon (Van Vugt et al., 2024). Additionally, we can analyze the NEET phenomenon as a consequence of educational poverty (Giancola & Salmieri, 2023).

In Italy, the NEET phenomenon gained significance since the late 1990s, with economic crises such as the 2008 financial downturn (Agnoli, 2014) as well as the COVID-19 pandemic, contributing to increased NEET rates in the country.

According to OECD data for Italy in 2021, there was a NEET rate of 26% among young people aged 15 to 29. In 2022, this rate decreased slightly to 23%, though the NEET issue persists as a pressing concern in our context. A recent study by Lazzarini and colleagues (Lazzarini et al., 2020) highlights the absence of effective educational and labour policies that support Italian youth, leaving them vulnerable to social exclusion and the risk of becoming NEET.

In our paper, we aim to depict the NEET condition in Italy following the emergence of the pandemic. For our analysis, we will utilize data from the 2018 and 2021 waves of the PLUS survey (Participation, Labour, Unemployment, Survey) conducted by the National Institute for Public Policies Analysis (INAPP). The PLUS survey includes various items related to educational background, motivations for university choice, inactive status, and other factors, allowing us to investigate how these variables influence the NEET category through a series of regression models. The primary objective of this paper is to provide a comprehensive description of this heterogeneous category in the Italian context.

A.07. Language learning for social justice: How university language programmes can contribute to reducing inequalities and empower minoritized communities

Empowering Minoritized Communities through Translation, Interpreting, and Language Learning: Opportunities for Community-engaged Teaching and Research

Frank Austermuehl (Nottingham Trent University, United Kingdom) · Amy Wang (Nottingham Trent University, United Kingdom)

minoritized community, translation, interpreting, community-engaged language learning and teaching

Based on research carried out in highly diverse communities in England's Midlands region, we will critically discuss the manifold challenges that minoritized communities in England encounter when trying to access public health information in languages other than English. The main objective of this ongoing research and engagement project is to identify ways in which universities and in particular language as well as translation and interpreting (T&I) departments can contribute to the empower minoritized communities to remove language barriers that prevent members of these communities from accessing public health information. We posit that such community-engaged research and teaching represent a win-win situation for universities and community organizations alike.

The presentation is structured in four parts: In the first part, and based on a metanalysis of public reports as well as academic studies on language-related health outcome inequities, we will first discuss the linguistic and cultural public policy shortcomings identified in the UK during the COVID pandemic (Khan, Asif, and Jaffery 2020, Public Health England 2020, and UK Government 2021). This UK-focussed analysis will be complemented by an analysis of studies looking at the interplay of language, culture, and public health provision in a global context (Ayre et al. 2022, Kucirek 2021, Mikolič Južnič and Pokorn 2021, and Ortega, Martínez, and Diamond 2020).

Secondly, we will report on findings of focus groups interviews carried out with community organizations in Birmingham that shed light on the needs of minoritized communities in some of the city's most deprived areas. To visualizes the social and linguistics challenges faced by minoritized communities, I will present a virtual map for selected areas to Birmingham and for the Midlands region in general based on 2021 UK Census data (Office for National Statistics 2021).

Thirdly, we will showcase ways in which university language and T&I departments can contribute to the training of community stakeholders and non-professional interpreters and translators to facilitate community-initiated translations of relevant texts. Here, particular attention will be paid to the critical and ethical application of machine translation (Bowker 2019 and Shamsi et al. 2020).

We will conclude with some recommendations on how T&I and language teaching programmes can integrate the support of minoritized communities into meaningful knowledge exchange activities, in particular in the form of community-engaged service learning and research (Bowker 2021, Braber 2023, Palpacuer, Curtis and Curran 2018, as well as Porto 2023).

A.07. Language learning for social justice: How university language programmes can contribute to reducing inequalities and empower minoritized communities

Removing Language and Cultural Barriers through Active Learning and International Collaboration in Translator Education: The SLIT Experience

Silvia Bernardini (University of Bologna, Italy) · Gaia Ballerini (University of Bologna, Italy) · Patrycja Lidia Stempniewicz (University of Bologna, Italy)

african languages, community of practice, community translation, human rights translation, project-based learning

The need for, and lack of translation competences applied to African languages can have serious consequences when access to information is vital. For instance, effective sanitary and humanitarian interventions in migratory and emergency contexts rely on translation, both machine-assisted and human. However, many of the languages required in such emergency contexts are under-resourced in terms of technological support and not often taught at translation institutions across Europe, despite their socio-political importance and the fact that they are spoken by tens of millions of people, either as a native language or a lingua franca (Taibi and Ozolins, 2016, Federici 2020). Recognizing the strategic importance of interpreters and translators with African language backgrounds, the EU-supported Pan-African Master's in Conference Interpreting and Translation (PAMCIT) was set up in 2015, mirroring the European Master's in Translation (EMT) network's aim to establish a network of centres of excellence for translator and interpreter education.

This presentation describes an attempt to connect the two networks by the EMT-affiliated department of Translation and Interpreting of the University of Bologna (Italy) and the PAMCIT-affiliated departments of translation and interpreting of the universities of Nairobi (Kenya) and Gaston Berger de Saint-Louis (Senegal). The ultimate aim of the SLIT project (Service Learning, Innovation, and Translation) was to favour a professional and cultural exchange and the emergence of a cross-continent community of practice (Cadwell et al. 2022). Adopting a project-based learning approach (Guadec, 2005, van Egdom et al. 2020) within the (broadly defined) human rights translation domain, SLIT brought together students from the three universities in a year-long course in which they shared online classes in translation technologies, localization and sociolinguistics of African languages, and then paired up to carry out projects with NGOs active in the two African countries. At the end of the project, they took part in short mobility stays across the two continents, where they attended and delivered seminars and got closer to the local communities they contributed to with their work.

Notwithstanding the difficulties encountered, both cultural and technical, SLIT offered students an opportunity to experience balanced collaboration in which all involved parties contributed to filling a gap that none could fill independently. Furthermore, the project facilitated direct engagement of the students with the needs of communities in Kibera (Nairobi) and Kaffrine (Senegal), wherein they could apply their skills in specialised tasks —the translation of health-related interviews and of milk pasteurisation instruction manuals— thus providing them with first-hand experience of the vital service they provide to the well-being of society. Ultimately, this type of collaborative learning experience offers universities a means to address the challenge presented by the shortage of professionals proficient in both digital language technologies and languages which are necessarily overlooked in European translation curricula.

The presentation will describe the theoretical and methodological underpinnings of the initiative, reflecting on its implications, pitfalls and affordances, offering insights into the integration of project-based learning, international collaboration and active citizenship in translator education, and arguing for the adoption of similar approaches in other language-related degree programmes.

A.07. Language learning for social justice: How university language programmes can contribute to reducing inequalities and empower minoritized communities

Intercultural Competence Training as a Means of Social Inclusion for University Students

Stella Susan Bunnag (Nottingham Trent University, United Kingdom) · David Prickett (Universität Potsdam, Germany)

intercultural, communication, competence, social, inclusion

Increasing intercultural communication skills in global educational and professional environments can have a major impact on student success (Matveev 2017). As well as enabling the development of personal skills (Neuliep, 2017) and having the somewhat lofty ambition of contributing to world peace (Kofi Annan, 2004; cited in United Nations, 2004), having good intercultural competence increases positive outcomes in two areas that play a significant role in current higher education discourses – employability (Halila et al., 2020) and social inclusion (Bennet 2013; Musgrave and Bradshaw 2014). This is why building transcultural communication skills is so important for university graduates. This presentation will first outline what skills and qualities constitute 'intercultural competence' and why they are important on personal, social and professional levels. We will then describe the evolution of intercultural competence training courses at two European university language centres, the Nottingham Institute for Languages and Intercultural communication (NILIC) at Nottingham Trent University (NTU) and the Center for Languages and Key Competences (Zessko) at the University of Potsdam (UP). We will describe differences in our courses, lessons learned from development and implementation, as well as feedback from students who have completed our programmes. Moreover, we will share insights into how our students extend their thinking about culture and develop essential attitudes and behaviours for intercultural competence, including (but not limited to): empathy, respect for otherness, tolerance for ambiguity, knowledge discovery, communicative awareness and behavioural flexibility, as defined by The INCA Project (INCA Project Team, European Commission, 2009).

A.07. Language learning for social justice: How university language programmes can contribute to reducing inequalities and empower minoritized communities

English Language Teachers and Culturally Responsive Approach to Managing Classroom Behavior

Jirina Karasova (Masaryk University, Czech Republic) · Martin Fico (Masaryk University, Czech Republic)

culturally responsive classroom management, english learners, challenging behavior, self-belief, confidence

Addressing challenging situations in English learners (EL) classrooms remains a challenging issue for both experienced and novice teachers (TALIS, 2019; Fico, 2023). Culturally Responsive Classroom Management (CRCM) stands as a central theory in managing diverse classrooms, particularly within English Learner (EL) settings (Weinstein et al., 2004). This approach, as emphasized by Weinstein et al. (2004), involves acknowledging personal biases, understanding students' varied cultural backgrounds, and applying culturally sensitive management strategies. By doing so, CRCM fosters an inclusive and caring classroom environment, addressing the need for social justice and cultural sensitivity in education (Byrd, 2016).

CRCM advocates for transitioning from a behavioristic to a more humanistic approach in classroom management. This shift is crucial in creating spaces where students are encouraged to develop their own sense of responsibility and accountability, rather than relying solely on external rewards or punishments. Weinstein (2004) suggests that employing CRCM approach helps teachers solving challenging classroom issues more effectively.

Our study explores how teachers' abilities in CRCM relate to how often they face challenging situations in their classrooms and their confidence in handling these challenges. Our research question is: What is the connection between teachers' CRCM skills and their ability to manage challenging classroom situations? Our research hypotheses are: 1. Teachers who approach classroom management (CM) with CRCM skills solve challenging issues less frequently than those using more behavioristic approaches. 2. Teachers who approach classroom management with CRCM skills believe in their CM abilities more than those who use more behavioristic approaches.

To explore our research question, we conducted a quantitative study using a survey design. The research scale, measuring beliefs in specific classroom management scenarios, was developed based on research identifying common classroom challenges (Karasova & Kleckova, 2023). Data collection is ongoing through an online survey tool distributed among Czech Republic teachers, with a current participant count of 60. Data analysis is performed using SPSS, employing t-tests for hypothesis testing (significance level $p=0.05$), Pearson's correlation coefficients for identifying correlations, Cronbach's alpha for reliability assessment, and descriptive statistics for data description.

Preliminary results, based on t-tests, allow us to reject alternative hypotheses to our proposed ones. Findings indicate that teachers using CRCM skills face challenging situations less frequently than those with a behavioristic approach. Additionally, teachers employing CRCM have greater self-belief in handling classroom management challenges. These results are statistically significant ($p<0.05$). The reliability of our measurement is high ($\alpha=0.901$), and Pearson's correlation coefficient reveals a strong correlation ($r>0.6$) between teachers' belief in managing various challenges.

These findings suggest that teacher education programs should emphasize the importance of CRCM in training, potentially leading to reduced classroom challenges and increased teacher confidence in managing them.

A.07. Language learning for social justice: How university language programmes can contribute to reducing inequalities and empower minoritized communities

Indigenous Heritage, War Refugees or Language for Academic Purposes: Exploring language centres´ social justice and vulnerable communities empowerment potential

Libor Stepanek (Masaryk University, Czech Republic)

language centres, social justice, inclusion, vulnerable communities

Global events of the last decades have brought dramatic changes to practices and policies of university language centres. While language centres have never existed in isolation from their universities (2018 Wulkow Memorandum), reflecting individual settings of their institutions, they have always performed a wide range of roles and tasks beyond pure language teaching provision (M. Ruane, 2003). The roles and tasks have changed especially once we "have entered an age of endless turmoil" (B. Clarke 1997). What this "endless turmoil" could have meant in the 1990s, however, has also changed dramatically. Today, we have been facing abrupt forced shifts from face-to-face to online teaching due to global pandemics, sudden need for educational support to thousands of refugees from war zones or extra-sensitive approaches to politically-driven changes of core structures of languages. In such contexts and despite appearances, language centres have the potential to play important roles in strategies that aim to reduce inequality and empower minoritized and vulnerable communities at universities and in society in general.

Taking the example of the Masaryk University Language Centre (Centrum jazykového vzdělávání, CJV MU) in the Czech Republic, this talk will discuss both broad institutional perspectives and language centre's everyday practical work issues and will address fundamental organisational challenges, complexity of the services provided, and manifold factors that enhance (or indeed restrain) language centres´ work. We will take a close look at three examples of how CJV MU has coped with specific tasks and explore roles language centres can play in support of social justice and inclusion. First, we will shed light on the specific position of Swahili among other languages taught at CJV MU with the ambition to draw attention to less-widely taught languages; then, we will identify strategies that led to a successful language support of hundreds of Ukrainian refugees in 2022 with the ambition to show steps to their swift inclusion into the Masaryk University Czech speaking programmes; and finally, we will present the ESPULA project with the ambition to show how a language-focused combination of enhanced technologies, education and cultural heritage preservation skills can improve situation of vulnerable indigenous communities in remote areas of Ecuador and El Salvador in an environment-friendly and sustainable way.

The aim of this talk is to offer deeper understanding of what roles language centres can play and what challenges need to be addressed in order to position university language teaching and learning at the right place of social justice and vulnerable communities´ empowerment efforts.

A.08. Mapping School Segregation

Teachers' Segregation in the Italian School System. New Evidence, 2017-2022

Giovanni Antonini (Politecnico di Milano)

precariousness, teacher-student matching, teacher segregation

School segregation is widely studied as a process underneath the reproduction of inequalities, also in the Italian context. Less attention was paid to teachers' segregation. The aim of this paper is to investigate a hidden mechanism of inequalities' reproduction in the Italian education system, namely the allocation of students to teachers. In particular, we focus on teachers with temporary contracts, a large ratio of the teaching workforce in the Italian. The widespread precariousness of teachers implies their turnover during the study cycle and educational discontinuity for students. The situation has its origin in the paradoxical coexistence of: i. the precarious status of a large proportion of teachers, employed on annual contracts or on shorter substitute contracts directly employed by schools; ii. the difficulty in filling certain types of teaching positions, especially for STEM subjects; iii. the seat transfers requested by tenured teachers (Abbiati et al., 2021). Several empirical studies have assessed how teachers' preferences are strongly influenced by non-pecuniary factors such as students' characteristics and from this it follows that teachers ask to move from the most problematic schools to easier contexts (Barbieri et al., 2011) and how a higher propensity to leave has a negative impact on students' learning (Barbieri et al., 2017). A possible mechanism of perpetuation of inequality in the functioning of the Italian school system is thus configured, with the best teachers concentrated in the most favourable contexts and the others in the most disadvantaged ones (Abbiati et al., 2017).

The phenomenon here analysed is the assignment of unstable teachers to students. Starting from the present literature, and using the available data, we test the following specific research hypotheses:

H1: unstable teachers (temporary contractually or in the school) at the working level are more likely to be assigned to socially disadvantaged students; students with lower values of the ESCS indicator of socio-economic status, with migrant background and in specific Italian territorial areas are therefore taken into account.

H2: we expect this allocation to operate both at school and class level, within schools; this issue was not adequately investigated in previous analysis, despite the relevance of breaking down the two processes.

The data used in this work come from the combination of information regarding both students and teachers in the INVALSI databases. Our dataset results from the harmonisation of the school years 2017/2018, 2018/2019, 2020/2021 and 2021/2022. The school grades considered: 2, 5 (primary school) 8 (secondary school) and 10 (high school).

Overall, our analysis confirm the presence of a not-neutral teacher-student pairing, with an increasing intensity of the unequal matching as the school grade increases. In addition, we detect that the largest part of the process takes part at class level. Overall, the precariousness of teachers interplays with students' school segregation and seems to be part of the mechanisms underneath the reproduction of educational inequalities in the school system.

A.08. Mapping School Segregation

School Segregation And Compositional Effects On The Reading And Mathematics Performance Of Primary School Students In Europe

Daniel Bianchi (Universidad de La Laguna, Spain) · Gabriela Sicilia (Universidad Politécnica de Cataluña, Spain) · Leopoldo Cabrera (Universidad de La Laguna, Spain)

school segregation, compositional effects, educational inequalities

School compositional effects have been a major concern in debates on the effects of school segregation. The unequal schooling of pupils according to their socio-economic background, with the concentration of pupils of lower and higher socio-economic status (SES) in more differentiated schools, can be linked to an increased compositional effect, which is understood as an additional effect of the school social composition on student performance. Recently, the relevance of the magnitude of school compositional effects has been under debate (Sciffer et al., 2021; Marks, 2021). However, there is a large literature on this additive effect of school composition by socio-economic status (SES) that points to its importance in explaining differences in performance between students and between schools (Sciffer et al., 2022; Perry et al., 2022; Oberti & Savina, 2019; Benito et al., 2014; Dumay & Dupriez, 2008; Palardy, 2008). However, most of these studies have been based on PISA data, little has been said about compositional effects in primary school (Bianchi & Cabrera, 2023).

We draw on two representative samples of 105,259 and 116,510 4th grade primary school students from 28 European countries and 4,683-4,961 schools, taken from the TIMSS 2019 and PIRLS 2021 microdata. These two educational assessments allow us to estimate the effects of school socio-economic composition (SEC) in both mathematics and reading through multilevel linear models (MLM), to compare their magnitude across European countries. Finally, we test with a two-way ANOVA the predicted gains in mathematics and reading for hypothetical desegregation policies for students in different individual SES quintiles across each school SES quintile.

Our results point to at least two relevant considerations. First, compositional effects are larger in mathematics than in reading, and the percentage of variance attributable to differences between schools is smaller for the latter. Thus, while reading is more dependent on family background, mathematics outcomes are more sensitive to school contexts. This implies both that performance in this area will be more adversely affected by situations of school segregation, and that there is greater scope for action in improving mathematics outcomes through school practices.

Second, SEC effects are larger in countries with higher levels of segregation and, as expected, this correlation is stronger for mathematics than for reading. And not only are these differences in SEC effects related to levels of segregation, but in countries with higher levels of segregation, this effect is disproportionately larger for students with lower SES. The performance of pupils at the bottom of the SES distribution is more sensitive to the school context, and experiences a larger expected change when moving from one school SES quintile to another.

This shows how school segregation increases educational inequalities, and has implications for education policy, such as when or where it might be most beneficial to reduce the concentration of lower SES students, or when this improvement in school performance can be driven by school organisation and teaching practices.

An Overview Of The Effects Of Gentrification On Education Inequalities

Xavier Bonal (Universitat Autònoma de Barcelona, Spain)

gentrification, inequalities, school segregation, systematic review

The consequences of urban transformation on economic inequality, social cohesion or consumption patterns of different social groups is an area of growing academic and political interest. There are controversial debates about the positive or negative effects of gentrification from the point of view of social opportunities, urban development and social cohesion (Slater, 2000; Butler and Robson 2003). The educational field is an area of special interest in which to observe possible effects of gentrification on educational opportunities and inequalities and for which there is still little evidence. How do gentrification processes affect the configuration of school supply in different neighbourhoods? What type of schools are chosen by high SES in gentrified neighbourhoods? Is there a high level of white flight in these contexts or, on the contrary, does the middle or upper-middle class population opt for neighbourhood schools? What effects can be observed on school segregation? These are some of the key questions that must be answered to better understand the effects of gentrification on educational opportunities.

This paper will present an overview of the main effects of neighbourhood gentrification on education inequalities. The findings are based on a systematic literature review of quantitative and qualitative empirical studies assessing different dimensions of education inequalities. We present the main evidence on aspects such as changes in the configuration of education markets, demand patterns and family strategies, school segregation, educational performance and school responses and leadership challenges.

A.08. Mapping School Segregation

Unmasking Sorting Patterns In Lower Secondary Schools

Emanuele Fedeli (University of Trento, Italy)

sorting, ranking, school value-added

In the realm of educational research within the dynamic landscape of Italy's educational system, where disparities in resources and opportunities often underscore the academic journey, our endeavor revives a methodology aimed at unraveling the intricate sorting patterns within school settings with relevant consequences on students' outcomes (Downey et al. 2016). Italy, renowned for its rich cultural heritage and diverse socioeconomic landscape, presents a compelling backdrop for investigating the correlation between student rankings and school performance, measured by value-added metrics.

The foundation of our methodology rests upon the premise of utilizing school value-added measures as a proxy for school performance (Chetty et al 2014). Value-added metrics provide a nuanced understanding of a school's impact on student outcomes, accounting for various socioeconomic factors that may influence academic achievement. By leveraging these metrics, we aim to discern the underlying sorting dynamics prevalent within the educational domain.

Central to our approach is the construction of a noisy ranking of students based on academic performance data (Gamoran 1989) . In a context marked by high levels of educational inequality, characterized by disparities in access to quality education and socio-economic background, capturing the complexities of student performance becomes paramount. Despite inherent noise in student rankings stemming from multifaceted influences, our methodology endeavors to extract meaningful insights into the sorting patterns within schools.

Crucially, our methodology extends beyond mere identification of sorting patterns to elucidate the sign of sorting, a fundamental aspect often overlooked in educational research. To this end, we draw parallels from labor market studies and adapt techniques used to discern sorting patterns in firms by profits. By applying analogous principles to the educational landscape, we aim to ascertain whether there exists a positive or negative correlation between student and school types.

To empirically validate our methodology, we harness a comprehensive panel dataset amalgamating academic records with detailed performance data for schools across all municipalities within Italy (INVALSI-SNV data).

Upon analysis of the dataset, our findings unveil robust evidence of positive sorting within schools. The correlation between student and school types emerges at approximately 52%, signifying a discernible alignment between student characteristics and school performance. Such empirical insights not only shed light on the underlying mechanisms shaping educational outcomes but also hold implications for educational policies aimed at mitigating disparities and fostering equitable access to quality education.

In conclusion, our methodology offers a novel lens through which to explore the intricate sorting patterns within Italy's educational landscape. By unraveling the nuanced interplay between student rankings and school performance, our research contributes to a deeper understanding of the factors driving educational inequality (Domina et al. 2016) and underscores the imperative of targeted interventions to promote equitable access to education for all students, regardless of socio-economic background.

A.08. Mapping School Segregation

Socially Distinct Clusters Of Schools Across The UK: Institutional Stratification Across Unequal Systems Of Education.

Sol Gamsu (Durham University, United Kingdom) · Hakan Forsberg (Uppsala University, Sweden)

schools, social class, race, bourdieu, segregation

In this paper we analyse the institutional stratification and hierarchy of schools across United Kingdom and suggest there are seven socially distinct clusters of schools. Whilst school segregation has received substantial attention, the clustering of schools by class, ethnicity, gender and parental education, has not been explored. Unlike previous analyses of school populations in the UK that tend to rely on Free School Meals as a proxy for social class, we use higher education data to enable parental social class data to be incorporated. We create aggregate pseudo-school populations from students at university who would have been in their final year of school or college between 2014-15 and 2017-18. A Principal Components Analysis was performed, followed by a Hierarchical Clustering on the Principal Components to allow us to analyse the field of schooling and suggest a classification of schools across the UK by parental class background and higher education experience, ethnicity and gender. This allows an analysis that suggests more complex hierarchies that move beyond historical binary perspectives on schooling as selective/comprehensive, private/state, working/middle class. Instead, we find a more complex, geographically varied and socially and ethnically distinctive multi-partite system of schooling across England, Scotland, Wales and Northern Ireland. The seven clusters analysed here are as follows:

- The major private elite schools of the upper and middle class
- The female private elite girls' schools of the upper and middle class
- The semi-rural state schools of the white middle class
- The international private schools of the foreign mobile middle classes.
- The white working-class schools in (post-)industrial towns
- The ethnically diverse state schools of the lower middle and working class
- The super-diverse state schools of the urban working class

Our findings allow an exploration of the geography of the segregation and hierarchical of individual schools across multiple scales, from the city to the region and the nation(s). Schools in clusters six and seven are overwhelmingly located in London and certain other large cities, though some provincial cities have very few of these schools. There are distinct regional and local patterns to these clusterings which allow us to examine these relational institutional hierarchies across inter-woven geographical scales. We can also intersect this with forms of marketisation to map the hierarchy of academy school trusts in England.

A.08. Mapping School Segregation

School Segregation and School Dropout in Primary Schools: a Case Study in Bologna

Irene Giunchi (Università di Bologna, Italy)

school segregation, school dropout, school choice, educational inequality, primary schools

A renaissance of studies on school segregation is occurring in Europe due to rising immigration to the European Union and increasing social inequality within cities and neighbourhoods (Bonal & Belleï, 2018). However, despite an increasing number of publications on the topic in Southern Europe, there are still few analyses on segregation conducted within the Italian context (Pacchi & Ranci, 2017; Santangelo et al., 2018). Furthermore, several studies prove empirical arguments about the negative effects of school segregation on school performance (Karsten et al., 2006; Fekjaer & Birkelund, 2007; Hanushek et al., 2009). Nevertheless, a solid strand of research oriented to investigating the relationship between school dropout and school segregation seems not to have been developed yet. Within this framework, the paper intends to contribute on an empirical and methodological level to this debate.

With a focus on the municipal area of Bologna, the paper explores the presence and extent of school segregation in public primary schools and examines its correlation with the phenomenon of school dropout. Using different segregation indexes (Duncan & Duncan, 1955; Reardon & Owens, 2014) and geo-referenced analysis tools, data provided by the municipal administration for the school year 2021-2022 are employed to investigate the degree of socio-economic and ethnic segregation in primary public schools in Bologna. According to the literature, in many European countries, the high concentration of low-income and immigrant-origin students occurs in the absence of residential segregation as a result of the school choices of native and wealthy families (Burgess et al., 2005; Rangvid, 2007; Cavicchia & Cucca, 2020). Starting from this evidence, the paper intends to test two hypotheses: 1) in a context of moderate residential segregation where school catchment basins are not binding, families' school choices play a central role in determining the phenomenon of school segregation; 2) low-income students and immigrant-origin students are more likely to attend the nearest school to their home and adhere to suggested school catchment areas. This is accomplished by geolocalising the addresses of schools and students and by analysing the migration and socio-economic status of students attending both nearby and distant schools.

Subsequently, the paper aims to contribute to the debate on the consequences of school segregation by comparing data from school segregation analyses with data on the risk of school dropout. Data on the risk of school dropout are provided by the municipal administration and refer to the school year 2021-2022. These data, besides highlighting the existence of the phenomenon in primary schools, make it possible to investigate whether school segregation and school dropout are positively correlated.

What Works Against School Segregation? Measuring the Effect of Desegregation Policies in Barcelona

Sheila Gonzalez Motos (Universitat de Barcelona, Spain) · Edgar Quilabert (Universitat Autònoma de Barcelona, Spain) · Adrián Zancajo (Universitat Autònoma de Barcelona, Spain)

school segregation, school desegregation, quasi-experimental, education markets, socially disadvantaged students

School segregation has emerged as a core challenge in Barcelona (Spain) in the past few years. Driven by wide margins of school choice, a large share of private subsidized schools, and sustained inaction from local government bodies, the uneven distribution of students across schools became a persistent issue (Bonal et al, 2021). In response, the city's educational authorities implemented the Shock Plan Against School Segregation (SP) in 2018. This policy aims to promote a more balanced distribution of socially disadvantaged students through targeted funding, preassigned school seats, and quotas for vulnerable students (CEB, 2019).

While SP has been evaluated in terms of its design and implementation (Bonal & González, 2023), its impact on school segregation, concentration, and social stratification between public and private subsidised schools has not yet been analysed. Our research has two objectives. First, to estimate to what extent the changes in the distribution of socially disadvantaged and migrant students among schools in the city can be attributed to the impact of the SP. Second, to examine how the impact of the SP varies among disadvantaged groups and the characteristics of the different areas of the city (i.e., catchment areas and districts).

To do this, we design a quasi-experimental study employing Interrupted Time Series regression analysis (McDowall et al., 2019) to estimate the impact of these policies on school segregation, concentration, and social stratification between public and private schools. This allows us to estimate the causality between the implementation of these policies and the evolution of school segregation in Barcelona for the past decade. While school segregation and concentration have significantly decreased during the period analysed (2011-2023), the findings show that overall, the causality between this decline and the implementation of SP is relatively limited. We observe significant variations among different groups of students—such as those with immigrant backgrounds or those considered vulnerable—and across different areas of the city. Despite these limitations, the impact of SP in reducing the stratification of socially disadvantaged and migrant students between public and private subsidised schools is particularly significant. Regarding the geographical factors mediating the impact of the SP, the results show that the level of residential segregation, the concentration of socially disadvantaged students within the area and the school supply diversity considerably affect the capacity of the SP to promote a more balanced distribution of students among schools.

The paper concludes by exploring the various factors and mechanisms behind these differential impacts, shedding light on the complexities of policy effects in diverse urban contexts.

A.08. Mapping School Segregation

Residential and School Segregation of Children in French Metropolitan Areas

Marco Oberti (Sciences Po – CRIS, France) · Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile)

school, neighborhood, segregation, children, france

Residential and school segregation are persistent features of large cities worldwide (Gutiérrez et al., 2020; van Ham et al., 2021). These trends raise serious concerns because segregation sort young people from different social and ethnic backgrounds into unequal neighborhoods and schools that affect their opportunities and outcomes (Galster & Sharkey, 2017). Consistent with recent calls for a more integrated examination of neighborhood and school segregation processes (Oberti, 2007; Rich & Owens, 2023), this article examines the segregation of children at the secondary school level between neighborhoods and between schools within large French metropolitan areas.

Prior studies have shown that neighborhood and school segregation are highly correlated, not only in residence-based school allocation systems (Frankenberg, 2013; Oberti & Savina, 2019), but also in context that allows more freedom of school choice (Boterman, 2019). However, most existing studies employ a cross-sectional perspective to examine segregation at a single point in time, such that there is less knowledge concerning the evolution of the relationship between residential and school segregation. Moreover, previous studies have compared residential segregation of adults and school segregation of students, which are two groups with different residential segregation patterns (Owens, 2017). As such, there is still a prevailing lack of work that compare segregation of children across neighborhoods and schools. Another critical issue in the literature relates to the factors that shape residential and school segregation. Scholars have been generally concerned with understanding how contextual features at the metropolitan level are associated with either school segregation (Bonal et al., 2019) or neighborhood segregation (Jähnen & Helbig, 2023). Conversely, little research has examined the mechanisms that affects the relationship between the segregation of neighborhood and schools and thereby explain the correlation or mismatch in their social composition (Bischoff & Tach, 2020; Candipan, 2019; Rich et al., 2021).

Against this background, we adopt a longitudinal approach to examine how changes in neighborhood and school segregation of children are related to each other and how the characteristics of the local educational markets shape the association between residential and school segregation. We create a novel longitudinal dataset combining data on children, neighborhoods, and schools spanning from 2007 to 2019. Our analysis starts with segregation indices showing that residential segregation is higher than school segregation, especially among socially advantaged children. Decomposition analysis further shows that school segregation between public and private schools has increased, which is correlated with declining residential segregation over the period. Next, we use panel regression models with city and time-period fixed effects to examine whether spatial inequality in public and private school options and social selection in private schools predict gaps between residential and school segregation among children. In the discussion, we connect our findings to the debate about the consequences of the expansion of school market mechanisms to organize education systems for residential and school segregation

A.09. Popular and non-formal education in the fight against educational inequalities

Territorial Pacts: Possible Tools to Limited Social Exclusion

Martina Bonci (University of Macerata, Italy)

territorial pacts, social justice, territorial alliance, third sector

The objective of this proposal is to investigate the potential of non-formal education in addressing educational disparities, specifically through the examination of Territorial Pacts and to analyse some case studies.

There are various types of Pacts that have gained popularity in educational settings, moving from Community Pacts to Educational Community Pacts (Boeris, 2018). The latter has been strongly supported by the Italian Government School Plan in the 2020/21 and 2021/22 academic years, even during the ongoing pandemic crisis (Ministero dell'Istruzione, 2020; Ministero dell'Istruzione 2021).

These bottom-up practices aim to establish a strong social connection between the school and the surrounding territory. The pandemic has highlighted the importance of this connection. It is essential to form an alliance between the school, the territory, and third-sector entities to strengthen the educating community and guide students in their growth (Locatelli, 2021).

In recent times, there have been numerous instances of Pacts in Italy that demonstrate how these mechanisms can actually result in an increase in social welfare. This presents Pacts as a valuable tool that can be utilized by schools and local authorities to promote social justice (Balzano, 2019).

In this regard, the signing of a Territorial Pact compels the parties involved to consider the needs of the territory in which their actions will take place (Balduzzi, 2012). In a democratic manner, the participants in the Pact choose the intervention to be implemented, taking into account the needs of the community.

The students participating in the Pact collaborate with teachers and local associations to decide where to direct their efforts. The resulting care work will involve taking responsibility for a place that is significant to the students (Margiotta, 2015). The social justice aspect of this lies in the student's ability to decide for themselves what care work to implement for the benefit of the entire community.

The outcome of the student's efforts will be returned to the community. By doing so, the Pact mechanism enables students to experience a social justice process that shows them that collective action can lead to a benefit that the entire community can enjoy, and to create a new model of a more universalist school (Mangione, Chipa, Cannella, 2022).

A.09. Popular and non-formal education in the fight against educational inequalities

What Is Educational Poverty? Meanings, Representations, And Discursive Practices Of Popular Educators In Rome

Matteo Cerasoli (La Sapienza – University of Rome, Italy)

popular education, educational poverty, educational inequalities, social justice

Educational poverty is a central topic of academic debate and national and european agenda-setting. As shown by Giancola & Salmieri (2023), several authors have addressed the issue of definition and construction of the concept of educational poverty (e.g. Checchi 1998; Allmendinger & Leibfried 2003; Barbieri & Cipollone 2007; Save the Children 2014; Nanni & Pellegrino 2018), developing narratives on the relationship between educational poverty and skills, often seen only as performance (e.g. reading, mathematics, science, problem solving, financial literacy) and not as social capabilities (Sen 1999; Nussbaum 2006).

On the other hand, the fight against educational poverty represents one of the principles of action of those realities part of the paradigm/movement of popular education. The core of these action principles is grounded in addressing educational inequalities (Secci 2017), promoting social justice, and empowering marginalized groups and individuals who are excluded from the formal education system (Kohan 2014). Thus, this paradigm/movement is based on emancipatory purposes, even if expressed in terms of social mobility or creation of social utopias (Vittoria 2014; Secci 2017).

The present work aims to explore representations, meanings, and discursive practices connected to the concept of educational poverty produced by popular educators within educational circuits external to the formal education system. In particular, the analysis is focused on the discursive practices (re)produced by popular educators within the 'Rete Delle Scuole Popolari di Roma', a coordination tool of the popular schools of Rome created in 2020.

The analytical approach adopted for the analysis is inspired by Critical Discourse Analysis (CDA) and by interpretative paradigm. According to the CDA, language and, more specifically, discourses are understood as "social practices" (Wodak & Meyer, 2009) constitutive and conditioning at once the context in which they develop (Fairclough & Wodak, 1997). Through in-depth interviews with educators involved in popular schools of this circuit external to the formal education system, the research reveals representations, discourses, and meanings of the concepts conveyed by the educators of this circuit. The interviews are analysed through an interpretative approach, which highlights normative and cognitive representations that compose or shape the social paradigm (Jenson 1989, Surel 2000), within which the popular educators of the 'Rete Delle Scuole Popolari di Roma' circuit operate.

Last, the research tries to highlight differences and convergences between interpretations, representations and discursive practices of these actors, as well as their theoretical frameworks, and the dimensions used to conceptualize educational poverty in the academic field, in national and international institutes (e.g. INVALSI, OECD) and in the data built to measure it in the different surveys (e.g. PISA, PIAAC, TIMSS, PIRLS). This allows us on the one hand to reflect on the role that popular schools play today in their relationship with formal education system and its changes (Verger, Fontdevila & Zancajo 2016; Vittadini 2016; Ball 2021); on the other, to question the academic debate about the conceptualization of educational poverty and the construction of the data through which to measure it, that orient the frame of public policies on the issue of educational poverty.

Social Justice Education: A New Cultural Approach to Education

Francesca Cubeddu (IRPPS-CNR Rome, Italy) · Lucia Picarella (Universidad Católica de Colombia, Colombia)

social justice, praxis, paulo freire, social justice education, education

Education has an important role in the formation of individuals and the constitution of society. Through educational processes, in fact, each person expresses himself and makes use of his abilities, and at the same time builds and refines them, thus enabling both the transmission of culture and social reproduction.

Starting with an analysis of certain aspects of the critical pedagogy of Paulo Freire, who can be considered the forerunner of social justice education, we will examine whether it is possible to say that social justice education is simultaneously a social, educational and political approach of a country and whether the dynamics inherent in social justice processes also characterise the so-called social justice education approach.

This work aims, therefore, to examine the importance of the application of the social justice education approach in contemporary society and to achieve this goal, the starting point will be the theoretical framing of the relationship between social justice and educational practice (praxis), highlighting the need to place the human being and his cultural dimension at the centre of educational processes, to then go on to examine some cases of application of the social justice education approach – on the educational model proposed by Freire – within the educational system in Europe and Latin America.

A.09. Popular and non-formal education in the fight against educational inequalities

Shaping Desires. A Workshop to Give Voice to Children from Popular Schools

Giulia Franchi (Università Roma Tre, Italy)

popular school, child-centred perspective, art-based research, children's rights, picturebooks

This intervention is part of a broader research project of the Department of Education Sciences at the University of Roma Tre that aims to investigate the phenomenon of the new emergence of popular education experiences with qualitative research tools, by choosing Rome as a privileged observatory. Indeed, today, popular schools play an important role to control the phenomenon of school dropout and new forms of educational poverty, helping to prevent and fight exclusion processes (De Meo, Fiorucci, 2011; Stillo, Zizioli, 2021).

According to the article 12 of the Convention on the Rights of the Child (UNGA 1989), popular schools have the heart of their pedagogical approach in the recognition of the right of girls and boys to be heard, perceived as active subjects, able to make choices. For this reason, we also chose to adopt a children's perspective in the research, conceiving it as research with and for children (Mortari, Mazzoni 2010). It was therefore decided to expand the initial tools by combining focus groups with the planning of a reading and drawing workshop aimed at those who attend after-school classes in two roman suburbs, combining participatory observation with Narrative Inquiry and Art Based Research (Barone, Eisner 2011).

The starting point of the activities was Gianni Rodari's rhyme Il cielo è di tutti, which highlights the more political dimension of his approach to writing for children (Roghi 2020) and the illustrated book by Marianna Balducci, L'ammiraglio ha preso il cielo (2022), freely inspired by Rodari. To each boy and girl was then given the opportunity to express their needs and desires about the popular school, the neighborhood and more generally about their future, through drawing and collage, starting from the gift of a "fragment of sky". Collecting children's voices through circle time and shared reading of words and images, and allowing them to express themselves freely by experimenting with artistic practices, confirmed the importance of using a plurality of languages (Barton 2015) to ensure that even the youngest can actively act as co-researchers by helping them to read and interpret their experiences and reality and recognizing them as protagonists and drivers of change (Tonucci 1999).

The intervention presented aims to return the first outcomes that emerged from this research and the developments of a project that is expanding, adapting it to different contexts, also in other realities of popular school and beyond, characterized by complexity, marginality and at the same time richness of possibilities.

People And Popular Education: Reflections On Their Pedagogical Value In The Contemporary Society

Alice Locatelli (Università degli studi di Bergamo, Italy)

people, popular education, pedagogical perspective

The category of "people", which has taken on different connotations since the Classical Age, traditionally refers to a group of individuals who have in common various aspects, such as territory, laws, religion, traditions, customs, and language (Benveniste [1969], 2001; Potestio 2023). Moreover, this category acquires specific features in relation to the concepts of "community" and "society": indeed, a "society" (seen as societas) is characterized as an active way of individuals to live and operate within social organisations and structures, whereas a "community" (seen as communitas) is distinguished by a passive dimension (Bertagna 2010).

According to these considerations, the following contribution aims to analyse, from a pedagogical point of view, the category of "people", which cannot only be conceived as a particular social group identifying with the nation and with the state, nor seen only as that part of citizens living in difficult and precarious conditions. In this way, the paper intends to propose a reflection on the role that this category assumes in today's societies from a pedagogical point of view (Potestio 2023), in the awareness that, during the 20th century, the category of popular education has lost its meaning and centrality in the pedagogical debate (Freinet 1949).

It's interesting to underline how the various forms of popular education in the Italian tradition (Bertoni Jovine 1965), understood in the two meanings of empowering the poorer classes and building a national culture, reduced the idea of the "people" as an object and a specific part of a plural identity (Potestio 2023). From time to time, people have been seen as the most marginalised part of society, living in economic and social difficulties within a larger group. In this direction, the category of "people" has been seen either as a single social class, or as a group of people lacking education or values who need to be shaped through the ideals and values of the dominant class. This cultural approach proposed, again, an invisible dualism that, by conceiving the existence of "two peoples", has oriented every educational and training practice aimed at a "people" understood in an ideal way, not in real conditions (Cuoco 1799; Bertagna 2008; Damiano-Orizio-Scaglia 2019).

On the contrary, the category of popular education will continue to represent, nowadays, a central theme for analysing several aspects of the pedagogical and political debate about strategies to improve public school education, to enhance the function of the school system and to strengthen the connection between school and the world of work (Potestio 2023). Taking a pedagogical perspective, which does not reduce the category of "people" to a mere "object" and which focuses on the conditions and practices that lead a person to realise him/herself as an unique singularity through educational relationships, this contribution aims to highlight what are the key aspects in the category of "people", seen «as an original tension that creates the possibility of transformative relationships between persons» (Potestio 2023), to understand the innovative pedagogical implications of this category in the contemporary society.

A.09. Popular and non-formal education in the fight against educational inequalities

Popular Education: A Bridge To Prevent And Combat Early School Leaving And Juvenile Criminality

Angelica Padalino (Università di Foggia, Italy)

popular education, juvenile criminality, educational poverty, early school leaving

Talking about popular schools and popular education leads us to think about the past and the great educators of the twentieth century such as Paulo Freire, Don Lorenzo Milani and Danilo Dolci. Popular school's experiences left their mark because they gave voice and space to the least and the marginalized. They were born as an antidote to the condition of educational poverty experienced by poor people in different parts of the world (Stillo, 2022). Nowadays, educational poverty is at the centre of the pedagogical debate because it is a widespread phenomenon that provokes others such as early school leaving and juvenile crime. Many young people today are called "street oriented" which means that they use to spend a lot of their free time on the way, in the streets and squares (Iavarone, Girardi, 2018) because they do not know where to go and what to do. The problem is that in the streets many of them also experience the first forms of deviance. In these cases, popular schools can be a bridge on the way, a place of possible inclusion, awareness and empowerment (Sardelli, Fiorucci, 2020). The intent of this contribution is therefore to reflect on the role that popular schools can have today to prevent and combat early school leaving and juvenile criminality offering experiences of transformative education especially for young people at risk of marginalisation.

Alberto Manzi's Popular Education. Adult Literacy Between Italy And South America In The Second Half Of The 20th Century

Claudia Paganoni (University of Verona, Italy)

alberto manzi, history of popular education, adult literacy

This contribution aims to shed light on Alberto Manzi's adult popular education, carried on in the second-half of the 20th century, between Italy and South America. Whereas Manzi's educational work with children has been deeply analysed in literature (Farnè, 2011), my research aim is to explore the teacher's pedagogical-didactic approach in the field of adult literacy, which remains underexplored, focusing on different important moments in his path. Manzi was an author and presenter of the Italian television broadcasts It's Never Too Late – Popular Italian Course for Illiterate Adults (1960-1968) and Let's Learn Together – The Italian Language for Non-EU Citizens (1992). Furthermore, he helped to create the Argentinian literacy radio-based program Better Late Than Never (1988). Last but not least, he had twenty years' experience as a volunteer literacy teacher, in different countries in the Andean Plateau area, where he went every summer during vacation from his job as a teacher in an Italian elementary school. The main data sources of the research are television programs, interviews with key actors, teaching materials, novels, diaries, notes, newspaper articles and official documents. The methodology is qualitative based and results from an original combination of methods, to look at the different data types. Regarding the television programs, the 15-hour audiovisual corpus is analysed through Video Analysis (Derry et al., 2010) and Multimodal Analysis (Goldman et al., 2009). The main data gathering instruments for textual data are field and archival research, carried out through Italy and Argentina, on which a Thematic Narrative Analysis (Pagani, 2020) was conducted. The research points out how Manzi used different didactic strategies to pursue a transformative approach to adult literacy. One of the conceptual cores in Manzi's approach is the humanising and liberating scope (Freire, 2018) attributed to education, which is considered all the more important when carried out in contexts of marginality (Tøsse, 2010). Thus, the research contributes to the field of popular education studies in the Italian context (cf. Cotza, 2022; De Meo & Fiorucci, 2014; Torrisi, 2022; Vittoria, 2014), in particular in its historical dimension (cf. Curatelli, 2022; Meloni et al., 2016; Sardelli & Fiorucci, 2020; Secci, 2017). Furthermore, Manzi's educational work is a great example of the pedagogical attraction (Secci, 2017; Vittoria, 2007) between Italy and South America in the field of popular education. To conclude, the research contributes to the theoretical debate regarding popular adult education between Italy and South America, and disseminates Manzi's transformative approach among literacy teachers.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Dropout ² : The Dropout On School Data Dropout

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, definition, data source

The paper aims to focus attention on the complexity of the school dropout, as object of scientific investigation. Specifically, it addresses the related issue in effectively comparing different sources of data, as a preliminary moment for practical and policy intervention choices. Even today, national and international research has not assumed an unambiguous construct and a shared definition of the school dropout, as object of scientific investigation. Indeed, at the level of documents, there is an overlap between dispersal and neglect, and this influences descriptive survey frameworks and ways of accessing data, both locally and generally. Such uncertain situation, sometimes of contradiction, makes complex – as expected – to return a picture of the phenomenon. It also leads to the collection and return of data based on different criteria and definitions, therefore hardly compatible with each other. Moreover, as a direct consequence emerges the lack of proper data sharing among different educational agencies that often present different results (due to techniques, rates and survey population adopted) without the possibility of adopting shared practical and political intervention strategies.

In the first part, the most accredited definitions and constructs in international and national documents are recalled. There is, in fact, an 'umbrella' effect in which the definitions of early school leaving (ESL, ELET, refers to a person aged 18 to 24 who has completed at most lower secondary education and is not involved in further education or training) and school dropout (a much more complex and broad concept) are superimposed. This prevents the identification of a substantial number of students who, while not having formally left school, should be included in the numbers of dropouts (repeaters, parked, in school dropout, education mortalities ...).

The paper addresses then some issues related to the first comparison of quantitative and qualitative data sources for reconstructing the phenomenon at the general level. The criteria used in the initial phase of a systematic review work on the types of data on school dropout within the doctoral project 'School dropout and dropout data' conducted at the University

of Anonymous Town in cooperation with the municipality of the Town are presented. The systematic review work is analysing 2078 scientific articles collected using the code "school dropout data", identified in Google Scholar, Scopus and Web of Science.

The aim is to emphasize that the use of data systems for analysis and identification of the phenomenon is indispensable for identifying its characteristics, monitoring it, and choosing strategies to remedy it. Therefore, it is essential to start from a sharing and understanding of data in order to bring out a more composite and reliable picture of the current situation so as to avoid reading the phenomenon 'with out-of-focus lenses' and to outline the strategies to be deployed at the local level.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Review of Factors Underlying the School Dropout Phenomenon in Instruments Used with Students, Parents, and Teachers

Giovanni Bonaiuti (Università di Cagliari, Italy) · Marta De Angelis (Università del Molise, Italy) · Arianna Marras (Università di Salerno, Italy) · Stefania Morsanuto (Università telematica Pegaso, Italy)

drop-out, upper secondary school, review of factors and constructs, academic insuccess, early school leaving

The phenomenon of drop-out, school dropout, and abandonment represents a complex challenge for educational systems worldwide, with negative consequences for students, their families, and society as a whole (Cascioli, 2021; Lamb et al., 2011; Mastorci et al., 2022). As known, high drop-out and school abandonment rates are associated with lower academic achievements, fewer job opportunities, and higher risks of involvement in risky behaviors. This study, a preliminary part of the research project "TALENTED" funded by PRIN PNRR funds and concerning intervention in secondary schools in three different regions of southern Italy, aims to conduct a review of the dimensions most investigated in literature and the most used tools to assess early attitudes and aspects capable of negatively influencing academic success. Our research concerns aspects related to all stakeholders, namely students, families, and teachers (Batini & Bartolucci, 2016).

The research goal is to review the factors and theoretical constructs underlying the school dropout phenomenon and school failure, which are widely discussed in the international scientific literature, in order to assess and understand the key aspects that contribute to student engagement and academic success. Dimensions that, regarding students, involve very different aspects and variables such as emotional well-being, self-esteem, anxiety, expectations, aggressiveness, and coping and study strategies used (Archambault et al., 2009; Bussu & Pulina, 2020; Nixon et al., 1990; Rumberger & Lim, 2008; Rumberger & Rotermund, 2012; York et al. 2015). Regarding parents, alongside socioeconomic variables, beliefs, educational expectations, as well as data on the quality of family relationships, parental involvement, and emotional support offered can provide valuable information (Parr & Bonitz, 2015). As for teachers, it is known that they can significantly influence students' school experience through their teaching style, their attitude to pursue improvement, self-efficacy perception, propensity to work in teams, ability to provide emotional support, and intervene to improve the classroom climate (Lenart, 2016; Knesting-Lund et al. 2013; Nairz-Wirth & Feldmann, 2017).

Understanding the most relevant dimensions and the most used tools to evaluate attitudes, aspects, and actions capable of influencing academic success allows informing educational policies and promoting targeted interventions to prevent drop-out and foster a more inclusive and supportive school environment for all students. In the case of our project, such a review is functional to the entrance detection, ongoing monitoring, and ex-post evaluation of the effectiveness of active intervention strategies that will be implemented in some pilot schools.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Gamification As A Tool For Preventing Early School Leaving: A Possible Perspective?

Filippo Bruni (Università del Molise, Italy) · Livia Petti (Università del Molise, Italy) · Marta De Angelis (Università del Molise, Italy)

gamification, early school leaving, talented, high school, education

Early school leaving is an urgent and complex problem that national and European institutions have long been trying to address (Council of the European Union, 2021; MIUR, 2014). A wide range of factors – both in and out of school – contribute to early school leaving, including household responsibilities, lack of parental guidance, large family size, poor economic conditions, failure in exams, lack of time for study, punishment by teachers, and lack of interest in studies (Baruah & Goswami, 2014). Financial resources, policies, student-teacher-parents relationships, and academic performance also play a significant role (Orion et al., 2014). Commitment and support for students are key factors, as identified by teachers and school managers (Gil et al., 2019). Feeling behind or failing coursework is a major factor in secondary school dropout (Lockett & Cornelious, 2015).

Within this framework, an interesting line of research and experimentation can be given by paying attention to teaching strategies and methodologies (Bonaiuti, 2014) that can reduce early school leaving.

The present work aims to verify whether the use of gamification in education can contribute to reducing school dropout rates and is linked to a broader research promoted by the PRIN project Teaching And LEARNING effectiveness to promote studeNT achievement and prEvent school Dropout (TALENTED) which aims to identify a series of didactic approaches to be applied in the school context to prevent school dropout.

Gamification, understood as «the use of game thinking and game mechanics to engage users and solve problems» (Zichermann & Cunningham, 2001, p. XII), can be used in school settings by making use of the approaches and mechanisms typical of gaming and video games in order to enable students to achieve specific learning outcomes. The interesting elements that are a constituent part of gamification are: points, levels, challenges, badges, leaderboards, rewards/rewards, progress bars and feedback (Brull & Finlayson, 2016). By using these elements within appropriate strategies and avoiding rigidly behaviourist approaches, the use of gamification in education has been shown to have a positive impact on student engagement and motivation (Colombo, & Tièche Christinat, 2017).

Guerrero-Puerta & Guerrero (2021) found that gamification can improve student well-being and school engagement, potentially reducing the risk of early school leaving. Similarly, Khaleel et al. (2020) reported that gamification increased student engagement in difficult subjects, which could potentially lead to improved retention. Harrington & Mellors (2021) and Aleksic-Maslac et al. (2017) both highlighted the positive impact of gamification on student engagement and retention in tertiary settings, further supporting the potential of gamification to reduce school dropout. However, the specific application of gamification in addressing early school leaving in the context of dispersion interactions remains an area for further research.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Building the Educational Future in Catania: Successful Synergies in the Metropolitan Observatory against School Dropout

Carlo Colloca (University of Catania, Italy) · Roberta Piazza (University of Catania, Italy)

educational poverty, school dropout, metropolitan observatory, educational synergies

The city of Catania faces an urgent challenge related to school dropout, with a rate of 25%, the highest in the country. This critical phenomenon is closely linked to juvenile delinquency, highlighting the need for targeted interventions. To address this issue, the "Metropolitan Observatory for the Prevention and Contrast of Educational Poverty, School Dropout, and Juvenile Deviance" was established in 2021, coordinated by the Prefect of Catania. The observatory not only analyzes the issue at hand but also intervenes with concrete actions to support minors and their families.

The analysis revealed that school dropout is particularly entrenched in peripheral neighborhoods and areas within the historic center that represent "new internal peripheries" of the city. This involves a significant number of children and adolescents, positioning Catania at the national forefront in proportion to its population. The institutions forming the observatory emphasize the concrete risk that this phenomenon fuels the informal labor market and serves as a recruitment pool for criminal organizations.

The observatory operates through effective synergy among various stakeholders, including the Juvenile Court, Public Prosecutor's Office, Law Enforcement, School Superintendent's Office, Municipal and ASP Social Services, University of Catania, Diocese of Catania, as well as social and economic actors. Thanks to this collaboration, many minors have been reintegrated into the educational system.

Within the observatory, three working groups have been established. The first involves institutions, unions, parish entities, and the third sector to analyze the context of educational poverty. The second group focuses on the socio-cultural, economic, and territorial vulnerabilities of neighborhoods, aiming to implement urban regeneration projects. It has developed a digital mapping of the city, creating an index of social fragility. The third group primarily involves law enforcement and juvenile and ordinary magistracy on the issues of deviance and urban security.

The data from these groups guide initiatives for preventing juvenile deviance in collaboration with schools. In September 2023, the observatory was recognized by the Ministry of the Interior as one of the five good practices implemented within a Prefecture in Italy.

Through a cultural and educational campaign, the observatory promotes awareness of the essential role of compulsory education. The creation of a synergistic network among institutions constitutes a virtuous communicative circuit that, along with tested practices, establishes an absolute precedent. The University of Catania actively engages in this context, acknowledging its social responsibility and providing a replicable model for other Italian realities.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Preventing Early School Leaving: Objectives and Milestones of a PRIN 2022

Valeria Di Martino (University of Palermo, Italy) · Marta Pellegrini (University of Cagliari, Italy) · Rosa Vegliante (University of Salerno, Italy)

school dropout, early school leaving, evdience based education, educational policy

School dropout is defined as "the lack, incomplete or irregular access to education and training services by school-age individuals " (Authority for Children and Adolescents, 2022, p.20). It represents a complex and composite phenomenon which negatively impacts the economic and productive growth of a country. In particular leaving school before its completion is one of the main indicators used to measure school dropout and allows us to identify individuals between 18 and 24 who achieve a middle school diploma at most or interrupt their educational path. To tackle this phenomenon, the European Union (European Council Resolution 2021/C 66/01) has set the objective of reducing the percentage of early leaving to below 9% by 2030. The need to implement strategies to prevent school dropout in Italy is also highlighted by the National Recovery and Resilience Plan (PNRR, 2021). Italy is the country with the highest rate of young people aged between 15 and 29 who are Not in Education, Employment or Training (NEET).

In this scenario, Evidence 4 Preventing Early school Dropout (E4PED) is a research project of national relevance, financed under the MUR-PRIN 2022, which includes three research units of Southern regions (Cagliari, Palermo and Salerno) where the phenomenon of school dropout is more common. Based on European and Italian goals, the project aims to provide education professionals with a reliable source of research evidence and effective practices to address early school leaving. The following goals and research methods are the core of the project: (i) synthesizing international evidence on the effectiveness of educational programs to tackle school dropout by conducting an Evidence and Gap Map; (ii) analyzing the phenomenon in the Southern regions and the best practices already in place through a mixed-methods concurrent triangulation design; (iii) developing and evaluating an intervention to prevent school dropout in Southern middle schools by conducting an educational design research. This presentation aims to show the structure of the project, the description of the activities, research methods as well as the first results achieved.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

The Implementation Of The NRRP: Results, Good Practices And National Strategy to Prevent Early School Leaving And School Drop-out

Simone Frega (Scuola Superiore Sant'Anna, Italy)

constitution, legislation, school, third sector, national strategy

The National Recovery and Resilience Plan (NRRP) promotes the implementation of specific actions to reduce the phenomenon of early school leaving and school drop-out.

The Plan aims to promote tutoring and counselling actions, in addition to measures aiming at enhancing school hours (e.g. extension of school hours and reconsideration of the summer holiday period), reviewing the educational offer and reinforcing pupils' transversal skills. Moreover, these actions can be fostered by collaboration between the School and the Community as a whole (i.e., other Institutional bodies, associations and Third Sector entities).

In this framework, the contribution analyses the decrees and the interventions adopted to implement the NRRP, investigating also the results that have so far been achieved.

The contribution also examines the role of the collaboration between School and the Educating Community, also composed of the Third Sector that is engaged in this particular field. The School Community and the Civil Society Community can, together, promote the construction of actions aimed at the prevention of early school leaving cases. In fact, only a collaborative community can seriously approach the problem of early school leaving and the need to rethink ways to make education more attractive for all. A number of experiences and good practices in which Schools and the Third Sector are working together to achieve the same goal, i.e. to reduce early school leaving cases, will be identified and analysed.

Finally, it will be possible to consider whether these actions are the real implementation of the principle of substantive equality and the right to education protected by the Italian Constitution. To this end, the opportunity and need to systemise the actions, good practices and experiences implemented at local and national level will be assessed. In this way, it will be possible to offer to all the knowledge of positive experiences and good practices that can be repeated in other territorial contexts and can be used as the basis for a national plan and/or strategy for the prevention of early school leaving and school drop-out.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Supporting Students' Motivation: a Key Factor to Reduce Intentions to Drop Out of High School

Sara Germani (Sapienza University of Rome, Italy)

school drop out, self-determination theory, students' motivation, teaching style

In recent years, policymakers have increasingly acknowledged the issue of school dropouts as a critical issue. Among European policies, the goal is to reduce dropout rate below 9% by 2030 (Council Resolution 2021/C 66/01). However, in 2022, 11.5% of Italian students abandoned their studies without obtaining a diploma (ISTAT, 2023), indicating a substantial gap from the European target. The question of why some students choose to drop out has been examined from various perspectives. The complexity arises from the intricate interaction among various variables encompassing both contextual factors such as students' socioeconomic status or school functioning, and individual characteristics such as students' self-efficacy, self-esteem, engagement, and motivation (Alivernini & Lucidi, 2011; Batini, 2023; Bianchi et al., 2021). Acknowledging the necessity for practical and effective strategies to prevent dropout, it becomes crucial to focus on "malleable factors". Among these, students' motivation stands out as a pivotal aspect, representing a key area for potential intervention. Building upon this understanding, it is essential to examine the phenomenon of school dropout from a motivational perspective. Self-Determination Theory (SDT; Ryan & Deci, 2017) offers a valuable theoretical lens to delve into the motivational dynamics underlying students' intention to drop out. According to SDT, students have different types of motivation, that can be placed along a self-determination continuum, starting from the absence of regulation, passing through different forms of external regulation, and ultimately reaching intrinsic motivation. The latter represents the highest form of autonomous motivation and is positively associated with students' academic success, including a lower intention to drop out of school (Hardre, & Reeve, 2003; Howard et al., 2021). Therefore, it is crucial to understand how to facilitate the self-regulation process. According to SDT, this process is enhanced when students' basic psychological needs (autonomy, competence, and relatedness) receive adequate support. The satisfaction of these needs helps students internalize their motivation for learning and engage autonomously in their studies (Ryan & Deci, 2020). In the school context, self-determination theory plays a pivotal role, shaping students' autonomous motivation and guiding their self-regulation process.

Grounded in SDT, the present cross-sectional study aims to investigate the relationships between need-supportive and need-thwarting teaching, students' intrinsic motivation, and the intention to drop out. The sample consists of 1092 students from a high school in Rome. From a Path Analysis model, it emerges that when students perceive higher need-supportive teaching, their intrinsic motivation increases, whereas it decreases when they perceive need-thwarting teaching. Need-thwarting teaching also shows a direct effect on a higher intention to drop out. Regarding intrinsic motivation, results show that it is negatively associated with dropout. Furthermore, results demonstrate that intrinsic motivation plays a crucial role in mediating the impact of teaching style on students' drop out intention. From a pedagogical perspective and in terms of practical implications, these findings suggest the importance of implementing specific interventions to improve teaching styles. This involves ensuring that teachers not only acquire the skills to be more supportive of students' needs but also minimize behaviors that may thwart them.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

An Investigation About The Risk Factors Of School Dropout In Campania

Deborah Gragnaniello (University of Salerno, Italy) · Rosanna Tammaro (University of Salerno, Italy) · Maria Tiso (University of Salerno, Italy)

school dropout, risk factors, campania, descriptive analysis, prevention

School represents the formal learning context where learner's develop useful skills for job placement and socio-cultural and economic progress (OECD, 2021). Despite investments in educational contexts, school dropout continues to be worrying in Italy, where in 2020 the rate of young people who left school early was 13.1% (Eurostat, 2021), while the community average is 9.9% (EU, 2021).

National (Trinchero, Tordini, 2011; Batini, Bartolucci, 2016; Nuzzaci, Marcozzi, 2019) and international (Rumberger, 2011; Lundetræ, 2011; Nakajima et al., 2018) literature highlights various risk factors for school dropout, they concern the following macro-areas: individual factors, such as psychological characteristics of students, any learning difficulties and disabilities, dysfunctional attitudes and behaviors towards school, self-perception and school experience; family factors, such as coming from culturally disadvantaged backgrounds and low expectations towards school and academic success; socioeconomic factors, such as low family income and, consequently, the need to start working an early age; scholastic factors, such as inadequate teaching methods, negative interpersonal relationships, dysfunctional organization of the school, scholastic failure, large classes and early choice of a secondary school course.

Considering the impact of school dropout on individuals and communities (Batini, 2023), a research project was carried out within a PhD course organized by the University of Salerno. The objective is to investigate the risk factors that influence the spread of the phenomenon in Campania. The region was chosen because when the survey was started in 2020, the school dropout rate was 17.3% (Istat, 2021) and it did not record a decrease compared to the previous year's data. The research involved a reasoned sample of schools with alarming rates of school dropout. Specifically, the sample is made up of pupils attending the last year of 4 middle schools in the province of Naples, pupils attending the first and second year of 102 high schools in the five provinces of Campania, School Directors and teachers of the same schools; the sample that was formed became on a voluntary basis.

The research followed a mixed method (Creswell, Clark, 2011) where «qualitative and quantitative approaches dialogue synergistically at different moments of the same research, with the aim of finding the best possible answers to the question that gave rise to the research itself» (Trinchero, 2020: 246). In this contribution, we present the descriptive analysis of data. They were collected through the administration of two semi-structured questionnaires, already validated and taken from the literature (Batini, Bartolucci, 2016): one is aimed at pupils to detect opinions and perceptions on school life and dropout; one is aimed at School Directors and teachers to collect opinions and prevention proposals. The analysis will focus on the items that concern the risk factors that the various actors involved attribute to school dropout. Based on the results of the quantitative analysis, their comparison with the theoretical framework and their triangulation with the qualitative data collected in the field (Stake, 2000), we will design a prevention intervention to combat the phenomenon of school dropout in Campania.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

The Role of Teachers in the Framework of Self-Determination Theory: a Research-Training Project

Sergio Miranda (Università di Salerno, Italy) · Ludovico Vespasiani (Università di Salerno, Italy)

self determination theory, motivation, self-regulation, professional development of teachers

Self Determination Theory (SDT, Ryan & Desi, 2017) is a theory that refers to the motivation, well-being and development of the individual's personality, focusing, in particular, on the cultural and social contexts that promote the manifestation of self-determined behaviours. In the school context, SDT is mainly concerned with promoting in students an interest in learning, through the process of self-regulation of motivation to study (Black & Desi, 2000, Niemues, & Ryan, 2009, Ryan & Deci, 2009, 2020), by supporting the importance of intrinsic motivation and its benefits to produce educational outcomes (Ryan & Deci, 2020). According to SDT, teachers who support student motivation do so by putting into practice a series of behaviours useful to promote the entire process of self-regulation of motivation, helping to develop intrinsic and lasting motivation in students (Reeve & Jang, 2006; Ryan & Deci, 2020, Reeve & Cheon, 2021; Reeve et al., 2022). Studies that have applied SDT in the school context have contributed to the development of a system of classification of teacher behaviours (Ahmadi et al., 2023), leaving the field of research open to investigate which teacher behaviours are actually a support or an obstacle to the motivational needs of students. Therefore, research in this area, both in the national and international context, has not yet reached an exhaustive definition of what effective behaviours are. This work is part of this scenario and aims to broaden knowledge regarding the factors that predict the motivation of upper secondary school students to study, by focusing on the active involvement of teachers. For this reason, the research project adopts a Research-Training approach (Asquini, 2018) aimed at promoting the professional development of teachers through the implementation of training courses. In this way, teachers not only refine specific practices and techniques, but experiment what they have acquired directly in their own classes. An initial theoretical part, dedicated to the reconstruction of the theoretical framework on SDT, is followed by an operational part in which the project framework is presented, the tools adopted for a preliminary analysis and a possible structuring of the training interventions to be implemented in classroom contexts.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Early school leaving in Camorra Territories: An Exploratory Research on the Motivation to Study

Carmen Lucia Moccia (University of Salerno, Italy) · Fausta Sabatano (University of Salerno, Italy) · Paola Aiello (University of Salerno, Italy)

early school leaving, risk factors, motivation for studying, inclusive education, multi-problem contexts

The research aims to investigate the motivation for studying among children living in multi-problem contexts, where economic and social issues, particularly related to deviance and delinquency, converge. In the identified area, a region of Campania in southern Italy, the Camorra, an organized crime structure similar to the Mafia, involves children and families in its criminal system.(1)(2)

In this study, motivation is understood as a dynamic and relational force that emerges from the interaction between the individual and their environment (3) and from their perception of the positive and negative valences of the context (4). In a multi-problem context, difficulties can generate, especially at a developmental age, a sense of fatalism, a low agency (5) which is combined with a lack of self-determination (6) and self-efficacy (7), processes that can strongly affect motivation for study. The hypothesis of this research is that, although statistical data relate early school leaving to deprived and marginal contexts (8), motivation is not necessarily conditioned by the context but could instead represent an autonomous area of development, and therefore early school leaving could be connected to other personal or social elements.

The questions are: Is it possible to find a relationship between multi-problem contexts and motivation for studying? What are the characteristics of an educational intervention capable of effectively supporting motivation for studying among children and young people living in such contexts? In line with these research questions, the objective is to explore the motivation of students coming from multi-problem contexts; to identify the characteristics of an educational intervention that can affect the quality of motivation; and to isolate possible elements of transferability in similar contexts.

Methodology

This study is part of a broader project aimed at evaluating the effectiveness of a community project called Integra in a multi-problem context. The presented research is inspired by the Response-to-Intervention (RTI) (9) approach within an integrated research design that includes sets of quantitative and qualitative data. The research project consists of three phases: Phase A and C – Detection In these phases, screening is carried out through the administration of the questionnaire, AMOS 8-15 (10). Phase B – Intervention The intervention involves support activities for teaching as part of the Integra project.

Expected Results

In accordance with Goal 16 of the 2030 Agenda, particularly targets 16.1; 16.6; 16.7, the research aims to investigate a possible relationship between motivation for studying and the multi-problem context. Here, data related to phases A and C are expected to be presented. Subsequently, the research will continue by integrating the quantitative and qualitative data of phase B to delve deeper into the relationship between motivation and educational intervention. Following this detection, an attempt will be made to identify the characteristics of an educational intervention that can not only counter this trend but also provide a replicable model for future interventions in similar contexts to support the training processes of children in situations of vulnerability.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Mapping the Studies of Programs Tackling Early School Leaving: Evidence and Gaps of the Research

Carmen Pannone (University of Cagliari, Italy) · Daniela Fadda (University of Cagliari, Italy) · Ylenia Falzone (University of Palermo, Italy) · Laura Francesca Scalas (University of Cagliari, Italy) · Giuliano Vivanet (University of Cagliari, Italy)

school dropout, evidence and gap map, research synthesis, effectiveness

Education serves as a fundamental tool in equipping individuals with the necessary knowledge and skills to pursue meaningful careers, economic prosperity, and active societal engagement. However, a premature departure from the educational or vocational system, termed "Early Leaving from Education and Training" by the European Union (European Commission et al., 2019), poses a significant challenge with far-reaching consequences for both individuals and societies worldwide (International Labour Organization, 2019; OECD, 2023). Efforts to combat dropout rates have been ongoing, as evidenced by the establishment of targets and policies by international organizations and national governments (Council Resolution 2021/C 66/01; UNESCO, 2016). Yet, addressing school dropout is complex, as it represents the culmination of long-standing issues stemming from multiple risk factors, often manifesting through early warning signs (Duperé et al., 2015; EASNIE, 2019; Rumberger, 2011).

Our Evidence and Gap Map provides a synthesis of current evidence regarding the effectiveness of dropout programs. An Evidence and Gap Map is a systematic evidence synthesis product displaying available evidence relevant to a specific question and utilized to identify gaps requiring filling with new evidence (White et al., 2020). Our EGM will examine the effects of prevention, intervention, and compensation programs on ultimate outcomes (i.e., dropout rates and graduation/completion rates), as well as intermediate factors (i.e., academic performance, behaviors, attitudes, relational, and social factors). According to European policies, prevention programs aim to reduce the risk of school dropout for all students, before the problem starts; intervention programs aim to avoid students dropping out of school by reacting to early warning signs and providing specific support for students at risk; compensation programs aim to re-engage students who left the education system without completing it, offering them ways to earn a qualification (Council Recommendations 2022/C 469/01, 2022).

To ensure robust findings, we include experimental or quasi-experimental studies on group designs that compared the results of a treatment group implementing the intervention under evaluation with a control group as well as systematic reviews with meta-analysis (Cooper et al., 2019; Shadish et al., 2002).

The EGM is still ongoing, and it will display the program domain in rows and outcomes in columns. Each study will be allocated to the appropriate cell according to the evidence it presents. Bubbles, representing groups of studies of the same type, will differ in size (based on the numerosity of studies) and color (based on the study design). Additionally, the EGM will integrate diverse variables as filters—such as geographical area, grade level, SES, urbanity level, program target population, and research design characteristics—into its online interactive platform. The EGM will provide policymakers, program developers, researchers, and practitioners with valuable insights to inform the design, implementation, and evaluation of effective dropout interventions.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Activities and Methodologies of the "Provaci Ancora Sam" Project to Combat School Failure and Early School Leaving

Francesco Pongiluppi (University of Turin, Italy) · Paolo Bianchini (University of Turin, Italy)

social educator, functional illiteracy, school dropout, inter-professional work, laboratories

School failure and early school leaving continue to represent, in Italy as in the rest of the world, a very widespread problem that affects thousands of boys and girls. The number of students who complete the compulsory cycle of studies is much higher nowadays, however, the knowledge they gain is so fragile and superficial that they tend to forget it shortly after they have completed their lower secondary education, thus creating the phenomenon known as "functional illiteracy" or "implicit dispersion". Since 1989, in Turin the "Provaci ancora Sam" (PAS) project has been dealing with these problems in primary, lower secondary schools and CPIA (Provincial Centers for Adult Education) attended by young adults, especially with migratory backgrounds.

Over time, the activities of the PAS have transformed and diversified: the "Prevenzione primaria" project is active in primary and lower secondary schools, and involves the cooperation of social educators and teachers with the whole group of students. Educational activities continue even after the end of school within the associations from which the educators come.

The "Tutela integrata" activities are instead aimed at young people under 15 who have not obtained a lower secondary school school diploma. Also in this case, they are managed by teachers and educators, but they take place not at school, but in 4 territorial centers distributed throughout the Turin area.

The "progetto CPIA" takes place in 3 schools for adults and is aimed at dropout students who have left the school circuit and do not have a license, and above all foreign minors who do not speak the Italian language, often unaccompanied, some of whom are barely or not at all literate already in the country. of origin, others who need to match the qualification acquired before migration.

The common aim of all the activities of the PAS is to prevent any form of ghettoisation by working on the class as a whole, and by investing in innovative and workshop-based teaching as well as promoting a welcoming and motivating atmosphere both in and outside of school. Such teaching is centered on the inter-professional work of social educators and teachers, with the aim of not only encouraging students to attend school, but also of nurturing their desire to do well.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Stepping out of Failure Stories by Stepping in the Kepler Lab: a Quasi-Experiment on Affective-Motivational and Instructional Mechanisms of Progressing

Marco Spampinato (University of Pisa, Italy) · Andrea Conficoni (IUSVE & Cooperativa sociale La Esse, Italy)

academic motivation, flow, intersubjectivity, self-efficacy beliefs, school achievements

Kepler is one of a hundred-sixty-nine initiatives funded by Con i Bambini in the first two calls for proposals implementing the Fund to combat the child educational poverty (Financial Law 2016). The first call directly addressed the aim of preventing early school leaving, whereas the second one—which financed Kepler—drew greater attention to intermediate outcomes: social, emotional, and cognitive competences to support "a harmonic personal growth and to prevent phenomena of educational poverty" (Con i Bambini, 2022).

The quasi-experimental evaluation of the Kepler afterschool lab spurred by a dialogical reasoning involving researchers and educators on how to represent the educational process and measure those outcomes which may mediate school achievements—and the risk of early school leaving. We started considering the failure stories that the students who have turned to the lab experienced in the context of their classroom—often reinforced in their families and neighborhoods—and provided repeated feedback of measurements to the praxis of reflective circularity between the lab pedagogical perspective (Freire 2002, 2008, 2021; Hooks 2023) and its everyday practice.

The Kepler lab was conceived as a field of forces among fields of forces (Lewin, 1972). Its pedagogical stance was that of enabling adolescents attending the middle school with poor results—most of them from an immigrant background—to discover the untested feasibility of their school life (Freire, 2021). In small groups, participants experienced novel interactions with instructors and peers, working on their conditions of inequality of learning opportunity (Cohen, 1999; Cohen & Lotan, 2014; Hooks, 2020). Activities were designed to build up a self-image which was positive in terms of learning capability and social relations with peers and adults (Freire, 2002, 2008, 2017; Scuola di Barbiana, 1967). Group members were able to experience the possibility of learning and being aware of their learning process not just for its instructional dimension but also in terms of individual and collective empowerment (Zimmerman, 1999) and emancipation (Biesta, 2022). By linking the individual psychological functioning (goals, life experiences, outcomes, and expectations) to the intersubjective dimension of the group, the lab enabled its members to take on a possible and verifiable scenario of school success—reappraising their self-image in relation to teachers, peers, and parents (Rappaport, 1987).

Twice a year, we administered motivational, relational, and behavioral self-report measures to the participants (treated) and to a large group of peers attending the same schools, in Treviso. Post-hoc, we matched controls to the treated group via a propensity score. Compared to the matched controls, the treated show a change in motivational orientation towards school (Lepper, Corpus, & Iyengar, 2005) and improved self-efficacy beliefs (Bandura, 2006). The multidimensionality of the effects seems to be captured by several indicators tapping on intercorrelated and self-reinforcing instructional and affective dimensions (Alivernini et al., 2017, 2018; Capuano et al., 2016). Eventually, the flow experience in the lab (Csikszentmihalyi, 2014; Martin & Jackson, 2008)—together with the degree of social isolation with classmates (Alivernini & Manganelli, 2016)—predicts the flow experience in the classroom.

A.10. Preventing early school leaving: risk factors, effective interventions and policies

Educational policies and the Neet phenomenon in Campania Region

Rosa Vegliante (University of Salerno, Italy) · Margherita Coppola (University of Salerno, Italy)

neet, policies, dropout

NEETs are young people between the ages of 15 and 29 who are not in employment, education or training. These are young people who, despite having completed a course of study, have not been able to access the labour market. Some have dropped out of training, deciding not to engage in any activity. Others for contingent reasons (geographical mobility, maternity, illness, family problems or needs) cannot study or work.

This means that NEETs are not excluded from the traditional formal channels of building and accumulating human capital.

What are the factors that produce the exclusion of young Italians from the education and work system? How and why does this disconnection happen? How do NEETs fit into the broader picture of youth hardship?

What strategies, measures and services exist in the areas concerned (Southern Italian Regions) to facilitate the transition from school to work? What are the strengths and weaknesses of these tools? Are they consistent with the goal of socializing at work? What measures and processes should be implemented to prevent slippage into the NEET status and/or to encourage the reactivation of young NEETs?

Starting from these questions, this paper aims to map the phenomenon in question, starting from a review of the literature in order to identify strengths and weaknesses regarding policies and services for the transition school-work and socializing at work.

In this way, a picture of the main educational lines and measures adopted to promote qualification and schooling is given, with particular attention to the Campania Region.

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

How Are Inequalities Generated in Schools? An Attempt to Construct Research Tools and Data

Giovanni Abbiati (Università di Brescia) · Gianluca Argentin (Università di Milano-Bicocca) · Patrizia Falzetti (INVALSI) · Tiziano Gerosa (SUPSI) · Giuseppina Le Rose (INVALSI) · Elisa Manzella (Università Cattolica del Sacro Cuore di Milano) · Emmanuele Pavolini (Università di Milano Statale)

educational inequalities, lower secondary school, survey

Introduction

In recent years, there has been growing interest in the quantitative study of the mechanisms underneath inequalities' reproduction in the school system. From a theoretical standpoint, the concept of "tertiary effects" (Esser 2016) has been conceptualized, referring to the influence of the school system and its actors on inequalities in learning and educational pathways. At the same time, empirical studies focused on various school mechanisms reinforcing the reproduction processes of educational inequalities, both in Europe and in Italy (Argentin and Pavolini 2020). This evolution has been made possible by the creation and dissemination of large administrative datasets in European countries, built for evaluative purposes. Therefore, it is useful to reflect on these issues at the conference promoted by INVALSI.

As often happens, secondary analyses of information coming from standardized assessmets display disavantages too. Indeed, collecting information about the malfunctions of the school system by public evaluation institutions rasises several issues. The purpose of our contribution is to describe an attempt to integrate administrative data with data collected ad hoc by the research group, in order to enable new insights about educational inequalities and the mechanisms generating them.

Data and methods

A pilot online survey was conducted on a random national sample of 100 Italian lower secondary schools, aiming to interview school principals, teachers, and parents of students. The autonomy of this data collection, compared to the institutional one developed for evaluative purposes, provided us with ample freedom in designing new questions, scales and items. We tested them with the different targets involved in the survey.

Less than two-thirds of the schools invited to particpate responded to the survey, leading to selected samples of principals, teachers, and parents. These smaples are not large enough to allow inferences about the related populations, but sufficient to validate the measurement tools we used.

Results

The proposed contribution develops two separate analyses.

Firstly, we investigate the sample self-selection process of schools participating in the survey by relating administrative data on the original sample to administrative data on the subset of respondents. It is thus observed that the self-selection of schools does not appear to be neutral concerning characteristics of the schools/students' populations.

Secondly, we validate the most innovative scales used in the questionnaires for principals, teachers, and parents. We show that the research group's creative effort has yielded mixed results: some scales have proven to be robust and reproducible in future surveys, while others require deep rethinking.

Beyond the presentation of these pilot survey results, we draw implications for future large-scale surveys on inequalities in the school system.

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

Education levels and participation in the labor market: Social, Gender and Origin-Related Inequalities

Barbara Baldazzi (ISTAT, Italy)

agenda 2030, elet, gender, socio economic background

Quality education and lifelong learning opportunities for all are central to ensuring a full and productive life to all individuals and to the realization of sustainable development. The Targets of Goal 4 Of Agenda 2030 concern different dimensions: access for all to education of all levels (primary, secondary and tertiary), the quality of education, the possession of knowledge and skills for employment and sustainable development; the elimination of gender disparities in education and equal access for the most vulnerable; monitoring of school facilities, so that they are suitable for everyone's needs.

The 2030 Agenda also aims to link the Targets of a specific goal to those of another goal. In this case, the study of gender differences and differences due to socioeconomic background can be assessed through the indicators found in Goal 4 (Quality of education,) Goal 5 (Gender inequality) and Goal 8 (Decent work and economic growth).

The family background has a great impact on the capacity of achieving a certain educational level. As known, a relation exists between lower education and labor market opportunities. Indeed, low education implies greater difficulty in entering the labor market, in finding good quality and stable jobs, and in realizing the full potential of an individual. Although the family background does not seem to have a direct impact on the employment for young people having the same low educational level, having a great impact on the education poverty, causes also future socio-economic disadvantages. In the long run, the lack of educational opportunities increases the likelihood of being at an economic hardship when adult. Such disadvantage for the future work career can be transmitted from generation to generation, triggering a vicious circle of education poverty.

Women in Italy are more educated than men. Furthermore, gender differences are increasing. However, the female advantage in education does not translate into an employment advantage.

The analysis of the indicators present in Goal 4 combined with the indicators present in the other Goals can provide information about

- the influence of family socio-economic context and gender on educational opportunities
- how much the educational poverty of the original family is transmitted between generations

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

Students' Attitudes Towards Open-ended Mathematics Items in Paper- and Computer-based Assessment: the Case of Missing Answers

Clelia Cascella (INVALSI, Italy) · Francesco Annunziata (INVALSI, Italy) · Laura Palmerio (INVALSI, Italy)

paper-based assessment, computer-based assessment, timss, gender, omission rate

Students' solving strategies and their probability of successfully encountering an item are contingent upon several factors (Son & Watanabe, 2017). Among these, the medium, i.e. the way in which an achievement test is administered to students, can play an important role (e.g., Gu, Drake & Wolfe, 2006).

In the present study, we focused on missing answers to Mathematics items. More specifically, by analysing data collected for the Trends in International Mathematics and Studies (TIMSS) at grade 8 in 2019, we compared students' responses to the same mathematics item administered in paper- and computer-based assessment (PBA and CBA, respectively) and compared the number of missing responses for each item.

We focused on open-ended mathematics items, which tend to have the highest number of missing answers. A preliminary investigation showed that (i) the difference between missing answers in the achievement tests administered in PBA and those administered in CBA is usually small and less than 5%, (ii) the items with the largest difference (i.e. equal or greater than 10%) in terms of missing values between PBA and CBA are those belonging to two cognitive domains, namely 'reasoning' and 'applying', and finally (iii) students are more likely to give an answer to a Mathematics item in CBA.

TIMSS includes items designed to assess three cognitive domains: 'knowing', 'applying' and 'reasoning'. The first domain, knowing, covers the facts, concepts and procedures that students need to know. The second, applying, focuses on students' ability to apply knowledge and conceptual understanding to solve problems or answer questions. The third domain, reasoning, goes beyond the solution of routine problems to include unfamiliar situations, complex contexts and multi-step problems. Students' answers to the 'knowing' items are thus clearly linked to teaching practices and to the Brousseau while both 'reasoning' and 'applying' refer, to varying degrees, to each student's ability to use logical and systematic thinking, including intuitive and inductive reasoning. In particular, 'reasoning' items – those where the difference of missing answers between PBA and CBA is greater – include intuitive and inductive reasoning based on patterns and regularities that can be used to find solutions to problems set in novel or unfamiliar situations. Such problems may be purely mathematical or may have real-life settings.

In light of these differences, and as with previous studies in mathematics education, we hypothesise that personal factors, such as students' gender (e.g., Ethington, 1990; Hyde, Fennema & Lamon, 1990; Else-Quest, Hyde, & Linn, 2010; Leder, 2019), may be associated with the number of missing answers and, in particular, that girls are less likely than boys to answer open-ended items that are not directly related to classroom practice and the Brousseau.

The aim of the present study is to test such a hypothesis and to see whether the medium plays a role in such an association.

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

Gender-related Horizontal Segregation at University: the Role of Math Ability in Predicting Enrolment and Career in STEM Courses in Italy

Patrizia Giannantoni (INVALSI, Italy) · Patrizia Falzetti (INVALSI, Italy)

stem, university, gender gap, math skills, predictive factors

A major interest in the most recent years has been devoted to STEM disciplines, for increasing job demand and higher wages associated to this field of studies. In this perspective particular attention has been directed to persistent gender inequalities in the field of STEM studies, which is often the main responsible of the widening gender gap in work career and life opportunities. The data about Italian situation show a sharp unbalanced composition by gender at university: among STEM graduates the male proportion is dominant, reaching 59%, whereas among non-STEM graduates, women prevail: they are almost two out of three.

Previous research has showed that there was an important influence of cultural status of the student's family, captured by educational attainment of the mother, and a crucial influence both of teachers marks and performance at INVALSI test in math, with a slightly higher impact of the former, on the probability to choose a highly scientific course of study at the time of enrolment at university. However, the academic career and eventually the obtaining of the final degree are a much relevant outcome to consider in terms of success into a STEM path for students. Therefore, with this contribution we aim to analyze the university career into STEM, using INVALSI test score as predictors for success.

We used as a base an original dataset built on the combination of different data sources: MIM (Ministry of Education and Merit), INVALSI (National Institute for the Evaluation of the Education and Training System) and University Register of students. Data available at the University level and with a very specific course classification, which can be recode into a binary variable (STEM / non-STEM).

Analyses about the development of career of students into scientific tracks have been carried on by looking at similarities and differences between boys and girls in the speed and the average mark they obtain in scientific courses, associated with their personal and contextual characteristics. Having a wide set of socio-demographic and contextual variables from INVALSI data it has been possible to estimate the impact of the different characteristics on progression through the university career for boys and girls, keeping as a key variable t the "mathematic skills" measured as a continuous variable (WLE score) or as a categorical variable based on the WLE score levels (ordinal scale from 1 to 5) during the INVALSI test of level 13.

Preliminary results give an indication that, although less represented, girls obtain on average higher scores at exams and proceed more rapidly into university STEM career compared to their male colleagues. With this research we intend to further disentangle how contextual factors (family and school as the main agents) and personal factors (both academic and non-academic skills) shape the probability of success in university career for students who have chosen a STEM degree, and particularly for girls.

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

Subjective Socioeconomic Status and Life Satisfaction among High School Students: the Mediating Role of Teacher-Student Relationships

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school well-being, subjective socioeconomic status, life satisfaction, high school, teacher-student relationship

Student's well-being, which is significantly influenced by their socioeconomic status (SES), is a critical issue in the pursuit of educational equity and social justice worldwide. Although the association between subjective SES and well-being is larger than that between objective SES and well-being (for a meta-analysis, see Tan et al., 2020), the relationship between subjective SES and well-being, along with its underlying mechanisms related to school factors (e.g., the affective relationship between teachers and students) remains under-investigated. To address this gap, the current study explored the relationship between students' subjective SES and life satisfaction, as well as the mediating role of teacher-student relationship (TSR) in this association. Participants included 844 high school students (486 girls, 57.6%) from Italy, aged 13 to 20 years (M = 16.89, SD = 1.58). In their classrooms, participants responded to demographic inquiries and completed various scales, including the MacArthur Scale of Subjective Social Status–Youth Version (Goodman et al., 2001), the Student Perception of Affective Relationship with Teacher Scale (Koomen & Jellesma, 2015), and the Satisfaction with Life Scale (Diener et al., 1985). Results revealed that students' subjective SES positively predicted their level of life satisfaction, and subjective SES also exerted indirect influence on their life satisfaction through the mediating roles of three dimensions of TSR (i.e., closeness, conflict, and negative expectancy). These findings underscore the significant roles of students' subjective cognitive factors and social-affective factors in the school context, which may be crucial for enhancing their well-being and promoting education equity. Education practitioners, administrators, policymakers, and developers of well-being enhancement programs could benefit from the insights provided by this study.

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

The Vertical And Intertemporal Structure Of Educational Inequalities In Italy

Adamo Lo Cicero (Università La Sapienza, Italy) · Leonardo Alaimo (Università La Sapienza, Italy) · Orazio Giancola (Università La Sapienza, Italy)

school performance, inequalities in education, territorial differences, multilevel techniques, difference in difference

This paper aims to analyse the joint impact that individual and ascriptive variables (gender, family background, migratory background) and contextual variables (socio-economic and cultural context, school composition and tracking, territorial differentiation) exert on the academic performance of Italian students. The aim is to investigate the mechanisms operating at both macro and micro levels and their interplay (Coleman, 1990), which shape individual choices and how the combination of these produces collective effects (micro-macro). We investigate these goals using OECD PISA data for the years 2018 and 2022. While many studies analyse the impact of factors such as students' family background and tracking on performance (Panichella and Triventi, 2019; Bernardi and Triventi, 2020; Giancola and Salmieri, 2022), showing the multilevel and territorial structure of these inequalities from a diachronic perspective is a relatively new topic in the Italian context.

Educational inequalities at the upper secondary level arise from various factors, one of which is the territorial and school level. In our research, the territorial level, specifically geographical macro-areas, represents the highest level of aggregation for inequality factors. Individual schools represent the intermediate level. Several studies have showed the role played by the social composition of individual schools in different territories (Benadusi et al, 2010; Argentin et al, 2017). The social background of students in Italian schools plays a determining role in the level of segregation observed (Giancola and Salmieri, 2020). In Italy, schools and students' families are intertwined with diverse territorial contexts. These contexts are characterized by different socio-economic and cultural combinations, which are shaped by a range of factors, including institutions, politics, and the local environment. If this relates to the "vertical" dimension of the stratification of inequalities, then we must also consider the temporal dimension, which includes the effects of the Covid-19 pandemic such as school closures, social isolation, and the subsequent phenomena of learning loss.

The study investigates these objectives using the data collected by OECD in PISA 2018 and 2022 (OECD-PISA, 2019; 2023) and refers to performance differences in Reading among Italian upper secondary students. In the first part, the study analyses the configuration of educational inequalities within and among the five macro-territorial areas considered in the PISA survey. In this section, a multilevel regression sets (Bottoni, G., 2022) will be used to construct an interpretative model of the vertical structuring (macro-area, school, individual) of inequalities. Following this phase, we analyse the data from 2018 to 2022 to investigate whether and how school performance has changed over time in the five territorial areas. We use a pseudo-counterfactual approach and apply the Difference-In-Difference technique (Morgan, S., L. and Winship, C., 2015).

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

An Intersectional Approach to Students' Endorsement of Gender Equality using Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy -MAIHDA

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gender equality, intersectionality, maihda, chile

Students' endorsement of gender equality is a crucial citizenship outcome. To protect democracy, future citizens must know about civic structures and respond thoughtfully to discrimination, such as racism or sexism (Kennedy, 2019). Furthermore, traditional gender attitudes can be associated with stereotypes about gender, implying evaluative representations such as "boys are violent", creating evaluative responses (Zosuls, Martin, Ruble, Miller, Gaertner, England & Hill, 2011), risky behaviours (Varela et al., 2022), and affect the wellbeing and academic achievement of girls at schools (Nuamah, 2019).

However, previous research on citizenship is not often concerned with this affective behavioural aspect (Isac, Sandoval-Hernández & Miranda, 2018), focusing instead on more "engagement" dimensions, such as political or civic participation (Amnå, 2012; Ekman & Amnå, 2012; Miranda et al., 2020). Besides, attitudes toward gender equality are not often seen as an outcome of inequality. Previous research has tried to identify how factors such as gender, socioeconomic status and education are related together to influence this outcome but using traditional analysis techniques such as interactions (Dotti Sani & Quaranta, 2017), carrying parsimony problems (Keller et al., 2022).

The present work has two objectives. First, frame the adhesion to attitudes toward gender equality as an inequality problem that could be understood under the approach of intersectionality. Therefore, understanding how the intersection of gender, immigrant status, and socioeconomic background (parents' education and home literacy) can make the lack of adherence to these attitudes more pronounced. Second, the MAIHDA framework from the achievement educational field (Keller et al., n.d.) will be replicated in the area of citizenship attitudes.

MAIHDA approach uses intersectional social strata as second-level units. Therefore, the membership of individuals in these clusters implies exposure to certain advantages and disadvantages (Evans, 2019). Thus, the intersectional multilevel analysis design adopts power structures because the intersectional strata represent the level that conditions the distribution of resources and power in society (Merlo, 2018).

The data used is the International Civic and Citizenship Education Study (ICCS) 2016 (Schulz, Carstens, Losito & Fraillon, 2018), conducted by the IEA. For this research, the case of Chile was selected.

The results indicate that social groups consisting of native women with a higher socioeconomic background (parents with university education and more literacy resources at home) tend to present the highest support for attitudes toward equality. In contrast, the social category that presents a lower level of adhesion corresponds to immigrant male students whose parents have a university education, with no literacy resources at home—followed by male immigrant students whose parents do not have a university education and have from 11 to 100 books at home.

Conclusions address the strengths and weaknesses of this method and possible further research in the field.

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

A Century of Inequalities of Educational Opportunities in Italy: Variations in the Effects of Social Origins Across Cohorts and Genders

Mario Lucchini (University of Milano Bicocca, Italy) · Antonio Schizzerotto (University of Trento, Italy)

gender, birth cohorts, education inequalities, social classes, parental education

In the last twenty years, several analyses have been carried out in Italy on the variations across birth cohorts in the strength of the inequality of educational opportunities (IEO) associated with individuals' social origins and, though less frequently, gender. Their main results can be summarized as follows. IEOs associated to class of origin decreased slightly among those born from the 1920 to the 1950 but subsequently they remained rather stable. This temporary reduction has mainly affected women and the descendants of the agricultural petty bourgeoisie. The influence of parental education on IEO slightly but monotonically declined across birth cohort, mainly among women.

Our research deepens and widens these issue. First, besides vertical aspect of IEOs associated to parental class and education among men and women, it pays attention to their horizontal aspect, that is to say the high school track attended and the field of study of university enrolment. Second, it deals with a definitely wide number of birth cohorts. Expressly, it examines, distinctly for men and women, the variations of vertical and horizontal IEOs associated to parental social class and level of schooling across 25 birth cohorts of Italians. Third, it looks at the effect on vertical and horizontal IEOs exerted, among men and among women, by the main school reforms that affected the Italian school system from 1930 onwards.

Our analyses are intended to test the following hypotheses: i) the influence of class of origin and parents' educational level on vertical IEOs displays fluctuating variations across the 25 birth cohorts of individuals born from 1902 to 2002, but has always remained remarkable; ii) the effects of class of origin on vertical IEOs have reduced more among women than among men; iii) the influence of parental education on vertical inequalities has diminished slowly and to a rather limited extent; iv) the reduction of parental level of schooling on vertical IEOs does not vary between men and women; v) horizontal IEOs between men and women undergo rather limited variations across birth cohorts; vi) the conditioning of parental class of origin and level of education over horizontal IEOs among women and among men have remained basically similar; vii) the main school reforms implemented in Italy throughout the 20th century had short-term effects on vertical and horizontal IEOs, both among men and women.

The testing of the above hypotheses is based on a national representative sample of 19,999 Italian women and men, derived from pooling the data sets of two households panel studies carried out, respectively, from 1997 to 2005 and in 2020. This data set has been analyzed through two series – one for females and one for males – of multilevel logistic regression models. In these models the individuals (first level units) are nested within birth cohorts (second level units).

A.11. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective

Unravelling Rural-Urban Educational Inequality in Contemporary China: Educational Migration amid Rural-Urban Disparity and Rural Origin-Based Pedagogical Stereotype in Guizhou Province

Ji Shi (King's College London, United Kingdom)

rural-urban disparity, rural-urban educational inequality, rural-origin stereotype, educational migration, intra-system educational migration

Due to the long-standing rural-urban education resource disparity and the school enrolment policy strictly related to household registration (hukou 户口), rural students in China find their educational opportunities are often negatively influenced by their origin (Fu 2005; Hannum, Liu, and Wang 2021; Lo 1984). They either end up studying in impoverished rural schools according to the school catchment system or attending low-quality private urban schools specifically targeting the children of migrant workers (Chen and Feng 2013; Goodburn 2009; Lai et al. 2014).

While much literature has examined the situation of rural-urban educational inequality and the exclusion of rural migrant children from China's urban state school system (Goodburn 2016; Ma and Wu 2019; Sun et al. 2020; Wang 2008; Zhou and Rong 2011). This paper, by contrast, focuses on the as-yet unexplored "intra-system educational migrants". These rural students who successfully access cross-regional education resources using their educational capital—high grades—without being hindered by the registered location of their hukou. Their experience differs from the rural group mentioned above, those who find it difficult to access well-resourced schools. Anchored in the history of the rural-urban division of education in China and the overlooked intra-system educational migration, this research aims to answer the question: Does facilitating the movement of these students within the educational system, from under-resourced environments to well-resourced ones, improve educational social justice, or lead to further decline of county and town schools? Additionally, is there an origin-based stereotype that may detrimentally affect the intra-system educational migrants' personal experiences in urban campuses? The answer to these questions highlights the rural-urban dimension combined with both community and individual aspects of researching educational inequality not only in China, but across the globe.

Based on the empirical study of senior secondary education enrolment in Guizhou province in China, this paper argues that the success of such intra-system educational migration has an uncertain influence on promoting educational equality from both the community and individual perspectives. From the rural community perspective, the outmigration of high-achieving students results in the 'hollowing out' of rural schools, leading rural education development into a vicious circle: the more high-achieving students out-migrate, the fewer resources and motivation for promoting the rural education sector (Lin 2023). From the individual perspective, primary findings in the interviews with educators in Guizhou reveal the stereotypes of rural-origin students in daily pedagogical practices, the influence of which on these students' academic performances requires further study.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

Non-Predicted Trajectories: Educational Choices Over The Reproduction Of Predicted Path

Matteo Bonanni (La Sapienza University of Rome, Italy) · Orazio Giancola (La Sapienza University of Rome, Italy)

social reproduction, non-predicted trajectories, educational choices, educational mobility, first generation students

The sociological literature, encompassing both theoretical and empirical perspectives, has extensively examined educational inequalities and the mechanisms responsible for their production and perpetuation. Numerous studies, both qualitative and quantitative, macro and micro in nature, have explored these processes. However, there is a scarcity of research focusing on instances where, under specific conditions, the reproduction of these inequalities does not occur. This paper aims to investigate postgraduate choices and determine the extent to which students deviate from social reproduction processes based on their social origin.

Utilizing data from a comprehensive survey conducted in the Lazio region from March to May 2023 among students concluding their upper secondary education, our analysis initially explores the number of students who depart from reproduction trajectories outlined in the literature, commonly referred to as “resilient students” in performance analysis (OECD, 2011). Subsequently, we estimate the proportion of low-class students pursuing university education, acknowledging that such students typically exhibit reduced continuation rates compared to their high social class counterparts (Snee, Devine, 2014; Romito, 2021a). It is crucial to consider that the chosen upper secondary school track significantly influenced this transition (Ballarino, Panichella, 2014). This observation contributes to the discussion of maximally maintained inequality (Raftery, Hout, 1993), positing that upper-class students dominate higher education transitions, saturating lower levels and limiting access for lower classes.

This analysis is also extended to students with migratory backgrounds. Once groups of cases breaking the chain effect of social reproduction are identified, we characterize them based on gender, school performance, attitudes, and school experiences, aiming to surpass the relative risk aversion approach (Breen, Goldthorpe, 1997; Barone et al., 2021). The underlying hypothesis is that paths of upward educational mobility are influenced less by school and institutional factors and more by individual motivational and performance variables (Van de Werfhost, Hofstede, 2007). The paper reconstructs the chain linking social origin, school track choice, performance, and postgraduate destinations for these students (Giancola, Salmieri, 2022). These destinations are strongly influenced by the mentioned factors, and, in the case of tertiary education, the chosen disciplinary field of study is also affected by these and other factors (Giancola et al., 2023).

In defining social origin, we use a summary measure of the employment and educational backgrounds of students’ parents. Additionally, we include the presence of siblings who have undertaken or completed university studies as a control variable, commonly referred to as “first-generation students” in the literature (Romito, 2021b). In summary, the goal is to elucidate both the dynamics of reproducing inequalities in educational expectations and the processes of upward educational mobility, along with the underlying causes.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

Working-Class Girls At University: Spaces Of Freedom Or Compromise Solutions?

Ciro Cangiano (University of Naples Federico II, Italy)

working-class students, educational choices, higher education, gender inequalities, biographical approach

Today, in most Western countries, girls drop out of school less frequently, stay longer in the education system, have more linear educational paths, and achieve better school and academic results than boys. The female advantage in education affects not only girls in the middle and upper classes, but also young women from disadvantaged family backgrounds. Regardless of social origins, the values positively judged by educational institutions – seriousness, discipline, docility, respect, composure, and so on – are in fact more coherent with the dispositions that forge female identity, since boys are socially required to demonstrate physical strength, courage, and a sense of honour (Depoilly, 2008; Spanò & Cangiano, 2023).

However, the sociological literature has highlighted aspects that invite us to reconsider the overly optimistic terms in which the issue of gender equality at university has been approached in recent decades, at least with reference to the working-class. On this subject, in a study on orientation paths, Duru-Bellat (1991) showed that girls make "compromise choices", i.e. they invest in less prestigious fields of study that prepare them for jobs that allow a balance between work and family life.

This paper, based on 15 biographical interviews (Rosenthal, 1993) conducted in Naples, aims to explore the university life of working-class girls. Drawing on Duru-Bellat's reflections, it is argued that, in the context investigated, compromise solutions are not only found in the initial phase, when the girls must choose what to study, but concern their entire university experience. In fact, biographical analysis shows that girls are pushed by their families to avoid particularly long courses of study, which could delay the assumption of the role of wife and mother. Moreover, it reveals that girls in their daily experience are asked to combine their study commitments with housework (for instance, helping their mothers in the running of the home or taking their place when they are absent).

These compromise solutions, from a theoretical point of view, are framed in the relationship between the habitus and the habitat (Spanò & Pitzalis, 2021) of the Neapolitan urban working-class, where the habitus refers to individual and family dispositions, while the habitat refers to the dispositions inscribed in the places. Indeed, in Naples, a traditional gender culture persists in working-class families, according to which girls, unlike boys, should give priority to building their own family and actively participate in home life.

Overall, the biographical analysis underlines that educational choices and the university experience can be sometimes based on logics completely unrelated to the school and academic field, thus highlighting the central role that the domestic sphere plays in the production and reproduction of gender inequalities.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

Do Decentralized Campuses Promote Equality of Educational Opportunity? The Case of the University of Turin

Federica Cornali (University of Turin, Italy) · Valentina Goglio (University of Turin, Italy)

decentralized universities, educational opportunities, education policies

Through a process that began in the 1990s — by virtue of legislative provisions, such as: Law 168/1989; Law 537/1993; Ministerial Decree 47/2013 — and still ongoing, the University of Turin, like most of the large (major) Italian universities, has established some decentralized branches. These are teaching sites (otherwise called "extra-metropolitan locations" or "satellite university campuses") located in a municipality other than the one in which the registered office of the University is located. Currently the University of Turin has 7 decentralized locations where 24 degree programs are delivered.

Previous literature has highlighted that such decentralized sites can contribute to the development of local economies, in addition to the institutional objective of decongesting the activities of the headquarters.

This contribution intends to further ascertain whether the foundation of such teaching sites can also constitute a valid means for the reduction of inequalities of educational opportunities by promoting access to university for students with disadvantaged socioeconomic backgrounds or non-traditional students (e.g. employed or adult students. The empirical analysis is based on a unique set of administrative data and survey data collected through a multipurpose questionnaire to the freshmen enrolled in bachelor's degree courses and master's degree courses at the University of Turin in the AY 22-23 (N. 17.041).

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

I'll Be a Doctor: Medical Specialization Choices from a Gender Perspective

Joselle Dagnes (University of Torino, Italy) · Domenico Carbone (University of Piemonte Orientale, Italy)

medical training, medical specialisation, gender imbalance, profession and gender

The paper aims to investigate gender differences in training and access to the medical profession in Italy. Medical training and activity is characterized, on the one hand, by a high rate of feminization, but on the other hand, especially in the area of specialization, significant gender differences emerge that show a greater presence of men in some branches (urology, orthopaedics, traumatology, etc.) and women in others (paediatrics, gynaecology, radiotherapy, etc.). These differences are not infrequently linked to inequalities in terms of wages, career expectations and social prestige.

The domain under analysis is therefore particularly interesting because it presents an apparent paradox. On the one hand, we observe a professional sector characterized by high social and labour prestige, high pay levels and significant career opportunities, which is largely accessible to women. On the other hand, however, strong gender segregation within specialties emerges.

In order to be able to analyze which social processes, relational mechanisms, and gender stereotypes operate at the basis of this segregation, the paper aims at accurately reconstructing the gender imbalance situation in Italian medical specialization schools and its variation in the medium term.

For this purpose, we analyze cross-sectional and longitudinal secondary data provided by the Ministry of University and Research, in particular through the "Education Data Portal" database, to build a national atlas of students in medical specialisation courses. The purpose is, therefore, to systematically define the main characteristics of the phenomenon at the national level by bringing out the areas of specialisation where the main differences between men and women are concentrated.

We will also highlight any differences that emerge compared to the general national trends, specifically taking into consideration both the macro-regional subdivision of the country (North-West, North-East, Centre, South, Islands), and the size and location of the universities. The national atlas will consider the results by gender of the national exam for admission to medical specialisation schools – since the choice of the preferred medical specialty depends on the placement in a national ranking established through an annual entrance exam – to check whether gender bias is already forming in this step.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

Methodological Opportunities and Challenges in Investigating the Educational Choices of Newcomers in Sweden

Eric Larsson (Stockholm University, Sweden) · Biörn Ivemark (Stockholm University, Sweden) · Anna Ambrose (Södertörn University, Sweden)

newcomers, educational aspirations and choices, methodological challenges, policy and practice

This presentation showcases some methodological reflections on a recently initiated mixed-methods research project on the local schooling contexts, experiences, and trajectories of newcomer pupils to Sweden. The project aims to capture the complex interactions between newcomers' background characteristics and aspirations on the one hand, and the varieties of local educational policies and practices they are confronted with on the other, which is prone to generate important insights into the variety of factors that feed into the educational choices within this understudied population.

Since 2015, Sweden has advocated for the dispersion of newcomers across all municipalities throughout the country to provide them with more favorable adjustment prospects. However, scant attention has been paid to how local circumstances affect municipalities' ability to support newcomers in their school adaptation and their transition to upper secondary school. Research has focused far more on schools in stigmatized urban areas than in rural areas (Beach et al. 2018) despite the disparities in resources that can characterize these schools. Furthermore, differences in local education policies and school market characteristics can also affect newcomer pupils' educational prospects and choices, making the impact of these contexts important to investigate.

While a large literature on the educational aspirations of immigrants and their children suggests that that they are prone to make ambitious educational choices at key stages in the educational system (e.g. Heath & Brinbaum, 2014; Jonsson & Rudolphi, 2011), it is well established that in spite of these aspirations, language difficulties and challenges in adapting to the educational system can greatly hamper the educational achievement of young immigrants, especially the later they arrive in secondary school (Lemmermann & Riphahn, 2018).

The research project draws on a variety of data sources, which provide us with opportunity to explore how local educational policy and school practice interact with the background characteristics and educational aspirations of newcomer youth to shape their educational choices. We will draw upon longitudinal register data for 15 cohorts of youth to examine the transition patterns to upper-secondary school among youth that arrived in Sweden in their early teenage years during the height of the migration wave of 2015. We will also use the statistical data to sample four municipalities that we use as qualitative case studies, where we mobilize a modified 'policy enactment' framework to understand how policy is enacted differently based on conditions and levels of operation (Ball et al. 2012; Braun et al. 2011). Using this data, we will conduct a survey and follow-up interviews with youth in these municipalities to explore the factors that conditioned their educational choices, trajectories, and experiences.

In this session we will discuss the methodological advantages and pitfalls that mixed-methods projects such as these can have for understanding the complex ways in which the circumstances of newcomer youth interact with the various opportunity structures they confront and how this conditions their educational choices.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

Emerging Youth, Ideal Ages of Transition to Adulthood and Students' Post-diploma School Choices

Giuliana Parente (Università degli studi di Milano, Italy)

social norms, school choice, transition to adulthood, emerging youth, local contex

This paper aims to understand the role played by perceived social norms regarding the ideal age of having the first child in shaping the post-diploma choices of students in the fifth class of high school. In most of the literature on the topic of school choice, in fact, the role of ascribed variables and students' academic performance in determining school paths and the school-university-work transition has been analyzed. This study, on the other hand, aims to hybridize two theoretical strands: the first studying the stages of the transition to adulthood according to the imperatives imposed by tacitly internalized social norms and the second analyzing the reproduction of inequality in education.

On the one hand, social norms and, in particular, age norms, institutionalize life paths by stabilizing transition times and roles to adulthood (Tosi 2017; Billari & Liefbroer 2007). On the other hand, post-diploma school choice is a privileged moment of observation to understand the processes of production and reproduction of social and educational inequalities (Pitzalis 2012; Cataldi & Pitzalis 2014; Tarabini & Ingram 2018) because it is in the transition between school levels that social selection takes place (Boudon 1973). The post-diploma choice, therefore, represents a decisive step in the school career and, more generally, in the life of students because it constitutes an essential stage towards the transition to adulthood (Arnett 2000, 2007, 2016). This stage may be conditioned by social, value, and identity expectations that are linked to one's family environment and the opportunities offered by the territorial context to which one belongs (Cefalo & Scandurra 2021; Iammarino et al. 2018). The hypothesis on which this study is based is that, in addition to the role played by the ascribed variables, the social norms perceived by students regarding the ideal age of having their first child may influence their decision to continue their studies, all else being equal, given certain contextual conditions in which young people live and experience. In addition, due to greater social pressure for women, it is hypothesized that gender may have an influence on the perception of the ideal age at which to have the first child (Bergnéhr 2009; Bernhardt & Goldscheider 2006).

The study used data from the first phase of the MAYBE project – 'Moving into Adulthood in uncertain times: Youth Beliefs, future Expectations, and life choices between changing social values and local policy initiatives', which interviews students before school graduation and has as its main objective to investigate the role of values and choices in the transition to adulthood. Particularly relevant in the study is the attention given to the regional context of reference, Lombardy, which is very heterogeneous in terms of youth services and initiatives offered at the local level. Through the application of logistic regression, the contribution shows how the ideal age perceived by students on a stage considered to be among the main ones for the transition to adulthood, such as having their first child, can orient the decision of the post-diploma school pathway.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

The Choice Of Field Of Study At The Tertiary Level: The Analytic Approach Of Mapping 2.0 And Main Results

Federica Rizzi (Università "La Sapienza", Italy) · Adamo Lo Cicero (Università "La Sapienza", Italy) · Orazio Giancola (Università "La Sapienza", Italy)

educational choices, social inequalities, mapping techniques, social network analysis

This article presents the main results from a survey highlighting the students' decision-making process at the end of upper secondary education, showing the propensities toward those continuing their studies at the tertiary level in the various subject fields and displaying the baskets of university choices. It's widely recognized in the social sciences that educational choices play a crucial role in explaining the (re)production of social and educational inequalities. The literature has shown the dual nature of choices (Bourdieu, 1970; Boudon, 1974; Mare, 1980; Breen & Goldhtorpe, 1997; Jackson, 2013), as both dependent variables with significant effects on individual pathways and future expectations, and as independent variables influenced by multiple dimensions (individual/ascriptive; aggregate/individual; institutional). The aim is to reconstruct the network of future propensities among the various university fields of studies using Social Network Analysis (Hanneman & Riddle, 2005; Knoke & Yang, 2019), from data collected by the Mapping technique (Hauser & Koppelman, 1979; Giancola et al., 2023). To achieve the goals, we developed a survey conducted between March and May 2023, in the city of Rome and the Lazio region. We collected 1953 cases of students who decide to pursue their studies at the tertiary level, from a total sample of 2860 respondents. The analysis started by identifying the level of certainty of respondents' choice regarding the multiple proposed fields of university studies (Hoffmans et al., 2009). Next, we reconstructed the choices network, wherein the nodes represent the individual propensities and the links between them depict the mutual interchange among pairs of options. Using Social Network Analysis, we observed how perspectives overlap and combine or differ from each other. From this representation, we isolated the basket groups in which the membership was used as the dependent variable in a set of regression models. The results reveal the ability of this technique to assess the disparities in the effects on choices generated by the ascriptive factors (social origin, gender, migratory background), path variables (grade repletion, school track, school marks) and lastly attitudes towards school and university (measured using Likert and self-anchoring scales). The power of inertia of ascriptive variables seems to be reconfirmed in both the decision to pursue university studies and among the various fields of tertiary study.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

Parental Birth Order and the First Stage of Tracking into Schools: Evidence from General Upper Secondary Educational Attainment in Finland

Jan Saarela (Åbo Akademi University, Finland) · Camilla Härtull (Åbo Akademi University, Finland)

intergenerational effects, parental birth order, general upper secondary education, cousin fixed effects, finland

No previous research on parental birth order has examined its influence on the first stage of tracking into schools, which significantly shapes individuals' future educational trajectories. We are the first to do so, and examine how parental birth order is associated with attainment of general upper secondary education in Finland. Tracking into schools increases inequalities in educational opportunities later in life. School tracking manifests in better socio-economic outcomes for persons with general education as compared to those with vocational education, because the former type of education prepares students for more advanced educational programs and lays the foundation for lifelong learning (Ozer and Perc, 2020). Individuals' transitions between different educational stages are also important mechanisms lying behind their completed educational attainment (Blossfeld and Shavit, 1993; Breen et al., 2009).

Many European countries employ systems akin to the Finnish model. In the Finnish education system, the first tracking into schools takes place in the calendar year when youngsters complete primary school. This is usually at age 16, which corresponds with the age at first selection into distinct education programs in several other countries (OECD, 2020). The youngsters can then choose between general upper secondary education, which leads to matriculation examination, and vocational education and training. Very few of those who choose vocational education will continue to university studies. This first tracking point therefore separates between persons who aim for an academic track and persons who do not aim for higher education. The Finnish setting consequently makes it possible to study antecedents of the first tracking point into schools.

We study the association between parental birth order and their children's probability of having a general upper secondary education, measured as having the matriculation examination at age 20. Hence, we focus on an educational choice that people make at young age, rather than on achieved education in adulthood. Register data that cover the full population of Finland are used. We employ an empirical strategy that is similar to that used by Barclay et al. (2021), who studied the neighbouring country Sweden. Our analyses are based on three generations, and we estimate parental birth order through cousin fixed effects. Maternal and paternal cousin groups are constructed, and the models thus control for shared family background.

The total number of individuals in the child generation is 377,038. We find that the probability of having the matriculation examination decreases with parental birth order. Having later-born parents, and in particular a later-born father, is negatively associated with first tracking into schools. These patterns can solely be attributed to the fact that earlier-born parents are higher educated and found in higher social classes than later-born parents. The results largely corroborate findings from similar analyses of length of schooling in Sweden, although the contribution of parental education and social class is notably stronger in our study context. We recommend that future research explores the impact of parental birth order on upper secondary education in various contexts where school tracking plays a pivotal role in determining young persons' educational careers.

A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications

School Choice and Job Expectations Of Italian Pupils After The Covid19 Pandemic

Marialuisa Villani (Università di Bologna, Italy)

tracking effect, educational choices, educational expectations, employment imaginaries, social inequalities

The disruptive event of the COVID-19 pandemic has significantly influenced the educational paths of pupils globally. In the Italian context, the pandemic increased the level of educational inequalities (Giancola & Piromalli, 2020). Consequently, traditional factors contributing to educational disparities such as social origin, gender, immigration status, and disabilities have been further exacerbated by new health, economic, and digital elements, accelerating the process of inequality (Giancola & Salmieri, 2024).

The school choice process is one of the most significant events in a youngster's educational path. Additionally, it is a phenomenon through which educational inequalities often perpetuate high levels of discrimination.

Generally, studies on school choice focus on examining the structural factors that influence this process(Bourdieu & Passeron, 1964) identifying rational choice mechanisms (Boudon, 1973), and understanding how these elements, along with the influence of family expectations (Gambetta, 2019), impact the biographical paths of pupils. The school choice and tracking are also studied in relation to school performance and the recently observed phenomenon of learning loss (Contini et al., 2022). Furthermore, scholars highlight the influence of social and occupational role models on the school choice process and how these factors shape the way pupils and families choose the school track for youngsters (Hägglund & Leuze, 2021). The social representation of profession influences also the pupils' job expectations.

This paper aims to analyse the relation between the school choice process and the expectations of Italian pupils in the post pandemic educational scenario. To carry this work, I will use the data of last wave of OECD Program for International Study Assessment (PISA2022). Due to the pandemic situation last PISA wave was carried out in 2022 and data released in December 2023. Despite some cultural representation problem of PISA data for non-western countries (Villani, 2018), PISA seems describe very well the Italian context in which, as mentioned before, there is a concatenation between effect of social origin on track choice and that it then significantly affects learning. This effect then falls as much on the educational expectations as on the occupational imaginaries of the students surveyed at age fifteen at the tenth grade of schooling (Giancola & Salmieri, 2022). In the 2022 edition of PISA survey there are several items related to job expectation of respondents, that enable to analyse the relation between, social origin, school track and job expectation. I will perform a set of regression models that, step by step, include as the independent variable the dependent variable at the previous state. In this sense the analysis will show how Italian pupils job expectation is influenced, by social origin, school choice process and school track and how the traditional determinants of educational inequalities likewise gender, immigration status, social origin interact with those elements. Given the presence of prior analysis (Lee, 2014; Pensiero at al., 2019), this study is also aimed at the production a picture of the Italian educational scenario afterwards the pandemic covid19 events.

STREAM B.
Epistemologies and Decolonial Perspectives

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Unschooling in Italy: Navigating Idealisations, Constraints, and Decolonising Promises

Anna Chinazzi (University of Milano-Bicocca, Italy) · Emilio Ruffolo (University of Calabria) · Angela Biscaldi (University of Milan)

non formal learning, home education, critical unschooling, educational choice, decolonising practice

In our contribution, we will raise some questions for a potential research agenda on unschooling, with reference to the extent to which unschooling can be a viable decolonising practice, as opposed to a culture of education in which schooling is interpreted as a coercive, oppressive, market-oriented, uncritical act.

We will ground our discussion upon some insights of a recent mixed-methods study conducted in Italy, shedding light on the prevalence of unschooling within the realm of home education (HE). While unschooling functions as an influential aspirational benchmark within Italian communities, HE parents included in the survey study (n=91) predominantly described their approach as "semi-structured", with regard to instructional scheduling and design (Chinazzi & Fensham-Smith, forthcoming). Qualitative data further suggest that, despite the widespread influence of unschooling principles (notably associated with John Holt), the actual practices of these families are often the result of a compromise between their pedagogical ideals and situational considerations. Their decision-making processes are influenced by intrapersonal, interpersonal, and pragmatic factors that tend to compel them towards a relatively more structured and formalised approach. Recurrent rationales include the perceived difficulty in navigating the paradigmatic shift that this approach would entail and concerns about adequately preparing children for assessments, facilitating their transition to formal educational settings, and integrating them into broader societal contexts.

These insights illuminate potential constraints, as perceived and reported by home-educating parents and their positioning, to the implementation of the unschooling approach.

However, the theoretical and empirical scholarship on these topics is still in its infancy; many questions remain unanswered regarding the conceptualisation and practice of unschooling (in Italy and beyond). Relevant questions to be addressed further research could be, particularly through the lens of critical unschooling theory:

Are parental compromises towards a more structured teaching style the result of an ingrained "colonised" mindset? If this is the case, what reflections does this generate on the broader culture of education within which these families are embedded?

Despite the self-identification of parents' teaching styles, could the implementation of "semi-structured" (Neuman & Guterman, 2017) or "relax unschooling" (Riley, 2020) practices be interpreted as expressions of critical unschooling?

How do the policies and the administrative praxis concerning home education in Italy ("istruzione parentale") impact the implementation of a critical unschooling theory agenda?

While unschooling may seem like a novel concept, its principles actually share common grounds with ideas put forth by renowned philosophers, albeit under different terminologies (Riley, 2020). On the opposite, the idealisation of unschooling by some HE parents as a desirable but unattainable option may inadvertently promote a perception of it as "strictly unregulated or oppositional", rather than recognising its potential as an "engaged, liberating, community-responsive, and decolonising" practice (Romero, 2018, p. 68).

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Critical Unschooling: Practicing Unschooling and a Closer Look

Morena Franzin (LAIF – L'associazione Istruzione Famigliare, Italy)

critical unschooling, choice-based learning, lifelong learning, self- determination, decolonisation

If we look at Italy, unschooling experiences are not very numerous, but they exist. There are some very recent publications which open minds to this possibility of self-guided learning (Elena Piffero, 2019 e Nunzia Vezzola, 2020). Writings that testify that the choice of natural learning can also be achieved in our country.

On this occasion, I would like to provide some evidence of what our children have been experiencing (and are still experiencing to this day) for 9 years now. This is about taking a look at the evolution of children, now teenagers, who have been gifted this opportunity to grow through self-guided learning.

Unschooling also allows parents to learn a fair amount. It helps us see our children's learning journey and the world through a different perspective. Since we have all been (for the vast majority) school-educated, it will be about cleaning up our beliefs, our habits that have been consolidated over the years at an early age. A huge opportunity to discover the world of natural learning, its biological characteristics and timeframes and increase your own confidence in your children.

Thanks to the amazing opportunity that unschooling gave us, as parents, we were able to observe some common characteristics in both of our children, who were very different from each other. The main characteristics that emerge from this learning experience are: passion, perseverance, dedication and determination in achieving certain goals that everyone sets for themselves over time. Furthermore, learning in this way allows the notions, experiences and knowledge of certain skills to take root over time in the young person, not learned by heart solely for an upcoming test (as it happens in the school context in most situations).

Additionally, self-guided learning respects the physiological times of growth. Nature teaches us what's most important, and we should recall this more often, despite the frenzy of our current society. In fact, in nature the times are often slower or, still different from one plant or animal to another. As they should be from one individual to another. Sometimes, even in free learning, it seems as though nothing is happening, but it truly isn't the case... with patience and faith you will see the results of what you've worked for. Our family is witnessing the growth of beautiful, healthy and strong seedlings and the promise of future mature adults, aware and responsible.

We can testify that this experience of unschooler parents is a challenge to the "colonial" conception that children can only learn if they are taught, and can only grow to be fully capable adults by following the path that society has defined for them. Children and teenagers, on the other hand, show us that they are full of precious and innate resources which we cannot even begin to understand ourselves.

As adults (currently parents) who have had a free learning experience also testify (André Stern, 2014), critical unschooling can offer benefits, challenges and above all, increased mental openness to different points of view.

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Free Play And Its Benefits For A Democratic Society

Marco Leali (LAIF – L'associazione Istruzione Famigliare, Italy)

free play, critical unschooling, democracy, self-determination

The process of an individual's understanding of its surrounding world is a complex phenomenon. From the very earliest infancy, the human mind is designed to capture and process an incredibly large number of stimuli. It is perfectly natural for a human infant to understand and compare all information it is confronted with, in a genuinely scientific manner, with the utmost ease and satisfaction (J. Holt, 1967).

Humans are, in essence, naturally and autonomously self-teaching, they have an instinct to educate themselves and make sense of the remarkable elements they perceive. There is no process in which this happens as frequently and effectively as in free play. Through it, humans exercise the whole spectrum of their capabilities: in solving problems and in creating their own view of the world (J. Holt, 1989). We train our conscious and unconscious decision-making process, as well as our self-esteem. And we strengthen our aptitude towards democratic decisions: free social play is the most democratic activity humans can engage in (P. Gray, 2013).

This notion of free play is one of the foundational elements of Critical Unschooling practices.

Research has also proven that our species learns more, more creatively and more efficiently when subjects are not conscious of receiving any award for their effort (Lepper et al., 1973); they produce better results when they enjoy their activity (Howard-Jones et al., 2002). In other words, mental and physical skills are acquired optimally when this activity is perceived as play (P. Gray, 2013).

In contrast, this attitude is not present in any way in standardized and compulsory schooling. In this approach, pupils are heavily dependent on the plans and dogmas of their teachers, who are considered superior. The pupils themselves have no opportunity to direct their own activities. Information gets imparted on the students, which they are expected to merely memorize, without any form of critical reception, without the chance to find their own way to solve tasks. Learning is presented to them as work, depriving it of any fun, mirroring the structure and the ideas of Prussian schools and assembly-line factories (P. Gray, 2013; 2018 [online]). As a result, schooled individuals often lose their creative ability to autonomously gather information and process it in a critical manner. They lose confidence in their own thoughts and actions, since they lack significant experience in autonomous decision-making (P. Freire, 1970).

It can therefore be concluded that free play, as the natural way for humans to create and expand their knowledge, offers necessary elements for a non-stagnant society and a non-hegemonic approach to education; free play as an educational method has the potential to enable many individuals, as well as collective entities, to actively take part in the management and modification of the various situations they live in. Free play and its consequences empower us to experience the world and human community from different perspectives, giving us many tools to strengthen what we most value, aiding us to build a more organic and democratic society.

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Education and Schools (plus HE) as Abusive and the Responsibility for Inner Safety

Helen E. Lees (Light on Thinking, Italy)

carceral, abuse, inner safety, therapeutic, education

Education has a role to play in a life lived in a "carceral" world of the Agambean "camp," whether we like it, or choose it, or not (Peim, forthcoming). Wide-ranging, globally relevant and found research evidence points to mental and physical ill-health (these also being highly connected), social unrest, inequalities, injustices and other negative impacts emergent in the lives of people who attended "schools" (schooling and higher education) for education. Any and all of these impacts affect the person within. They are affecting in ways that only an individual might be able to fully report. With this we see a relationship between the school and a person's inner world, that being their personal experience both of self and other, as well as of reality. What we know of the inner world from psychotherapy is that negative experiences from outside, that are traumatic (beyond a person's scope to cope with at the time) impact subsequent experience and how a person behaves with self and other in the long term, unless healing of that trauma occurs.

This is harm. If people have no choice about the school in their lives then the school has a responsibility to do no harm. The school must be ethically bound to not capture people and abuse them. The "offer that is no offer," as Peim (ibid) has it, should not inflict traumatic experiences. I am not saying all school experience does this, but I am saying harm is possible, even likely in some way, and that this should not and never happen, in the same way that a doctor must swear to do no harm in the Hippocratic oath.

To achieve a no harm principle in schools the whole system would need to change. Harm avoidance would constrain a number of current practices such as hierarchical grading outcomes of success and failure, or forms of punishment instead of patient listening and compassionate responses. The school system is not designed to do this, so a new approach (not necessarily system) is required for a no harm experience.

In essence the school should be a place and experience where the inner world of a person feels and is safe. Such an environment is not education as we currently know it, particularly, despite some areas of good, harmless practices and people. For education (in schools) to be safe inwardly, then the natural goodness of that inner world (Neill, 1968) would be required as a guiding principle.

To trust and to be trusted has been established as a suitable educational principle to follow via a variety of schooling projects that are far from mainstream and governmental (Lees & Noddings, 2016).

The idea of education and schools as being first about safety within is what I will explore in this paper from the perspective of a no harm principle informing any and all educational decisions, rather than any desires or agenda being sought to be followed.

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Critical Unschooling: an Educational Choice for Self-Determination and a Challenge to the Dominant Concept of Success and Well-Being

Valeria Melloni (LAIF – L'Associazione Istruzione Famigliare, Italy)

critical unschooling, self-determination, natural learning, intrinsic vs external motivation, creative thinking

There are many studies that demonstrate the harmful effects of school in increasing the state of anxiety and discomfort in children and adolescents who attend it. The survey conducted in 2022 in Emilia Romagna on a sample of 15,023 young people aged 11 to 19, residing in the regional territory, reveals an anxious state that affects all schools of every level and that shows how school is a place of discomfort that largely contributes to undermine the foundations for a serene development of students, weakening their autonomy and self-determination, increasing the concern for the future and the low confidence in their own potential.

In school, the prevailing feelings are rather negative and anxiety dominates with 77.4% of students who indicate it as a constant and continuous mood. Along with anxiety, these young people also show other negative feelings: boredom (55.9%), insecurity (48.9%) and sadness (33.3%).

As we know from the evidence emerged from neuroscience studies, these feelings of anxiety and anguish certainly do not favor learning, which is instead effective in contexts where the individual is relaxed, feels safe and free to express himself without the fear of making mistakes or being judged negatively.

If the main objective we have in mind is to maintain the passion for learning, grades undermine this intent in a decisive way.

Starting from these data, we will reflect on the opportunity that unschooling offers as a tool for self-determination, self-knowledge and self-construction, development of critical thinking and challenge to the dominant model of personal success and development.

The reflection begins by analyzing the important role that free play has in the construction of one's own identity and in the development of autonomy, highlighting how a constant decrease in the time dedicated to this activity has coincided with an increase in psychological distress in children (Gray 2011).

We will then analyze the quality of learning that derives from intrinsic motivations rather than that motivated by external elements (grades, punishments, predefined programs that do not take into account the specificity of each individual child or student).

We will focus on the learning times of children who almost never follow a linear, continuous but rather irregular and spiral trend, which involves different areas of knowledge at the same time, which is more experiential rather than theoretical: from this it emerges that unschooling is the philosophy that most closely resembles the natural way of learning of children, which allows them to know themselves, to dedicate time to their interests and to study the different areas of knowledge, dealing with the same topics several times from different points of view, as long as they want (Piffero 2019).

Finally, it will be interesting to analyze the results emerged from the testimonies of those who have personally followed this learning path, to understand what were the advantages and benefits deriving from this approach for the young people now adults who were the protagonists and their families (Peter Gray and Gina Riley, 2013)

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Critical Unschooling: A Conscious Psychosocial Strategy Against the Influences of Individualism and Neoliberalism And For a More Compassionate Society

Elena Piffero (LAIF – L'Associazione Istruzione Famigliare, Italy)

critical unschooling, interpersonal neurobiology, evolutionary psychology, prosocial vs antisocial behaviour, compassionate mind

Notwithstanding the 2030 Agenda for Sustainable Development, the last decades have shown little progress in peace, equality and social justice worldwide. Our thesis is that critical unschooling can radically challenge the socio-psychological mechanisms behind the reproduction of the exploitative dynamics leading to inequality and conflict. First, we will recall Gilbert's evolutionary analysis on the development of two main resource-distribution strategies within human communities: "care and share" versus "control and hold" (Gilbert, 2020). Caring behavior, evolved through parent–infant investment, became the central social discourse in hunter-gatherer societies, where individualistic, self-focus, and self-promoting accumulative strategies were shunned and shamed. With the relatively recent advent of agriculture, resource accumulation was made possible and necessary, and the "control and hold" behaviour became dominant and is still embedded in the neoliberal socioeconomic paradygm. According to the most recent studies in interpersonal neurobiology (Siegel 2020), these social relationships co-regulate the functioning of our brains and minds, which have a contextual nature. Hormones such as oxytocin and vasopressin, as well as the autonomic nervous system and frontal cortex, evolved with, and tune us naturally into, caring behavior, but the social context we live in has epigenetic effects and can modify our individual behavioural phenotypes (McDade et al., 2019). Developing trust, empathy and a sharing disposition is counterproductive if the environment is competitive, callous, full of threats; in these contexts the "hold and control" behavioural phenotype become prevalent.

We will then highlight the role of schooling in the internalisation of this behavioural model from a very early age through the neoliberal meritocracy narrative (strive and achieve), the focus on individual performance, the constant evaluation and the fear of failing and/or a punitive authority, which reinforce children's perception of self as competitive agents and increases their vulnerabilities to shame and self-criticism. Depression, anxiety and mental health issues, and in some cases substance abuse, often follow.

When the source of depression is social, it requires psychosocial interventions (Able and Clarke 2020): we will argue that the praxis of critical unschooling represents a form of psychosocial resistance and change. This family choice, mostly stemming from attachment parenting (Grey and Riley, 2013), de-centers the hegemonic power dynamics inherent to essentialist and traditionalist approaches to formal education (Ismail 2019): from the psychological point of view, it provides children with a pressure-free, caring environment which has positive effects not only their learning experience, but above all on their physical health, happiness and prosocial ("sharing and caring") behaviour (Gilbert, 2009; Brown and Brown, 2015, 2017). Beyond the immediate family, empirical research has confirmed that critical unschoolers proactively engage in building local communities based on supportive and caring connections (unconditional acceptance, affection, attachment) (Ray 1999; Arai 1999). By practicing, promoting and spreading the "caring and sharing" mentality, the critical unschooling movement has the potential to trigger a radical compassion-focused social change which is actually hindered by mainstream schooling. Raising awareness about this legitimate but still largely unknown educational option is the key to allow families to embrace the possibility of such a change.

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Critical Unschooling: Practices and Experiences by a Teenager

Aurora Reolon (LAIF- L'associazione istruzione famigliare, Italy)

critical unschooling, choice-based learning, lifelong learning, self-determination, decolonisation

At the beginning, when I was invited to write down this abstract my mind went blank. I didn't know what to say. Because...what is there to say?? I grew up being homeschooled, or, better yet, unschooled. It's my reality, and it's second nature by now.

It certainly is nothing new to me. You could call this writer's block or, well...anything, really. But truth is, that got me thinking.

That's exactly why I need to tell my story. Because it's normal to me. Because so many kids my age need to know that going to school is not the only way someone can learn plenty to last you a lifetime. And because you can get very far in life, trust me, even without going to school or whatever.

My "education" journey started just like it does with most kids: I went to kindergarten, then went on to attend a "normal" elementary school like everyone my age did. Nothing "abnormal" there. I even used to attend chatechism classes, which in the end proved to be utterly useless, but that's beyond the point.

Now, why do I say words like normal or abnormal? The truth is that school is mostly considered standard procedure for kids all over the world (although that depends on what parts of the world). It's considered normality. But that's just a perception, something that over the decades has been apparently set in stone- at least in Italy.

But who says that's normality? Normality is often overrated. I can't wait for what else life has in store for me.

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Benefits Of An Unschooling Experience

Jacopo Silvestre (LAIF - L'Associazione Istruzione Famigliare, Italy)

unschooling, work, experience

When you become part of a big system often it happens you limit yourself to follow the flow, your mind becomes lazy and you start to only do what other people ask you to do.

Instead if you choose a different path you have inevitably to find your own way, without predefined rules. That's why the school system should be more based on the individuality of his students and that's why my unschooling route helped me to choose my job and deal with it.

During my personal experience I noticed that in the world of freelance workers, it is strictly necessary to have good improvisational skills and, above all, a willingness to always put yourself out there. In unschooling you are forced to find your own rhythms and schedule, maybe with your parents help, but always having yourself as your own leader. This allows you to be more ready and efficient in the work world, always knowing your limits and needs.

We are used to think that kids (and adults too) are bored by studying and working, but I think that's totally untrue. Work is a fundamental trait of all the living beings and none of us can find happiness by doing nothing with our lives. We only "simply" have to do what we like, obviously there are always many trials and challenges, but if you are truly following your willness you'll find the way to overcome them. Unschooling allowed me to search and find my true passions and turn them into a job.

Obviously unschooling doesn't mean loneliness at all. In my life I had (and I still have) many mentors and masters, in addition to my parents, that helped me find my personal way. We can't claim to reach the summit without other people lending us a hand. Knowing different kind of people helps you to have more resources, and allows you to see the world form different perspectives. Indeed, the school system permit to know many people, but tends to surround you with an unchanging group of faces that talk and think in very similar ways. If you take advantage of the benefits of unschooling and approach your life with an open mind you will be able to surround yourself with inspiring and beneficial people.

In conclusion; unschooling aided me to gain independence, the social skills and to form my personal path that led me to publish my first book. That's why I think unschooling should be more widely recognized as a functional method of learning by the institutions.

B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice

Critical Unschooling For A Democratic Idea Of Childhood And Adolescence

Nunzia Vezzola (LAIF – L'Associazione Istruzione Famigliare, Italy) · Carlo Leali (LAIF – L'Associazione Istruzione Famigliare, Italy)

critical unschooling, childhood, adolescence, power dynamics, democracy

Anthropologically, the idea of childhood and adolescence is culturally conditioned.

There are many reasons why we can speak of a hierarchical, undemocratic idea of childhood and adolescence in contemporary Western culture. In particular the mainstream idea of childhood and adolescence is based on the dominance of adults, on compartmentalisation, control, prohibition, imposition, rewards-punishment dynamics, age-based separation and discrimination, marginalisation and exclusion of "minors" from decision-making and responsibility. Compulsory education is not only part of this mainstream idea of childhood (segregation in classes, authoritarian and taxonomical setting); it's also organised in a way to steady it and to guarantee it for the future generations.

This kind of perception of childhood and adolescence can't provide neither social justice nor democracy; it is unsustainable.

But, this idea of childhood and adolescence is not the only possible one. More democratic ideas are possible. The Convention on the Rights of the Child and the EU Charter of Fundamental Rights recognise children some fundamental rights, such as the right to maintain a direct relationship and a contact to both parents, to express their views freely and have them duly taken into account.

Critical Unschooling is rooted in this kind of more inclusive, respectful and democratic perceptions of childhood and adolescence. While providing informal, self-directed and community-based, not-structured education, critical Unschooling can weaken adult hegemony and power. It also requires a parental awareness based among other things on human rights education.

Instead of formal, adult-centred education (typical for schooling), critical Unschooling de-constructs knowledge and learning. Knowledge doesn't need to be divided in subjects (taxonomical setting), nor organised in classes or degrees (age-based segregation): it's experience-based, transversal through subjects and age-independent. Learning processes and praxis can happen anywhere and at any time, beyond and through subjects and age-based degrees.

Critical Unschooling is often related to attachment parenting and provides strong intergenerational relationships instead of age-based separation. It puts children and adolescents into an active, participative role in their families/groups and within their own learning process instead of excluding them from decisions and responsibility. It considers them capable of leading their own self-learning process instead of obliging them to uncritical obedience and instead of putting them into a class where they become like numbers, only allowed to obey and follow teachers' decisions.

Critical Unschooling is based on confidence, empathy, negotiation, compromise, dialog, absence of judgement, respect of growing times and individual characteristics, instead of external control, prohibition, imposition and rewards-punishment dynamics.

In this way, critical Unschooling can concretely contribute to social justice and democracy.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

The School as a Fragmented and Experimental Field: Emerging Subjectivities, New Spaces and New Times in Two Emancipatory Practices

Adriano Cancellieri (Università Milano-Bicocca, Italy) · Fabrizia Cannella (Università Iuav di Venezia)

educational emancipation, community of practices, marginalized schools, co-research, space and time

The contribution examines the project paths of two schools (the Pisacane Primary School in Rome and the Seventh Comprehensive Institute in Padua) that seek to counter the increasingly significant alliance between the conservative school of control and discipline and the neoliberal school that promotes individualism, competitiveness, and productivity, propped up by a positivist system of measurement and quantification.

These are two emerging paths of educational emancipation that also seek to counteract a dual process of stigmatization, as institutes located in peripheral territorial contexts of their cities and with a significant component of migrant students (Pacchi and Ranci, 2017).

The research work, rejecting a traditional "extractive" research model that presupposes a radical separation between scholars and the phenomena studied, involved teachers and parents as protagonists of these processes, in the co-construction of the research and the continuous discussion of its results, to build a symmetrical relationship as a way of constructing common knowledge to be mobilized in emancipatory social practices (Massari and Pellegrino, 2020).

In both cases studied, new subjectivities have emerged to form a fragmented and conflictual field that is highly experimental and of great interest. An auto-organized community of practices has been created, starting from giving space and visibility to the reflective capacity of teachers and parents (also of foreign origin) and recognizing the active role played by other territorial subjects (such as local associations and cooperatives) and by the students themselves (more or less explicitly referring to the so-called active pedagogy). These communities of practices (Wenger et. al., 2002) have also promoted the construction of local and extralocal networks among different schools that support the transition from a model of competing schools to a model of schools collaborating with others to build territorial alliances and opportunities for mutual learning, as well as to build new projects and advocacy paths.

The research also focuses on the spatial and temporal dimensions of these pathways and in particular: a) on the importance attached to the spatial and territorial aspects through which emancipation practices are realised to overcome a mentalist, de-materialised and anthropocentric perspective (e.g. relevance of socio-material assemblages – Fenwick and Landri, 2012 – and atmospheres of learning spaces to co-generate collaborations, experimentation and mutual learning; centrality of spatial capital and thus rediscovery of unused spaces both within school buildings and in the neighbourhood and city); b) on new conceptions of time and temporality in school and education that challenge the current production of standardised and alienating times, as well as limited to traditional school hours, to promote a school capable of giving space to the 'here and now' of the learning and experimentation experience and of opening up the school beyond the current time limits (even in the afternoons and weekends) to make it an open and relevant space of democracy especially in territories with few public spaces as in the two case studies.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

Despite the Claims: a Phenomenological Approach to the Disciplinary Note

Caterina Donattini (La Sapienza University, Italy)

disciplinary note, school discipline, school conflict, behavioral codes

The disciplinary note fits within the daily school routine of the professional technical institutes as a recurrent practice. Apparently functional to the regulation of behaviors that place themselves in implicit or explicit conflict with the educational institution, the note assumes within the circular teacher-student-institution relationship a different, transversal and a more profound meaning.

Disciplinary notes are therefore treated in this study as a cultural capital that the institution unknowingly generates on a daily basis. It is a school practice from which emerges the continuous definition, discussion, ratification of the relationships, the roles, the subjectivities, the emotional experiences of the actors involved in the educational process. As old, forgotten photographs, the disciplinary notes therefore reveal bits and pieces of lived life; they are permeated with the feelings and the actions that the school has seen occurring in its spaces, in the ritual routine that defines it, day after day (Mc Laren 1986). Through them, it will thus be possible to trace a "school condition": the practices by which schoolwork is distorted, sabotaged, and made fundamentally ineffective (Caroselli 2022); the exercise of pedagogical authority as power (Goffman 1967); the definition of subjectivities according to precise behavioral codes that define normativity with the aim of "providing a good education for the oppressed" (Bukowski 2019) by expelling to the margins those who prove to be inadequate.

Based on a quantitative and qualitative analysis of a data set of approximately 5,000 disciplinary notes issued to the students within a professional technical institute of Bologna from 2021 to 2023, the study aims to investigate and classify this material with the purpose of identifying and illustrating the processes of defining subjectivities within the school environment on the one hand, and the nature of conflicts and their recursiveness on the other.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

Beyond Deficit Thinking: From Epistemic Subjugation to the Decolonisation of Thought and Knowledge in the Classroom

Paola Dusi (Università degli studi di Verona, Italy)

coloniality of knowledge, domination of subjectivities, deficit thinking within the school system, intercultural-decolonial approach

Topic, research question, theoretical framework

According to coloniality theory in the European project of world domination, a central role was given to the domination of subjectivities, culture, and knowledge. Walking along this path, drawing on authors working from a decolonial standpoint (Quijano, 1992; Dussel, 2000; Mignolo & Walsh, 2018), "epistemologies of the South" (Santos, 2007, 2014), and prospectivism (Viveiros de Castro, 2017), the present contribution propose a theoretical explanation of the academic difficulties encountered by non-dominant students (we refer i.e., to people of color, with migrant backgrounds, Gutiérrez & Rogoff, 2003), in Western school system.

Often, students whose strengths differ from those recognised by the curriculum and in society are considered in terms of what they do not know, relative to the education system's established standards (Levinson, 2011). They (and their knowledge) become invisible (Ellison, 2014; Anzaldua, 2012). The school system's view of them is clouded by deficit thinking perspectives (Paris & Ball, 2009; Shields et al., 2005; Valdés, 1996, Yosso, 2005). According to this theory, minority students and their families are mainly responsible for their possible failure at school (Olivos, 2006; Bishop, 2008; Irvine & York, 1993). I hypothesize that the "coloniality of knowledge" (Quijano, 1992) provided fertile ground for the development and spread of deficit thinking theory in education system (Author, 2023).

Research question and method

Reflecting on the concept of the 'coloniality of knowledge' developed by Anibal Quijano (1992) which is central to decolonial literature, I interrogated the literature through the following question: is there a connection between the deficit thinking approach to education and the 'coloniality of knowledge' structure of power?

The path I took to try to answer the above question was a theoretical one, based on a traditional literature review (Pope, Mays & Popay, 2007). Despite the limitations of a traditional literature review implies, it can contribute to new understandings and conceptualisations. In this context, it enabled the development of an explanatory theory that may help us to understand the persistence of deficit thinking in Western school systems where students are still oppressed by the "Euro-American 'regime of truth'" (Ladson-Billing, 2000).

Findings & Conclusion

According to coloniality theory, the domination of culture, subjective experience and knowledge was a key part of the European project of global domination. The "non-white" other and his/her subjectivity and knowledge were studied, classified and presented to the white world through "scholarly" research – that was an instrument of colonisation practices (Denzin & Lincoln, 2008) – which judged to be less civilized. This theory shines a light on the absolutism of Western rationalism, which casts positivist science as the sole, valid knowledge form for distinguishing "true" from "false". We argue that rationalist scientific absolutism continues to provide the epistemological foundation of schooling, education and teacher-training systems. The knowledge school offers is therefore the expression of a privileged and ultimately contemptuous point of view towards 'other' subjects and their epistemological perspectives, assigning them a "marginal" position in the school spaces.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

Decolonising Education by Reckoning with Racism at School? Methodological Reflections from Two Anti-racist Researches in Primary and Secondary Schools

Annalisa Frisina (University of Padova, Italy) · Filomena Gaia Farina (University of Padova, Italy)

racism, italy, coloniality, antiracist research

Decolonising education involves a moltitude of strategies to transform society rethinking European modernity and the legacy of colonialism and empire (Bhambra et al. 2018, 2-3). With our paper we want to offer our contribution to discuss how it is possible to challenge Eurocentric forms of knowledge and counter racial inequalities starting from primary and secondary schools.

In our sociological research we were inspired by Bhambra and Homwood (2021), resituating the role of European/Italian colonialism in shaping contemporary society and its inequalities, and countering the systematic denial or downplaying of racism outside and inside schools. If colonialism as a historical phenomenon can indeed be considered finished, colonialidad as a condition that structures the present is not (Climaco 2023). Coloniality is one of the constitutive elements of the global capitalist system and is based on the imposition of racial classifications of the world's population as the cornerstone of the reproduction of power, which operates on a material and symbolic level.

We explored the issue of racism in primary and secondary schools in the Veneto region, trying to re-connect research and action (Frisina, Farina, Surian 2021; 2023). We were interested in using methods which can give life to emancipatory knowledge and practices. In our study, we have considered children as active social actors (Corsaro 2018) who do not simply reproduce racial hierarchy but they also challenge it, by using their peer cultures. Moreover, in the action side of our research we collaborated with teachers interested in contrasting the inequalities in society by challenging the neoliberal education (Laval, Clement and Dreux 2011), with its color-blind ideology and its myth of meritocracy.

In our presentation we will discuss how we used the subjective production of texts and drawings by students to study the construction of otherness (Tabet 1997) and to reflect further on the cultural legacy of Italian colonialism; moreover, we will show how focus groups among students were useful to explore racialization at work and to make it visible in the daily lives of children and young people, in and out of school. We will discuss how we have tried to include in our study a reflection on our positionings and how we have tried to bring out from the discussion an awareness of whiteness, privilege and responsibility. Finally, drawing on Philomena Essed's (2020) essay on the processes of de-humanisation, humiliation and the search for dignity, we will argue how antiracist action-research have the potential to open space for building possible symbolic bridges across different systems of domination and to weave intersectional alliances, facilitating mutual recognition among students.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

Social Boundaries in Educational Worlds: Suggesting a Theoretical and Methodological Perspective

Luca Giliberti (University of Parma, Italy) · Annavittoria Sarli (University of Parma, Italy) · Michela Semprebon (University of Parma, Italy)

social boundaries, educational worlds, border studies, theatre of the oppressed

This paper presents the theoretical and methodological framework of an on-going research, focusing on social boundaries in educational contexts. The research aims to explore such contexts "from the margins", through the perspective of border studies (Wilson and Donnan 2012). We argue that this theoretical framework, originated within migration studies, can be fruitful for the analysis of educational worlds (Navone and Tersigni 2020). Combined with the methodological practice of the "forum theatre" (Boal 2000), it can highlight processes of inequality reproduction and catalyse emancipatory dynamics, opening up decolonial perspectives in education.

Social boundaries are understood as "selective filters" that generate processes of "differential inclusion" (Mezzadra and Nielson 2013) and that are not located at the fringe, but within political spaces (Balibar 2001). To analyse "boundary work" (Barth 1996), a useful analytical concept is that of "boundary event" (Twine 1996). This represents an encounter in which subjects become aware, through the behaviour of others, that they are perceived as different, and can reproduce or challenge this attribution of otherness. Such encounters can become the occasion for collective learning, by being dramatized through forum theatre, one of the main techniques of the theatre of the oppressed. Forum theatre aims to facilitate the exploration of possible tactics of liberation from oppression: after some actors perform an episode that exemplifies a social conflict, people from the audience are invited on stage to perform their suggestion to unravel the issue. Through forum theatre, boundary events can then be put in dialogue with the different subjects involved in educational worlds, and trigger generative dynamics of boundary renegotiation.

The paper suggests that educational contexts can be observed – and transformed – by focusing on both the dynamics of difference construction, around intersectional dimensions such as class, race, and gender (Crenshaw 1989), and the everyday tactics of boundary negotiation enacted by subjects. We will concentrate specifically on "first-generation students" (Romito 2022), the first family members to attend university, who often experience multiple differentiations (eg.around the axes of class, migrant origin, family educational resources). The selective filters activated through boundaries can structure forms of exclusion, testifying that boundaries are constitutive elements of social and political spaces (Anderlini, Filippi, Giliberti 2022), but can also open up opportunities for tactics of resistance and negotiation, enacted by the subjects inhabiting educational worlds.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

Academic Emancipatory Practices for Future Decolonial Teachers

Giulia Gozzelino (Università di Torino, Italy) · Federica Matera (Università di Torino, Italy)

university training, decolonial approaches, decolonial school

In modern, globalized societies, marked by transnational migrations (Castles, 2002) and "superdiversity" (Vertovec, 2007), multiculturalist, assimilationist and differential exclusion policies contribute to strengthening inequalities between and within nations, proposing a hierarchical categorization of knowledge and a declassification of experiences and epistemologies that do not respond to the dominant Western model (Mignolo, 2000).

Colonial relations of domination guide teaching contents and practices in university classrooms and schools (hooks, 1994; Walsh, 2009; Borghi, 2020). The "coloniality of minds" (Ngũgĩ, 1986) and the "coloniality of knowledge" (Lugones, 2008, 2011) in relation to the "coloniality of being" and power (Quijano, 2000; Mignolo, 2013), cause the cultural appropriation or concealment of a given culture for the imposition of "universal knowledge", in this case Western knowledge, which subjugates and removes what comes from fields of knowledge, philosophies and thoughts of the Global South (Mignolo & Walsh, 2018). This contributes to strengthening the deficient and homogenizing narrative of subjects coming from migratory contexts and to flattening discourses and practices, with and about the migrant, on the binary thinking typical of the colonial mentality. The delegitimization of peripheral knowledge is promoted through the deprivation of the possibility of active participation by subjects in situations of social marginality in schools and university classrooms, as well as through the lack of presentation of other representations of history and modernity, of experiences of social empowerment in territories of origin and in those of reception, of other views of development and inequality that could facilitate social responsibility and global solidarity.

Starting from a series of creative workshops and experience gained in the context of the relationship with students of the Intercultural Pedagogy in Primary Education Sciences degree course, the contribution proposes practices and methodologies of conscientization and dialogue (Freire, 1970), of co-reflection and horizontal production of knowledge to stimulate alternative, anti-racist and intercultural teaching (Jewell, 2020) and imagine a future decolonial school together with the teachers who will animate it.

B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices

The Phenomenon of Homeschooling: a Counter-Hegemonic or Hyper-Neoliberal Practice?

Chiara Lanini (UNIGE, Italy) · Francesca Lagomarsino (UNIGE, Italy) · Jacob Garrett (Università Ca' Foscari Venezia, Italy)

homeschooling, decolonising educational models, neoliberalism practices

The phenomenon of homeschooling in Italy has seen a significant increase in the last decade (MIM- Anagrafe Nazionale degli Studenti). Some primary motivations for this increase noted in the literature are the introduction of obligatory vaccines in 2017 and, more recently, the strict Covid-19 protocols taken in schools (Chinazzi 2020). The visible increase of homeschooling over the last few years has incited an emergent and new field of inquiry for Italian sociologists and pedagogists (Chinazzi 2020, 2023; Di Motoli 2020; Leonora 2019).

Our research, which is still being elaborated empirically, is intended to uncover whether and in what terms homeschooling can be considered a legitimate counter-hegemonic practice (Leonora 2019). Even though it can be viewed as a renunciation, subtraction, and self-exclusion, homeschooling can also be seen to problematize the dominant educational paradigm by deconstructing and alienating the spatial, temporal, and didactical processes of education. It can also be seen to disrupt hierarchical and specialized knowledge construction model, both on the didactic and disciplinary level. In order to investigate this counter-hegemonic thesis, we consider and evaluate the various motivations and practices that are integral to such an impactful decision. In this paper, we follow two prominent motivational tracks that are both born out of liberal individualist positions, but are razionalized by families for very different ends. In the first, we investigate the figure of the "professional nomad student," who, thanks to significant family resources, homeschools as a budding participant in the globalized and hyper individualized free market (a model which also resembles the intensive parenting model). We investigate how this homeschooling paradigm aligns with the larger neoliberal paradigm of competition, performance, and excessive privatization (De Oliveira, Barbosa 2017; Snyder 2013). Secondly, we investigate homeschooling from the ideological perspective of "protest liberatarianism." In this case, parents do not remove their children to make them more competitive in the marketplace persay, but because of a principled position against state intervention. Here the justification tends to have a logic of individual creativity and expression, often within a detached and likeminded community (Di Motoli 2020). Here the individual freedom is in line with classical theories of Millian liberalism. In our detailed view of both homeschooling paradigms, we critically analyze these narratives based on their merits as counter-hegemonic practices. In doing so, we seek to determine whether these positions might be considered legitimate or illegitimate as counter measures of freedom when analyzed through comparative, and equally democratically important, principles of social freedom and non-dominational freedom.

(Im)mobilities Through Educational Spaces: The Impact Of Educational Provision And Planning In Upper Secondary Transitions

Mariona Farré (Autonomous University of Barcelona, Spain)

educational transitions, vet, spatial inequalities, mobility patterns, educational policy

This paper reflects upon the relevance of spatiality in understanding educational transitions and shaping students' horizons for action. It particularly delves into the impact of the uneven VET provision and planning on students' opportunities and mobility patterns. As previous research has signalled, educational transitions are key moments to understand the reproduction of social inequalities, which operate through a complex mechanism where systemic, institutional, and subjective layers are interwoven (Tarabini & Ingram, 2018). On the other hand, the educational decision-making process do not happen in a vacuum and must be understood as spatially embedded. Despite some studies have highlighted the intertwining of spatial and social inequalities (Donelly & Gamsu, 2018; Saraví, 2015), as well as the significance of place and belonging in the construction of youth aspirations and identity (Cuervo & Wyn, 2017), a critical spatial approach is still required. Drawing from the spatial turn in social science, place and space are conceived by a relational lens (Massey, 1994), as socially produced and as generators of particular social activities and relations, thereby shaping individuals' agency and identity (Farrugia, 2014).

The objective of this paper is to contribute to the relational analysis of space by showing how VET provision and planning produce differential mobility patterns among students and across different places. To do so, we developed a mixed-methods approach based on the analytical triangulation of interviews with policy makers (n=14) and the analysis of secondary census data on students' mobility from the Statistics of Commuting for Non-university Studies (Department of Education, Government of Catalonia). More specifically, through the analysis of mobility indicators, flow matrixes and interviews, we have developed a social network analysis of different educational spaces, in a relational, positional, and cross-sectional way. The findings reveal how distinct educational areas are constructed and how centre-periphery relationships between different places are stablished within specific educational spaces. Moreover, the discourses of policy makers on educational planning and provision will show how these relations are legitimised, through the ways in which they make sense of space. Overall, spatiality contributes to enrich sociological understanding of student's transitions and the reproduction of social inequalities through educational systems.

Becoming a "space Defector" or when Inequalities Meet Social Justice in Architectural Education, the Case of the Nantes architecture School

Bettina Horsch (ENSA Nantes – Nantes Université – Laboratoire AAU-UMR1563 CNRS/MCC) · Pauline Ouvrard (ENSA Nantes – Nantes Université – Laboratoire AAU-UMR1563 CNRS/MCC)

architectural education, space defector, orientation, socialization, professional integration

The corpus is based a continuation of a Phd on the orientation, socialization and professional integration of students and graduates architects at ENSA Nantes (Horsch, 2021), and two quantitative and qualitative surveys aimed at documenting the student trajectories of the Nantes School of Architecture over the past ten years, part of which focuses more particularly on the way in which inequalities are shaped over time, of their trajectory, from childhood to professional integration, via architectural studies. Through this research, we discuss the updating of the determinisms at work, but also what makes it possible to counter them through the figure of the "space defector" (in reference to the class defector). Indeed, the mode of recruitment of schools of architecture favors the admission of students from mainly middle and upper socio-professional classes that all capital (cultural, economic and social) seems to be advantageous compared to the minority of students from the admitted working class. Indeed, the rate of students enrolled at ENSA Nantes in 2016, whose father belongs to professions and higher socio-professional classes is thirty points above the national average (Horsch, 2021, p. 148).

Given these figures, how do people from the working class who wish to become architects manage to integrate these establishments? What can the schools of architecture themselves do to reproduce these inequalities that play out at admission to school? Once these students have successfully entered school, what strategies do they implement to succeed? What levers exist for the institution, those who teach there and those who study there to counter these inequalities? In order to consider ways of understanding what is happening before and during studies in the field of reproduction or distinction, we are interested in the figure of the «defector», as a way of exploring what individuals and the institution «can» to counter determinism, or when determinism/inequalities are not replayed. By «defector», we mean graduates whose two parents come from disadvantaged classes

A first part of the paper will focus on analyzing inequalities in access to studies by a quantitative approach (social origins, origin of the baccalaureate) and by the mode of access to studies (Parcoursup augmented by admission interviews). Then, we will analyze the school and study trajectories of defectors. We will see that these defectors manage to compensate for their socio-cultural differences by multiplying professional experiences during their studies and through the co-optation of teachers. Finally, we will see that if the defectors succeed in their professional integration in the short term, they are nevertheless in a position of reproduction of the canonical exercise of the architect in the form of salary, assuming few responsibilities.

B.05. Navigating Boundaries: Mobilities and Social Justice in Contemporary Education

Young People's Social Space: On The Interrelation Of Local And Social Mobility

Maria Keil (University of Tuebingen, Germany)

youth, mobility, social space, symbolic boundaries

Addressing the panel's question of how young people's mobility, educational paths and social (in)equality are interrelated, the paper presents results from a longitudinal ethnography and interview study with adolescents from a German city. The study follows young people from different city districts throughout their transition from school into vocational training, higher education or unemployment and in different educational settings, e.g. in youth clubs. The study uses a relational framework for studying social class in youth based on Bourdieu (1984, 1987) and by drawing on the concept of symbolic boundaries (Lamont & Fournier 1992; Lamont & Molnár 2002). The paper will zoom in on the aspect of mobility from different angles.

Local mobility within the city and beyond will be illustrated along spatial appropriation and the interaction with institutions, such as schools, universities, youth clubs, museums, etc. Spatial appropriation is also interwoven with affective dimensions of social class intersecting with gender, ethnicity and religion. Social mobility refers to educational trajectories and vocational choices and is strongly linked to family trajectories and past mobility, e.g. migration. Contrasting two groups from my sample, a locally and community centred group of Muslim youth from the working and lower middle classes and a group of white middle-class youth with interrupted or abandoned school careers, different patterns of local and social mobility can be worked out. Whereas the former group aims at social upward mobility, but faces the risk of status reproduction based on their occupational choices, the second group faces a lower social status than their parents due to not following an academic path. Educational institutions such as schools, youth clubs and educational programmes play distinct roles in forming the respective pathways and local and social mobility can be ambiguously connected: Even though the upward aspirations by the Muslim youth are promoted by teachers in school as well as by social workers in the youth club, the strong local connection and in-group orientation accompanied by experiences of discrimination outside the district and anticipated social exclusion can also lead to reproducing occupational trajectories or even to pursuing semi-legal and criminal job careers. On the other hand, for the group of white middle-class youth a fit with the middle-class oriented school system could be expected. The reasons for the school dropout, however, seem to be social and mental health issues. Nevertheless, their appropriation of the local space allows them to find institutional settings they feel more comfortable in, such as alternative educational programmes to eventually catch up on their school exams.

This relational lens on spatial mobility allows to shed light on the way the local and the social space are interrelated. It can be shown how youth mobility is distinctively shaped by families' past social and local mobility, i.e. class and migration trajectories, but also by educational institutions. Evidently, the structuring force of the local space on the conduct of life and the space of possibilities varies among different societal groups.

Better-off abroad? The overqualification of Eastern EU migrants in Western Europe

Maria Giulia Montanari (University of Milan, Italy)

migrants, overqualification, european citizens, stayers, intra-eu mobility

This study aims to shed light on EU migrants' overqualification, occurring when their educational qualifications exceed the skills required by the job performed (abroad), a phenomenon that seems to be particularly spread and relatively understudied. When assessing the overqualification of graduates, Recchi (2016) found a 'citizenship gap' between EU migrants and locals in several countries. With specific regard to Eastern (EU13) migration towards Western (EU15) Europe, a negative self-selection of migrants based on their educational level emerged (Ambrosini et al. 2012, Montanari and Meraviglia 2023), together with a huge migrant segregation into low-skill sectors such as construction, agriculture, and the care sector (Ambrosini 2001, Faist 2014).

One can expect that EU13 migrants are at higher risk of overqualification as compared to EU15 locals, as emerged in single destination studies (Altorjai 2013; Kracke and Klug 2021). However, only few examples compare EU13 migrants with their stayer peers (Kahanec and Zimmermann 2016; Grabowska 2016; Barbulescu, Ciornei and Varela 2019). Detecting the overqualification of migrants can be difficult because data are usually collected by destination countries, having scarce information on migrants' (previous or potential) careers in the origin country. Some exceptions reconstruct the pool of emigrants from a origin country (Sandu 2005) or focus on successive jobs in destination country (Chiswick, Liang Lee and Miller 2005), but they both tend to be country-specific.

Against this background, the OECD (2007) proposed to match the skill level of jobs performed by migrants with their educational background, and Eurostat (2021) defined as overqualified those workers performing a job requiring no more than a high school education while being tertiary educated. By adopting their definition and exploiting the Labour Force Survey (EU-LFS) data for the period 2018-2019, this study compares EU13 migrants with three comparator groups: i) migrants residing in the same destination but coming from another origin (EU15 migrants); ii) the local population in the destination countries analysed (EU15 locals); iii) the 'stayers' in the origin countries (EU13 locals), a fundamental benchmark for EU13 migrants.

The expected findings address salient research questions such as: Are EU13 migrants better off than EU13 'stayers' in terms of overqualification? Do EU13 and EU15 migrant graduates differ in their probability to perform low skilled jobs? Considering the high segregation of EU13 migrant women in care sector, are they more overqualified than EU13 migrant men? EU13 migrants get lower returns to higher education in Southern Europe, as compared to the rest of Western Europe? By attaining the highest educational title abroad, do EU13 migrants reduce their overqualification risk?

If broadly collected, similar evidence suggests that the gains of free movement are not equally distributed across the EU member states (Kyriazi and Visconti 2023; Afonso and Devitt 2016). A higher probability to be overqualified does not necessarily discourage individuals from migrating (Castro-Martin and Cortina 2015; Janicka and Kaczmarczyk 2016). Nevertheless, the rationale that migrations are always a chance to boost one's own socio-economic status may be proven wrong in this analysis, at least with regards to Eastern EU migrants in Western Europe.

B.05. Navigating Boundaries: Mobilities and Social Justice in Contemporary Education

No Way Home? The experience of homecoming between social and spatial mobility

Alessandra Polidori (Université de Neuchâtel, Italy) · Flora Petrik (University of Tübingen) · Giulia Salzano (Università di Perugia)

mobility, youth, coming home, higher education

Mobility, encompassing both social and spatial dimensions, stands as a prominent theme in contemporary youth studies (Cairns et al., 2022). The act of being mobile is a multifaceted process, offering the opportunity to gather experiences, enhance one's curriculum, discover new prospects, and elevate social status. However, mobility proves to be ambivalent, as it requires adapting to novel contexts and reconfiguring one's connection to the places considered home.

While existing literature predominantly concentrates on the period of mobility itself (Raffini, 2014; Murphy-Lejeune, 2000; Cairns et al., 2017, 2022; Camozzi, Grüning, and Gambardella, 2021), the consequential phase of return remains understudied. With our contribution to the panel, we aim to address this gap by exploring the meaning of homecoming, shedding light on the often-overlooked post-mobility period in different contexts and their meaning for young people.

To gain a better understanding of the phenomenon of returning home within the trajectories of "youth on the move" (Cairns 2010), we conducted qualitative inquiries into the lived experiences of students in higher education. The first investigation focused on the experiences of first-generation students in German and Austrian higher education, while the second delved into the experiences of students in France and Italy returning from their international Erasmus programs. By merging these two qualitative datasets, we aim to combine research focussing on both social and spatial mobility.

Our analytical framework employs Bourdieusian concepts of habitus and capital (Bourdieu 1977) and the Schütz's phenomenological perspective on the homecomer experience (Schütz 1945). Through these theoretical lenses, we examine how young students renegotiate the meanings associated with the context they left behind, with a specific focus on their relationships with family, peer groups, places, and their dreams related to life-project planning. Our findings highlight the nuanced role of homecoming, where transformations in habitus become palpable. Within the process of returning home, a negotiation between foreignness and belonging, change and inertia takes place. Our analysis aims to delve into the habitual tensions generated during this process, exploring how they contribute to reflexivity and transformations. This exploration will serve as the focal point of our discussion, relating social and spatial mobility to inequality and social justice.

Educational Challenges for Refugees and Host Country Students Resulting from War in Ukraine – Learning from the Polish Case

Bohdan Szklarski (University of Warsaw, Poland)

forced mobility, inclusion, backlash, ukraine, poland

Wars cause massive population displacement/mobility which naturally brings social justice concerns for both the refugees and the host country populations. After initial surge of sympathy and outpouring of assistance comes the moment when the initial measures driven by the "good hearted humanism" face reevaluation under the pressures of reality. This presentation is the analysis of challenges faced by the Ukrainian and Polish youth in Polish educational system (primary, secondary schools and colleges). It views the problems caused by "forced mobility" from three perspectives: as issues in intercultural communication; as political-economic issues related to allocation of resources and statuses; and as psychological-behavioral issues arising from the confrontation of perceptions and expectations of the refugees with those held by the host country populations. In the third year of the war in Ukraine we clearly see how the sphere of education turns into litmus test of the legitimacy and feasibility of policies of assistance. Problems in Polish schools resulting from the massive influx of Ukrainian students reveal how concepts of inclusion and social justice, become politicized and instrumentalized which undermines their original intended purpose (for both sides). Data for this study comes from government and NGOs' statistics, public opinion surveys and oral narratives both from refugees and their host country counterparts (school administrators, NGO representatives, students and parents).

Neuromyths And Gender Stereotypes

Valeria Minaldi (Independent Researcher, Italy)

neurosexism, neurosciences, neuromyths, gender, stereotypes

The aim of the intervention is to examine the influence of gender-related stereotypes on studies of gender brain differences. After introducing three concepts considered to underlie current gender stereotypes, such as androcentrism (Perkins ,1911), gender polarisation (Bem, 1993) and biological essentialism, the phenomenon of 'neurosexism' (Fine, 2013), i.e. the tendency to legitimise preconceived ideas about inherent gender differences through neuroscientific research, will be presented. The reciprocal conditioning between research bias due to cultural stereotypes and the impact of scientific research in their further confirmation is thus found. Through the critical review of the literature in the field by researchers Cordelia Fine and Gina Rippon, some features will be highlighted in the structuring of the research question and the analysis of the results that could be the result of such conditioning and thus of research bias (Fine 2010; Rippon, Fine 2014; Fine 2017; Rippon 2019). In the review, the following will emerge: the tendency to rely on gender stereotypes in formulating research hypotheses and drawing inferences; pervasive confusion related to the concept of gender, mostly treated as a natural phenomenon rather than a social construct; the frequent and fallacious overlap between biological sex and gender; the persistence of the essentialist view in research hypotheses that biological sex incisively determines the individual's brain development; the influence of evolutionary theories on gender roles, often considered natural rather than cultural; the common classification of the sample into groups divided according to biological sex (group of XY individuals, group of XX individuals), with the aim of investigating distinct 'female' and 'male' profiles that can be considered as opposite extremes of a continuum; conclusions related to behavioural differences on numerically small samples. In opposition, it is supported a revision based on the notion that gender is multifactorial, rather than two-dimensional, and that structural and functional brain differences cannot be clearly differentiated according to the sex of the individual. Specifically, it is referred to four possible guiding principles suggested in the research for gender-related brain differences: the principle of overlap, contingency, mosaicism, and entanglement (Rippon, Fine 2014).

The School Work Transition Of Young People With Migration Background

Giustina Orientale Caputo (University of Naples Federico II, Naples, Italy, Social Science Department) · Stefania Capecchi (University of Naples Federico II, Naples, Italy, Political Science Department) · Fortuna Liccione (University of Naples Federico II, Naples, Italy, Political Science Department)

ethnic, origins, school, work, transition

Access to both labour market and tertiary education in Italy still appears to differ significantly on the basis of gender, territorial context, and social class of belonging therefore determined by the different social, economic and relationship capitals with which individuals are endowed. For young people with a migrant background, these issues are amplified and also exacerbated by the great uncertainty associated with turning eighteen years old and regarding their residence status. School-to-work, as well as school-to-university transition, is strongly impacted by the type of high school being undertaken and for young people with a migrant background, this choice is often associated with the role of the migrant generation. In addition, young people's aspirations are associated with family expectations, social relations, and perceptions of the benefits that studying can bring that differ by migrants' cultural level, which in turn is the result of orientation actions and aspirations that differ as illustrated in Buonomo, Orientale Caputo Gabrielli, Gargiulo (2024). These circumstances significantly affect the educational and/or employment success of young people.

Among the European countries, in Italy the school-to-work transition process is the longest: on average it takes one year from obtaining a degree to entering the labour market with a first job of at least three months (Righi, Sciulli, 2008; Pastore et al., 2020). In light of the recent recessionary cycles, it is not only the economic circumstances that burden the transitions but even the persisting gap between the education and production systems.

Most of the research conducted on the integration of young people with migrant backgrounds has highlighted the persistence of ethnic disadvantages in accessing the labour market (Piton, Rycx, 2020), and of the relevance in integration pathways of social origin and geographical origin. (Silberman, Fournier, 1999).

Studies conducted so far in Italy have also found that country of origin, legal status, gender, as well as territorial context significantly influence the level of labour market participation of immigrant descendants (Zanfrini, 2006; Pozzi 2009; Greco 2010, Strozza et al. 2015).

This paper aims to contribute to this debate, starting with the results of a research being conducted in a number of high schools in Campania (Italy), with a remarkable presence of students/graduates with a migrant background.

Through semi-structured interviews administered to both first and second-generation high school students and graduates, and their teachers, we investigate the role played by family and other significant adults and the social network. Moreover, the contribution of teachers and the school institution on those choices is examined, especially in light of the introduction of the two new figures of "tutor teacher" and "guidance teacher" (DM No. 63 of April 5, 2023).

Our purpose is to study to what extent the migratory background affects the prospects of the "descendants of immigrants", starting from the difficulties encountered during their school career, the coherence of the choice made at the time of enrolment with expectations and future projects, also investigating the possibility of choosing whether to continue with tertiary education (and which one) or enter the job market.

School Dropout and Active Citizenship. An Experience in Lombardy

Lisa Sacerdote (University of Milano-Bicocca, Italy) · Annaletizia La Fortuna (IIS Paolo Frisi Milano, Italy) · Nicola Morea (IIS Paolo Frisi Milano, Italy) · Luisa Zecca (University of Milano-Bicocca, Italy)

school dropout, adult education, prison, action research, education to citizenship

The dropout rate in Italy is very high due to endogenous and exogenous causes (Istat 2021). As part of a project promoted by the Regional School Office of Lombardy involving Prison Institutions and Universities on the topic of Education to Legality ("Education to Legality between schools and the services of penal and precautionary enforcement limiting freedom," 2022-2023), this research analyses how, through the involvement of different institutions, a school approach based on active and innovative methodologies, the formation of peer groups and the development of joint study, it is possible to reactivate and revive the sense and pleasure of studying.

A multidisciplinary team composed of school teachers working outside and inside the prison, justice workers and researchers from the University, following the participatory mode of Research Action, developed a pilot project involving two classes of adult foreign students in majority returned to education, including one class of detained students. The two classes worked, jointly and separately, from April to June 2023.

We will explore the strengths and critical issues that emerged from the educational-didactic research project. In particular, empirical research conducted in the field through participatory classroom observations and focus groups, highlighted: 1) the possibility and value of co-design between different institutions; 2) students' perception of the transformative power of learning (Mezirow 1991); 3) students' self-perception of the value of teamwork (Wenger 1998, 2000; Mead 1934); 4) the strong involvement of students through active and participatory methodologies and through themes related to autobiography and identity, and life stories (Dewey, 1949, 1984; Mortari 2016); 5) the desire expressed by both classes for more durable paths; 6) the need for specific training of teachers, in particular on the forms of active involvement of students, also to mutually restore the sense of the process that took place in the two classes.

Inclusion Beyond the Conflict: Perspectives on Inclusive Education in the East-Jerusalem Conflict

Arianna Taddei (University of Macerata, Italy) · Tommaso Santilli (University of Macerata, Italy) · Samah Halwany (University of Macerata, Italy)

inclusive education, conflict, palestine, democracy

This article aims at reflecting upon the importance of promoting inclusive education paradigms to foster democratic processes in contexts affected by protracted conflict. When questioning the meaning of borders, one might consider how a border has the potential to produce alterity from equity, otherness from belonging, difference from similarity. With reference to the Israeli-Palestinian conflict, physical borders act as an architecture of restricting confinements that increase social injustice and alter the Palestinian community's everyday life, posing critical barriers to the achievement of inclusion in educational contexts within the areas of East Jerusalem and West Bank (Taddei & Pacetti, 2018). The dynamics of occupying powers and the limitations of freedoms draw concerns towards the possible creation of a democratic school. Indeed, conflict-affected areas see a constant disruption of teaching and learning opportunities that often spirals into systematic violence, turning the oppressed into oppressor and propagating exclusion (Shah et al., 2020; Taddei, 2010). In these challenging scenarios, education represents a viable trajectory to transcend physical and cultural borders, acting as a driver for social change that can promote equality, civic participation, and democracy (Taddei, 2021; INEE, 2018; Taddei, 2010). Accordingly, University of Macerata worked in a joint effort with Al-Quds University (Palestine), with the aim of promoting new pedagogical strategies to foster inclusion and democracy within conflict-affected contexts. An intercultural scientific dialogue was initiated between the two institutions to co-design educational pathways that can foster the formation of teachers and students according to inclusive education paradigms. By interviewing Al-Quds University Professors and involving them in the definition and development of a training program structured in modules for future teachers, the fundamentals of inclusion were adapted in light of the Palestinian context in a shared pedagogical action. As a result, the promotion of democratic participation processes in education can offer new frameworks for Palestinian schools, in the co-creation of a sustainable, contextualized and valuable perspective for education. Such trajectories appear to be relevant reflections when considering the dynamic relationship between borders of different nature and substantive equality, especially with reference to inclusive education. This approach aligns with the UN Convention on the Rights of Persons with Disability (2006), emphasizing how the right to education must be safeguarded and ensured for all people throughout the creation of an inclusive education system at all levels. In this sense, an inclusive school aims at crossing and reducing the physical and conceptual barriers that impede students' full participation, welcoming their diversity as a unique resource for the learning environment. Increasing accessibility, ensuring individualization and personalisation processes, as well as fostering empowerment are strategies that can be pursued to this end (UNESCO, 2020). In the challenging interstices between physical constraints and conceptual thresholds, this paper illustrates a co-design experience aimed at the development of inclusive educational frameworks within the Palestinian context. In this sense, this contribution will discuss the concept of an inclusive school to go beyond physical, conceptual, and intercultural borders, promoting a democratic society for future generations.

STREAM C.
Neoliberalism in/and Education

C.01. Adult learning and education for a socially just society: appraising policy and practice

Health Promotion and Co-planning of an Affectivity and Sexuality Education Laboratory with Adults with Intellectual Disabilities, Parents and Social Workers

Gabriele Buono (Cooperativa Spes Onlus, Italy; University of Genoa) · Carmen Ferraro (Cooperativa Spes Onlus, Italy)

sexuality, disability, health promotion, empowerment, agency

This contribution aims to propose a project for the design of an education course on affectivity and sexuality for adults with intellectual disabilities. If, on the one hand, there are international

guidelines that recognize sexuality as an inalienable right common to all people; on the other hand, it is also true that, although there is a lot of talk about the combination of sexuality and disability, in Italy there are few pedagogical practices inherent to the topic in question and contextual. At a national level, the need emerges to build and consolidate a network of transdisciplinary professionals and educational services who experiment and disseminate theories and good practices regarding affectivity and sexuality education projects in the field of disability. However, as often happens, targets of the projects are not included among the actors,

creating top-down projects. Instead, in the socio-health district of Ventimiglia, we want to use the participatory logic of health promotion, based on agency and empowerment. This project was born as part of the experience of a curricular training internship of a pedagogist training for the 1st level inter-university Master's degree in "Health promotion, community development and operational networks. Planning, management, evaluation of integrated health promotion and

salutogenesis actions" at the University of Cagliari. Therefore, it is essential to understand the perception and point of view of adults with intellectual disabilities, who are social actors who

co-participate in the construction of an affectivity and sexuality education project based on their needs. For this reason, it is necessary to actively involve other social actors: on the one hand

the family members of adults with intellectual disabilities and on the other hand social and health workers such as educators, psychologists, social workers, pedagogists and social health workers, coordinators and managers of educational services. The National Recovery and Resilience Plan (PNRR) foresees the opening of two Residential Centers for people with intellectual disabilities: the aim is to accompany parents, reference adults and social and

health workers involved in a common cultural vision with respect to the possible inherent educational needs affectivity and sexuality.

The project, which has a total duration of three years, with short-term (1 year apart) and long-term objectives, aims to encourage the active participation of: parents in order to build and strengthen the educational alliance and have a common project direction, listening to perplexities, fears and doubts through participatory methods aimed at problematization (Focus Group, Self-Mutual Help Group and Phylosophy for Community); operators of the socio-health team of the Ventimiglia district, to have adequate knowledge relating to the themes of affectivity and sexuality and build practical and planning skills, using needs analysis, monitoring and ex post evaluation tools available from international scientific literature; people with intellectual disabilities for a bottom-up planning vision, involving them starting from the definition of needs and objectives

up to the co-construction of the units of the sexuality education path through participatory and laboratory methodologies, in order to expand and disseminate experiences and evidence with social actors and bodies from neighboring districts.

C.01. Adult learning and education for a socially just society: appraising policy and practice

Adult Learning Policies in Europe in the Face of the Dual Economic and Political Crisis

Sandra D'Agostino (INAPP, Italy) · Silvia Vaccaro (INAPP, Italy)

adult education, adult learning, policy, social justice, territorial gaps

The crisis that Europe is going through, which concerns the development model, but which is also a crisis of democracies, shows a series of particularly demanding criticalities requiring decisive action on adult education, to encourage the reduction of economic and social inequalities and promote social cohesion and democratic coexistence. The translation of this objective into policies encounters several obstacles, not least the difficulty of agreeing on strategies to avoid burdening all costs on the public budget.

In a recent study, D'Agostino and Vaccaro (2023) have analyzed the evolutionary trajectories of adult learning policies in France, Germany and England in the last two decades, investigating how they have been restructuring in response to the challenges posed by global mega-trends and economic and social crises. In recent years these trajectories seem to be oriented more decisively towards the support of adult education and training, with an increasing activism of public bodies in promoting larger-scale initiatives, mostly concentrating financial resources on the most vulnerable workers and those who are most at risk of losing their job due to innovation. The French experience of Individual Training Account remains unique in EU, but the awareness of the importance of a universalistic model, based on the affirmation of an individual right to training, is gaining ground in other countries, as a driving factor to nurture a lifelong-learning oriented culture as well as a catalyst for implementing a plurality of interventions to adapt the education and training offer to the different needs of adults.

The study highlights that inequalities in access to learning opportunities persist, adding to those existing in the labor market, and are all the more dangerous in times when economic and social gaps are widening across Europe. The fight against these inequalities – especially in the participation of weakest adults in learning initiatives – requires the enhancement of the individual dimension of the learning, without forgetting the relevance of the collective sphere in supporting or denying the right to education and training. In this sense it seems important to recognize the centrality of the individual as well as the community and institutions, which are responsible, through adequate public policies, for removing the obstacles that can prevent people from freely and consciously accessing education and training.

Recently, Italy has shown a renewed public activism in the adult education and training sector, with the establishment of the New Skills Fund, the approval of the National plan for adult skills and the launch of the GOL project funded by the NRRP. However, these interventions seem to respond more to specific objectives and targets, and do not define a single strategy for all, with a universalistic approach. Likewise, the need to establish a single venue of governance, involving all institutions acting in the arena of adult education and training at different levels remains unanswered. This venue could be the lieu for designing interventions and tailoring them to the specific needs of people and territories, with the aim of contributing to the reduction of inequalities and territorial gaps.

C.01. Adult learning and education for a socially just society: appraising policy and practice

The Erasmus+ Programme (2018-2022) in Portugal: Promoting social Justice?

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adult education, european agenda for adult learning, erasmus+, portugal, social justice

This paper examines the impact of the Erasmus+ programme on adult learning and education in social justice and soxial inclusion in Portugal.

The discussion on adult learning and education policies at the European Union has stressed lifelong learning guidelines, aims relating to economic purposes and the social dimension of adult learning and education as a social and employment policy issue (Lima & Guimarães, 2011; Rasmussen, 2014; Mikulec, 2018; Holford & Milana, 2023). However, few research has been developed on Erasmus+ Adult Education and fewer are directed to describe and debate (non-formal) adult learning and education practices deriving from projects funded and their impact on the meso level (in terms of organisational issues) and micro level (in what concerns staff and learners) (Guilherme, 2022; Vieira & Silva, 2020).

Social justice and in specific social inclusion have been a policy concepts in which several policies are based on. Social incluision was at first related to the enhancement of participation of disabled persons through educational initiatives. Later policies enlarged their scope, including very different domains. Social inclusion became a significant arenas for the promotion of social justice.

Adult learning and education have over the last decades been active in these domains. In many practices developed promoting social justice by fighting social exclusion has been a significant goal as well as to support the (economic, social, cultural, civic, ecological and political) participation of vulnerable individuals and groups in society . These practices can be linked to different theoretical approaches (Morrow & Torres, 1995; Schreiber-Barsch, 2018).

However, the debate on social justice and social inclusion needs to be reassessed, in particular when it comes to the humanistic, emancipatory and democratic character of social inclusion programs, such as the Erasmus+.

After a request made by the Portuguese national agency of Erasmus+, the impact of Erasmus+ (2018-2022) in portugal is analysed at the meso level pf funded organisations and at the micro level of adult learners and educators. The analysis at the meso and micro levels are linked to the macro level of lifelong learning policies and guidelines of the European Union and their impact on national level, namely in Portugal.

Data were collected from a quantitative online survey to organisations funded. Qualitative data were also collected deriving from semi structured interviews with organisation-responsible staff, adult learning and education staff and adult learners. Document analysis of existing sources (database of Erasmus+ project results, final participant and project reports provided by the National Agency) was also considered (Creswell & Creswell, 2018).

This study started in September 2023 and is in progress. However, data collected up until now allows the debate on (1) organisations involved in non-formal adult learning and education funded by the Erasmus+ program (2018-2022); (2) main topics addressed by these organisations; (3) knowledge and competencies developed by adult learning and education staff and adult learners; (4) characteristics of the adults involved in the different projects activities . The interpetation of data will be made following theoretical debates on social justice and social inclusion.

C.01. Adult learning and education for a socially just society: appraising policy and practice

Is Social Justice Associated With Social Cohesion: The Case of Adult Education Participation in a European Perspective

Petya Ilieva-Trichkova (IPS-BAS, Bulgaria) · Pepka Boyadjieva (IPS-BAS, Bulgaria)

social justice, social cohesion, adult education participation, european perspective

Despite some valuable studies (Williams, 2011; Riddell et al., 2012; Francois, 2014; Tuckett, 2015; Boyadjieva & Ilieva-Trichkova 2017, 2020; Wildemeersch et al., 2023), the social justice implications related to adult education have still not been systematically or thoroughly discussed. That is why, albeit acknowledging the growing interest towards social justice in adult education, some authors point out that there is continuing uncertainty about the manifestations of social justice in the field of adult education (Johnson-Bailey et al. 2010). In addition, the research on adult education from social justice perspectives focuses mainly on social inclusion/exclusion through adult education and different individual factors, influencing it, such as class, gender, age, race and disability (Wildemeersch et al., 2023; Merrill & Fejes, 2019).

In turn, there is also a substantial body of literature which focuses on social cohesion (Chan & Chan, 2006; Schiefer & van der Noll, 2017; Leininger et al., 2021). The present paper makes an original attempt to adopt a macro perspective and explore the relationship between social justice in adult education and social cohesion.

Theoretically, the analysis is based on understanding of both social justice in adult education and social cohesion as multidimensional phenomena. More concretely, social cohesion is defined as the state of interactions among members of society as revealed by a set of dominant attitudes and acts such as trust, connections and engagement with others, activism in favour of society, and sense of belonging. Regarding social justice, the paper defines different dimensions of social justice in adult education and focuses on equity as capturing inequalities in adult education participation caused by adults' level of educational attainment.

Empirically, our study is made up of country-level data drawn from the official statistics and the European Social Survey (ESS Round 10, 2020). Using available data for 22 European countries, we have calculated three indexes: equity index for adult education, index of equality of participation in adult education and social cohesion index.

The index of equality of participation is calculated as the ratio between the predicted probabilities of participating in adult education for people aged 25–64 with low and medium-level educational degrees and those of adults (25–64) with higher education, multiplied by 100.

The equity index for adult education represents the ratio between the percentage of all people aged 25 to 64 years possessing higher education degrees in a given country and the percentage of all adults with higher education among those who participated in adult education in the previous 12 months.

The social cohesion index is comprised of 14 indicators grouped in the following dimensions: trust, social activism, connection and engagement to others, and sense of belonging.

By using correlation analysis, our preliminary results reveal a positive relationship between social justice in adult education participation and the overall index of social cohesion and some of its dimensions. Thus, the paper turns attention to the role of adult education for the development of society beyond its economic growth and to the need for developing policies which acknowledge and stimulate this contribution.

C.01. Adult learning and education for a socially just society: appraising policy and practice

The Impact Of The Erasmus+ Programme On Adult Education In Slovenia From Equality Perspective

Borut Mikulec (University of Ljubljana, Faculty of Arts, Slovenia)

adult education, equality, european agenda for adult learning, erasmus+, slovenia

This paper examines the impact of the Erasmus+ programme on the adult education (AE) system in Slovenia, its organisations, the professional development of adult educators, and on adult learners participating in Erasmus+ mobility exchanges from equality perspective. Majority of scholars emphasised that the European Union (EU) strengthened primarily economic, instrumental, and vocational perspective on AE (e.g., Rasmussen, 2014; Mikulec, 2018; Holford & Milana, 2023), although with present concern for social inclusion as well (Holford & Milana, 2023; Wildemeersch et al., 2023). However, there is a lack of research addressing the Erasmus+ programme, "an EU flagship policy" (European Parliament, 2023), in the field of AE, its conceptualization addressing equality issues – i.e., non-vocational AE, which aims to promote solidarity, equity and inclusion, diversity, tolerance, intercultural awareness, democratic participation by providing learning opportunities for (disadvantaged groups of) learners and institutional development of AE providers (European Commission, 2018, 2023) – and its impact (through funding) on AE in Member States. Therefore, we explore what might be considered "a non-vocational Cedefop" (Holford, 2016) EU AE and its impact Slovenia.

Theoretically, our discussion draws on studies exploring (1) European governance in AE (e.g., Field, 2018; Milana et al., 2020), as well (2) equality debate in education (Lynch & Lodge, 2002). (1) The EU as intergovernmental organisation promote certain discourses of AE and stimulate policy transfer. Although AE's policies do not have legal implications for member states, they are exercised and supported through "soft law", various governance mechanisms, and policy instruments (Milana & Klatt, 2020). These include various funding programmes (e.g., Erasmus+; see CEU, 2021), which can be understood as the EU's most effective instrument for policy transfer to European countries (Mikulec, 2021; cf. Jakobi, 2012; Portnoi, 2016). (2) As shown by Lynch and Lodge (2002), inequality in (adult) education and achieving greater social justice in AE is related to addressing "3Rs" issues: redistribution (inequalities arising from socio-economic distribution of goods and resources), recognition (inequalities arising from status differentiations) and representation (inequalities arising from power relations).

The impact of Erasmus+ from equality perspective is analysed at three levels: macro (policy, funding, governance), meso (curricula, professional staff development, quality assurance) and micro (basic skills of learners, learning opportunities and self-confidence). We use mixed methods research (Creswell & Creswell, 2018) that includes both quantitative and qualitative data. Quantitative data, targeting all AE organisations involved in Erasmus+ learning mobility (KA1) and partnership (KA2) projects during 2018-2023, were collected through online survey. Qualitative data were collected through: (1) document analysis of existing sources (database of Erasmus+ project results); (2) 5 focus group interviews with selected AE organisations involved in Erasmus+; (3) 12 interviews with adult learners involved in mobility exchange; and (4) 4 interviews with decision-makers.

This work is in progress, but we anticipate that it will contribute to knowledge creation by highlighting (1) the key organisations that provide nonvocational AE; (2) knowledge acquired by professionals and learners; (3) capacity development of AE organisations; (4) policy development and change; and (5) contribution of Erasmus+ towards fulfilling "3Rs" and challenging inequality.

C.01. Adult learning and education for a socially just society: appraising policy and practice

Changes towards social inclusion? The institutional trajectory of the Italian Adult Learning System and its inclusion potential

Marcella Milana (University of Verona, Italy) · Margherita Bussi (University of Louvain, Belgium)

adult education, learning system, historical institutionalism, social inclusion, italy

This contribution will provide an in-depth examination of the Italian Adult Learning System (ALS) with the double aim of mapping its current features and examining, retrospectively, its development over three decades (1990s-2020s). Further, it also attempts to evaluate whether and how such an institutional trajectory has modified the inclusiveness of the Italian ALS.

Drawing on the analytical framework by Desjardins (2017, 2023a) and Desjardins & Ioannidou (2020), we conceptualise the Italian ALS as comprising multiple public and private stakeholders handling the schooling of adults, adult vocational training, and continuing education. The system is regulated by a plurality of policy measures initiated at the country level or supported by European cooperation, often in the framework of education, immigration, and active labour market policies. The system's underlying structures include the required coordination among the national, regional and local levels of government, according to the cooperative regionalism principle (since the 1980s) and the subsidiarity principle (since 2001). All these elements working together support the availability of organised learning opportunities, of a formal and non-formal nature, for the adult population residing in Italy to increase their general and vocational knowledge and skills.

Against this backdrop, we will first map how the Italian ALS looks like in 2024 by considering the type of provision and providers (supply side) it encompasses, which are the coordinating institutions and key stakeholders – e.g., state/regional/local governments, social partners, enterprises, and the policy measures regulating their interactions. Then, by adopting a historical institutionalism perspective (Thelen, 2004), we will reconstruct the sequencing in the development of the present system, with its unique paths of institutional building over time, its path-dependency dynamics that brought about continuity and events that might have caused discontinuity. Finally, we evaluate the social inclusion potential of the Italian ALS by extending the analysis of the social dimension of the skill formation systems.

From Durazzi & Geyer (2022), we borrow the idea that policy measures can be assessed along two dimensions: whether they extend participation (degree of selectivity) and reduce the gap between formal and informal/non-formal qualifications.

We rely on the available literature and secondary (public) data to perform our analyses, which are still ongoing; thus, it is not possible to share preliminary results at this stage.

C.01. Adult learning and education for a socially just society: appraising policy and practice

Democratic Education? Learner Voice and Adult Education in Ireland

Thomas Murray (AONTAS, Ireland) · Aisling Meyler (AONTAS, Ireland)

learner voice, participation, democracy, further education and training, ireland

In the context of rapid economic, social, and demographic change, fostering democracy and social justice in adult education is a prerequisite for adaptability, social cohesion, and human development. Emergent from the democratic and egalitarian norms of adult and community education, Learner Voice foregrounds and supports vital forms of student dialogue and recognition (Fleming, 2021). In the following paper, we examine the democratic potential of Learner Voice through the lens of a single case study: the National Further Education and Training (FET) Learner Forum (NFLF) of Ireland.

AONTAS, Ireland's National Adult Learning Organisation, is responsible for the NFLF (Dowdall, Sheerin, and O'Reilly, 2019). AONTAS works in partnership with 16 Education and Training Boards to host regional forum events and to document Learner Voice in both regional and national reports. Forum events bring together adult learners from across Ireland to ask their views on their FET experience. The purpose of the Forum is to ensure that FET meets the needs of adult learners today and continues to do so in future.

The paper reflects on the social justice and democracy dimensions of the NFLF. It explores the potential for Learner Voice to inform the appraisal of FET policy and practice in Ireland and highlights the practical challenges associated with nonparticipation, tokenism, and meaningful participation. In doing so, the paper draws on diverse, interdisciplinary scholarship in the fields of transformative student voice (Fielding, 2004), citizen participation (Arnstein, 1969), and participatory social policy (Beresford, 2016). By way of conclusion, we highlight the emergence of Learner Councils in FET provision as a recent, hopeful development, one which underlines a latent possibility of enhanced forms of student participation in decision-making about their education and society.

C.01. Adult learning and education for a socially just society: appraising policy and practice

Abilitating Digital Learning to Innovate VET and Adult Education: Field Practices Supporting Policy Implementation

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vet, adult education, digital learning, competences, training model

While the pandemic exposed the shortcomings that needed to be tackled to successfully integrate digital technologies in training systems, the past 4 years have rapidly started to define policies supporting the introduction of digital technologies in education. Among the declared priorities of the Marrakesh Framework for Action is the promotion of equal access of all learners, including older adults, to learning in digital environments. Technology is introducing important changes in the ways in which adults learn and are taught, as well as in the competences and skills needed. The crucial link relies in the professional educators and facilitators being capable of designing the digital learning experience. Specifically considering Adult Education and vocational training experiences (as stressed in the new Digital Education Action Plan 2021-2027) there is a need to foster innovation by strengthening the capacity of VET providers to deliver inclusive and high-quality digital education. Indeed, as reported in the Council's European Agenda on adult learning (CEU, 2021) there is the need to "Raise the occupational status of and support the professionalisation of adult educators and trainers [...] by supporting the use of innovative approaches (such as blended, online, distance, hybrid, etc.) and resources (ICT infrastructure and equipment)". DigCompEdu (2017) represents an important tool supporting educators in promoting digital literacy, fostering innovative teaching practices, facilitating access to digital resources, and ensuring the integration of technology in educational systems, yet is not sufficient, especially addressing adult education and VET institutions. Further Guidelines and supporting schemes for professionals and educators working in the adult sector are needed: a new approach to teaching and facilitating adult education and VET experiences can leverage continuous and adult education allowing to be aligned with the potential of the digital transformation. Besides acknowledging that technology mat be a powerful facilitator and a catalyst of individual learning, thus allowing progress in education and individual opportunities, the lack to effectively grasping the potential of digital education may create new barriers, widen existing social divides and create new ones. It is thus important that it is addressed not only in compulsory educational systems. The authors present the results of the Erasmus+ Agile-2-Vet project, which evolves the existing tools of DigCompEdu with additional resources and training mechanisms to embed technology in all phases of training design, implementation, delivery and evaluation. Agile2Vet is an example calling for the collaboration between training institutions and companies providing digital technology, along with experts in educational and pedagogical practices, to structure training design models that can be used in the context of professional distance/online training, primarily aimed at adults and workers, useful for the development of innovative training proposals in digital format. Through the creation of a common Training Model for adult educators and facilitators, AGILE allows the acquisition of competences and skills by trainers, tutors, training designers and VET staff in general, on new approaches of digital learning and training, with innovative and practical methodologies. The project findings and outcomes represent a cross country analysis considering the situation in Italy/ Spain/ Germany and Ireland.

C.01. Adult learning and education for a socially just society: appraising policy and practice

Skills Development for Social Justice?: A Critical Reading of Adult Education Policies in the European and the Greek Context

Eleni Prokou (Panteion University of Social and Political Sciences, Hellenic Open University) · Giorgos Koulaouzides (Hellenic Open University)

adult education policies, skills, individualization, europe, greece

The shift in adult education policies in the European Union towards serving the needs of the labour market is an unpleasant reality. In this context, and with the support of research bodies (e.g. CEDEFOP) policy tools have been developed (e.g. EQF, microcredentials) that have highlighted vocational skills as the most important contribution of adult education to social well-being (Prokou, 2018). At the same time, the economic function of "lifelong learning" became dominant not only because of the emphasis placed on employability, but also because the responsibility shifted from the state to the private sector. With the retreat of policies that supported the idea of the welfare state, individuals were encouraged to develop their skills on their own responsibility and often at their own expense, minimizing both organizational and financial public costs (Prokou, 2020). Consequently, the role of the state in ensuring social equality outcomes was reduced to a form of supervision towards the unspecified goal of achieving a "learning society". However, it has been overlooked that it is in social welfare schemes that more opportunities are given to participate in adult education, while structural inequalities may persist in the labour market despite people having highly developed skills (Prokou, 2018).

The emphasis on vocational accreditation of learning meant that the responsibility for learning and the integration into employment rested with the individual. In addition, the focus on certification policies with employability at its core, led to a decline in interest in the objectives of social inclusion, active citizenship, critical thinking, and personal development (Koulaouzides, 2017). The development of competences linked to the function of democratic societies, social solidarity, tolerance, and cultural tolerance have been marginalised and with them the traditions and institutions of popular education in many countries in Europe (Koulaouzides & Romano, 2022). In the context of our presentation, we will discuss the above, highlighting in particular the landscape of adult education in Greece where nowadays the vocationalization of adult education has almost completely prevailed, pulverizing a long-standing tradition of popular education policies that operated with wide social acceptance and recognition.

C.02. Affirming social justice in education? Post-critical vistas

Mingling and Resonance. Education as Guarding the World

Paolo Bonafede (Università degli studi di Trento, Italy) · Federico Rovea (Istituto Universitario Sophia, Italy)

resonance, mingling, post-critical, serres, rosa

"The constitution of prejudice and structural inequality is different now than it was when such theories proposed radical contestation to the status quo – and achieved huge shifts" (Hodgson et al., 2017, p. 80). This encapsulates one of the core tenets of 'post-critical' pedagogy, which asserts the need for novel approaches to addressing injustice in education. How can we conceive the educational urge to work for a more equitable society outside the critical paradigm?Fundamental critical educators such as Paulo Freire (1970) and bell hooks (1994) based their proposal on the question of teaching to change the world and society. According to this tradition, education should be about teaching how to modify socially unjust situations and worldviews. Our aim in this paper is to contribute to a rethinking of the role of education in building a more just society. We propose to do so outside the paradigm of changing the world, guided by the idea that education today should focus on guarding the world. To do so, we will rely on the interaction of two different concepts: Michel Serres's idea of 'mingling' with the world on one side, and Hartmut Rosa's concept of 'resonance' on the other. According to Serres (1985; 1991), the very act of knowing does not rely on an observation of reality or on a form of appropriation of information – as western society traditionally implies – but on a 'mingling' with the world instead. Mingling involves a bodily exchange with the world, wherein neither the learner nor the world remains unchanged. Through this term, Serres encapsulates an ecological approach to knowledge, proposing a just relationship with the surrounding world as the foundation of knowledge. In a debate with the critical French theory of the seventies (see Serres 1994), Serres attempted to outline a different possibility for affirming the centrality of justice without adopting a critical stance. On the other side, with the term 'resonance' Rosa (2016) explores subjective relationships with the world, emphasizing how the educational experience is a process of living, reciprocal interaction between the individual and the world. The concept of resonance emphasizes the relationship between the individual and the surrounding world, considering this relationship as bi-directional (mutually transforming) and marked by a responsive relationship (not an echo, but two active poles). It delineates a specific manner in which individuals and the world engage in a relationship, ultimately shaping each other's form. Rosa's resonance theory offers a glimpse into how people construct connections of meaning between self and the world, reflecting on the quality of experience and living. In this sense, it fits into the perspective of a continuity between life and learning experiences, combining inner, social and ecological dimensions and offering a response that is not a priori, but grounded in the terrain of experience. We will build on these concepts in order to affirm a possible post critical approach to justice, generally conceived as a just relationship with the surrounding world.

C.02. Affirming social justice in education? Post-critical vistas

Exploring the Social (in)justice of Educational Assemblages

Paolo Landri (CNR IRPPS, Italy)

post-critical, sociology, social justice

Historically, the core of the sociology of education has been and remains the understanding of the production and (re)production of inequality (Gewirtz and Cribb, 2009, Ball 2008)). As a knowledge program, sociology shares some basic assumptions of modern education: the logic of salvation, redemption, and a commitment to social justice. By criticizing the model of 'homo oeconomicus', the sociology of education is interested in promoting the principle of equality that appears as a compelling societal demand to which subordinate education as a practice. Therefore, the exercise of sociological critique has traditionally been to unmask the rhetoric of the equality of opportunity to identify the basic social mechanisms of the reproduction of inequality behind the scenes. While this exercise has often been (and is) sound, it risks producing disengagement and hate for the world. It spreads a logic of suspicion towards education, considered fiction, a deceiving spectacle. Drawing on a post-critical view (Hodgson, Vlieghe, and Zamoiski 2017) implies a reframing of the sociology of education, one in which the nexus of education and social justice is enacted differently. Such reframing occurs in socio-material education studies (T. Fenwick e Edwards 2019; Tara Fenwick e Edwards 2010; Gorur et al. 2019; Landri e Gorur 2022). Socio-material studies explore education as world-making, that is, as a (re)assemblage of people, technologies, and things. In this world-making activity, social (in)justice becomes an emergent quality of the educational assemblages. Whereas in classical sociological accounts, social (in)justice is transcendent in socio-material studies, social (in)justice it is immanent in education. In this frame, the sociology of education is invited to illustrate the situated and material conditions of educational assemblages responsible, at the same time, for social (in)justice.

To illustrate how sociomaterial studies draw attention to the situated enactment of social (in)justice in educational assemblages, the paper will present a brief case study on 'Unica', a platform of the Italian Ministry of Education. Adding to the critical investigations of the digital education platform (Decuypere, Grimaldi, e Landri 2021), the case study illustrates how social (in)justice is seen not as something external – but as a quality of educational assemblages. The paper will conclude by considering how the post-critical sociology of education does not consider social (in)justice at the start of the investigation or as a distant future to be reached as an effect of the foreseen transformation of education that reproduces and legitimises the very discourse of inequality (like as being argued by following Ranciere) (Simons e Masschelein 2010). In so doing, this sociology is rather interested in seeing how humans and nonhumans participate in the (re)production of social (in)justice by paying particular attention to the role of knowledge and academic disciplines in performing and supporting inclusion/exclusion in educational assemblages.

C.02. Affirming social justice in education? Post-critical vistas

Justice in the Perspective of Postcritical Theory of Education. A Critical Argument

Astrid Meczkowska-Christiansen (Polish Naval Academy, Poland)

justice, education, postcritical pedagogy, ethics

The argument I intend to present explores the conditions of possibility for the inclusion of the category of justice into postcritical educational theories.

By analysing the way in which the category of 'justice' functions in postcritical theories of education (Hodgson, Vlieghe, Zamojski 2018), one can come to the conviction that this way of theorizing education radically erase this category from its own field. The arguments used by the proponents of postcritical education theory in this regard tend to equate the notion of justice with emancipatory ideas, the concept of social equality, and politics per se. The latter, in turn, seems to be treated as a denial of the 'proper' nature of education as disinterested love of the world (Vlieghe, Zamojski 2020).

I see the proposal to erase the category of justice from educational discourse as a 'methodological provisional'. It marks the inside and outside of a dynamically constructed theoretical field of post-critical education theory and at the same time is a gesture of a radical transgression of the dominance of critical pedagogy in the landscape of education studies in the late modern era. I also see inspiration here from the concept of Hannah Arendt (1953), who opposes education to politics and advocates the defense of education against politics.

Nevertheless, I find it difficult to accept that the category of justice, as deeply rooted in the humanist tradition, seems not fairly represented in the field of post-critical education theory. The essential context for its understanding seems to me not so much politics (Weber 1965) or police (Ranciere 1999) but ethics – as I will try to justify, inter alia, with reference to the Aristotelian concept of universal justice (Aristotele 2002) where justice is about What We Owe to Each Other (Scanlon 1988). Such a concept – which denotes 'justice' as relation to others and relation to our common world – seems to be scattered across Hannah Arendt writings (even if she did not provide a systematic theory of justice). In the context of Arendt's writing, the ideal of justice is linked to such concepts as: human plurality and equality, freedom, action in the public sphere, and predominantly, responsibility and love for the common world. Therefore, the idea of justice can be seen as the very source of a postcritical conception of education. I intend to substantiate this claim drawing mostly on Hannah Arendt's concept of education as implied by love and responsibility for the world (Arendt 1993) and her concept of natality in its relation to the freedom of spontaneity, as pre-political possibility of political freedom (Arendt 1993, 2005). I will also refer to Jacques Rancière's (1999) perspective on the teacher-student relationship that promotes the idea of intellectual equality as well as Alan Badiou's (2012, 2015) stand for ethical engagement within educational practices.

My final reflections attempt to mediate between the ethical perspective on justice in education and the prospect of post-critical education which will also imply some moments of contradiction and disagreement.

Radicalization and Post Critical Perspective

Claudio Melacarne (University of Siena, Italy)

post-critcal pedagogy, radicalization, educational theory, prevention

This proposal aims to discuss what contribution the Post-Critical Pedagogy manifesto can offer to the interpretation of radicalization phenomena. In particular, we will reflect on how a post-critical pedagogy can suggest the use of research languages and postures capable of orienting prevention practices of radicalization phenomena (Schmid, 2013) that lead to violence. In the manifesto of post-critical pedagogy (Hodgson, Vlieghe, Zamojski, 2020) the positions of the scholars interested in launching the post-critical challenge appear clear: transition from procedural normativeness to principled normativeness (there are principles to defend!); the affirmation of pedagogical hermeneutics (the construction of a relational space is a possibility to be built, neither an 'a priori' nor a principle far from the here and now); affirmation of a pedagogy 'beyond criticism'. In particular, the idea espoused in this proposal is to see how the construct of 'radicalization' (Fabbri, Melacarne, 2023; Sabic El Rayess, Marsick, 2021) is often defined as external and outside a educational framework, in this sense losing along the way a fundamental question about the principles which orient 'radical thought', whether there is an education to and about 'radical thought' but above all how to read 'radical thought' and with what criteria of discrimination. What seems promising to us in a post-critical perspective is the challenge of getting back in touch with radical thought, with the positivity or negativity of the principles that fuel it, considering these phenomena as expressions of a world that must not only be 'corrected' or 'punished', or which must be revealed (critical pedagogy) (Latour, 2004). According to this approach, radicalization must not be deconstructed and broken down to be evaluated and understood within standards (Caramellino, Melacarne, Ducol, 2020). The most relevant question posed by the post-critical perspective, however, is the following. Education that deals with 'de-radicalization' or 'prevention' is based on the idea that there is nothing to save in the processes that generate these phenomena. It is an education in opposition to something that must be corrected, external, to be criticized in order to 'fight'. The post-critical perspective, paradoxically, would still invite us to take into consideration a perspective that is more open to considering what is positive about the radical process, even if only in some of its forms. A non-secondary solicitation concerns the question that post-critical pedagogy raises regarding the value of principles. It is a classic and interesting short circuit if thought about in the context of the debate on radicalization and social justice. Trust and hope in the present and in emerging phenomena push us to also open up to the study of radicalization phenomena which, although not manifesting themselves as aligned with an idea of normative or socially shared social justice, may incorporate hope of positive change. In our opinion, the post-critical perspective can help us to re-read the theories and methodologies for preventing radicalization processes within a more authentic and self-directed educational perspective.

Cultivating Epistemic Virtue and Justice Through a Pedagogy of 'Dwelling'

Aline Nardo (University of Edinburgh, United Kingdom)

epistemic injustice, epistemic virtue, dwelling, poetry

First coined by Miranda Fricker (2007), the term 'epistemic injustice' refers to both the problem of an individual failing to receive equal recognition as a 'knower' (testimonial injustice) and the lack of "collective interpretative resources" (1) to make sense of certain social experiences (hermeneutic injustice). Epistemic injustice is a form of discrimination from which many "secondary wrongs" (Fricker 2017), such as marginalisation, follow.

The implications of epistemic injustice have been discussed widely in the context of formal education, Remediating epistemic injustice in education is one of the key tenets of UNESCO's report on the future of education (2021).

Fricker (2007) suggest that the hearer has a responsibility to cultivate epistemic virtues that counter prejudice towards individuals as epistemic subjects and allow diverse groups to contribute equally to the production of knowledge. One could argue that the task of education is to cultivate these epistemic virtues in students, for example by explicitly addressing the issue of epistemic injustice and offering counter-strategies. While I am not necessarily against such practices, here I am interested in exploring an educational philosophy that embodies epistemic virtue at a deeper level. Embracing a post-critical approach, rather than discussing the manifold ways in which education perpetrates epistemic injustice, or constructing a view of education as a means to combat epistemic injustice, I seek to consider what a pedagogy might look like that is not oriented toward remediation, but is fundamentally oriented towards the recognition of the other and their authentic being. Specifically, I will discuss a pedagogy centred around the Heideggerian notion of 'dwelling'.

Dwelling describes a particular way of being in the world by partaking in its preservation and further construction. Importantly, construction that contributes to dwelling is not an imposition of predefined aims and categories; rather, it is responsive and attentive to what presents itself to us; it is a "letting dwell" (Heidegger 1971, 157), of the self and the other. Yet, dwelling is inherently precarious as the tendency to objectify the other and fit them into existing categories encroaches on our presence in the world. Forms of epistemic injustice clearly play a role here: as a lens, epistemic injustice highlights the fact prejudice and the inherently exclusionary nature of the available interpretative resources hamper openness and understanding. Cultivating dwelling in and through education, I argue, might be viewed as a genuinely educational idea and practice of epistemic justice. It foregrounds the need for radical openness to the other's distinct otherness, an attunement to the other as a being that constantly brings itself forth, and the desire to help evolve the available interpretative resources that supports one's own as well as the other's authentic 'presencing'. Heidegger calls this the poetic dimension of dwelling. Poetry, Heidegger (1971) writes, is "what first brings man onto the earth, making him belong to it, and thus brings him into dwelling." (216) As such, a pedagogy oriented towards fostering 'poetic dwelling', I argue, is a practice of epistemic justice.

C.02. Affirming social justice in education? Post-critical vistas

Principled Normativity and/or the Genesis of Values: On Critique/Post-critique, Pragmatism and Inclusion

Stefano Oliverio (University of Naples Federico II, Italy) · Matteo Santerelli (University of Bologna Alma Mater Studiorun)

inclusion, post-critical pedagogy, values, norms

In this paper, we are going to explore what a post-critical engagement with the question of inclusion—which is arguably one of the key ideas in contemporary educational debate—can look like. Our argumentation will develop at the crossroads of educational theory and philosophy, moral philosophy and sociological accounts of the "genesis of values" and the role of norms.

We will take our cue from the first principle of the Manifesto for a Post-Critical Pedagogy, which advocates "a shift from procedural normativity to principled normativity" (p. 15). To start with, we will object to the possibly unfortunate adoption of the "normativity" vocabulary by redescribing this shift in terms of a transition from the language of norms to that of values.

In this endeavour, we will build on Hans Joas's (1999) distinction between norms and values. According to Joas, norms and values represent two different orienting factors for human action. While norms have to do with obligation and the limitation of possibilities of action, values are characterized by an ideal and inspirational function. In keeping with Joas's distinction, we will argue that limiting principled normativity to norms has undesirable consequences. Specifically, this limitation contributes to the excessive role assigned to normative critique which is decried by post-critical approaches.

Against this backdrop, we will zoom in on the question of inclusion. We will address it in reference to pragmatism and we are going to suggest two possible outlooks: a critical pragmatist view of inclusion, as exemplified by some insights of José Medina (2012, 2014), and a post-critical understanding, which we will outline in reference to Joas but also—via him—to the classics of educational pragmatism.

Famously, one of the main axes of the pragmatist stance is that of smoking out and defusing the either-ors that plague philosophy. In the final part of our paper, we are going to argue that critique and post-critique should not be engaged with in terms of either-ors nor even, to adopt a phrase of Dewey (LW 13: 5), in terms of "intermediate possibilities." Rather, we have to do with a crucial distinction, which needs to be maintained in its 'oppositional' character. In other words, critique and post-critique should be taken as mutually exclusive. And, yet, we are going to preserve the pragmatist aversion to the either-or stance, by suggesting that critique and post-critique appeal to a quasi-Bohrian complementarity, which is not to be confused with any kind of Aufhebung or simple syncretism.

Towards An Affirmative Account Of Critical Capabilities Through An Education Of The Senses

Alexander Pessers (KU Leuven, Belgium)

post-critique, philosophy of education, arendt, boltanski, critical theory

The following abstract will attempt to outline an educational project which aims to affirm the capabilities of students to be open towards the world and to articulate themselves in it. We will do this by drawing on post-critical strands of both sociology and educational studies grounded in a more positive account of the world, rather than a hermeneutics of suspicion. Similarly, as Boltanski and Thévenot have done with their sociology of critique as opposed to critical sociology, the agent is again foregrounded as capable of pragmatically positioning themselves in relation to a social structure (Boltanski & Thévenot 1991; Boltanski, 2009). Agents are here capable of articulating critique themselves and don't need critical social theorist for it. Similarly, this project wishes to emphasize the capabilities of a certain set of actors, students. For this we will make reference to a new educational project which we call Education of the Senses.

Education of the senses (henceforth EoS) starts from our ontological openness towards the world and our capability to pragmatically articulate our experiences of the world. EoS wants to emphasize and cultivate these basic ontological capabilities and to make us more attentive to the world, to experience and see more of it and enable us to articulate these experiences further. For us, such a program can be related to a post-critical perspective and a profound love for the world (Hodgson et al. 2020). This because such an emphasis means to generate an openness to what the world is asking of us (Vansieleghem, 2021). EoS is about doing justice to the variety of modes of experiencing the world and our capability to use language to integrate these experiences in discourse ultimately enriching and intensifying our experiences.

This leads us back to certain themes of critical sociology. Allowing students, the time and space to articulate their individual experiences can make pervasive problems come up. More importantly, the students become conscious of these problems through firsthand experience in reflection or interaction. In this way the students are not taken to be naïve and do not have to be thought how to be emancipated, rather, the teacher allows for students to bring in their own insights which they can articulate in a spirit of openness to others. In this way students are given the opportunity to further their understanding of the phenomena happening around them, both from their own perspective and that of others. Through this, students themselves can construct common discourses which adequately capture their shared experiences or account for the disjunction between their lifeworlds.

That said, the 'goal' of an EoS is not to find some alternative means to activate critical awareness, EoS is fundamentally about a love for the world, not a way to generate even more suspicion towards it. It is rather to refer to what we believe to be an essential task of pedagogy, namely, to enrich the lifeworlds of students. In this perspective the world is seen as something intrinsically valuable which everyone should be able to meaningfully engage with.

The Promise of Social Justice through Digitalization in Education

Pia Rojahn (FernUniversität in Hagen, Germany)

digitalization, post-critical pedagogy, hannah arendt, isolation vs collectivity, educational responsibility

The digitalization of educational settings is often associated with the idea that it could enable a positive change in social justice. There is the hope that through digital tools more people could participate in (online) discussions. Obviously, the participation in the digital world is only possible for the ones that possess reliable tools to enter it. In this paper, I do not want to focus on this materialistic perspective. I rather want to address – with the help of Hannah Arendt's ideas – three other concerns in relation to the promise of social justice through digitalization in education:

Social media is confused with a public space.

The isolating experience in using digital tools stands in contrast to the collectiveness of educational settings.

Educational responsibility is lost when digital tools are in charge of education.

1) Arendt's critique of social spaces as spheres of discrimination (cf. Arendt 1959: 51ff) has some flaws but can be considered very helpful for questioning the publicness of social media platforms as well as the educational value of digital learning tools. She describes the social sphere in contrast to the public: "Society is that curious, somewhat hybrid realm between the political and the private [...]. For each time we leave the protective four walls of our private homes and cross over the threshold into the public world, we enter first, not the political realm of equality, but the social sphere" (ibid.: 51). This description seems to capture one of the most important characteristics of Social Media: its hybrid form, not being fully public nor fully private.

2) In relation to Arendt's thought, the importance of collectivity can be underlined. In her analysis of totalitarianism, she points out how important a certain kind of belongingness is in contrast to different forms of isolation (cf. Arendt 1951: 623ff). Her differentiation of loneliness, isolation and solitude can be helpful to understand the isolating experiences that are related to using digital tools. In how far, certain settings of educational interaction can be simulated in digital spaces will be another question of the paper.

3) The importance of taking over responsibility for the content that is taught by teachers is one of the key arguments of Arendt's famous essay "The Crisis in Education" (1958). This responsibility is lost when learning platforms and tools like ChatGPT are left in charge of education. Algorithms are not transparent in how they choose certain content and how they explain it. Learning platforms and their tools are blind to the conditions of their users. However, that this blindness cannot be confused with the post-critical "assumption of equality" (cf. Hodgson/Vlieghe/Zamojski 2017: 17) will be another argument of this paper.

The post-critical viewpoint will be understood as a perspective that emphasizes the relationality between people (cf. ibid.: 16). Moreover, the post-critical perspective focusses on the experience of education as an important activity in itself. The digitalization of educational settings will be analyzed as an example to understand the relation between education and social justice from a post-critical viewpoint.

Examining the Normative Assumptions of the "Inclusion Paradigm" in Education Through the Lens of Three Theories of Social Justice

Marie Verhoeven (UCLouvain _ university of Louvain, Belgium) · Amandine Bernal Gonzalez (UCLouvain _ university of Louvain, Belgium)

inclusive education, social grammar, reflexive modernity, theories of justice

Whereas the main reforms enacted in post-WWII democratisation of education were based on the principle of equality of opportunity, the semantics of inclusion have progressively shaped most international conventions on education over the past decade (Husson & Pérez, 2016; Norwich, 2014; Reverdy 2019). This model has rapidly spread throughout the world, under the impetus of international organizations such as OECD or UNESCO, reconfiguring the language used to express desirable perspectives (Boltanski & Chiapello, 1999) for education systems and organisations.

In this contribution, we aim to uncover the normative assumptions underpinning the inclusive education paradigm. In order to contribute to this panel, dedicated to "post-critical" perspectives related to education and social justice, we step away from an interpretation of the "raise of the inclusion paradigm" as simply reflecting the neoliberal agenda.

We first sustain that "inclusion" as a normative horizon for education is in line with the parameters of the social grammar of reflexive globalised societies (Beck, 2006) : it places education into a new "open" temporality", considering it as an incremental process of individual self-development; it regards individuals (learners) both through their vulnerability/risks and potential (Genard); it requests educational systems and organisations to be accessible (Ebersold) and responsive to the whole range of diverse, singular human beings. The inclusive school promotes autonomy and agency, pretending to equip them to become decision-makers and action-takers in a plural and changing world.

We then argue that, as long as it reflects the new social grammar of late modernity, the "inclusion" perspective requires new analytical lens to critically examine it in terms of social justice. To this end, we systematically explore the heuristic potential of three main social justice theories (redistribution, recognition and capability).

In our view, the two most convincing theoretical apparatus are recognition theory (Honneth, 1999, 2000, 2002), which focuses on the social conditions of self-fulfilment, and the capability approach (CA), which focuses on real freedom to carry out the life courses that are personally valued (Sen, 1992, 1993, 1999; Saito 2003; Nussbaum 2006). Both reflect the individualised and capacitating grammar of the second modernity. The recognitive perspective highlights the new claims of interpersonal respect, rights and social utility; the capability approach echoes the emphasis put on talents and potentialities and on real freedom to accomplish oneself through social participation. However, the concern for equality and the redistributive dimensions of justice (Rawls, 1971) has not deserted the education field and is still visible in this new "inclusion" approach, but has shifted in new formulations, emphasizing rights and open-ended opportunities.

These approaches can be envisaged as complementary analytical tools echoing the semantics of the inclusive education framework, but also as a useful critical apparatus for its normative assessment. Each allows to identify certain points in which extra care must be taken regarding the concrete deployment of the inclusion paradigm – particularly in its most instrumental or individualistic (de-socialised) translations. They also reveal that principles of equality of places or conditions have been progressively silenced.

Education, Democracy and Social Justice

Joris Vlieghe (KULeuven, Belgium) · Piotr Zamojski (Polish Naval Academy, Poland)

censorship, social justice, democracy, education

We start from an exemplary illustration of the intersection of education, democracy, and social justice. Quite recently one of us visited a museum in the US, noticing that one of the exhibits, detailing the period of the colonization of the Native American people's land, was removed from the exhibition with the following message:

As part of the upcoming redesign of this exhibition and ongoing collections research, we have discovered that some objects were not appropriate for display and have been removed from view for further research and consultation with indigenous communities.

In the name of social justice and the ideals of equity and political correctness, the decision had been made to censor the exhibition. Perhaps this happened out of the best of intentions and from a genuine political and pedagogical concern. But, by removing an artifact from public display, it was made impossible for visitors to think for themselves and to autonomously study the removed item.

Starting with this example, we would like to problematize the currently dominant conviction that education and democracy are principally connected to the idea(l) of social justice. It is assumed that political action as well as education are (all) about providing equity. However, when education is put at the service of this ideal it is threatened in its integrity (Biesta 2022). Following Arendt (1961), education is a matter of the existing generation welcoming and introducing the newcomers to the common world. Hence, when subordinated to the ideal of social justice, school gets burdened with tasks reserved for the sphere of politics (i.e. the interaction between adults who have the responsibility to set the world straight). Put differently, although it is just to provide education for all, one cannot achieve justice through education. Educational equality is a starting point, and not a pedagogical goal to achieve (Cf. Rancière 1991).

Moreover, although there is no democracy without equality, the essence of democratic politics is not social justice. Rather, it is about bringing a plurality of (agonistic) voices together, so that certain issues become public. Fundamentally, as Adriana Cavarero (2021) argues, democracy is a quality of human interrelations. It refers to an arrangement which allows for gathering people. When we are solely focused on justice and equity such a gathering is rendered impossible (e.g. because certain things mustn't be discussed as they're found oppressive).

The main point is that a preoccupation with social justice imperils the possibility of gathering in both the public and educational interaction. When various aspects of the world are removed/cancelled, politics is ontologically threatened since a genuine gathering around the deleted part of the world is prohibited to exist. Likewise, education is thwarted ontologically: we can no longer join together around the thing in order to explore it, research it, discuss it and make up our minds about it. Study has been jeopardized. In view of this, we propose a genuinely educational approach towards issues of social (in)justice that, instead of removing these from sight, would allow us to study them collectively.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

"All Sciences Are Equals, But Some Sciences Are More Equal Than Others:" Constructing Children's STEM Education As A Pedagogical Need

Davide Cino (Università degli Studi di Milano – Bicocca, Italy)

stem education, neoliberalism, critical pedagogy, content analysis, discourse analysis

This contribution presents a critical examination of the social construction of children's STEM education as a pedagogical need, understood as an expression of the neoliberal paradigm in education (Burman, 2011). The work is grounded on the results of a content and discourse analysis of a sample of 100 Italian online texts concerning the relationship between children and STEM education. As suggested by Chesky and Goldstein (2018), a lot of what is learned about STEM and its educational implications comes from media productions on the topic. The data analysis sought to answer two main research questions:

- What type of texts, and with what contents and characteristics, are disseminated online concerning the relationship between children and STEM education?
- What kinds of discourses are socially constructed through these texts and through what discursive strategies?

The content analysis aimed to answer the first research question by "mapping" the discursive territory with respect to the following variables, coded in a mixed inductive-deductive fashion (Saldaňa, 2012): typology of text; children's age, where reported; gender perspective, where reported; generic or explicit target of the text (e.g., parents, educators, generic reader, etc.); subject of the enunciation (i.e., institutional; popular – Benveniste, 1971); epistemic authority of the text (reference or lack thereof to scientific knowledge – Kruglanski et al., 2009).

Instead, discourse analysis has been mobilized to try to illuminate some of the discourses constructed as interpretive pedagogical categories, with attention to the rhetorical and framing strategies used (Goffman, 1974), the possible construction of social identities of the subjects these discourses speak of (Fairclough, 1995), as well as their "manifest" and "implicit" meanings (Antelmi, 2006).

Findings show the rhetorical construction of STEM education as a social and pedagogical need, within a larger social imaginary fabricated through popular as well as institutional and scientific accounts (Carter, 2017; Chesky & Wolfmeyer, 2015) becoming part of a set of taken-for-granted "pedagogical certainties" (Caronia, 2014). At an explicit level, by calling into play the role of parents, educators, and society at large, fostering children's STEM education is profiled as a highly relevant and rather imperative goal. Indeed, reference is made to the importance of guiding children's education with a future and career-oriented perspective. More subtly, benefits of STEM are enunciated, but no mention is made of any sciences other than those part of the acronym, yet failing to acknowledge the premises behind such a choice. Such an approach ratifies an epistemology according to which when speaking of "sciences" we are referring to a specific and delimited area of knowledge, which focuses only on certain epistemic objects and not others, leaving behind human and social sciences and their contribution, constructed as "less useful" compared to technical-scientific disciplines, in line with a tendency already described by Nussbaum (2011).

This work, while proposing a possible lens through which reading the phenomenon, aims to interrogate the implicit assumptions that discourses on children's STEM education come with, beyond polarized accounts, yet critically acknowledging the social, historical, cultural, and political nature of such discourses.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

An Inclusive Glance on Local Heritage: Fostering Engagement Among High School Students

Marianna Di Rosa (University of Florence, Italy) · Sara Ovidi (Convitto Nazionale Vittorio Emanuele II Cagliari, Italy) · Nicoletta Zucca (Convitto Nazionale Vittorio Emanuele II Cagliari, Italy)

cultural heritage, pcto, inclusion, international high school classroom, sardinia

More than ever today, the school institution is called upon to fulfill its specific functions in contemporary society, enabling every child and adolescent to learn how to become an active citizen. This necessitates a revolutionary shift in the school paradigm, grounded in a reformation of thought that interprets complexity in response to the dynamic transformations of society in relation to knowledge. This transformative process requires the implementation of innovative educational tools and strategies, aiming to renew the educational landscape (Morin, 2001). Educational paths, situated in both formal and informal contexts such as cultural heritage sites, cultivate students' inquiry skills, empowering them in their relationship with cultural heritage, and fostering active citizenship (Alvarez Ibis et al., 2023). This perspective aligns with the research theme rooted in the democratization processes of the second half of the 20th century in Italy, where the school institution and its openness to the territory emerge as pivotal components. Central to this endeavor is the crucial relationship between the school institution and local heritage and the community, leveraging its resources "to benefit the school in the direction of an expanded educational system" (De Bartolomeis, 1983, p. 28). This contribution explores the potential of the relationship between the school and the territory and its cultural heritage from a historical and educational background, thanks to the experience of the Pathways for Transversal Skills and Orientation (PCTO), which involved a class from the International Scientific High School with a Chinese option in Cagliari, spanning two school years. The program's output was the collaborative creation of cultural itineraries in Sardinia tailored for diverse Chinese audiences. Students actively participated in co-designing inclusive touristic tours (Biddulph, Scheyvens, 2018), reflecting deeply on the varied needs and interests of their target audience in the relationship with the territory. The curriculum covered topics ranging from effective engagement with the Chinese language and culture and Sardinian heritage to experiential tourism. The outcomes surpassed conventional learning paradigms as students not only honed their focus on the target audience but also developed an acute awareness of diverse publics and their site accessibility needs. The PCTO program emerged as a significant opportunity for students to acquire cross-disciplinary skills, bridging conventional subject boundaries (a historical issue for Italian schools, as revealed already in the 1980s, Calvani, 1986), and expanding perspectives toward potential future careers (Madera et al., 2023). Moreover, the program heightened students' sensitivity to the challenges of an inclusive and common education both within and outside the classroom. Culminating the program, students developed a tourist package in Chinese, presenting it to their peers and a committee of teachers who systematically evaluated their work. Documentation, featuring photos and student feedback, was disseminated through the school's communication channels, ensuring a wider reach and recognition of their achievements.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Pedagogies Of Social Enquiry For Democracies Of The Commons

Jean-François Dupeyron (université de Bordeaux, France)

commons, pedagogy, social enquiry, dewey, feminism

Pedagogy is not a set of techniques and practices that would have the strange ability to be deployed without ideological presuppositions or political implications. This is what models such as the very classic transmissive pedagogy and the new evidence-based education, among others, show: they give concrete form to powers that make knowledge a key to the consolidation of dominations based on class, gender, race and so on. This has been understood, in different contexts, by many educational theories and practices of social emancipation, such as critical and decolonial pedagogies (Mohanty, 1990; Tuhiwai Smith, 1999), ecopedagogies (Gadotti, 2000; Shiva, 2022), feminist and anti-racist pedagogies (bell hooks, 1994; Berth, 2019) and, even earlier, materialist, workers' and socialist pedagogies in Europe (Dupeyron, 2020). They all affirm the existence of a consubstantial link between, on the one hand, the production and dissemination of knowledge and, on the other, the construction of a social, political and economic organisation in line with the project of a social and (henceforth) ecological democracy. It is in this sense that the Zapatista schools in Mexico (Baronnet, 2019) and the popular schools within the Landless Workers Movement in Brazil are unfolding, with their ups and downs.

This is why, in addition to the necessary political reflection, the educational and school commons must not neglect the pedagogical question. We therefore propose, firstly, to recall the scope of the commons model (Dardot & Laval, 2014; De Angelis, 2022), its antagonism with neoliberalism (Dardot & Laval, 2016) and its link with materialist feminisms (Federici, 2022). Secondly, we will discuss the broad outlines of an education of the commons for a democratic school revolution (Laval & Vergne, 2021; Dupeyron, 2024), in order to present in a third movement some proposals for a plural set of pedagogies of the commons. To do this, we will try to show the topicality and proximity of the pedagogy of social enquiry (Dewey, 1933, 1995) by the public into its problems, and of bachelardian pedagogy (Bachelard, 1971). Both seem to us to be able to link up effectively with critical and emancipatory pedagogies, with a view to a structural democratisation of popular access to knowledge and power. In other words, in the project to finally give democracy the educational form that corresponds to it, as a way of life without domination or discrimination.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Patti Digitali (Digital Pacts): a Collective Approach to Digital Education

Marco Gui (University of Milano-Bicocca, Italy) · Stefania Garassini (University of Milano-Bicocca, Italy) · Marco Grollo (University of Milano-Bicocca, Italy) · Simone Lanza (University of Milano-Bicocca, Italy)

smartphones, digital education, age limits, pre-adolescence, children and media

In numerous Italian and international studies, the age at which smartphones are acquired and access to digital platforms is steadily decreasing, with the COVID-19 pandemic accelerating this trend (Rideout & Robb, 2019; Adachi et al., 2021; Picca et al., 2020). Parents appear perplexed and disoriented regarding their pre-adolescent children's autonomous access to the internet, torn between prioritizing benefits or protecting them from risks (Livingstone & Blum-Ross, 2022). This disorientation is exacerbated by the fact that experts from various disciplines provide differing, sometimes conflicting, advice on digital education (Straker et al., 2018). Pediatric societies have more clearly expressed their position on limiting screen time during developmental stages (Bozzola et al., 2019), whereas education scientists – and sometimes psychologists – seem more inclined to emphasize good digital education, regardless of arrival times and daily usage limits (Carenzio et al., 2021; Caprari, 2021). Some existing laws (such as those in Europe that prohibit independent use of online platforms under 16, in Italy under 14) appear to be disregarded by social norms and sometimes even by school system practices.

The "Digital Pacts" ("Patti Digitali") are a grassroots response to the lack of authoritative voices from educational institutions regarding fundamental educational choices concerning online child protection. Digital Agreements are local groups of parents, sometimes including schools, local institutions, and other educational entities, who collectively agree on specific issues of digital education in childhood and pre-adolescence (e.g., the age at which smartphones should be introduced, age for social media usage, digital skills development, and the relationship with school's digital demands during homework). This involves the realization of educational alliances endorsed and formalized at the local level.

With over 70 groups across Italy, Digital Pacts have seen exponential growth in the past year, signaling a strong need for community-based management of digital education among families. This presentation reflects on this experience in three directions:

- The role of grassroots collective response to "digital anomia" (Murdaca et al., 2011; Lareki et al., 2017) linked to techno-optimistic rhetoric characterizing the field of digital education;
- Digital Pacts as an innovative form of dialogue between the scientific community and the local community, particularly as an example of universities' "third mission";
- the generativity of a collective management experience of educational issues beyond the field of digitalization.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Students' Attitudes Towards Fundamental Democratic Values: The Construction of a Measurement Instrument

Lianne Hoek (University of Amsterdam, Netherlands, The)

democratic values, citizenship education, civic attitude, instrument construction

In pluriform societies, democracy is a form of government that supports the humane and structured co-living of (groups of) individuals who differ in terms of religion, culture, ethnic background, political ideas, and so on (De Winter, 2004). For democracy to persevere, it is important that citizens have an interest and active involvement in the democratic society and underscore and have knowledge of democratic values like equality, tolerance and non-discrimination (Levinson, 1999). The importance of democratic values, such as equality, non-discrimination and respecting the rule of law, for the resilience of a pluriform democracy, is underscored by the fact that they are anchored in many national constitutions and the Universal Declaration of Human Rights (UDHR) (United Nations, 1948).

Despite their importance, the acceptance and underscoring of democratic values is not a given. Or, as White (1999) puts it: 'democrats are made, not born' (p. 59). Since teaching students the competences needed to partake in a democratic society is an important goal of education (Dewey, 1923), and education is a common socialisation context shared by all young citizens (Beane, 2013), it is important that schools carry out the task of fostering these competences in students (Council of Europe, 2018).

To better understand the quality and effectiveness of education focused on promoting democratic values among students, it is important to have insight into students' citizenship competences. A standardised measurement instrument that provides insight into students' attitudes towards democratic values is meaningful to educational practice because it helps schools adjust their education to what students need and supports schools in achieving learning goals regarding fostering democratic values. Hence, this study examined to what extent a valid and reliable measurement instrument can be developed to gain insight into students' attitudes towards democratic values and what can be concluded based on this measurement.

The current study set out with a theoretical synthesis of different conceptualisations of democratic values. Most conceptualisations included (aspects of) openness towards diversity in a broad sense; human dignity and freedom; support for democratic institutions and principles, policy decisions and human rights; and communality. Based on these existing conceptualisation of democratic values, we constructed the Fundamental Democratic Values Questionnaire (FDVQ). After that, we proceeded by conducting two pilot studies (N = 302 and N = 227) and a first measurement (N = 3278) among Dutch students in grades 5 and 6 (approximately 10-12 years old), resulting in an impression of the usefulness of the instrument for empirical research and practical use by schools.

The results support the FDVQ's validity and reliability to measure students' attitudes towards democratic values. Support for democratic values among students was generally high. These insights are relevant for research and educational practice and contribute to improving the quality and effectiveness of citizenship education, which prepares today's youth to make a positive contribution to a sustainable and resilient future democracy.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Inclusion and Exclusion through Time? A Commons Perspective on Time

Sylvia Jäde (University Osnabrück, Germany) · Judith von der Heyde (Fliedner University of Applied Sciences, Germany)

child and youth work, educational spaces, ethnography, non-formal education, social work

In our contribution we focus on time as an important actor in educational commons. We discuss the crucial role of time in inclusion and exclusion processes and for the concept of the commons (Bollier & Helfrich 2019; Pechtelidis & Kioupkiolis 2020) on various levels. We draw on data from our ethnographic project 'Occupying Public Urban Space with Stunt Scooters', which is situated in the non-formal education setting of child and youth work (Eßer et al. 2023).

In social work, it is primarily adults or institutions of the adult world that use time to determine when certain opportunities are (un-)available. They determine who has access to certain areas and educational settings. Time can therefore be seen as an instrument for creating generational order. However, time is not only a powerful tool in organizing time slots. It also determines, through 'duration' and the length of membership of a group, who can occupy a powerful position within that group. Hence it is part of practices of differentiation in youth and childhood spaces. Children and young people are aware of time and its power, but they also have limited time at hand, which needs to be organized as well. Thus, time is the result of interrelated practices (Hillebrandt 2023) that have a duration, a beginning, and an end, and refer to past and future. This can be shown in our study. At the researched skate park, signs and times of use provide actors with new possibilities for action and serve as references for inclusion and exclusion. Firstly, the skateboarders, who see the right of prior use as theirs due to the duration of the use of the skate park, are given a reason to exclude scooter riders from this place. Secondly, the scooter riders are called upon to actively deal with the time regulations. After all, they themselves know that the signs are actually there to organize the activities on site. In this interplay of subjective and objective times, time is produced in practice by all those involved – social workers and user groups alike (Orlikowski & Yates 2002).

Referring to the concept of the educational commons, it is essential to examine and analyze all aspects that structure and order the practice – time being one of them. After all, the core of the educational commons is about confronting powerful structures and inequalities and render the latter ineffective. Thus, it makes sense to focus on time as a crucial actor of inequality and power relations. We advocate not underestimating time and recognizing that time practices produce inclusions and exclusions. Simultaneously, the commons perspective offers the possibility of understanding time as a common good, so that in the conception of educational spaces and educational commons, time does not become a factor of inequality. Instead, the emphasis should be on making time equally usable and available, and on reflecting on when time is powerfully 'allocated' and becomes an instrument of authority.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

The Challenges Of Commercial Digital Platforms Entering Schools

Ainara Moreno-Gonzalez (Universitat de Barcelona, Spain) · Diego Calderón-Garrido (Universitat de Barcelona, Spain) · Pablo Rivera-Vargas (Universitat de Barcelona, Spain)

digital platfoms, technological corporations, schools

Today, the use of digital technologies in schools is an undeniable fact. Following the global pandemic of Covid-19 the digitalization of this sector has been forced to accelerate, especially in terms of the entry of digital platforms into the classroom (Castañeda et al., 2020). This new contextual framework has led to the transformation of educational practices, knowledge and experiences through these tools and is known as platformisation. In this sense, this phenomenon refers to the digital restructuring experienced in society, specifically in the field of education (Poell et al., 2019; van Dijck et al., 2018). At the same time, there has been an outsourcing in the provision of these services and tools that are provided by large technological corporations (Saura et al., 2021) in exchange for, apparently, nothing, thus incorporating private companies in the education sector. The aim of this research is to explore the challenges that the privatisation of education may bring with regard to the entry of commercial digital platforms into schools . To this end, a systematic review has been carried out focusing on the concept of platformisation and the challenges it entails. The main results show, on the one hand, that those involved in education are unaware of the whereabouts and use of the data generated in schools through the use of these commercial digital platforms (Jacovkis et al., 2022). On the other hand, the use of digital platforms in education is not exempt from leaving “digital traces”, which are then used by technological companies to shape the platforms themselves (Sued, 2022).

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Conditions And Potentials For Educational Commons To Promote More Equal And Inclusive Education – A Swedish Case Study

Liselott Mariett Olsson (Malmö University, Sweden) · Robert Lecusay (Stockholm University, Sweden)

educational commons, equality, inclusion, aesthetic theories and methods, playworld/interactive performance

The purpose of this paper is to share and discuss some results from a Swedish case-study, performed within a larger HORIZON 2020 project (2021-2024), and concerning the conditions and potential of educational commons (Pechtelidis & Kioupkiolis 2020) to promote more equal and inclusive education. Several conditions decisive for this potential to be activated are identified and analysed: 1) the image of children and teachers, 2) the definition of the educational task, and 3) methods and theories used in educational practice and research. These conditions are discussed in a critical analysis of policy-documents and neoliberal modes of governance in education as well as in terms of how they were creatively activated within a Playworld/Interactive performance where children, preschool teachers, headteachers, artists and researchers explored a common research question on human beings' place in nature and culture.

The critical policy-analysis is theoretically framed by historian of ideas Michel Foucault (1975/1991) and philosopher Henri Bergson (1934/2007) in an investigation of philosophical and scientific foundations of definitions of equality and inclusion as well as subsequent subject-positions attributed to children and teachers as commoners, or not. The creative activation of the Playworld/Interactive performance is theorized as a commoning practice with support from Cultural-Historical Activity Theory (Cole & Engeström 2006). Finally, the plant neurobiologist Stefano Mancuso's work on human beings' place in nature and culture is invoked to theorise the new common goods created by children and adults in the Playworld/Interactive performance. Playworlds are a methodological approach originally developed by educational scholar Gunilla Lindqvist (1995) that focus on arrangements that motivate adult-child joint development and engagement in socio-dramatic play. In the case study it was integrated in the joint creation of a shared imaginary world loosely based on children's interests in plants and robots, and it was further supported by the methodological approach that participant artists' work with through staging extra-verbal, aesthetic and performative materials and processes to promote more equal and inclusive practices (Kollaborativet 2022).

Our results show that current policies and governance of education are driven by a three-folded reproductive, compensatory and linguistic logic. This logic gives a deficit image of children and teachers, reduces the educational task to simple transmission of knowledge and omits multimodal ways of existing and communicating in educational practices. These conditions are assessed as inefficient and even counterproductive in the promotion of equal and inclusive education. In contrast, our results from the Playworld/Interactive performance show that the potential of educational commons to promote equal and inclusive education can be activated if,

the image of children and teachers is embedded within an intergenerational search for meaning where both children and teachers are conceived as contributing commoners,

the educational task is defined as complementary and as the creation of commoning practices that include imagination, play and the creative co-construction of narratives,

methods and theoretical tools carry an aesthetic variety that promotes both sensory-perceptual experiences and individual and collective memories as well as children and adults' formulation of a common object of knowledge in the creation of new commons.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Rethinking the Relationship Between Education and Society: the Relevance of the Thought of William Kilpatrick

Manuela Laura Palma (Università Milano-Bicocca, Italy)

education, partecipation, common good

In a society in which economic logic in the hegemonic neoliberal declination (Foucault, 2002; Bazzicalupo, 2015) seem to pervade and saturate any area of political, social and educational action and thought (Borelli, 2019; Galimberti, 2018; Mancino e Rizzo, 2022;) is it possible to think and practice education that not only avoids the task of reproducing a- problematically, competitive, and individualistic system, but which takes on the task of re-establishing a participatory society inspired by the shared principle of the common good on the basis of different values, practices and methodologies? This is the question that William Kilpatrick, one of John Dewey's best-known student, proposes and develops in his text Education and Social Crisis (1932). This text was published in the United States three years after the 1929 economic crisis, and the experience of this crisis gave rise to both the proposal for a rethinking of economic reason, inspired by the principles of laissez-faire and the reflection on responsibility which, in this rethinking, can, and indeed must, be taken up by education.

The contribution will focus first on the incredible relevance of the text which is able to name and describe phenomena that have found their most acute expression in recent decades. The phenomena include themes of crisis and uncertainty (Benasayag and Schmit, 2003; Beck, 1999; Rosa, 2013), the rethinking of the experience of work and its meaning (Gorz, 1988; Negrelli, 2013; Nicoli, 2015; Coin, 2023), the role of the school and the teachers position regarding social context (Biesta, 2017; Del Rey, 2013;).

Subsequently, some issues raised by Kilpatrick will be explored in depth and will be open to questions about current educational practices. What challenges and questions does asocial crisis bring to the educational practice? What role is attributed to education in the face of a society's need to restructure its way of being? How to ensure effective knowledge and participation of citizens in social and political affairs, consistent with a democratic life? What does it mean for education to act "rightly" outside of the risk of indoctrination?

Finally, space will be left for some proposals that Kilpatrick, consistent with his pragmatist approach and the questions raised in his reflection, puts forward with respect to educational practice. However, these are proposals that, while reiterating some widespread indications in the current rhetoric on education (life long learning, enhancement of implicit education), seem to completely overturn the meaning and content of these proposals, offering original and useful avenues for thought and action.

Taking inspiration from the author's reflection , this contribution intends to develop some lines that seem promising for re-establishing educational thought and practice starting from a clearer awareness of the political role of education (Dewey, 1916) and a new social responsibility for professionals of education.

C.03. Education as Commons. Democratic Values, Social Justice and Inclusion in Education

Children as Cultural Actors: Participation and Active Citizenship Through Heritage Education

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heritage education, childhood studies, participation, active citizenship

The present paper proposes heritage education as a field of research and practice designed at fostering children's participation and their awareness of being cultural actors. Investigation of the literature on heritage education often shows a tendency to focus only on natural heritage or cultural heritage, understood as mobile or non-mobile physical goods, or on the promotion of local folklore.

In the quest for a interpretative framework that puts into dialogue and shows the correlation between the various expressions of heritage, this contribution proposes the approach taken in the debate on intangible heritage initiated by the 2003 "UNESCO Convention on the Safeguarding of the Intangible Cultural Heritage". The so-called "paradigm of the intangible" (Lapiccirella, 2015), in fact, turns the attention from cultural objects to subjects, addressed as "heritage bearers" and, more generally, as actors involved in the identification and meaning-making processes of heritage (Cirino, 2017; Lapiccirella Zingari, 2017, Giancristofaro & Lapiccirella Zingari 2020). Through a bottom-up approach, then, safeguarding actions suggested by the Convention engage individuals as co-researchers and co-constructors of knowledge.

In the context of heritage education this approach entails going beyond a mere transmission of knowledge to foster experiential and participatory processes with children (Berti, 2023; De Nicola et al. 2022).

The aim of this contribution is to recognise not only the relevance of designing educational activities, in formal and non-formal education contexts, in order to facilitate the production of a plurality of narratives and interpretations by the subjects involved (Del Gobbo et al. 2018), but also to propose the children's engagement in safeguarding actions, such as researching and mapping heritages on the territory as well as contributing to participatory inventories. According to childhood studies (Melton et al., 2014), involving children in a process of research, identification and knowledge production as co-researchers certainly includes recognising their right to be listened, and, first and foremost, giving appropriate weight to what they express while taking seriously their way of acting and meaning-giving in their daily lives. In this regard, Lundy (2012) stresses the importance of "developing deliberate strategies to assist children in the formation of their view" (p. 131) to ensure their participation. And again, with Biesta, the centrality of subjectification offers the route to "arousing a desire in children [...] to exist as subject of their own life" (Biesta), towards an education that connects subjects in and within the world (Biesta, 2022, pp. 46-47).

Finally, the contribution presents two examples of ongoing heritage education projects that embrace the intangible heritage approach, emphasising the relationship between community and territory, in a formal education (primary school) context and in a non-formal one.

C.04. For social justice? Critical perspectives on discourses of diversity and professionalism in education

Professionalism at The Expense of Reformism? Professional Identities of Social Work University Students as An Obstacle to Fighting Social Injustice

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social work, social work paradigms, professional identity, students and fresh graduates, curriculum

The study presented in the paper follows the discussion about the identity of social work and its relation to the future position of the field in the society and its potential to fight social injustice (Bell 2012, Boetto 2017, Gitterman 2014, Lorenz at al. 2021, Payne 1990, Webb 2017). This discussion is closely related to the topic of the curricula of social work study programmes and paradigms of social work reflected in the curricula and in the construction of professional identities in the field (Liu 2019, Mackay & Zufferey 2014, Moorhead 2019, Navrátil & Navrátilová 2021, Rassel et al. 2019). Education, especially the university one, is believed to be one of the most important factors influencing the field identity (Dzisah & Etzkowitz 2012, Gee 2000, Wiles 2013) while professional identity refers to an understanding about one's occupational role which also incorporates the boundaries of this role (Adams et al. 2006). It is also believed that "social work education can make significant contributions in the wake of the changing trends in state responsibility towards the poor and marginalized" (Nadkarni & Joseph 2014: 71). In this context, we pose two main research questions: 1) What are the professional identities of the university students of social work? 2) What paradigms of social work are mirrored in these professional identities? We then discuss the implications of the answers to these questions on the potential of the field of social work to fight social injustice.

We answer our research questions on the basis of 18 narrative interviews with students of bachelor's and master's degree programmes as well as fresh graduates of social work in the Czech Republic. The six identified identities (emerging professional, defender of clients´ rights, crossdisciplinary professional, believer, reformer of the social environment, developer of the social work profession) have been conceptualized using the theoretical framework of paradigms of social work of Malcolm Payne (2014) distinguishing therapeutical, social-law assistance and reform paradigms.

The students´ identities predominantly reflected the social-legal paradigm and to a lesser extent the therapeutic paradigm. The reform paradigm was mirrored less significantly. The findings imply that students do not see themselves as future reformers of the social environment but mostly as clients´ assistants and educated professionals. This situation seems to be related to the university curriculum which does not emphasise critical social work but rather accentuates the development of professional skills and professionalisation of the field in general. To strengthen the potential of social work to fight social injustice, strengthening of the position of the critical social work in study programmes seems to be needed.

C.04. For social justice? Critical perspectives on discourses of diversity and professionalism in education

ReSearching Diversity

Zeynep Demir (Bielefeld University, Germany)

diversity, migration, higher education, culture, ethnicity

The ‘ReSearching Diversity Podcast’ increases the visibility of inspiring social scientists and cutting-edge research on ethnic, cultural and migration-related diversity. Each episode features a personal story from a scientist (linked to a scientific article/approach). The educational podcast attempts to address past, present and future global and scientific developments. An important goal is to inform and inspire students to engage with the topic of diversity and recognize potential career opportunities in science.

The academic podcast aims to demonstrate an approach to broadening the current narratives within academic higher education. The ReSearching Diversity Podcast is an innovative tool to engage students in higher education and to expand existing stories about who can be a researcher. In addition, this approach is intended to offer a low-threshold teaching format to better connect with the reality of students’ lives and make it easier for them to access current academic discourses on diversity. The podcast was awarded the 1st prize of the CIDER Public Science Award 2022 by Leibniz Education and Jacobs Foundation.

C.04. For social justice? Critical perspectives on discourses of diversity and professionalism in education

Social Justice or Backlash Politics? Critical Perspectives on Feminization in Education

Nina Fárová (University of Hradec Králové, Czech Republic) · Johanna Maria Pangritz (University of Hradec Králové, Czech Republic)

anti-feminist politics, feminization, education

In recent years, debates about the so-called 'boys crisis' have been identified throughout Europe. The crisis of boys is characterized by poorer school performance compared to girls. There has therefore been much discussion about the cause of boys' current school failure (Martino 2014; Connell 2000). The so-called dominance of women in the educational system has been put forward as the reason for the proclaimed crisis. The feminization thesis assumes that with female teachers, a specific female climate prevails in schools, which puts boys at a disadvantage. The lack of male role models also makes it more difficult to develop a kind of 'healthy masculinity'. As a result and a solution of the boys crises, there has been a call for more male professionals in education in many parts of Europe. Increasing the proportion of male professionals should not only help the boys to solve the crises, it also is seen as a contribution to the diversity in educational institutions.

In our paper, we would like to critically analyze this debate. Therefore, we present two case-studies, Germany and Czechia, as examples for the current discussion in Europe. We base our analysis on our research data collected in 2015-2020 from ethnographic research in elementary schools, data from analysis of policy documents and media output, data from a systematic literature review, and quantitative research. We present three re-masculinization strategies used to devalue femininity in education which are also linked to feminization thesis. First, 'female climate' as a reason for boys' failure; second, father figures missing in education; third, promoting 'gender diversity' as a pretext to bring back more men and masculinity. We not only offer with our analysis a critical perspective on the debate about the boys crises, we furthermore can show that this strategies can be understood as antifeminist and go against the ideas of gender equality and social justice. According to our analyses, feminization is always perceived as problematic and is always connected to the devaluation of female teachers and their work in the public debate.

C.04. For social justice? Critical perspectives on discourses of diversity and professionalism in education

Sense and Sensibility: Teaching Research Methodology to Special Educators Through Journaling

Lucie Jarkovská (Masaryk University, Czech Republic)

teaching methodology, journaling, emotions, evidence-based, misinformation

The curriculum of special education at Masaryk University includes two courses in research methodology. The objective of these courses is to impart to students the principles of scientific research and equip them with the essential skills needed for crafting a bachelor's thesis. These skills are deemed crucial to enable students to read and critically evaluate articles in their field, facilitating the application of evidence-based practices. Moreover, these skills play a vital role in countering misinformation. It is beneficial for educators and other professionals in the field of education to discern empirically based knowledge from assumptions and fallacies that run counter to verified reality (Foot-Seymour et al. 2019). However, a survey of our students revealed that they perceive methodology courses as excessively intricate and not particularly beneficial for their academic and professional pursuits. Rather than contributing to the development of their professional self-esteem, these courses seem to foster a sense of intellectual inferiority among students.

Therefore, we have decided to develop new interactive methods for teaching research methodology, aiming to impart the advantages of social science analysis through an experiential approach (Gray 2004). These methods are grounded in journaling (Apgar 2022) and reverse the traditional teaching sequence. Unlike conventional approaches where learners initially delve into the principles and rules of research theoretically, our course employs journaling methods to gather data on topics relevant to participants. Subsequently, we utilize this data to illustrate the fundamental steps of analysis. Through these innovative methods, students can actively cultivate their observational and analytical skills within a brief timeframe of 90 minutes. Importantly, these techniques have proven effective even in large courses, accommodating up to 150 students in a lecture hall.

The classroom operates in a decentralized manner, where the teacher serves as a platform providing students with opportunities to enhance their skills. Assignments are predominantly open-ended, allowing students the flexibility to tailor them to their individual needs, enabling the pursuit of personal or professional topics (Hall & Wall 2019) within the framework of journaling assignments. In the latter part of the course, attention shifts to common topics examined collectively, such as identifying barriers to writing an undergraduate thesis. We employ a mix of individual, paired, and small group work, affording students firsthand experience in transitioning from an individualized understanding of a problem to the utility of a transindividual, evidence-based, systemic approach.

Our curriculum uniquely emphasizes aspects of research often overlooked in traditional methodology education, including creativity, positionality, and notably, emotionality (Katz 2015). We contend that addressing emotions within the context of scientific knowledge and research is crucial for overcoming the challenges associated with misinformation. Merely relying on efforts to establish truth and facts is evidently insufficient, and defining the opposition between sense and sensibility is counterproductive (Durnová 2019).

C.05. Global governance and education: implications for policy and practice

HE Students and Graduates : Desirable Migrants in Europe? Examining European migration Promotion Policies

Magali Ballatore (AMU, France)

elites, european politics, globalisation, education

The analysis of the educational and migration policies of the European Union presents certain methodological challenges. In the field of education, where the principle of subsidiarity applies, we have witnessed the adoption of common measurement instruments and a variety of community acts (recommendations, decisions, resolutions, etc.) over the past few decades. These acts, although lacking legally binding force, exert direct or indirect influence on the educational affairs of the member states (Nóvoa, 1998; Croché, 2010; Delvaux, 2015). Indeed, since the Bologna Process (a declaration signed in 1999 by the ministers responsible for higher education in 29 European countries), European education systems have been influenced from "above." This influence has pushed them toward similar developments in terms of institutional configurations and organizational modalities. This has, in turn, led to strategies for promoting mobility, ranging from higher education down to compulsory education. The Council's conclusions on European teachers and trainers, adopted in May 2020, as well as the establishment of Erasmus+ Teacher Academies, illustrate this "descent" of higher education postures to primary and secondary education and underscore the role of education as a cornerstone of the European education space. The creation of the European Union and the process of "globalization" have significant implications for educational and migratory issues. They raise questions about the relevance of the nation-state as a decision-making space for education and migration, given the proliferation of decision-making levels and powers between the local (decentralization policies) and the global. In the European context, this communication will focus on the project of economic and political integration and its influence on migration and educational issues. We will provide a historical analysis demonstrating that European public educational policies have primarily centered on the mobility of graduates, making it desirable. We align with studies on the Europeanization of public policies (Barbier, 2014; 2011; Conter, 2012) by analyzing discourses and the use of statistics that lead to a convergence of discourses among member states (Salais, 2010; Bruno, 2010). In doing so, we will attempt to answer the following question: How have European educational policies changed the migratory landscape in Europe and institutionalized "chosen" migration in Europe? We will draw on history and the study of public policies that trace institutional changes, while not ignoring the moral and intellectual justifications produced in discourses, transcribed in texts, which are essential for reformative action in democratic regimes. Although the values and ideas that underpin the purposes of education systems and guide their operation extend over the long term (Durkheim, 1938; Isambert-Jamati, 1970), the approach followed here will be that of the sociologist with a more modest goal than the historian: to reconstruct some key stages in the construction of European educational policy and to understand the role of public actions and international bodies in the production and dissemination of a rationality that serves to "relocate" (from the national to the European level) educational actions using performative devices, notably Erasmus+, in a historical project, that of the European Union.

Analysing Epistemic Governance in Higher Education Policymaking Between Helsinki and Brussels: The Case of Ministerial Working Groups and Parliamentary Committees

Katri Eeva (Tampere University, Finland)

governance, higher education, policymaking, european union, epistemic work

This paper develops a research perspective to studying epistemic governance in higher education policymaking Finland in the context of the EU. The empirical framing focuses on two institutional contexts: the Finnish Ministry of Education and Culture (MEC) and its 'EU30' sub-committee on education and the European Parliament's Committee on Culture and Education (CULT). The first one is a non-public preparatory body, a working group on education-related EU affairs, which assemblies behind closed doors, in camera, whereas the latter one is a public policymaking arena, and its meetings are streamed online. The analytical focus of this paper is on understanding the epistemic work of CULT and EU30, examining how these two policy hubs contribute to epistemic governance: How does the EU30 engage with European policy and European references and, on the other hand, how CULT engages with national responses and policy objectives? Drawing on Alasuutari and Qadir (2014), this paper understands epistemic work as containing knowledge claims and rhetoric as tools of governance and as part of routine decision-making, indicating the strategies and techniques policymakers use to influence actors' perceptions of the world, mobilise policy and do the everyday politics.

The paper draws on empirical enquiry by adopting an ethnographic approach (Atkinson et al. 2007), inspired by government ethnography (e.g. Bevir & Rhodes 2006; Rhodes 2011) which emphasises social protocols, situations and environment in which policymaking takes place. It draws on observations and interviews conducted as part of a research project 'Transnational knowledge networks in higher education' (at Tampere university), which combines social network analysis (SNA), interviews and observations of higher education policy actors connecting the Finnish and EU contexts. The observations were conducted in meetings of both the CULT and the EU30 sub-committee over the course of two years (2021–2023), coupled with interviews with key members of these policy hubs encompassing policymakers, policy advisers, civil servants, and stakeholders.

This paper contributes to the panel's research aims by illustrating the dynamics between European and national contexts and by exploring whether transnational governance becomes a salient part of national policymaking through the processes and practices of epistemic work. Moreover, the paper seeks to identify the ways in which knowledge connects to policy and the practices employed in the work of these two committees, providing insight on the production of policy knowledge through the case study. The preliminary conclusions on data attempt to show some indication of the epistemic nature of the EU30 and CULT committees and how epistemic work is constituted in these two committees. National EU policy coordination systems tend not to be supportive of public debate in which citizens can participate and obtain up-to-date knowledge of EU affairs (Raunio 2021), and this is largely the case in Finland where the current coordination system of EU affairs does not foster public participation. Therefore, this paper considers the implications for democratic representation and social justice in generic terms and specifically in Finland by examining decision-making that is often conducted behind closed doors.

Advocate for European education! Coalition-building and policy learning among Brussels-based NGOs

Marcella Milana (University of Verona, Italy)

ngo, european education, education policy, coalition-building, policy learning

This paper explores coalition-building and policy learning among (and beyond) Brussels-based non-governmental organisations (NGOs) that advocate for European education and contribute to the theoretical discussion around policy learning in European education governance.

NGOs are a peculiar interest group that is neither governmental nor part of the market and responds to neither normative nor utilitarian rationality. They have grown in number since the beginning of the European integration process (1950s-1960s) and were further stimulated by the expansion of EU governance into new policy areas (Cowles, 2003). NGOs, networks, and similar entities interacting with EU officials were over 4,400 in April 2023. One in three (1,453) represented, partially or exclusively, interests in education. Almost one in three (393) had its headquarters in Belgium – typically in Brussels.

Brussels-based NGOs are "meta-organisations" (Ahrne & Brunsoon, 2005) doing political advocacy for and with their transnational constituency, thus acting as "intermediary organisations" (Ainsworth & Sened, 1993) capable of speaking and interacting with their members and policymakers. For these reasons, some conceive them as "transmission belts" (Albareda, 2018) that transfer their members' preferences to EU policymakers, while others point at them as "agents in a double-loop transmission" that also direct EU preferences towards national, regional, and local authorities through their constituencies (author, under review).

Brussels-based platform organisations result from a structured "advocacy coalition" (Sabatier & Weible 2007). Still, they also formed occasional alliances or more structured coalitions among and beyond their member organisations. They did so, for instance, to advocate for the continuation of a European agenda on adult learning (Milana & Mikulec, 2023). Hence, Brussels-based NGOs are involved in different types of learning, a key driver for policy change in the Brussels-bubble.

A "minimal definition" (Dunlop, 2017) of policy learning points at "the updating of beliefs based on lived or witnessed experiences, analysis or social interaction" (Dunlop & Radaelli, 2013, p. 599) on "how things happen ('learning that') and what courses of action should be taken ('learning how')" (Zito & Schout, 2009, p. 1103). Hence, policy learning depicts behavioural changes consequent to new, different understandings of a matter of concern based on a change in policy beliefs (Sabatier, 1988). Yet the learning process can be separated from and may lead to different outcomes. For instance, May (1992) differentiates between instrumental learning (i.e., what was learned about certain policy instruments), social learning (i.e., what was learned on the social construction of policy problems) and political learning (i.e., what was learned on the feasibility of certain policy objectives). Acknowledging this distinction, Stark (2018) proposes a policy learning typology, which also identifies cognitive and behavioural indicators for each type of learning that may occur at individual and group/organisational levels.

Drawing on this typology and fieldwork data (collected in May-June 2023), I use an abductive approach to thematic analysis (Thompson, 2022) to investigate the involvement in coalition-building of two Brussels-based NGOs with a broad and sectorial interest in education, respectively, and an affiliation relation (NGO2 is a member of NGO1), and when (and what type of) policy learning occurred.

Advocating for Education in Italy. The Rise of New Philanthropic Organizations

Arianna Montemurro (University of Strasbourg, France)

advocacy, education policies, privatization, non-state actors, new philanthropic organizations

Contemporary privatization is part of a broader redesign of the public sector. This redesign involves private companies, non-profit entities, non-governmental organizations, social enterprises inside the public sector. In this scenario, the social policy explanation of welfare state transformation intersects with the governance narrative that sees the change as brought about by the new realities of globalization and rising neo-liberal economic pressures. In his book "Modernity and Self-Identity", Giddens (1991) argues that the fabric of societies has transformed as old solidarities of class, community, family and nation have deteriorated and people have become more consumerist, producing new models of social risks, needs and demands. Moreover, as explained by Ong (2017), neoliberalism is a governing technology of "free subjects" that co-exists with other political rationalities. In advanced liberal nations, neoliberalism has also been defined as a mode of "governing through freedom", requiring people to be free and self-managing in different areas of daily life, such as education.

The recent processes of globalization have led the nation-state going through various restructuring, often supported by the neo-liberal economic ideology which, in its ideal typic form, aims privatization and marketization of everything. In the latest years, the bureaucracy has also been restructured according to New Public Management and new forms of network governance (Ball & Junemann, 2012), which combine vertical hierarchies with more horizontal networks.

In this scenario, the rise of private-public assemblages forming around and beyond the states is also challenging the ways of thinking about educational policy-making. Here, the notion of "soft privatisation" explores the growth of private sector services within the European Union as a phenomenon deeply embedded in particular national modes of governance (Cone & Brøgger, 2020).

Drawing from my doctoral research and focusing on Italian case studies, in this contribution I will discuss how new philanthropies are integrated into educational policy networks and are encouraged to work with government or agencies or partnerships of various kinds in an effort to solve "wicked" social and educational problems. Hence, participation in these policy networks structures and enables the circulation of new policy ideas, moving towards an interactive and multi-dimensional form of policy-making involving the participation of a new mix of state and non-state actors (Ball & Junemann, 2012).

Finally, a newly emerging set of policy relationships between the state, philanthropy, think tanks and companies are increasingly complex and favour the development of heterarchical structures within which philanthropy and business are tightly intertwined. A variety of direct and indirect, commercial, financial and ideological interests are now able to "voice" their concerns in contexts of policy influence and in contexts of practice. Set over and against the "failure" of the state to provide schooling for all children and the poor quality of many state schools, this is beginning to change the landscape of state schooling, bringing an increasing number of private providers and creating opportunities for business in all sectors of education (Ball, 2010).

To What Extent Are Learning Outcomes Configuring a Policy Instrument in the EU

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educational governance, learning outcomes, policy instruments

The paper will outline an analysis of 100 interviews with educators and 160 interviews with 18-to-29- year- old learners participating in VET and adult education programmes. It is an initial output of a Horizon Europe project that examines the interactive construction of learning outcomes enacted by educators and learners in sixteen cities and regions in eight EU member states (https://clear-horizon.eu).

In general, interlinked layers of recontextualization and evaluation rules pattern the expectations of both the educators involved in teaching within and outside schools and the learners who participate in a variety of education and training programmes (Bernstein & Solomon, 1999). This theoretical framework is instrumental in articulating three research questions about the European Skills Agenda and the European Education Area. These EU initiatives have established new ideal norms according to which individual trajectories are expected to smoothly navigate through school performance, qualification frameworks, recognition of prior learning, higher education bachelor's and master's degrees, the youth guarantee, upskilling and reskilling (Sultana, 2012).

Firstly, by distinguishing between recontextualization and evaluation rules, the paper will explore how these policies shape institutional trajectories and subjective experiences. Crucial to the analysis is that the social norms prescribing standard, linear lives that run through youth, adult and old age are no longer acceptable to most people (Walther et al, 2015). In this vein, the increasing role of education and training in the functioning of the welfare state raises new questions about managerialism, paternalism, non-take-up and the discretion of front-line educators (Bonvin et al, 2018).

Secondly, in order to make sense of the main evaluation rules, it is indispensable to explore the experiences of the youth who engage in education and training after school leaving age. The large groups of young people who are exposed to various sources of social vulnerability are particularly at stake (Furlong, 2009). Sociological theories of intersections between class, gender and ethnic inequalities shed light on this phenomenon (Mayer, 2009).

Thirdly, space also matters insofar as the opportunities for learning and employment differ in big cities, towns and rural areas. This question has to do with the distribution of innovation hubs and economic centres across European regions. But this is not the whole story. Collective visions of a locality are also likely to fashion the common understanding of learning at this geographical scale (Löw, 2016).

In a nutshell, the paper will investigate how policies recontextualise what people are expected to learn in the transitions between educational sectors (school, VET, adult education) as well as between education and training and the labour market. At the same time, it will analyse intersectional inequalities and spatial process that impinge on how young people learn amid vulnerable circumstances and how different types of educators evaluate their learning.

Futures of Education and Strategic Anticipation in Scotland, the US, and the OECD: Imaginaries, Modes of Governance, and Democratic Representation

Tore Bernt Sorensen (University of Glasgow, United Kingdom)

democracy, education policy, governance, policy diffusion, strategic anticipation

Our era is one of 'hyperprojectivity' (Mische, 2014) involving intense debates over possible futures. The study of strategic anticipation involves the analysis of how anticipatory strategies bring the future into the present by translating uncertainties into tangible risks and legitimising particular practices, as well as the wider ramifications of anticipatory strategies, including changing modes of governance and standards of expertise (Berten and Kranke, 2022; Nowotny, 2016; Tavory and Eliasoph, 2013). While strategic anticipation often harnesses ideas about education as a driver for development and confronting crises, scholarship about the implications of anticipatory strategies for education policy remains limited (Robertson, 2005, 2022; Robertson and Beech 2023).

Serving the objective to theorise the implications between strategic anticipation and education governance, this paper provides an explorative study (Swedberg, 2020) comparing three distinctive sites: i) The Futures Forum established in 2005 under the Scottish Parliament, the devolved legislature of Scotland; ii) the US Center for Strategic Foresight, created in 2018 as part of the Government Accountability Office, forming part of the executive branch of the US federal government; and iii) the OECD Future of Education and Skills 2030 project.

These major initiatives of strategic anticipation are in the paper understood as distinctive 'sites' in an increasingly globalized political field (Riofrancos, 2021). Combining analysis of publicly available information, review of relevant research literature, and extensive desk research, the paper seeks with thick descriptions of the three sites to produce comparative insights about their imaginaries concerning education futures, and the policy processes and multidirectional relations between actors operating at multiple scales involved. In doing so, the paper is guided by the following research questions: i) Which education futures are projected by the three sites?; ii) Which epistemologies underpin the production of policy knowledge associated with the anticipatory strategies?; and iii) How do the three sites represent different modes of governance in terms of policy diffusion, policy learning, and democratic representation (Dobbin, Simmons and Garrett, 2007; Dunlop and Radaelli, 2013; Koskimaa and Raunio, 2022).

C.05. Global governance and education: implications for policy and practice

Between Spatial and Social Justice – The Case of Lifelong Learning Policymaking

Jozef Zelinka (University of Münster, Germany) · Marcelo Parreira do Amaral (University of Münster, Germany)

space, spatial justice, education, spatial dichotomies, lifelong learning policymaking

In the paper, we focus on the spatial dichotomies of lifelong learning (LLL) policy programmes. Departing from the observation that "space itself is both constituted by, and constitutive of social relations and structures" (Robertson & Dale, 2017, p. 863) and as such is central for the analysis of education policies, we problematize the dynamic relation between space and education and its impact on socially inclusive and cohesive policymaking (Weckroth & Moisio, 2020). In line with the conference's central topic, we understand LLL policy programmes as significant instruments for combating social inequalities and contributing to more just and democratic societies. In this regard, following questions will guide our exploration: What is the relationship between space and education? How does it affect LLL policymaking at various governance levels? Are spatial and temporal factors accounted for in the design and implementation of LLL policies? What do spatial dichotomies operating at the intersection of space and education reveal about the structure and quality of educational landscapes? Before proceeding with the structure of the paper, we briefly conceptualise our two core terms.

First, the concept of lifelong learning has multidimensional and ambivalent meaning that implies a continuous process of learning in formal, informal and non-formal settings. In Europe, the LLL programmes have been designed to secure social inclusion of young people, particularly those in vulnerable positions, by applying targeted measures able to enhance individual autonomy and employability (Jarvis, 2008). These interventions encounter several challenges during their implementation, not least due to the lack of contextual and spatial sensibility (Parreira do Amaral & Zelinka, 2019).

Second, in reference to Doreen Massey, we conceptualise space as interactive, heterogeneous, and open-ended construct of social and physical worlds, which can be modified, re-defined, contested and re-arranged in multiple, even, yet unknown ways (Massey, 2005). Spaces exercise power and are effects of power relations (Soja, 2010). This spatiality of places differs across the territories, which are divided by political and administrative borders. The role of the policymaking is to assure that all citizens within a given territory or region are given the same opportunities, irrespectively of their spatial or other origin. It is the spatially unjust distribution of rights and opportunities that has spurred the debates over spatial justice (Soja, 2009), particularly relevant for the (national, transnational, global) education governance and its role in enhancing democratic participation and social justice.

With regard to the structure of the paper, we proceed as follows: First, we frame our understanding of spaces and spatiality and embed the concept of spatial justice in education. Second, we present the results of a short analytical exercise on the relation between education and spaces developed in form of so-called spatial dichotomies. Third, we contextualise our results within various levels of LLL policymaking and offer concluding remarks on how LLL can be further theorized. Our paper cuts across several panel themes, as it explores the dynamics between various levels of policymaking and their implications for European and global education governance.

Generations, Education and Common Values: a study on five Italian cohort-generation, from the Reconstruction to the Z-gen

Matteo Bonanni ("La Sapienza" University of Rome, Italy)

generations, education, basic human values, differences, diachronical analysis

In Italy, there has been a recent resurgence of the generational approach and related issues (ISTAT, 2016; Casavecchia, 2021). While questions persist about the duration, definition, and labeling of generations, various studies seek distinctive criteria, often linking the concept of generation to that of cohort (necessary for statistical analyses). Using data from the European Social Survey (ESS), waves 8, 9, and 10 (2018, 2020, and 2022) were analyzed to examine differences in values between generations. A first goal is to understand if these differences can serve as a distinguishing criterion and a second is instead to address the lack of literature on generational differences in basic human values (Lyons et al., 2005). The differences that can be identified are not so much to distinguish the Baby Boomers from X-ers but rather for recent generations like X and Y, where agency and individuality in world perception may be crucial for differentiation (Lyons et al., 2007; Robinson, 2013). This work aims to compare the basic human values attitudes of these generations, as these may change over time. By Basic Human Values, we refer to the Shalom H. Schwartz's theory (1992, 2003; Schwartz et al., 2012), currently part of the ESS questionnaire. These seem to be a key element in describing beliefs, attitudes, and opinions at the individual or collective level (Davidov, 2010; Fischer, 2012; Cieciuch et al., 2017). The Human Values theory seems to fit well with the theory of generations and can be useful in identifying those who have not experienced sudden changes historically (Casavecchia, 2021). Following L. Chisholm's thesis (2023), if it is true that the faster the change, the shorter a generation lasts, then values may be a key element in understanding increasingly less pronounced generational differences. Using the cohort tool to identify statistically observable groups, five different cohort-generations were considered: the "Reconstruction" generation (which includes those born between 1927 and 1948), the Baby Boom generation (including those born between 1948/49 and 1968), X (those born between 1968/69 and 1979), Y (between 1979/80 and 1995) and Z (the latter probably still emerging, including those born between 1995/96 and 2008).

Generations and their value differences were observed at the mono and bivariate levels descriptively. Taking into particular consideration the role of education, generations were also observed at the multivariate level, comparing them first with the same educational level and then, by educational level achieved. In summary, first between generation and within the level of education, and then between level and within generation, attempting to determine the background and factors influencing these value differences. Values were constructed from the 21 items in the ESS database. Using the Principal Component Analysis (PCA), the 10 underlying dimensions and then the 4 highest Values encapsulating them (Openness to change vs. Conservatism and Self-Transcendence vs. Self-Enhancement) were identified. The role of education were fundamental in the analysis, as we are aware of its potential in terms of changing values, attitudes, and expectations (Rokeach, 2008).

Educational Commons for Reversing Inequalities and Foster Participation: Interviewing the Italian Policymakers

Gianna Cappello (University of Palermo, Italy) · Marianna Siino (University of Palermo, Italy)

inequalities, educational commons, participation, policymakers

Building on the notion of educational commons (Means et al. 2017; Pechtelidis & Kioupkiolis, 2020; Cappello & Siino 2022, 2023) this paper intends to explore policymakers' views on educational inequalities and how such notion can foster innovative multi-stakeholder policies and actions based on values such as equality, freedom, and active participation. We present the main findings that emerged from the analysis of a textual corpus obtained from interviews with a sample of Italian policymakers carried out within the Horizon 2020 project SMOOTH.

Our research questions followed two different lines of enquiry. The first concerned the perception and definition of educational inequalities by policymakers: how are they perceived and defined? What is their origin? To what extent is the educational dimension present in policies aimed at vulnerable young people? What factors accentuate or reduce them? How important is it to invest in education?

The second line of enquiry concerns actions and impact: what should a policymaker consider when planning an intervention to reduce educational inequalities? What are the strengths and weaknesses of the educational policies implemented in local areas? Which actions have contributed to reducing inequalities? How should they be evaluated and assessed? In other words, what should a policymaker consider when planning an intervention to reduce educational inequalities?

We carried out qualitative fieldwork using two tools: in-depth interview and focus group. In total, we carried out 5 in-depth interviews and 1 focus group with policymakers from different institutional levels operating in public and private organisations, selected as privileged witnesses with respect to the topics discussed.

The analysis of the transcripts aimed at bringing out, using their 'vocabulary', the narratives, images, emotions, metaphors, and suggestions of those involved and allowed us to reconstruct their discourses and value systems, as well as to identify and compare similarities and divergences between subjects with different backgrounds (e.g. between policymakers of public bodies or NGOs). The analysis of the textual corpus was carried out with T-LAB, a qualitative-quantitative content analysis software.

Too Much Singularity? School Communities And The Neoliberal Standard

Concetta Giusto (Università di Pisa, Italy)

neoliberism, singularities, school community, democracy

This contribution lies on the idea of singularization (Reckwitz 2020). This concept explains the re-configuration of society through the social logic of particularity, in opposition to the general logic proposed by classical modernity. The logic of singularity enhances the particular as an expression of a spasmodic search for what is unique and unconventional. Singularization is also heavily linked to the neoliberal processes which, have had a progressive social impact. The main focus of this contribution is the educational field and, more specifically, its role of education agency par excellence. Indeed, by means of today's public educational institutions it is possible to intercept the results of neoliberalisation and singularization processes concerning society as a whole.

"Progressive neoliberalism" (Fraser 2014) is capable of capturing instances of various kinds and it becomes part of the educational institution – private as well as public – through the marketization of education. The main neoliberal representation of the schooling system uses the processes of knowledge transmission in its redefinition of skills and in the development of the "best" possible human capital (Laval, Vergne 2022). As a consequence of these phenomena, public schools engage in the construction of a profile that makes them truly unique and innovative (in terms of the training offered, the teaching staff and, not secondarily, on who to direct this offer). This tendency towards profiling encourages competition both between institutions and between curriculums. The outcome of this competitive dynamic causes inevitable gaps and inequalities between schools that have the tools to adapt to the new standard of singularization and those who do not.

This work aims to investigate the hypotheses described above through a case study aimed at understanding the "school field" (Piztalis 2021). Specifically, the case study is centered on an Italian "school campus" composed by 1300 students and 66 classes. The latter includes several curricula: "Liceo classico", "Liceo scientifico", "Istituto tecnico settore economico" and "Istituto professionale". The case has been chosen through a previous exploratory investigation aimed at identifying contexts in which polarizations are detected. The presentation will give back the results of an analysis of 20 interviews with teachers and an analysis of 100 surveys.

This critical approach allows us to understand how segregation reduces the sense of community. Consequently, the absence of a sense of community prevents the individualization and singularization that neoliberalism promotes. This work aims to rethink educational institutions in order to reassign to the schools their democratic role. To do so, it is necessary to refuse the spread of inequalities in the schooling system.

The « cités éducatives » and the Individualization of Public Policies in Education

Cintia Indarramendi (UNIVERSITE PARIS 8, France)

inequalities in education, public policies, singularities, individualization

For the last 40 years, targeted programs have been developed as the main strategies to deal with educational inequalities in “northern” countries. In France, while the first targeted policies in the 1980’s identified a hole territory or zone and aimed to work with socio-economic and cultural inequalities of the whole population, nowadays programs target individuals to deal with thein singular situation (Glasman, 2010; Rochex, 2010). And his is the reality in many other European countries (Demeuse et al. 2008).

Our research studies the implementation of “Cités éducatives” (CE), a french national policy implemented in 2019 for social justice in disadvantaged neighborhoods. The CE is organized around three strategic objectives: Strengthening the role of the school; Promoting educational continuity; Opening the field of possibilities for the youth (0-25 years old). The blurriness of these objectives (Lessard and Carpentier, 2015) allows each territory to interpret them in their own terms (Jobert, 1992) and, at first glance, have a quite significant role to define specific content. These objectives will be rendered into territorial objectives (present in the labeling files) and will then be translated into a program of annual actions.

Taking part in the CE’s evaluation process, our research analyzes the implementation of this policy in two urban areas with particularly disadvantaged socio-economic and educational indicators. We analyze the dissolution of schooling into a very broad definition of “education” in which educational success seems to depend on what happens outside of school (Charlot, 1994) as well as on the individual and personal characteristics of children and young people. Indeed, we show that the actions deployed mobilize a psychologizing and medicalizing (Morel, 2014) vision of students’ difficulties, analyzed as singular problems, individual disorders, where sociocultural arguments lose ground. Contrary to the social “miserabilism” of the first actions of targeted programs, we demonstrate a strong individualization of public action. We will highlight the limits of these strategies as a real means of dealing with educational inequalities. Actually they naturalize and essentialize inequalities and create new strategies of differentiation.

Our corpus is made up of documents and data produced by two CEs such as application files for labeling, project reviews, action sheets, reports of the various meetings (steering committee, project team, management meetings). Participant observations of these meetings and interviews with the actors responsible for steering the CEs complement these materials.

On The Meritocratic Logic: Singularities And Self-made-talent

Aurora Maria Lai (Università di Pisa, Italy)

singularities, talent, meritocracy, identity

The social logic of singularization (Reckwitz 2020) has a significant impact on socialization and educational processes. This constant search for uniqueness involves transversally the schooling system, also affecting the representation of talent. On the one hand, the expectation that student being unique imposes talent as a new educational standard; on the other hand, meritocratic logic attempts to create egalitarian and general basis. The general-particular logic (ibidem) involves both categories of talent and merit, creating overlaps on the identity construction of students. The objective of this contribution is to discuss the relationship between the singularity of talent and the generality of meritocracy, through the interpretive framework of the processes of identity construction (Sciolla 2010).

Singularization, combined with neoliberal logic, builds talent on an ambiguous basis. Despite the pre-social "gift" being recognized, talent is at the same time perceived as the outcome of an entrepreneurial work of the individual on himself. "Self-made-talent" is therefore an identified gift that requires educational and promotional support for its development. This kind of effort finds a strong resonance with the spirit of sacrifice that also connotes the meritocratic logic. Indeed, the definition of "merit" is based on a natural intelligence and effort (Young 1962), within a process of recognition and promotion of talent itself. The success or failure of "self-made-talent" is determined by individual commitment, assuming therefore that the universalistic approach corresponds to egalitarian demands.

The main topic of this contribution is to reaffirm that the logic of talent and meritocracy rewards differences in terms of exceptional singularity, tending to legitimize much more drastic social inequalities (Bourdieu, Passeron 1971). Secondly, the intention is to understand how these logics interact with identity, through its integrative and selective dimensions (Sciolla 2010). Specifically, we intend to investigate the risks of inequalities in the recognition of the singular and, consequently, the composition of social destinies.

Starting from the theoretical framework proposed above, an empirical basis of a larger study will be used to understand the processes of singularization of "Gen Z", through a quali-quantitative analysis. In a more specific way, the main target will be students attending the last year of high school, a moment representing the transition to adult life. The proposed analysis will first attempt to identify the codes of the concepts of talent and merit, used by this generation, emerged from the questionnaire tool (n. 550). Subsequently, these same codes will build the structure of the interviews with students (n. 30), which will aim to grasp the links between identity, perception of talent and meritocratic logic.

In this way, we criticize the ability – and the will – of the schooling system to elicitate and cultivate talent. As it often happens when the absence of "perfect market" conditions is recognized, the "self-made-talent" rhetoric appears to be socially constructed, as well as to have its roots on important inequalities. Despite the phenomenon explained above is often interpreted as a failure of the individual, the objective is to demonstrate haw it rests on wider and complex cultural processes.

Education and Social Cohesion in Europe: Testing the Post-Modernization Thesis

Loris Vergolini (University of Bologna, Italy)

social cohesion, education, social inequalities, europe

The aim of this paper is to test the post-modernisation thesis by examining the relationship between social cohesion and education in Europe. Social cohesion is considered as a multidimensional concept (Chan and Chan, 2006) and is measured by a set of indicators on attitudes and behaviours that take into account social connectedness in different spheres of life and people's subjective representation of the functioning of the whole society and its institutions. Following Dickes and Valentova (2013), we identify four main dimensions of social cohesion: institutional trust, solidarity, political participation and socio-cultural participation.

The main research question concerns the relationship between educational attainment and social cohesion, and its interaction with country-level characteristics. From previous literature (Whelan and Maître, 2005; Vergolini, 2011) we know that the economic sphere, measured by social class and economic condition, has a positive effect on social cohesion. This means that people with a better social position tend to have, on average, higher levels of social cohesion in several European countries. In this paper, we would like to change this view by focusing on the cultural basis of social stratification (i.e., education) and not only on the economic aspects. Theoretically, the transition to a modern society should imply a decline in the relevance of economic resources in shaping lifestyles and opportunities (Kalmijn and Kraaykamp, 2007). Moreover, modernisation theory suggests that the role of economics should be replaced by knowledge and cognitive skills. This means that education should play a crucial role in influencing the level of social cohesion in more modern countries. In the light of these arguments, the following research hypotheses are formulated:

The level of education influences the dimensions of social cohesion, and this effect is stronger in more modernised countries.

The role of education is more relevant than that of social class, especially in more modernised countries.

Data from the European Value Study are analysed using multilevel models for the first hypothesis. We use this type of model to identify the role of individual and contextual characteristics and their interactions. In the framework of this paper, the crucial contextual variable is represented by the level of modernisation, measured by GDP per capita, the percentage of people employed in the services sector and the Human Development Index. For the second hypothesis, we need to decompose the direct and indirect effects of education and social class in order to understand which of the two is more relevant in shaping social cohesion. To answer this research question, we rely on a multi-group structural equation model that allows for the aforementioned decomposition according to clusters of countries ranked by their level of modernisation.

Preliminary results show that higher levels of education are associated with greater participation in social and political life. Moreover, if we use the Human Development Index and the share of people employed in the service sector as a measure of modernisation, we find that the differences between the different levels of education tend to be greater in more modern countries.

C.08. University studies and changes in habitus

Access needs Success: a Bourdieusian perspective on widening participation in South African Higher Education

Benedicte Alexina Melanie Brahic (Manchester Metropolitan University) · Nicola Ingram (University College Cork) · Aradhana Mansingh (Mancosa)

higher education, inclusive learning communities, single-headed families, south africa, widening participation

In South Africa, children of single-headed households (70% of whom are Black) have significantly worse educational outcomes than any other demographic. Whilst the impact of family structures has been scrutinised in the context of early years, primary and secondary education, it remains understudied in relation to access and success in Higher Education. Based on semi-structured interviews with students and alumni from two different South African Universities, brought up in single-headed households, this article focuses on the interplay of family milieu and Higher Education. Using a Bourdieusian framework, authors identify three key configurations between family and Higher Education fields (aligned, misaligned and parallel fields) which have a long-lasting impact on individual educational trajectories and the fabric of South African society. Showing that Black women remain disproportionately disadvantaged in the post-apartheid neoliberal university, authors argue that widening participation initiatives (which have so far produced mixed results) ought to consider both access and success beyond the individual and in light of learners' family milieu for it remains a key site of intersectional inequalities and social reproduction. Deconstructing the neoliberal discourse of individual resilience to reveal the structural impact of transgenerational social reproduction in post-colonial societies is a necessary step to design policies able to advance social justice.

C.08. University studies and changes in habitus

University Studies And Changes In Habitus. Exploratory Research On First-generation Students

Elena Gremigni (University of Pisa)

higher education, habitus, habitus clivé, first-generation students, change of values

University education can play a significant role in fostering the transition of those from disadvantaged backgrounds to superordinate social positions, even in countries like Italy where social origin appears directly correlated with the chance of finding a job regardless of the level of studies attained (Ballarino and Bernardi, 2016; 2020). The benefits associated with university studies consist not only in the acquisition of institutionalized cultural capital (Bourdieu, 1979) useful for finding employment but also in the acquisition of internalized dispositions that modify original categories, values, interests, and behavioral patterns with positive consequences on lifestyle, active citizenship, and the quality of cultural consumption (Stefanini, Albonico and Maciocco, 2007; Oreopoulos and Salvanes, 2011; Assirelli, 2014; Ma, Pender and Welch, 2016; Parziale, 2019). As part of qualitative research on first-generation students at the University of Pisa, this paper seeks to show how students from families with low educational credentials, who manage to gain access to university pathways by overcoming obstacles related to their social origin, can acquire a new habitus that, in some cases, contrasts with the internalized dispositions assimilated within the family, social class, or class fraction to which they belong (Ingram, 2009; Lee and Kramer, 2013; Lehmann, 2014; Friedman, 2016). This circumstance can generate a condition of habitus clivé (Bourdieu and Sayad, 1964; Bourdieu, 2004), that is, a split habitus that risks undermining the very identity of the social agent but that can also foster forms of reflexivity that are difficult to acquire for those who do not experience this form of habitus.

From One Class to the Next – The Socializing Effects of Going Through an Equal Opportunity Program

Magali Nonjon (Sciences Po Aix, France)

class defectors (transfuge de classe), social mobility, equal opportunity policy, policy feedback, cleaved habitus (habitus clivé)

Attention to class defectors (« transfuge de classe ») has already fueled a number of studies of the effects of the dissonant socializations produced by passage through different social worlds (Hoggart, 1991, Bourdieu, 1989; Lahire, 2006, Strauss, 2006, Pasquali, 2014). Based on an investigation devoted to the longitudinal study of some thirty working-class students in the priority districts of a large conurbation in the south of France, who are Channeled to an Elite Institution, our proposal is in line with this research. However, it proposes to study these young people as recipients and targets of public policy. This analytical shift reveals the existence of a whole series of sociability spaces specific to affirmativ action in educational policy, the socializing effects of which cannot be underestimated: trips, theater workshops, teacher tutorials, student tutorials, participation in associations promoting equal opportunity, and so on. Public educational action in the field of « widening participation » (Allouch, 2017; Van Zanten, 2010) thus ends up mapping out pathways to be taken.

Several dimensions will be addressed in this paper.

First, we'll show how the specific program shapes socializing experiences in tension between "pedagogy of uprooting" (Pasquali, 2014) and maintaining filiation with the working-class milieu of origin (Nonjon, 2023). Secondly, to understand the effects of the passage through these spaces dédicated to equal opportunity policy on the political socialization of these young people and the way in which these spaces articulate and clash with other spaces of socialization (family, neighborhood, original and host schools, militant spaces and political parties), we propose to reconstruct two trajectories among the thirty or so young people followed.

Originally from the same high-profile priority neighborhood, from working-class families and of immigrant descent, Ayoub and Imran both benefited from a "social opening" program during their high school years. They were among the first cohorts to enter the selective establishment in 2018 without passing the competitive entrance exam. How have Imran and Ayoub appropriated the institutionalized spaces of equal opprtunity policy? What types of sociability have they developed with the group of people in the social opening? At what particular moments in their educational and now professional trajectories was their frequentation of these spaces used as a convertible resource in other social spaces, particularly political ones, or experienced as a stigmatizing institutional assignment ? In what way does the passage through this program – and the spaces for reflexivity it offers – make the intersectional nature of these mobilities visible for these young people? Given that these social mobilities are not just class mobilities. They are also mobilities of gender and race, in the sense that they require the incorporation of gender and race norms specific to the class of adoption. What are the feedback effects of this awareness? These are the questions we wish to explore in order to better understand the politicizing effects of these socializations in tension, and thus discuss the strength and limits of an approach in terms of cleaved habitus (Bourdieu, 2013).

C.08. University studies and changes in habitus

To Leave or Not to Leave: Experiences of University-Student Dropouts in Croatia

Iva Odak (Institute for social research in Zagreb, Croatia) · Nikola Baketa (Institute for social research in Zagreb, Croatia) · Branislava Baranović (Institute for social research in Zagreb, Croatia) · Saša Puzić (Institute for social research in Zagreb, Croatia)

higher education, habitus, dropping out of studies, institutional habitus, habitus clivé

This paper examines the experiences of university dropouts in Croatia, with a focus on individual habitus and its interaction with institutional habitus. Theoretical background of the research and analyses was based on Bourdieu's (1977, 1986), Reay, David & Ball's (2001) and Tinto's (1975, 1987) work on inequalities, habitus, institutional habitus and academic and social integration of students. Qualitative research methodology was used and 24 semi-structured interviews were conducted in year 2022. with persons who dropped out of studies at different higher education institutions in Croatia in the period between 2015. and 2022. The main research topics included the study experiences, linked with personal biographies of dropout students, the reasons of dropping out of studies and the role of higher education institutions in that process. Three main reasons for dropping out of studies were identified – motivational reasons, health reasons and finding of employment. In addition, lack of discipline, financial reasons, social relations and organizational challenges also stand out as the reasons for dropping out of studies. Furthermore, we analysed the presence and correspondence between students' family habitus the new habitus, or the lack of thereof. The findings show that the students who developed a new habitus and felt the connection and integration with the new educational field were more inclined to return to higher education at some point in life and obtain a higher education degree. For others, the habitus clivé, or even the contrast between students' original dispositions and interests and university field values and norms, resulted in giving up higher education altogether. The findings also indicate weak institutional support related to the process of dropping out of studies. This lack of support can be perceived in the weak, or non-existing, monitoring of student progress or retention, and the absence of any institutional attempts to prevent the students from dropping out, all of which especially affects vulnerable groups of students. These findings support Bourdieu's stance on false meritocracy of the educational system, as students from unprivileged backgrounds are mainly overlooked, which enables the maintenance of social inequality through the educational system. Policy recommendations for preventing dropout from higher education are also discussed in the light of the study findings.

C.08. University studies and changes in habitus

Promoting Digital Citizenship for Social Justice. An Overview of Study Programs from European Universities

Magda-Elena Samoila (Alexandru Ioan Cuza University of Iasi, Romania) · Nicoleta Laura Popa (Alexandru Ioan Cuza University of Iasi, Romania) · Monica Assante (Alexandru Ioan Cuza University of Iasi, Romania)

digital citizenship, social justice, european universities programs

Digital citizenship refers to the right and responsibility of a person to participate in the online society, while digital citizenship education (DCE) prioritizes the strategies of responsible and conscious use of digital technologies for individual, social and political benefits. A higher level of DCE aims at how a person is oriented towards respecting social justice in the digital environment, advocating for equity and showing responsiveness and critical attitude towards practices that lead to digital injustice. The present study comparatively analyzes how European universities promote the integration of digital citizenship competences in formal and non-formal settings, involve diverse stakeholders in promoting DCE and facilitate exchange and collaboration from the perspective of valorizing good practices in the institutional context. According to the Council of Europe (2024), digital citizenship competences related to social justice comprise different domains of activity under three umbrellas: being online, well-being online and rights online. These indicators underlie the comparative analysis carried out in the present study, which details their representativeness and frequency into the curricula of European universities.

STREAM D.
Policy and Governance in Education

D.01. Co-operation, education and social justice

Agreeing to (dis)agree – Exploring the Dynamic and Mutable Possibilities of Co-operative Pedagogy

Joanna Dennis (Manchester Metropolitan University, United Kingdom)

co-operative education, pedagogy, spinoza

This paper-in-progress is inspired by a three-year research project, which investigated the co-operative schools project in England, an experimental education initiative of the Co-operative Group and the Co-operative College, UK (Dennis, 2018, 2019: Woodin and Gristy, 2022). This follow-up work seeks to reflect upon and develop that empirical study, using it as a springboard to develop further ideas about what a fully theorised co-operative pedagogy might look like, and to consider important questions about the possibilities of co-operative education, in a contemporary context that is so often defined by competition. The paper positions Spinoza's (1996) ontology of co-operation as one pathway for navigating the confounding issues that are present within the dominant neoliberal agenda of marketisation, privatisation, individualism, competition (Mills, 2015), arguing that Spinoza's 'collective individual' offers an alternative ontological positioning to the utility maximizing individual of the neoliberal subject,

Spinoza's theory is based on a form of 'collective individualism', which emphasises the co-operative power of the collective individual and, as such, offers a relational way of being together, implying forms of expression that are dynamic, ethical, affirmative and democratic (Gatens and Lloyd, 1999; Read 2015). For Spinoza, expanding the collective individual is our ethical responsibility. That is, by attending to our own and others becoming. Therefore, we can see how this is significant question for education settings – a school that places co-operation at the heart of what it is, is a community that is committed to the expansion of the collective individual.

Using a selection of empirical examples, this paper explores this theory and its possibilities further, using it to imagine the ways in which transindividual co-operation might operate in contemporary education contexts. The paper explores how co-operative education is possible and why it might be desirable. It raises questions about who co-operates, and with whom. It considers the possibility and potential of co-operative learners, pedagogies and schools, and it explores what happens when co-operation fails and disagreement occurs.

This paper concludes that a narrow emphasis on policy and governance to engender school improvement and raise standards overlooks the necessary role of pedagogy in school transformation. It demonstrates how Spinoza's theory of co-operative power, which relies on collective transindividual relationships, allows for a rethink of school transformation through a dynamic co-operative pedagogy. This alternative foundation offers a productive lens through which to reconfigure co-operative education, with wider implications for the reimagination of schools and their communities.

On Evaluating Schools: Reflecting On OFSTED And The Inspection Of Co-operative Schools in England.

Cath Gristy (University of Plymouth, United Kingdom)

co-operative, schools, evaluation, inspection

This paper responds to a profound questioning school evaluation frameworks. Through an engagement with the flowering of co-operative schooling and the school inspection framework in England (OFSTED) the paper explores the principles and possibilities for evaluation of schooling which includes consideration of the purposes of schools.

Mainstream state co-operative schools In England were based on legal models which stipulated the defence of co-operative values that included democracy solidarity, equity, equality, self-help and self-responsibility (Woodin and Gristy, 2022; Woodin, 2017; 2019). This paper is informed by the work of a co-operative education research group (CERG), consisting of schoolteachers and university research staff working in co-operative schools (Gristy et al, 2015). The CERG aimed to be a collaborative research community, using co-operative principles and values as a guide for their work together (Stevahn, 2013). The work of this group included the surfacing of the tensions in working co-operatively in fiercely uncooperative and uncollaborative school and university environments and engaged directly with the central tautology between co-operative schooling and the evaluation judgement framework under which schools were operating.

The high stakes school inspection OFSTED framework that operates in England has impacted on the way all schools operate (Fielding, 2001). Schools working to the co-operative values found themselves at odds with the framework against which they were judged (Dennis, 2019; Facer, 2012). Amongst co-operative school leaders in the research group, there was real fear of the risks of 'failure' on the very narrow range of metrics on 'achievement data' by which their schools were judged.

Current market-oriented contexts for much of education and schooling in Western democracies, focus on accountability where standards and assessment are emphasized. Schools in neoliberal contexts tend to be driven by data, market forces, choice and individualism. Neoliberal education practices may be considered antagonistic to practices of co-operative education model and the development of the collection of co-operative public schools in England is a very useful space to consider evaluation of schooling in contemporary times.

In England, as in many other countries, there is a currently a profound questioning of high stakes accountability and inspection systems and their work that standardises schooling. This period of questioning offers opportunities to consider other ways to evaluate the work of schools such as co-operative schools which include collective and communitarian objectives.

This paper goes onto consider approaches to evaluation of education provisions that might be useful in an opening up of thinking about public schooling and its work, particularly co-operative and democratic schooling. These approaches include the evaluation of other public services and community benefit societies with the associated ideas of social impact (Social Value UK, 2024) and social auditing (Speckley, 1981), the European Councils' reference framework of competences of democratic culture (Council for Europe, 2016) Fielding et al's (2006) work 'establishing a new rigour' when evaluating the working of schools.

This work on evaluation leads to fundamental thinking on the purpose of public schooling and a revisiting of the objectives of formal education that any evaluation would be working to assess.

Co-operative Academy Trust School Governance and parental participation in decision-making: Illusionary, Silencing and Civilising – (un)Democratic and (un)Cooperative Practices

Janet Elizabeth Hetherington (Staffordshire University, United Kingdom)

co-operative, democracy, parent/community

Successive British, and international, Governments have concurrently promulgated the professionalisation of school governance, perfecting technologies of rational self-management (Wilkins, 2019a), and the marketisation of education. Subsequently, key principles of democracy: inclusion; representation; participation; and empowerment, are now secondary to narrow, instrumentalised conceptions of good governance and market principles (Wilkins, 2014). The focus on skill-over-stake and the removal of stakeholders from local school governance raises questions over stakeholder representation and the accountability of English school governance to be responsive to community and parental needs (Woods and Simkins, 2014). Thus, creating a democratic deficit. Significantly, some schools, Co-operative Academies Trust (CAT) schools, maintain a commitment to technical-managerial and democratic priorities owing to their sponsorship model (Hetherington and Forrester, 2022; Davidge et al., 2017). The CAT is a Multi-Academy Trust, which are groups of publically-funded, private schools existing under the direction of a sponsor, in this case, the Coop Group.

The CAT is legally bound by its sponsor, the Coop Group, to adhere to international values of co-operativism, including a commitment to democracy. This empirical research explored the extent to which the value of democracy was evident in the CAT's engagement with parents as decision-makers, in line with its values and documentation. This case study is of one CAT academy. Semi-structured interviews were undertaken with the academy principal, chair of governors and three parent governors, as well as a focus group with five members of the parent forum. To evaluate the effectiveness of the polity's deliberative democratic processes, three lenses of deliberative democracy were used: Dryzek's (2017) inclusivity, consequentiality, and authenticity; Erman's, (2012) political bindingness and equality and Hendriks' (2009) exploration of power with or over the polity. The research is significant nationally and internationally, given the tension between the neoliberal imperative and the democratic deficit associated with governance currently (Hardin, 2014), and the concurrent tension with democratic practices associated with co-operative values (Wilkins, 2019b).

Findings show that parent representatives are typically not representative of the wider community. The Local Governing Body (LGB) tends to be raced and classed, (Kulz, 2021; Reay et al., 2007) and policy implementation is particularly impactful on social groups such as parents or community members of low socioeconomic status, women and non-white Others. Furthermore, the parent representatives' perception of deliberative democracy tends to be overshadowed by an accepted illusion of democracy within the LGB-empowered space, achieved with engineered consent (Locatelli, 2020). 'Anti-democratic' and exclusionary practices emerge through privileged speech patterns (Curato et al., 2017), 'silencing' and 'civilising' opportunities to deliberate policies and practices in the public space. Lastly, findings show neoliberal school governance is unscathed through the strategic co-option of carefully selected 'trusted' parent governors who privilege technocracy and upward accountability.

Upholding co-operative values, nationally and internationally, in deliberative democratic systems, has potential to challenge, should inculcated leadership (re)visit cooperative and democratic structures. There are implications for reimagining genuine co-opervatism and particularly democracy in school governance at a time when schools are being brought under the control of new post-neoliberal sponsorship models removed from traditional structures of government.

Co-operative Education and Learning – Histories and Visions

Tom Woodin (UCL, United Kingdom)

co-operation, mutuality, learning, education, community

In recent decades education has been accorded a much higher priority in most parts of the world. Yet it remains a paradox that the policy attention to education and learning has also led to a focus upon technical measures and specific forms of schooling and education at the expense of others, for instance adult education and holistic conceptions. One source for rethinking education and learning is the history and range of co-operative and mutual enterprises and community based educational initiatives. Co-operation, mutuality and community initiatives have a long history of affinity with education and learning. Co-operatives have been recognised as forms of self-help in which members learn to work together, to build and extend business and community activities – participation itself is seen as inherently educational. In addition, examples such as the British consumer movement reveal a line of popular educational practices relating to citizenship, culture, business, social science to name a few. The co-op has often been an innovator in helping to develop reading rooms, libraries, adult education classes and other forms. Moreover, the codification of the values and principles of co-operation emphasised the role of learning and training which helped to stimulate a process of adapting existing forms as in the formation of co-operative schools in England from the early 2000s. In this way, co-operative ideas and practices fed indirectly into various forms of state and community education (for example, Woodin and Shaw 2019).

This presentation will reflect on these various initiatives and draw out key themes, principles and ideas that contribute to an understanding of what democratic co-operative education might look like. In doing so, I will engage with some recent examples of work in this area (for instance, Moss and Fielding 2011; Brighouse 2022). Competing and contested notions of community and democracy can obviously be used to challenge some contemporary educational assumptions. Yet I will also explore how far it is possible to respond to current assumptions about the organisation of education and learning which itself reveals many contradictions.

D.02. Continuing Vocational Training in Italy, between Unresolved Issues and New Scenarios

Continuing Vocational Training in Italy: Unresolved Issues and New Scenarios

Roberto Angotti (INAPP – Istituto Nazionale per l'Analisi delle Politiche Pubbliche (National Institute for Public Policy Analysis)) · Giovanna Campanella (Ismeri) · Alberto Vergani (Università Cattolica di Milano)

continuing vocational training, national new skills plan, national recovery and resilience plan, pandemic

Continuing Vocational Training (CVT) seems to be at the core-attention of decision-makers in Italy after years. It is going through a season of transformations, also because of the launch of a set of new policy measures, most recently those included in the National New Skills Plan and the National Recovery and Resilience Plan.

CVT is therefore experiencing an extremely articulated situation, consisting of no less than eight national policy measures managed by different public administrations (both central and local) and many actors and stakeholders at various levels. Numbers, of participants and interventions, also show the recent increase of CVT relevance.

However, a number of issues remain unresolved: the equity of access to corporate training; the North-South areas gaps in the distribution of training supply; the resistance to change and modification of organizational models and practices; the effects of pandemic on corporate training choices and strategies.

D.02. Continuing Vocational Training in Italy, between Unresolved Issues and New Scenarios

Key Issues for Continuing Vocational Training Policies in Italy, based on the Results of the INAPP Survey INDACO-Companies

Roberto Angotti (INAPP – Istituto Nazionale per l'Analisi delle Politiche Pubbliche – (National Institute for Public Policy Analysis), Italy) · Luca Dordit (Università degli Studi di Udine)

continuing vocational training, policy key issues, up-skilling, re-skilling, human capital

In the development of human capital, the role played by continuing vocational training (CVT) in accompanying and supporting professional development paths becomes increasingly significant. This is connected to a process of rapid technological evolution, oriented towards the digitalisation of the companies, which determines the need to operate recurrent upskilling and reskilling processes (European Council, Recommendation of 19 December 2016). In Italy, over the last five years there has been a positive trend in the use of CVT, as recorded by several surveys (Italian Parliament, 2020; Angotti, 2017).

This scenario, already complex in the past and structurally tending towards an unsustainable fragmentation (Dordit, 2023) is becoming more complex today. We refer to the introduction of two new legislative measures from which a leap in quality is expected towards the development of a more organic system of CVT. On the one hand, the Piano Nazionale di Ripresa e Resilienza (Italian Government, 2021), identifies its points of synthesis in the processes of transition to green and digital. A convergent means is represented by the new Fondo Nuove Competenze (Law 17 July 2020, n. 77), intended as an aggregating driver in the field of CVT of employees.

On the other hand, it is noted a recent package of measures, collected under the title of Garanzia di occupabilità per i lavoratori (MLPS, Decree of 5 November 2021). In the intentions of the legislator, this is a set of measures in which interventions aimed at training the unemployed should be included, more organically than has happened in the past.

In light of what has been observed so far, the framework of policies which have as their scope CVT has today acquired crucial importance in supporting the new directions of socio-economic development of the country. In this context, we intend to propose a cross-cutting analysis, aimed at identifying a core of key issues emerging from the results of the latest INDACO-Imprese survey, conducted by INAPP (National Institute for Public Policy Analysis), addressing the whole Italian system of CVT. The main key issues can be summarized as follows: strong differences between companies on a geographical and dimensional basis; presence of a strong gender gap, age gap, qualification gap; accentuated sectoral differentiations in the use of CVT; limits in the use of public funds; still low incidence of training for the digital and ecological transition; high incidental rate of compulsory training and, finally, reduced level of coherence between company analysis of training needs and development of skills via CVT.

These aspects represent many critical issues, without taking anything away from some further positive elements, although recognised. For each theme, alongside an examination of the essential data, some insights for the policies of CVT are proposed.

D.02. Continuing Vocational Training in Italy, between Unresolved Issues and New Scenarios

Strengthening Italy's Continuing Vocational Education and Training System through Lifelong Learning Culture

Andrea Cegolon (University of Macerata, Italy)

lifelong learning, italy's continuing vocational education and training system, adult learners, entrepreneurs/managers, skills

The relevance of adult learning has increased in today's world, especially in relation to the intense changes taking place in our society, such as the ageing of the population (UN DeSA, 2019; Cegolon and Jenkins, 2022), the impact of the so-called Fourth Industrial Revolution on work (see among others, Frey and Osborne, 2017; Nedelkoska, Quintini, 2018), the transition to the green economy (CEDEFOP, 2021; ILO, 2019); as well as sudden shocks such as the COVID-19 pandemic (Amankwah-Amoah et al., 2021).

These changes and the speed at which they happen increase the need for adults to participate in learning activities throughout their working lives. Indeed, Individuals' ability to adapt and thrive in a fast-evolving world rests on their having acquired strong foundation skills, the willingness to learn and a habit of learning. These skills and attitudes are vital for them to absorb and expand the knowledge and skills required to adapt and become resilient to external shocks. This is why adult learning has also been identified as a focus topic of the European Education Area for 2021-2030.

In this perspective, given the social relevance of the aforementioned challenges, one wonders whether the continuing vocational and training (CVT) system in Italy is up to the task, that is, capable of preparing adults to navigate a rapidly changing world of work shaken by globalisation, technological and environmental changes as well as demographic changes.

To address this question, we present an overview of elements discussed in both the international and national literature. The goal is to highlight some critical aspects of the Italian CVT system. This is a theoretical/conceptual contribution to the literature on lifelong learning (LLL) participation and aims to provide some proposals for improving the Italian CVT system.

Measuring Low-Skilled Adults And Training Participation In The Digital Age

Giovanna Di Castro (INAPP, Italy) · Valentina Ferri (INAPP. Italy) · Alessandra Pedone (INAPP, Italy)

low-skilled adults, training participation, digital skill, training disparities

Low-skilled adults are less likely to participate in training than adults with higher skill levels (OECD, 2021). The low-skilled condition, however, is a multidimensional status and a dynamic phenomenon that is not based solely on the level of educational attainment. A comprehensive approach to the phenomenon should take into account several dimensions including the level of digital skills, currently indispensable, and a diverse range of individuals, including those with specific skills gaps or obsolete skills.

This study presents the main findings of an analysis aimed at examining the training behaviours of low-skilled adults in Italy (aged 18-64) based on a clear delineation of the research object. The primary objective of this study was to construct a multidimensional composite indicator, one specific to the labour market and one specific to adults in general. This indicator, developed through various aggregation methods, including summation-based approaches and correction for penalization factors, considers elements such as possession of basic and digital skills, in addition to educational level. The analysis was based on 2022 Indaco Adulti data and represents an evolution and update compared to previous studies (Angotti, Di Castro, 2023).

The research findings highlight significant disparities in access to training for this specific category of individuals, disparities that risk widening due to the increasing digitalization characterizing not only all sectors of the economy and society but also the world of education. The research aims to contribute to providing solid evidence base useful for understanding this phenomenon and providing policy insights to ensure fair and effective participation in the labour market and the educational process for all individuals.

D.02. Continuing Vocational Training in Italy, between Unresolved Issues and New Scenarios

Lifelong Learning as a Key Factor to Reduce the Skill Gap? Reflections on Doctoral Training

Andrea Galimberti (Università degli Studi di Milano Bicocca)

lifelong learning, doctoral training, tacit knowledge, phds professional transitions

The gap among professional competences and global market needs is rooted in an ever-changing market scenario and requires an organized and intentional continuous training. In the last thirty years this fundamental assumption grounded the success of the lifelong learning paradigm and spread the importance of education in relation to the national economic competitiveness. At the same time, a reductivist and linear epistemology promoted a dominant narrative based on the idea of 'matching' and adaptation, channelling the representation of a subcontracting relationship among educational system and economic domain. In this framework the general desire to attain 'better skills, better jobs, better lives' entails the risk of designing and managing instructional learning contexts aimed at acquiring skills and competences already defined by market needs. The article will propose some considerations on these aspects focusing on the changing role of doctoral training along the lifelong learning system. PhD holders are continuously facing professional transitions towards non-academic contexts and this fact interrogate their training models and, specifically, the ways through which university is fostering a generative dialogue with external social actors.

D.02. Continuing Vocational Training in Italy, between Unresolved Issues and New Scenarios

The Impact of Smart Working on Reskilling and Upskilling Processes in the Private and Public Sectors: a First Analysis

Alessandra Pedone (INAPP, Italy) · Giuditta Occhiocupo (INAPP, Italy)

smart working, continuing training, digital skills, digital learning, innovation processes

This contribution delves into a comprehensive examination of the ramifications brought about by remote working, known in Italy as smart working and agile working, considering the key role of continuing training in supporting public and private organizations to open up and adapt to the increasingly rapid changes and innovation processes. The study meticulously scrutinizes the impacts on the development and adaptation of training plans, the acquisition of specialized skills, and the overarching processes of reskilling and upskilling within the private and public sectors. The in-depth analysis is a result of a qualitative research project conducted by INAPP, encompassing companies and central and local public-sector organizations throughout the period of 2022-23. To augment the understanding, this contribution synthesizes insights from a literature review, offering a dual-faceted analysis. The first facet explores the intricate interplay between the demand for technology and digital skills and the training processes within the framework of the evolving remote work paradigm. The second facet takes a prospective stance, elucidating the regulatory evolution of remote working and its consequential impact on training initiatives. Furthermore, the contribution encapsulates key findings from the INAPP survey, shedding light on the interplay between continuing training and remote working in both private and public sectors. It not only accentuates strengths observed during the research but also discerns critical aspects that warrant attention. Additionally, it contemplates potential future scenarios, providing a holistic view of the evolving dynamics in the realm of remote working and its influence on training practices. It also considers the chance to promote a new culture of training, both in the public and private sector, which would be able to assist forms of collaborative problem-solving and foster a network among all those involved.

D.03. Drivers of education inequalities in student performances and choices

Teacher effectiveness: insights from Italy

Giovanni Abbiati (University of Brescia, Italy) · Giulia Assirelli (Catholic University of Milan, Italy)

teacher effectiveness, student achievement, value-added models, educational inequalities

Teacher effectiveness is a concept elaborated in Economics of Education literature that describes the contribution of individual teachers to the cognitive growth of their students, as measured by standardized competence tests (Goldhaber et al. 2015). Sociological studies of educational inequalities have often overlooked the importance of this factor and its impact on school-related processes. This concept, in fact, poses challenges for sociologists for several reasons, including its alignment with an efficiency-driven educational model and the risk of reinforcing negative teaching practices (such as teaching to test), as outlined by many commentators (e.g. Grimaldi and Barzanò 2014). However, the established consensus on the critical influence of teachers in shaping student success and job trajectories (and associated disparities) calls for Sociologists to address this factor and ultimately integrate it into their empirical as well into their theoretical works (Thrupp 2001; Argentin 2018; Abbiati 2021).

In this paper we provide teacher effectiveness estimates for Italy, a country characterized by marked educational inequalities despite its high degree of centralization, particularly in the lower and upper secondary school cycles (Falzetti 2019).

To this purpose we analyze data on a nationally representative samples of Italian 8th and 10th grade students for the school years 2017-18 and 2018-19, which include competence scores in language and mathematics and socio-demographic information. We merged this data with a survey administered to their language and mathematics teachers. The choice of this school years is motivated by the inclusion of a questionnaire item that allows the identification of teachers who have followed sample students from the beginning of their educational cycle (the target of the analyses).

In line with the literature, effectiveness estimates will be retrieved by regressing students' scores on a teacher dummy variable, students' competences at the end of the previous school cycle (i.e. 5th grade for models on eight graders and 8th grade for model on 10th graders) and a wide set of individual-level regressors (Chetty et al. 2014).

These estimates will be analyzed to assess their distribution among schools, families, and territories, and to study their predictive power in shaping students' careers in later educational stages. This study will contribute to a deeper understanding of teacher effectiveness and its implications for addressing educational disparities.

Evaluating The School Effect On Enhancing Resilience In University Students' Performances

Silvia Columbu (University of Cagliari, Italy) · Mariano Porcu (University of Cagliari, Italy) · Isabella Sulis (University of Cagliari, Italy) · Cristian Usala (University of Cagliari, Italy)

education, resilience, multilevel modeling, latent profile regression

The previous literature in education largely acknowledges the role of family socioeconomic conditions in the intergenerational transmission of inequalities. In this framework, the achievement of a high level of education for less-advantaged students is a strategic asset in reducing disparities. Indeed, higher educated people have a greater awareness of their abilities and opportunities to build a better future, which ensures better economic rewards in the long term: higher educational levels are generally associated with higher employment rates and salaries. However, data from Italy show that achieving a tertiary education degree in Italy is still strongly associated with family background. The probability of getting a degree for individuals in the cohorts 1960-69, 1970-79, and 1980-89 coming from highly educated families is about .5 higher than the one of those coming from low-educated families (Busetta et al., 2023). Moving from this framework, this research aims to evaluate the factors affecting schools' capability to foster fairness and inclusion in education by offering the same opportunities to reach the highest level of education to students coming from disadvantaged backgrounds (Field et al., 2007; OECD, 2012a; Agasisti & Longobardi, 2014; OECD, 2016a; Sulis et al., 2020). Based on the PISA OECD definition of resilient students, which identifies as resilient those students who achieve a high level of proficiency in the PISA test (score in the third quartile) despite facing adverse socioeconomic circumstances (ESCS index in the first quartile), we define the resilient students at the university by focusing on the regularity of students' career at the end of the 1st year. In particular, we define resilient students as those from families with low ESCS index who achieved a number of formative credits higher than the median observed in their disciplinary field. For this aim, the database MOBYSU.IT, which contains the Italian National Student Archive (ANS) microdata related to the cohorts of students enrolled for the first time in an Italian university, has been merged with the data from the INVALSI surveys, which provide information about student families' socioeconomic conditions. A multilevel approach that considers as Level-1 units the students and as Level-2 the school-field of study combinations has been adopted to identify the school and peers' effect on the probability of fostering resilient behaviors at the university, taking into account the differences in the choice of the field of study and the source of heterogeneity in the data related to individual, school and territorial area's characteristics. The combined use of multilevel modeling approaches to deal with a complex data structure (i.e., nested observations in schools, fields of study, and universities) and latent profile regression analysis allowed us to detect the role played by schools' characteristics in determining the capability of the institutions to boost students' resilience and to combine quality and equity in terms of expected results of their students at the university.

D.03. Drivers of education inequalities in student performances and choices

Unveiling Gender Dynamics: The Evolution of Gender Differences in the School-to-University Transition and STEM Program Choices in Italy Over Time

Antonella D'Agostino (University of Siena, Italy) · Roberta Cipriano (University of Florence, Italy) · Raffaele Guetto (University of Florence, Italy)

higher education, field of study, stem, gender, cohort change

In the last few decades, there has been a notable rise in women's enrolment in higher education. This trend contributed to a decline in gender inequalities in both participation and degree attainment, eventually leading to their reversal in virtually all the OECD countries (Fenget al., 2023; Delaruelle et al., 2018; Evans et al., 2020). According to the OECD (2021) report, in 2019, 51% of women aged 25-34 attained a tertiary degree compared to only 39% of their male counterparts. On the other hand, the persistent under-representation of women in specific STEM (Science, Technology, Engineering, and Mathematics) programs continues to be a significant factor contributing to the enduring wage disparity between men and women (Barone & Assirelli, 2020; Herbaut & Barone, 2021). This paper aims to study the evolution over time (since the nineties until today) of gender differences in the participation in higher education and the choice of the field of study in Italy. We employ logistic regression models with a specific focus on examining the role of students' school performances as mediators in explaining the evolution of gender disparities in both higher education participation and STEM programs choice.

This investigation entails complex data management due to the use of different data sources needed to cover such an extensive time span in Italy. In particular, we use data from the survey on the "Educational and Professional paths of upper of secondary school graduates" conducted by the Italian National Institute of Statistics (Istat) from 1998 to 2015. Through this survey, we can encompass the cohorts of graduates from 1995 to 2011. To cover the most recent cohorts of upper secondary graduates, we will use microdata from administrative databases made available through an agreement with the Italian Ministry of University and Research (MIUR). The combined analysis of these different data sources will provide a rich overview of the evolution of gender differences and inequalities in tertiary education participation and their underlying mechanisms.

Note: The data used in this study have been processed in accordance with the RESEARCH PROTOCOL FOR THE STUDY "From high school to the jb placement: analysis of university careers and university mobility from Southern to Northern Italy" among the Ministry of University and Research, the Ministry of Education and Merit, the University of Palermo as the lead institution, and the INVALSI Institute. The reference researcher is Gianni Betti. In addition, we acknowledge financial support under the National Recovery and Resilience Plan (NRRP), Mission 4, Component 2, Investiment 1.1, Call for tender No. 104 published on 2.2.2022 by the Italian Ministry of University and Research (MUR), funded by the European Union – NextGenerationEU– Project Title Stem in Higher Education & Women INequalitieS [SHE WINS], CUP I53D23004810006, Grant Assignment Decree No. 1060 adopted on 07/17/2023 by the Italian Ministry of Ministry of University and Research (MUR).

D.03. Drivers of education inequalities in student performances and choices

Peer Effect On Educational Outcomes: The Role of Classroom Rank

Emanuele Fedeli (University of Trento, Italy)

peer effect, rank, educational outcomes, non-cognitive skills

This study investigates the nuanced effects of lower secondary school rank on subsequent upper secondary outcomes within the Italian educational landscape. Drawing upon a rich dataset encompassing all Italian school students for three cohorts, the research illuminates how disparities in lower secondary school rank reverberate through various facets of upper secondary education, including track choice, performance in standardized tests in mathematics and language, and educational aspirations.

The findings underscore significant ramifications stemming from lower secondary school rank, with discernible impacts extending beyond academic performance to encompass pivotal aspects of upper secondary education in line with the previous scholarship (Elsner and Isphording 2017). Notably, students who experienced lower secondary school rank demonstrate differentiated track choices in upper secondary education, indicative of the enduring influence of prior academic standings on educational trajectories. Moreover, disparities in lower secondary school rank manifest in divergent performance outcomes in standardized tests, notably influencing proficiency levels in mathematics and language acquisition during upper secondary schooling.

Crucially, the study endeavors to disentangle the underlying mechanisms driving these observed effects, elucidating the interplay between learning outcomes and non-cognitive factors (Carbonaro et al. 2019). Through meticulous analysis, the research underscores the pivotal role played by non-cognitive attributes in mediating the impact of lower secondary school rank on subsequent academic trajectories, shedding light on the complex dynamics underpinning educational attainment.

Moreover, the study underscores the pervasive influence of socioeconomic background in exacerbating disparities engendered by lower secondary school rank. Students from disadvantaged socioeconomic backgrounds are disproportionately affected by lower secondary school rank, facing compounded challenges in navigating upper secondary education and realizing their educational aspirations. This underscores the imperative of targeted interventions aimed at mitigating the adverse effects of socioeconomic disparities on educational outcomes.

Furthermore, the research sheds light on the role of educational aspirations. Students' aspirations are profoundly influenced by their experiences in lower secondary school, with disparities in rank shaping their educational outlook and career aspirations. By elucidating the intricate interplay between lower secondary school rank, track choice, standardized test performance, and educational aspirations, the study offers insights into the mechanisms driving educational inequality and informs targeted interventions aimed at fostering greater equity in educational outcomes, once accounted too for the structure of school peers.

In conclusion, this study unveils the multifaceted effects of lower secondary school rank on upper secondary outcomes within the Italian educational context. By delineating the enduring repercussions on track choice, standardized test performance, and educational aspirations, the research contributes valuable insights to the discourse on educational equity and efficacy (Heffetz and Frank 2011), guiding policymakers and educators in devising interventions aimed at fostering more inclusive and equitable educational landscapes.

D.03. Drivers of education inequalities in student performances and choices

Exploring the Effect of Individual Characteristics and Social mechanisms on Educational Choices

Valeria Policastro (University of Naples Federico II, Italy) · Angela Pacca (University of Florence, Italy) · Giancarlo Ragozini (University of Naples Federico II, Italy) · Maria Prosperina Vitale (University of Salerno, Italy)

higher education, peers effect, survey data integration

A large body of researches in both economics and sociology has focused on peer effects in education highlighting as social interactions at primary and secondary levels school affect student outcomes (Coleman et al., 1966; Sacerdote, 2011; Patacchini et al., 2017), aspirations and expectations among adolescents (Raabe and Wölfer, 2019; Lorenz et al., 2020), and secondary school-related choices (Zwier et al., 2023). At university context, peer effects resulting from interactions between students are mainly investigated to explore their effect on academic performance (Winston and Zimmerman, 2004; Griffith and Rask, 2014; Vitale et al., 2016). To the best of our knowledge, studies on university choices have paid little attention to the peer environment (Porcu et al., 2022; Usala et al., 2023 and references therein).

Within this study, we examine how individuals' educational choices in tertiary education dependent on socio-demographic background, the family context, the school environment, and social interactions among peers. Starting from these dimensions, it is important to understand the factors playing a critical role within a perspective where the quality of educational systems can occur only within a scenario of non-reproduction of social inequalities. How and which these contextual effects can interact in the individual choice's process from high school to university is investigated by data gathered through ad hoc surveys. Data integration procedures are adopted to reconstruct a unique dataset of around 4000 students who have participated to three surveys devoted to a high schools' sample in Campania region. Hence, logistic regression models are applied to assess the effect of peers and other contextual variables on the probability to enroll at university in a specific disciplinary field as well as on the probability to move in another region to attend a degree program.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

The Practices of Scuola-Città Pestalozzi That Educate for Equality and Social Respect

Matteo Bianchini (Scuola-Città Pestalozzi, Italy) · Valeria Angelini (Università degli Studi di Firenze)

scuola-città pestalozzi, educazione alla cittadinanza attiva, strumenti democratici, giustizia sociale, pratiche democratiche

This contribution aims to present a model of school organization that is based on promoting social justice in its educational system.

In the context of Italian schools, there is a need for reflection on the existing practices aimed at improving the quality of the educational system, such as those of Scuola-Città Pestalozzi.

Scuola-Città Pestalozzi in Florence is an experimental institution under Article 11 of Legislative Decree 275/99, with an extraordinary statute. The experimental decree defines not only the educational activities but also the research activities that are functional to the renewal of the national school system.

For its founder, Ernesto Codignola (1951; 1962), the creation of social life and democratic sociality in school has always been an indispensable condition for the development of the personality of every child and young adult, both socio-emotionally and intellectually.

A democratic model of school organization is not sustainable in the long term in a society structured undemocratically. The democratic transformation of school life must therefore be seen as an aspect of the democratization of society as a whole. A radical transformation of teaching-educational methods presupposes a radical ethical-social, as well as economic, transformation of the entire society. (Bianchini, 2023)

Practices such as student councils and courts of honor, eighty years after its foundation, remain not only valid but necessary for the development of the democratic identity of young citizens.

According to Codignola, these tools help develop self-governance, which is a set of transversal skills that conceive of school as a laboratory of citizenship that teaches how to fight inequalities in general.

The practices of facilitation, reflection, and self-reflection carried out by boys and girls will be presented, with particular attention to the role of the teacher both in the educational design phase and in the implementation phase.

In school, cultural growth and the development of democratic awareness cannot be thought of separately. (Angelini, 2023) Therefore, we must move forward in overcoming the historical and sterile opposition between a school that educates and a school that instructs; otherwise, the school can never be a place where one is educated to combat social injustice.

We believe it is necessary to share the practices implemented in Scuola-Città Pestalozzi because they meet the criteria of teacher quality, student participation in school activities, and the use of active and inclusive pedagogical methods and tools.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

The Curriculum as an Effective Lever for an Equitable Inclusive and Accessible Early Childhood Care and Education

Eloïse Drure (UNIMORE, Italy)

early childhood care and education, school quality, curriculum

This presentation demonstrates the importance of the curriculum in the processes of change in the education system to make Early Childhood Care and Education (hereafter ECCE) more equitable, inclusive and accessible, what the role of the curriculum is and what the essential characteristics are for effective, appropriate and sustainable implementation.

Current research, particularly in affective, cognitive neuroscience and early childhood development, as the recognition of the importance of ECCE by civil society, international organisations, highlight the unique needs and particularities of children in this age group. This is a crucial period in a person's life that will have an impact on his or her future life, future studies, and society. Education and school is a special place where the child will continue to grow, particularly with his peers (cf. socio-constructivism). Despite the evidence highlighting the benefits of ECCE, there is a lack of investment, human and financial resources in this sub-sector (UNESCO, 2019), which can have consequences for the quality of service provision and affect the quality of teaching.

To reduce and mitigate the problems associated with the quality of ECCE provision, one of the keys to improvement and a lever for action is the curriculum, which is both a tool and a process designed for change (cf. definition of curriculum, Demeuse, 2013). The curriculum for quality ECCE must be rooted in a certain number of values and priorities together with a certain number of specific characteristics that will be specified in the indications, orientations and aims. The choice of curriculum content is not a minor matter and must reflect fundamental values and a vision that have been defined in advance.

For instance, a curriculum proposal for quality ECCE could consider the following characteristics: the holistic and intersectoral nature of ECCE, the involvement of parents, the inclusion of children with special needs and rights, the principle of equity and equality (between children, between genders, etc.), orientations relating to the choice of educational content, the choice of assessments, the promotion of cultural diversity (endogenous curriculum), etc.

Concretely, there are already implementations that are fighting inequalities. Gardner Howard proposes an application of the Theory of Intelligences to education with an innovative organisation of the school system with the figure of the Curriculum Adviser. Whose role would be to match the aims and children's interests with the different programmes (Gardner, 1993). This proposal is inclusive and sensitive to diversity because each of the 7 types of intelligence and interests of the children is considered and valued in the learning process.

There is also the question of the obligation to develop a curriculum. Indeed, the Reggio Emilia approach illustrates that the curriculum is not compulsory, since there is no written curriculum or programme, allowing the approach to be easily transferred and applied to another cultural context (Dahlberg, 2007). Therefore, assuming that the curriculum is based on the values of inclusion, accessibility, and quality, it is a lever for action in the process of change, but it is not a condition sine qua non.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

New Quality Assurance Approaches: Outcomes Of An Integrated Peer Review Experimentation In Italian VET Schools And Training Centres

Laura Evangelista (INAPP, Italy) · Concetta Fonzo (INAPP, Italy)

quality, self-assessment, peer review, education

The European Peer Review methodology, promoted by the EQAVET National Reference Points, is a useful tool for Quality Assurance. A European Peer Review is a mix of internal self-assessment carried out by an education or training provider and external assessment carried out by a group of evaluators called Peers. Hence, this methodology is based on an active involvement of different actors such as education and training providers, Peers and other key stakeholders, from which both the reviewed provider and the Peers can benefit.

The focus of the European Peer Review methodology lies on the promotion of a quality culture of continuing improvement, mutual learning, trust and openness. Therefore, the active participation of all the actors is fundamental and creates a development atmosphere for quality assurance in teaching and learning contexts where social justice is crucial.

The methods and instruments used in EQAVET Peer Reviews are common also in General Education systems, as the self-assessment tools of European schools are often in line with the EQAVET Framework. These tools are also mainly based on specific quality criteria, indicators and descriptors supporting equitable education systems.

From 2019 to 2022, a qualitative research about an integrated Peer Review – involving both schools belonging to General Education and vocational centres operating in Regional VET systems – was carried out by INAPP. Through this national research, innovative integrated tools were elaborated by merging the European Peer Review instruments with the National Evaluation System tools. The new integrated method, based on common quality criteria and indicators, was piloted through a national network. In total 14 Peer Review visits were hosted and more than 50 Peers – manly teachers and trainers – were involved in the National experimentation that included three different Italian Regions.

During the piloting, the overlapping and redundancy of Quality Assurance tools and methods in different education and training settings created the condition for an in-depth refection on the role and functions of quality measures in schools and VET centres and on how all the quality measures in place can face inequities among different systems.

Starting from the results of the national experimentation, this paper shows how the Peer Review methodology can support the development and enhancement of quality in Education and Training. Moreover, the experimentation has allowed to define the key principles for ensuring that the EQAVET Peer Review methodology is flexibility and agile in different learning settings where it adapts swiftly to diverse training needs and provides quality learning opportunities, fostering social justice. Finally, the research outcomes place a strong focus on the increased synergies created by an integrated approach of self-assessment tools (such as the European Peer Review ones), reinforcing the idea to further explore all those opportunities that allow to improve this methodology in order to enhance equity and inclusion through the existing quality assurance tools.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

What are the Impacts of the External Evaluation on School Quality? Evidences from a Qualitative Systematic Review

Michela Freddano (INVALSI, Italy) · Ilaria Salvadori (INVALSI, Italy)

school external evaluation, school evaluation, school quality, qualitative systematic review, impact

In order to make education systems suitable tools to face the economic challenges of contemporary society and to implement processes of quality, equity and effectiveness of education systems, valid and reliable evaluation and assessment processes at every level (Eurydice, 2015; OECD, 2013) have been assumed a central and strategic role. School external evaluation is an important way to improve school organization and system functioning as well as improving the quality of education systems and processes.

In Italy the external evaluation of schools is carried out by a team composed by three individuals: an inspector, with coordination functions, an expert from school (principal or teacher) and an expert from social research. The main aim of school external evaluation is to evaluate school outcomes and, overall, processes to account points of strengths and weaknesses, useful for the improvement of school quality. As a fact, in the Italian school system, school external evaluation (Decree 80/2013) plays a strategic role with the other phases of the evaluation process (self-evaluation, improvement actions and social reporting), in promoting the improvement of the quality of the educational offer and learning. External evaluation is a complementary phase of school self-evaluation. As a fact, the external evaluation process uses the same criteria and rubrics of self-evaluation (INVALSI, 2022) to evaluate the quality of school processes and results.

Many factors come into play in determining the quality of schools such as the quality of teachers and teaching processes, of the school leadership, the relationship with students and the participation of families in the educational dialogue, inclusive and evaluation processes (Dell'Anna, 2021).

School evaluation can allow education system to ensure fair school processes and student equal opportunities (Penninckx et al, 2015; Quintelier et al., 2020), increasing education system and school development (Hofer et al., 2020). However, in highly selective systems, evaluation processes may fail to ensure fairness by not considering the contexts in which schools find themselves and produce side effects or may not foster change in terms of improvement (Ehren et al, 2015; Ehren et al, 2023; Kemethofer et al, 2017).

Starting from these considerations, the present paper reflects on the effect of external evaluation on the improvement of school quality. A qualitative Systematic Review was carried out on the European context for the period 2013-2023. From the analysis and categorization of the articles, three macro-categories emerged, of which the one named "Impacts", to which 20 papers refer, is the subject of the present work. Suggestions can be drawn from these studies to reinterpret processes and instruments of external school evaluation in terms of quality improvement so that evaluation can be a tool for balancing autonomy and equity (Bottani & Cenerini, 2003). Indeed, external evaluation may be able to generate long-term positive effects on organizational change and decision-making processes. Suggestions for improvement include the perceived quality, fairness and equity of the external evaluation and inspection visits, which translates into the ability to accept the feedback of the final report to set up improvement actions that also reinforce school self-assessment procedures.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

From Representation to Student Participation: Political-institutional and Educational Looks

Manuela Ghizzoni (University of Bologna, Italy) · Elisabetta Nigris (University of Milano-Bicocca)

students, representation, participation, social management, ccommunity

The paper aims to analyze the developmental trajectories of student/youth participation in two areas of their everyday life: school social management and learning processes. At the same time, its peculiarities are analyzed (with reference to the Arnstein scale model), trying to connect them to the degree of well-being perceived by the student component in the course of study and, ultimately, to the social function of the school itself.

With respect to the first topic, the occupation of numerous school institutions by students and students' initiative and the 50th anniversary of the establishment of collegial school bodies (Presidential Decree 416/1974) constitute, respectively, the term ad quem and a quo for a historical framing of school social management institutions and their degree of participatory vitality. Thus, a path is offered along a number of stages of analysis – the inception of collegiate bodies, the introduction of school autonomy, attempts at legislative change, the approval of the Students' Statute, and the spread of community educational pacts – which, taken together, constitute a prism for reading the social and cultural transformations of the past fifty years. This path will critically reflect on the different phases of republican history, from the post-1968 season to the social-democratic and, more recently, the neoliberal, choosing-as the lens of analysis-school policies for the (de)-construction of democratic schooling. The last stage of the journey, with reference to youth and student protagonism, particularly active with respect to the major issues of climate change and the social impact of the Covid-19 pandemic, is dedicated to assessing new forms of participation and co-design to flank the more traditional collegiate bodies, with respect to which various actors have initiated a reflection to reactivate their function as catalysts of collective and democratic participation.

The reflection proposed in the first part of the contribution naturally also calls into question the relationship of the school with society: if Presidential Decree No. 416 declares the transition from the state school to the school as an educating community through "participation in the management of the school giving it the character of a community that interacts with the larger social and civic community" (art. 1. c. 1), fifty years after that indication one cannot postpone a related reflection on the relationship between school and society, that is, of what society, according to the reversal proposed by Gert Biesta, is required by a truly democratic school dedicated to the growth of citizens.

The contribution, as anticipated, cannot escape from considering and examining the relationship between representation/participation and the student component's instances of protagonism with different teaching models (transmissive-passive vs. collaborative-participative). In this regard, reference is made to the studies that identify the different levels of participation of female students in different forms of teaching and rank them according to the description of the possible ways of their involvement in teaching activities and educational choices within everyday classroom life (as an example, see Hart's scale).

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

School And Social Inclusion: An Essential Value?

Dario Ianes (Centro Studi Erickson, Italy) · Benedetta Zagni (Centro Studi Erickson, Italy; Università degli Studi di Padova) · Sofia Cramerotti (Centro Studi Erickson, Italy) · Sara Franch (Centro Studi Erickson, Italy) · Francesco Zambotti (Centro Studi Erickson, Italy)

inclusion, school, inclusive practices, persons with disabilities, values

Italian school and social inclusion has now 40 years of history and is often considered a model to follow (Dell'Anna, Bellacicco & Ianes, 2023). Nevertheless, numerous inclusion-skeptical positions persist, questioning the feasibility and actual utility for individuals with disabilities of an inclusive educational system. Recent scientific publications critically examine inclusive practices (Imray & Colley, 2017; Gordon-Gould & Hornby, 2023), asserting that even Italian inclusive practices have proven ineffective. So, what is the current situation in Italy? How well does the value of school and social inclusion withstand the daily challenges of implementation and the practical feasibility of inclusive values? This study aims to investigate, within the Italian population, whether the value of school and social inclusion is still indispensable and what difficulties/ strengths exist in certain applicative dimensions. An online questionnaire consisting of 19 questions (excluding demographic questions) was administered, and 3,137 individuals (average age = 44.6 years, standard deviation = 9.51) working with people with disabilities responded. Most participants were special education teachers (62.6%) and regular teachers (22.9%), while the rest of the sample comprised other educational professions. Descriptive analyses were conducted, and six thematic dimensions were identified: the dimension of value, realization, and feasibility; socio-emotional outcomes; collaborations; sexuality; and, finally, adult life. The results indicate that the value of inclusion is still deeply rooted in the Italian educational system. However, when it comes to practical implementation, significant difficulties in the feasibility of inclusion become evident. Concerning collaboration with services and families, the data show a considerable decline. Encouragingly, there is a proactive attitude towards the introduction of psychoeducational figures aimed at addressing the sexuality of individuals with disabilities. Lastly, support for the possibility of inclusive mixed classrooms is advocated by the school system.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

Widening the Gap Between North and South in Human Capital Accumulation: a Systemic Perspective

Lorenzo Maraviglia (INVALSI, Italy)

capital, geographical gaps, social integration, systemic interdependance

Both national (INVALSI) and international (OECD-PISA) surveys reveal a significant and persistent skills gap between students from the North and students from the South of Italy.

Such gap, which affects text comprehension as well logical and mathematical skills, tends to increase with the student's age, reaching its maximum at the end of upper secondary school.

Basic human capital accumulation is therefore a further dimension of the disadvantage that affects the regions of Southern Italy, which adds to the differences in the rate of employment, in economic conditions, in health and much more.

Most studies that focus on the North-South skills gap tend to highlight differences in the availability of economic resources and in the distribution of family features, such as average social status and parents' level of education. According to empirical evidence, household/parents' characteristics are by far the stronger predictors of school outcomes and, accordingly, one of the most likely causes of the skills gap.

In the opinion of some scholars, this testifies the persistent classist nature of Italian school.

This discussion, however important, risks to overshadow the possible interweaving of economic, social and institutional factors which, in a complex and differentiated society, can be jointly responsible of a specific empirical result.

In our study we put together data from different statistical and administrative sources in order to investigate how the interaction between different social systems – school, labour market, vocational training sector – can affect the average level of students' achievements in different areas of our Country.

More specifically, we put forward the hypothesis (to be assessed empirically) that where alternative channels of training or social integration are available schools tend to be more selective, favouring the exit of students with lower performance (or otherwise more problematic).

To the extent that such a dynamic is under way, at least some part of the observable skills gap between Northern and Southern regions could be attributed to differences in the selection mechanisms of the respective student populations.

It is important to note that this research perspective, whereas supported by data, has significant implications in terms of the design of policies aimed at reducing geographical skills gaps. For example, one might consider the possibility to allocate resources to encourage the development of a stronger vocational training sector as an alternative or a complement to increasing school funding.

According to such a perspective, in this preliminary study we display and discuss data and empirical evidence consistent with the interpretative hypothesis. as an additional step we include a simulation analysis which estimates the possible impact of selection mechanisms upon the observed gap in average skills between Northern and Southern students.

Although still in progress, we confide that this line of research can provide an effective contribution to empirical research on the causes of the geographical gaps in our country and on the choice of policies that can help reduce them.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

Beyond Expectations: How Much Does the Structure of European Education Systems Affects Students Performance?

Iacopo Moreschini (Independent, Italy) · Matteo Bonanni ("La Sapienza" University of Rome)

european educational system, math performance, deviant cases, selectivity, structural effects

The European education system, during the reform processes of the 1990s, advocated for the standardization of educational pathways and qualifications (Novoa and Dejong-Lambert, 2003; Ertl, 2006). Specifically, isomorphization primarily targeted decentralization policies and evaluative measures. Subsequently, this process extended to tertiary education, addressing the comparability of qualifications and levels of education, while leaving the organization of lower educational levels to the member states. The outcome is the fragmentation in the organizational structures of European education systems, resulting in varying levels of selectivity towards students (Benadusi and Giancola, 2014).

In countries with more selective systems, early tracking practices enhance the influence of social backgrounds on educational choices. This sustains stronger homogeneity in terms of social background and academic performance within each school (Duru-Bellat and Suchaut, 2005). The price for this internal homogeneity appears to be large school segregation, with greater disparities between schools in terms of social composition and average student performance (Sciffer et al., 2022).

Mechanisms of micro-level interactions intervene in individual actions by providing access to information, and influencing beliefs and desires (Hedstrom, 2005; Collins, 2005), while operating within the bounds defined by structural-level variables (Coleman, 1994). In matters of equity of educational outcomes the importance of primary effects (Boudon, 1974) is confirmed by the OECD (2023), which indicates socioeconomic status (SES) as the best predictor of achievement on standardized tests, regardless of the educational system.

The mix of micro and structural effects implies a reinforcement of segregation processes, pointing towards the existence of deep inequalities that tend to concentrate less fortunate students within disadvantaged schools. This phenomenon contributes to the perpetuation of educational disparities and, consequently, leads to divergent life outcomes (Dämmrich and Triventi, 2018).

Aware of the dependency of performances on SES and accounting for the structure of the educational system, the work aims to study the ability of national school systems to 'produce' students who perform better and worse than what would be expected of them based on their social background.

Using OECD PISA 2022 data and other international sources a database will be created storing data on educational systems both at the individual and country level for selected European countries. Educational systems will be evaluated in terms of the degree of selectivity defined by their structures (Benadusi, Giancola, 2014; European Commission, 2023). Secondly, primary effects are introduced through the residue distribution of a model that predicts mathematic performances (the main focus of the 2022 round of PISA) from SES. A model fitted on the overall sample will be used to identify the thresholds that will define at what point one deviates from the expectations. These thresholds will be then used on the residues from the same model, fitted on the data at the single country level. This will allow us to observe how many students in each country fall behind or beyond what could be generally expected. Finally, it will be observed whether the selectivity of educational systems affects the ability to 'produce' these students who deviate from expectations.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

Pathways for Transversal Competencies and Orientation (PCTO) as a Device for Developing Personal Resources and Contrasting Scholastic Dispersion

Valentina Pagani (University of Milano-Bicocca, Italy) · Elisa Truffelli (Università degli Studi di Bologna AlmaMater) · Barbara Balconi (University of Milano-Bicocca, Italy) · Roberta Biolcati (Università degli Studi di Bologna AlmaMater) · Guido Benvenuto (Sapienza Università di Roma) · Giulia Gabriella Pastori (University of Milan-Bicocca) · Elisabetta Nigris (University of Milan-Bicocca) · Mara Marini (Sapienza Università di Roma) · Sara Germani (Sapienza Università di Roma) · Giuliana Viscuso (Università degli Studi di Bologna AlmaMater) · Martina Rossi (University of Milan-Bicocca) · Giacomo Mancini (Università degli Studi di Bologna AlmaMater) · Irene Stanzione (Sapienza Università di Roma)

pcto, scholastic dispersion, upper secondary school, training research methodology

PCTOs (Pathways for Transversal Competencies and Orientation) in the Italian education system represent a strategic methodology for the global development of upper secondary school students and the orientation of their educational and professional choices (Keeley, 2007; Vitale, 2016). The project here presented, which is funded with PRIN 2022 funds, aims to analyze the characteristics of PCTOs and evaluate their influence on personal resources, as well as student dispersion and orientation measures. The project consists of three studies. The first study aims to explore if and how the implementation and objectives of PCTOs are described in the Three-Year Training Offer Plans (PTOF) of 200 institutes randomly selected at the national level. This study will highlight any variations and adherence to ministerial standards through a document analysis (Bianquin et al., 2018; Bolasco, 2021). The second study includes conducting six case studies involving 6 secondary schools, two for each region involved (Lazio, Lombardy, and Emilia-Romagna). This phase aims to collect data at different levels, including institute, teachers, and students, through the Training Research methodology (Asquini, 2018), to understand the factors that hinder and facilitate the planning of PCTOs and their effects on students' educational and professional development choices. The third study involves conducting a retrospective survey among first-year university students to evaluate the impact of PCTOs on their career choices and individual well-being. The project aims to create an open-access digital platform for schools to self-evaluate and improve the effectiveness of PCTOs. The theoretical-cognitive, educational, and technological implications of the project will contribute to informing educational policies and improving school practices, promoting continuous evaluation and an improvement cycle to raise the overall quality of educational paths.

This contribution aims to elucidate the stages and objectives of the research project in detail, seeking to share the methodologies and objectives with the scientific community, thereby facilitating collaboration, discussion, and the exchange of knowledge within the field.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

Emancipatory Interculturalism for Social Justice

Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italy) · Rita Bertozzi (Università di Modena e Reggio Emilia)

interculturalism, discrimination, school choice, immigrant-origin students, teachers

Despite the public favour gained in Europe, interculturalism is often reduced to its theoretical abstractions or local implementations. There is scarce evidence to suggest that interculturalism mitigates the systemic discrimination of immigrant-origin people. The article aims to empirically analyse the persistence of discrimination and the contradictions of the intercultural model in its concrete implementations. Italy is a relevant research field, given the intercultural choice for the governance of the education system since the Nineties, showing at the same time persistent evidence of socioeconomic, cultural, and educational inequalities in its migratory regime.

Looking at the Italian case, the paper analyzes the coexistence of interculturalism and discrimination into multicultural schools, examining school track choices for immigrant-origin students under the lens of interculturalism.

We combine three theoretical perspectives – discrimination at micro-level, critical interculturalism, and school choice as a process – with an empirical analysis of qualitative data, focusing on the ambivalent relational mechanisms underneath the most discriminatory turning point in the Italian education system, the transition to upper secondary school.

We rethink interculturalism through three analytical and interpretative steps, 1) moving from macro to micro level analyses, since discrimination operates at a system level but is the result of micro-mechanisms that mediate the relationships between school contexts and students' outcomes. Within these mechanisms, teachers assume the role of implementers, opponents or even "policy maker in practice" (Croll et al. 1994) in the field of anti-discriminatory and intercultural interventions.

Combined with this shift, our attention also moves 2) from considering a unique and general version of interculturalism to critically reflecting on diverse forms of intercultural implementation, distinguishing top-down strategies, in which interculturalism is superficially used in unequal contexts, from a bottom-up approach, promoting conviviality among people from culturally diverse backgrounds, in a normative frame guaranteeing equal opportunities.

Finally, we focus on the transition from lower to upper secondary education, since the selection of a vocational track instead of an academic one is a strong predictor of future educational and professional success. We use this crucial passage as a lens to analyse discriminatory and intercultural trends as interconnected processes, moving 3) from a static vision of school choices differentiated by class, gender, and ethnic background towards a more comprehensive analysis, providing an insight into the exchange between students, teachers, and parents, considering them as active (re)creators of their social environment in a continuous interactive process.

Different forms of student-teacher interaction, approaches to school track choice, and discriminatory effects are highlighted in the research findings. Three different scenarios of interculturalism are identified, implemented through the negotiation of the school actors.

D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality

Fostering Quality Inclusive Education: Teachers' Valuation and Beliefs Related to Heterogeneity in Learning Groups

Simone Seitz (Free University of Bozen-Bolzano, Italy) · Petra Auer (Free University of Bozen-Bolzano, Italy) · Sara Baroni (Free University of Bozen-Bolzano, Italy) · Giulia Consalvo (Free University of Bozen-Bolzano, Italy)

inclusive school development, teacher professionalization, heterogeneity, teachers' beliefs, teachers' self-efficacy

Internationally, there is quite a consensus on the close connection between high-quality inclusive schooling and educational justice, whereby, at the national level, the different structural conditions of education systems and teacher-professionalization shape the scientific discourses in a meaningful way (Seitz, Auer & Bellacicco, 2023). The Italian education system, with its almost five decades-old tradition of inclusive schooling, herein takes on a pioneering role compared to other nations worldwide (EASNIE, 2023). However, under the umbrella of the 2030 Agenda for Sustainable Development (United Nations, 2015) – more specifically, Goal 4 – Italy, like all other nations, pursues the objective to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (p. 14). The latter builds the main starting point of the research project GOODWILL (Researching school development: Pathways to inclusive quality Education; 2023-2026). It is being conducted in connection to a initiative by the education department of the Province of Bolzano, which provides school-development-counselling and in-house-training for teachers in 23 schools to foster inclusive school quality.

The mixed-methods-design of our study starts from two groundlying assumptions: first, schools are understood as learning organisations (Senge, 1990), and second, educational discourses on (in)equity and inclusion along with school laws and curricula provide an institutionalised framework (Sturm, 2023) for change processes on the cultural level. Consequently, school cultures become highly relevant since they open up possibilities for options for action that people can then rely on in specific situations (Helsper, 2008).

While the qualitative part of the research focuses both school staff and students' social practices (Schatzki, 2001) and their conjunctive knowledge (Bohnsack, 2017), the quantitative part of the study (T1 = January 2024; T2 = January 2026) – focus of the planned contribution – sheds light on teachers' valuation and self-efficacy beliefs related to heterogeneity in the classroom, which are relevant for quality schooling based on equity. Starting from the assumption that teachers' confidence to be competent and able to implement inclusive teaching but also to cope with possible challenges is one of the crucial factors in the realisation of (quality) inclusive education (Hecht et al., 2016), we argue that teachers' perceptions and self-efficacy beliefs build an important starting point related to their professionalisation due to their motivational component and the relationship with health, satisfaction, and ability to act (Bandura, 1977; Ross, 1995). Participants are teachers from a total of 23 schools from different school levels (i.e., primary school, lower and upper secondary schools, vocational schools). Next to sociodemographic and professionalisation related data, teachers are asked about the evaluation of heterogeneity (10 items) as well as about their self-efficacy beliefs in relation to teaching heterogeneous learning groups (30 items) on a 6-point Likert-scale (1 = do not agree at all; 6 = fully agree) by Schmitz et al. (2020). Preliminary results will be presented and discussed within the framework of inequity relevant aspects of school cultures and school development processes.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

As Soon As Possible – The Effectiveness Of A Financial Education Program In Italian School

Tommaso Agasisti (Politecnico di Milano) · Alessio D'Ignazio (Bank of Italy) · Gabriele Iannotta (Politecnico di Milano)

financial literacy, financial education in schools, rct

This paper evaluates the effects of "Financial Education in School" (FEiS), a large financial education program offered by the Bank of Italy from primary to secondary schools nationwide, which consists of teachers' training, dedicated materials and classroom activities.

The rigorous evaluation of classroom financial education programs is challenged both by heterogeneity across different schools, school grades and students characteristics and by self-selection into treatment. To tackle such potential sources of endogeneity, we ground our empirical strategy on two RCTs, concerning primary school and lower secondary school students, respectively.

For conducting the empirical analysis, we exploit a rich dataset taking from two main sources: (i) student questionnaires on financial literacy, administered both before and after the FEiS program; (ii) student characteristics, including demographic variables and scores in both maths and reading tests, drawn from the National Institute for the Evaluation of the Education and Training System (INVALSI). In addition, we also exploit some information on teachers-level characteristics, gathered by means of non-mandatory questionnaires; the latter were available for a subset of classes only.

By means of two Randomized Controlled Trials, which involved more than 1,500 grade 5 and grade 8 students. We find that the program improves students' financial knowledge by between 0.5 and 0.6 SD for both school grades, a result in line with previous research. On the other hand, no impact is detected, on average, for students that were invited to study the volumes on their own, at home. Investigating heterogeneous effects, student's family socio-economic status (ESCS) matters; in particular, students with higher-than-the-median ESCS experience larger benefits from the Bank of Italy program and improve their financial literacy also when studying on their own.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

The Lasting Heritage of Improved Teacher-Student Relations in Middle School

Gianluca Argentin (University of Milan-Bicocca, Italy) · Giulia Assirelli (Catholic University of Milan, Italy) · Tiziano Gerosa (SUPSI, Switzerland) · Matteo Moscatelli (Catholic University of Milan, Italy)

teacher effectiveness, randomized controlled trial, student achievement, professional development

Existing research on school effectiveness shows that teachers play a pivotal role in determining student achievement, significantly influencing their performance (Wayne and Youngs, 2003; Rivkin et al. 2005; Creemers et al. 2010). However, prior studies failed in explaining the sources of this effect as they were not able to identify specific teachers' characteristics that determine their effectiveness. Consequently, teacher quality remains a black box, posing challenges for the development of policies aimed at increasing it (Rice, 2003; Kini and Podolski, 2016).

With the aim of addressing this gap, the OpenTeQ project ("Opening the black box of teacher quality") adopts a novel approach – that integrates economical, sociological and pedagogical perspectives – to test in a rigorous way whether teachers' relational skills contribute to their effectiveness and whether these skills can be enhanced through large-scale interventions.

To reach this goal, during the school year 2016/2017 we implemented a light-touch professional development intervention focused on the improvement of relational skills. This intervention was targeted to lower secondary school teachers in Italian schools. To evaluate the impact of the intervention we designed a cluster randomized controlled trial. Teachers of the treatment group were exposed to the self-training programme, which was based on a brief booklet and short videos offering practical tips to better managing relationships with colleagues, students and parents.

In the short run, the effectiveness of the intervention on teachers' and students' attitudes and on pupils' achievement was assessed through a) data collected ad hoc at the end of the school year (7th grade), b) school administrative data (marks registered at the end of the following school year and competences measured through standardized tests). Results showed that the intervention was effective in producing a statistically significant impact on teachers' self-efficacy, that is a relevant predictor of students' achievement. Moreover, our treatment also improved students' interest and achievement in the main subjects (Italian and mathematics) (Argentin et al., 2020).

Now, thanks to the availability of administrative data on students' educational career, we have the opportunity to assess the long-term effect of the intervention. Students are indeed followed until the school year 2022/2023, that for regular students is the end of the upper secondary school cycle. The collected data are upper secondary track, marks and failures at the end of each school year.

Preliminary results show that the light-touch intervention developed during the lower secondary cycle still exerts its effect in the long run: treated students are found to be more often enrolled in the academic track (i.e. licei) and to better perform in the main subjects, as they register higher marks in Italian and Mathematics. These results not only confirm that teachers' relational skills are a relevant leverage for teachers' effectiveness, but also that light touch interventions can produce relevant long-lasting impacts.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

Experimental Effects of an Education Savings Program to Tackle School Dropout

Davide Azzolini (Fondazione Bruno Kessler, Italy) · Loris Vergolini (Università di Bologna, Italy)

school, dropout, savings, public policy, evaluation

We conduct a randomized controlled trial to test the effectiveness of a savings-based financial aid program for high school education in Italy. The program (WILL) was implemented by a consortium of philanthropic organizations as part of a nation-wide demonstration in four Italian areas (Torino, Firenze, Teramo, South Sardinia) from 2019 to 2023. The program targeted first-year students of lower secondary schools from low-income families and offered them and their families the opportunity to save small amounts of money (6 euros per week up to a maximum of 1,000 euros over a 4-year period) in a digital wallet. Household deposits were multiplied by four if the money was spent on proven educational expenses (e.g., computers/internet; culture, book purchases; various school expenses, language or computer courses, sports, transportation). In addition to the savings account, beneficiaries were offered a financial education program, educational support and guidance.

The study involved 576 students (including 293 treated and 283 control). Data were collected approximately 20 and 36 months after randomization. Administrative data from the program indicate that families saved regularly (on average, 5.2 euros per week, totaling 598 euros) and spent an average of 2,320 euros.

We find that the program has had a positive effect on family savings (for their children's education) and that the increased family savings did not come at the expense of the families' own ability to meet subsistence expenses (e.g., food, rent, medical expenses, etc.). However, the data also show that households with lower incomes (ISEE index) show markedly lower levels of saving and spending than households with higher ISEE.

The increased savings and matched moneys provided by the program had substantial effects on the computer equipment (i.e., greater likelihood of having a dedicated computer and better internet connections) that students were able to use to cope with distance education during Covid.

On average, there is no impact on middle school final grades, but a large positive effect is observed among low-income individuals. A positive effect is evident in terms of school attendance, including reduced instances of skipping entire school days or missing some classes and arriving late to school.

No effects of program participation are found on educational aspirations and expectations. However, among families with lower ISEE, that is, families with lower educational aspirations and expectations for their children, the program had a strong positive effect, raising by a substantial extent parents' desire and concrete belief that their son/daughter will successfully complete secondary school.

A third wave of data collection is scheduled for Fall 2024, which will enable us to estimate the program's effect on dropout during the first two years of high school.

Based on our and previous findings (Martini et al 2021), we conclude that matched savings accounts show potential for combating educational inequality in Italy. The program is replicable and scalable--a similar program is currently being run in Torino. Regressivity in the financial mechanism, due to limited savings capacity of families, could be redressed by implementing marginal changes in program design.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

Evidence-Based Reform of Educational System in French-speaking Belgium: Reduction of Grade Retention Rate

Dylan Dachet (University of Liège, Belgium) · Ariane Baye (University of Liège, Belgium)

grade retention, quasi-experimental design, regression discontinuity design, risk of bias, quality

In 2015, urged on by the worrying results of international surveys (Lafontaine et al., 2019 a & b; Quittre et al., 2017), the French-speaking Community of Belgium initiated a structural reform of its educational system (Le Pacte pour un enseignement d'Excellence). One of the original features of this reform is that it is the first (Dachet & Baye, 2020 & 2024) in the French-speaking countries to explicitly refer to the Evidence-Based Education paradigm in one of its founding texts (FW-B, 2015).

Among the many aspects of this structural reform, reducing the use of grade retention is undoubtedly the most "evidence-based" one (Allen et al., 2009; Bright, 2011; Goos et al., 2021; Valbuena et al., 2021). In Belgium, however, grade retention is often viewed positively by teachers and, more generally, in the public opinion. Besides, debates remain lively in the scientific community, with some researchers defending the value of grade repetition because of its perceived usefulness to teachers (Draelants, 2018 & 2019), while others point out the negative or null effects highlighted in the scientific literature (Galand et al., 2019).

At the international level, the debate on the effects of grade retention that might have thought to be closed has revived, since educational economists have shown, on the basis of discontinuity regression designs, some positive effects of grade retention in specific contexts (Özek & Mariano, 2023). At the same time, an analysis of the intrinsic quality of quasi-experimental studies on grade repetition has revealed some worrying findings regarding their risk of bias (Dachet, 2024): existence of confounding factors, low baseline equivalence, post-hoc assignment of students, use of over-aligned measuring instruments, high attrition rate, high differential attrition rate, low statistical power…

To date, previous work aimed at measuring the quality of research dealing with the effects of grade retention has not analyzed the quality of studies following alternative causal designs such as discontinuity regression designs. However, these are precisely the study designs that currently find the most positive effects of grade retention (Goos et al., 2021). Moreover, these are also research designs whose validity is widely debated in the scientific community (Cook, 2002; Huntington-Klein, 2021; Lee, 2016).

In this contribution, we propose an analysis of the quality of all available causal research on the effects of grade retention. We aim to provide an answer to the following question: based on the analysis of the quality of research on repetition, what can be concluded about its effectiveness?

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

Stimulating Creativity and Grit of High School Students with Creative STEM Activities: an RCT with Noncompliance

Martina Francesca Ferracane (European University Institute, Italy; Teesside University) · Veronica Ballerini (University of Florence) · Fiammetta Menchetti (University of Florence) · Silvia Noirjean (University of Florence) · Alice Dominici (European Union)

causal inference, creative pedagogy, fablabs, instrumental variables, noncompliance

Creativity and grit are widely recognized as vital components for the success and prosperity of individuals. Therefore, it is of paramount importance to set up interventions to foster them, especially among children and teens. We conduct a randomized controlled trial where students from five Italian high schools are randomly assigned to creative STEM courses. The courses are delivered by FabLabs, small-scale workshops that offer access to tools for digital fabrication and employa hands-on pedagogical approach expected to impact students' creativity and grit positively. Assignment to the courses is at the class level: only students in classes randomly selected to join the Fablab activities can participate, and they may decide whether to enrol or not on a voluntary basis. We address noncompliance by adopting an instrumental variable approach. We use two modalities to measure creativity: a self-assessment through the Short Scale of Creative Self and an assessment made by an independent expert, who used an index of creativity developed by the authors. While the effect on self-assessed creativity is not significant, results show that the external, independent assessment of students' creativity can capture a significant effect of Fablabs' courses. It also emerges that FabLab activities have a positive significant effect on students' grit, measures through the Duckworth scale.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

Evidence, Myths and Teaching Practices: The Case of Teaching Reading in Italian Schools

Sergio Miranda (Università di Salerno, Italy) · Antonio Calvani (Università di Salerno, Italy) · Paola Damiani (Università di Salerno, Italy) · Lorena Montesano (Università di Salerno, Italy) · Luciana Ventriglia (Università di Salerno, Italy)

education, reading education, alphabetical, phono-syllabic methods

The main objectives of this work are two: the first is to present the results of an experiment conducted in Italy which shows the significant advantages for the teaching of reading deriving from the use of a phono-syllabic, progressive, explicit and systematic method (Calvani et al., 2022); the second is to underline the need to take into account the evidence obtained from research and to avoid pursuing methodologies that are superficially attractive but less effective, if not downright harmful, in such a significant field of early school education (Dehaene, 2009).

The methodology adopted is based on a quasi-experimental design, with an experimental group and a control group, organized by cluster (school classes). Twenty-three schools located in seven different regions participated, with 30 classes for a total of 467 children for the experimental group and 21 classes for a total of 325 children for the control group. The experimental classes followed the program called ALFABETO140 (Ventriglia, 2016) which is based on a structured and explicit phono-syllabic approach (Morais, 1989; Goswami, Gombert, Barrera, 1998). Evaluation tests were administered at the beginning (Cornoldi, Miato, Molin, Poli, 2009; Miranda, Montesano, 2021) and at the end (Frith, 1985; Stella, Apolito, 2004; Franceschi, Savelli, Stella, 2011; Caldarola, Perini, Cornoldi, 2012) of the school year to measure the reading and writing skills of the children involved.

The experimental group performed significantly better than the control group in all exit tests, showing a time advantage ranging between 2 and 5 months. Furthermore, the number of children at risk of dyslexia identified at the end of the year was reduced to less than a fifth in the experimental group, while it remained around half in the control group. The teachers who tested the program expressed high satisfaction and strong motivation for the method and its results.

In conclusion, the experimentation conducted provides further confirmation of what has already been highlighted by evidence-based research, namely that in a transparent language like the Italian one, a method based on letter-sound correspondence, syllabic decoding and phonological awareness is undoubtedly the more effective and more motivating solution for all children and not just those at risk of dyslexia (Calvani, Damiani, Ventriglia, 2023). The attention of the institutions is therefore drawn to their responsibilities in this regard and to the need to reject unfounded beliefs that support “creative” methods and school texts without scientific foundations.

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D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

Summer learning loss in Mathematics: A systematic review

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summer learning loss, systematic review, mathematics achievement

Summer learning loss has emerged as a significant concern within the educational community, affecting students' academic progress across primary and secondary education levels. This phenomenon is especially pronounced in mathematics, a subject where the erosion of skills during the summer break poses a notable challenge to educational outcomes (Raudenbush & Eschmann, 2015; Lynch et al., 2023). Historically rooted in research from the United States (Heyns, 1978; Von Hippel and Hamrock, 2018), the exploration of summer learning loss has been limited outside North America, with exceptions such as the studies by Siewert (2013) and Holtmann and Bernardi (2019) in the Central and Northern Europe. In the Southern Europe, where summer breaks are among the longest, there are few experimental studies, among which Sabella's (2014) work in Italy stands out. Nonetheless, research on summer learning loss has produced compelling evidence, showing that when schools are closed, levels of learning typically decrease, with this decrease being more pronounced among pupils from disadvantaged families and ethnic minorities (Atteberry and McEachin, 2016).

Due to the Covid-19 pandemic, learning loss has gained an increased interest. In this vein, a vast amount of experimental studies have been conducted to measure the impact of school closures on student achievement, as well synthesized in recent reviews (Moscoviz & Evans, 2022). Although the evidence from these studies provides more knowledge on the factors influencing learning loss, the unique conditions of school closure during the Covid-19 pandemic do not allow for direct extrapolation of these results to the broader phenomenon of summer learning loss.

The present paper reports a systematic review study aimed at synthesizing existing research on summer learning loss in mathematics at the primary and secondary school levels, focusing specifically on uncovering the extent, methodologies, and geographical distribution of these studies. By identifying gaps in the current literature and analysing the methodologies employed in existing studies, this review advocates for a more structured and evidence-based approach to researching summer learning loss, with particular attention to countries like Italy which experience the longest summer breaks (about 12-13 weeks).

The systematic review underscores the need for educational policies and interventions that mitigate the adverse effects of summer breaks on student learning outcomes.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

Proving Impact in Complex Programs. Challenges, Opportunities and Consequences for Practice Using the Example of the Federal Program "Live Democracy!"

Dr. Alexander Staerck (German Youth Institute, Germany)

impact evaluation, effectiveness, federal programs, promoting democracy, comparative case studies

The German Youth Institute ("Deutsches Jugendinstitut e.V.") has been monitoring and evaluating federal government programs aimed at countering right-wing extremism, racism, and anti-Semitism since 2001. Currently, the second phase of the federal program "Live Democracy!" (from 2020 to 2024) is being evaluated. The scope of the program includes activities at the municipal, state, and national levels. Structures and pilot projects aim to promote democracy, foster diversity, and prevent extremism. In addition to the formative evaluation of activities at different levels and in various fields of action, the federal program as a whole is also undergoing an "overall evaluation" ("Gesamtevaluation").

The "Gesamtevaluation" must particularly consider the fact that "Live Democracy!" is multicentric, encompasses multiple levels, and is highly heterogeneous in terms of goals, methods, target groups, and institutional contexts. Under these conditions, proving impact—understood as change and stabilization processes that can be attributed (with a certain probability) to specific measures—is a particular challenge. To address this challenge, we employ a diverse methodological approach and utilize both quantitative and qualitative instruments.

An example of this approach is regional comparative studies: In nine selected regions, we empirically demonstrate the effects of the practical implementation of the federal program "Live Democracy!" with regard to its three core goals (promoting democracy, fostering diversity, and preventing extremism). Through this, we identify central factors influencing their achievement. We conducted 62 guideline-based individual and group interviews and evaluated them using content analysis, based on the documentary method and incorporating quantitative data. Additionally, we carried out social network analyses in several of the regions examined. These regional analyses are based on the assumption that comparative case studies of this nature not only reveal specific effects at the regional level and insights into corresponding causal relationships but also, in conjunction with other data, enable generalizations regarding the federal program as a whole. To capture outcomes "ex post" as effects in complex environments, we utilized "outcome harvesting" (Wilson-Grau 2018) and the contribution analysis approach (Mayne 2012).

The purpose of this input is to stimulate discussion within the panel regarding the opportunities and limitations of regional case studies for demonstrating the effects of actors' actions in a federal program such as "Live Democracy!" and for making empirically reliable statements about the program's effectiveness. To this end, two regions from the study will be presented as examples and contrasted. Additionally, the discussion should encompass the validation of results in the field and the implications that evaluation reports have on structures and projects aimed at promoting democracy, fostering diversity, and preventing extremism.

D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice

The Mediational Role of Math Anxiety in the Link Between Loneliness and Math Achievement: An Analysis using PISA 2022

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loneliness, non-cognitive skills, academic achievement, math anxiety, adolescence

There is mounting evidence on how non-cognitive skills (or psychosocial resources) play a crucial role in supporting students throughout their educational journey and are crucial for social, scholastic, and personal adjustment (Heckman & Rubinstein, 2001). However, compared to other countries, this topic has received little attention from Italian researchers (Pisanu & Fraccaroli, 2022). Similarly, Italian policy also lags in paying attention to such evidence. Only recently have some ministerial reforms sought to promote the knowledge, application, and discussion of supporting non-cognitive skills in Italian educational settings. In this study, we delve into non-cognitive skills, focusing on the underestimated role of loneliness (i.e., the unpleasant feeling that emerges when individuals perceive their social network as qualitatively and/or quantitatively scarce; Asher & Paquette, 2003). It has been shown that loneliness is negatively associated with mental health and positively correlated with symptoms of anxiety and depression (Houghton et al., 2022). Furthermore, a recent study by Sette et al. (2023) found a negative link between loneliness and students' positive academic self-perceptions. However, the literature still offers few studies on the associations between loneliness, psychosocial resources, and objective measures of academic achievement. Therefore, in this project, we examined the link between loneliness, math anxiety, and academic achievement in mathematics among 15-year-old Italian adolescents using the PISA 2022 survey data. Drawing on previous literature on the effect of loneliness on academic self-perceptions, we hypothesized and tested a model in which math anxiety mediates the relationship between loneliness and math achievement. We analyzed data from 10552 Italian students (50.8% girls). Structural Equation Models were used to test our hypothesized model. In addition, covariates (i.e., gender, indices of economic, social, and cultural status, cooperation, experiences of being bullied, quality of student-teacher relationships, and expected occupation status) were included in the analysis. To operationalize loneliness, we used a latent variable composed of three items from the sense of belonging scale consistent with the items in a widely used loneliness questionnaire (i.e., Asher & Wheeler, 1985). Math anxiety was measured by a latent variable composed of 6 items. Finally, math achievement was measured through a single indicator, which reflected the "Plausible Value 1" in PISA 2022. The model fitted the data well according to commonly used criteria (CFI and TLI > .90; RMSEA < .06; SRMR < .08). Concerning parameters of interests, we found that (a) loneliness significantly and positively affected math anxiety, and the latter significantly and negatively affected math achievement; (b) the direct effect of loneliness on math achievement was not significant (albeit the latent zero-order correlation was negative and significant) and constraining this parameter to be zero did not significantly worse the fit of the model; (c) bootstrap analysis (5000 resamplings) showed that the 95% bias-corrected confidence interval of the indirect effect was significantly different from 0. This analysis provides a first attempt to empirically unravel the relationship between two underestimated non-cognitive aspects (loneliness and math anxiety) and their impact on math achievement, thus offering potential insights for future longitudinal studies and practical interventions at school.

Despite the Best Intentions: Educational Inequalities in Highly Stratified but Choice-Driven Tracking Systems

Dalit Contini (University of Torino, Italy) · Camilla Borgna (University of Torino, Italy)

school guidance, high school, tracking, inequalities

Social disparities in educational decision-making (i.e. secondary effects) are a well-known factor in the intergenerational reproduction of inequality. A recent stream of experimental research points to the equalizing potential of information and counseling treatments designed to address many of the micro-level mechanisms underlying secondary effects, such as information gaps, parental influence, and over/under confidence in one's own abilities. In the real world, however, school guidance professionals may find that reducing inequality conflicts with the selective and allocative functions of guidance. Moreover, similar to teachers, they may exhibit social biases in their assessments and recommendations. Another source of skepticism about the equalizing potential of guidance programs stems from the stickiness of educational expectations and the associated lack of responsiveness to (unwanted) signals about one's academic potential.

Against this background, we focus on Italy as an exemplary case of a highly stratified tracking system that nevertheless leaves ample room for choice to students and their families. Not surprisingly, secondary effects are large in Italy by international standards, with long-term consequences for social inequalities in educational and occupational chances. By exploiting a unique longitudinal administrative dataset from the city of Turin (N=6,759), we unpack the decision-making process of students from different family backgrounds by examining how initial track intentions evolve into actual track choices and the role of school guidance in this process.

Our results show that track recommendations – which, in our context, are jointly developed by teachers and counselors – are not overtly biased in favor of high-SES students. However, the reluctance to recommend academic tracks unless students have a strong school performance and express an explicit wish for it disproportionately holds back academically promising low-SES students. At the same time, resistance to unwanted recommendations is higher among high-SES students. We conclude that the combination of restraining guidance and free-choice tracking provides an institutional legitimacy to inequalities in track choices.

Systematic Review: Quality Assurance Mechanisms And Evidence-Based Approaches in Guidance

Concetta Fonzo (Universitat Oberta de Catalunya) · Enric Serradell López (Universitat Oberta de Catalunya)

educational guidance, evidence, quality, evaluation, lifelong learning

Literature shows how guidance interventions can and do make a difference in terms of "soft" skills such as creativity, problem solving, teamwork and decision-making competences that can be seen as precursors or proxy indicators that make a significant contribution to longer term socio-economic outcomes (Hughes, 2009). Starting from an in-depth analysis of the most widespread definitions of guidance – used in Europe and other geographical contexts – provided in different educational and training settings, an extensive body of research evidence was carried out that endeavours to demonstrate how to analyse and to report on the impact of guidance interventions and how to deal and to focus on evidence-base for guidance policies and systems developments (ELGPN, 2015). Based on the already explored domains of guidance, a literature review was carried out with the aim to get informed about new designs and developments of evidence and quality of career and guidance-related interventions. The work was situated within the devolved theories about quality assurance (Plant, 2004; 2012) and indicators (Hooley, 2014) for effective career guidance provision. The study focused primarily, though not exclusively, upon research findings from career and guidance-related interventions aimed at identifying, gathering and analysing quality assurance mechanisms and evaluation procedures of different guidance services. Accordingly, the paper will focus on the lessons learned from the research findings designed to inform and consolidate professionals' understanding and articulation of what constitutes effective guidance-related interventions, as well as identifying gaps in the evidence-base for measuring and assessing the impact of guidance provision in Europe. As a main result, the research outcomes will show how it is difficult to measure and quantify in "precise terms" the impact that these interventions have on people's intermediate and longer-term lifelong learning, training and employability as well as social and/or economic outcomes. But, as scholars like Hughes (2009) stated "measuring and assessing the impact of careers and guidance-related interventions is not simply about measurement; it is more about (…) building a learning community that has a strong and confident multi-dimensional voice that responds well to the pressure from policymakers and consumers to deliver more relevant and cost-effective interventions".

Getting the Word Out to Secondary School Students about Financial Aid: Does it Affect Undergraduate Enrollment Rates?

Federica Laudisa (IRES Piemonte) · Samuele Poy (Università del Piemonte Orientale)

information, financial aid, randomized controlled trial, school-university transition

This study examines the impact of information dissemination on undergraduate enrollment rates, specifically focusing on awareness of the financial aid program among secondary school students. Previous research by IRES Piemonte revealed that a large proportion of first-time tertiary education entrants in Piedmont universities fail to apply for student grants, despite meeting eligibility requirements. We hypothesize that this is likely due to a lack of awareness of the financial aid opportunities available.

Student grants in Italy, on paper, are the primary means in removing economic barriers for low-income students to afford higher education. In reality, there is an inadequate dissemination of information with stakeholders which constitutes a significant flaw in implementation.

The primary objectives of this study are to evaluate the current level of students' understanding of the grant scheme and to investigate whether raising awareness of the financial aid available influences their decision to enrol in higher education.

Initial interviews were conducted with 6,500 randomly selected high school seniors in Piedmont. The results confirmed a disparity between students' professed familiarity with the grant and their actual knowledge. Despite 95% claiming to be aware of the grant, only 6% could accurately identify the eligibility requirements, and a scant 9% knew the grant organizers (EDISU Piemonte). A significant correlation between grant knowledge and student characteristics, such as gender, grade point average, school type, family background, and participation in guidance activities, was also observed.

The students were then randomized into treatment and control groups. The treatment group attended a 30-minute meeting providing detailed information about the grant, including eligibility requirements, application procedures, and award amounts, while the control group received no information.

A follow-up interview, conducted approximately six to seven months post-high school graduation, assessed university enrollment and grant application figures. A comparison of rates between the treatment and control groups aimed to determine the impact of participation in the informational meeting on undergraduate enrollment rates.

Our findings will contribute to understanding the influence of grant information on students' transitions from high school to university, as well as on their decisions to apply for a study grant. We may also be able to identify the specific profiles of those students who would stand to benefit most from receiving this information.

Teachers And Educational Inequalities Reproduction: How Can We Reduce Tertiary Effects? Evidence From A RCT Combined With A Factorial Survey

Elisa Manzella (Università Cattolica del Sacro Cuore di Milano) · Gianluca Argentin (Università degli studi di Milano-Bicocca)

lower secondary school, educational inequalities, teachers, rct, factorial survey experiment

Teachers' guidance advice towards upper secondary school seems to contribute educational inequalities reproduction, being biased according to students' socio-economic background1,4,6. Previous quantitative studies have studied robust associations between advice and ascriptive characteristics, even net of student performance, but they tell us only few about underlying factors2; while qualitative studies investigate local contexts highlighting the formulation processes, exploiting only partially the existing variability6. All previous studies did not properly face the issue of causality or translate results into remedial intervention.

The aim of this study is twofold: i. causally investigating the magnitude of teachers' biases in formulating guidance advice for students with different social background; ii. causally test whether raising teachers' awareness about this bias and their role in inequalities reproduction may reduce disparities among students.

In order to pursue the first aim, we implemented a factorial survey experiment with which we assessed teachers' bias on a large (non random) sample of 2,609 teachers at the beginning of the school year, in an on line survey, allowing simulated students characteristics to randomly rotate.

To assess whether teachers' bias may be reduced raising teachers' awareness, second aim of the paper, we implemented on the same sample of teachers (196 schools) a randomized controlled trial combined with the factorial survey named above, repeated before and after a teachers' professional development intervention.

The treatment, developed starting from previous works by Alesina et al. (2018)1 and Argentin & Gerosa (2022)2, consisted of an online light touch training in October and November 2021 aimed at: i) making the teachers called to formulate guidance advice aware of the inequalities reproduction process at stake; ii) provide some recommendations to neutralize these processes.

Our results are promising. The factorial survey showed that teachers' guidance is strongly affected by students' social background. Lyceum is less recommended to pupils from lower parental social classes (minus 20 percentage points, comparing working to service class).

About the RCT, the information treatment generated among teachers a reduction in the bias in the advice, as estimated in simulated behaviour: the difference in recommending a lyceum to children of working class compared to service one reduced to 15 percentage points among treatment group teachers and raised to 26 among the controls.

About real world effects, the effects are more diluted. We find a similar trend in guidance advice provided to students by teachers and in upper secondary school enrollment. The difference in the advices' formulation seems to go in the expected direction with a reduction in the bias by family's education and social classes. Similarly, we find the same tendency for actual enrollments in upper secondary school: in the treatment group, there is a decrease in enrollments in lyceum among students from the service class, especially in the scientific subtrack, meanwhile more enrollments in the vocational or technical track. Additionally, there is an increase in enrollments from the most disadvantaged classes to technical despite tracks.

Conclusions will be drawn on the relevance of teachers' awareness for future actions to counteract social inequalities in education.

Promoting an Evidence-based Participatory Approach to Educational Guidance. The Experience of Fondazione per la Scuola

Veronica Mobilio (Fondazione per la Scuola, Italy)

evidence-based education, participatory research, educational guidance, school education

Education practices and policies should be informed by the best available scientific evidence (EC 2017; 2022). Following this principle, countries worldwide have begun encouraging evidence use in school education, whereas Italy appears to be a step behind due to a shortage in the connection between research, practice, and policy, along with a lack of impact evaluations on programs effectiveness (Pellegrini & Vivanet, 2020).

Fondazione per la Scuola of Compagnia di San Paolo (FpS) is an organisation based in the north of Italy that promotes quality and inclusive education at primary and secondary level. For all the reasons described above, paired with its unique outreach and cooperation with schools, decided to become a research organisation and create a research unit dedicated to guiding its initiatives through investments in applied research and rigorous impact evaluations (FpS, 2024a).

In this context, in line with recent developments at European (Council of the EU, 2004; 2008) and national level (MIM, 2022), FpS started focusing its attention on educational guidance, considered as a powerful tool to support and promote everyone social, emotional and cognitive development.

The growing level of interest and action on educational guidance arises from a specific research project that FpS is carring out in collaboration with University of Perugia which introduced, with extraordinary results, the practice of reading aloud in a school characterized by a significant presence of young people with migrant background. The research, now in its third year, has captured the school community's interest and highlighted the impact that reading aloud has on individuals' cognitive, social and emotional skills with consequent internal and external benefits to the education and training system. In this sense, reading aloud turns out to be a powerful tool of empowerment and, when practiced on a regular basis with certain characteristics, it can be a tool for educational guidance by positively influencing students' ability to participate, make decisions, imagine and plan their own future.

Considering the results of the research and the relevance of the topic, more than a year ago, FpS activated a participatory process that involved different stakeholders at policy, practice and research level in a discussion aimed at disseminating a new culture on educational guidance. The process is still ongoing but giving relevant outcomes which have resulted so far in:

A collective book describing school guidance in Italy and aiming to support school headmasters, teachers, educators and families in creating and leading experiences of educational guidance that are meaningful for the youngest (Guglielmini & Batini, 2023);

The publication of a manifesto that explains the vision of FpS on educational guidance: five underlining principles will guide its interventions and research activities to promote a change in the way educational guidance is perceived and practised at school level (FpS, 2024b).

Work is still ongoing through a working group at local level engaging a wide range of organisations and institutions meeting regularly to discuss present and future actions as well as desired long-term goals to be achieved through a common theory of change.

Associations Between Non-cognitive Skills and Academic Performance: New Evidence and Implications for Educational Guidance

Giovanni Piumatti (Fondazione Agnelli, Italy)

non-cognitive skills, school achievement, invalsi

Non-cognitive skills (NCS) refer to a set of attitudes, strategies, and behaviours, such as motivation, personality, and self-control, that support individuals in school and work settings1-2. A wide range of studies indicate that NCS predict numerous educational outcomes from early childhood onwards, including school achievement in different disciplines as well as school choice3-4. However, the consistency and generalizability of associations between NCS and achievement vary widely5-6. We need to better understand the implications of school-based NCS to guide evidence-based interventions for school transitions. Here, we studied the discriminating ability of different NCS to differentiate Italian eighth-grade students from two consecutive cohorts in a national standardised test conducted by the National Institute for the Evaluation of the Education System (INVALSI).

We collected data from two consecutive cohorts of eighth-grade students in the school years 2021/2022 (n=211) and 2022/2023 (n=253) from four secondary schools in the Turin metropolitan area. During the first semester, students completed a self-reported online questionnaire that included general socio-demographic information and NCS: behavioural and emotional affection and disaffection in school; intrinsic and extrinsic motivation to study; mastery-based approach to study; perseverance and grit; resilience. At the end of each school year, we anonymously combined questionnaire data with past (i.e. second grade) and more recent (i.e. eighth grade) individual results in the INVALSI national standardised tests in Italian and Mathematics. Linear regressions with robust cluster error (students grouped into classes) examined how NCS predicted performance in Italian and Mathematics controlling for gender, nationality, socio-economic status (SES) and second grade performance. We ran a separate regression model for each NCS measure (ten in total) to assess for each the significant association with performance in Italian and Mathematics and the percentage of variance explained after accounting for all control factors.

The two cohorts did not differ significantly in terms of gender, nationality, or SES composition. There were also no significant differences between the two cohorts in Italian and Mathematics performances or NCS. Associations between NCS and performance varied considerably across different NCS indicators, test subject and cohorts, although we also found consistent results. Behavioural engagement had the strongest association with Italian and Mathematics performance in the 2021/2022 (Italian: B=11.52, SE=2.87, 95%CI=5.51–17.52, p=0.001; Mathematics: B=16.91, SE=2.92, 95%CI=10.80–23.01, p<0.001) and 2022/2023 cohort (Italian: B=13.27, SE=2.16, 95%CI=8.77–17.11, p<0.001; Mathematics: B=19.86, SE=2.64, 95%CI=14.37–25.35, p<0.001), while emotional disaffection was the only NCS indicators with no significant associations (p<0.05) with test performances in any cohort. On average, NCS explained 2% (range=0–5%) of the variance in the Italian and Mathematics test scores of the 2021/2022 students, while the average variance explained was higher for the 2022/2023 cohort: 3% (range=0–6%) in Italian and 5% (range=0–11%) in Mathematics.

We will discuss this heterogeneity of associations between NCS and educational outcomes within the debate on how we can harness NCS to assist students during key educational transitions, such as between lower and upper secondary education, to ultimately guide them to the best educational path in line with their aspirations, interests, and potential.

Investigating The Influence Of Problem-Based Learning On Students' Willingness To Engage In Problem Solving: An Exploratory Study

Giulia Vincenti (Sapienza University of Rome, Italy)

problem-based learning, problem solving skill, intrinsic motivation, educational innovation, lifelong learning

In the context of a profound reevaluation of the role of schooling within the contemporary educational landscape, there is a growing emphasis on redesigning learning environments to enhance learning processes effectively (OECD, 2017; Paniagua & Istance, 2018). This study investigates the influence of Problem-Based Learning (PBL) on students' inclination to engage in problem solving task and its potential impact on intrinsic motivation for learning (Barrows & Tamblyn, 1980). Evidence-Based Education underscores the multifaceted impact of educational practices on learning outcomes, including motivational aspects, and emphasizes the importance of cultivating flexibility in instructional methods to better address learner needs and optimize learning outcomes (Fisher, 2016; OECD, 2017). Recent research has shown that engagement in Problem-Based Learning (PBL) activities positively influences students' attitudes towards problem solving, fostering traits such as openness, persistence, and a willingness to embrace challenges (Dolmans et al., 2016; Tsai & Tang, 2017; Tursynkulova et al., 2023). The development of students' skills is intricately linked to motivational factors such as interest, self-beliefs, and goal orientations, as supported by contemporary research (Elliot et, al., 2018). These motivational dimensions are widely acknowledged as fundamental drivers that significantly influence the acquisition and refinement of competencies across diverse educational contexts (Ryan & Deci, 2000; 2017). This heightened problem-solving openness, in conjunction with intrinsic motivation, creates a synergistic effect that sustains students' long-term commitment to learning and personal growth. Drawing on the theoretical framework of Evidence-Based Education and the OECD-PISA findings, a quasi-experimental design with a mixed-method approach was adopted to explore the relationship between engagement in PBL activities, problem-solving willingness, and intrinsic motivation among secondary school students. Quantitative data were collected from 108 students, before and after the implementation of PBL, using self-reported metrics from OECD-PISA (2014) to assess problem solving willingness and the Academic Motivational Scale (Alivernini & Lucidi, 2008). Results reveal a significant positive correlation between intrinsic motivation and students' problem-solving openness, which improved after exposure to PBL activities. Qualitative findings from open-ended questions complement these results by shedding light on the mechanisms through which PBL fosters students' willingness to engage in problem solving. The findings underscore the importance of integrating PBL methodologies into educational curricula to prepare students for the demands of the twenty-first-century workforce, where adaptability and innovative problem-solving skills are increasingly valued. Furthermore, the observed positive correlation between students' intrinsic motivation and openness to problem-solving tasks, enhanced through engagement in PBL activities, suggests a potential long-term impact on students' intrinsic motivation for learning. Thus, working with PBL may significantly and positively influence students' problem-solving skill and intrinsic motivation for learning, ultimately enhancing their lifelong learning perspective.

Students' Perspective on Teachers' Training Needs: A Focus on Relationships, Teaching, or Assessment

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student involvement, educational innovation, student voice, teacher training, assessment

Research on the potential of student voice has revealed a range of strategies for incorporating the principles of consultation and student participation into the culture and practice of schools. These strategies range from the use of simple questionnaires (Flutter & Rudduck, 2004) to more sustained efforts and student participation programs that include students as researchers (Fielding & Bragg, 2003), peer-assisted learning (Topping, 2001), "assessment for learning" approaches (Black et al., 2002), and, more broadly, formative assessment in the wider sense of contributing to the design and reorientation of teaching and learning processes (Corsini, 2023).

This research examines the opinions of 717 high school students regarding teacher education, highlighting their perceptions of educators' strengths and weaknesses based on their school experience. The observations collected provide vital insights for identifying essential training needs and guidelines on how teachers should be trained to navigate the challenges of modern education. Through an Experimental Pedagogy workshop at the University of Perugia, second-year Primary Education Sciences students conducted a survey among high school students, aiming to gather opinions on skills, desired qualities in teachers, and recommendations for their training path.

The results emphasize the importance of possessing didactic, disciplinary, relational, and personal skills, with a particular focus on the need for continuous updating, empathy, motivational ability, and student engagement. Moreover, the need for adequate training on assessment tools and methods, often considered lacking or inadequate, clearly emerges. The research, through the testimonies of those undergoing evaluation, highlights how assessment has the power to construct or alter the student's self-image, change future prospects, dim or ignite confidence, motivate or demotivate effort, foster or hinder development, recognize or ignore the right to learning, open or close possibilities, or influence individual stories.

It thus offers a point for reflection on the need for a renewal of initial and in-service teacher training, focusing on students' needs and contemporary educational dynamics.

The conclusions suggest structural changes in the teacher training system, emphasizing the need for constructive dialogue between pedagogical theory and teaching practice, to prepare teachers capable of responding effectively and sensitively to the diverse needs of students and the challenges of 21st-century education.

This study highlights the importance of integrating students' voices into training and decision-making processes, showing how this can improve teacher-student relationships (Tangen 2009, Flynn 2014), student well-being, and promote more meaningful and responsible learning (O'Brien 2008; Rudduck & Demetriou, 2003; Sebba and Robinson 2010). It reveals the need for a dialogue between theory and pedagogical practice to prepare teachers for contemporary educational challenges. Listening to students is crucial for a change in educational practices, thereby supporting a more inclusive and participatory approach to education.

School Communities And Educational Evaluation: Reflections, Experiences, Perspectives

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formative assessment, teacher voice, student voice, parent voice, principal voice, school community

The contribution aims to return the perspective of school communities – principals, teachers, students, families, and educational staff – in relation to the reflection made on the issues of instructional design and assessment from an educational perspective. In particular, it is intended to reflect on design and assessment practices that can support students' awareness of the pathways that involve them. This intentionality involves reflection on emerging needs within the school and perceived crises in the spaces of relationships between various actors, starting with social actors' perceptions of their own roles.

How to construct useful in-itinere feedback to guide learning, that is, characterized by timeliness, clarity and participation, coherence and future orientation? How do we propose activities that do not fuel a climate of competition among students? We draw attention to emerging obstacles and difficulties, but also to innovative experiences in design, relational, instructional and evaluative choices, with reference also to self- and peer-assessment experiences.

The INAPP's Dispositive to Assess the Key Competences of VET Students: Towards the Assessment for Learning

Andrea Giacomantonio (Università Telematica Pegaso, Italy) · Fabrizio Giovannini (INAPP) · Marta Santanicchia (INAPP)

key competences, assessment dispositive, assessment for learning, vet, feedback

Introduction

From September 2018 to March 2023, the INAPP promoted two research projects. Their aim was the development of an authentic assessment dispositive for the last four key competences addressed to vocational education and training (VET) learners.

At its core, a key competence has been regarded as an articulated and partially coordinated set of enduring internal dispositions (Bourdieu, 1980 and 1997). We hypothesize that each key competence is constituted by the transaction of four dimensions: intellectual, methodological, strategic and social dimensions. The four dimensions are supposed to mobilise resources belonging to knowledge cores, that are relevant on epistemological, axiological and existential levels (Giovannini, Santanicchia, 2023).

The structure of the assessment dispositive

Consistent with the authentic character of the assessment (Wiggins, 1993), the main tool was the reality-based assessment; exemplary cases of reality tasks and guidelines were provided to support the trainers in the process of adapting the tasks (context of course; class) and in the use of the relevant observation rubrics designed in the research (Castoldi, 2018).

In line with the principle of triangulation, the dispositive also provided for the administration of highly structured assessment tools: a reading comprehension test, the Learning Strategies Questionnaire (Pellerey, 1996), a revision of a citizenship questionnaire (Schulz et al., 2018a e 2018b), a problem-solving test and a student questionnaire. Lastly, the dispositive also provided for a competence-based portfolio tool.

Hypotheses about the feedback

As we know, feedback exerts an appreciable influence on inclusion processes. The likelihood of a student learning increases when assessment is followed by well-structured feedback. The average effect size (EF) of the feedback appears to be 0.54. The lowest EF value is recorded at self-feedback (0.12) and the highest at feedback understood as reinforcement and cues (1.01) (Hattie, 2023).

We are working on some hypotheses to increase the effectiveness of the feedback from the key competency assessment device. Three of them are concisely presented here

The first one is related to immediate feedback, primarily intended for students. Six administrations of the dispositive were carried out involving convenience samples of varying sizes and properties. We present what this kind of feedback might look like by analysing the data – collected before the pandemic – of 1396 students who participated in the third administration. In addition to this feedback, we hypothesise to present one intended especially for teachers. This could be the product of a cluster analysis and would take some time to process. The third conjecture concerns the distinction of feedback into three levels (Hattie, Clarke, 2019). If we consider key competences as habits, this distinction probably needs to be problematised.

For Hattie (2016), feedback should enable each student to identify the difference between his or her performance and that required by the target, to understand how to close the gap, and to determine the next target to be achieved. Teachers are relatively used to doing this. We believe, therefore, that in-service training is necessary and will present some hypotheses in this regard.

Formative Assessment Practices to "Leave No Student Behind": an Experiment to Enhance Text Comprehension Abilities in the Lower Secondary School

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assessment for learning, reading comprehension abilities, lower secondary school, experimental study

Since its origins, formative assessment (FA) has been a crucial element for anyone who pursues democratic teaching, because it allows teachers to monitor students' learnings and – based on the results – to adjust teaching in order to better meet their needs. In other words, it is an assessment for learning (Black & Wiliam, 2009) since it has the aim to sustain each student in achieving the targeted goals. Within the debate, several perspectives and definitions of FA are now living together, and this variety has produced different strategies, which have been the objects of many investigations born to observe their effects on students' achievements. Starting from the first experimental studies (Guskey & Gates, 1985), research has revealed a positive trend (Hattie, 2009), although the debate is still open (Dunn & Mulvenon, 2009). In Italy, few experimental research has tried to verify the effect of a unitary set of FA practices on students' achievements (Scierri, Viola & Capperucci), even though assessment experts have been valuing the use of FA for many years (Corsini, 2023; Vannini, 2022). For this reason, the research had the aim to determine whether FA practices would enhance the text comprehension abilities (specifically the ability to make coherence inferences when reading a text) of students at the lower secondary school and would reduce discrepancies between their achievements. Participants were students from two first-year classrooms of the same school located in Emilia Romagna region. The experiment, a two-group plan, followed the steps listed below: the randomization of the two groups, the experimental and the control one (EG and CG); the initial administration of a text comprehension task to measure students' abilities (pre-test), the introduction of 15 FA moments with the EG students while the others were joining teaching activities and, at the end of the experiment, the repetition of the measurement (post-test). The task was created by selecting items and texts (narrative and expository) from the INVALSI test administered to fifth-grade students in 2013-2014 and it was used as both a pre and post-test (test-retest procedure). Furthermore, a focus group was developed after the experiment to catch the opinions of the EG students and their perceptions of improvement. The analyses examined the pre-post-test difference between groups paying specific attention to students with more troubles in the pre-test and non-parametric statistics were run due to the small number of valid cases. Results revealed a slightly higher increase in the mean scores of the EG (+1,28 points) compared to the CG (+1 point) with a bigger decline of the variability value, but these differences between groups are not statistically significant. It seems the increase in the EG is specifically due to the improvement of the students who had shown more difficulties in the initial task (+3 points in EG and +1,8 points in CG). Indeed, analyses of the focus group revealed that some students of EG with more difficulties in the initial comprehension task have highlighted the utility of FA practices, which is consistent with this result.

D.07. Formative educational evaluation for an inclusive school

Formative Assessment in Preschool for Inclusive Education

Iolanda Sara Iannotta (University of Salerno, Italy) · Roberta Scarano (University of Salerno, Italy) · Alessia Notti (University of Salerno, Italy)

formative assessment, equity, universal design for learning, preschool, inclusive education

Teachers have to face many challenges in different instructional environments and composition of classes in preschool requires an inclusive design that considers the specificities of "each and every one", as in Universal Design for Learning (UDL). UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2024). As known, the framework includes three principles, each of which contains checkpoints that precisely dribve learners' ability to access, build and internalize the information they are learning. Evaluation plays a key role and students need to improve their self-assessment and reflection. To grow better capacity for self-regulation, learners need to learn how to control emotions and reactivity, seeing as how individuals differ considerably in their capability and propensity for metacognition (CAST, 2024). The evaluation process "activates the actions to do, regulates those done, promotes the critical assessment of those carried out" (MIUR, 2012, p. 19) accompanying the teaching/learning process from beginning to end. The evaluation promotes equity: this concept calls for an education for everyone, aimed at enhancing the differences, merit and potential of each student. Fair educational systems guarantee that "all young people are able to develop their talents and realize their full potential, regardless of their background" (Eurydice, 2021, p. 11). Formative assessment (Black, P., Harrison, C., Lee, C., Marshall, B., & William, D., 2003; Earl, 2003) is a useful tool to identify the abilities of the individual, understand the differences and grasp the motivations of those who learn, to make the most appropriate educational choices based on the specificities of each (Iannotta, 2023). The reflections briefly described represent the framework of an empirical research started in a preschool situated in Campania. The school is in a varied context, in which the upgrading of infrastructure by institutions, in recent years has allowed the school system growing. The preschool welcomes children from different social backgrounds and teachers need to adopt, as usual, an inclusive design to meet the needs of each child. In addition, in relation to the need to be shared, at all school levels, the common values of the Member States of the European Union – including freedom, democracy, equality, respect for human rights, equality between women and men (Treaty on European Union, 2012) and on the occasion of International Women's Day – the narrative background is represented by the story of Frida. Through this design framework, children will have the opportunity to approach a theme of particular interest for the current historical period and, at the same time, reach the educational goals set in the design phase.

Feedback in Classroom Action in the Italian School Context: a Scoping Review

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formative assessment, feedback, classroom assessment, scoping review

Improving feedback practices can significantly improve student learning and the quality of teaching in classrooms. Studies by Hattie et al. (2007; 2019) show that there's a strong evidence base for the impact of feedback. High quality feedback can improve student learning; feedback also provides teachers with information that allows them to evaluate and, if necessary, adapt or change their strategies to meet the learning needs of their students. Furthermore, several studies highlight the importance that students themselves attach to the feedback action, especially in processes in which they are involved in such an action through their awareness of learning objectives, assessment criteria and, above all, the possibility of learning from feedback 'where to go next' (Winstone, 2019; Brooks, 2021; Molloy, 2020). The present exploratory study aims to map, through a scoping review, the existence of empirical studies on formative feedback in classroom practice in the national school context. While empirical studies on formative feedback are widely treated and systematised in the international literature, it is more challenging to gather them in the Italian panorama of scientific publications.

We converted the research concept into three key concept groups by employing the Population, Concept, Context (PCC) mnemonic Aromataris (2020), using it to identify the main concepts in this scoping review. This framework has then informed the search strategy. To avoid the risk of irrelevant studies, the search strings in Scopus and Google Scholar have been adapted to deliver a comprehensive search.

The search results were imported in Rayyan and screened out through title and abstract evaluation following the inclusion and exclusion criteria. The records that did not reach the same outcome were reviewed by the authors for the final agreement.

The following inclusion criteria were used:

1- with a focus on formative feedback in teaching action

2- empirical studies with qualitative or quantitative data

3- studies in the national context

4- in any school grade (grades 1-13)

Eligible studies were exported and coded according to specific thematic categories adapted from the Nicol and McFarlane-Dick framework (2006). The findings of this review will be used to map and pinpoint the most relevant issues related to formative feedback. The aim of this scoping review is to know the state of the art of the publications related to the focus of this study, in order to investigate the possibility of proceeding with a systematic review of qualitative, quantitative or mixed methods studies in order to arrive at a future meta-synthesis or meta-analysis.

The PTSOs as a Multi-objective Training Tool. The Case of Ischia

Amalia Caputo (Università degl studi di Napoli Federico II, Italy) · Lucia Esposito (Università degl studi di Napoli Federico II, Italy)

ptsos, experimentation, follow-up

Schools have the task of designing educational pathways that are able to offer young people meaningful and stimulating experiences, that are able to integrate the different knowledge and skills acquired during their schooling, and that are able to make them explore professions and challenges of the world of work. In high schools, the design effort proves even more necessary because PTSOs should be aimed at exploring mainly profiles that are arrived at through a university pathway. On this basis was born the experience/experimentation design PTSOs Ricerchi-amo structured by the Giorgio Buchner High School of Ischia. The particularity of this project is that its educational and orientation objective was to direct young people to the profession of social scientist and to detect the effectiveness of the transition path between school and university. Specifically, the project consisted of 30 hours aimed at 2 separate groups of students. For the first 10 hours, students tackle social research methods and techniques together; then the groups split into two subgroups led by the 2 external experts.The first group conducts an action-research on how high school graduates approach choice and how they evaluate the guidance initiatives put in place by the school; the second group through research on the soft skills of a professional was tasked with reflecting on the path to pursue a particular profession. The survey of orientation needs is set against this backdrop and the idea that through a control group a kind of monitoring of choices could be initiated, identifying discrepancies and changes between the before (coming out of high school) and the after (after 12-18 months after enrolling in university), the aim was to improve and refine the orientation value of tools already in use, to define, on the basis of the needs that emerged, new intervention schemes to develop practical proposals useful for building the training and professional scenarios consistent with ambitions and interests of students. The outcomes of the follow-up offer interesting insights in this regard: university choice is correlated with interest in the disciplines proposed by the new cycle of studies identified. Rather evident is the weight of the social prestige of the profession exiting the chosen university path. The social and economic status that is associated with the medical and engineering professions has a strong value in the collective imagination of young people.These views are not often correlated with an understanding of how much the world of professions is changing and how traditional professions may evolve and transform over time. As much as the family does not appear to affect young people's choices, the connection that cultural pressures and expectations of social mobility may affect (even indirectly) young people's choices should be explored. In particular, the introduction of Follow up of students' choices in schools ensures that planning is increasingly adherent to the needs of the audience. Suggestions for the future are related to the transversality of the format, which could be imagined as a PTSOs transferable to any course of study and for any professional profile

Organizational Challenges And Training Effectiveness Of School-To-Work Alternance In Italy: The Point Of View Of External Tutors

Alessandra Decataldo (University of Milano-Bicocca, Italy) · Sara Recchi (University of Milano-Bicocca, Italy) · Valentina Pacetti (University of Milano-Bicocca, Italy)

school-to work alternance, italy, external tutors, organizational challenges, policy (in)effectiveness

In many European countries, recent reforms of education systems have been driven by the lifelong learning approach, which aims to provide training and guidance to young people and to strengthen the interaction between formal and non-formal learning environments (Parreira do Amaral et al., 2020). This direction is particularly relevant for Italy, where a high mismatch of skills (Pompei and Selezneva, 2017), strong labor market flexibility (Barbieri and Cutili, 2021), and a rigid and sequential education system (Pastore, 2019) negatively affect young people in the transition from higher to tertiary education and the labor market. School-to-Work Alternance programmes (SWA, nowadays called PTSO), have been introduced in Italy, to provide students with educational and vocational guidance, offer work-based learning experiences and promote young people's deeper engagement in the educational process (European Commission, 2013).

In Italy, SWA has been studied mainly to explore orientation and school-to-work transition issues (e.g. Pastore and Zimmermann, 2019), to compare European vocational training models (e.g. Ballarino, 2014), and to investigate the impact of the policy on students and the educational system, looking at specific schools and contexts (e.g. Pinna and Pitzalis, 2020). The worth of this paper is twofold. On the one hand, it focuses on the less explored experience of external tutors; on the other hand, it refers to the entire national context. Our research examines what factors influence the (in)effectiveness of the policy from the external tutors' point of view. The results of this contribution come from a broader research on School-Work Alternation in Italy, conducted from 2019 to 2023. A mixed methods approach was used. Firstly, an explorative phase with 12 key informants was conducted. After, a longitudinal e-mail survey involved the tutors of the host organizations from a representative sample of 78 Italian schools. Furthermore, 15 in-depth qualitative interviews with the external tutors who participated in the first wave were conducted.

Although the results show a general satisfaction of the external tutors with PTSO, some criticisms and negative effects of its implementation emerge. Firstly, according to the PTSO guidelines, the majority of tutors state that they join PTSOs to provide training opportunities for young people and to strengthen relationships with schools. However, there is evidence of poor collaboration between internal (from school) and external tutors, particularly in the design phase of PTSO projects. The lack of cooperation is more pronounced when the students belong to vocational schools, while higher levels of cooperation are registered when students from other types of school are hosted. Furthermore, the external tutors highlight some organizational criticalities, such as the lack of support from the schools, the difficulty of finding staff available to supervise students and, in the case of projects aimed at vocational schools, the lack of willingness of students to participate in the projects. These findings have implications for policy effectiveness. Indeed, the limitations identified affect the ability of PTSOs to encourage the development of integrated, multi-site learning models and greater synergy between schools and the world outside.

D.08. School to Work Programs: an opportunity for social justice?

The (re)production of Social Inequalities Through the Lens of PCTOs: Micro-macro Mechanisms for Project Adhesion and Evaluation of Experience

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pathways for transversal skills and orientation (pctos), multilevel and multistakeholder model of analysis, italian upper secondary schools, reproduction of social inequalities, micro-macro perspective

The Pathways for Transversal Skills and Orientation (PCTOs) are the result of a specific training program introduced by the Ministry of Education, University and Research (MIUR), aimed at enriching the educational process of secondary school students. Joining PCTOs can help to develop awareness of one's own skills, including design competences, especially in view of future training and/or professional processes and scenarios.

In this context, tutors and headmasters play a particularly important role as they are actively involved in the design and implementation of projects. In fact, in principle, each project is defined and structured by all the stakeholders involved, according to a logic of co-design. On the other hand, each school has the opportunity to configure PCTOs ad hoc, both according to its own resources (human, technological, skills, etc.) and the specific territorial/socio-cultural fabric.

Based on these premises, a complex dataset was designed and constructed, corresponding to an integrated multi-stakeholder matrix, which collects and intersects data from three surveys – respectively addressed to: students (No. 4,045), tutors (No. 264) and headmasters (No. 73) (a.y. 2021/2022) – and from content analysis as a survey applied to projects uploaded by a sample of Italian schools (No. 251 projects from 78 institutions).

The goal of this paper is to trace, taking a micro-macro analysis perspective, the most prevalent governance styles and the main trajectories undertaken by Italian schools in implementing policy.

First, studying the different configurations that PCTOs have taken in the selected schools and tracing common traits and/or specificity-gaps with respect to the territorial context and the school chain (territorial-curricular framing) constitute the main intents.

Furthermore, focusing on students and the degree of consistency between school design and policy directions, other objectives are: 1. to study the mechanisms of adherence to and evaluation of the PCTOs experience by girls and boys (induced participation vs. open and autonomous participation; design more or less centered on student needs); 2. to estimate the effect of participation on variables related to individual self-perceptions, expectations and aspirations.

The multilevel and multistakeholder model of analysis offers both the opportunity to reconstruct dense relationships among variables and to identify forms of vulnerability and inequality in the school context, for an explanatory reading of them, combining different levels of analysis.

This articulated research instrumentation is also fruitfully usable in other complex fields of study within which it is crucial to recognize forms of inequality and social exclusion, as well as to counter them.

D.08. School to Work Programs: an opportunity for social justice?

Governance Challenges in School-to-work Programs: Exploring PTSOs in Italy

Paola Giannoni (University of Genoa, Italy) · Mauro Palumbo (University of Genoa, Italy) · Valeria Pandolfini (University of Genoa, Italy) · Claudio Torrigiani (University of Genoa, Italy) · Graziella Arazzi (Istituto Italiano di Bioetica, Liguria)

school-to-work transition, pathways for transversal skills and orientation (ptso), education governance, educational inequalities

Pathways for Transversal Skills and Orientation (PTSOs) are of fundamental relevance within the educational and social context, as they represent a critical juncture that shapes the future trajectories of young people (Costa, 2016). While PTSOs are considered as potential tools for reducing social inequalities, ensuring equity, and improving skills, recent studies reveal a prevalently weak integration between school and labour market within these programs (Pinna and Pitzalis, 2021). These issues appear to be linked to the skills mismatch between school learning and labour market needs (Palumbo and Pandolfini, 2019; Valiente and Capsada-Munsech, 2021). According to the latest 'Education at a glance' report (OECD, 2023), Italy is among the five countries where more than one in five VET graduates is NEET, indicating that VET pathways in Italy face significant challenges in facilitating the transition of students into the labour market. Furthermore, in the Italian context, school-to-work transitions have to deal both with the plurality of actors involved in their design and implementation and with the different territorial configurations within the country (Cefalo et al., 2024), highlighting the need for effective governance. This paper aims to discuss the results of an empirical analysis on multilevel governance of PTSOs, including qualitative interviews involving more than 50 key informants from upper secondary schools and public institutions operating at the national, regional, and local levels. The aim is to investigate whether the PCTO policy is a political tool for securing a synchronization between individuals' professional and educational trajectories, on the one hand, and the changing needs of the labour market and the economy, on the other. Moreover, this study delves into the correlations between PCTOs activities and the school curriculum, aiming to investigate whether PCTOs facilitate students' aspirations and career orientations, improving their professional vocations, interests, learning styles, social and occupational competencies. As a matter of fact, PCTOs are the litmus test of the systemic or sporadic relationships between the educational system and the labour market. In instances where governance is lacking, it can be assumed that the relationships between these two systems are weak too, with negative effects also on PCTOs orientation function. The governance patterns are examined to discuss the ways and the extent to which contextual conditions, institutional settings, and opportunity structures (Roberts, 2009) contribute to framing the configuration of possibilities and constraints within which young people unfold their life paths (Pandolfini et al., 2022). Thus, we conceive educational settings as the broader framing of education, which includes the out-of-school environment, neighborhoods, and institutional arrangements, as well as the agendas of the multilateral and corporate world (Freytag et al., 2021). The paper highlighted the multifaceted panorama of PTSO governance dynamics, shedding light on the objectives, roles, activities, coordination arrangements, pointing out organizational and implementation strategies. The analysis reveals the complexity of PTSOs, emphasizing the need for effective governance structures to bridge the gap between educational pathways and the demands of the labour market, promoting a fair distribution of opportunities that ensures social justice in educational policies.

D.08. School to Work Programs: an opportunity for social justice?

Dual Pathways Within The Technical-Professional Training System: An Effective Educational Policy

Christian Poggi (INAPP, Italy) · Francesca Penner (INAPP, Italy) · Andrea Carlini (INAPP, Italy)

dual pathways, education and vocational training, labour market

In recent years, the policy interventions approved for Italian education/training system, and in particular for the vocational training, have had the purpose of increasing the attractiveness of vocational paths by raising the amount of young people with skills and qualifications that are requested by the local enterprise needs; on the other side, the purpose to reduce both skill gap phenomena and skill shortage problems. The process of reorganization and strengthening of VET system was characterized by some reforms regarding apprenticeships (D.Lgs 81/2015), the experimentation of the dual pathways (Accordo Stato-Regioni, 09/2015), the revision of the professional education (D.Lgs 61/2017). Furthermore, the investments for the National Recovery and Resilience Plan (PNRR – Mission 5 – Component 1 – Investment 1.4 " Dual pathways " – 2021), which have allocated a large amount of funds to the dual pathways, and the process of technical education reform, for the establishment of the technological and professional system.

In this framework, the experimentation of the dual pathways represents one of the strengths adopted by italian governement. The "dual system", already successfully applied in some European countries, is a work based learning method, with some training moments at school and some practical training on the job, in working contexts, to guarantee a better matching between training courses and business needs. In Italy, the dual pathways started in 2016, within the VET courses, with the goal of increasing the hours dedicated to practical activities in working contexts, allowing young people aged 14 -18 to obtain professional certifications. These paths develop the skills required by the labour market and reduce distance between training and professional experience. This learning model is carried out through:

- strengthened alternation;
- simulated company;
- apprenticeship

Last year, in Italy, over 50 thousand students have been involved in these training courses, that are increasing compared to ordinary VET courses, due to the fact that they guarantee a better connection to the labor market needs.

The main focus of this panel is to emphasize the qualitative and quantitative framework of this segment of initial training, through the analysis of the dual-modality paths activated in Italy from the first experimentation to the last year. In particular, describing some characteristics of the participation in the courses and the educational outcomes of the students.

Educational and Company Tutors' Role in Enhancing Self-Efficacy in School-to-Work Programs

Donatella Poliandri (INVALSI, Italy) · Grazia Graziosi (INVALSI, Italy) · Graziana Epifani (INVALSI, Italy)

school-to-work programs, self-efficacy, educational and company tutor, structural equation modeling

The PCTO guidelines by the Italian Ministry of Education (2019) stress the importance of cross-disciplinary and technical-professional skills for students' holistic development. These skills, crucial in educational planning, foster self-reflection, effective time management, constructive collaboration, and guide career paths. Research underscores self-efficacy's role in career decisions (Lent, Brown, & Larkin, 1987), emphasizing secure teacher-student relationships in shaping adolescent identity. In School-to-Work Programs (SWP), both educational and company tutors ensure students' success, emphasizing collaborative action design (Poliandri, 2023). Influenced by constraints and social opportunities, the School-to-Work Transition in Italy highlights regional disparities (Pastore et al., 2021), raising questions about equal opportunities for students in SWPs provided by the school.

The aim of this study is to understand the role that perceived availability and support from both the educational tutor of SWP (in Italy, PCTO – Paths for Transversal Skills and Orientation) and the company tutor play in supporting an increase in students' self-efficacy, both academically (measured in terms of, e.g., organization, satisfaction, goal achievement) (Pastorelli & Piconi, 2001) and, prospectively, in the workplace (in terms of commitment, e.g., learning new ways of working, respecting deadlines, focusing one's energies) (Farnese et al., 2007). A cohort of 3,177 Italian high school students (1,404 males, 44.2%; 1,773 females, 55.8%) participated, completing two waves of self-administered questionnaires via Computer-Assisted Web Interviewing (CAWI), before and after their SWP experience.

To assess the relationship model among these variables, Structural Equation Modeling (SEM) (Kline, 2011; Marcoulides & Schumacker, 2001; Raykov & Marcoulides, 2000) was employed, offering an advanced methodological approach for exploring the interactions between latent and observed variables. This approach allowed for a nuanced understanding of the relationships among latent variables, presenting a comprehensive view of the dynamics at play.

The analysis highlighted the significant role of educational tutors in enhancing students' self-efficacy. Support from tutors, evaluated through their readiness to address requests, discuss skills acquired, and solve problems beyond scheduled meetings, directly influenced students' academic self-efficacy. Moreover, this support helped students recognize the utility of their SWP experiences, such as discovering new social connections or testing personal abilities, thereby strengthening their self-efficacy (p-value = 0.000; CFI = 0.90; RMSEA = 0.05; SRMR = 0,04). Company tutors similarly impacted students, both directly, by influencing their prospective workplace self-efficacy related to work engagement skills, and indirectly, by enhancing awareness of the SWP's relevance to their individual career paths (p-value = 0,000; CFI = 0,97; RMSEA = 0,03; SRMR =0,03). To assess the effects of various SWP types and educational tracks (General School, Technical, Professional) implemented by the 75 participating schools, Multigroup analyses were conducted.

Implementing SWP in Italy challenges cultural norms, necessitating new structures and enhanced skills for teachers, especially tutors, to ensure effective student workforce integration (Gentili, 2016).

D.09. Translating the UNESCO "new social contract for education" into different realities

Scuola Diffusa (Widespread School) in Reggio Emilia and its Effect on Teaching Methodologies and Classrooms Relations

Michele Campanini (Officina Educativa – Comune di Reggio nell'Emilia, Italy) · Chiara Bertolini (Università di Modena e Reggio Emilia) · Laura Landi (Università di Modena e Reggio Emilia)

education outside the classroom, community education pacts, teaching methodology, assessment, inclusion

UNESCO 2021 report has at its core a vision of education as a common good, shared by society well outside school. The challenge is defining educational spaces with these characteristics and what the perimeter of societal engagement should be. In Reggio Emilia schools, the Municipality and the city have been in dialogue for the past 75 years to share children's education responsibility reflecting on spaces, content and time. Officina Educativa (OE), educational service of the Municipality, has an educational co-designed perspective: education as a right to well-being, to participation, and to learning, in its relationship to the territory.

The 6-14 educational system provided by OE is a public project based on shared founding values and on a strong alliance between adults (policy makers, school managers, teachers, educators, pedagogical coordinators, stakeholders), set up by the "Pact for Education and Knowledge", signed by the Municipality and the Comprehensive Institutes of Reggio Emilia, that gives the political, educational and cultural framework to the collaboration.

The pandemic became an opportunity for OE to promote scuola diffusa/widespread school (WS). Municipality, schools and the city joined forces and signed "Community education pacts" that guarantee every child the same access to education, by multiplying and spreading through the city the educational contexts. Cultural and working spaces became learning environments for prolonged time (weeks, months, a year) to foster innovative learning experience, participation and shared culture for students and their families.

Through the years agreements have been renewed, expanding the natural school context to the whole city as a suitable and appropriate place of learning. The co-designing process has helped define curricular, cross-curricular and multi-disciplinary areas related to the places. Theaters, museums, exhibitions, ateliers, farms host every year 100 classes overall, that spend in this Education Outside the Classroom (EOtC) experience one week each.

The gains for students in these settings are known. Whether this exposure to informal and non-formal education changes teachers' teaching and assessment methodology has not been so widely researched. The potential lasting improvements in the quality of relations within the classrooms, both among students and with the teachers, creating a more inclusive and democratic school ecosystem, can also be further explored.

This ongoing research describes the educational ecosystem created by the educational pacts and OE through WS. We will present data from focus groups and a survey, with primary and lower secondary school teachers, to explore the characteristics of WS that can grant: lasting gains in teaching and assessment methodology; and improvement in the quality of relations and inclusion within the classrooms. The survey investigates self-efficacy and agency. These teachers have confirmed lasting changes in the investigated areas after WS. Preliminary results show that lasting changes in teaching and assessment methodologies occure when teachers: share the design and responsibility of WS; could witness educators' actions and co-conduct the activities. In terms of classroom relations, the lasting gains seem to be for highly diverse newly formed student groups. Experience in outdoor settings and with performing arts also have a stronger impact on relations.

D.09. Translating the UNESCO "new social contract for education" into different realities

Interprofessional Experiences To Overcome Some Potential Inequalities In Learning Context

Giuseppina Cannella (INDIRE, Italy)

community, multiagency, curriculum

Small and rural schools often experience what is commonly perceived as inequality school curriculum towards urban schools due to bad connectivity and poor technological equipment, high teachers' turnover or inadequate teacher training in the use of new technologies for innovative teaching, risking increasing levels of non-attendance in remote areas of our country (Mangione & Cannella, 2021).

During the Covid-19 pandemic, the closure of schools and remote teaching as the only way to guarantee students schooling opportunities generated educational inequalities among students, and Italy reported an increased level of social exclusion (Save the Children, 2020). The research activity carried out by INDIRE on the forms of diffused and extended schooling (Mangione, Chipa, Cannella, 2022; Mangione, Cannella, Chipa, 2021) has made it possible to deepen those experiences that make use of third-party spaces to build a "community ecosystem" (Teneggi, 2020). During the pandemic the learning experience of lower secondary schools in Reggio Emilia as "extended school in third spaces" has been financially supported by the local administration and carried out to extend the classrooms out of the school walls to guarantee the continuity of the educational offer. It involved 11 comprehensive schools of the city and 19 spaces outside the school starting from the 2020-2021 school year. The model has been observed and monitored to be transferred and small and rural school context.

The research, of a phenomenological type, aims to investigate the elements characterizing the widespread school (Black, Lemon & Walsh, 2010) with attention to inter professional collaboration enhanced by the use of third spaces redesigned as permanent laboratory classrooms. A reasoned sampling allowed the researchers to identify three contexts among Italian schools, housed in different types of decentralized classrooms – outdoors (farm holidays), in cultural spaces (civic museums) and in maker spaces (ateliers). These cases of widespread school have been the object of indirect observation through a device of a narrative nature.

In a second phase, the research assumed a more evaluative character of interprofessional collaboration using a set of tools already used in UK context (Cheminais, 2009) to monitor and evaluate any interprofessional collaboration in a school context. Using tools such as "the ladder of participation", a "Diamond Ranking", to evaluate the level of cohesion among the member of the group, a "Force Field Analysis", to help the mixed group of teacher and experts to reflect on their collaboration activities allowed the team to list weak and strong side of their interprofessional experience.

The use of the abovementioned tools was accompanied by qualitative tools such as interviews with teachers, experts and local administration, allowed the group to intercept the component of interprofessional collaboration and how trigger a transformative process that is still ongoing by involving all the school's stakeholders.

From the cases it emerges that frequent communication, documentation, and systematic exchange of information may be elements that support effective collaborative processes, but they are still immature and not very systemic tools even if they are supported by the great collaboration between institutions that move with the same objective.

D.09. Translating the UNESCO "new social contract for education" into different realities

RETI Project: Innovative Processes Toward Educational Communities

Irene Culcasi (LUMSA University, Italy) · Maura Benedetti (LUMSA University, Italy) · Marcello Tellini (Social Services of the Municipality of Porto Torres, Italy) · Italo Fiorin (LUMSA University, Italy)

community educational pact, networks work, community development, service-learning, psycho-pedagogical approach

In recent years, it has become increasingly clear the importance of developing a new social contract for education, involving greater cooperation among social actors in creating and re-engaging collective action for the common good (UNESCO, 2021). The UNESCO report on the futures of education emphasizes the public character of education and the importance of reviving the community-based compact (Locatelli, 2023). A new concept of educational ecosystem is envisioned, characterized by the participation in the educational process of different social actors with their diverse roles and to the strengthening of a shared operational methodology, involving the entire community, aimed at creatively re-imagining education. The basis of that operational methodology is the promotion of interdependence value among social actors which contributes to a more effective approach to addressing educational challenges, in an intergenerational logic. This contribution aims to illustrate the R.E.T.I. Project – Educational Research for an Inclusive Territory – with the purpose of reflecting on the meaning and forms that the process of creating a new social-educational pact can assume. R.E.T.I. started 3 years ago at the request of the Social Services of the Municipality of Porto Torres in Sardinia in order to prevent youth marginalization, addressing educational poverty and rebuilding the alliance between schools, families and community actors. The itinerary of this experimentation is coordinated by LUMSA University, in collaboration with the Pontifical Scholas Occurrentes Foundation and the support of Eniscuola. The employed tools are: Service-Learning, Photovoice and the Scholas methodology languages of art, play and creative thinking. These tools, in the first two year project, made it possible to support the school's central role in the educational process and help it be recognized as such by the educating community. In the first annuality, the active participation of young people was promoted, listening to their needs, those of other stakeholders and equipping them with new pedagogical-social tools. In the second annuality, the ability of schools to narrate themselves was supported. A space for dialogue between schools and the local community was created. The needs of school stakeholders, resources and critical issues to be addressed were defined and possible transformative actions for the community were reflected upon. In its third year, the Project is moving towards the creation of a participatory model of educational governance in close collaboration between the different social actors involved in the educational process (Social Services of the Municipality, associative realities) in order to arrive at the definition of a new community educational pact, in which each of the social actors is co-responsible and interdependent. The R.E.T.I. path of participatory training and design of the operational method can represent a pilot model of educational governance aimed at promoting the empowerment of the educating community, with a view to building a new social contract for education that involves the entire community: the school, families, different educational agencies, local authorities and all other stakeholders (Lowe, 2000). Definitely, R.E.T.I. well represents the possibility of a new educational governance that promotes cooperation among the educational system, public administration, third sector entities, and community stakeholders.

D.09. Translating the UNESCO "new social contract for education" into different realities

For a Sustainable Idea of Scuola Diffusa (Widespread School): Meanings, Practices and Characteristics

Paola Damiani (University of Modena and Reggio Emilia, Italy) · Moises Esteban Guitart (Universidad de Girona, Spain) · Edgar Iglesias Vida (University of Modena and Reggio Emilia, Italy) · Laura Landi (Universidad de Girona, Spain)

socio-educational ecosystem, widespread school, co-development, educational sustainability, education outside the classroom

Recent studies and research in education and neuroscience have led to an extended and complex idea of the learning environment, encompassing both physical space and relational aspects. The space is redefined in an ecological-systemic perspective for the interdependent interaction of all key components of the school-system (students, teachers, tools, content…) (OECD, 2010), that opens up beyond "traditional" school.

This paper intends to illustrate the actions that led to the definition of a sustainable (valid, actualized, shared and feasible) idea of Widespread School, founding concept of the three-year European ERASMUS+ project "Widespread School: innovating teaching approaches outside the classroom". Building on the literature regarding the educational and transformative value arising from synergies between diverse contexts, and Interprofessional Collaboration (WHO, 2010) in support of the idea of schools as hubs of empowerment and learning connected with community and other local services (OECD, 2020), the project Widespread School aims at strengthening the alliance between school and territory and experiment an approach to education based on the idea of Education Outside the Classroom (EOC). Evidence shows that EOC effectively enhances the capacity to learn. Schools and territories can implement a virtuous process where the variety of teaching, learning and assessment strategies positively influence, encourage and support the development of key competencies in both teachers and students. Inequality and illiteracy in the world are at historically high and rising levels (UN, 2020), even in countries with a strong educational and inclusive tradition, such as Italy (Invalsi, 2023). A viable idea of widespread school could be a lever for co-development, well-being and prevention. Starting from theories, models and experiences from the European landscape, the concept should be defined to support and implement its effective development at the cultural, political and practical level (Index model).

The first phase of the project was therefore dedicated to the exploration of the different interpretations of the construct of "Widespread School" in the European context, for the identification of its essential characteristics (also in terms of "sustainability"), while contemplating and enhancing the heterogeneity of its theoretical and applicative declinations.

The research and analysis process we present has two branches: the exploration of national and international literature; and the collection of exemplary practices both from partners' territories (Italy, Spain, Croatia and Finland) and Europe wide.

A number of keywords were identified that guided both the collection and literature analysis phase and the development of a practice collection form. The form provides a general and provisional definition of widespread school and poses questions for the identification of some pillar elements: Educational Ecosystem (formal, non-formal, informal agents involved in the experience); Educational Objectives of the experience; Methodology/Pedagogical strategies/procedure/tools of experience and design process; Timeframe.

The identification of a common frame for systematizing and defining widespread school is also aimed at building a Toolkit (consisting of guidelines and materials for further reading and implementation) available for teachers on a purpose-built website. The toolkit will support the development of practitioners and contexts in a coherent and sustainable "widespread" perspective.

D.09. Translating the UNESCO "new social contract for education" into different realities

Bridging the Gap.Implementing Inner Areas Governance in Education. A Case Study of the Territorial Educational Pact of Casentino

Luca Grisolini (University of Study of Florence, Italy) · Giovanna Del Gobbo (University of Study of Florence, Italy) · Francesco De Maria (University of Study of Florence, Italy) · Giulia Biagi (University of Study of Florence, Italy)

territorial educational pact, collaborative governance in education, inner areas, territorial capacity building, place-based development

From 2021, the UNESCO International Commission on the Futures of Education, highlights the importance of participatory processes, aiming to engage all stakeholders in the governance of education. considers the social contract as a tool able to transform education and bring it at a greater level of cooperation, where the importance of horizontal networks among diverse stakeholders comes back predominantly, in order to reach more sustainable futures (UNESCO,2021)

The challenge that the UNESCO document poses finds an important ally in the cohesion policies for the inner areas. On the one hand, intervention measures support the strengthening of local education systems in order to counter depopulation; on the other hand, the same rationale of the National Strategy for Internal Areas (SNAI) insists on the implementation of multi-stakeholders participatory processes within the co-planning of interventions for local development (Del Gobbo, 2019)

The contribution aims to illustrate the particular case of Casentino, valley of Tuscany included in SNAI, where the existence and multi-level support to a precise inter-municipal policy insistent on the territorial reinforcement of the educational offer (Unione dei Comuni Montani del Casentino, 2017) is concretizing in the construction of an area educational ecosystem focused on the enhancement of intangible cultural heritage as a training device and as an asset of place-based development.

The path – promoted since 2018 by the local Unione dei Comuni del Casentino with the scientific coordination of the FORLILPSI Department of the University of Florence – has allowed the prefiguration of a new model of governance of the local education system based on an Educational Pact. The process leading to the Territorial Educational Pact engaged ten municipalities, six schools – (four comprehensive and two higher education) and more than twenty subjects of the third sectors. This partnership allowed the experimentation of a new model of governance, whose goals, objectives, organizational and intervention forms are the result of the extended and continuous multistakeholders collaboration.

The process leading to the Territorial Educational Pact and the deployment of its implementing forms sees goals, objectives, sectors, organizational forms and intervention as a result of the extended and continuous collaboration of ten municipalities, six schools (four inclusive and two higher education) and over twenty subjects from the Third Sector.

The Territorial Pact is an interesting case study to identify models of governance of the education system that can improve and enhance educational opportunities in inner areas. In this perspective, the Pact has been the subject of a study conducted with desk analysis, participant observation and in-depth interviews within the REACT interdepartmental research. The results highlight the characteristics of thematic and organizational innovation, but also the critical factors determined by the involvement of communities in participatory processes. A result expected by the research is also given by the definition of the skills necessary to activate and manage governance processes in a logic of "learning networks" and territorial capacity building.

D.09. Translating the UNESCO "new social contract for education" into different realities

Why the Cooperation Between Universities and Communities is Needed for the Sustainable Society? Recommendations from the Projects ESDEUS and EUCUL

Ewa Anna Kurantowicz (University of Lower Silesia, Poland) · Adrianna Maura Nizinska (University of Goteborg, Sweden)

sustainable community, university, learning, collaboration

According to the UNESCO "new social contract for education" pedagogy should be organized around the principles of cooperation, collaboration, and solidarity (UNESCO 2021). Understanding and experiencing these principles is possible through collaborative actions undertaken by diverse groups of local stakeholders (citizens, teachers, students, academics) and institutions (local governments, schools, and universities).

The sense of solidarity among communities, including the local and university ones, stems from the commitment to solving everyday problems of local, social life. More of them are often related to excluded groups, social inclusion and diversity (Nizińska, Kurantowicz 2019). What is important for lifelong education is also the development of civic attitudes in solidarity with minority groups, and at the same time building a sense of belonging to the community and place of all citizens. Strong local identities are based on partnerships, social and cultural capital of the local space (Cook, Nation 2016).

The aim of our presentation is to show how cooperation between the local community and the university is understood, what forms it takes, who and what values it can serve. What are the benefits of university and community collaboration/partnerships, what are the barriers to this cooperation, and how to overcome them. The results of research and case studies from two international European projects (EUCUL 2017 – 2020, ESDEUS 2023 – 2025 Cooperation Partnerships for Higher Education Erasmus+ Programme) will be the basis for formulating conclusions and recommendations in this area. We want to share the results of the research especially on inspiring heritage practices when implemented by adult educators, significantly change or can change the present real life of local communities by using heritage to social inclusion, working with communities with difficult, hidden or "manored" heritage (Kurantowicz 2024).

D.09. Translating the UNESCO "new social contract for education" into different realities

Community Educational Pacts in Italy: An Interpretation of UNESCO's New Social Contract for Education?

Rita Locatelli (Università Cattolica del Sacro Cuore, Milano, Italy)

common goods, community educational pacts, democratic education, new social contract, unesco

In its global report published in 2021, the UNESCO International Commission on the Futures of Education invited the international community to forge a "new social contract for education" in order to heal past injustices and build a more equitable and sustainable planet. This new social contract should involve all education stakeholders, with the aim of defining how the education system should be organised and for what purpose, and be governed by two basic principles, namely assuring the right to quality education throughout life and strengthening education as a public endeavour and a common good (UNESCO, 2021). According to the vision outlined in the Futures of Education report, the idea of a new social contract for education reflects the many examples of cooperation among communities and education systems around the world. In Italy, these experiences, commonly referred to as Community or Territorial Educational Pacts, have gained increasing attention in recent years and have been seen as a potential response to the challenges affecting the Italian education system characterized by rising inequality and increasing levels of educational poverty.

This paper examines the principle of education as a common good as the political framing for the new social contract for education. Indeed, the transition from the concept of public good to that of common good, as already set out by UNESCO since the publication of the Rethinking Education: Towards a global common good? report in 2015, reflects the evolving role of the State and implies a changing relationship among the actors involved in the social contract. This perspective is grounded on a strong sense of solidarity among the different components of society and translates into organisational structures which highlight inclusion and cooperation at different levels giving voice to and acknowledging diverse knowledge systems. As such, the concept of education as a common good represents an alternative framework for the governance of education that supports democratic participation and a humanistic approach while countering more individualistic and utilitarian approaches that have been spreading in the sector.

The second part of this paper reviews the experience of school-community alliances in Italy, commonly referred to as 'Community Educational Pacts', which make it possible to ensure the effective participation of the various actors and agencies which are part of the education community and to increase the availability of resources in a given context. The paper retraces the origins of these experiences and recalls the more recent education policies that have promoted the development of these tools, based on principles of subsidiarity and co-responsibility. Based on preliminary studies carried out by the National Institute for Documentation, Innovation and Educational Research and by the Forum on Inequality and Diversity, it provides an overview of the characteristics of these initiatives and ultimately discusses the extent to which they can represent concrete opportunities for reimagining the new social contract for education grounded on the concept of education as a common good.

D.09. Translating the UNESCO "new social contract for education" into different realities

Social Educational Contract and Educational Pacts in Italian Schools. Formats and Impact Indicators

Giuseppina Rita Jose Mangione (INDIRE, Italy) · Stefania Chipa (INDIRE, Italy) · Rudi Bartolini (INDIRE, Italy) · Chiara Zanoccoli (INDIRE, Italy)

social contract, territorial education pacts, territorial alliances, proximity, nterpretive qualitative research

Cultural Framework

In "Futures of Education" (2021) UNESCO, identified the basis of a new social contract for education based on reciprocity and solidarity. In Italy, this contract commonly referred to as "Territorial education Pacts" (Chipa et al., 2023), instruments to establish proximity alliances between the school and its community (Toukan, 2023). The alliances between school and territory are "privileged" mechanisms to address social and educational fragility and inequalities (Nast and Blokland, 2013; Valli et al., 2018) and can be attributed to different cultural construct (Bartolini et al., 2022). INDIRE, through the realization of the National Observatory on Educational Pacts, has been analyzing this strategic tool for over a year and promotes training paths to support schools and communities in the phase of co-design and realization of lasting and sustainable alliances over time.

Objective and Metodology

The need to investigate and describe the proximity alliances built through Educational Pacts led the INDIRE research group to identify a pilot context and define an interpretive qualitative research path aimed at understanding the forms that the pacts take in the territories. In a first phase, the researchers prepared a project format of the Pact to be compiled by the involved school realities: 12 Comprehensive Institutes, 80 teachers, and 12 school managers have benefited from a training course as a guide to the drafting of Pacts for proximity alliances. The collected data are subjected to content analysis, identifying a series of essential categories for the constitution of the pacts: educational visions of a community ecosystem (Teneggi, 2020); needs and objectives that the pact aims to satisfy; actors and roles within the pacts with attention to the multiagency provided by the alliance (Cannella e Mangione, 2023); types of educational spaces used (classrooms extended to the territory, unconventional indoor and outdoor spaces, etc.) and teaching situations provided therein.

Subsequently, to the drafting and sharing of the Pacts, it is proposed to the schools and the staff in training the monthly compilation of a documentation notebook (logbook) to return the experiences put into practice. The logbooks are analyzed through a coding process based on categories considered as priorities for the territory: students who participate in the expansion of training activities; families who participate in training activities; opening of schools in the afternoon; spaces used in the afternoon.

The further development of categories and subcategories is developed deductively, selecting in the texts significant units of description (Mortari, 2010): the resulting system of categories and subcategories is a codebook that guides the reading of the texts. For content analysis, the QCAmap software will be used, an open-access web application based on content analysis techniques (Mayring, 2022).

Results

The interpretive research on the pilot case will not only allow validating an "experimental model" of a community educational pact to be promoted on a large scale through coordinated training and informatiton actions within the National Observatory on Educational Pacts but also dialogue with UNESCO proposing the ways in which Italy is able to realize forms of social educational contract.

D.09. Translating the UNESCO "new social contract for education" into different realities

Sustainable Educational Alliances: A Comprehensive Approach To Addressing Inequalities

Maria Sole Piccioli (ActionAid Italia, Italy) · Luca Andrea Fanelli (ActionAid Italia, Italy)

educational alliances, community educational pact, child/youth participation, whole school approach, shared governance

In the context of persistent educational inequalities challenges in Italy, this contribution delves into the transformative potential of educational alliances within the framework of the whole school approach, as stated by UNESCO in its Futures of Education report[1].

Italy's struggle against educational inequalities is evident in statistics indicating an 8.7% national average of implicit early school leaving, with notable peaks in regions such as Campania, Sardinia, Sicily, and Calabria (19.8%, 18.7%, 16%, and 18%, respectively)[2]. This challenge is exacerbated for students from low socio-economic backgrounds, resulting in a more than doubled school leaving rate. Additionally, over 14% of children and adolescents currently live in poverty[3]. A negative scenario, that hides a progressive decline in the psycho-physical well-being of minors[4] and the persisting problem of intergenerational transmission process of inequalities, determined by multi-dimensional nature that incorporates factors as gender, age, origin, ethnicity, disability, sexual orientation, class, and religion[5].

While focusing on a community educational pact, the contribution proposes an integrated and co-designed approach and process that involve both schools and local stakeholders and will outline evidence, challenges, and solutions based on practical experiences from suburbs in Milan and Reggio Calabria[6]. We will highlight how such alliances can broaden the educational dimension and enhance child and youth participation, with special focus to the empowerment of vulnerable groups.

ActionAid proposes that the formalized commitment, as for shared administration, is pivotal for building a collective and integrated vision on local policies aimed at addressing educational inequalities. This commitment, involving a diverse range of stakeholders, is envisioned to guide a more integrated utilization of public and private funds, fostering a responsible and needs-driven allocation to benefit minors. This represents a long-term vision wherein stakeholders take increased responsibility for the rights of minor citizens, while simultaneously reinforcing the constitutional role of schools.

The contribution provides insights into challenges related to renewed school[7] and territorial governance[8], with a special focus on student participation[9]. It underscores the necessity of a public local policy to sustain the educational alliance[10] and emphasizes the required flexibility to adapt to specific vulnerabilities. Additionally, the contribution highlights the need for promoting empowering initiatives tailored to each stakeholder, ensuring the effectiveness of the alliance.

D.09. Translating the UNESCO "new social contract for education" into different realities

Examining the Role of Global Citizenship Education in the Context of Unesco's Recent Report and Recommendation

Massimiliano Tarozzi (University of Bologna, Italy)

global citizenship education, unesco report, 1974 recommendation, pedagogy of hope, global social justice

In recent years, two influential UNESCO's documents have had a major impact on educational policies and practices, namely Reimagining our Futures Together: a new social contract for education (UNESCO, 2021) and the updated 1974 Recommendation on Education for Peace, Human Rights and Sustainable Development (UNESCO, 2023).

Within these documents emerges the transformative approach of Global Citizenship Education (GCED), regarded as a transversal educational perspective that can raise awareness on the issues included in Target 4.7 of the Sustainable Development Goals and, more broadly, on all the goals of the 2030 Agenda. In this paper, the role of GCED within these documents will be developed as follows: after highlighting how this disputed educational approach is conceptualised by the academic community, how GCED can contribute to re-imagining in what way education can shape the futures as advocated by the Report will be discussed. This role also emerges from the revised 1974 Recommendation, admittedly inspired by the Report, in which the original will be compared with the revised version to show how GCED has become a key issue. Finally, in rethinking the futures of education, the salience of hope is evident, given its transformational role, thereby rendering it pivotal in the discourse on GCED (Bourn & Tarozzi. 2023). The transformative role of hope is embedded in GCED's vision of the future, which can be seen as an organizing principle for rethinking the curriculum across diverse education settings.

GCED is an ill-defined concept (Davies, 2006). Still, a consistent amount of literature is trying to conceptualise this widely acknowledged notion in education policy and practice as well as in academic research, which is also championed by UNESCO (Bourn, 2021; Davies et al., 2018).

Unlike earlier Faure and Delors reports, where education was aimed at developing skills to support national citizenship, a global perspective informs the 2021 UNESCO report, where the idea of social contract that emerges from the UNESCO narrative is closer to a political device ensuring social justice. It therefore entails a broader vision of citizenship, expanding the sense of belonging beyond national borders, calling for the active participation of citizens and civil society in redefining the public purposes of education as a common good.

Therefore, a global social justice education (Tarozzi, 2021) seems to respond to this need, being an educational approach framing the idea of interdependence and integration between the social and the natural sphere.

The revised 1974 Recommendation also claims that to create peaceful, just and sustainable futures, education should be reformed and embrace a global perspective, as also indicated in the new title adopted at UNESCO's intergovernmental meeting in November 2023:

Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development.

In pedagogical terms, the construction of the future requires a pedagogy of hope (Freire, 2021), empowering students to imagine possible futures and build them.

D.10. Universities' Public Engagement and Social Justice

Reframing university. Impact and Relational Value in the High-education System

Valentina Martino (Sapienza University of Rome, Italy) · Lucia D'Ambrosi (Sapienza University of Rome, Italy) · Paolo Brescia (Sapienza University of Rome, Italy) · Vytautas Beniušis (Vilniaus universitetas)

civic university, university communication, public communication, university missions, university impact

The paper aims at exploring the connection between the emerging missions of University and the evolution of the institutional ones – didactic and research – in the Italian and European scenario. Specifically, the perspective of corporate and public communication is considered in this paper as a strategic platform for University committed in generating and disseminating knowledge and promoting activities which have social and economic spillovers on civic society and environment at large (D'Ambrosi et al. 2023; Boffo & Cocorullo 2019), according to an emerging "quintuplex helix" model approach (Carayannis et al. 2009, 2010, 2012).

In a rapidly changing scenario, the value of "Civic University" (Dobson, Ferrari 2023; Goddard, Kempton 2016) is arising nowadays, also supported by reforms, normatives (Blasi 2023; Lombardinilo et al. 2021; Moscati 2022) and practices in the field of "University Impact"' (REF 2028; VQR 2020-2024). Such a vision identifies the medium-long-term effect of University in changing and innovating the surrounding environment as well as academic values and practices themselves: this potential, which is becoming more and more strategic according to several international guidelines (EUA 2021), aims at framing and integrating both the economic and cultural mission ("Third Mission"; Boffo, Moscati 2015) and the social mission ("Fourth Mission") of higher education as a whole.

From this context, in this research framework a specific attention will be dedicated to the "internal" and "organizational" dimension of the Impact (Dobson, Ferrari 2021; D'Ambrosi et al. 2023), focusing on the middle-long term effects that the emerging policies and activities, aiming at strategically promoting the economic and socio-cultural value of the high-education system, can express on universities themselves and their academic community and activities. From the relational perspective privileged by this study, the aim is to investigate in which ways the "New Missions" of University can play as a multiplier of relationships in both the internal and external environment and, by this way, globally reframe University's strategic model to integrate new and old scopes and activities (Barnett 2018; Carayannis et al. 2012): indeed, by regenerating University's "intangible assets", such emerging missions can innovate structurally the academic system itself in the long period. Indeed, a virtuous "rebound effect" can foster both research and high-education processes themselves, to stimulate scholars to adopt practices and approaches of "self-reform" and innovation from the bottom which are based on stakeholders relationship, listening and engagement, as well as on the value of strategic partnerships involving different categories of internal and external actors.

Methods: the study carries out a multi-case approach and an in-depth survey, involving a selected group of academic experts and privileged witnesses. Specifically, the case histories concentrate on the example offered by different academic institutions in Italy and abroad, as Sapienza University of Rome, Polytechnic of Milan, Ghent University and others.

The study highlights some recommendations for institutionalizing innovation processes in the higher education system based on stakeholder engagement and relationships, to encourage the vision and concrete responsibility of Civic University as a driver for economic development and social change.

The Growing Of Public Engagement Initiatives As Symptom Of Universities' Changing Functions

Roberto Moscati (Università di Milano Bicocca, Italy) · Barbara Gruning (Università di Milano Bicocca, Italy)

public engagement, civic university, sustainability, uncertainty

The current times are characterized by the accelerating processes of social, political and economic change. They not only affect life styles, but give less and less space to a shareable interpretation, as they are no longer the product of progressive evolutions, but represent processes of breakage under way which make previous experiences hard to use.

Universities' functioning is involved in this process particularly because of the various requests coming from the society implying the transformation of their internal organization together with the reconsideration of purposes and the way of pursuing them.

From one side the requests coming from the changing economy made the use of knowledge more relevant than curiosity driven research; from the other side the growing relevance of social needs – at specific local level as well as at global level – requires new ways of doing activities together with external stakeholders. Progressively, the universities were invited to accept various way of collaboration with external entities and this process of outreach activities was named "Third Mission".

- As in other countries, in the Italian system of higher education the Third Mission at the first stage was mostly represented by Technology Transfer activities. Afterwards Public Engagement initiatives progressively acquired space.

This institutionalization process has been made visible by a very recent qualitative research carried out on twelve universities by the authors of this paper together with others colleagues.

According to our research in all universities Public Engagement embrace quite a number of activities: from cultural programs in peripheral urban areas to environment protection; from didactical activities in jail to special programs for the dissemination of scientific knowledge. In this framework, the concept of 'Sustainability' represents one of the more diffused example of Public Engagement activity in the Italian universities: the Milan Polytechnic "Strategic Plan of Sustainability" aims for a personal sustainable and inclusive growth as well as for a sustainable growth of its urban environment through a number of initiatives in peripheral areas. Similarly, the University of Padova is supporting the city administration with a sustainability project, while the University of Roma 3, as well as those of Calabria, Venezia, and Milano-Bicocca are developing cultural activities in their own neighborhoods.

- It is also worth to notice that many of Public Engagement initiatives in the Italian universities are flourishing even if they are not a source of significant economic return. This is just one of the many clues that make the spread of Public Engagement part of the current transformation of universities' purposes.

The Social Mission of a Southern University: Stories Worth Telling

Emanuela Pascuzzi (University of Calabria, Italy) · Stefania Chimenti (University of Calabria, Italy)

social engagement, civic university, community participatory action research, mixed methods

The contribution presents the first results of a participatory research and development project of Public Engagement (PE, thereafter) at the University of Calabria (Unical, thereafter) aimed to reconstruct (present and past) PE experience in order to define a shared vision of social mission and to co-design future initiatives.

Today's social challenges call universities to strengthen their Third Mission (TM, thereafter) and to commit to valuable and impactful activities in economic, social and cultural development: a commitment that should be innovative, participatory, transparent and accountable to society and (Vargiu, 2015; Goddard et al., 2016; Palumbo, 2019; Lo Presti et al., 2023) that should not confine TM only to technology transfer (Boffo, Moscati, 2015) but develop "an alternative model of the civic university that integrates teaching, research, and engagement with the outside world such that each enhances the other" (Goddard, 2018, p. 362).

The founders of Unical have made a civic commitment to a poor and complex territory like Calabria. Yet, the social mission started to be institutionalized only with the University Strategic Plan 2020-22, where it has been included among TM objectives as PE for the social and civic development and the reducing of social inequalities.

In 2021, following the Social Mission rector's delegate designation, the PE participatory research and development project was designed and launched. Based on the assumption that social change is all more adequate, satisfying and lasting if it results from a shared process in which everyone may recognise themselves, the project was founded on principles and methods of community development and organisational empowerment: Appreciative Inquiry approach and Alternative Dispute Resolution (Barrett, Fry 2005; Cooperrider, Whitney, 2005; Sclavi, 2003; Stavros, Torres, 2018). The objectives were the following two : 1) to increase and spread knowledge of PE history and experience in Unical; 2) to build, in a shared way, proposals for PE enhancement and design common initiatives.

In 2021-2022, 93 face-to-face interviews were conducted by snowball sampling in 14 departments and some service centres, involving department directors, rectors' delegates, lecturers and administrative staff. The analysis portrayed the most common representations of PE and its evolution from the early Seventies (when Unical was founded). The PE initiatives (from 2019 to present) were also collected by a questionnaire (annual monitoring) inspired by guidelines of the Italian National Agency for the Evaluation of Universities and Research Institutes (see SUA/TM-IS). The database kept track of initiatives (1,975 in 2019-23) and allowed it to delve into PE characteristics in Unical. Furthermore, reconstructing PE experiences' heritage has increased awareness of the community's roots and illuminates local resources and obstacles (cultural aspects, university functioning, milieu features).

The results showed that social inclusion at Unical is present but not always central. However, there comes out some practices aimed at promoting social justice and at creating greater awareness on the issues of inclusion and combating inequalities that are part of the Unical and experience and presented in the contribution.

The Charm of the Elusive: The Third Mission Between Imagination and Normativity

Giorgia Riconda (University of Milan Bicocca, Italy) · Simone Tosi (University of Milan Bicocca, Italy)

third mission, university, territory, public engagement

The relevance of the third mission (TM) in academic norms, discourses and practices is a topical issue today (Laredo, 2007; Boffo, Moscati, 2015; Perulli, Ramella, Rostan, Semenza, 2018). The guidelines of all universities and departments focus on the question of what lies beyond the realm of teaching and research. While it is relatively easy to state that the third mission is not the first and is not the second among university missions, a precise and positive definition of what the third mission is (or should/might be) does not seem to be easy to identify.

The way in which the third mission is understood by different Italian universities shows very clearly the extreme breadth of the concept, which is often the subject of vibrant debate. Italian universities understand and turn ministerial norms related to the third mission in a diverse and imaginative range of practices and discourses. The territorial differences that characterize the contexts in which Italian University operate, the many disparate disciplinary and academic traditions make the third mission a real passepartout concept.

Starting from a research carried out by researchers from the CNR, the University of Milan Bicocca and the University of Pavia this paper analyzes the variety of actions that can be traced under the umbrella of the third mission in 12 Italian university contexts. Based on interviews with key informants involved in the third mission projects (both in academia and among economic and social partners) and on documents and websites of universities, we will propose an analysis of the main operational declinations that the loose concept of third mission takes.

A non-rigid definition of the third mission certainly has several positive sides. Indeed, it makes it possible to disregard preset formulas and excessive rigidity and normalization, making it a potentially productive field, creative and open to variation. It also allows the concept to be turned in ways and formats that are variable and adaptable to circumstances, times, and contexts. However, the potential creativity embedded in such breadth and the heterogeneity of the third mission actions finds limits where it becomes an – increasingly important – mechanism for evaluating and funding today's university.

The Transformative Mission Of Universities: Personal Trajectories And Institutional Drivers of Community Engaged Scholarship

Andrea Vargiu (Università degli Studi di Sassari, Italy) · Emanuela Reale (CNR – Consiglio Nazionale delle Ricerche, Italy) · Valentina Ghibellini (Università degli Studi di Sassari, Italy) · Andrea Spinello (CNR – Consiglio Nazionale delle Ricerche, Italy)

public engagement, higher education, research policies, higher education institutions

European as well as Italian Higher Education (HE) policies acknowledge the need for a reframing of relationships between society, science and innovation which implies inclusive governance to ensure co-responsibility. Public Engagement with Research (PER) is one of the components of increasing efforts aimed to this end. Growing financial and operational support to PER needs a better understanding of science-society dynamics.

The paper will present the PLACES project, which is funded under the PRIN (National Interest Research Projects) funding scheme by the Italian Ministry of University and Research. The project started a few months ago. By the time of the presentation, we will be able to share our recent advancements on the theoretical foundations and the methodological instruments of our work.

The acronym PLACES stands for "Portraits and Landscapes of Academic Community Engaged Scholarship". We appreciate that different approaches and institutional arrangements shape diverse forms of PER. Hence, PLACES aims at filling important gaps in the evidence base on how proactive science-society relationships take place at individual, institutional and systemic level within diverse higher education systems.

Literature acknowledges that a great diversity of practices falls within most widely accepted definitions of PER and evidences an increasingly vague definition of both terms 'public' and 'engagement' (Weingart et alii 2021). In this respect, we circumscribe our research interest to forms of PER which are explicitly aimed at engendering genuine societal change. While we appreciate that this focus does not fully disentangles the definitory issue, we adopt the expression "transformative engagement" to guide our observations. Hence the reference to the transformative mission of universities as a way to affirm the societal role of these institutions as well as to frame our empirical research.

On such premises, PLACES intends to study how Higher Education Institutions' (HEIs) strategies and HE and research policies affect the way transformative PER is approached and practiced. This will be coupled by a parallel investigation stream on how engaged scholars behave, understand, and interact with citizens, and their motives for engaging in science-related activities, through specific reference to their professional biographies and career paths.

Prominent cases of community engaged scholars in large HEIs of three European countries (Portraits) will be examined within the wider institutional and HE policy context in which their academic life has taken place (Landscapes), so to understand how and to which extent their career and success as engaged scholars can be related to the overall operational framework.

PLACES contemplates the different PER policies to connect them to individual academic careers, so to clarify under which circumstances engaged scholarship is more likely to prosper and function to its full potential. Italian HES will be examined against emerging evidence from two other European national contexts – France and UK – so to frame the analysis of this national context within a wider context. This is intended to respond to the need for new area of investigation on PER such as "individual life cycle effects, the role of organisational contexts and incentives, cross-national comparisons" (Perkmann et alii 2021).

STREAM E.
Teaching, Learning, and Professionalism

E.01. Adult education for social justice: is teaching to transgress still possible?

Football and War – Transformative Adult Education as a Transgressive Counter Narrative to Extremism and the Role of Women

Alex Alexandrou (Freelance Academic, United Kingdom)

adult education, football, war, transformative

The paper will outline the development of a transformative adult education project through the Football and War Network. The project brings together historians from the academic and football worlds so all the research centred around football, popular culture, war and history can link up in a transgressive manner (hooks, 1994). The project discusses and disseminates subjects such as: football clubs and their relationship with the armed forces; the social impact of football on the populace during times of war; the military and political implications of the role of footballers and football clubs during times of armed conflict; the economic, political and footballing role women played; and how authoritarian regimes such as those in Italy and Argentina, have used football as a propaganda tool internally and externally. With the aims of creating a counter-narrative and making an intervention into popular culture that challenges the link between football and the far-right (Blaschke, 2022) to promote anti-fascism, equality and challenge misogyny.

The Network has created a website and twitter account that act as free information and resource tools. It runs a free seminar series that have included running events in collaboration with football clubs such as Dulwich Hamlet and Exeter City. Thus, it brings a popular form of adult education to community groups and football fans from a new perspective, helping to create as Gramsci (1973:333) highlights a theoretical consciousness of a person's practical activity and critical understanding of self, knowledge and understanding.

Notably, in terms of the impact it has through its public seminars and community-based activities. Particularly, in relation to dealing with issues such as how the Fascist regime in Italy and authoritarian regimes in countries such as Francoist Spain and Argentina in the 1970s, used football to embed and promote their political ideologies (Lee, 2022; Richards, 2022); and the development, banning and then rise of Women's Football in Britain from the First World War to the current day, encompassing the Suffragette Movement, as well as the struggle for equality within the game (Dunn, 2022). To paraphrase hooks (1994:13) through these activities the project has the courage to transgress those boundaries that would have confined the public to a rote, assembly-line approach to their learning of the relationship between football and war.

E.01. Adult education for social justice: is teaching to transgress still possible?

In Dialogue with the Children. First Outcomes of a Teacher Training Course About Dialogic Inquiry in the Classroom

Sara Baroni (Free University of Bolzano, Italy) · Laura Parigi (INDIRE) · Alessandro Gelmi (Free University of Bolzano, Italy) · Valerio Rigo (Free University of Bolzano, Italy)

dialogic inquiry, teaching methods, student voice, teacher training

In 1994, bell hooks wrote about the crisis in education, asserting that "students often do not want to learn and teachers do not want to teach" (p. 12), highlighting the urgent need for transformation within the educational system. She introduced the concept of "engaged pedagogy," emphasizing collaboration between teachers and students in a learning environment that promotes critical thinking, dialogue, and active participation. This approach challenges traditional power dynamics in the classroom, fostering a democratic exchange of ideas where all voices are valued (Freire, 2002). In today's challenging times, marked by rising conflicts and extremist ideologies, promoting education as a practice of freedom becomes increasingly crucial.

This study aims to present initial findings from research on classroom discussion transcripts produced during a teacher training course conducted in 2021/22. Sixteen teachers from primary school and lower secondary schools participated in both in-person and online meetings to learn how to conduct dialogic inquiry (Wells, 1999) in their classrooms.

Throughout the training course, teachers were encouraged to share their experiences and transcribe dialogues, receiving personalized feedback from trainers and researchers following a collaborative analysis process. In line with the need for pedagogical transformation, this study seeks to examine how the training influenced teachers' behaviors in classroom discussion. The goal is to provide participants with a situated understanding of the learning processes that characterized the training experience, with the aim of equipping them with tools for professional reflection (Schön, 1993).

The on-going analysis process follows the Qualitative content analysis method (Kuckartz, 2013; Mayring, 2020) and using the software QCAmap. Preliminary results will be presented.

E.01. Adult education for social justice: is teaching to transgress still possible?

Towards Authenticity: The Narrative Structure of the Hero's Journey as an Educational Method to Find Freedom and Security Within

Sofia Nicolosi (Università di Catania, Italy)

education, uncertainty, transformation, storytelling, authenticity

According to social sciences, education is a process of primary and secondary socialisation that consists of learning and reproducing patterns of thought and rules of behaviour from social groups and contexts.As well as, education is considered as a process that enables each person to emancipate, to find his unique and authentic self, generating new meaning.

Such a process has also been called individuation (Jung, 1921). It consists of a perspective transformation and radical awareness, which occurs infrequently, as a result of a 'disorienting dilemma', triggered by a life crisis or major life transition (Mezirow, 1997).

In the context of transformative learning, the narrative structure of the hero's journey (Campbell, 1949; Pearson, 1991) can be proposed and renewed as a valuable adult education tool to guide such a personal transformation and individual empowerment from a condition of stillness and helplessness to one of change and hopefulness (Zimmermann, 2000). The twelve stages of the hero's journey (Vogler, 1992) trace the ten stages of Mezirow's perspective transformation to lead to the return, consisting of reintegration, of a complete individual personality, which manages to hold together both the One and the Other.

We live in age of permenent and unsolved crisis (Stevenson, 2024) on both an individual and social level. The multiple crises of post-modernity, associated with the perception of risk and uncertainty (Bauman, 2000), arise from the dilemma between freedom and security: if you gain one, you lose the other, and viceversa. However, the strong perception of insecurity stems from the inability to trust and accept the Other. In other words, the level of insecurity perceived depends on the level of denial of the Other: the more we deny the Other, the more insecure we feel. Anyway, there are different forms and degrees of denial of otherness, up to its expulsion (Han, 2017).

Thus, the perspective transformation should take place as the shift from denial to acceptance of the Other, that can be possible if people learn to turn inward, observing and reflecting on themselves. In order to overcome the stagnation of crisis and to feel both free and secure at the same time, firstly people must be educated to become aware of their deepest fears and emotional wounds. In this sense, education involves a culture of relational trauma (Schore, 2000) that explores its subcoscious origins, the attachment styles (Bowlby, 1989) and maladaptive patterns of thought and behaviour (Ellis, 2002) learned during the earliest years, and still subconsciously reproduced during adulthood.

Human beings are relational beings, not only capable of feeling, but also capable of making sense and producing meaning. Throughout storytelling in the form of the hero's journey it is possible to teach people to transgress and wholeheartledly become oneself. Indeed, the structure of the hero's journey, when applied to the interpretation of people's personal stories, allows them to gain new awareness, to break the vicious circle of past trauma and to integrate their often rigid and absolute patterns of thought, holding the other part they have learnt to deny.

Student Belonging, Engagement And Success: A Critical Theory Perspective

Sarah O Shea (Charles Sturt University, Australia) · Karen Gravett (University of Surrey, UK)

university equity, critical theory, relationality, transformative pedagogy

Student 'belonging', 'engagement' and 'success' are terms generally used indiscriminately within the higher education (HE) environment, often assumed to have universal and common meaning. However, how students themselves, particularly those from equity backgrounds, actually enact belonging, engagement and success is largely absent from university discourses. Drawing on recent international research (Gravett et al, 2023; O'Shea, 2021; Stone & O'Shea, 2024), this presentation will interrogate these concepts, recognising how each is a constructed entity and presents a particular worldview. This presentation is designed to provoke discussion about how assumptions concerning the enactment of belonging, engagement and success could be challenged to better reflect the unique and complex contexts of HE students who are from under-represented groups. In doing this, we recognise the relationality within transformative pedagogical approaches, particularly how students bring with them a diversity of knowledges and experiences that need to inform and underpin higher education systems.

The research featured includes qualitative data collected from Australia, the UK and also Europe, with students who self-identify as being from a range of 'equity' groups. The participants were all enrolled in a HE institution and the majority were undertaking undergraduate studies. Collectively, the findings from these studies have informed a diversity of outputs focussed on themes related to educational inequality, participation and also, identity work, with both practical and theoretical applications. This session will focus on the theoretical findings but will include links to further readings and resources, relevant to both practitioners and researchers.

By challenging dominant discourses around the themes of engagement, belonging and success, the intent of this presentation is to foreground alternative and perhaps, hidden, understandings of 'being' within the HE space. Such perspectives may or may not fit with meritocratic or assumed understandings of what academic belonging, engagement and success should look like including challenging how these ideals are currently measured within the sector. Instead, drawing upon students' own perspectives conveyed through interviews, surveys and short narrative vlogs, we show how these taken for granted aspects of university student experience are complex sociological ideas, and how a troubling tension exists between sectoral desires to create effective 'belonging'; 'engagement' and 'success' which elides the multiple, affective and material ways these are experienced by individual learners. Providing alternative perspectives provides a foundation for how we might rethink educational praxis to better reflect diversity challenging normative understandings of student identity and 'being'.

The notion of power is key to these discussions: particularly in terms of who has the power to define who belongs, who is engaged and who is successful as well as how each of these (belonging, engagement and success) is conveyed. By foregrounding the disjunctures and discrepancies in assumed understandings, this presentation will provide a counter narrative to accepted forms of being in higher education, particularly important in the growing and global desire to 'open up' and widen participation in HE as a result of social, economic and political prerogatives.

E.01. Adult education for social justice: is teaching to transgress still possible?

Critical Professional Learning: Learning For, About and Against Work

Howard Stevenson (University of Nottingham, United Kingdom)

professional learning, transformative education, adult education, war of position

It has always been common to link education and social justice, with commentators from a diverse range of political perspectives claiming that learning is an engine for securing greater social justice. In such circumstances it is immediately apparent that very general assumptions about education, social justice and the relationship between the two factors are frequently made, but with little explication of detail. The danger is that rigorous intellectual analysis is replaced by bland exhortations.

This paper seeks to explore these issues in the context of professional learning and development, as a particular form of learning that is focused on supporting people prepare for, and engage in, work. Some of this activity, perhaps an increasing volume of it, may be characterised as having a social justice dimension, in particular PLD that is focused on issues relating to equalities and diversity (Forde and Torrance, 2021). However, such work also experiences many tensions and contradictions, not least because PLD is overwhelmingly supported and provided by employer organisations who see professional learning as a means to increase employee efficiency and effectiveness, on terms largely defined by the employer. Typically employees are not encouraged to challenge the overall aims of the employer, but only to consider how practices can be developed to meet these aims more effectively. Going further, it may be argued that in many cases the fundamental aim of PLD is to secure the support of employees for the employer's goals and/or methods. This is evident in the many PLD programmes that organisations invest in when trying to facilitate organisational change.

In this paper I seek to argue that professional learning for social justice must adopt a much more critical stance in relation to work itself. For example, for those who work in educational institutions, it is important to understand how such work can both challenge and reproduce social injustice. However, and going further, such work is itself embedded in social relations that are socially unjust – based on the exploitation of education workers' labour, and most obviously the labour of women, Black and disabled workers (also those most likely to be employed on short-term precarious contracts).

Critical professional development (Parkhouse et al, 2023), that explicitly works for social justice, must extend beyond learning for work, or even about work but must also engage in learning against work as it seeks to disrupt practices that embed and extend inequalities and social injustice. In making the case for an explicitly 'Critical' PLD this paper will consider the need to go beyond Mezirow's (1997) conception of transformative adult education, with its focus on transformation of the self, and consider whether it is possible to think of professional learning that reshapes social relations. It locates the approach within a Gramscian 'war of position' (1971) that recognises the need for on-going ideological struggle, and the central role of educators in this process (Mayo 2005). Failure to take this struggle seriously leaves important terrain uncontested, and the common sense of neoliberal social injustice at work unchallenged.

E.02. Call To Action: Narratives of Experience Amidst Transformative Possibilities in Teacher Education Programs

Women, Leadership, and Barriers

Darlene Ciuffetelli Parker (Brock University, Canada)

teacher-education, equity, power, privilege, policy

While universities in Canada recently released equity-based policies, a need for institutional-wide approaches that rethink normative practices exists. As a woman in leadership, this presentation addresses narrative inquiry for deep knowledge of institutions, communities, and global social justice. The presentation shares stories of leadership and innovation, despite the barriers that prevent such innovation to succeed. The use of dialogic knowledge allow narratives to push up against power, privilege and policies that require necessary innovation for the public good.

E.02. Call To Action: Narratives of Experience Amidst Transformative Possibilities in Teacher Education Programs

LGBTQ2S+ Lens within Teacher Education

Dane Marco Di Cesare (Brock University, Canada)

teacher-education, equity, power, privilege, policy

As a queer/gay scholar, I employ an intersectional lens, interweaving threads of identity and privilege. I embody an activist-academic role, pursuing excellence in equity while shouldering the emotional labour inherent to such work. I navigate academic spaces still saturated with heteronormativity. My narratives challenge/resist the entrenched norms of the academy, in sculpting a more inclusive and just scholarly world.

E.02. Call To Action: Narratives of Experience Amidst Transformative Possibilities in Teacher Education Programs

Unraveling Equity Through Metaphors

Steven Khan (Brock University, Canada)

teacher-education, equity, power, privilege, policy

'Black Swans,' 'stealing bandwidth', 'impossible structures', 'hidden figures' – these are metaphors that emerge in pursuing excellence in equity. They constitute the 'plot' of my narrative inquiry as a mathematics educator/administrator who is also a settler-immigrant-Canadian. The metaphors provide a tool for experiential work and activism in shifting more equitable and hospitable programmatic spaces.

E.02. Call To Action: Narratives of Experience Amidst Transformative Possibilities in Teacher Education Programs

Teacher Education and Social and Emotional Learning: Experiences of Specialized Teachers on socio-emotional skills

Antonello Mura (Università degli Studi di Cagliari, Italy) · Asja Mallus (Università degli Studi di Foggia, Italy) · Daniele Bullegas (Università degli Studi di Cagliari, Italy)

teacher education, professional development, social and emotional learning

In an increasingly complex and heterogeneous school context, where teachers are called upon to respond to a plurality of educational needs and individual specificities, the professionalism of the teacher stands out for its growing complexity. This demands specific skills to promote inclusive educational practices and supporting dynamics oriented towards the relational and emotional well-being of individuals and the class (Aiello & Sibilio, 2018; De Vivo et al., 2022; Mura, 2019).

In this regard, Social and Emotional Learning (SEL) becomes relevant, an intricate set of skills useful for recognizing and regulating emotions, establishing positive and lasting relationships, understanding others' perspectives, making responsible decisions, and adequately addressing interpersonal relationships (CASEL, 2003). These skills are fundamental for the individual and social growth of students, as well as for the professional development of teachers (Bombieri, 2021; Morganti, 2018).

Despite the increasing importance of the construct within Italian educational contexts, initial and in-service training courses for curriculum and specialized teachers reveal a limited presence of pathways aimed at acquiring socio-emotional skills. These skills, akin to disciplinary and didactic ones, contribute to defining and enriching the identity and professional profile of teachers.

In the international literature, there is also a clear prevalence of intervention models oriented towards students, where the teacher's role is defined exclusively in relation to their ability to implement socio-emotional education paths for the class (Jennings & Greenberg, 2009). Few, indeed, are the contributions that have examined the outcomes of training programs aimed at teachers on developing socio-emotional skills and the role that these acquisitions can play in their professional growth and development (Blewitt et al., 2020; Gimbert et al., 2023; Mura et al., 2023).

In light of these considerations, the contribution presents an exploratory study, an integral part of a broader participatory action research project framed from a transformative perspective. It involves a group of specialized teachers from schools at all levels. Through the use of focus groups, the study explores their perceptions and experiences regarding the role of Social and Emotional Learning in teaching-learning processes and professional development.

The goal is to develop an intervention model that draws upon teachers' educational experiences to promote the learning and development of socio-emotional skills.

E.02. Call To Action: Narratives of Experience Amidst Transformative Possibilities in Teacher Education Programs

AI and Student Assessment Systems: Policy Options for Excellence in Equity Opportunities

Louis Volante (Brock University, Canada)

teacher-education, equity, power, privilege, policy

Education settings remain unprepared to address academic integrity issues associated with AI use of student assessment data. This presentation addresses assessment challenges by proposing evidence-based policy considerations for student assessment systems towards excellence in equity during this technological revolution.

E.03. Enhancing Equity and Inclusion through Classroom Assessment

The Role of the Explicit and the Implicit in Teacher Training: The Case of Emergency Remote Teaching

Marco Giganti (Catholic University of the Sacred Heart, Italy)

teacher change, implicit, explicit

As an object of study, the teacher's profession is often examined in its implicit (beliefs and attitudes) and explicit (practical) aspects. Many implicit are ascribable to forms of non-cognitive knowledge (van Manen, 1999) that emerge from specific areas of ordinary class life whose tacit is made explicit to make it available for reflection and professional transmission. Anglo-Saxon didactic research of a cognitive background has long been investigating the predictive role played by these constructs on teaching and assessment methods in the classroom (Calderhead & Robson, 1991). The connection between teachers' beliefs and teaching practices is also supported by theories related to the constructivist approach (Richardson, 2002). The implicit also include attitude (Sharma et al., 2017; Aiello et al., 2016; Saloviita & Schaffus, 2016; Sharma & Sokal, 2015; Forlin et al., 2014; Canevaro et al., 2011; Ianes et al., 2010) intended as a conditioning element the intention to act and determine the practices of teachers, from the perspective of theoretical frameworks such as the Theory of Planned Behavior (Ajzen, 1991) or Theory 3-H (Florian & Rouse, 2009; Shulman, 2004).

This contribution aims to present a multiple case study on three omnicomprehensive schools where teachers' beliefs and practices on formative assessment, engagement, and student learning during emergency remote teaching (activated during the COVID-19 pandemic) have been studied. Starting from the empirical study of these three cases, the role of implicit and explicit in the teaching profession will be deepened, drawing on some data collected through semi-structured interviews with principals, questionnaires administered to teachers and focus groups carried out with some privileged witnesses (principal, Internal Evaluation Unit and two teachers for each school order). The results of the research made it possible to suggest to the schools studied some reflections on the activation of training courses and other general reflections were formulated to be presented to researchers and policy makers.

In general, to design and implement effective teacher training the literature suggests that research should address not only the explicit but also the implicit; if not properly considered, there is a risk of replicating traditional models of professional development that do not affect teaching practice. Changes in teachers caused by emergencies, such as the pandemic, are not enough to achieve lasting change. It is necessary to develop pathways consistent with the implicit and explicit educational needs and beliefs of teachers, extended over an appropriate time, inserted in a community of practice in which to give and receive feedback from colleagues and experts and where to start from the concrete experiences in the classroom and see the impact on the practice. As research evidence shows, only in this way are teachers willing to embark on an effective and long-term path of change and thus be ready to face other possible emergencies.

Increasing Schools' Readiness to implement Digital Formative Assessment. Experimental Evidence from Five EU Member States.

Sonia Marzadro (FBK-IRVAPP, Italy) · Davide Azzolini (FBK-IRVAPP, Italy)

formative assessment, evaluation, randomized controlled trial, educational technology

A growing number of studies highlight the potential of formative assessment for improving student achievement and increasing students' self-regulated learning. New technologies offer the possibility to enhance the scope and effective employment of formative assessment practices in schools. However, little is known about what interventions effectively increase whole-schools' systematic and purposeful adoption of digital formative assessment (DFA) practices. The Assess@Learning (A@L) trial evaluates a newly developed online toolkit aimed at increasing lower secondary education schools' readiness to implement digital formative assessment. The toolkit is made available to a sample of school heads, teachers and students across five European Union Member States (Estonia, Finland, Greece, Portugal and Spain). A sample of 208 schools have been sampled and recruited across the five countries and randomly assigned to either the treatment or the control group. Participants in the treatment group are invited to use the toolkit between December 2021 and April 2022. The trial evaluates the effects of the intervention on a set of short-term primary outcomes collected on teachers and related to their awareness, attitudes and knowledge about DFA. Secondary outcomes analyzed include school heads' awareness, attitudes and intention to support DFA practices; teachers' actual use of DFA; students' attitudes toward DFA, learning experience, motivation and self-perceived performance. Outcome data are collected through online surveys administered at baseline and at follow-up (May – June 2022).

The trial has been pre-registered in the AEA-RCT registry: Azzolini, Davide et al. 2022. "Assess@Learning." AEA RCT Registry. April 28. https://doi.org/10.1257/rct.9314

E.03. Enhancing Equity and Inclusion through Classroom Assessment

Assessment and Achievement in the Field of Tension between Equity, Inclusion, Differences and Differentiation

Serafina Pastore (University of Bari, Italy) · Simone Seitz (University of Bozen, Italy)

classroom assessment, achievement, equity, inclusion

Assessment represents, since ever, a leading force in education. At the cornerstone of national educational policies, (the use of) assessment for instructional guidance offers one of the most powerful ways to improve schooling. Indeed, the emphasis on assessment to raise the academic proficiencies of students is among the hottest topics in educational research, policy, and practice. In the context of today's demand for school systems that are globally innovative (especially after the Covid-19 pandemic), the attempts to improve school quality and student learning nationwide have led school personnel (first of all, teachers and school principals) to face with different assessment practices, data, and methods. Teachers, in this perspective, are expected to differentiate their strategies and instruments to assess students' learning and to embed classroom assessment practice with teaching and learning activities (Moon et al., 2020). However, despite substantial research on how to use assessment results and processes to support and foster student learning, teachers seem to not effectively use assessment results and feedback as teaching resources and instruments (Black & Wiliam, 2010). At the same time, research on classroom assessment practices (especially grading practices) have pointed that teachers introduce implicit biases about non-cognitive factors (effort, participation, behaviour) into their evaluation of student work, constantly confronting students with hegemonic expectations on behaviour and achievement (Breidenstein & Thompson, 2014).

Encompassing the theoretical and practical plans of educational research, educational policy, and teacher education, the present chapter proposal discusses assessment as a social practice constructing differences of academic achievement within classroom contexts ("doing difference"; Machold & Wienand, 2021), this way framing social orders.

We intend to scrutiny, within a complexity theory framework, under what conditions, why, and how classroom assessment and equity interact. More specifically, we examine the influence of educational aims and learning contexts (e.g., classroom environment, sociocultural differences, student ability and achievement, subject matter, grade level) on teacher assessment and inclusion practices (McMillan, 2017).

Current policy efforts offer an ideal opportunity to critically review if, and to what extent, assessment practice have been (or not) consistent with equity. Furthermore, investigate how assessment and equity interact, and the consequences of that interaction for school, classroom context, and, ultimately, for student learning outcomes is fundamental to develop differential and inclusive assessment practices.

Synchronous Self-assessment: Pending Needs and Challenges for Change in Classroom Assessment at Compulsory Education

Ana Remesal (Universitat de Barcelona, Spain) · Flor Guadalupe Estrada (Universitat de Barcelona, Spain)

classroom assessment, synchronous self-assessment, assessment literacy, teacher education, formative assessment

The competency-based teaching curricular approach currently implemented at all educational levels encourages breaking paradigms, allowing the introduction of new proposals that support meaningful learning by students, developing self-awareness of learning and, at the same time, fostering the competency of life-long learning.

In this paper, we focus on exploring assessment practices and their alignment with curricular teaching approaches to identify whether they facilitate the development of life-long learning competency. Assessment practices constitute a compelling context of activity to facilitate the acquisition of this competence.

The participants of this study were four secondary school teachers with adolescent pupils between 12-15 years old in Mexico. We invited them to implement a strategy called Synchronous Self-Assessment (SSA) (Remesal, 2021). This strategy highlights the students' voice in the assessment process, giving them greater weight in the balance of power traditionally established between teacher and students. The SSA is implemented in exam situations and consists of asking the students to make two critical decisions regarding the assessment of their learning. First, students decide on which activities (from a set offered) to solve to demonstrate what they learned. Secondly, they choose from various options for the weighted grading of the solved activities (Remesal & Estrada, 2023).

The teaching experience of the participants ranges from 33 years to only one year; they are three women and one man. In all cases, it was the first occasion of implementing the SSA, both for teachers and students. Each of the four teachers had the opportunity to implement the SSA strategy in a class group of students to contrast the experience with their usual practices in another group. In this paper, we want to focus on the quality of assessment practices in both situations, observing their quality according to how they align with the teaching approach focused on developing competencies.

The participating teachers were interviewed before and after the assessment situations. They offered us examples of their usual assessment activities and assessment program designs to identify in detail the assessment practices they usually carry out in an exam situation versus the implementation of this novel strategy. We analyzed all these data from the perspective of the multidimensional assessment model (MAM) (Coll, et al. 2012) and also contrasted with a previous study at the higher education level (Estrada, 2021; Remesal & Estrada, 2023). The study has allowed us to identify gaps in assessment literacy and, consequently, training needs for teachers in relation to this model of assessment practice. Thus, SSA becomes a trigger for teacher training to improve assessment practices towards a more competency-based and inclusive paradigm.

E.03. Enhancing Equity and Inclusion through Classroom Assessment

The Special Needs Assessment Procedure in Germany between the 1950s and 1970s – Reliably Questionable "doing difference"

Lisa Sauer (University of Erfurt, Germany) · Michaela Vogt (University of Bielefeld, Germany) · Agnes Pfrang (University of Erfurt, Germany)

special needs assessment, school selection, professional reports, participation

If one follows the current educational, social and political discourse, the discussion about 'participation' appears to be particularly en vogue. In the German school system, it is mainly the primary school that has claimed, since its establishment, to enable all children to participate. Nevertheless, peculiarly Special Needs Assessment Procedures (SNAPs) present barriers to this claim, since they culminate in decisions about "special educational treatment" (Rohrmann 2013, 113), often combined with placement in separate special schools. Not only currently in the context of school inclusion, but already in the 1970s in connection with school system reform efforts this form of assessment has been criticized in Germany regarding equal participation in school (cf. Deutscher Bildungsrat 1973; Kottmann 2006; Katzenbach 2015). However, there was and is a lack of certainty as to how reliable pedagogical decisions were made in SNAPs (cf. ibid.). The research project to be presented contributes to addressing this desideratum from an historical perspective. Funded by the German Research Foundation it examines the SNAP at the transition between primary and special school in the Federal Republic of Germany (FRG) between 1958 and 1977. Based on the analysis of professional reports written about primary school students, who underwent the SNAP, the project reconstructs and contextualizes the consistency – and, derived from this, the reliability – of school placement decisions resulting from the SNAP. Particular attention is paid to potentially occurring decision inconsistencies, which are project-specifically understood as a 'border zone' between primary school eligibility and the need for special education. With the concept of the 'border zone', the project is orientated in its theoretical setting towards Link's (1997) and Treptow's (2009) ideas. Its research methodology and method rely on Wittgenstein's (1958) family resemblance (1958) and the historical-contextualizing content analysis combined with a qualitative form of typification (cf. Gerhardt 1986; Vogt 2015).

As central findings, which are interpreted from a social constructivist perspective (cf. Berger & Luckmann 2004), the project reveals the existence of a 'border zone' in the FRG during the period under investigation, but only manifesting itself in individual exceptional cases. For the most part, however, the study shows consistent and correspondingly reliable school placement decisions. These can be traced back to a special unchanged mode of the SNAP, which primarily serves to maintain institutional differentiation between regular and special schools in the interests of educational policy (cf. e.g. KMK 1960). With these findings, the study also reveals a historically traditional assessment and selection practice, which still shapes the school experiences of many children today and which urgently requires critical reflection not only for the past, but above all for the present, with regards to inclusion and participation as well as equity (cf. e.g. Garz 2022; Kottmann 2006).

Our presentation takes a closer look at the key findings of the historical project they are derived from as well as its theoretical and methodological foundation, in addition to a brief introductory discussion of participation, especially in and around schools.

The Bluey Version. A Cartoon Between Mediology, Educational Processes and Imagination

Alfonso Amendola (DISA-MIS, Università di Salerno, Italy) · Martina Masullo (POLICOM, Università di Salerno, Italy) · Emiliana Mangone (POLICOM, Università di Salerno, Italy)

cartoon, media, educational, tv, generation

Starting from the theoretical frameworks of mediology and specifically of the study of the media within that educational process which makes "subtle culture" (Colombo 1998) an essential source of learning, the objective of our paper is to analyze the media imagery of Bluey. Investigating what is developing around one of the top products of the children's channel Rai Yoyo: the Australian animated series Bluey – created by Joe Brumm and produced in 2018 by Ludo Studio, commissioned by the BBC and currently in production both free-to-air and on RaiPlay and Disney+ platforms. Trying to investigate the educational effects that this product is having among the various generational targets for which it is designed."The best television series in the world: Bluey is back!" this was the title of an article that appeared in the "Guardian" on 12 July 2023 precisely to indicate the extraordinary innovative process that characterizes this product of contemporary animation that we want to read through the theoretical speculation of mediology. A study interest that also arises from its total diffusion and immediate (and international) success. Suffice it to say that in the space of 18 months since its Australian debut, the series has become a triumphant mass phenomenon and intergenerational consumption (a quick reflection on the numbers is indicated precisely by its exploit in Australia: where out of a total of 25 million inhabitants, all episodes have been viewed 260 million times in streaming. Kate McMahon, author of a podcast for adults – Gotta Be Done. A Bluey Podcast – which comments on each episode of Bluey, told Mashable: «There is no no television series that can make me laugh and cry in seven minutes like Bluey does.There is so much love and it has changed the way I parent for the better." Another point of value is the soundtrack by Hans Zimmer. Unlike many children's cartoons where the musical riffs are repeated in each episode, in Bluey we witness (we listen to) a continuous and original musical choice which not only has climbed the music charts but has become a "case" with an important in-depth analysis on the " New York Times" in 2023. In short, Bluey represents an expressive force that responds to different socio-cultural needs and perspectives with a precise educational and pedagogical tension that – in our opinion – perfectly uses the entire media system. Its inventor in a 2022 interview stated that "if there is one thing I am proud of Bluey for, it is the fact that it can teach adults a little about how important play is in children's lives".

Our research work will develop in three directions: 1) the analysis of the Bluey educational product; 2) the identification of the various media devices through which the series has been remedied and adapted (television, apps, publishing, theatre, video games, fandom and music) and the branding process of the same (merchandising); 3) the deepening of the imagination that it has generated among the various audiences who benefit from it.

Matters Of Touch: Body, Space And Movement In School Structures Of The New Digital Manual Skills

Mario Garzia (Università degli studi di Cagliari, Italy)

body, space, movement, education, digital manuality

In 1955, Why Johnny Can't Read: And What You Can Do About It was published in the United States, a book destined to remain in the history of American costume. The author, Rudolf Flesch, denounced and criticized the literacy method based on the visual memorization of words – typical of logographic writing but then quite widespread in the United States – rather than on phonetics, as is usually done with alphabetic writing. Following the publication of the book, the phonetic method was then suggested to schools by the American education department and since then the text has entered the American collective imagination. Even Marshall McLuhan, in his famous 1964 book Understanding Media, does not miss the opportunity to appeal to Johnny to explain his theories. According to the Canadian mediologist «Johnny can't read because reading, as customarily taught, is too superficial and consumerlike an activity. [...] The problem, therefore, is not that Johnny can't read, but that, in an age of depth involvement, Johnny can't visualize distant goals» (1964, p. 154). Given that by "depth involvement" McLuhan roughly means what we now generically call "immersivity", it is legitimate to ask how the new mobile devices, in particular the smartphone and the tablet, are modifying, to use a term so dear to McLuhan, the individual and collective sensorium of human beings, or the relationship of balance between the senses. In relation to these new devices, the psychoanalyst Darian Leader observes: «the digital age has certainly transformed many aspects of experience, but its most evident, and most overlooked, characteristic is that it allows you to keep your hands busy in many new ways. [...] The evident increase in manual technology likely coincides with the emergence of new social spaces, in which the range and duration of interactions is accelerated» (2016, p. 8). In this work we intend to use a mediological approach to pose some questions on how, in the digital age, this rebalancing of the sensorium, in which touch seems to take on an increasingly central role, can and should be taken into consideration in educational practices, especially in relation to the changed use of manual skills – less and less aimed at writing and more and more aimed at the use of technological devices – and the consequent reorganization of the use of the body and the space in which it moves, including the school space, and of the way which individuals (and students) interact within this space.

Coding and Public Speaking: Old Soft Skills For A New Challenging Digital World

Elisabetta Gola (Università degli studi di Cagliari, Italy) · Stefano Federici (Università degli studi di Cagliari, Italy)

soft skills, coding, public speaking, education, platforms

In a world that evolves at an unprecedented pace, the realm of education finds itself undergoing profound changes. The conventional educational model is no longer enough to prepare students for the challenges of the 21st century [1].

On one hand, technology seems to render much of the knowledge that was crucial in the past obsolete, and there is also a recurring need to teach the use of specific software/hardware from an early stage, be it in school or university. On the other hand, it is evident that the same technology, when presented randomly or superficially, or when it is informally learned outside of educational institutions, leads to a depletion of essential and cross-cutting skills. These skills are not only crucial for professions demanded by the market and society, but they are also crucial in everyday life and for personal success. The outcome is the emergence of disparities that transcend the level of formal education, particularly in schools focused on classical disciplines.

As an antidote to this risky situation, and in line with the holistic approach advocated by the theme of this panel, we propose, by way of examples and case studies, two areas of important cross-cutting skills.

The first area is coding, not only as a standalone discipline but also proposed across all disciplines, as it is now the lingua franca of the digital age, playing a pivotal role [2]. In a world increasingly governed by technology, understanding how to code is akin to possessing the keys to unlock countless doors of opportunity. This skill goes beyond mere computer programming; it nurtures problem-solving abilities, creativity, and adaptability, skills that are invaluable in driving innovative solutions [3].

The second area, almost a counterpart to the first, focuses on the natural communication skills of human beings. Communication has also undergone radical changes with the proliferation of social platforms and technologies that mediate interpersonal relationships, including educational relationships. Fostering public speaking skills enhances an individual's capacity to express thoughts effectively and cultivates self-assuredness, a crucial trait in both personal and professional life [4].

These two competencies are a mix of theoretical and practical in nature and must be possessed primarily by teachers. Challenges in both areas, such as understanding the profound nature of media and rhetorical-communicative skills, stem from the lack of communication between disciplinary areas and a hierarchical ranking entrenched in our educational system. Technical knowledge and communicative competence are considered somewhat "inferior."

By focusing on these cross-cutting skills in education, our work aspires to forge a comprehensive educational framework that molds students into well-rounded, capable individuals, equipped to tackle the complexities of our rapidly evolving world. It aims to redefine education in a manner that not only imparts knowledge but also empowers students to think critically, communicate effectively, and navigate the digital landscape with confidence. The future of education hinges on the development of these skills, and our perspective represents a stride toward that very future, one that readies students to excel in the ever-evolving world they are poised to inherit.

The Specter of Intelligence. Creativity and Generativity for Post-media Education

Stefano Moriggi (Università degli Studi di Modena e Reggio Emilia, Italy) · Mario Pireddu (Università degli Studi della Tuscia)

ai, learning, education, generativity, creativity

Educational systems are not addressing the crisis of their foundations. The entire scholastic and academic scaffolding continues to be based on a scientifically discredited caricature of historical humanism (Cacciari 2019), which hinders the development of necessary citizenship and professional skills. Trying to get rid of idola like this could help usher in new horizons to rethink education and learning on renewed epistemological bases, consistent with the logics of a post-media society (Manovich 2020; Moriggi 2023).

The now unstoppable production of images, texts and even educational content through generative artificial intelligence should be framed in a long path of structural and ecological coupling between human and technology (Benjamin, 1915-1939; Tomasello 2019). The incorporation of generative AI systems in educational environments introduces new dynamics of translation and experience of the world, and the deep interaction between human agentivity and generative capacity of machines calls for a reconsideration of the concepts of authorship, creativity and knowledge production.

Generative AIs represent a radical turning point for their ability to create original content in various formats (images, texts, codes, sounds), challenging the traditional distinction between human creativity and technological production. Software becomes a co-creator of knowledge, contexts, and learning experiences (Accoto 2017); which raises radical questions about the role of technological otherness in culture and education, and about the fallout of these generative capabilities on the traditional conception of human creativity (Reckwitz 2017). The latter, in fact, often appears as an essentialist construction that does not help to better decipher ideational and generative phenomena, and rather acts as an (automatic?) generator of spectra that limit understanding. It is on the basis of such hallucinations that the anthropocentric view identifies the human being and his capacities as the epicentre of the creative universe, denying or minimising the ideational and generative potential of other forms of intelligence, both natural and artificial.

The critique of this essentialist view is based on the observation that creativity is not an exclusively human prerogative, as it can be extended to non-human (and non-animal) systems, such as software, machines and neural networks, which demonstrate ex-novo creative capabilities in areas such as art, music and writing. The challenge is thus to question the idea of a specific and predefined 'human nature', which would be an intrinsic bearer of qualities and values such as creativity and generativity (Nietzsche, 1878). The invitation is to consider technologies, including artificial intelligence, as potentially enabling devices capable not only of amplifying and reconfiguring human creative capacities but also of acting as creative entities in their own right (Panciroli, Rivoltella 2023), thus challenging the many spectra about creativity, the origin and sharing of ideas that still inform educational models, policies and content in both school and academic settings.

Four Paths for a Mediology of Education

Giovanni Ragone (Università di Roma La Sapienza) · Donatella Capaldi (Università di Roma La Sapienza)

mediology, education, social class, knowledge, milskills

Mediological reflections on education, intertwined with pedagogy, date back half a century (McLuhan, Postman, Jenkins, Livingstone, Kellner; Maragliano, Pireddu, Balzola, Moriggi). A question arises about: Has mediological reflection considered the educational systems in their reproducing or counteracting inequality? In this perspective, four aspects should be examined, 1) in what measure mediamorphosis influences the historical process leading to a partial weakening of educational institutions as a factor of social mobility; 2) which are the educational "vocation" and orientation of mediology according to the society dynamics; 3) how specific media processes foster inequality and what patterns of inequality they can express; 4) how many and promising experiences in educational field exist, applying mediology for contrasting inequality reproduction.

On the first point it is clear the transition from the industrial production system to the informational one has changed the social pact basis of democratic societies and welfare state organizations, including the educational system. In the context of a profound social classes restructuring, the relevance of the traditional alliance between middle-class intellectuals and lower-middle working classes has collapsed, especially in shaping policies of income redistribution and access to universalistic services; moreover, the balance between formal and informal activities in learning activities has been reversed.

These dynamics have greatly undermined the education system role as a knowledge transfer and as a bridge from the wage-earning classes to the bourgeoisie from social democratic and liberal point of views. In the domain of consumption overwhelming the production in the networks world, "cultural capital" is not mainly reproduced at the school: The traditional education function of introjecting and legitimizing the dominant class norms, as Bourdieu theorized, has been losing meaning. Paradigms for an education able to counter inequality in today's world must therefore be redefined.

Regarding the second point, it can be argued that mediology is a fundamental educational resource for the individual and social groups because founded on the circumstantial paradigm and on the "anti-environment" construction, aimed at raising awareness of the mediamorphosis processes and at training skills in media production. It is a knowledge that can spill over in an organized way encouraging people involvement in the territory problems, in relational situations and active citizenship, in the other knowledge elaboration, and in creating values.

With respect to the third point, several factors of inequality have been described: a) lack of accessibility to devices and the net, b) passive, serial or "flat-formed" learning and communication technologies use, c) insufficient learning practices and MILs skills, d) non-collaborative-design approach to work, self-education, and communication. The varying levels individuals and groups are able to achieve relative to these factors determine a substantial inequality as early as the exit from the educational system, which may worsen or diminish over a lifetime in the absence of adequate educational experiences.

This is verifiable by the positive effects of field experiences. In particular, the introduction of a learning model based on the application of mediological knowledge to the enhancement of territories seems effective, an example of which will be offered in the contribution.

Potential And Limits Of Educational Mediation With Digital Storytelling

Angela Spinelli (Università di Roma Tor Vergata, Italy)

digital storytelling, digital technologies, education, competencies

The contribution presents the results of the qualitative research conducted with the case study methodology (Domenici, Lucisano, Biasi, 2017; Trinchero, 2004) within the Europe Erasmus+ project with small-scale partnership: PRESTO Peer education and digital storytelling for young people.

PRESTO promoted the use of digital technologies for the development of digital storytelling (Robin, 2008; 2012; 2016) on the desirable future of young people in disadvantaged situations. The aim was to promote the growth of digital skills according to the European definition (Official Journal of the European Union, 2018) and to support young people in promoting transversal skills such as the ability to work in groups, to self-observe, to promote one's self-efficacy and agency (Bandura, 1995; 2012), to identify objectives for one's future, for the purpose of orientation. The case study examined all the project materials and interviews and focus groups were conducted with the designers, educators, some external experts, as well as participation in the training and supervision phases of the educators from the partner countries involved. The material was analyzed following the operationalization process for the definition of the indicators (Marradi, 1987; 2007) also with the support of the NVivo software (Pacifico, Coppola, 2010). Below are the materials used for data processing:

- Analysis of project documentation
- Training course for educators Trailers educators Monitoring and evaluation documents
- Interactions on the platform during the training phase Meeting agendas and reporting
- Intermediate and final reports Documents of PE activities in the two local contexts
- Interviews
- Designers, local managers
- Interviews, focus with educators
- Interview with senior trainer
- Focus group with educators
- Supervision activities
- Questionnaires for educators and local managers
- Questionnaires incoming; in itinere; final
- Analysis of the documentation produced by the second level beneficiaries
- Young trailers
- Setting analysis

For the purposes of this work, some of the conclusions that emerged are reported. Regarding the didactic mediation carried out with the peer education method (FHI 360, 2014) and with the production of the digital cognitive artefact:

a clear link emerges between the technical, technological and pedagogical preparation of educators and the DST formats. Educators with greater technical preparation promoted technically better products, but with little connection to the feasibility of the desirable future project. Conversely, educators with less digital skills, but with greater pedagogical preparation, promoted an educational and reflective approach.

didactic mediation was crucial in supporting motivation and inclusion within the peer group and facilitated a highly relational approach.

the use of different linguistic codes in the same artefact facilitated the elaboration of the stories, offering opportunities for individual reflection.

the construct of competence was assumed with a very broad semantics, closer to its transversal meaning than to a professional declination, expressing the endogenous nature of the topic's educational work (Benadusi, Molina, 2018).

In conclusion, it is possible to state that the determining variable for the educational use of digital storytelling in the PRESTO project is to be found in the nature of the didactic mediation promoted by the educators.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Students as Researchers: Promoting Their Active Role in University Education

Giulia Barbisoni (Università degli studi di Perugia, Italy) · Diego Izzo (Università degli studi di Perugia, Italy) · Federico Batini (Università degli studi di Perugia, Italy) · Giulia Toti (Università LUMSA di Roma, Italy)

students' voice, students as researchers, educational research, teacher training, pedagogical innovation

Active participation of university students in academic decision-making processes is crucial for combating school dropout, a key indicator of educational quality (Aina et al., 2022). This involvement not only mitigates the negative consequences of dropout but also fosters students' commitment and sense of belonging to their educational journey.

Inclusive approaches, viewing students as active researchers and co-creators of curricula, challenge traditional power dynamics and enhance students' self-determination, facilitating more meaningful learning and cultural and structural transformations within institutions (Nurmalitasari et al., 2023; Wallace & Chhuon, 2014; MacBeath et al., 2003; Ahmadi, 2021; Fielding & Bragg, S., 2003; Rudduck and Fielding, 2006). The collaboration between students and faculty highlights the importance of student voices in reforming education and reducing dropout, underscoring the need to integrate such practices into policies and educational research for a more inclusive and responsive academic future (Grion et al., 2023).

This study investigates the approach of university students as co-researchers, highlighting how this methodology can democratize research and enrich evidence for educational interventions, encouraging active student participation and valuing their contributions. Through an Experimental Pedagogy workshop at the University of Perugia, Primary Education Science students explored their unique insights into the teaching profession and their future vocation.

The methodology involved a three-phase approach, where students initially reflected on teacher qualities and their impact on their personal journey, through a questionnaire, then analyzed international teaching standards with the Teacher and Learning International Survey (TALIS) as a reference framework, and finally collected data from secondary school students on perceptions and aspirations regarding how teacher training is/should be.

This comprehensive effort has facilitated a multi-level understanding of educational needs from the perspective of those who have a direct impact on teaching practices.

The findings have highlighted the need to integrate contemporary educational challenges into teacher training, emphasizing relational skills, pedagogical innovation, and the need for continuous professional development. The study underscores the value of student voices in identifying gaps in current educational frameworks and suggests a reorientation towards more inclusive and student-centered policy formulations (Manefield et al. 2007, Flutter, 2007; Treacy & Leavy, 2023), as well as highlighting the importance of active participation of university students in academic decision-making, essential to counteract university dropout (Aina et al., 2022).

Through participatory research, not only are students empowered by valuing their contributions to academic inquiry, but theoretical knowledge is also connected with practical insights, thereby contributing to a more nuanced understanding of effective teaching and learning. The implications of this study extend beyond the immediate educational context, supporting a broader application of student-led research in policy development processes to ensure that educational reforms respond to the evolving needs of students and society at large.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

What Role Does "sociology of Learning Inequalities" Play in French Primary School Teachers' Initial Training?

Claire Benveniste (INSPE de Créteil – UPEC, France)

teachers' knowledge, teacher training programs, social inequalities of learning, primary school, pupils' difficulties

This presentation focuses on the role that "sociology of learning inequalities" research plays in French teachers' initial training. We will first define what the "sociology of learning inequalities" covers. By these terms, we designate a research field developed since the 1990s in educational sciences, aimed at understanding the processes governing the construction of learning inequalities in the daily classroom (Rochex & Crinon, 2011). This research implements a relational approach between pupils' activity and teaching practices, combining sociological, didactic, psychological and linguistic frameworks. We discuss how these research contributions can enable teachers to understand both their pupils' learning difficulties and their own professional difficulties.

A double investigation, by interview and documentary, was carried out between 2015 and 2019 (Benveniste, 2023). We collected the speeches of twenty-five primary school teacher trainees in two socially segregated territories, at the end of initial training through interviews relating to their practices, their difficulties and their pupils' difficulties. Constrained by difficult training conditions, the trainee teachers seem unable to reconcile a number of tensions and conflicts which run through their discourses and cause them distress when they fail to resolve their pupils' difficulties. To understand these professional difficulties, we then studied the initial training programs for primary school teachers.

We rely on a documentary corpus made up of "Teaching, Education and Training Professions"[1] master's programs and courses' titles, descriptions and materials collected in 16 training school ÉSPÉs[2]. Our results show that the social inequalities of learning remain most often marginal in the initial training. More generally, we underline the fact that the pupils' activity is not at the heart initial training programs. These results can seem paradoxical given the proactive official discourse making teacher training an important part of the fight against socio-educational inequalities. However, we can interpret our results considering the conflicts in French educational policies between social and individual dimensions of school inequalities. We also take into account the strong constraints weighing on master's programs of teacher training and the processes of knowledge recontextualisation (Bernstein, 2007) in teacher training curricula. We will finally underline that teachers are not sufficiently equipped to understand and interpret the learning difficulties of their pupils from working-class backgrounds. Facing unresolved difficulties, these beginners then tend to adopt essentialist readings of pupils' difficulties. Absolving themselves of responsibility for these failures is the only way to stand on the field. This could help understand why teachers are progressively renouncing to make all their pupils succeed and learn during their career (Broccolichi et al., 2018).

In conclusion, we highlight that, far from being a prescriber of "good practices" or a denouncer of unequal "bad practices", the "sociology of learning inequalities" can be used in initial training to change the teachers' perspective on teaching-learning processes by analysing pupils' activity regarding teaching practices. Ultimately, it can help regain the ability to act on the learning difficulties of pupils from disadvantaged backgrounds.

[1] Master MEEF (« Métiers de l'enseignement, de l'éducation et de la formation ») in France

[2] École supérieures du professorat et de l'éducation.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

An Integrated Initial Training to Reduce Inequalities: What Effects on Teachers' Practices and Discourses During the First Years of Teaching?

Claire Benveniste (UPEC, France) · Silvia Lopes da Silva Macedo (UPEC, France) · Julien Netter (UPEC, France)

teachers' training, inequalities, france

Our contribution aims to present the results of a qualitative survey carried out with teachers that were trained on an experimental initial training program realized at Créteil's department in France (Netter, 2022). The experimental teachers' training seek to integrate aspects of a professional initial training that are usually perceived as fragmented: classroom observations, design and implementation of classroom sessions called "professional workshops", and training contents based on educational research (such as mutual analysis of students' activity and teaching practices, or the distinction between learning processes and activity production). These training contents were specifically oriented in response to the children learning difficulties, that affect particularly pupils from the working-class backgrounds in France and in the Créteil department.

In this contribution, we rely on an analysis of 14 classroom observations and 17 interviews with former students from this experimental teacher training program who have been teaching from one to four years. We attempt to build a genealogy of practices to reveal the effects of training that we try to relate to the students' learnings.

What do these primary school teachers have to say about their concerns? What are the contributions of the training program to their professionalization? Which discrepancies and continuities are observed between teachers practices and their discourse over their practices?

We seek to highlight the construction processes of a reflexive posture, and the role of the training program on these processes.

The large majority of respondents of this research underline the role of the professional pairs to build their practices and to overcome professional challenges. The attention of the respondents focus on the analysis of the students' activity, with the often-stated ambition to succeed on teaching every child.

We analyzed the discourses of these teachers on objects that are usually covered by training programs, such as the "meaning of learning" or "pedagogical differentiation". The analysis shows that they mobilize a personal argumentative discourse, instead of the injunctive and impersonal discourses ("we must") that often characterize the new teachers (Daguzon, 2009; Benveniste, 2023). These teachers do not necessarily credit the construction of their practices and professional reflection to their initial training. The « field » is often put forward as the main formative situation. However, it seems that the experimental integrated training program in which they participated allowed them to construct a well-equipped perspective on the "field"; particularly through the guided observations and "professional workshops" that these teachers experienced. Contrary to the paths often founded among beginners (Broccolichi et al., 2018), most of these teachers keep looking for ways to make all students learn and succeed, including those children who are socially distanced from school.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Professional Development of Teachers and Inclusive Teaching: Development of a Formative Self-Assessment Tool

Letizia Capelli (Università di Modena e Reggio Emilia, Italy) · Paola Damiani (Università di Modena e Reggio Emilia, Italy)

teachers professional development, self-assessment, quality, inclusive teaching, good practices

Teachers' professional development is a key component for improving and innovating the education system (MIUR, 2015; 2016) and for supporting change concerning knowledge systems, attitudes and beliefs in a democratic way. The latter aspects support teaching action and play a significant role, although in a complex way, on transformation processes and school quality (Altet et al. 2006; Vannini, 2012).

This contribution outlines a tool to support professional development starting from some actions that emerged in the three-year European Erasmus+ project Enabling eXtremely Creative, Inclusive, Inspiring Teachers for Europe (EXCIITE), which focuses on enhancing the competences of primary and secondary school teachers, starting from the analysis of their training needs, in the areas of inclusion, creativity, digital and innovation.

An initial phase of the project involved collecting and analyzing of good training practices carried out in the partner countries, aimed at identifying "Good Practice Elements" (GPE), which characterise various didactic-training actions and which can be considered relatively independent from the socio-cultural context from which they emerged, therefore with a greater possibility of being reproduced. Regarding the area of inclusion, the elements, identified as qualifying in promoting inclusive teaching, are consistent with the definition of "inclusion", intended as the process of removing obstacles to everyone's learning and participation (Booth & Ainscow, 2002).

In particular, the inclusive dimensions emerging from the collected Good Practices and declined at the classroom level concern:

- designing and rethinking of educational spaces;
- creating supportive environments, in which everyone's uniqueness is welcomed;
- building of collaborative relationships in order to create learning communities and communities of practice;
- supporting a vision of learning in which everyone feels involved and their point of view is considered and supported;
- encouraging student's agency, valuing each individual's initiative, point of view, awareness and motivation for learning;
- rethinking of organisational aspects that promote inclusion;
- creating a democratic environment in which the values of inclusion are shared through participation in the educational process.

According to the findings, a self-assessment tool has been designed to stimulate teachers towards reflective action (Schön, 1983) on their pedagogical formats (Pentucci, 2018) in order to support a transformative response (Mezirow, 1991; 2008). Transformative learning is situated in a process that generates new meaning structures, capable of orienting future actions, through the reworking of problematic frames, referring to ways of thinking and beliefs, in a more reflective, inclusive and open to change vision.

The tool will be used to accompany teachers in a training path aimed at improving and developing the quality of inclusion in the classroom context and in inclusive teaching, in a perspective of improvement in which reflection can constitute a constant posture thanks to opportunities that allow teachers to experiment with forms of reasoning aimed at recognising regularities and registering changes (Nigris, 2018).

The tool also offers a stimulus to support and implement research on the quality of inclusive processes at the micro and meso levels (individuals and classroom), beyond the macro level (school system) from an ecological-systemic perspective, consistent with the assumed framework (Index model).

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Self-narrative as an Orientation Tool aimed at promoting the Professional Development of Specialized Teachers: Results of a Qualitative Study

Giusi Castellana (Università di Roma Tre, Italy) · Martina Lippolis (Università di Roma Tre, Italy) · Benedetta Turco (Università di Roma Tre, Italy)

teacher training, narrative pedagogy, inclusion, self-construction, qualitative analysis-nvivo

The paper describes a training-research activity undertaken with teachers attending a SEN workshop on communication codes of linguistic education. The illustrated outcomes concern a corpus of more than 400 autobiographical narratives collected over several cycles of education (2020-2024).

The 20-hour course starts by engaging teachers in a reflection on their own life experiences by taking a cue from Canevaro's (1999) fairy tale Il bambino che volava via, from the collection I bambini che si perdono nel bosco. This fairy tale highlights the role that adult expectations play in the construction of a child's identity, often prompting some sacrifice in order to match the required model.

After listening to the fairy tale, teachers, anonymously, are invited to tell an episode from their own lives marked by a similar sacrifice. The collection of contributions is followed by the working groups' characterization of the "excluded parts" according to Propp's scheme of functions, to construct a collective narrative: a group fairy tale – based on the characterization of characters who present difficulties or discomfort, with the idea of giving value to their singularity within the narrative plot – which will be used at the end of the training as a background integrator to plan educational activities.

The main aims of the training activities fall into two areas: the first related to autobiographical narration; the second concerns collective narration and educational planning. The objectives of the first area are to involve future teachers in the recognition of their own needs to arrive at the recognition and acceptance of those of others, as well to use their own story as an orientation tool aimed at promoting reflection, regaining motivation and interests essential for the start of a new professional project.

The objectives of the second area are linked to the idea of building, with the teachers, a quasi- experiment of a curriculum of reading activities by which the fairy tale assumes a mediating role: a background that supports educational-teaching process, promotes the development of communicative interaction between peers, sociability, the recognition of differences as a resource, the improvement of cultures and inclusive practices of the educational context.

This study will illustrate the outcomes of a qualitative analysis conducted on the corpus of autobiographical narratives by NVivo software. Starting from the identification of the key concept (the excluded part of the self) arising from the introductory stimulus, different types of answers have been classified using a top-down approach based on the object and the motivation behind the sacrifice (internal and external). Subsequently, a bottom-up approach was integrated to identify further categories emerging from the in-depth analysis of the contributions.

The results show a significant prevalence of the participants' causes of sacrifice related to internal and controllable factors on external and uncontrollable ones, such as the choice to adapt to socially recognized models or the prevailing desire to correspond to requests/models coming from the parental context, underlining the considerable influence that the expectations of educators/adults play in the development of the subjects' personality, and in determining their possible projections.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Lesson planning with Universal Design for Learning in grades 1-8: A 'training-and-action' research for teachers' professional development

Anna Frizzarin (Free University of Bozen-Bolzano, Italy) · Silvia Dell'Anna (Free University of Bozen-Bolzano, Italy)

in-service teacher training, action research, universal design for learning

Planning effective teaching strategies to promote everyone's educational success is at the heart of quality inclusive education and requires a complex set of knowledge and skills, sustained by positive attitudes towards diversity, collaboration and self-reflection (EADSNE, 2012). In this respect, Universal Design for Learning (UDL) represents a crucial framework: based on the idea of learners' 'natural' variability, through its principles and guidelines it encourages teachers to intentionally adopt a set of teaching devices and methodologies to remove any barrier to learning that may be due to differences in students' knowledge, interests, abilities, learning styles, etc. (CAST, 2018).

In light of previous studies emphasizing the benefits of in-service professional development programs on UDL for the creation of plural and diversity-valuing learning environments enhancing educational opportunties for all (Rusconi & Squillaci, 2023), we initiated a two-year 'training-and-action' research project on the topic in a school institute in the Province of Trento (grades 1-8). Within this research approach (Asquini, 2018) teachers' professional development is embedded in a recursive relationship (a) between theory and practice, through training activities and self-improvement practices, and (b) between research and practice, enhancing innovation on the one hand and, on the other, documenting, informing, and reframing empirical data by connecting it to the theoretical and scientific reflection.

The project was designed as a two-year training and implementation programme (2023/2024 and 2024/2025) involving most of the teachers at the institute (n= 60). The main purpose of the training was to provide teachers with a deep understanding of the UDL framework and the skills needed to design learning units reflecting its key principles. Specifically, the first year was structured in theoretical-oriented collective meetings (3), practice-oriented workshops in smaller groups according to school level (6), and co-design meetings with individual teams (3). Alongside this, the impact of the training, planning and implementation activities on teachers' skills, attitudes and practices was documented through several phases of data collection with different actors following a convergent mixed method design, including:

The administration of a baseline questionnaire, at the beginning of the training programme, collecting information on teachers' inclusive attitudes and current practices, based on the Teacher Self Efficacy Scale, available in Italian (Biasi et al., 2014) and the Inclusive Teaching Practies Scale (Schwab & Alnahdi, 2020).

Self-rating scales (e.g., the UDL Fidelity Tool; Johnson-Harris, 2014) and structured reciprocal observations made by teachers throughout the training sessions monitoring the implemented practices.

The re-administration, at the end of the second year, of the initial teachers' questionnaire, followed by focus groups with the participants, to assess the project impact in terms of attitude and practice change.

Administration of a questionnaire to the students involved to collect their experiences and perspectives on the implementation of UDL in their classes.

During the conference, the team will present the documentation regarding the first year of the project, focusing on the results of the first and second data collection phases.

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An Experience of Collaborative Action Research with Lower Secondary School Teachers in Turin on the Didactics of Writing

Charlotte Kohlloffel (Università degli studi di Torino, Italy)

collaborative action research, in-service training, inequalities, lower secondary school, writing

This paper focuses on teachers' skills and in-service training as a key factor in preventing and tackling inequalities in schools. The INVALSI data shows that the Italian school system is not able to improve the opportunities of people from disadvantaged backgrounds. Not only the NEET index is worrying (Istat, 2021), but also the achievement of the minimum level of required skills at the end of schooling is low in Italy (implicit school dropout; Ricci, 2023).

One of the ways to intervene is to prepare and train teachers. In Italy, the place where inequalities are exacerbated is the middle school (Mincu, 2015): This is where the different vocational schools are chosen and students take the opportunity (or not) to change their starting point; therefore, it is important to have well-trained teachers who are prepared to deal with the different backgrounds of students (which still affect 13% of students in their learning and choices; OECD, 2023).

In-service training is therefore crucial, also considering the fact that Italian teachers are mostly older (48% are over 50 years old; OECD, 2019) and completed their preservice training many years ago.

This paper therefore addresses the issue of teacher education in the light of the collaborative action research approach (Asquini, 2018). This particular type of research has the advantage of being adapted to the specific needs of teachers and the context in which teachers currently work (effective teacher training processes, Lazzari, 2014), aiming to introduce innovation in the classroom thanks to the small group interaction that the approach offers (Nigris et al., 2020; Pomponi 2021).

The experience we want to present has been built on these theoretical foundations and is currently taking place in a middle school in Turin. The collaborative action research is carried out with three middle school teachers and the aim of the project is to improve students' writing skills, with a focus on cognitive enhancement. The approach chosen is the student-centered writing workshop methodology (Calkins, 1994; Atwell, 2015); the writing workshop is a specific approach that is authentically inclusive because the activities allow students to have the main drive for their work and also have a strong flexibility that allows teachers to give each student the support and help they need. The teachers are working on their ability to carry out a didactic project and implement it in the classroom this school year (which ends in June 2024).

The goal of the training is to improve students' cognitive and writing skills (according to the infusion model; Dewey & Bento, 2009), as these are crucial for learning and communication (Klein et al., 2014), which have a great impact on academic success and therefore influence the various choices students make in their education. By teaching appropriate writing skills to all students, teachers attempt to prevent inequalities. The contribution thus aims to present the initial qualitative findings of the teacher training, critically reflect on the advantages and disadvantages of collaborative action research and document the project.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Triggering a Virtuous Cycle: Enhancing Argumentative Abilities in SFP Students to Enhance their Academic Success and Professional Development

Laura Landi (University of Modena and Reggio Emilia, Italy) · Beatrice Battilani (University of Modena and Reggio Emilia, Italy) · Mariaelena Favilla (University of Modena and Reggio Emilia, Italy) · Michela Maschietto (University of Modena and Reggio Emilia, Italy)

argumentation, preservice teacher education, university dropouts, transdisciplinary skills

Knowing how to argue and being able to understand argumentation (and thus being able to assess whether a statement, opinion or demonstration is sound and supportable) is necessary for many daily life activities, but is particularly essential for a successful university career. It is also for this reason that the Italian school curriculum attributes great importance to the development of these skills in all school cycles, starting from preschool through to secondary school. In spite of this importance, various data on university students' (in)abilities highlight that at the end of secondary school many students have difficulties in producing and understanding argumentative texts, which impacts negatively on their academic success.

Argumentation abilities are doubly important for students in Scienze della Formazione Primaria (Primary Education Sciences, SFP) because, as they study to become preschool and primary school teachers, they need these abilities not only to proceed successfully in their academic career, but also to be able to foster the development of these skills in their pupils.

For this reason in the Dipartimento di Educazione e Scienze Umane (Department of Education and Human Sciences, DESU) of the University of Modena and Reggio Emilia we have decided to tackle the issue of argumentation abilities with the perspective to elaborate activities and teaching strategies aimed, on the one side, at supporting the development of argumentative skills in SFP students and, on the other side, at providing tools for the development of argumentative processes in their future pupils from the early years of schooling.

With a transdisciplinary approach combining the perspectives of linguistics and mathematics education and involving different actors ensuring a plurality of viewpoints (in addition to researchers in linguistics, mathematics education and teaching methodologies, also preschool and primary school teachers, traineeship supervisors and SFP undergraduates), we have begun to collect and analyse various data on argumentative processes and abilities.

In the paper that we are proposing for the panel we intend to present and discuss the data collected in the last two academic years in the framework of tutoring support and remedial activities organised for first-year students with further additional requirements (OFAs). The activities on argumentative abilities have concerned argumentation in general as well as in specific mathematical contexts. They have been part of a wider range of activities concerning the areas that have emerged as more problematic for these students, namely text comprehension and basic grammar knowledge (50 hours), arithmetics and basic algebraic notions (50 hours).

With our presentation and analysis of difficulties emerged, activities proposed, results obtained and participants' opinions, we aim to contribute to the discussion on educational poverty and on possible strategies to reduce school (and university) dropout, guarantee academic success for a larger number of students, and improve preservice teacher training.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

The Training School of Maestri di Strada "Carla Melazzini": a teachers participatory action research

Santa Parrello (University of Naples "Federico II", Italy) · Elisabetta Fenizia (University of Naples "Federico II", Italy) · Filomena Carillo (Association non-profit Maestri di Strada, Naples, Italy) · Lucia Irene Porzio (Association non-profit Maestri di Strada, Naples, Italy) · Cesare Moreno (Association non-profit Maestri di Strada, Naples, Italy)

teacher training, reflexivity, teachers participatory action research, school dropout, storytelling

In Italy, dropout rates are still too high, with large territorial disparities at the expense of southern regions and suburbs. It is a complex phenomenon caused by the accumulation of factors external and internal to the educational system, leading to the deterioration of the bond between young people, school and society (De Witte et al., 2013).

The third sector implements numerous educational projects to counter school dropout, within a restorative and compensatory framework (Brighenti, 2009). The Association Maestri di Strada (MdS) is a non-profit organization that has long implemented complex interventions to counter school dropout and promote the social inclusion of young people. MdS began its work in Naples in the 1990s with the Chance Project, a second-chance school eventually rejected by the formal system (Melazzini, 2011; Adamo & Valerio, 2023). In 2010, it launched the E-vai Project, an unprecedented model of integrated educational experimentation based on the co-design and collaboration of the third sector, schools, agencies and territorial entities: its mission is to "modify a pedagogical culture that continues to produce special projects and didactics without questioning the regulatory paradigms of school and educational work" (Moreno, 2021, p. 18). In other words, MdS aspires to build intervention models that can be applied by teachers within schools from a preventive and ordinary perspective (Moreno, Parrello & Iorio, 2014; Parrello, 2018; Parrello, 2023). For this reason, MdS also aims to carry out continuous training of educators and teachers, centred on cooperation, creativity, active research, contact with the territory and, above all, reflective questioning of educational practice (Mortari, 2003; Parrello et al., 2020). In Italy, teacher training is still considered unsatisfactory, and reform efforts usually do not actively involve them (Gavosto, 2022).

In the 2022-23 school year, MdS began a Teachers-Participatory Action Research with a group of 18 external education professionals (10 teachers, 7 educators, and 1 psychologist), named Scuola Carla Melazzini, with the aim of engaging them and gathering their views on an appropriate training model to combat school dropout (Parrello et al, 2019).

The research went through phases of Planning, Action (documented through observation), Evaluation (documented through participants' narrative reports) and Reflection (focus groups).

In this study we present the results of the analysis of the observation reports and the final reports.

From the first Corpus – subjected to Thematic Analysis of Elementary Contexts (T-Lab) – 6 clusters emerged: Transforming Experiences; From Disorientation to Tolerance; Space and Time of Training; Contact, Welcoming, Resonance; Finding Meanings and Sharing Emotions; Narration and Reflection.

From the second corpus – subjected to Categorical Content Analysis – 8 macro-themes emerged: Arteducation; Reflexivity; The educator's posture; The power of metaphors; Rituals of the beginning and the end; Experiences of meaning; Mistakes and fragility; Contexts and sustainable changes.

These findings were the subject of discussion during a final focus group and were used as the basis for the redesign of a training course considered important for teachers' professional identity formation and for the critical acquisition of effective methodologies against school dropout.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Montessori Lower Secondary Education: The Experience Of I.C. R. Massa Against School Dropout

Milena Piscozzo (IC Riccardo Massa Milano, Italy) · Flavia Fornili (IC Riccardo Massa Milano, Italy)

adolescent, montessori, inclusion, school dropout, teacher training

The contribution aims to describe how adequate teacher training and monitored experiments supported by various institutions make it possible for a school to effectively respond to the challenges of a changing student body and, at times, the risk of dropout. Over the years, IC Riccardo Massa in Milan has implemented numerous projects for the educational success of students facing difficulties and has experimented with innovative teaching and learning paths.

In this spirit of renewal, the institute initiated the introduction of the Montessori methodological approach in the lower secondary education in 2014, which became a ministerial experiment three years later. In 2021, at the institute's initiative, a national network was established, with this school as the leader.

Data and research from institutional bodies show that the experimentation has been effective over the years in improving academic results and countering both implicit and explicit dropout, which particularly affects students in the peripheral neighbourhoods of large cities like Milan.

Peripheral areas, affected by the phenomenon of WHITE FLIGHT, with significant elements of school segregation, have, thanks to the introduction of the Montessori method, not only retained the local student population but also become attractive to students from more central areas.

The inclusion of Montessori-oriented courses has thus enabled the activation of policies for de-segregation through diversified planning, laying the groundwork for change and increasingly inclusive innovation.

For the implementation of the experiment, a training program aimed at lower secondary school teachers was designed in collaboration with Opera Nazionale Montessori. This program provides a solid pedagogical and methodological preparation to structure the Montessori teaching-learning path with adolescent students.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Teaching Innovation in Secondary Schools in Supporting Study and Text Processing Skills

Lucia Scipione (Università di Modena e Reggio Emilia, Italy)

teaching innovation, comprehension, study skills

This study recognizes the importance of supporting the professional capacity of teachers in terms of their ability to set up functional, innovative learning environments capable of reaching even the least advantaged students. It is known that the context of the secondary school, in particular of the first grade, is a 'weak' link in the school system, but at the same time a degree of schooling, crucial for school success, in which it is desirable to work in order to prevent early school leaving. The aim of this contribution is to describe an experience of didactic innovation co-designed with secondary school teachers, in order to stimulate the activation of the less motivated students and to enhance study skills and comprehension of written texts.

The specific objectives of this research are: a) to design and implement a methodology for the promotion of text comprehension and study skills, which can be applied to expository texts of various disciplines; b) to test the effectiveness of this specially designed teaching intervention for increasing text comprehension and study skills. The researchers co-developed an intervention model on the premise of detecting and discussing the needs reported by teachers and on the ground of prior experiences (Cardarello, Pintus, 2018).

The rationale of the intervention method was as follows: convergence in the identification of objectives to be improved in secondary school students; identification of an eclectic but sustainable methodology that could be applied to multiple subject contexts.

The experimental working method and teaching methodology involved collaborative work in pairs, as a derivation of the Reciprocal Teaching (RT) (Palincsar A.S., Brown, 1984, from the Italian version adapted from SapiE, called Reading Comprehension Reciprocal Teaching RC-RT (Calvani, Chiappetta Cajola, 2019). The intervention provided for the teacher's use of modeling and final feedback to evaluate the work in pairs, with the fostering of two classical strategies, questioning and summarizing, which were revisited and finalized to the exercise of producing written summaries applied to class textbooks or standard subject texts.

The experimentation aims to investigate the sustainability of the proposed methodology over time and monitor its effectiveness. A significant improvement in comprehension and summary production is hypothesized in terms of a more marked improvement for low proficiency students, and at the same time progress is expected for all students in terms of an active attitude towards academic texts and discourse. It is further intended to investigate to what extent the textual and disciplinary variables can lead to different outcomes through the exercise of different application of questioning.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Building an Inclusive School. The Role of Teachers in Combating School Dropout of Roma and Sinti Students

Maria Teresa Tagliaventi (University of Bologna, Italy)

roma and sinti students, schools, teachers, inclusive school model

The various ways in which studies are programmed and organised in various nations play an important role in terms of the degree of inequality between students and thus in the construction of social reproduction mechanisms. Even if reproduction lingers as the general 'law' of education systems, the degree of reproduction depends on how schools are organised, the way in which their classes are composed (if there are ethnically segregated classes) (Dubet, Duru-Bellat, Vérétout 2010), the teaching styles adopted, and the methods used.

The fight against inequality in education in fact takes place through the identification of teaching methods, the choices and abilities of the teachers and their specific training, policies, styles, strategies, techniques, relationships that define everyday educational contexts (between students, students and teachers, members of the teaching staff and school operators), relationships with families, and relationships with the local context. For change to occur, it is also necessary to intervene on the interactive mechanisms within the school and on the role of the teaching staff. When managing diversity, it is important to be aware of the degree to which social actors are bearers of prejudice and assimilationist perspectives, often disguised behind welcoming attitudes. The existence of prejudice, or racism, toward Roma students, for example, by teachers, school staff and other students or family is one of the main questions, that precludes and discourages their success at school, at work and in social life (Fra 2018).

My contribution will present data from two projects "National Project for the Inclusion and Integration of Roma, Sinti and Caminanti Children- Pon Inclusion" promoted by the Ministry of Labor and Social Policy in collaboration with the Ministry of Education (812 schools involved nationwide in metropolitan areas) and the International Project RISE- Roma Inclusive School Experiences, an action-research that, in Italy, involved 15 schools in the territories of Bologna and Bari. In both projects were promoted: a training programme for teachers, social workers and ATA staff on inclusive educational methods (cooperative learning and learning by doing) and on discrimination, intercultural pedagogy and the history of the Roma and Sinti communities; educational workshops for all students in the classes involved, aimed at social skills, participation or know-how; a participatory planning of interventions on Roma and Sinti students that saw the school collaborate with local social services and associations in the local area.

The results show how, if given the proper support, schools can mitigate the impact of social inequality on educational inequality.

The inclusive model developed by Rom, Sinti e Caminanti Project and the RISE project has the potential to be applied to many other contexts and goes well beyond the integration of children belonging to minority groups. What most characterised these projects is the simultaneous construction of an inclusive model of school where the concept of 'inclusion' is considered a common good.

E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity

Teachers' Professional Identity: An Exploratory Study With In Service And Preservice Teachers

Agnese Vezzani (University of Modena and Reggio Emilia) · Lucia Scipione (University of Modena and Reggio Emilia) · Chiara Bertolini (University of Modena and Reggio Emilia)

teachers' self-efficacy, internship, engagement

The interpretation of pupils' educational needs and the promotion of everyone's educational success through appropriate pedagogical and didactic tools is a crucial aspect of professionalism of the teachers, as today they have to deal with particularly complex socio-educational contexts. In the progressive construction of professionalism, from initial teacher training to the different forms of in-service training, the evolution of the perception of self-efficacy is central (OECD, 2014) and particularly correlated with the well-being of students and their educational success (Skaalvik and Skaalvik, 2007). For these reasons, the degree course in Primary Education Sciences, through its internship courses, can offer useful training and accompanying opportunities, for both trainee-teachers and teachers in the educational institutions that welcome them. In particular, during the fourth and fifth year of the internship, the University of Modena and Reggio Emilia has set up joint training courses for students and teachers on different didactic and pedagogical areas, called 'internship projects', carried out under the scientific supervision of university lecturers in the schools of six provinces in northern Italy. Within the framework of these pathways, the main aim of the study here reported is to investigate how teachers and trainee-teachers perceive themselves in term of self-efficacy, with particular regard to some aspects of their professionalism linked to countering of the school drop-out rate, such as the ability to involve and motivate pupils and the differentiation of teaching strategies. Secondly, the training needs of students and in-service teachers are to be monitored over time in order to observe whether and how they change. In order to investigate teachers' representations, a questionnaire based on an Italian elaboration (Cardarello et al., 2016) of the Tsachennen-Moran scale, also known as the Ohio scale (TSES 2001), was used in the reduced 12-item version; teachers and students were also asked to represent themselves graphically in their work or training context; in the future, we intend to analyse teachers' professionalism also on the basis of the analysis of these representations. Approximately 800 anonymous questionnaires were collected (315 teachers, 461 trainees), which revealed age, educational qualification, teaching experience, and a self-assessment of teachers' and trainee-teachers' effectiveness with respect to three aspects: classroom management (control of classroom behaviour, setting and maintaining rules, handling difficult situations), engagement and motivation of pupils and families (motivation of pupils with low interest, motivation towards learning, encouragement towards school success, promotion of educational alliance with families) and ability to use different strategies to support children's understanding (ability to ask good questions, use different teaching and assessment strategies). Initial descriptive analyses showed a perception of medium to medium-low efficacy, not particularly differentiated according to the items. Moreover, the results highlighted a training need in assessment strategies for both teachers and trainee-teachers and a more positively perceived self-efficacy by teachers with more than 10 years of experience with respect to motivating pupils.

Leaving for Staying: The Internationalization Imperative and Its Implications for Precarious Researchers in the Italian Academia

Monia Anzivino (University of Trento, Italy) · Barbara Poggio (University of Trento, Italy)

international mobility, inequalities, early-careers, precariousness, academic excellence

The paper aims to study the precarious researchers' approaches to international mobility, the meanings that the imperative of internationalization takes on in the narratives of men and women in academia, and the inequalities that this imperative contributes to produce. The main question is whether opportunity structures for mobility are unequally distributed among different social groups within Italian academia and how they translate into different strategies and perspectives.

The early career stage is crucial for the academic career. How the early careers are socialized into the profession significantly impacts their future in academia. Early careers face distinct challenges compared to advanced academics, such as extremely high competition, precariousness, fewer permanent positions, and difficulties in planning and balancing family and career. Additionally, this career is usually expected to be international, at least in part.

Internationalization is one of the pillars of academic excellence, considered an essential component of scientific productivity, and it has become increasingly relevant for the academic career (Ackers, 2008; van der Bink & Benschop, 2012), especially for obtaining a tenured position (Herschberg et al., 2018). Mobility is one of the key mechanisms through which internationalization occurs and is considered a source of opportunities for enhancing academic skills, academic knowledge, and competencies (Teichler 2006).

However, recently, some scholars have highlighted how the strong accent on international mobility in academic evaluation can have various implications on the biographies of individuals. These studies, starting from the evidence of the different mobility rates of men and women, especially in some countries and in the early stages (European Commission 2019), focus on how the overlapping of the precarious conditions of work and the mobility imperative can generate a structural source of vulnerability which impacts women and men differently (Morley et al., 2018; Sautier 2021; Tzanakou & Henderson, 2021; Zippel, 2017), contributing to create and perpetuate conditions of inclusion-exclusion based on social and individual characteristics, such as gender, economic conditions, marital status, nationality etc.

Our paper looks at how international mobility has become an imperative for academic careers in Italy and how early-stage researchers cope with it. We examine narratives about the international experiences – lived, missed or planned – of men and women early-career researchers with a triple intent: 1) to investigate the conditions that favour or, on the contrary, hinder international mobility, also look at individual strategies for responding to or resisting this imperative in the neoliberal academia; 2) to investigate the expectations and the perceived results of researchers involved in international mobility and their academic perspectives; 3) to reconnect individual strategies and perspectives to the two coexisting academic cultures, cooptative or meritocratic.

In order to pursue these research aims, we conduct a content analysis on 64 semi-structured interviews with early-career researchers in the STEM and SSH departments. The interviews are part of the broader research project of relevant national interest PRIN – "GeA – Gendering Academia", which involves four Italian Universities and aims to explore gender inequalities in academic careers.

E.07. Practices and perspectives of self-reform in university teaching

Training Faculty Members in Universal Design For Learning: A Necessary Path To A More Inclusive Education

Rafael Carballo (Universidad de Sevilla, Spain) · Anabel Moriña (Universidad de Sevilla, Spain)

universal design for learning, higher education, faculty training, inclusive education

The training of faculty members in inclusive education and Universal Design for Learning (UDL) is an essential factor in achieving an equitable university (Hsiao et al., 2019). However, they often show a lack of knowledge necessary to address diversity, which is a major barrier to learning for students with disabilities (Doménech et al., 2023).

In this study, a training program in inclusive education and ULD was implemented with the participation of 20 faculty members from different areas of knowledge of a public university. The training was developed in Blended-Learning mode for 6 months, combining face-to-face sessions with online learning. The development of the program was evaluated at three points in time: at the beginning, during the training, and at the end. Three months later, two participants from the areas of Education and Physiotherapy were selected to evaluate the impact of the training on their teaching and the learning of their students. For the data collection, observations were made in class sessions, analysis of the design of the teaching projects, and group interviews with 5 students from Education and 8 from Physiotherapy. The interviews were conducted at the end of the course, to allow the students to evaluate the performance of their faculty members and the impact on their learning. These data were analyzed inductively through a system of categories and codes using the MaxQDA12 program.

The teaching-learning process evaluated complied with the three UDL principles. The use of a variety of formats (oral discourse, texts, presentations, audiovisual material, digital material, gesticulation, etc.) allowed students to receive the information in different ways, ensuring access to and understanding of the information by all (principle 1). In addition, all the materials used complied with the principles of accessibility. On the other hand, the evaluation, activities, and tasks were negotiated with the students. Different evaluation modalities were offered and freedom was given for each one to choose the format and support to carry out projects and activities (principle 2). Finally, different active and participatory teaching methods were applied in addition to the master class, such as guided discussion, cooperative learning or case studies. For the students, these methods were not usual at the university, and they stated that they felt more motivated and predisposed to participate and work, both inside and outside the classroom (principle 3).

The results of this study lead to the conclusion that training in universal design improves the skills and knowledge of faculty members to adequately address diversity, allowing them to reformulate their designs and develop more flexible teaching. At the same time, it also shows that students value teaching based on UDL principles positively, stating that it breaks down barriers, increases motivation levels, and improves the learning experience.

E.07. Practices and perspectives of self-reform in university teaching

'Being The Weird One': Making Room For Self-reform Within The University

Lauren Beth Clark (University College London, United Kingdom)

self-reform, practitioner research, isolation

Drawing on research conducted with ten self-identifying critical pedagogues (SICPs) in English universities, this paper focuses on the role of self-reform and pedagogical reflection within the university. SICPs' experiences of exclusion and typecasting will be contrasted with their desire to create spaces for colleagues to reflect on their practice and belong to a community of inquiry.

My doctoral research used observations and reflective dialogues (Clark, 2023) with SICPs to explore the disconnect between theory and practice. An interesting finding was the sense that participants often felt isolated by their pedagogical beliefs and practices. For example, one participant mentioned they felt lecturers using critical pedagogical or alternative approaches were labelled as 'weird'. Despite being recognised by students for their teaching, participants were not asked by others what they were doing to receive these accolades, making them feel that the university and their colleagues didn't care about their practice and only cared about student satisfaction. The implications of being made to feel 'weird' or 'on the margins' is that colleagues trying to implement a critical approach were made to feel isolated and like they were doing something subversive. This meant participants often felt they needed to hide their pedagogical beliefs from their colleagues or the university (Jeyaraj & Harland, 2016), instead relegating these practices to their classrooms as the only safe space they could create for critique and challenging the status quo.

Several participants also mentioned that they rarely have the space or time to reflect on their pedagogical beliefs or practices, potentially contributing to a mismatch between their pedagogical beliefs and practices, especially as they worked within an organisation and system that did not encourage their approach to teaching or challenging the status quo within the university. In these circumstances it is easy to see why they might feel there wasn't space to reflect on their practice. However, feeling a sense of belonging to a community for critical educators might be transformative: Palmer (1992) found that a sense of community can be essential to sustaining individuals' commitment to their own beliefs in his work on movements for change. Membership in such a group can help people feel less isolated when they realise that "even though they are out of step, they are not crazy" (ibid: 6).

Reflection on practice has long been praised within the teaching profession to provide space for self-reform and development of teaching practice (Schön, 1983; Argyris, 1976) or to engage in practitioner research to evaluate changes and interventions within the classroom. However, this space for reflection is often missing in the university. While there are often 'built in' reflection points for teaching staff at universities, these are often bureaucratic in nature and do not encourage true reflection or interrogation of one's practice. Spaces, and perhaps multiple spaces, are needed for staff to engage in productive reflection on and discussion about their practice to "allow colleagues to find a space for critical reflection that is truly safe and productive for them" (Clark, 2023: 132).

Fostering Socially Just Care in Digital Communities The Case of Two Alternative Academic Spaces

Giulia Ganugi (University of Bologna, Italy) · Eleonora Marocchini (Institute for Globally Distributed Open Research and Education - IGDORE)

care, digital communities, inclusion, academia

The orientation of collective care is barely present and not structurally implemented within the current academic system (Longley et al. 2021), generating a lack of acknowledgement towards common vulnerabilities (The Care Collective 2020) and psychological disorders (Evans et al. 2018). Injecting feminist ethics of care into academia seems to be a necessary means to resist the individualistic logic of neoliberal pressures (Mountz et al. 2015) and re-politicize academic life (Bozalek 2017). Recently, Bali and Zamora (2022) elaborated on the idea of socially just care, built on the parity of participation (Fraser 2005), meaning that the care responsibility is distributed among all members of a community.

Equal power can also come from accessibility measures that abled and privileged academics might conceive as dispreferred, such as digital tools and online gatherings. Online forms of care can be even more effective alternatives than offline care relationships, offering safe, horizontal and inclusive spaces (Byron 2020; The Collective Care 2020; Prandini and Ganugi 2022).

Building on this reflection, we analyse two experiential and creative academic practices – DiverGente (Divergent, also interpretable as DiverPeople in Italian) and Accademia Innovativa (Innovative Academia) – which we have created in the last two years to inhabit the academic world differently. In particular, we seek answers to the following research questions: to what extent do these experiences develop a socially just care? How does the digital dimension favour or hinder the formation of a socially just care?

Both projects stand as attempts at opening academic tools and knowledge to a wider group of stakeholders, through unconventional, more accessible, and slower dynamics. They both entail an intentional effort to translate academic knowledge into terms that can be easily comprehended and used by the wider community, disseminating scholarship, creating communities where people can have a voice, and contributing to collective care by sharing knowledge and practices that can be reproduced elsewhere. The digital location of these "places" makes them cheaper to be maintained, potentially open to anonymized participation, and safer for early career researchers fearing repercussions for their thoughts, neurodivergent and disabled people who are not comfortable with sensory and compulsory social elements of in-person meetings, and queer people who are closeted at their institutions or left them for reasons related to accessibility and stigma.

We recognize that these practices came out of an individual's mind and can still be conceived of as an individual's digital place hosting the community. Nevertheless, said communities co-create themselves by setting the agenda and contributing to the very nature of these spaces, impacting on one another's views and actions, caring for one another, and, possibly, caring for others outside these spaces. Eventually, both cases represent the result of two early-career and not-tenured researchers' willingness to resist the norm of fast and individual-focused academia, by claiming the existence of alternative and slow working conditions, despite their precariousness. Thus, we conclude that these alternative academic platforms can trigger a culture of "caring with" (Tronto 2013), fostering the shift towards socially just care in academic scholarship.

Training of PhD students in Education in Italy: Phd students' in Education in the Contemporary Society of Milan-Bicocca lived experience

Giulia Lampugnani (University of Milano Bicoca, Italy)

lived experience, phd students, phd education

The "liminal" doctoral experience (Savva and Nygaard, 2021) sees doctoral students in education with "one foot in world of practice and one in academia" (Zambo et al., 2015, 234); sensations of intellectual confusion and frustration (Trafford and Lesham, 2009) see the need to integrate one's past experience by redefining one's professional voice and characterize oneself by the themes of becoming and belonging (Savva and Nygaard, 2021).

Defining the skills of doing research in the education doctorate and how to develop them is, in the Italian context, a little explored and recent topic (Milani, 2014; Lisimberti), which led to a first analysis of the literature in the sector (Lampugnani, 2023).

As part of the PhD course in "Education in Contemporary Society" aimed at doctoral students of the Department of Human Sciences for R-Massa Training – University of Milan Bicocca, the need arises to question ourselves about the training process and the skills developed in what looks not only at academic performance but at aspects of professional construction and personal gain.

The research question we ask is: How is developing the construction of professional and academic identity develop in the doctoral student's lived experience?

The research participants are 35 doctoral students from cycles 39-38-37, recruited with a purposive sample.

The research methodology adopted refers to Interpretative Phenomenological Analysis (Smith et al., 2009), in a phenomenological-grounded interpretative process (Mortari, 2009).

Firstly, 19 Italian doctoral students from 38-37 cycle were offered semi-structured interviews (Lampugnani, 2023) which, following an initial analysis, saw an individual and then collective "restitution" and co-interpretation of the results.

In a second phase, the preliminary results allowed the construction of written questionnaires with open questions, proposed to all 35 doctoral students, starting from the start of the new doctoral cycle (39), also in this case going to be co-interpretated.

Main findings are analysed.

The 3 main emerging themes with sub-themes:

- emotional level (need to listen and discuss; anxiety (from performance); difficulty in organisation; difficulty in structuring the peer group even on "concrete" aspects; expectations)
- moments of the training path, role and meanings: (inaugural conference of the ESC doctoral school as an institutive and ritual moment; the meetings with the PhD Coordination; the "change of year" days relating to the state of the art of research with the faculty of the College and other doctoral students are described as interesting (Lampugnani, 2023).
- Metaphors of the research process

The research methodology allows us to dwelve deeper into the difficulties encountered also with respect to the "unsaid" and the latencies ("I waited to make an appointment with my tutor [...] then I realized it was late").

The research process, in particular the moment of the interview, was experienced by the doctoral students as a useful non-judgmental listening space, which appears to have a "diagnostic" value of the efforts and processes, as well as accompanying the development of the training process.

The research seems to be able to constitute a perspective of analysis and reflection for teachers, supervisors and coordinators, to understand situated experiences and processes.

E.07. Practices and perspectives of self-reform in university teaching

Reforming (and Teaching?) Through Metaphors: from the Good to the New University

Andrea Lombardinilo (Gabriele d'Annunzio University, Chieti-Pescara, Italy) · Paolo Brescia (Sapienza University of Rome)

university, education, teaching, reformism, rhetoric

In the last decade, the foreign literature on University reformism has increasingly exploited the communicative impact of metaphors expressing a significant cognitive perspective, provided that university systems as a whole may be interpreted as complex and self-referential environment. The analysis of some metaphors used by academic scholars have the power to simplify the complexity of reformist processes going on in worldwide university systems may help us better understand the programmatic path that universities are supporting to cope with the challenges of transparency, efficiency, accountability.

The purpose of this proposal is to analyze the relationship between communication, rhetoric and research in the field of university reformism imposing the effort of simplification and understanding not only for academic actors, but even for students and stakeholders. In this view, the critic reflection on some recent books, The New University (2021) by James Coe and The Good University by Raewyn Connell (2019), investigate the convergence of academic discourse and reformist innovation through the cognitive efficiency of metaphors simplifying the understanding of academic innovation through the symbolic and semantic reduction of an ever-changing scenario. Their books have the merit to delve into the contingent and programmatic factors fueling academic reliability in terms of democratization and inclusion through teaching activities.

More specifically, James Coe and Raewyn Connell's works exalt the attempt to build a critic academic discourse through the rhetoric and communication lens of reformism, even with the purpose to develop an academic metadiscourse in reference to technological and dynamic evolution of communicative process within and beyond university environments. This is what David Wllets points out in A University Education (2019), whose challenging book exploits some educational metaphors in communicative way, thus confirming the cognitive force of metaphoric solutions explaining the academic pathway to excellence and renovation.

Platformization, democratization, merit, quality teaching and networking are only some of the keywords inspiring the academic debate on the future of high education in our hyperconnected societies, in which old and new functional risks sometimes overlap to undermine the credibility university authority.

Quality of Teaching: Developing Teachers' Skills to Improve Students Learning and Participation

Giorgia Pasquali (University of Macerata) · Francesco De Maria (University of Florence) · Giovanna Del Gobbo (University of Florence) · Marta Pampaloni (University of Florence)

quality of teaching, faculty development, student voice, teaching and learning center

The Teaching and Learning Centre (T&LC) is an institution established with the aim of promoting, recognising and enhancing the skills acquired by academic staff. The need to improve the quality of university teaching through the activation of qualified training paths and specific monitoring and evaluation strategies of faculty development actions, represent a priority for the Italian higher education system. The significant paradigm shift introduced by Faculty Development (Lotti & Lampugnani, 2020) concerns the shift from teacher-centred learning to student-centred learning (Sursock & Smidt, 2010; Warming & Frydensberg, 2017; Gover & Loukkola, 2018). Longitudinal studies on the pedagogical movement called Student Voice, investigated the importance of student involvement in improving the quality of teaching within universities, have proved "how student perspectives can support improved teaching/learning practices"(Rudduck & Flutter, 2004, p.132). Studies confirm that:"Giving young people more opportunities to express what they think about school and develop their sense of responsibility as members of a learning community means moving towards a different understanding of the role of students. Rather than being seen as dependent and incapable, they are to be seen as individuals with the right to be heard and respected, as well as the responsibility to act in ways that align with the best interests of their school community" (Rudduck & Flutter, 2004, p. 134). Hence, the need to develop and support teaching practices that support students in their education, and make them active and responsible members of the community in which they live.

This contribution presents two lines of research carried out by the T&LC of the University of Florence that intersect and complement each other. The first one concerns a survey aimed at investigating the opinion of academic staff (full professors, associate professors, researchers) with respect to the areas of improvement perceived by them and related to the design of teaching courses, teaching methodologies and the assessment of learning outcomes. Initial results show that teachers are especially interested in participating in: moments of interdisciplinary discussion on the use of effective teaching methods (61.4%); in-depth training seminars on issues related to teaching practice (50.5%). There were statistically significant differences (Chi-Square test) ($p < .05$) between the subgroups of survey participants and specifically with regard to the variable "disciplinary area". This data points to the need to construct targeted training actions with respect to the different profiles of the teaching staff. The second line of research is at a preliminary stage and aims to investigate the role of students as change agents, investing in their active, responsible and conscious participation in academic processes. Student representatives are directly involved in research in line with "undergraduate research approach" (Del Gobbo, Frison, 2022). Acting through teacher training on the areas investigated can have a bivalent impact on: quality within teaching and on student learning, as well as enhancing the activation of students as change agents. Students and teachers thus develop a sense of equal responsibility for the quality of teaching and learning in the wider university and training environment.

Metaphors of Community of Inquiry in Flipped Learning: Mixed-method Exploration to Unveil Student Perspectives and Navigate Innovation in Higher Education

Giuseppe Carmelo Pillera (Università degli studi di Catania, Italy) · Raffaella Carmen Strongoli (Università degli studi di Catania, Italy)

flipped classroom, university teaching, community of inquiry, mixed-method, metaphors of education

Over the past decade, the exponential growth in the production and dissemination of technological media has resulted in a significant change in their use, transitioning from serving merely as a medium for all levels of educational activities to functioning as immersive virtual environments (Rivoltella, 2019; De Simone & Annarumma, 2018). However, caution is warranted in assuming a direct and automatic link between the introduction of technological tools and educational innovation. True innovation requires not only the incorporation of new tools but also a meticulous evaluation of appropriateness for specific targets, their suitability for the intended educational purposes and their integration into new and appropriate projects and training paths.

Against the backdrop of this complex phase of technological and digital shift, this contribution presents the latest outcomes of a multi-year university teaching experimentation based on the methodological framework of flipped learning (Bevilacqua, 2018) and flipped classroom (Bergman & Sams, 2012), with a focus on the mastery learning pioneered by Benjamin Bloom (1973). Embracing the epistemological paradigm of the Community of Inquiry (Garrison, Anderson & Archer, 2001), our research adopts a mixed-method approach to obtain, from the students participating in the experimentation in the past year, a comprehensive feedback about their learning experience.

Building on prior investigations (Coco, Pillera & Strongoli, 2022; Pillera & Strongoli, 2022), the quantitative results of the Community of Inquiry (COI) Instrument (Arbaugh et al., 2018) – divided into the three dimensions of teacher presence, social presence, and cognitive presence – are scrutinized alongside responses to three open-ended questions. These questions, administered simultaneously to the COI Instrument to the same sample of students, were designed to be linked to the three aforementioned dimensions of the COI, prompting students to represent, in a metaphorical form, how they had perceived the teacher's role, the relationships with peers, and the learning process within the flipped classroom experience.

To enhance the richness of our analysis, we employ a coding process inspired by previous studies on educational metaphors (Strongoli, 2017). This approach, refined over the past year, aims to extract nuanced insights from the complex metaphorical images created by students. By intertwining qualitative and quantitative data, our study seeks a holistic understanding of students' perspectives on university teaching innovation through the flipped learning model. This integration contributes to a more comprehensive exploration of the educational landscape, shedding light on the intricate interplay between technological advancements, teaching methodologies, and student experiences.

Strengthening University Teaching through Faculty Development: Strategies to Reduce the Gap between Research and Teaching in the Italian University

Luca Refrigeri (Università del Molise, Italy) · Lucia Mentore (Università del Molise, Italy) · Noemi Russo (Università del Molise, Italy)

university, education, teaching, faculty development, innovation

In the Italian university system, the gap between research and teaching is significant (Felisatti, 2011). Research activity is intrinsically recognized as a primary requirement in the academic context, playing an indispensable role in both access to the profession and career development. In this context, research skills are provided through specific, long-term training courses that are supported by scientific communities and institutions. Research is systematically conducted in collaboration with others, and the results of this research are presented, compared, and widely discussed in national and international circles. On the other hand, the reality is different concerning the teaching aspect. In this regard, this contribution aims to outline the historical evolution and multidisciplinary areas of Faculty Development, examining the activities aimed at mitigating the existing gap between research and teaching, through an enhancement of the teaching skills of university lecturers. The intention is, therefore, to reflect on the current state of universities, on new models and perspectives in an attempt to reinforce and promote attitudes and beliefs relating to various aspects of the role of the university lecturer. In particular, it is intended to raise awareness of Faculty development activities; and to establish an ongoing reflection and reconsideration of teaching strategies, to give greater centrality to student learning.

Researching and Teaching in the Fast Lane of Academic Life. A Race against Time

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academic life, careers strategies, researching and teaching time

Research and teaching are the two most characteristic activities in the professional life of academics. Since the second half of the last century, a plurality of studies have focused on the link between these activities, with often conflicting conclusions. At the international level, some studies highlight a view of research and teaching as synergistic activities, at the same time other studies theorize their non-correlation or even negative tension. Looking at scholars attempting to enter academic work today, research shows at the international level a trend toward compression of time, produced both by the effects of the university's evaluative reforms and relative to the mechanisms of access and career consolidation in the academic profession. All this is then inscribed in the dynamics of acceleration that characterize our societies. Indeed, university policies often produce a disconnect between research and teaching, often to the detriment of the latter. For example, career advancements are linked to research results and not to teaching results, and universities usually stimulate researchers to improve in terms of scientific output through national research assessment. At the same time, global competition constantly pushes the logic of "publish or perish" in a loop with intuitional evaluation that leads to a real hetero-direction of academic work. In contrast, teaching evaluation is often limited to checking conformity with a minimum number of hours per year, without any assessment of real effectiveness or, even when it is carried out, without linking the result to any incentive or penalty. Researchers in the early stages of their careers are usually encouraged to conduct research activities consistently during their (post)doctoral studies. Still, they are rarely supported or trained through programs for teaching activities. As a result, junior and senior academics are generally pushed to focus more on research than on teaching and related activities, because they occupy research time and are relatively unrewarding or unprofitable in terms of career advancement and positioning in related research fields (e.g., in terms of citation, visibility, ability to attract funds). Following the most recent studies on time in academia, it then emerges that one of the key aspects of balancing research and teaching is taking care of one's academic and personal time (which is also severely compromised by the precarization of the role, pressures on scholarly production, and the search for funds). In accordance with a Weberian interpretative framework, through the literature review and the results of an initial qualitative-quantitative survey (in the Italian context), the paper aims to show that two distinct rationalizations of academic time coexist. One is the formal rationalization, instrumentally imposed by the university itself; the second is a more personal and subjective rationalization of research, teaching, and writing time. Alongside these dynamics, we intend to show also the strategies (intentional and otherwise) enacted by academics to deal with the pressures mentioned above, which take the form of a heterogeneous range that goes from conformity to adaptation, to resistance, etc. to show the regularities and singularities in the transformation of academic life.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

"We Lost the Fragile Subjects, the Broken Ones". Principals and Technologies, Between Opportunities and Risks: Lessons Learnt from the Pandemic

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principals, technological access, vulnerability, school management, humanising school

"What are the lessons we learnt from the experience we just went through?" This question arose in many workplaces, especially in schools, at the end of the pandemic. It was important to retrace the steps that schools took to comprehend the situation better. Therefore, the research aimed to engage principals who were at the forefront during the pandemic, dealing with problems and having to prioritize issues. The initial issue appeared to be related to discrepancies in technological access, internet connectivity systems, and the opportunities they offer. The aim was to recreate the school system in the home environment as well as in the classroom. The everyday practice later showed that this was only a small part of the problem. Control systems and protocols were insufficient in protecting vulnerable individuals, often exacerbating their susceptibility. This highlighted the need to go further to ensure the safety and well-being of all students, especially the most vulnerable.

This article aims to answer some questions by conducting qualitative research, which involved interviewing 14 principals from comprehensive schools across Veneto, Trentino Alto Adige, Friuli Venezia Giulia, and Emilia Romagna regions. Later, in the second phase, six focus groups with some teachers belonging to the same institutes were conducted. The approach adopted was interdisciplinary, to cover both sociological and pedagogical perspectives. The analysis of the interviews shows that the principals' profiles aligned with a – echoing Winnicott – 'Good Enough' model. They put effort into creating a flexible organizational system. They aimed to avoid getting stuck in rigid categorizations and instead sought to find different and sustainable solutions for day-to-day school operations. These solutions would effectively combine formal and regulatory requirements with human aspects such as recognizing and expressing personal uniqueness.

The experience of distance learning, where physical contact, visual connection, and sharing of spaces are absent, reinforced the perception that we might lose out on important aspects of education. This reminded us of the crucial role that schools play in shaping our learning experiences. One important "lesson learnt" was that the adoption of technology could provide students with access to resources, tools, opportunities, and a place for discussion. However, the use of technology should be accompanied by a new approach to learning, planning, and assessment in all its forms. As a result, this change in mindset has an impact on redefining the purpose of educational institutions. Through the experience of leading a school during an emergency, principals were able to gain a deeper understanding and appreciation of effective leadership. They realized the significance of maintaining an open and ongoing exchange of ideas with their colleagues to ensure that they have a clear perspective of the situation at all times. This approach enabled them to quickly identify and address any issues or vulnerabilities that may arise. All the participants agreed that physical interaction between students and teachers is crucial in a school environment. In fact it provides an authentic and meaningful experience that emphasizes the importance of attending school.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Why Work At School? From The Meaning Of School Work To The Teaching Profession

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key words: work, students, teachers, meaning, recognition

Since the lengthening and massification of schooling in the last quarter of the 20th century, teachers have often cited lack of work as an explanation for academic failure. Part of a teacher's job is to "get students to work", to motivate them, to assess them so that they succeed, even though failure at school increases the risk of social exclusion.

But work at school is also relative with the changing relationship with work in society in general (Coutrot, Perez, 2022). Indeed, students' quest for meaning, fulfillment and recognition in their schoolwork, as well as a number of resistance phenomena, permeate the school experience, posing professional and pedagogical challenges for teachers. Over and above the results themselves, students experience major disparities in the very recognition of their efforts and work. (Barrère, 2003).

On the other hand, for many teachers, the reduction of the meaning of school work to concerns about efficiency, evaluation and the quest for performance calls into question the very meaning of the profession, at a time when students are experiencing strong "school pressure", or even competitive phenomena, or an invasion of learning by evaluation (Barrère, 2017).

In a school system where the preoccupation with training-employment adequacy has strongly legitimized the lengthening of schooling and the objective of equal opportunity, the finalization of the school career by insertion, to the detriment of other educational or socio-political stakes, such as inclusion, can then be questioned more broadly (Dubet, Duru, 2020). The very notion of success is then called into question, as some very good students marginally forgo excellent career paths for political or ecological reasons (Cassely, 2017).

Based on past and recent surveys of French middle and high school students and teachers, we will analyze the trials of working at school on both sides of the pedagogical relationship. These structural tensions experienced by school actors (Martuccelli, 2007) help us to understand some of the contradictions of today's schools, and suggest new avenues for research

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Who Does Want to Teach? Heterogenous Motivations to Teach Revealed by the "Messa a Disposizione", an Extraordinary Recruitment

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public school, teachers motivations, teachers recruitment system, survey

The labour market for teachers represents a relevant area of study, extensively covered in existing literature. Its significance stems from the centrality of education in our societies and the considerable dimensions characterizing teaching systems. In Italy, investigations conducted by the IARD Institute (Cavalli, 1992; 2000; Cavalli and Argentin, 2010) have provided a crucial contribution in describing the living and working conditions of teachers in the country's public schools. These studies have also underscored the importance of teacher training and recruitment mechanisms. In this regard, Gargiulo (2017) identifies three distinct recruitment logics that have intertwined in various ways throughout the history of the Italian school system. The coexistence of these logics and their interplay complicated the professional path for many teachers, leading to situations of significant work discontinuity (Gremigni, 2013).

Recently, teachers' recruitment challenges have been addressed through increasing use of an alternative and extra-ordinary hiring mechanisms. Among these, the Messa a Disposizione – so called MAD –, is a pathway to be used in extreme situation, such as the absence of any other available candidate to a teaching position. MAD is an online request presented to a school by those aspiring to work there, through which they make themselves available to be called upon to teach when necessary. MAD, due to its (supposed) extra-ordinary use allows schools and candidates to skip the strict regulation characterizing the Italian recruitment system.

Despite its wide use and several thousands of people working in the school system on the basis of a MAD recruitment, there is lack of evidence regarding who teaches in this position. We developed a large scale online survey to investigate the well-being and motivations of teachers employed through MAD. We reached a sample of approximately 450 individuals.

Our analysis highlights the highly heterogeneous composition of the sample, revealing significant differences along several variables such as age, educational background, previous employment status and educational career. Hence, MAD teachers are not only young people in the transition period from the attainment of their degree and their career in the school system. At the opposite, MAD teaching seems to be an occupational alternative also for unemployed or underemployed people far from the perspective of becoming teachers. To address this diversity, we adopted a categorization of the interviewed subjects into four subgroups, characterized by different socio-demographic profiles. Results show that the four MAD teachers' types display also highly differentiated motivations to teach, self-efficacy and well-being.

Summing up, the MAD mechanism seems to be a channel providing alternatives into teaching to highly differentiated subpopulations of degree holders, from the ones aspiring to become teachers to those just interested in getting a wage while waiting for a better job. The consequences of this extreme heterogeneity of conditions, both for MAD teachers and their pupils, require further research.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Teachers Unfairly Accused ? Inclusive School And The Treatment Of Educational Inequalities In French Primary Schools

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inclusive school, teachers working condition, professional recognition, new public management

Stemming from transnational circulation and inscribed in a managerial conception of education (Woolven, 2021), the “inclusive school” is today considered a guarantor of justice by international bodies (UNESCO, 2009). To ensure the “effectiveness” of the school system, in terms of equality, it is no longer up to the student to adapt to the demands of the school: the school must respond to the “special educational needs” of each student. These SENs, initially conceived in relation to physiological disabilities, have been extended to any source of gap from school normality (social, cultural, linguistic, etc.).

In contradiction with the traditional meritocratic system of the French school, which since its origins has been based on the principle of equality of means (Prost, 2013), the inclusive school asserts the principle of “equitable equality of opportunity” (Rawls, 1987), which is supposed to depend as little as possible on starting positions. Applied to schools, this conceptual shift puts results (learning) at the forefront, which the implementation of means (teaching) must enable to be achieved, either by compensating for initial gaps (equity), or by seeking to erase the causes of inequalities (inclusion): this is “equality of achievement” (Crahay, 2012).

However, in the field, our survey (Charles et al., 2023) shows that the implementation of this new principle of justice, far from appearing as a global approach involving all players, relies on the close accountability of individual teachers isolated in their classrooms to “tinker” with the difficulties posed. Faced with an exponential growth in the number of SEN pupils enrolled in ordinary classes, teachers do not benefit from any significant increase in the resources allocated to their care (Katz et al, 2021). Torn between pedagogical differentiation and recurring problems of maintaining school order, they report a workload that is difficult to sustain. They also appear to receive little recognition, and are even made to feel guilty by their superiors: the expansion of control and evaluation on the NPM principles (Mons et Dupriez, 2010; Bezes et al., 2011), and the injunction to innovate in teaching, are experienced as a recurrent and unfair indictment of their skills (Garcia, 2023).

In short, while “inclusive schooling”, the new slogan of French education policy, claims to deconstruct the social stigmas that contribute to inequalities in education, it actually contributes to the work-related suffering of the staff who are supposed to apply it, by incriminating their traditional professionalism and diverting new vocations (Charles et al, 2020).

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

The Difficult Role of the Teacher Between Burnout, Professional Ethics and Community

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school, teachers, burnout, professional ethics, community

It is generally accepted that teaching is among helping professions which are strongly related to the risk of burnout. This, as evidenced in the literature, refers to those professions that involve a significant relationship with users and where the profession is embedded within institutional contexts. The professional identity of the teacher, in fact, unfolds through diverse and complex levels, which often collude with overlapping roles and unclear boundaries.

This paper aims to start new avenues of reflection on the risks of burnout within the school context, focussing on the individual and social well-being of the teacher and the repercussions on the student's teaching-learning process, and on the consequent need to initiate prevention paths based on adult education.

In this regard, the paper intends to highlight the results of a qualitative research conducted in 2023 and involving secondary school teachers in the province of Palermo, subdivided by gender and type of institution in which they serve.

The main objective of the research, which fits within the framework of fundamental pedagogy of hermeneutic-phenomenological style, was to survey the subjective perception of the burnout phenomenon and teachers' job satisfaction, specifically referring to the pandemic emergency.

The basic assumption within which qualitative research is conducted is the importance of the subjective perspective in field research, through which it is possible to trace a precise idea of education: understood as a complex process characterised by a dynamic intersubjective confrontation aimed at the active construction of meanings, the rethinking of existing models and the elaboration of tradition.

The study involved a questionnaire with completion items designed to investigate the representation of the construct and the perception of the phenomenon, whether experienced with an individualistic or communal attitude.

The first aim of the study becomes access to the teacher's lived experience, with specific reference to the risk and protection factors that contribute to the definition of professional identity and ethics.

The broader aim is to promote more fruitful educational practices, insofar as they are communitarian, from the point of view of those involved.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Training Teachers And Senior Educational Advisors To Fight Against Social And Gender Inequalities: The Case Of French Vocational Schools

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initial training, teachers, senior educational advisors, inequalities, professionality

In France, Teachers and Senior Educational Advisors are trained in university-affiliated professional schools. This training is frequently the subject of reflections on the articulation between academic and professional learning (Benveniste, 2018; Perrenoud et al., 2008; Buhot and Cosnefroy, 2011). In particular, the idea of a hiatus to be overcome between initial training, deemed too "theoretical", and the "reality of the field" is often put at the heart of debates.

Against this backdrop, we felt it necessary to use a survey to examine how future Teachers and Senior Educational Advisors view their initial training and its usefulness in building their professionalism. We wanted to focus our study on a dimension of training that deals with social and gender inequalities. Indeed, at a time when the political will to build a fair and inclusive school is confronted with the persistence in France of the significant weight of socio-economic and cultural level and class attended on school results (PISA survey, 2022), it seems essential to objectify the reception of training against inequalities by future educators.

Using a questionnaire, we asked students enrolled in various education courses about the place of sociology courses on social and gender inequalities in their training, their perceptions of them, and their possible professional repercussions.

We collected 1,121 responses. We found that the overall perception of these lessons was very positive. Firstly, we will show that while the vast majority of respondents had not received any training on inequalities before joining university-affiliated professional schools, they did consider the fight against inequalities to be an important criterion in their choice of profession, and expressed a fairly high sense of self-efficacy in this respect. A second section will show that the vast majority of respondents consider these initial training to be "useful". In particular, an analysis of the responses to the open-ended questions will support the idea that these sociology courses on social and gender inequalities contribute to the construction of professional practices. Finally, we will present explanatory principles for the way in which these courses are perceived, using data on students' educational, professional and social trajectories, as well as their relationship with politics.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Empowering Diversity: Teachers With SLD Improving Primary Education In Italy

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inclusive education, specific learning disabilities, teachers with sld, diversity and inclusion

An inclusive school welcomes and values differences among both students and teachers. In a landscape where the presence and contributions of teachers with Specific Learning Disabilities (SLD; such as dyslexia, dysorthographia, dysgraphia, and dyscalculia) remain underexplored, this national survey breaks new ground. These are teachers with a wealth of knowledge and skills that have been developed over the years, which could (and should!) be more highly valued in the educational context (Bellacicco et al., 2022), as they lead to positive impacts on learning processes (Smith, 2017; Cuervo-Rodríguez & Castañeda-Trujillo, 2021; Ware et al., 2022; Grasmeder, 2023), inclusive practices (Gerber, 1998; Burns & Bell, 2010; Pritchard, 2010; Griffiths, 2012; Keane et al., 2018; Moore et al., 2020), and personal and classroom well-being (Ferri et al., 2001;). However, no research has yet undertaken a simultaneous analysis of the perspectives of teachers with SLD, their colleagues, and the parents of children with/without SLD.

This study, focusing on primary school teachers with SLD in Italy, explores their experiences, challenges, and contributions to the educational system. Conducted from May to October 2023, it includes perspectives from teachers with SLD, their colleagues, and parents of students both with and without SLD, offering a multi-faceted view of the issue.

The findings demonstrate that teachers with SLD possess a rich array of skills and insights, shaped by their personal and professional journeys. They significantly influence the learning process, inclusivity, and well-being within classrooms. However, these teachers also face substantial challenges like delayed diagnosis of SLD, societal stigma, and limited representation in teaching roles.

Despite these hurdles, most teachers with SLD view themselves as effective educators. Colleagues and parents often perceive them as equal or superior to their peers without SLD. Indeed, the study revealed the unique perspectives and empathetic approaches these teachers bring, especially toward students with SLD, thereby enriching the learning environment.

The research suggests the necessity of systemic reforms in teacher education and school policies to support and leverage teachers' abilities with SLD. It calls for increased representation of these teachers in primary education, underscoring their role in fostering a more inclusive and diverse educational landscape.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

The Pedagogue: Professional Paths Between Private, Public, and Cooperative Sectors

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pedagogue, professional path, cooperation, labour market

The research I propose here emerges from a reflection stemming from several years of teaching sociology in the master's programs specializing in pedagogy at the University of Cagliari. Through discussions with colleagues, interactions with participating students and through discussions with graduates. The first element that emerges from this comparison concerns the fact that it is a "professionalizing degree." Despite the definition it does not lead to a "regulated profession" and does not possess a "Professional Order of Pedagogists" but instead has a professionally regulated profile by a decree of the State. This means that those who do not possess the academic qualifications cannot define themselves as pedagogues, nor can they participate in a public competition for pedagogues.

Some aspects of this professionalizing path have particularly struck me. The first concerns the extreme heterogeneity of the possible professional paths that new pedagogues can undertake. SIPED has given a clear definition of the profession of the pedagogue: "The pedagogue is a top-level professional who performs intellectual functions with his/her own scientific autonomy and ethical responsibility. The profession of the pedagogue includes the use of specific theoretical and methodological cognitive tools for pedagogical intervention and assessment, directed towards individuals and groups, in various educational and training environments, throughout life. It also includes teaching, research, and experimentation activities. It is a profession that generally is associated with childhood and youth age groups but, as the definition just cited, it diversifies deeply. Just to give an example, we can mention some of the more than 30 specializations of the pedagogue (Siped, 2017): family pedagogue; legal pedagogue; geriatric pedagogue; intercultural pedagogue; specialist in functional disorders; coordinator of services for early childhood; pedagogue of centers and communities of welcome, etc...

The other aspect that struck me the most is the very high number of student workers. Students already being employed, often in professional roles closely related to the role of "educator", a title obtained with the bachelor's degree. The professional path often begins before obtaining the degree. This data can be read both positively, as accumulated experience and practices over time, but also negatively, because it risks limiting the real role of the pedagogue, trapping professionals in roles and tasks undersized compared to the skills acquired in the academic path. Finally, the third aspect to emphasize concerns the significant role of the absorption of the pedagogue profession in the "third sector", a sector often considered residual but which in Italy plays a fundamental role in educational services, assistance, and care.

From these considerations arose the need to deepen the analysis of the employment condition of pedagogues in Italy and in Sardinian territory. Essentially, three elements are determining in the recognition of a profession: remuneration, the field of action (the sectors in which a pedagogue can intervene), and the training path that prepares for the profession. The analysis presented will use the data available by the Almalaurea Consortium and Istat data to deepen these three aspects and try to unravel some complexities regarding the profession of the pedagogue.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Organizational Work Context And Inclusive Teaching Practices: A Survey Of Teachers' Perceptions

Irene Stanzione (Sapienza Università di Roma, Italy) · Marianna Traversetti (Sapienza Università di Roma, Italy) · Sara Germani (Sapienza Università di Roma, Italy)

perceptions of context, inclusion, teachers, school organization

Organizational context is commonly interpreted as a set of situational opportunities and constraints that influence behaviors and the meaning of interactions within an organization (Johns, 2006). It encompasses the underlying environmental stimuli, the most salient situational features, and changes over time, providing constraints and opportunities that shape organizational behavior (Johns, 2006). However, despite its relevance, the impact of organizational context has received relatively limited consideration in research (Porter & Schneider, 2014; Felin et al., 2015). Specifically, within the realm of education, understanding teachers' perceptions of context is pivotal for enhancing teaching practices and encouraging their active involvement in classroom and school management (Botta & Stanzione, 2022). Unsurprisingly, the teaching profession in Italy necessitates the possession of specific, interconnected skills that contribute to teaching efficacy, organizational proficiency, and overall professional competence (MIUR, 2016). This study aims to delve into the contextual perceptions of Italian teachers across all grades. Data were gathered through the adaptation of the Indicator Tool Questionnaire for school settings (Guidi et al., 2012), which is integrated into the INAIL methodology (INAIL, 2017) for assessing work-related stress. This adaptation facilitated the expansion of dimensions and the inclusion of specific aspects, notably teachers' perspectives on inclusion processes. Preliminary findings reveal a significant correlation between teachers' perceptions of context and socio-demographic variables, contextual characteristics, and other pertinent aspects of their work. Analyzing teachers' perceptions of context can yield valuable insights for enhancing teaching practices and fostering an inclusive and dynamic school environment (Stanzione & Botta, 2023). This paper thus presents an empirical outlook on teachers' perceptions of context, underscoring the importance of acknowledging the organizational impact on teaching practices and teacher education. The results delineated in this contribution serve as a foundation for further exploration and interventions aimed at enhancing the effectiveness and inclusivity of education.

E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice

Becoming Senior Educational Advisors: How Knowledge Defines Professional Identity During the Recruitment Process

Marianne Woollven (Université Clermont-Auvergne, France) · Emilie Saunier (Université de Franche Comté, France)

education, recruitment, non-teaching staff, knowledge

In French secondary schools, Senior Educational Advisors (Conseillers Principaux d'Education) are non-teaching staff (Bois et Jacquot 2022) responsible for "school life", which consists in "placing adolescents in the best possible conditions for individual and collective life, academic success and personal fulfilment" (Circulaire n° 2015-139 du 10-8-2015). Defining their professional identity is no easy task. Indeed, the official definition of the profession remains somewhat fuzzy as it includes a large range of tasks, from ensuring safety in schools to supporting pupils in their academic and career choices. In schools, the profession is strongly affected by contemporary neoliberal reforms given that its members are in charge of implementing education policies. They have no hierarchical responsibilities and nevertheless have managerial functions, as they are responsible for organising and leading the work of the team supervising the pupils. Finally, Senior Educational Advisors' professional training has been upgraded to master level, as part of the European Higher Education Area.

In this paper, we study, in a sociological perspective, the profession's definition in the light of the knowledge expected on the part of candidates wanting to enter it. The purpose, therefore, is to observe the way in which knowledge shapes the profession's jurisdiction (Abbott 1988). In order to objectify this knowledge, we have chosen to analyse the recruitment process that takes the form of a national competitive exam. We consider the exam both as a 'barrier' to entry into the profession and as a 'level' within the professional group (Goblot 2010), insofar as it states a series of skills required to become a Senior Educational Advisor, that distinguish them from other professions. In addition to the explicit or formalised knowledge, we seek to reveal the implicit aspects of the exam: these make it possible to highlight the professional ethos or the relationship to knowledge that is sought in the candidates.

This paper draws on a wide range of qualitative empirical data. Firstly, we analysed all the texts governing the profession of Senior Educational Advisor and its competitive recruitment exam. We then observed oral recruitments tests between 2014 and 2018. Finally, we interviewed 10 members of the examination board.

We will show that the knowledge expected from candidates during the recruitment process reveals the imprecision of the institutional and social definition of the professional jurisdiction of Senior Educational Advisors. After presenting the different types knowledge involved and their lack of clarity, we will then show the extent to which they nevertheless refer to a specialised knowledge (Hughes 1971) which defines the specific nature of this profession. Finally, we will show that the study of knowledge points to an autonomation and specialisation process of the profession and that Senior Educational Advisors occupy an intermediate position in the school professional hierarchy.

STREAM F.
Civicness, Citizenship, and Intercultural Education

F.01. Comparative studies of citizenship education

Understanding Gender Inequality In Political Self-efficacy In Early Adolescents: Different Measures, Different Gender Gaps

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political self-efficacy, gender gap, iccs studies, adolescents, internal political efficacy

Research has shown a consistent and persistent gender gap in political self-efficacy across western countries. Nevertheless, the regularity in these findings mask the diversity in the measures used to capture this construct and little reflection has been undertaken on the extent that changing the measures has on the size and the direction of the gender gap. This paper tests on students aged 14 across 38 countries using the IEA International Citizenship and Civic education Study, the extent that self-efficacy in the domain of politics is a unidimensional measure and if different gender gaps can be found between self-efficacy measures capturing partisan politics compared to broader citizenship self-efficacy measures. The findings show that it is only partisan political self-efficacy measures in which the word politics is emphasised where there is a significant gender gap and where girls are disadvantaged. This is the case for 37 out 38 countries. When a broader measure of citizenship self-efficacy is used there are much less gender differences and when there is a significant difference girls outperform boys in 14 out of 38 countries. These contrary findings are similar in the same study when comparing the measures on interest in politics and interest in social issues.

Decolonial Possibilities and Challenges for Global Citizenship Education in Secondary Education in Italy and Portugal: a Comparative Literature Review

Carla Inguaggiato (University of Bologna, Italy) · Marta Da Costa (University of Manchester, UK) · Francisco Silvia (University of Aveiro, Portugal)

pluriverse knowledge, colonial past, gce, secondary education

The centrality of Global Citizenship Education (GCE) in the Sustainable Development Goals (SDGs) seemed to carry a promise of more ethical engagements with global issues in practice (Sund & Pashby, 2018). Nevertheless, GCE in secondary schools in Europe, and other western contexts, remains largely delivered by ahistorical, apolitical and superficial activities that emphasise the importance of including multiple perspectives, but never challenge the Eurocentric one (Eriksen, 2018). It is therefore with enthusiasm that we receive the new European Declaration on Global Education to 2050 (GENE, 2022), which explicitly states GCE must address the historical context of our present global issues, "including the legacies of colonialism" (p. 4); and make room for the vast plurality of knowledges available globally, including those that have been historically marginalised (p. 5). This is a welcomed change in official discourse about GCE in Europe, which we read as calling for a shift to pluriversal approaches to GCE – engagements with global issues that take up coloniality – the global systems of oppression ignited with colonialism (e.g. racism, capitalism, sexism) (Mignolo & Walsh, 2018), and decenter Eurocentric ways of knowing and being so that other perspectives can be made visible and engaged with (rather than assimilated within the Eurocentrism) (Mignolo & Walsh, 2018).

In this comparative study, we take stock of literature about GCE in secondary schools in Italy and Portugal and examine the extent to which GCE in these countries already responds/can respond to the European Declaration's call to take up colonial legacies and promote pluriversality. Portugal and Italy offer an interesting context for this work because, despite their current socio-political differences, the countries share a colonial past but a very different level of acknowledgement of their colonial past. They were both key actors in driving and sustaining coloniality, whilst then being intramurally excluded within Europe by 'purer nations' (Mignolo, 2021). Starting with data collected within a wider European project called Global Education and Learning (GEL) (Tarozzi, 2023), we narrowed the sample to include only articles related to secondary education in Italy and Portugal, ending up with a sample of 20 Italian and 17 Portuguese articles. We developed a thematic analysis of the data that drew on Sharon Stein's (2015) typology of global citizenship as a heuristic model. Stein (2015) identifies four positions from where global citizenship is approached in education: entrepreneurial, liberal-humanist, anti-oppressive, and incommensurable. We found Stein's typology (Stein, 2015) particularly helpful to the study because it maps not only the more traditional engagements with GCE (i.e., entrepreneurial, and liberal humanist), but also makes room for approaches that gesture towards pluriversality (Pashby et al., 2020). We report on key findings from the study, drawing commonalities and specificities across Italy and Portugal that will support work in the field in these and other European countries, and contribute to emerging decolonial scholarship about GCE in Europe (e.g. Eriksen, 2018; Pashby & Sund, 2020).

The Education for Democracy Index: Measuring and Assessing the Democratic Performance of Education Systems

Jan Germen Janmaat (UCL, United Kingdom) · Adrian Arellano (UCL, United Kingdom)

multidimensional index, citizenship education, democratic dispositions, european countries

In response to various challenges facing liberal democracy, Western governments have turned to education in recent years as a tool to bolster the democratic dispositions of the new generation (Janmaat 2018). Although there is ample evidence from educationalists and political scientists that education and particularly civic education can foster such dispositions (i.e. knowledge, skills, values and behaviours) (Niemi and Junn 1998, Finkel 2002, Geboers et al 2013), so far no measure has been developed describing comprehensively how and to what degree a country's educational policies and practices promote such dispositions. Such a measure would not only allow for an easy assessment of the democratic performance of a national education system but also for the identification of specific areas of improvement within it. As such it would be a highly useful tool for policy makers and practitioners interested in citizenship education.

Drawing on a recently started project funded by the Leverhulme Trust, we will explain, in this presentation, how we plan to develop such a measure. We label the measure the Education for Democracy Index (EfDI) and we will develop it for almost all European countries. We restrict ourselves to European countries in first instance as these are the countries for which the necessary data sources are available. The EfDI will consist of national level data on system characteristics and educational policies and practices. Unlike other policy indexes, such as the Migrant Integration Policy Index (MIPEX), it will also cover the implementation of policies and curricula in schools. Once it is constructed, we intend to relate it to national political and cultural traditions and to young people's democratic dispositions.

The construction of the EfDI involves two stages: (1) the conceptual development of the index and (2) populating it with data. The first stage starts by drawing on the Reference-Framework-of-Competences-for-Democratic-Culture (RFCDC) of the Council of Europe (CoE) to identify the dispositions that ought to be fostered in liberal democracies. Once these dispositions have been selected, we will engage in an extensive review of the literature on the effect of education, in all its aspects, on these dispositions to identify relevant educational domains and indicators, with each domain comprising several indicators. Being highly familiar with the literature on civic learning, we can say from the onset that these domains are almost sure to cover educational attainment (Nie et al 1996; Hillygus 2005), the curriculum and course content (Galston 2001; Geboers et al 2013) and learning-by-doing pedagogies (Sfard 1998; Torney Purta 2002; Hoskins and Janmaat 2019).

The second stage will involve drawing on relevant data sources to populate the index with data. Such sources include UNESCO and OECD data on educational attainment and other system characteristics, Eurydice reports on citizenship education and IEA-ICCS studies (notably the teacher surveys) for data on practices in schools. These sources make it possible to construct the EfDI for several points in time. We will present the index on a designated website.

Profiles of Attitudes Toward Gender Equality among Latin American Adolescents

Natalia López-Hornickel (University of Bath, United Kingdom) · Andrés Sandoval-Hernández (University of Bath, United Kingdom)

multigroup latent class analysis, gender attitudes, young people, iccs

To safeguard democracy, future citizens must be knowledgeable about civic structures and participate, but they also must be tolerant to answer thoughtfully in front of discrimination, such as sexism or racism (Kennedy, 2019).

Attitudes are at the base of behaviours and social identity because they are a person's understanding of the social contract (Allen et al., 2016). As Allen and colleagues (2016) indicate, "the formation of attitudes about political issues such as poverty, defense, or even the meaning of citizenship is at the core of development of citizenship and its related knowledge and behaviors" (p. 3.)

Thus, attitudes toward other groups are critical to citizenship in democratic societies (Isac et al., 2018; Kennedy, 2019). They are related to guaranteeing other social groups' democratic and political rights, contributing to political tolerance (Isac et al., 2018)

Evidence suggests that attitudes that oppose equal rights between men and women are negatively related to gender equality (Brandt, 2011). Moreover, these attitudes may reproduce stereotypes among youth that limit young women's opportunities and lead to risky behaviours, especially among young men (Varela et al., 2022). However, knowledge about adherence to gender attitudes among adolescents is still scarce in Latin America.

This paper seeks to identify profiles of adherence to attitudes toward gender equity across five Latin American countries: Chile, Colombia, the Dominican Republic, Mexico, and Peru. To do that, we used a Simultaneous Latent Class Analysis across Groups, a technique that allows us to compare contexts by restricting the model and making it structurally equivalent (Kankaras & Vermunt, 2014). We used data from the International Civic and Citizenship Education Study (ICCS) 2016 (Schulz et al., 2018) conducted by the IEA. Specifically, we used the Students' endorsement of gender equality scale from this study.

We identified four different profiles based on the items included in the analysis, with varying prevalence levels in every country analysed. These profiles are fully egalitarians, normative sexists, hesitant egalitarians, and political sexists.

This paper's relevance lies on the idea that active citizens need understanding concepts, principles, and skills to be responsible and thoughtful but also committed to democratic values. In this scenario, it is essential to understand the current state of adherence to gender equity to construct fairer and more inclusive societies.

F.01. Comparative studies of citizenship education

The Conceptualization of Rational and Affective Political Trust among Adolescents

Linde Stals (KU Leuven, Belgium)

political socialization, political trust, iccs, adolescence, sem

Political trust is commonly regarded as a rational, knowledge-based evaluation of the political system's trustworthiness. However, this approach neglects the affective nature of political trust, shaped by feelings of belonging and emotions such as pride, hope, and fear towards the political system. Whilst it is argued that affective political trust is developed early in life through socialization and therefore a rather stable attitude; rational political trust is updated more regularly based on current institutional performance and therefore more volatile. Both approaches offer fundamental insights into the concept of political trust. Given that adolescence is the critical age where political trust attitudes are formed, this study examines the empirical evidence of the rational and affective conception of political trust among 14-year-olds across various national contexts. Following a comparative approach, it draws upon data from 30 countries from two waves of the International Civic and Citizenship Education Study (ICCS), conducted in 2009 and 2016. To examine the rational nature of political trust, we investigate the extent to which political trust is a coherent, object-specific (i.e., distinguishing between order and representative institutions), domain-specific (i.e., distinct from trust in non-political domains, such as trust in people), and knowledge-based judgement that aligns with the country's institutional trustworthiness. To examine the affective nature of political trust, we investigate the extent to which political trust relates to feelings of pride and attachment to the political system. Analyses are performed within a (multilevel) structural equation modelling framework and include measurement and structural invariance tests. To examine how contextual characteristics might explain the extent to which adolescents' political trust is rational or affective also country-level covariates (i.e., corruption and human development levels) are included. Preliminary analyses show that political trust is more object- and domain-specific among established democracies compared to new democracies. Further interaction analyses indicate that political trust is more affective (i.e., related more strongly and positively to feelings of national attachment) with growing corruption levels. Finally, we find that corruption levels moderate the relationship between student's civic knowledge and their political trust, that is positive associations are found in countries with lower levels of public sector corruption whereas negative associations are found in countries with higher corruption levels. The discussion focusses on how these findings contribute to political socialization and citizenship education research.

F.02. Democracy or meritocracy. The effects in the education system

Valuing Merit for a Democratic Education

Andrea Casavecchia (Università degli Studi di Roma Tre, Italy)

democracy, merit, opportunities, inculsion

The education system is called to respond to the challenge of complexity (Morin 2001, Casavecchia 2020).

The spread of a meritocratic ideology confines the educational proposal of the education system within a competitive system in which it is the 'final evaluation' that becomes central (Corsini 2023), while the educational and learning process is neglected.

Already Michael Young (2014) warned with his dystopian design of meritocracy.

Behind the principle of merit, there is the risk of preserving inequalities and fuelling social exclusion (Giancola, Salmieri 2023), which have origins in a family and social context. The school becomes a space of reproduction of inequalities (Bernstein 2020, Ribolzi 2020) many often, and the choices of families end up confirming the distances.

This process ends up weakening and fragmenting a society that blocks social mobility.

Karl Mannheim highlighted how education and social systems are interconnected and mutually supportive. The sociologist highlights the differences between totalitarian system/democratic system/liberal system because they propose alternative images of man.

the first is aimed at forming a bureaucratic character in the individual. The second is inspired by the character of the rugged individualist. The suggested alternative is the one that fits into the democratic personality (Mannheim 1968, Casavecchia 2022)

Finally, we describe the dimensions that can lead to keeping merit and inclusion in balance within a democratic society. John Dewey can help us through two-dimensional development:

1. Valuing the educational process and the educational network (Mannheim, Campbell Stewart 2017, Besozzi 2017, Merico and Scardigno 2023)
2. Valuing merit to promote the personal "profession" (Dewey 2020 e Casavecchia 2020).

Exploring Meritocratic Beliefs in Italy: Perceptions, Preferences, and the Role of Education

Giulia Ciancimino (Università degli Studi di Roma Tre, Italy)

meritocracy, beliefs, social inequality, education

The widespread consensus towards meritocracy is historically linked to the belief that the educational system, as the primary driver of social mobility, is capable of transcending ascribed conditions and rewarding achievement through a meritocratic selection (Parsons, 1970; Bell, 1972). However, the thesis that society is progressively transforming into an education-based meritocracy has been widely challenged by numerous studies emphasising the influence of socio-economic background on educational results and trajectories (Goldthorpe 2008; Martins & Veiga, 2010; Barone & Ruggera, 2015; Bernardi & Ballarino, 2016; Giancola & Salmieri, 2022).

In this regard, the latest data from Istat show that in Italy, 67.6% of individuals with at least one parent holding a tertiary degree attain a university degree, while in families with at least one parent holding a high school degree, this percentage decreases to 39.1%, dropping further to 12.3% when parents have at most a lower secondary education level (Istat, 2023).

Despite this evidence, in the contemporary collective imaginary, the idea that schools provide equal opportunities to students, regardless of their socio-economic conditions, is increasingly widespread and those who achieve academic success are considered deserving of occupying the highest social positions (Barone, 2012; Darnon et al., 2018; Kuppens et al., 2018; Boarelli, 2019;). In this perspective, meritocracy has been considered a powerful ideology that legitimises and reproduces social inequalities, transforming social privilege into merit (Bourdieu & Passeron, 1964; Barone, 2012; Brigati, 2015; Cingari, 2015; Littler, 2017; McNamee, 2018; Sandel, 2020).

To better understand the mechanisms underlying adherence to meritocracy, over the last decade, a large body of research has investigated the so-called subjective aspects of meritocracy, distinguishing between descriptive and prescriptive value of meritocratic beliefs, corresponding to individual perceptions and preferences regarding the social order (Castillo et al., 2019). Most of these studies have relied on data collected during the five editions of the survey on social inequalities of the International Social Survey Programme (ISSP) (ISSP Research group, 2022) and have explored the relationship between meritocratic beliefs and individuals' positions in the social structure (Duru-Bellat & Tenret, 2012; Tenret, 2014; Reynolds & Xian, 2014; García-Sánchez et al., 2019; Mijs, 2021; Batruch et al., 2023;).

With the aim of analysing the Italian context, still relatively unexplored in the national and international scientific literature, the present contribution investigates the meritocratic perceptions and preferences of the population and the importance attributed to education as a merit element, examining their trends over the past decades. The analysis has been carried out on data collected in Italy within the surveys on social inequalities of ISSP in 2009 and 2019 will be presented (ISSP Research group, 2022). Results highlight the coexistence of both meritocratic and non-meritocratic elements in individual perceptions regarding what people need to get ahead in Italy, the increase in preferences for an education-based meritocracy, the strong association between perceived and desired meritocracy, and variations in meritocratic beliefs based on gender, age, perceived social class, and educational level.

F.02. Democracy or meritocracy. The effects in the education system

Democracy Through Meritocracy: A Reflection over Tertiary Education

Daniela Sideri (Università G. D'Annunzio of Chieti-Pescara, Italy)

social inclusion, choice, effort, wasteful competition, guidance and re-orientation

The main purpose of this contribution is to claim that all the attempts to find balance between meritocracy and democracy can only succeed if these two objectives are understood not as alternative concepts but as complementary and co-functional terms.

According to the proposed perspective, enhancing merit also means widening the opportunities of social inclusion for disadvantaged people, as much as promoting democracy also means allowing each individual to find its own role in society, according to one's specific personal merits.

Democracy itself needs to be reinterpreted according to its literal meaning: people's (demos) power (cratos), which is, mostly, the power to choose. Thus, in order to be actually democratic, tertiary educational paths need to be equally open to diverse people's choice, but there must be awareness that choosing a certain educational path does not necessarily imply a successful or consistent professional path for all.

Merit, on the other hand, is still assumable as the effort which needs to be added to one's intelligence (as stated in Young formula) in order to reach an objective. Effort depends both on personal skills and motivation developed through previous formal and informal socialization, and on how tertiary education can work to reduce starting inequalities, while promoting the understanding of competition as an engine for individuals to evolve to their better selves and not as the mere social push to emerge or reach for a predetermined role model or status symbol.

Historically speaking, widening access to tertiary education was a top priority in western societies during the whole last century. But over the last decades it proved it difficult for tertiary education to resist the "cons" of such a democratic turn: marketization of education led both to a consumerist attitude of institutions and a to the wide perception that university degrees – more than academic education itself – are fundamental in order to achieve more remunerative jobs. This led most of people to compete for positions that are not available for all, and caused (i) a wasteful competition and a loss of resources and efforts that could have been better invested in other activities, (ii) and an oversupply of graduates, that also involves credential inflation, pushing competition further and further, while losing focus over the promotion of actual competences, so that the over-qualification does not correspond to an actual over-skilling but, instead, to a skills-mismatch. These interrelated processes produce inequalities since many end up professionally and socially unsatisfied and excluded: both the meritocratic and the democratic issue are so disregarded.

An initial solution to this paradox could be found in the above stated re-interpretation of democracy and merit as not opposite terms but as both objectives of contemporary societies cooperating in order to realize a diverse social inclusion. This could lead to rethink widening access policies in tertiary education according to a meritocratic principle, aimed at promoting the reduction of starting inequalities through in itinere guidance, and re-orientation of individuals well in time so as not to cause wasteful competition and professional and social exclusion.

F.02. Democracy or meritocracy. The effects in the education system

Forced Meritocracy as a Way of Democratization: How to (re)build the higher education in Russia?

Roman Smirnov (Freie University Berlin, Germany)

higher education, science, russia, reform, democratization

Relevance. The question of the optimal combination of meritocracy and democratization in the field of higher education and science is indeed very complex and requires in-depth analysis. I propose to look at this problem using the example of Russia from a temporal perspective: from the moment of higher education reforms after the collapse of the USSR, and to the isolation of Russia after the Invasion of Ukraine and exclusion from the Bologna process. Special attention will be paid to the issue of restoration and reform of higher education in Russia after the change in the political regime and the reintegration of Russia into the international education space.

Problem. Higher education is not only a very inertial system, the reform of which takes years. Higher education is an extremely sensitive topic for every state and every nation because it is closely related to the future development of society. Therefore, speaking about Russia, the problem is not only in the implementation of reforms, but also in social, political, and psychological perception and agreement with the reforms, as well as the “historical baggage” of Russian science.

Method and methodology. The theoretical framework of the study is represented by the concepts of the French structuralists Foucault, Derrida, and Bourdieu about the academic community and the functioning of science in society. The methodological framework is historical analysis, discourse analysis, and quantitative sociological methodology.

As part of the presentation, I will present data on various aspects of Russian higher education and explain the key problems in the development of higher education. I will present data from my research on the age structure and recruitment strategies at Russian universities. I will consider the essence and causes of the problems of international integration of Russian science until 2014.

Future reforms: meritocracy or democratization? Of course, in the future, there will be a lot of work to democratize Russian higher education and science. But how to do this, since years of isolation and political pressure will have a very strong impact on the state of not only higher education as an institution but also on the academic community? I will consider some options for combining strategies of meritocracy and democratization of higher education in Russia.

F.02. Democracy or meritocracy. The effects in the education system

Paradox and Rhetoric of Meritocracy in the Age of the Crisis of Democracy

Andrea Velardi (University of Messina; Xenophon College London)

rhetoric of meritocracy, crisis of democracy, crisis of progressive system of education, bordieu's reproduction, mannheim''s regression

The aim of the proposal is to address the issue of meritocracy in the age of the crisis of democracy. Specifically we focus the degeneration of this concept that, in this scenario, leans to become very abused and misunderstood in a way that outlines the pattern of a very clear paradox and rhetoric of meritocracy. We attempt to understand this problem firstly trough a survey of the recent italian debate about the degeneration of meritocracy and the paradoxes of the progressist and hyperdemocratic school; secondly linking this debate to the contemporary revival and discussion of Bordieu' theory of the reproduction and symbolic violence (Harker 1990; Reed-Danahay, 2005; Stahl, Garth and Mu, Guanglun Michael, 2022); eventually we insert this suggestion in the very productive Mannheim's framework of the crisis of democracy and the notion of regression recently re-examined and updated by Casavecchia (2022).

In the past italian debate prevailed the idea of Tullio De Mauro (2018) about the possibility of a popular and democratic linguistic education in the direction to cancel the differences among the population. The topic of this theory is that the mass accessibility of the language, knowledge and competences raise up the mass towards more exclusive level of education. Mass system of education is in function of the raising of the mass, not of the levelling down.

The line of the democratic education is toward the top not involving a lowering of the standards. On the contrary, in the contemporary society, it entails that levelling down. Mastrocola and Ricolfi (2021) higlighted the overturn of this perspective in the degeneration of progressive ideals of education and the evidence that the education agency failed the goal of awarding the merit. They outline the situation of the "scholastic damage" namely a school and a university which, in a contradictory democratic urge ends up decreasing quality and increasing gap between upper class and lower class. The outcome of this system is the leveling of the excellencies and the conservation of a sort of Bordieu's circle of reproduction with new variables and patterns.

Bordieu's theory suggests that the progressive ideal generates the paradox that we have not a pervasive diffusion of the knowledge and the awarding of and invest in the merit by the educational agencies and the socio-political institutions, but instead at the same time the paradox of the rethorical exhisibiton of the ideal of meritocracy in presence of an a-democratic lowering of standards and the continuity of the logic of the reproduction that favorites the dominant position agencies and his exploitation of the symbolic violence.

This scenario is at the same time cause and effect of the crisis of the democracy and shows a perfect shorting out understandable within Mannheim's framework of the crisis of democracy and regression. Therefore the attempt will be to provide an interplay between Mannheim's and Bordieus'account.

Internationalisation of School Education in Italy

Mattia Baiutti (Fondazione Intercultura, Italy) · Roberto Ruffino (Fondazione Intercultura, Italy)

internationalisation of school education, citizenship, pupil mobility, intercultural and democratic competence

The international literature on the internationalisation of school education is markedly limited and fragmented. This gap is particularly noticeable when considering the complex dynamics of pupil mobility and its implications for educational systems. In response to this gap, Fondazione Intercultura, a non-profit organisation in Italy, has spearheaded significant academic inquiries into the subject. It has also established the Italian Observatory on the Internationalisation of Schools and Pupil Mobility, placing Italy at the forefront of research in this field. This presentation will delve into the Observatory (2023)'s latest survey findings , which indicate a notable increase in the level of internationalisation of Italian secondary school education over the last fifteen years. This reveals that activities and practices promoting an international, intercultural, or global dimension are increasingly prevalent in Italian schools. Subsequently, drawing on a literature review of the internationalisation of higher education, the presentation proposes a comprehensive working definition and framework for the internationalisation of school education (Baiutti, 2019). This framework aims to capture the essence of internationalisation within the school context, encompassing the activity linked to "internationalisation at home" and "internationalisation abroad". Finally, the presentation seeks to establish a conceptual bridge between the internationalisation of school education and the civic and citizenship education. It suggests that fostering internationalisation in schools can enhance students' intercultural dimension of the democratic competence. This competence is crucial for promoting pupils' civic participation (Council of Europe, 2018; Barrett, 2018). This presentation not only contributes to the academic discourse but also offers insights for policymakers and educators aiming to navigate the complexities of internationalising school education.

F.03. Democratic culture and the internationalisation of school education

Empowering Teachers towards Automatic Recognition: Evaluation of a Training Model for Assessing Pupils' Transversal Competences Developed via Long-term Individual Mobility

Marta Kowalczuk-Waledziak (University of Białystok, Poland) · Elisa Briga (European Federation for Intercultural Learning) · Mattia Baiutti (Fondazione Intercultura)

individual pupil mobility, internationalisation, secondary education, teachers, training model

In recent years, researchers, non-governmental organisations, and policymakers in Europe have been calling for more secondary school pupils to undertake international long-term mobility, positing it as a crucial route towards strengthening their intercultural, citizenship, and work-related competences. However, at present this increase is blocked by the lack of clear EU-wide procedures for recognising learning outcomes gained from international long-term individual pupil mobility (IPM). As such, the European Commission advocates for automatic recognition: i.e. so long as there is broad equivalence between the learning outcomes of the two curricula, the outcomes from IPM in another EU country should be recognised as valid by the pupil's home country. In most EU countries, sending school teachers are responsible for recognising learning outcomes gained via IPM. However, in practice, recognition remains rare because teachers are not adequately equipped with the tools or guidelines for facilitating the automatic recognition of the learning outcomes gained via international IPM.

This problematic gap between responsibility and practice is particularly evident in Belgium (Flanders), Estonia, and Poland: in all three countries the lack of national IPM recognition policies typically results in pupils being required to take a gap year upon returning to their home country. In order to tackle this lack of provision, the Empowering Teachers for Automatic Recognition (ETAR) project consortium trained teachers using the Training Model created by Jurczik-Arnold & Baiutti (2021). The main aim of this model is to empower school communities in their knowledge, skills, and attitudes towards assessing the transversal competences gained by pupils via long-term international IPM.

In this paper we report findings from the survey-based study using a pre/post-test design into the impact of teachers' participation in the Training Model on their knowledge, skills, and attitudes regarding the assessment of pupils' transversal competences developed via long-term international IPM. Three cohorts of teachers, from Poland, Belgium (Flanders), and Estonia, were recruited for the first round of training. Between November 2022 and March 2023 data were collected at two points in time: pre-test (T1, n=75), i.e. at least two weeks before the training, and post-test (T2, n=59), i.e. upon completion of the Training Model.

The results show that from pre-test to post-test the teachers significantly expanded their knowledge, skills, and attitudes towards assessing the transversal competences gained by pupils via long-term international IPM. The greatest percentage increase in the level of agreement from pre-test to post-test measured on the 5-point Likert scale was calculated for the following items: 'knowing the priorities of European policy regarding the internationalisation of school education' (from 41.3% to 100.0%); 'selecting the most appropriate tools for assessing the learning outcomes gained via long-term IPM' (from 42.7% to 91.5%); and 'the need to assess the learning outcomes gained via long-term IPM' (from 68.0% to 93.2%).

This paper ends by drawing from the findings to offer guidance for supporting teachers in facilitating the automatic recognition of pupils' learning outcomes from international IPM, and suggests some onward directions for implementing the Training Model in other European contexts.

Student Leadership from Primary to Middle School: Fostering Well-being, Inclusion, and Civic Skills

Anton Giulio Maglione (Istituto Comprensivo Espazia, Italy) · Mariangela Francucci (Istituto Comprensivo Espazia, Italy)

student leadership, active participation, student council, inclusion, civic skills

This study explores the impact of student leadership and active participation, specifically through the establishment of Student Councils, on the well-being, inclusion, and civic skills of students from primary to middle school. Drawing from real-world experiences, the research emphasizes the importance of involving students in decision-making processes from an early age as a means to cultivate responsible citizenship and contribute to a positive school environment. The research focuses on the implementation and outcomes of Student Councils in primary and middle schools, examining how these councils, mirroring micro-municipal bodies, empower students to actively engage in shaping their educational environment.

The Council of Student Representatives (CRA or CdR), comprising elected representatives from each class, serves as a platform for students to voice concerns, propose improvements, and make decisions collectively. The “Senza Zaino” method involves a more hands-on and student-centered approach to learning, where students are given more autonomy and responsibility. This method is based on the belief that students learn best when they are actively involved in their own learning and are given the opportunity to make choices about their education. One of the key findings of this study is that student leadership has a positive impact on well-being, inclusion, and civic skills. Students who are involved in student leadership are more likely to feel connected to their school, have a stronger sense of belonging, and be more engaged in their learning. They are also more likely to develop the skills they need to be active citizens, such as critical thinking, problem-solving, and communication.

The study also found that the Senza Zaino method is an effective way to promote student leadership. Students who participated in the Senza Zaino method were more likely to be involved in student leadership than students who did not participate. This suggests that the Senza Zaino method can help to create a more inclusive and supportive school environment that is more conducive to student leadership. In conclusion, this study suggests that student leadership is an important part of a holistic education and that the Senza Zaino method is an effective way to promote student leadership.

F.03. Democratic culture and the internationalisation of school education

Building Citizenship at School Through an International Perspective. An Exploratory Case Study at a Faculty of Education in Switzerland

Andrea Plata (Scuola Universitaria Professionale della Svizzera Italiana - SUPSI) · Giusi Boaretto (Scuola Universitaria Professionale della Svizzera Italiana - SUPSI; Libera Università di Bolzano-Bozen) · Marco Lupatini (Scuola Universitaria Professionale della Svizzera Italiana – SUPSI) · Sonia Castro (Scuola Universitaria Professionale della Svizzera Italiana – SUPSI)

democracy education, teacher's education, transversal skills, internationalisation of education

Education for democracy and citizenship (EDC), its formal and informal status, and its social function have been pivotal in various eras, mainly since the establishment of democracy in Europe. In each one and in every political, social, and economic context, the EDC's primary aim has always been to educate everyone to active and responsible participation in democratic processes for the benefit of the community. Changing or being specific to different historical moments rather than to specific cultural contexts may be the key values to be educated, the reference models, and the pedagogical-didactic methods implemented (Nuzzaci, 2023).

International institutions regularly publish guidelines and tools to promote a shared denominator to which refer or compare at national or sub-national level. For this reason, within EDC's context, the Council of Europe (2022) fostered the Framework of Competencies for a Culture of Democracy (RFCDC). It consists of a synthesis of almost a hundred international models, and its value lies in its employability in different educational contexts (formal, non-formal, and informal), with people of all ages, and starting from different conceptions of democracy. For teachers-in-training drawing on these conceptions is crucial to encourage individual and collective engagement in the challenges (Shaffer et al., 2017) that society faces democratically.

This paper presents the results of an exploratory study aimed at investigating EDC training provision at a Faculty of Education in Switzerland. The study analyses the trainers' conceptions of democracy (Gandin & Apple, 2002) and maps the activities, contents, and teaching approaches used to promote the democratic competencies of teachers in training. The research, which will end in April 2024, is conducted with a mixed-method approach: the first "desk research" phase envisages a mapping of the training provided on EDC and a comparison of national and international transversal competence models with the RFCDC to highlight their differences and similarities; the second one, the administration of an ad hoc questionnaire aimed at surveying the teaching and learning activities, promoted by trainers, carried out within EDC context; the last one, a qualitative in-depth analysis of the questionnaire data through semi-structured interviews, conducted among a non-probabilistic sample of volunteers.

The results of the first analyses show, on the one hand, a significant overlap between the RFCDC and the main reference models of transversal competencies, and on the other hand, the presence of a "hidden curriculum" that already provides for the teaching/learning of certain democratic competences, without, however, explicitly declaring it in the curricula. These findings highlight a lack of awareness among academics/teachers concerning what is already being done in EDC. This, therefore, leads to reflection on the potential of transversal competencies and RFCDC in fostering a culture of multicultural democratic citizenship (Szelényi & Rhoads, 2007) and on the need to find strategies to explicitly promote democratic competencies in curricula and classroom activities (Mompoint-Gaillard & Lázár, 2015). This would make it possible to actively respond to a need recognized by both the leading international educational organizations (Hoskins et al., 2014) and by Swiss political and educational institutions (Zamora et al., 2020).

F.03. Democratic culture and the internationalisation of school education

Citizenship Education and International Pupil Mobility as tools for social justice

Giuseppe Ricotta (Sapienza Università di Roma, Italy) · Eleonora Clerici (Università di Pavia) · Valeria Damiani (LUMSA Università, Roma) · Leonardo Piromalli (IREF - Istituto di Ricerche Educative e Formative) · Pietro Valentini (ISTAT - Associazione 'Per Scuola Democratica')

democratic culture, citizenship competence, international mobility, intercultural education, school

The interplay between education and democracy is widely acknowledged as a pivotal cornerstone in addressing the pervasive challenges of late-modern societies (Dewey, 1916; Apple et al., 2022). With the global upsurge of crises and inequalities (Piketty, 2020), educational systems are tasked with the crucial responsibility of equipping students to navigate planetary and complex dilemmas (Andreotti et al., 2012; OXFAM, 2006; CoE, 2020). Indeed, as recently advocated by the Council of Europe (CoE, 2018), educational institutions should not just impart knowledge, but also cultivate democratic culture and intercultural understanding among students to shape socially and civically engaged subjects (Barrett, 2018).

Within this framework, our contribution aims to elucidate the potential of individual international pupil mobility experiences in promoting citizenship education and fostering awareness of social justice. Drawing from a section of the research "Civic Education and International Pupil Mobility" carried out in Italy by Fondazione Intercultura and Associazione "Per Scuola Democratica" in 2022, our study delves into the didactic and organizational modalities that facilitate the development of citizenship competence through international pupil mobility. In particular, the proposal aims to formulate a methodological model through which educational institutions can develop civic education pathways that are built upon and can enhance international mobility experiences, foster the construction of global citizenship, and cultivate intercultural competence for all students.

The research design involved interviews with headteachers (N=11) and experts (N=10), as well as focus groups (N=4) with teachers from selected high schools in Northern, Central, and Southern Italy identified for their significant experience in international mobility and/or the promotion of civic and citizenship education at the school level. The objectives of the interviews and focus groups encompassed four key dimensions: (1) comprehending how civic education is implemented; (2) understanding how the international dimension of civic education is conceived; (3) analyzing the organization and management of students' mobility experiences; and (4) investigating how the return from mobility is structured, in terms of procedures and valorization of the experience.

The research results highlight a weak connection between the international mobility of individual students and the delivery of civic education in Italian upper secondary schools participating in the project. The institutions frame students' international mobility as a merely "private" experience, confined to the individual student (and their families) and with little impact on the whole school, as students who do not take part in the mobility are only marginally engaged in the international experience carried out by those who went abroad. Classes are generally excluded from any analysis, discussion, or reflection effort on the differences and/or similarities between the Italian context and that of other countries. Overall, the results of the study emphasize the absence of structured learning paths that connect international mobility experiences with civic and citizenship education, involving the whole class or school.

The last section of our contribution will provide actionable insights for educators and policymakers seeking to leverage international mobility experiences and citizenship education as tools for social justice.

Digital Literacy: Linguistic and Techonological Knowledge for Education and Social Justice

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digital literacy, education, social justice, responsible digital transformation, sustainable development

In today's increasingly digitized world, digital literacy has emerged as a critical skill set, essential for navigating the complexities of the modern age. Digital literacy encompasses both linguistic and technological knowledge, empowering individuals to engage meaningfully in education, society, and the pursuit of justice.

Humanity inhabits a landscape reshaped by digital media. Yet, there is a general lack comprehension of their impact, resulting in a mass of individuals engulfed in a collective and depersonalizing realm. In such a world, the challenge lies in cultivating a critical awareness of the role that digital media play in shaping our lives and society, as well as fostering meaningful connections transcending the superficiality of online interactions. By fostering a sense of digital literacy and promoting ethical uses of technology, it may be possible to mitigate some of the depersonalizing effects of digital media and reclaim a sense of agency and authenticity in an increasingly digitized world.

In Manzoni's masterpiece, I promessi sposi, the theme of education intertwines deeply with the notion of justice. The character Renzo embodies the consequences of illiteracy in a society where knowledge is power, and injustice often thrives in its absence. Renzo's journey underscores the urgent need for equitable educational opportunities as a fundamental pillar of justice.

Fast forward to the digital age, when the landscape of education and justice has evolved significantly. The advent of the internet and digital technologies has revolutionized how we access information and communicate. However, this digital revolution has also widened the gap between the digitally literate and the digitally excluded.

Just as literacy empowered individuals in Manzoni's time, digital literacy is now a prerequisite for full participation in modern society. The ability to navigate the digital realm equips individuals with the tools to access information, engage in critical thinking, and advocate for their rights.

Moreover, digital literacy fosters active citizenship by enabling individuals to participate meaningfully in civic life. Therefore, the term "literacy" suggests a more comprehensive approach to educating about media, that is not restricted to mechanical skills or narrow forms of functional competence. It implies a more humanistic conception that is close to the German "Bildung". Furthermore, by equipping individuals with these skills, we can counter misinformation, combat digital threats, and uphold the principles of justice and democracy.

Addressing the digital divide requires concerted efforts to ensure equitable access to digital tools and resources. In line with the 17th Sustainable Development Goal, Governments and educational institutions must collaborate to bridge this gap and empower individuals with the skills needed to thrive in the digital age. Digital Literacy, thus, is also a fundamental condition to achieve SDG 4 (Quality Education).

Overall, its self-evident that education and justice are intrinsically linked, both in Manzoni's narrative and in the digital age. Just as Renzo's journey underscores the importance of literacy for justice, digital literacy is now indispensable for fostering equitable participation and empowering citizens. By investing in education we can build a more just and inclusive society where knowledge is truly empowering for all.

Longitudinal Effect of Early Digital Experiences on Standardized Learning Outcomes During School Career

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educational inequality, student achievement, children adolescence and media, digital parenting

There is a heated debate both among scholars and in the media about early access to digital media by children and adolescents: parents and educators seem disoriented and ask if anticipating access to the Internet is a good or a bad thing (Livingstone&Blum-Ross 2020). In the meantime, early access to the Internet is more and more common: for example, the moment of arrival of smartphones is constantly anticipated among early adolescents, and the covid-19 pandemic has further accelerated this trend (Mascheroni & Siibak 2021).

Simultaneously, evidence is emerging that digital media practices during childhood and early adolescence constitute a new dimension of social inequality. Smartphones, video gaming consoles and other forms of autonomous access to the Internet seem to be anticipated – somehow paradoxically – especially among deprived families in terms of socio-economic background (Gui et al. 2020). Research is also highlighting that problematic digital media use is more likely to manifest in families where socio-economic conditions are more deprived (Gerosa et al. 2021). However, the empirical results obtained on the relationship between early digital media use and wellbeing in the long-run are scarce (see Gerosa et al. 2024). In particular, the negative impact of early digital use on learning outcomes that have been highlighted are often reproached for not being solid from a methodological point of view, as they are based on correlational or short-term longitudinal data (Amez & Baert 2020). Also, there is a very urgent need to gather robust empirical evidence about why and how online problems can be largely predicted by young people's vulnerabilities offline (Odgers & Jensen 2022), that is how early access to permanent connection interacts with social inequality in the lives of youths.

To fill these gaps, we aim to provide the most rigorous estimation so far of the impact of an early autonomous access to smartphones, videogames and social media on the learning outcomes of high school students, and its interaction with gender, migratory background and parental education. This becomes possible as – for the first time since INVALSI (the Italian National Institute for the Assessment of the School and Training system) started to collect data on students' outcomes – it is possible to follow the entire school careers of current 10th and 11th graders. Exploiting this possibility, we merge an ad-hoc retrospective survey data about screen use during childhood and early adolescence with students' longitudinal learning outcomes at grades 2nd, 5th, 8th and 10th. A dataset with about 6700 high school students in northern Italy, representative by school type, is analyzed to answer the questions above by means of longitudinal analysis. Preliminary results confirm that early digital use is more likely in socio-economically deprived families and that age of smartphone ownership has a negative impact on learning outcomes in low and high school for those with pre-existing habits of intensive media use during childhood. The paper discusses the implications of these findings for communication and education theory, in particular for what concerns digital inequality in technologically mature contexts.

Digital Transformation Through Non-digital Game-based Learning

Fride Haram Klykken (SLATE, University of Bergen, Norway)

friendship, digital transformation, game-based learning, active citizenship, data literacy

Sociomaterial research on education has shown how school life do not exist as an isolated sphere, separated from society. Instead, studies have shown, the actual boundaries of schools are fluid and porous (Nespor, 1997, 2000). School spaces and events are extended, connected to and calibrated by events and spaces elsewhere. A central argument for sociomaterial studies is that the material relationality 'within' the classroom is a key source of 'authority' (Fenwick, 2015)

In my own research, practices of friendship are argued to constitute an important spatial and temporal order at 'work' in the classroom (Klykken, 2023a). Furthermore, the practice of friendship is a force that permeates the boundaries of the classroom and connects school activities to spaces beyond the school. Sometimes, schoolwork provided opportunities for the students to make friendly connections; Sometimes, friendly engagements appeared to amplify students capacity to carry out their school work in class (Klykken, 2023b). Whilst going to school to learn, young people in education emphases peers and social connections highly (Forsberg, 2023; Sellar, 2012; Yoon, 2019).

The same principle counts for when applying sociomaterial understanding of the digital world. The online activities in schools are complex and intricately connected to the students' digitised practices that takes place after and outside school (Alirezabeigi et al., 2022; Valasmo et al., 2023). The everyday relationships emerging in school situations are opaque and untidy, and both students and teachers continuously creatively employ and combine the social and material resources that are available (Klykken, 2022).

Playful learning is one approach that emphasises social connections and the potential for creating a safe learning environment where failure is a natural and expected element (Upton, 2015; Whitton, 2018). Can supporting social connectivity through game-based learning be one way to support teachers and students in their responsible engagement with digital tools? In this paper, I will inquire into how social inclusion and friendly connections can play an important role in developing digital competences among students. The paper will discuss preliminary findings of a small experimental case study with secondary school teachers about their practice and experiences using card and board games designed for developing digital literacy (Castañeda et al., Forthcoming; Savin-Baden & Major, 2013). The paper will discuss challenges and possibilities with the use of non-digital games (for instance, card and board games). Using a sociomaterial framework the paper will inquire into how a playful approach can be used to support the development of digital competences as well as amplifying friendly connections in classrooms, which both are vital for active citizenship and participation in a digitised society.

Countering "Hate Speech" In The Digital Era Through A Pedagogical-Philosophical Approach In Teaching Practice

Arianna Marci (Università degli Studi di Genova, Italy)

hate speech, critical thinking, education, social media, teaching

Hate is a feeling that has accompanied human life since ancient times, leading to a lack of authentic thinking, and hindering the promotion and development of one's own and others' humanity. This feeling leads individuals to perceive diversity as something to distance, denigrate, and in extreme cases, desire to annihilate. Hate "speaks" through what are defined as "Hate Speech" (Ferrini and Paris, 2019), which are speeches aimed at fomenting or encouraging any form of denigration, hatred, and defamation towards individuals or groups, subjecting them to verbal – more or less explicitly – and non-verbal violence based on ethnic, physical, cultural, sexual, or religious diversity (European Commission, 2015). It is well known how the introduction of Social Media platforms – such as TikTok, Instagram, Facebook, X – has increasingly contributed to the spread of this phenomenon, extending it beyond real life (Ferrini and Paris, 2019). "Online Hate Speech" show specificities given by the communicative tools and the environments in which they arise: they are able to quickly reach an increasingly vast audience, regardless of age, remain visible to all for a long time, can be advertised and shared worldwide by anyone, providing greater freedom to do so as one is hidden behind a monitor and one's identity remains a mystery. In times of the Covid-19 Pandemic – which Adriano Prosperi (2021) calls "plague time" – Amnesty International has constructed the "Hate Barometer", through which it is possible to realize the increase of online "Hate Speech", directed towards increasingly specific "diversities", featured in comments or posts on various Social Media platforms. Supporting the pedagogical position according to every man and every woman, by nature, is educable (Kaiser, 2013), this abstract aims to argue how one of the promoting factors of "Hate Speech" can be a miseducation in critical thinking, and how, therefore, a re-education towards assuming a critical and deep stance towards reality and the discernment of one's own truth (Modugno, 2023) and relationship with others is not only possible but necessary to counter this fact. Starting from the idea that institutions of all levels – including Higher Education – can and should be a fertile ground for educating future citizens to critically think about the world we live in (Chomsky, 2004), the objective is to present educational and learning activities that can promote this need and in which students can acquire Soft Skills useful for the purpose, experimenting with active and participative teaching methodologies (Bonaiuti, 2014): for example Cooperative Learning, Case study, the analysis of texts, fake news, Social Media, and videos in which to recognize "hate words", make questions, and together find solutions to foster social change. An important aspect to further reflect on corresponds to Faculty Development activities, which can be an extremely relevant resource for ensuring that teachers are consciously trained in methodologies that can make their teaching a path of critical development for the life of each of their students (Silva, 2022).

Algorithmic Critical Intelligence and Artificial Intelligence: Educating in and to Digital Transformation

Giorgio Poletti (Università degli Studi di Ferrara, Italy)

critical intelligence, algorithmic intelligence, artificial intelligence, digital transition, digital citizenship

Algorithmic critical intelligence represents a fundamental dimension in the digital age in which we live, characterized by the growing presence of algorithms in decision-making processes and in the automation of activities. Reflecting on this form of critical intelligence involves considering how algorithms influence and shape different aspects of our daily lives, as well as understanding the risks, limitations, and ethical implications of algorithmic decisions. Critical intelligence and artificial intelligence are, if well analysed, two distinct but complementary concepts that can increasingly influence each other in different contexts whose relationship must be understood. In particular, referring to Critical Intelligence as the human ability to critically evaluate information, discerning between what is reliable and what is not, and making judgments based on evidence and reasoning; for this reason, this intelligence involves complex cognitive processes such as reflection, analysis, synthesis and evaluation from which it becomes fundamental in the processes of making informed decisions and effectively addressing the challenges of both daily life and society. For its part, artificial intelligence is thought to refer to the ability of machines to imitate human intelligence and carry out activities that normally require human intervention, such as reasoning, problem solving, pattern recognition and learning. For this reason, we can think that these two intelligences can and must work together to promote a deeper understanding and better management of the challenges and opportunities offered by digital technology and data analysis, with a view to the development of more ethical technological, responsible and sustainable.

Everyday life is the field of application and development of these intelligences, and the challenge is to generate paths for an education that educates intelligence, with intelligence and intelligence referring to critical, algorithmic and artificial intelligence.

This contribution intends to stimulate a reflection on guidelines for an education that in this period of digital transformation has digital citizenship as its objective, closely related concepts that mutually influence the development and adoption of digital technology in contemporary society and therefore question the world of training and pedagogy.

It intends to develop and describe digital citizenship education, and consequent training of educators with a necessary holistic approach that integrates technical, ethical, critical, and social skills to train responsible and aware people in the constantly evolving digital society and in the era of digital transformation.

It means integrating digital literacy, awareness of online threats, digital ethics, critical thinking to promote active participation, digital inclusion, collaboration and sharing.

We want to reflect on the fact that educating about and in digital transformation implies preparing individuals to understand, adapt and actively participate in rapid evolution, at a time when we seem to be called to face a point of “technological singularity”, a hypothetical point in which the technological progress advances so rapidly and exponentially that it leads to irreversible and unpredictable change in human society.

“When digital transformation is done well it’s like a caterpillar turning into a butterfly, but when it’s done poorly all you have is a caterpillar” George Westerman.

Navigating Emergent Media in Education – the Case of Interactive Digital Narratives

Michael Schlauch (HU Berlin, Germany)

digital transformation, interactive digital narratives, digital storytelling, new literacies studies, participatory cultures

Since Jenkins et al. (2009) first formulated the challenges in fostering a participatory culture in online spaces through media education efforts, there has been an increasing call for educational institutions to adapt to the continually evolving media landscape. However, before educators can design effective educational interventions in schools, it is crucial to establish clarity regarding the theoretical concepts applied to various digital media. Often, broad categories such as "entertainment media," "video games," "film," or "social" media fall short of describing the diverse range of experiences young people encounter through digital media. While efforts have been made to acknowledge the emergence of multimodality, where meanings are spread across various modes (Kress, 2003, p. 35), in contemporary literacy theories, the emergence of online spaces governed by complex algorithms and extensive data collection presents new educational challenges. Examples include efforts to promote "personal data literacies" or critical digital literacies (Pangrazio & Selwyn, 2019; Pangrazio, 2014).

In recent years, an increasing number of scholars have engaged in discussions about interactive digital narratives (IDNs). With a growing variety of interactive experiences, such as interactive fiction, educational extended reality (XR) experiences, interactive documentaries, books, or serious games that no longer fit within the constraints of legacy media definitions, numerous conceptual problems and "theoretical failures" emerge (Koenitz & Eladhari, 2023). In short, interactive narratives can be defined "as a narrative expression in various forms, implemented as a computational system [...] containing potential narratives, which is experienced through a participatory process" (Koenitz, 2023, p. 75). Arguably, there is significant educational potential in IDNs. As conventional narrative and "traditional storytelling techniques fall short of conveying the multiple perspectives necessary to understand the systemic nature of modern society" (Barbara et al., 2023), IDNs afford multi-perspectivity and narrative complexity, which are essential pillars of any future literacy effort. Thus, this contribution aims to outline how teachers could leverage IDNs, related theoretical concepts, and accessible authoring tools to introduce new literacy dimensions to K12 education that are necessary to prepare students for a responsible digital transformation.

Artificial Intelligence and Inclusive Education. A Critical Look from a Pedagogical Perspective

Cathrine E. Tømte (University Of Agder, Norway) · Silvia Zanazzi (Università degli Studi di Ferrara, Italy)

artificial intelligence, inclusive education, pedagogy, ethics

Experts, researchers, and advocates in the field have expressed concerns about artificial intelligence (AI) potentially making education less inclusive. In this perspective, AI systems can inadvertently perpetuate or exacerbate discrimination and biases in the data on which they are trained (UNESCO, 2019, 2021, 2023; EDF, 2023; UN, 2021).

On the other hand, many sources emphasize that AI has the potential to play a positive role in promoting diversity and inclusivity in education when implemented with a deliberate focus (OECD, 2019, 2022; European Union, 2022, Holmes et al., 2022).

The intersection of school, disability, and AI is an important and evolving area (UN, 2021). AI, for example, can play a crucial role in developing assistive technologies and creating personalized learning experiences that cater to the student's specific needs and learning styles. AI can be integrated into educational software designed specifically for students with disabilities. For example, software that assists with cognitive skills development or social interaction can benefit students with various challenges. New robotic systems could increase the capabilities of people with reduced mobility (Kruse et al., 2023).

Our contribution will analyze the possible interconnections between AI, inclusive education, and disability toward the realization of schools for each and every student.

How do national educational authorities guide schools, teachers, and students on the possibilities and challenges that are caused by AI in inclusive education? What are the main issues addressed? What contribution does scientific research make to guiding policies?

Our contribution is informed by analyzing research papers, international and selected countries' public guidelines, strategies, and overall AI and inclusive education recommendations. Italy and Norway are included in the sample, which then provides some insights from countries with slightly different histories of digitalization and education.

It's important to be aware of both opportunities and challenges deriving from AI and address them to promote inclusivity in education, adopting a responsible and ethical approach. Proper training for educators and ongoing evaluation of AI systems is crucial to ensure that technologies enhance, rather than hinder, the goal of inclusive education.

Research and the critical analysis of its results from a pedagogical perspective can make an incisive contribution to achieving this objective.

Talking About Digital Citizenship

Giovanbattista Trebisacce (Università della Calabria, Italy)

citizenship digital, school, democracy, education, pedagogy

According to Dewey's thought education is a process of socialization that concerns each individual, understood not as a separate autonomous entity, but as an individual in relation to all other individuals. The American philosopher and pedagogist also maintains that the subject's education derives from his participation in the life of the community through a process that begins almost from birth and which continually develops his potential by "imbuing his conscience, building his habits, training his ideas and awakening his feelings and emotions." It is, essentially, a process of active citizenship, a concept that has been much reconsidered in recent months, even if expressed in terms of "digital active citizenship". The transition from the analogue to the digital world represented, and the pandemic has inevitably accelerated this transition process, an epochal change, on a par with the Industrial Revolution. Talking today about active citizenship means referring to a process of digital civic education, whereby every subject is able to use digital technologies as an aid for active citizenship and social inclusion, collaboration with others and creativity in pursuit of one's personal goals or the social goals of the community. This means the ability to use, access, filter, evaluate, create, schedule and share digital content, and also to manage and protect information, content, data and digital identities, as well as recognize software, devices, artificial intelligence or robots, and to interact effectively with them. Interacting with digital technologies and contents presupposes a reflective and critical attitude, marked by curiosity, open and interested in the future of their evolution and also requires an ethical, safe and responsible approach in the use of these tools.

F.05. Intercultural natives: how to promote the citizenship starting from early childhood education and care

In-service Training To Support An Integrated Education In Contexts Of Social Marginalization

Monica Amadini (Università Cattolica del Sacro Cuore, Italy) · Sara Damiola (Università Cattolica del Sacro Cuore, Italy) · Annalisa Pasini (Università Cattolica del Sacro Cuore, Italy)

children with migrant background, educational poverty, in-service training, integrated system 0-6, social injustice

For many children born and growing up in contexts of social marginalization and poverty is a “condemnation” to a destiny marked by lost opportunities and foreclosed. ECEC is an important safeguard in the early fight against educational poverty and social injustice, preventing the risks of marginality. Educational work carried out in an integrated manner by services 06 can reduce forms of disadvantage, ensuring real opportunities for development for all.

The contribution presents a research-training path carried out with teachers who work in the nursery schools of the south-west area of Brescia, marked by many challenges, including new forms of poverty, discrimination, marginalization, to name just a few. These are highly multicultural schools, with classes in which the presence of children with a migrant background is close to 90% and in which serious situations of social marginalization occur. In this schools, teachers interface daily with the issue of educational poverty in terms not only of lack of opportunities, deprivation and quality of life, but also as social deprivation.

In consideration of the situation we intended to explore the reasons behind an integrated vision of educational action and create the conditions so that educators feel encouraged to work in a systemic way. It is impossible to contrast the different aspects of educational poverty, without considering its existential characteristics and implications on the professional identity and emotional experiences of teachers.

Educational staff play a strategic role, although they must act within a marked complexity, which is usually managed in emergency, without having the possibility of generating professional reflexivity and awareness. This perspective opens up questions about the identification of training approaches and research methods: what kind of research approach should be adopted to support an integrated education for children aged zero to six? How to bring out the professional resources of educators who daily put their educational skills at the service of children with a migrant background, disadvantaged, or in educational poverty?

We will present the results of this path, conducted with the MAG method (méthode d’analyse en groupe, ie. method of analysis in a group), which has opened up spaces for reflection and discussion on challenges, critical issues, efforts of a patient and delicate work of interconnection with families, social services, the different educational realities. The complexity of educational poverty and marginality, with its multifaceted aspects and challenges, cannot be understood and solved solely using didactic and scholastic approaches. To address these challenges, it is important to promote new In-service training processes, more integrated and capable of improving complex strategies to face intricate, interconnected and changing phenomenon of social injustice, according to the inspiring principles of the integrated system 06.

Through this research and training experience, we want to offer an opportunity to make the 06 services places open to the community, in its broadest and most inclusive sense. The complexity of educational poverty requires multidisciplinary measures and engagement of several actors to improve education and social justice, enhancing community.

F.05. Intercultural natives: how to promote the citizenship starting from early childhood education and care

Ethical Awareness: a Cross-cutting Element in the Intercultural Skills of Early Childhood Educators

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ethical awareness, intercultural skills, early childhood education, early childhood educators, constructivist grounded theory

This contribution aims to explore the relationship between the intercultural skills of educators working in early childhood institutions and ethical awareness, drawing on insights from an empirical research project. Ethical awareness is the core category identified in the ongoing research "Reflecting Together: an Ethical-Social Education Curriculum in Early Childhood Schooling", from which the proposed reflections have emerged.

Initially, the focus is on describing a context that provides meaningful experiences for young children in their early years (Piccioli, 2021) from an intercultural perspective (Fiorucci, Pinto Minerva, Portera, 2017; Pescarmona, 2021). The study also delves into the intercultural skills of educators (Fiorucci, 2020) and subsequently explores the potential role played by teachers' ethical awareness in this context. Ethical awareness is examined regarding education professionals working with children aged 0 to 6 and in relation to the educational intervention itself, aiming to promote this competence from early childhood.

The paper presents the initial results of research that focuses on the relationship between education and ethics, reflective thinking, discussions on values, and meaningful educational practices. The research adopts an ethically oriented methodological framework (Bianchi, 2019): Constructivist Grounded Theory (Charmaz, 2014), and its main characteristics are explored. The sample chosen for semi-structured interviews includes pedagogues, kindergarten teachers, and university professors working in Italy.

The analysis of data from over thirty interviews led to the identification of several categories, with their properties thoroughly investigated. One of these categories, proven to be pivotal, is ethical awareness. Specifically, the characteristic that gives rise to this contribution is its intertwining with the intercultural skills of teachers working in early childhood services. Using as a reference the intercultural competence model proposed by Fiorucci (2020) and Deardorff (2006), ethical awareness emerges as a cross-cutting element within the complex and articulated framework of competences required for educators working in early childhood services. This is crucial for them to work effectively and contribute to building a quality education (Moss, 2013).

In conclusion, the paper proposes a reflection on the possibility of including intercultural ethical awareness as an educational objective in Bachelor's programs in Educational Sciences and Primary Education Sciences. It suggests the construct of a community of thought (Michelini, 2016) as a horizon of meaning in the context of these academic pathways.

F.05. Intercultural natives: how to promote the citizenship starting from early childhood education and care

Social Representations and Intercultural Perspectives in the Initial Training of Ecec Workforce. An Exploratory Study at the University of Parma

Elena Luciano (University of Parma, Italy) · Luana Salvarani (University of Parma, Italy)

early childhood education and care (ecec), social representations, ecec workforce, initial training, intercultural perspective

The scientific literature on early childhood education today points out that, in educational services for children 0 to 6 years old, an intercultural perspective is necessary in order to welcome children and families from different cultural, social, linguistic, family and religious backgrounds. Institutional documents also pinpoint this concept (Ministry of Education, 2021, 2022). However, the intercultural perspective is also indispensable beyond this historical necessity to understand the complexity of childhood representations interwoven even in seemingly uniform linguistic, ethnic and religious contexts, and the implicit and unreflective way in which they influence the educator's training and professionalism. The unveiling and the analysis of social representations of childhood and educational work with children thus become crucial in childhood educators' training processes to make them increasingly aware of their own basic assumptions and their possible transformation.

The cultural nature of educational practices is a dominant theme in the international debate on quality and access to early childhood education and care (Lazzari, 2016), and is increasingly widespread in Italy (Favaro, Mantovani, Musatti, 2006; Bove, Mantovani, 2015; Bove, 2020).

Italian early childhood educational services welcome many children and adults with different origins, histories and languages. However, while the multicultural dimension is a matter of fact, the intercultural dimension is an educational achievement that requires the ability to transform a group composed of different children into an opportunity for mutual knowledge, encounter, and exchange (Ministry of Education, 2021, p. 13). Constructing intercultural educational approaches and practices in services and preschools, therefore, represents a crucial challenge, which requires planning and intentionality on the part of the entire educational team of each service.

This aim necessarily requires a specific effort in the training and professional qualification of childcare workers, which are central elements in the cultural debate and policies on child education.

Indeed, the quality of the professionalism of childcare educators is in close connection with the quality of the services themselves (OECD, 2019) and depends both on the quality of initial and in-service training (OECD, 2020) and on supportive working conditions that create opportunities for continuous professional development (Lazzari, 2016).

Analysing the results of a qualitative study aimed at exploring the university choice of first-year students in the Science of Education/Childhood course at the University of Parma, this paper presents data collected through a questionnaire and some focus groups on the social representations and experiences of students on childhood and educational work with children. It explores, in particular, whether and how the cultural and intercultural diversity theme is conceptualised and understood concerning children's education. The results of the research denote a very stereotyped image of childhood and culture and a low awareness of their own (and powerful) representations of childhood: this result suggests the need for an initial education in which – through integrated didactic paths, internships and initial, entry and exit orientation – the intercultural dimension can be experienced and understood starting from formative opportunities of a reflective type on one's own values and moral habits and on one's own and others' social and cultural affiliations.

F.05. Intercultural natives: how to promote the citizenship starting from early childhood education and care

Good Intercultural Practices in Early Childhood: three Case Studies in Comparison

Veronica Riccardi (Università Roma Tre, Italy) · Lisa Stillo (Università Roma Tre, Italy) · Alessandra Casalbore (Università Roma Tre, Italy) · Giorgia Meloni (Università Roma Tre, Italy)

intercultural education, early childhood, good practices

The presence of families with migratory background in Italy is by now an increasingly stable and concrete reality, which has structurally transformed educational institutions in a multicultural sense. For this reason, it was necessary to scholars, politicians and educational professionals to make a profound reflection on the categories of identity, culture and coexistence, experimenting with innovative educational practices in contexts in which people from different cultural universes coexist, but do not necessarily meet. In this perspective, intercultural education is the best approach to promote dialogue and foster the development of an open mind starting from the early childhood education. "Doing" an intercultural education with very young children means creating a path in which everyone learns to recognize themselves as unique in their own subjectivity and originality. Every child and every family can learn to build positive relation and connection with others, open to the exchange of points of view and aware that change is indispensable for evolution. At the same time, intercultural education implies a commitment to the construction of a real condition of equity, through a recognition of equal rights for all to have access from early childhood onwards to quality educational and training paths.

In this regard, the aim of this paper is to present the three case studies in early childhood services in Rome, Italy, which presents itself as an interesting and complex research laboratory about intercultural practices. The objective, in addition to the valorization of the peculiar elements of the proposed initiatives, is to grasp the still unexplored spaces on which it appears to be fundamental to activate research paths that know how to combine qualitative and quantitative in-depth studies.

Inhabiting The Liminal, Disrupting The Conventions: Music And Political Activism As Transformative Experiences For Migrants' Descendants

Sara Khatab (University of Pavia, Italy)

cultural identity, migrants' descendants, liminality, social and political activism, resistance

Nowadays, in a globalized world characterized by a constant interaction between values, signs, symbols, and ideas, cultures' boundaries are increasingly blurred. In particular, cultural identity is challenged by those who, like individuals with a migratory background, may experience an oppositional sense of belonging and non-belonging to different cultures (Barnard & Spencer, 2010). These feelings are analyzed by several postcolonial scholars who label these hybridity conditions as Liminal or "Third Space" (Bhabha, 1994), where the individual feels him\herself as being "from there, from here, but neither there nor here" (Darwīsh, 2007 pp.176-177) – thus, in-between. At the same time, according to Byrne (2009), Bhabha's "Third Space" term may be interpreted as an area of interaction and "negotiation" between two oppositional cultures, in which emerge forms of resistance against the dominant setups. These diasporic feelings are witnessed by cultural symbols such as musical productions, since they have a crucial role in expressing identity, as well as means of discontent about their social, economic, and cultural conditions – in particular, referring to genres like Hip Hop, Trap, or Raï produced in Western countries by migrants' descendants.

By these means of identity expression, emerges the common support for the Palestinian cause, as a symbol of a shared culture and religion, but also a common socio-economic and political issue that includes a collective resistance with other subcultures – who, for this reason, also inhabit the Liminal. This issue goes beyond the Arab/Muslim cultural symbol that Palestine's history represents: it intersects with a wider political struggle against imperialism and the dominant Western/capitalist ideology. Such phenomena support Homi Bhabha's thesis (1994) that the Liminal space is also a zone of resistance against the boundaries that rulers try to build.

In conclusion, the Liminal has proven to be an unconventional World in which the (cultural) identity takes the shape of "a contested and negotiable territory of intersection, fantasy, selective affiliation, and disjunction" (Eileraas 2003, p.833). So, it may be interpreted as an extended space of connection between subcultures that daily fight against hierarchies and powers. Unconventional tools like music or social and political activism, facilitate the creation of networking with populations going beyond the national borders – connected by common symbols, feelings, and ideology.

With the current paper, we aim to analyze to what extent cultural production and symbols such as music, may trigger a mechanism through which living in the Third Space encourages migrants' descendants to actively transform and overthrow the dominant political, economic, social, and cultural status quo. For this purpose, we adopt the methodology of "affective listening" (Niang, 2023), based on the researcher's critical listening positionality, which is built around a self-reflexive questioning of how race, gender, and other individual features intertwine and affect the world around us (Robinson, 2020). Hence, this innovative methodology would allow magnifying the "organisational properties" (De Nora, 2000, p.151) of music, as an affective medium (Guattari, 1996) that influence the way we experience the world and construct our own identity, and that can be used strategically as a resource for utopian imaginations.

Political Knowledge And Generalised Prejudice Of Students In Different Educational Programmes

Jelena Matic Bojic (Institute for Social Research in Zagreb, Croatia) · Kosta Bovan (Faculty of Political Sciences, University of Zagreb, Croatia)

political knowledge, generalised prejudice, right-wing authoritarianism, political socialisation, youth

In this presentation, we present our paper entitled „Political knowledge of youth and their proneness to prejudice: Empirical test of direct and indirect effect via right-wing authoritarianism", that was recently published in the journal Citizenship, Social and Economics Education. Education, as one of the most important socialising agents, has been heralded as a major force for tackling high levels of prejudice and intolerance, mainly through the transmission of democratic and liberal values. We explored the individual-level aspects of political socialisation, but also their interaction with the most important meso-level socialising agent – school programme (Escuin Checa and Taylor, 2017). Namely, we examined how political knowledge, as one of the indicators of youth political socialisation, related to youth generalised prejudice, modelled as a second-order factor that represented the common variance of three highly correlated specific prejudice toward unconventional and/or marginalised groups (ethnic, gender and sexual prejudice). We also examined the role of the secondary education programme in the established relationships, acknowledging consistent differences in the level of political knowledge of students attending grammar, four-year vocational and three-year vocational programmes in Croatia (Bagić, 2011; Baketa et al., 2021), which is connected to their disproportionate exposure to relevant school subjects or otherwise taught content pertaining to humanities and social sciences. We aligned our hypotheses with the Cognitive Ability and Style to Evaluation (CASE) model, which postulates the mechanism underlying the relationship between individual-level cognitive variables and intergroup outcomes (Dhont and Hodson, 2014). We hypothesised that political knowledge, when considered as a precursor of prejudice, can be expected to act similarly to cognitive variables within the CASE model. We performed the test of the hypothesised relationships on a nationally representative sample of 1122 Croatian students in their final year of secondary education (aged 17–19). As expected, there was a significant negative association between political knowledge and generalised prejudice, both direct and indirect via right-wing authoritarianism, i.e., youth with higher political knowledge had significantly lower levels of generalised prejudice. Having in mind the causal order of the variables established in previous studies (Deary et al., 2008; Hodson and Busseri, 2012; Schoon et al., 2010), it can be said that increasing political knowledge and/or decreasing levels of right-wing authoritarianism should result with a decrease of generalised prejudice in youth. Grammar school students had the highest levels of political knowledge and the lowest level of prejudice and right-wing authoritarianism, followed by four-year vocational students and three-year vocational students. Nonetheless, we found the relationship between political knowledge, right-wing authoritarianism and generalised prejudice to be stable across educational programmes. Thus, the same interventions for reducing prejudice, e.g., through increasing political knowledge and promoting liberal values and reducing right-wing authoritarian tendencies, should work in diverse educational settings. We outline civic education programmes as the ones that can bolster both the factual levels of political knowledge and the non-authoritarian values. These programmes should be particularly helpful for students in vocational programmes, whose curricula generally lack humanities and social science content.

European Union of Values: Civil Society Integration Through a Table Game Played with Asylum Seekers and Teachers in Training

Roberta Medda (EURAC, Italy) · Doris Kofler (Faculty of Education, Unibz, Italy) · Andrea Carlà (EURAC, Italy)

eu as a community of values, civil society integration, civic education, asylum seekers and teachers the master training

Living together in Europe is based on an economic and political integration project and constitutes a community of values that requires co-creation in order to endure.The tabel game “House of Common Values” not only presents the thirteen values of the Charter of Fundamental Rights of the EU, but also invites to discuss them in the context of everyday life, to playfully explore them and to develop questions about their content. At various game tables, asylum seekers (N=89) and Master students in Primary Education (N=75) meet and talk about their experiences with the game. The theme of civic integration, which is inclusive and sensitive to difference, forms the overarching goal of the reflections in this paper. Intercultural integration, intercultural competences (with a focus on the task of teachers to promote them), neither civic integration can be planned rationally, but must be lived, precisely in the field of tension between regulations and participation. The “House of Common Values” is an interactive and co-operative game that explores the common values of the European Union, strengthens mutual understanding between participants and respects their diversity. The game also provides an opportunity to reflect on other values such as hospitality that complement and strengthen the common values of the European Union. The game “The House of Common Values” was developed within the framework of the EUMINTProject, which aims to strengthen institutional cross-border cooperation between Italy and Austria in the regions of South Tyrol, Tyrol, Friuli Venezia Giulia, Carinthia, Veneto and Trentino. The aim is to better manage the social, economic, political and cultural challenges related to the phenomenon of migration.

Managing Cognitive Dissonance in the Pluralistic School: Towards a Non-Neutral Education

Daniele Parizzi (Università di Torino, Italy)

pedagogical neutrality, pluralism, cognitive dissonance, rationality

According to the sociologist Peter Berger (2014), modernity is characterized by the emergence of constant cognitive dissonance phenomena (Festinger, 1957), provoked by the increase of different beliefs, values, models, and norms with which we constantly come into contact in an increasingly intercultural and interreligious society. When an individual encounters cognitive dissonance, meaning a discrepancy incompatible with what they have already learned, they tend to activate strategies aimed at reducing the discomfort caused by the dissonance and regain cognitive coherence. These strategies, activated unconsciously, can support deep learning and facilitate integration into society, but they can also hinder learning processes and make full integration more difficult. Therefore, it is the task of the school to support the development of a full mastery of cognitive dissonance management processes.

The purpose of the presentation is to highlight how the ideal of "neutrality in education" proves incompatible with this perspective. Pedagogical neutrality takes on different forms today: on one hand, it may tend to underestimate the potential conflict inherent in pluralism and to valorize diverse cultures and traditions by juxtaposing them without facilitating dialogue among them; on the other hand, it may manifest in the neutralization of the public school from all private affiliations.

We therefore propose a third way, an idea of education that is "non-neutral", in which cognitive elements of individuals are not disregarded, their preconceptions are not underestimated, controversial topics, axiological dimensions, and political aspects are not excluded. At the heart of the educational process lies the re-elaboration of beliefs and values, conceived as cognitive tools manipulated by thought (Vygotsky, 1978). In this way, it's also possible to overcome an essentialist and transmissive view of cultural contents: rather than being codified as a place that dispenses knowledge, the school must configure itself as a second-level field of experience (Massa, 1998), within which a semantic utilization of cognitive elements and the re-elaboration of social knowledge is feasible.

From Integration To Inclusion: Educational Paths For A Multicultural Society

Laura Pinna (University of Sassari, Italy)

legality education, citizenship education, inclusion, multicultural society

Citizenship education and legality education courses are group training courses that are organized both in the public and private sectors. The purpose of these courses is to allow Italian and foreign minor and / or adult participants to acquire skills in these areas (citizenship and legality) through their active participation in multicultural workshops, managed by social workers who are experts in education to citizenship, legality and multiculturalism.

The objective of this study is to investigate to what extent the education courses on legality and citizenship can be able to be inclusive workshops with respect to their participants and to what extent they can favor consolidation of social relations in a multiethnic society.

The paths to citizenship object of this research are in fact aimed mainly at foreign subjects who in their path of insertion into the host society need to know the rules of the host society such as the Constitution, rights and duties, political system, stereotypes and prejudices, through an active comparison with other Italian participants.

The legality education paths covered by this study are organized for minors and / or young adults who enter the criminal circuit at the request of the Juvenile Court as social reintegration paths and together with other young people of foreign citizenship who are in the same situation, and with respect to situations in which immigrants are victims of the crime.

During these educational paths organized, multimedia material was used, such as explanatory videos of some of the aspects covered, photos, slides, newspaper articles, as well as practical activities in small groups where the participants were stimulated to a critical and empathic reflection on the contents of the project, through moments of confrontation and interactive and participatory discussions.

The experiences carried out have brought out how much these educational paths can bring out sensitivity and attention towards the other and more generally towards people who belong to different cultures, underlining how much the comparison with the other and the lived experience has brought the participants to a reciprocal integration and to live in a situation of “normality” the comparison with children of other cultures. During the workshops, the Italian and foreign subjects actively participated in the ideas and reflections proposed in a co-constructive way and showing their level of empowerment with respect to the topics covered.

The Development of Pre-Service Teachers' Civic Education Cognition During Teacher Training

Emilie Vandevelde (KU Leuven, Belgium)

citizenship education, teacher training, teacher competences, teacher cognition

This paper aims to examine whether and how pre-service teachers' CE cognition develops during teacher training. In the face of unprecedented challenges in western democratic societies (Lourenço, 2021), civic education (CE) emerges as a key tool to foster active citizenship and create just societies (Joris et al., 2022). This implies that teachers need training to develop the knowledge, skills, and attitudes necessary to teach civic topics and to encourage students to become politically and socially engaged (Lourenço, 2021). Considering this context, two lacunae in existing research literature can be identified. Firstly, longitudinal data regarding the extent to which teacher training programs equip student-teachers with the necessary competences for preparing responsible and active citizens is scarce (Peterson et al., 2015). Secondly, while over the past decades, there has been a growing interest in the concept of teacher cognition, the exploration of pre-service teacher cognition, especially in the context of CE, has received comparatively limited attention so far. Teacher cognition is defined as an unobservable cognitive dimension of teaching that plays a critical role in shaping instructional strategies and that influences students' outcomes to a great extent (Tavassoli et al., 2023). To address the research aim, a longitudinal approach was employed, surveying first-year pre-service primary and secondary education teachers twice during their training in Flanders. The survey focused on five CE cognition variables measured at the beginning (T1) and end (T2) of training. Variables included perceived preparedness to teach CE (4 items); willingness to address political topics (3 items); perceived importance to address social topics (8 items); willingness to create an open classroom climate (4 items); willingness to implement 14 CE resources (8 items). All items were measured on a six-point Likert scale. The scales demonstrated high internal consistency, with Cronbach's alpha coefficient exceeding .7. The measurements were paired, ensuring identification of each student at both time points. To examine changes in student-teachers' CE cognition, paired sample t-tests were conducted. Preliminary descriptive analyses indicate a noteworthy trend: for instance, pre-service teachers' willingness to address both political and social topics slightly decreases from the beginning (M = 4.41/6) to the end (M = 4.35/6) of teacher training. Despite the need for further analysis, these findings offer valuable insights into pre-service teachers' CE cognition development. Understanding this development is crucial as it directly influences teaching practices, shedding light on choices teachers make during CE instruction.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

'Carta di Rebbio': Case-Study on a Social Network of Solidarity for Migrants in Transit

Francesca Audino (Università degli Studi Sapienza di Roma, Italy)

network, migrants, freedom of movement, self-determination, voluntary sector

This contribution follows a case study on Baobab Experience, a voluntary association that helps migrants in transit ('people on the move') (Audino, 2023). The present study analyses the capability of this organization in networking with others subjects operating in the national territory with the same goals.

In particular, the study analyses the outcome of the three first meetings whose purpose was to find the best way for the participating associations to coordinate and draft a common document. The final document is called "Carta di Rebbio", named after the place where the meeting took place. Sharing good practices and organizational models, human and economical resources, helps build a new kind of organization, independently from the nature more or less active on a political level of the organization or if it is religious or not. From a theoretical point of view, all organizations share a common idea of social justice and believe that everyone has rights to build their life project anywhere because freedom of movement represents self-determination capability. These organizations believe that if they work together there are more chances to oppose governmental hypocrisy and the false narrative of the migration topic. They also believe that this common work can help to contrast the aiding and abetting illegal immigration laws. The practical solidarity of despensing food and distributing non food items (NFI) such as blankets, clothes and tents and also medical aid and all kinds of information needed are part of the day to day activities and are always followed by advocacy and raising awareness within the area of intervention in order to ensure protection of the transit migrants within the EU. In this study case methodology refers to reasoned choice sampling (Charmaz, 2014) focused on organizations helping people one the move. This network belongs to the third sector associations and is, of course, non profit. Being a social initiative, those building the network believe that cooperating and sharing experiences is the most efficient way in terms of solidarity. This social entity supplies the void of institutions and authorities building an innovative way compared to the pre-existing ones, giving voice to different points of view: the way that develops both solidarity and redistribution; means of exchange that links the gift and the norm (Schmit e Palutan, 2018). The relationship between activists and migrants is characterized by the loyalty linked to the advocacy (Sanicola, 1994).

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SONRIE: SOcial eNtertaining Robotics for Intercultural Education in Early Childhood Early Childhood Education Services and in Nursery school

Alessia Bartolini (Università degli Studi di Perugia, Italy) · Maria Filomia (Università degli Studi di Perugia, Italy) · Marco Milella (Università degli Studi di Perugia, Italy) · Carmine Recchiuto (Università degli Studi di Genova, Italy) · Antonio Sgorbissa (Università degli Studi di Genova, Italy) · Alice Nardelli (Università degli Studi di Genova, Italy) · Lucrezia Grassi (Università degli Studi di Genova, Italy)

social robotics, human-robot interaction, intercultural pedagogy, early childhood

Culturally sustaining pedagogy (CSP) has emerged in recent years as a fundamental theoretical approach to incorporating children's different languages, cultures, and identities into the teaching process, leading to the consolidation of the concept of Intercultural Education. Indeed, the educational sector is crucial to create peaceful and cohesive societies, which should include all individuals beyond cultural diversities. The project SONRIE aims at defining the new concept of Intercultural Robotics Pedagogy, by establishing a software framework for social robots able to operate in kindergartens and primary schools with children of different cultures. The SONRIE robot will leverage its multi-linguistic abilities during verbal interaction, acting as a bridge between children of different nationalities, also implementing specific culture-aware functionalities that may be key in a multicultural primary school, such as traditional games, music, art, tales of specific culture.

In a context characterized by the presence of migrant children and families, culture-aware educational robots may strongly help foster the integration and inclusion of foreign children in many ways: for example, they may perform simply helpful actions, such as talking with children by using different languages and translating sentences to help interaction between children, but also more complex activities that may reduce the sense of loneliness and isolation of those children. Indeed, such robots will propose to children traditional games, stories, music, and nursery rhymes, which will be tailored to the specific traditions, needs, and preferences of foreign nursery children who will be involved in the project since its initial phases. Those activities will have the threefold objectives of engaging children, making them aware of the cultural diversity and richness of world traditions, and finally fostering the integration of foreign children that will experience, probably for the first time in their life, a robot aware of their culture, language, and traditions. To reach this aim, the project will start from the theoretical analysis of scenarios and guidelines developed by experts in Intercultural Pedagogy that will drive the definition of the software architecture, with the involvement of schools, teachers, and children's parents in the process, to better identify specific needs. In particular, the project plans to also involve parents of foreign children in the development, to adapt the design of the robot to specific needs and preferences, and to avoid possible stereotypes that may arise during the implementation of the robot's behavior. Being present in class with children, a social robot could reduce the inevitable level of loneliness of foreign children through conversation, adopting different languages to break linguistic barriers, and implementing personalized entertainment to avoid stereotypes.

SONRIE centers around the thesis that cultural competence can have a specific impact on

- improving inclusion and integration of foreign children;
- increasing culture awareness of local children and teachers;
- facilitating teachers and educators working in multicultural environments.

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Beyond Inclusion. Coexistence and Ideology between educational fieldwork and pedagogical supervision

Lavinia Bianchi (Università degli Studi di Roma Tre) · Alessandro D'Antone (Università degli Studi di Modena e Reggio Emilia)

intercultural pedagogy, tokenism, inclusion, pedagogical supervision, educational relationship

The contribution addresses the extensive issue of inclusion from a critical and intercultural pedagogy perspective. Within it, the problem of tokenism emerges as a broad social issue, also conceptualized at an interdisciplinary level. The concept of 'token' implies a form of disguised exclusion and segregation, whose manifest profile appears emancipatory, but whose latent orders exacerbate relationships of subordination within a particular institution. First, some aspects of latent exclusion within educational practices will be identified through the consideration of "memos" of pedagogical figures. Subsequently, a pedagogical supervision tool will be used to verify how this issue closely concerns the same professional figures involved in pedagogical work within the critical-reflexive practices it elicits. Therefore, the paper delves into a decolonial perspective in intercultural pedagogy, addressing the critique of the 'token' concept through an examination of the relationship between alterity and difference in pedagogical discourse. It also addresses the concept within the relationship between ideology and education, aiming to theoretically and procedurally elucidate both its institutional functioning and its impact on service cultures and the materiality of educational settings. In this perspective, the concept of token can emerge as generative within the analysis of fields of experience that are marked by agency and parity only in a formal and superficial way, in order to highlight the aspects of latency that contribute to exclusion in service cultures and educational practices, and to propose an alternative which could foster real forms of cooperation and participation through the critical analysis of the material and symbolic conditions of education itself.

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Inter-action: interculture, Second Language and non-formal education

Aurora Bulgarelli (Roma Tre University, Italy)

adult migrants, second language, interculture, social inclusion, non-formal education

"Within the word we find two dimensions, reflection and action, in such radical interaction that if one is sacrificed—even in part—the other immediately suffers [...] and there is no transformation without action" (Freire, 2005, p. 87). As can be deduced from the Brazilian pedagogue's words, one cannot separate the word/language from the transformative effect it can have on the world. Awareness of this bond is grounding, for example, in second language learning pathways aimed at migrants, where the main effect of this lost connection can result in the failure of the integration pathway. For those who make a migration, language becomes a significant element to relate to the new reality, to respond to social, communicative and normative needs (D.P.R., 179/11).

In addition, an indispensable element for the development of human relations is interaction, a concept that in itself designates the need for prospects of coexistence to be built together (Pinto Minerva, 2002). Taking into account, at the same time, the increasing elements of complexity in contemporary societies resulting from the global context and of which inter/transnational migration is also a part, however, it is not always easy to identify and cultivate common ground for interaction. The encounter between individuals from different countries, each carrying different languages, values, religions, and modes of thought and behavior, often leads to the emergence of misunderstandings and conflicts in the field of relationships (Portera, 2019).

Precisely on the basis of these assumptions, there has been a growing awareness over time that pathways to learning the language of the country of immigration cannot be based exclusively on the acquisition of purely linguistic skills (Lo Bianco, Liddicoat & Crozet, 1999). Intercultural practices and activities, therefore, should embody the aspect of action indicated by Paulo Freire, insofar as they have as a prerequisite a transformative action on the world and on the perception of otherness.

The contribution addresses the question of the role of non-formal education of adulti migrants included in SL learning programs and the importance of intercultural activities and practices for the success of the inclusion pathway. Between October 2021 and September 2022, qualitative research was conducted in the city of Rome in which 60 semistructured interviews were carried out with both enrolled migrants (35) and teachers (25). The interviewees reported on the intercultural activities and practices that take place in SL acquisition pathways, the aspects that positively connote this type of experience and, at the same time, the still critical elements that limit its potential.

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Theoretical Insights on the Intercultural Paradigm Based on a Systematic Review of Italian Social Work Literature Using the PRISMA Model

Chiara Cocchi (Università degli Studi di Genova, Italy)

prisma, social work literature, interculturalism

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) is an evidence-based minimum set of items guideline for conducting and reporting systematic reviews. While predominantly used in medical and health-related fields, this model is increasingly being employed in the social sciences to support scholars in creating summaries of evidence on a topic and perhaps reveal where further research is needed (Chapman, 2021). Taking inspiration from Martorana, Lagomarsino, and Rania's work in 2021, the present contribution offers a theoretical reflection drawn from the application of the PRISMA to the Italian social work literature from the 1990s—the time of the adoption of the normative dictate recognizing the profession of social worker in the legal system—to nowadays. This process precisely allowed us to explore the thematic components of the intercultural paradigm and their impacts on the competencies expected of professionals.

This theoretical reflection could also serve as a foundation for the implementation of empirical research aimed at comprehending connections, overlaps, and gaps between the literature orientations and the content conveyed in social work degree programs, refresher courses for already licensed practitioners, and team supervisions. The hypothesis is that structural constraints, such as limited human resources and time, challenge the translation of the awareness of strengthening mediation skills into an effective demand for education and training attentive to developing a reflective stance regarding emotions—including negative ones such as discomfort, frustration, disorientation, and ambiguity—as well as about positioning—the ability to manage one's distance from ethnocentrism.

Where the prevailing demand in education and training courses is for specific information on the countries and cultures of origin of foreign-born users in immigration areas, the risk is to fall into the illusory "ethnic cookbook" described by medical anthropology, in which finding recommendations for interpreting people's behavior only by measuring in them the mere expression of a cultural norm. As Taliani (2014: 53) states, "extending 'qualities,' 'attitudes,' 'predispositions,' and 'values' generally to Africans is a questionable operation on a theoretical level and pernicious from a methodological standpoint because the culture of the other is in danger of being trivialized and dissected through 'abstract' and 'generalized' categories of thought, which do not necessarily state falsehoods; they simply do not say enough"[1]. That is, an attempt to solve what Khatibi (1993) defines as the "intractable difference" (the cultural difference) by removing or attenuating the dynamic character of the cultures themselves—the right for people with migrant backgrounds to fit into host societies and maintain their affiliations as well as the right to rethink them—but also their political dimension—the power dynamics that historically shaped our interaction with otherness and still constitute matrices through which relational experiences are likely to become stuck if not properly problematized.

This is why the proposed reflection should not be considered a goal in itself but rather a link and communication tool between theoretical knowledge in literature and practices carried out in the field of social services in relation to intercultural situations.

[1] Translated by the author.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

"Intercultural Kinscripting". Preteens with Migration Background Building Intergenerational Relationships and Belonging in the Local Community

Sara Damiola (Università Cattolica del Sacro Cuore, Italy)

intergenerational relationships, kinscripting, local community, migration background, plural sense of belonging

Migration is shaped as a transnational phenomenon. Indeed, families with a migration background experience the co-presence of cultural references from both the here and the there in their everyday lives. In fact, the sons and daughters of migration face the challenge of building a plural sense of belonging. As Morin points out, each person is configured as a homo complexus: his or her identity can be understood by considering all its components related to being part of plural collective dimensions, which are intertwined with the personal self. In the experience of young with migration background, these dimensions take on additional nuances, which arise from the plurality of cultural references with which they deal. Then, in their path of growth, the rooting processes in the culture of origin are relevant; at the same time, however, they need to elaborate an identity that lets them feel a sense of belonging to the here, to the context and the community where their present and, potentially, their future life takes place.

The relationships people experience assume an important function in becoming and feeling part of collective belonging: in this perspective, a prominent role is assigned to the exchange between generations. The international literature has explored various experiences and configurations related to transnational grandparenthood and grandchildhood, i.e., the declinations of the intergenerational relationship experienced in the family dimension. However, some authors have also explored how intergenerational relationships can be constructed in immigration contexts, through a phenomenon that can be defined as "kinscripting": a kind of social widening of the network of trust and kinship, which in these situations takes on a cross-cultural connotation.

The contribution stems from the research Nurturing the Roots: Memory and Intergenerational Responsibility in an Intercultural Perspective, which analyses these kinds of ties and the value they take on in the experience of preteens with migration background. The research takes place in the cities of Brescia and Bergamo, highly multicultural contexts, and involves representatives from a range of areas including educational contexts, social services and religious institutions, but above all it gives voice to the preteens themselves. Particularly, it is conducted through a participatory approach and using the hermeneutic-phenomenological perspective as a reference. The research highlights the possibility of building these intergenerational relationships in the local community dimension, both spontaneously and within nonformal educational services and contexts. Both the constraints and benefits of these ties emerge: for the young themselves, as well as for older people, in relation to the relational opportunities, but also in terms of de-constructing generalizing representations and prejudices. In a broader sense, it points out how the chance to experience intergenerational relationships in the community dimension opens up possibilities for intercultural and interreligious dialogue, co-habitation and mediation between different cultural perspectives. Finally, some educational trajectories are defined from a systemic perspective, aiming to lead young with migration background, their families and the local communities to build a sense of co-belonging and transformative inclusive processes.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

Origin-related Inclusion and Exclusion in Educational Institutions – The Need for Diversity-Sensitive Education in the Migration Society

Barbara Gross (Chemnitz University of Technology, Germany)

migration, diversity-sensitive education, inclusion, exclusion, ethnography

Migration societies describe societies where migration is a pervasive and defining feature. Although migration and super-diversity (Vertovec, 2023) constitute the current norm in Europe and beyond, it still raises questions about the impact of migration and also its related diversity dimensions – for instance linguistic heterogeneity – on various areas of society and societal development. Education in the migration society is directly linked to inclusion, as the central task of the education system is to ensure equal participation in education and opportunities for the greatest possible educational success for all learners – regardless of their social and ethnic background, gender, disability, residence status and other social and personal circumstances. The importance of intercultural, migration, and diversity-sensitive pedagogy for educational equity, identity, belonging and global citizenship are undisputed (e.g, Fiorucci, 2020; Portera, 2020; Gross, 2022). However, who is defined as a learner with a "migration background", who is an insider or an outsider, who is the so-called "other" (Said, 1978), and who is categorized as "we" and "others" (Mecheril, 2018) is strongly interwoven with other historically developed categories with roots in nationalism, eurocentrism, and colonialism; racism, discrimination and stereotypes are (re)produced also in educational institutions, which strive for inclusion and are guided by equity as leading principle (Ainscow, 2020). Research shows that groups of people are inter alia excluded because of their origin, even though the mechanisms of exclusion are highly complex and cannot be explained by the legal migration status only. It is assumed that also geopolitical and geographic factors determine which groups receive social support, access to educational opportunities, and solidarity, and which groups are subjected to the seemingly meritocratic neoliberal mechanisms – thus, an intersectional perspective on the phenomena is needed (Crenshaw, 1989; Winkler & Degele, 2011).

This paper presents key incidents that derive from research conducted in 2023 and 2024 in Saxony, Germany. Following an ethnographic methodology (e.g., Gobo & Molle, 2017), participatory observations in school classes and semi-structured interviews with different educational actors – children, teachers, school social workers, headmasters, and coordinators at the school authority – were conducted and complemented by an analysis of visual data: images, photos and video-/audio recordings.

Since the outbreak of the Russo-Ukrainian war in February 2022, Germany has faced the challenge of integrating more than 350,000 refugees into educational institutions. Even though this poses significant challenges to the education system in Germany, Ukrainian families and children are met with a high level of solidarity. This article discusses the high efforts of the education system towards Ukrainian refugees. These findings are contrasted with efforts regarding the inclusion of learners from other origins – especially from Arabic-speaking and African countries – to discuss racial and ethnic hierarchies and origin-based inclusion and exclusion that (re-)produce the so-called "others" and orders of belonging.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

Civic Education Impact: Unveiling Trends in Student Attitudes Toward Immigrants in Slovenia Through ICCS Analysis

Špela Javornik (Educational Research Institute, Slovenia)

migrants, students attitudes, iccs, civic knowledge

The issue of attitudes toward immigrants is a pivotal concern in contemporary society, where education is recognized to play a crucial role in shaping these perspectives (Bayram, 2022; Davidov & Semyonov, 2017; De Coninck, 2020). Recent years have witnessed significant global changes marked by mass migrations driven by factors like conflict, economic disparities, and climate change. Policymakers are increasingly scrutinizing the multifaceted implications of immigration across social, political, economic, and legal dimensions. There is a growing concern about the impact of immigrants on host societies, encompassing worries related to social dynamics, cultural shifts, and economic factors. The status of immigrants within European societies has become a central topic in widespread public discourse across the continent (Davidov & Semyonov, 2017).

In a previous study, we investigated changes in attitudes toward immigrants among 14-year-old students in Slovenia, comparing data from the International Civic and Citizenship Education Study (ICCS) cycles of 2009 and 2016. The initial result from ICCS 2022 data indicates that Slovenia falls below the international average on the scale of positive attitudes toward immigrants, prompting a closer examination of these attitudes. Given that civic education plays a fundamental role in preparing individuals to be active and responsible citizens, exerting a positive influence on attitudes toward immigrants (Diazgranados & Sandoval-Hernandez, 2015), this study aims to explore the association between civic knowledge and students' attitudes toward immigrants. Utilizing both descriptive statistics and additional linear regression analysis, the study aims to enhance our understanding of the dynamics between civic education and attitudes toward immigrants in Slovenia. This exploration may serve as a valuable foundation for future, in-depth research in this field.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

Conceptions and Orientations of Italian Primary School Teachers Concerning the Management of Cultural and Religious Pluralism in Schools

Daniele Parizzi (Università di Torino)

cultural pluralism, intercultural coexistence, cognitive dissonance, assimilationism, multiculturalism

According to the latest report from Ministero dell'Istruzione e del Merito on students with non-Italian citizenship in Italian schools (MIM, 2023), their number amounts to 872,360 and constitutes 10.6% of the total student population. Their distribution is not homogeneous, and about a quarter of the schools find themselves with a student population in which more than 15% of the students have a non-Italian background. Furthermore, there is a proliferation of various educational agencies (family, school, religious communities, groups of non-formal education) that contribute to enriching the cognitive baggage of each person.

Within the contemporary educational scenario, therefore, each person comes into contact with potentially conflicting information, beliefs, values, models, and norms, and seeks to cognitively and emotionally manage this pluralism. In this process, the school must fulfill a fundamental task, that of "promoting students' ability to make sense of the variety of their experiences, in order to reduce the fragmentation and episodic nature that may characterize the lives of children and adolescents" (MIUR, 2012). However, there are different strategies and models for managing intercultural and interreligious coexistence that the school can adopt, either towards enhancing personally, culturally, and religiously determined affiliations or towards their limitation.

Specifically, we believe that different models and visions of pluralism can be analyzed based on their placement along two axes of variation: the first relating to the didactic-organizational conception of pluralism and the other concerning its philosophical conception. The two opposing ideal types related to the didactic-organizational conception of pluralism refer to the two main models of political management of pluralism: French-style assimilationism and Anglo-Saxon-style multiculturalism. The two opposing ideal types related to the philosophical conception of pluralism are universalism and relativism (Berger, 2014). We believe that a teacher's orientation regarding these two axes significantly contributes to determining the actions and practices implemented in an intercultural educational context.

In light of this framework, the proposed report aims to present an ongoing research project that seeks to investigate the perceptions and orientations of primary school teachers regarding pluralism and intercultural and interreligious coexistence in schools, as well as the models of action currently being implemented to manage these phenomena. Specifically, this qualitative research utilizes focus groups as a tool to explore teachers' opinions and orientations, thereby elucidating a range of perspectives and experiences.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

Introducing Global Citizenship Education in Secondary Schools Through Civic Education an Analysis of International Policy Documents

Annalisa Quinto (Università di Bologna, Italy) · Massimiliano Tarozzi (Università di Bologna, Italy) · Marcella Milana (Università di Verona, Italy)

global citizenship education, civic education, international policy

Over the past decade, Global Citizenship Education has gained a key role globally in the education policies of many national governments and in several international bodies, both intergovernmental and non-governmental. In parallel, a growing number of academic studies on GCED conceptualisations have recently become available (Bourn, 2020; Davies et al., 2018; Gaudelli, 2016; Oxley, Morris, 2013; Sant et al., 2018; Shultz, 2007; Tarozzi, Torres, 2016; Torres, 2017), also in Italy (Surian, 2020, Franch, 2020; Tarozzi, 2017).

A crucial role in this shift has been played by the inclusion of global citizenship as a complementary concept to education for sustainable development in the 2030 Agenda (UNESCO, 2017), where it is explicitly mentioned in Goal 4.7. Despite its growing political importance, it remains a vague and highly contested concept (Bourn, 2020; Hartung 2017; Jooste and Heleta 2017). This makes GCED a concept that is open to many conceptual, political and pedagogical interpretations (Gaudelli 2016; Shultz 2007; Torres 2017) and results in different educational approaches and goals due to conflicting political visions and assumptions (Oxley, Morris 2013; Veuglers 2011). Therefore, it is particularly important to compare the different policy discourses underlying the implementation of GCED policies at European and Italian levels, taking into account national academic traditions, cultural contexts and national rationales.

The proposed paper is part of a PRIN, "Global Civic Education" (GloCivEd), which aims to significantly advance knowledge in the field of GCED and to provide effective guidance to practitioners for the integration of GCED in secondary education through civic education. In particular, the study proposed here aims to investigate the ways in which issues and approaches of GCED are integrated into international policies, with particular reference to international policy documents published by intergovernmental (OECD, UNESCO, EU, UNICEF...) and non-governmental (GENE, CONCORD, SOLIDAR...) international bodies. Against this framework, the international political discourse, tends to refer to the GCED by maintaining a broad and all-encompassing definition, serving to bring together very different actors and to stay at the centre of the decision-making agenda (Schultz, Tarozzi, Kaarsgard, Inguaggiato, 2021, Tarozzi, Inguaggiato, 2017). But this ambiguity represents a serious obstacle for the actual inclusion of GCED in the curriculum at all levels of education and, more generally, to the translation of curricular indications into teaching practices. This paper aims at investigating these tensions by analysing policies to achieve a twofold result: on the one hand, to contribute to a conceptual clarification of the notion of Global Citizenship Education and the international polcy discourses urrounding it; on the other hand, to understand the extent to which international policy has infomed of the Italian law 92/19 which introduced civic education.

F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship

How Teachers at School Should Promote Coexistence and Global Citizenship: Prejudices and Power as a Limit

Lavinia Pia Vaccaro (Università di Enna Kore, Italy)

decolonialisation, prejudices, intersectionality, power

Nowadays in the contemporary globalised, multicultural and postcolonial society, pedagogy has to face many challenges to ensure that in school students will be educated in democracy and global citizenship.

For that to happen, it is urgent to introduce in schools the idea that intercultural pedagogy – an educational intentional project which cuts across all the disciplines taught in school for the purpose of changing the perceptions and cognitive habits with which people generally represent the relationship between foreigners and human natives and non-natives (Fiorucci, 2020) – should focus more on the aspect of power in human relationships, a cogent theme for the postcolonial pedagogy (Burgio, 2022)

As a matter of facts, even if historically speaking, political colonisation ended thanks to the process of decolonisation aimed at breaking the political and economic relationships of one country over another, decolonialisation (Borghi, 2020) – namely a process of people minds decolonisation from colonial power mechanisms – is still necessary, both for teachers and students' minds.

Discrimination, inequality, eeurocentrism, modern racism, violence, prejudices as reflections of the colonial logics and devices in the intercultural coexistence, and undermining it, are all challenges for an education aimed at reaching democracy and global citizenship. In fact, in this context it is urgent to consider how teachers should play an important role to, more or less consciously, implement or subvert these dynamics.

To overcome all these pedagogical challenges, it will be necessary to promote a post-colonial, anti-racist, critic and transformative (Merizow, 2003) pedagogy, fostering an education understood as awareness of the reference models in people minds, transforming them from culturally and unknowingly assimilated perspectives to perspectives assumed by a process of reflection.

For the reasons stated below, the aim of the work is to understand the role teachers have in promoting coexistence and global citizenship through a focus group based on a discussion about the themes of power, racism and prejudices in schools, seen under the lens of intersectionality.

The focus group will be preceded by the administration of an anonymous questionnaire about subtle and blatant prejudices to all the participants (Pettigrew and Meertens, 1995) and results will be discussed during the same.

It will be analised if teachers are aware about the importance of their role in promoting democracy, if are able to transgress the canonical school roles (hooks, 2020), to subvert power relationship from the privileged situation in which they are (Borghi, 2020), to create community based on the recognition of the subjectivity of the other, to create a place of freedom and to promote critical thinking (hooks, 2003).

More importantly will be a discussion seeking to eventually deconstruct wrong conceptualised ideas in teachers minds in order to transform them as a result of a critical analysis of the reality.

I hope this contribute will make teachers aware about how power could mine their role in increasing coexistence and global citizenship in school and could suggest new decolonial and critical practices to be implemented, indiscriminately, in the Italian school.

Empowering Inmates Through Literacy Education: Challenges, Opportunities, and Strategies for Effective Engagement in the Prison Setting

Emanuela Assenzio (University of Verona, Italy)

instrumental literacy, prison education, empowerment, barriers, strategies

This paper delves into the critical intersection of literacy education, human rights, and the prison environment, examining the multifaceted challenges and opportunities in providing literacy courses to inmates. Since its inception in 1946, UNESCO has consistently prioritized universal literacy, underling its relevance later with the Belém Framework and Hamburg Declaration (Wagner, 2013) to emphasise its indispensable role in personal, socio-economic, and political empowerment. However, the focus shifts to the unique context of prison education, particularly for immigrants arriving in Italy without foundational literacy skills, exacerbating their vulnerability upon release (Marcus, 1986). The transformative value of prison education is underscored, offering concrete examples of inclusion, and preparing individuals for successful reintegration into society (Tucciarone, 2020)

Empirical evidence supports the positive impact of educational paths on behaviour within correctional settings and reducing recidivism rates (Vacca, James, 2004). Nevertheless, the staggering number of illiterate and unidentified education levels among inmates in Italy, as evidenced by DAP data, poses challenges. Almost 50% of the total prison population remains excluded from educational programs, giving rise to the concept of "invisible illiterates" (Boev, 2020). Drawing from the author's experience in penal institutes in Padua, the paper conducts a literature review (Ghirotto, 2020) to critically analyse challenges and opportunities for engaging inmates in literacy courses.

The first section identifies barriers hindering inmate participation, including feelings of shame, embarrassment, low self-esteem, and a lack of confidence (Kett, 2001). Cultural resistance (Schumann, 1978) and the impact of dynamic security (Tucciarone, 2020) further complicate motivation for linguistic courses. The prison setting intensifies these barriers, emphasizing the need to preserve one's image in a narrow social community (Assenzio, 2020).

The second section explores strategies to overcome these challenges, starting by making the name of the courses less stigmatizing (Tucciarone, 2020) and emphasizing the creation of a supportive learning environment that reduces the affective filter (Krashen, 1982). This allows inmates to feel comfortable enough to expose themselves to error, which is a necessary element in language acquisition (Corder, 1967). Moreover, the andragogical approach (Knowles, 1997) values inmates as adult learners, fostering reciprocal respect and providing space for cultural and linguistic expression, enhancing their previous knowledge (Lorenzoni, Martinelli, 1999). Stimulating activities, aligned with the comprehensible-input hypothesis (Krashen, 1982) and the ludo-linguistic approach (Begotti, 2010), contribute to a balanced focus both on group dynamics and task-oriented activities (Assenzio, 2020). Integration of ICT with literacy programs emerges as a successful strategy to enhance engagement and meaningful learning experiences (Kett, 2001; Vryonides, Marios et al., 2014; Tucciarone, 2020). Adopting the "I care" pedagogy (Scuola Di Barbiana, 1967) and establishing effective relationships between teachers and inmates can be identified as the cornerstone of a successful approach, which is the most relevant reward for teachers, giving value to their efforts (Shethar, 1993).

In conclusion, this comprehensive exploration tries to shed light on the intricate landscape of literacy education within the prison system, offering some insights into the challenges faced by teachers and presenting a possible roadmap for developing effective strategies that promote inclusivity and empowerment among inmates.

Gap – Graffiti Art in Prison. Experiences and Creative Process in and out of Prison

Laura Barreca (Accademia di Belle Arti di Catania)

creativity, art, graffiti, prison, education

The GAP Project of the Simua-Museum System of the University of Palermo is an Erasmus+ partnership with Kunsthistorisches Institut in Florenz – Max-Planck- Institut, the Dems of the University of Palermo, University of Zaragoza and Abadir, Catania, with the patronage of the Ministry of Justice, DAP-Department of Penitentiary Administration and the Ministry of Culture. The GAP project relates one of the most important cultural sites in Sicily, the Steri Prisons of the Inquisition in Palermo, and its palimpsest of writings and drawings painted on the walls, with the artistic expressions in today's prisons, proposing a new training and educational path that combines scientific research, educational and artistic activities and social commitment.

The GAP Project has gathered four female visual artists, a writer and three correctional institutions in Palermo. The project's impact was not to be evaluated in terms of its products, but on the nature of the connections forged between inmates and doctoral students, between educators and cultural mediators, between university and prison: contexts only apparently distant. Stepping outside of established convention, these players have found ample common ground through contemporary art. By merit of a dialogic approach and the building of horizontal relationships, all the project's participants have contributed to its actions; themselves conceived in favour of collectivity and a spirit of co-ownership. The GAP Project experimented the conditions for ethical collective growth, contributing significantly to communities' social and cultural development. This pact of cooperation concretely enshrines the university's active role as a socialization agency at the service not only of the university population but of society as a whole.

Matilde Cassani's workshop at Ucciardone Prison took place mainly in the prison yard. With the prison director's support, the artist thus proposed a collective action to bathe the 'grey courtyard' into a football field of soft desert colours. Artist Elisa Giardina Papa, aided by prof. Giovanna Fiume, conducted a series of workshops at the Malaspina Juvenile Detention Centre. The workshops' various creations included a t-shirt stamped front and back with the words 'innocent or guilty', conveying the deep inner turmoil of one young participant: a conflicted state that has, however, found expression through creativity and the language of art. At Pagliarelli prison, Stefania Galegati coordinated the project The School of Competencies, exchanging of roles and the weaving of horizontal relationships between female inmates and doctoral students. The two prisons of Pagliarelli and Ucciardone have been photographed by Giovanna Silva, who captured corners of ordinary environments, everyday objects, residues of domestic life in places by nature inhospitable: all tell of life 'inside'. The writer Giorgio Vasta has tailored a work to the prisons. The Steri's graffiti and drawings were executed with brick dust scraped from the floor, the lampblack of candles and naturally-occurring pigments, all mixed with the bodily fluids of the inscriptions' prisoner-authors. Those individuals' DNA is embedded in the surface of the Steri's walls. He wrote the story of these 'bodies in the wall' via a sound walk through the cells, summoning and revitalising their three-hundred-year-old memories of imprisonment.

Disruptive Subjects. The Use of Diagnosis as an Effect of the Lack of Pedagogical Analysis on the School Dispositif

Veronica Berni (Università degli studi di Milano – Bicocca, Italy)

deviance, school, dispositif, diagnosis

Paraphrasing Franco Prina (2011, p. 63), visibility is the first criterion that guides the selection of problematic situations and behaviors in school. Within the school context, behaviors that are divergent or do not conform to the regular functioning of the school organization are immediately visible: they interfere with and stand out from a material background and its usual way of functioning (Tolomelli, 2022). In order to continue in the smooth running of school activities, it becomes necessary for the organization and its representatives to deal with that behavior. If the behavior recurs and treatment through practices and tools wholly internal to the school proves ineffective in preventing its recurrence, the institutional procedure convenes and entrusts external and specialized knowledge with the mandate to investigate the deeper reasons for that behavior. The material background acts as a selector: it indicates an anomaly and an irregularity of behavior and delegates its "treatment" to the knowledge of professionals who seek its cause in the internal functioning of the subject (Foucault, 2000, Barone 2001). This delegation procedure doubles the irregularity, which moves from act to conduct, from behavior to mode of being (Foucault, 2000, pp. 24-25): the shift from the infraction of the norm as a regularity of conduct to the individual personality trait is made possible by recourse to psychological, neuropsychiatric and social knowledge that describes the subject and constitutes it as irregular with respect to physiological, psychological or moral dimensions all welded into a single point: the diagnosis, which creates the individual and transforms him or her into a "case" (Barone 2019). By showing the similarity between the individual (his functional irregularity, his emotional fragility, his social problematicity) and his "irregular act" (Foucault, 2000, pp. 27-28), the character of the irregular takes shape as a truth: a truth about the subject that identifies him as sick and noncompliant. Such a truth fits perfectly into the school organization since, by identifying an unambiguous element on which to intervene with external knowledge and professionalism (educators, school psychologists, mediators..), it allows the school not to question its own structure and functioning. This confirms and guarantees the correctness and regularity of school activities, turning the educational context into "naked empiricity" (Massa in Rezzara, 2004, p. 153): inert and invisible matter and background (Landri, Viteritti, 2016). Such invisibility of context makes the social visibility of divergent behavior a sign of deviant pathological individuality. On the contrary, it is necessary to take a pedagogical perspective that looks at and acts on the dispositif that shapes the educational contexts experienced by subjects. This would make it possible to put the role of school form and functioning in creating deviance back at the center of analysis. Indeed, representations and treatment of deviant behavior are profoundly influenced by the school understood as a material, organizational, symbolic and affective structure: it is this that must be looked at and changed (Massa, 1997, Barone 2013).

F.08. Prison (Higher) Education as a Tool to Enhance Social Justice

Advancing Equity and Democratization in Prison-based Higher Education

Luca Decembrotto (University of Bologna, Italy) · Roberta Caldin (University of Bologna, Italy)

prison, higher education, equity, democratization

Higher education in prison is an experience that originated in the late 1960s in Europe (Behan, 2021), including Italy (Friso and Decembrotto, 2018), and is increasingly widespread. It may be a powerful instrument from several perspectives. We propose two.

Firstly, equity. University experiences in prison guarantee access to the right to study, a universal right (Article 26, UDHR) concerning access to the same level of educational opportunities available to adults in the wider society (Farley and Pike, 2018), including academic one. This opens up several challenges concerning the accessibility of education in prison, often focused on adult basic education, its quality, and compromises with prison logic. In prison, education tended not to be a priority (Behan, 2021), perhaps also because of the difficult reconciliation between rights, punishment, and the idea of accessibility based on "merit". In fact, it is extremely complex to reconcile the overriding retributive purpose of prisons with the purpose of education as human development (Cosman, 1995). Furthermore, "merit" is considered inequitable (UNESCO IESALC, 2023) as it gives little consideration to the quality of education available to people, especially those from disadvantaged backgrounds.

Secondly, democratisation. Education should be directed at the full development of the human personality, also aimed at strengthening respect for human rights. However, this is not just an individual experience and does not only concern having access to the highest quality professional learning. By ensuring accessibility and reformulating inclusion and widening participation strategies, we are also redefining the university experience itself. Providing access to those who, for various reasons, would have been excluded is crucial. It facilitates encounters between people who, in all likelihood, would never have crossed paths. This dynamic extends to both restricted and free students, as well as tutors and academics. They do not necessarily play predetermined roles and such interactions can give rise to new representations of universities and of communities. This can happen, for example, in the co-production of knowledge (Darke and Aresti, 2016). Paulo Freire's Pedagogy of the Oppressed (2011) and bell hooks' reflections (1998) offer an interesting framework. She introduces Freire's insights into the university setting through an intersectional perspective. With hooks, the margin is transformed into more than just a place of deprivation; it becomes "a space of radical openness", a concept shared by some South American experiences of university in prison (Bustelo and Decembrotto, 2020).

The transformative potential of higher education in prison is recognized by academic theories and incarcerated students also (Darke and Aresti, 2016). Some authors discuss the "reducing the damage" effect, highlighting how the university experience facilitates the development of new horizons and helps individuals distance themselves from the more damaging effects of prison (Farley and Pike, 2018). This recognition originates from the fact that transformative potential is not imposed, not heterodirected, not disciplining. Instead, it is based on critical thinking, dialogue, collaborative engagement, and the acknowledgment of non-stigmatizing roles.

F.08. Prison (Higher) Education as a Tool to Enhance Social Justice

Why is there a Lack of Education in Female Prisons? An Italian Overview

Giulia Di Donato (University of Milan, Italy)

female, education, prison

Currently only 4.2% of the Italian prison population is detained in female prisons, for a total of about two thousand four hundred people last year. This data denotes not only the lack of attention to the population restrained in female sections, but also how difficult is to access to all forms of activity and sociability, that the male held population tends to be able to take advantage of instead, mainly due to their numerical presence.

Women in prisons are not considered as valuable as men are, by two main reasons: on one hand, it is relevant to notice that the type of crime they have committed (that is mostly against property) is not as interesting as it may be organized crime, pedophilia or murders, that are mostly committed by men and are much more relevant for media's narrative; on the other hand, users in female prisons are numerically so few that for penitentiary organization it is not worth to spend resources and money to bring activities into female sections. In fact, this mechanism affects enormously the access to education for female prisoners: there is a lack of spaces to studies, schools, experts and volunteers. This crucial problem reflects what is female condition in prison like: it is thought that women should not think about university or studying in general, but only worry about working or children, or even allow the pain from their families' abandonment be totalizing.

The aim of the work is to present the Italian situation in terms of female detention and the access to education, showing the crisis inside female sections and its declension by numbers and experiences.

Teaching In Prisons : An Activity To (Re)Socialize Inmate-Learner

Jeanne Gavard-Veau (IREDU (Université de Bourgogne, France)

teachers in prison, commitment, socialization, education, equal opportunities

Teaching in prisons is part of a lifelong education approach education, an inalienable right enshrined in the Universal Declaration of Human Rights, which states that “everyone has the right to education” (Article 26). The obligation to provide primary education in all prisons in France, accessible to all inmates, makes this activity all the more attractive, as it is in line with the principal mission of the sentence of deprivation of liberty: the insertion or reintegration of persons placed under judicial authority. Education appears to be a means of learning, but also of demonstrating a desire for rehabilitation. Prisoners have a very low level of education compared with the average level in the French population (Ministry of Justice, 2023). What’s more, the penal population is made up mainly of rather poor young men with distended family ties (Combessie, 2018) from working-class backgrounds and little professional experience (Guérin, 2003). This penal population is therefore quite fragile and gives rise to particular cultural, social and economic rehabilitation needs. If incarceration is to be useful, it must serve social justice. Thus, the teaching professionals who work with these inmate-learners have a plural role, that of instructor, educator but also resource person (Gavard-Veau, 2023).

As part of our thesis project, we conducted a mixed-methods study involving a period of observation, interviews and the nationwide distribution of a survey in order to understand the role of teachers in the provision of education in prisons, and thus analyze the motivations and perspectives of their intervention. We first assume that teachers who choose this atypical environment are pursuing a goal of emancipation from institutional constraints that don’t always allow for favorable teaching conditions for learners. Secondly, we suggest that prison conditions paradoxically offer a favorable setting for exchanges between teachers and learners, fostering professional recognition as well as a good relationship with instruction for the learner.

Our results show that teachers who work in prisons have very heterogeneous social characteristics and backgrounds. However, we are able to identify four of the engagement profiles of these teachers that are quite disparate. Some respond to a global education logic (Kherroubi, Millet and Thin, 2018) that makes it possible to consider several dimensions of education, including socialization, the (re)construction of self-confidence and the exploitation of potential. Others have more intrinsic motivations for commitment (Berger and d’Ascoli, 2011) and give a particular meaning to their action – while having a sense of social utility – by being at the service of a broader cause than that of education. Our field study and the analysis of our survey showed favourable relations between teachers and prisoners, this social climate favouring the personal development of incarcerated individuals as well as their willingness to enrol in training and teaching courses. This commitment on the part of the teachers and this serene climate allows detainees to enter into a fair and equitable logic of (re)socialization for a better reintegration afterwards in order to break the social inequalities to which they are and have been subject.

University And Prison Wiles: Insights From Qualitative Research On University Prison Poles In Tuscany

Renata Leardi (Università di Pisa, Italy)

prison, convicted, university, subjection, subjectivation

The experience of imprisonment, as established by the Italian penal system, is supposed to be a moment of transition for the subject, aimed at social integration. However, this purpose often takes the form of a rhetoric of re-education as an end in itself, carried out by the whole institution, favouring processes of disculturation, control logics and imprisonment (Clemmer, 1940; Goffman, 1978; Vianello, 2019). Factors that make the inside/outside dichotomy seem insurmountable include the separation of the prisoner and the institution as a whole from the rest of society, the endemic criticality of prisons, and the difficulty of realising the rehabilitative purpose of punishment. Imprisonment creates a complex social environment where power dynamics, spatial and temporal constraints and institutional rules intertwine to create a paradoxical relational framework for inmates (Acocella and Pastore, 2020). Formal regulations promote an unequal balance of power within the system, shaping an environment where control over time and space becomes a tool for maintaining authority. Moreover, methods of regulating behaviour, such as disciplinary measures and systems of rewards and punishments, further reinforce a sense of dependency and control among prisoners (Foucault 1976; Melossi and Pavarini 1977; Gallo and Ruggero 1989; Rostaing 2014).

Nevertheless, the presence of academic institutions in prison contexts represents an opportunity to cross the threshold of the penitentiary in symbolic and non-symbolic ways, establishing contact between the inside and the outside (Pastore and Borghini, 2021; Pastore, 2018). From this point of view, the experience of the University Prison Poles allows a particular reading of the relational dynamics between inside and outside (Borghini, 2020). The establishment of the National Conference of Rectors' Delegates of the University Prison Poles (CNUPP) in 2018 has led to the creation of a national coordination between the University Prison Poles present in the territory, for the exchange of good practices at local level and the presence of a single institutional interlocutor with the prison administration at national level (Prina, 2020). However, it seems necessary to highlight how this presence of the academic institution in prison contexts can be instrumental for both parties, the prison and the university.

On the basis of these preliminary considerations, this paper aims to present the first results of a qualitative empirical study carried out in 2023 on the Prison University Poles in Tuscany. In the context of a complex process of ethnographic exploration of the prison camp, informal interviews were conducted with educational staff and detained students, both those about to enrol at university and those already in a university career.

Overall, the aim of the research is to go beyond the rhetorical celebration of the presence of the university in the prison in order to draw attention to those internal dynamics of subjugation that risk 'spoiling' and negatively contaminating the virtuous encounter between 'inside' and 'outside'.

F.08. Prison (Higher) Education as a Tool to Enhance Social Justice

Against the "Academic-Dispositif": Higher Education in Prison Settings as Knowledge Co-Production

Lucrezia Sperolini (University of Westminster, United Kingdom)

prison, higher education, critical pedagogy, convict criminology

In contemporary discourse surrounding prisons, the focus on institutional analysis has often overshadowed the voices and experiences of those within the system— the institutionalized individuals. For this reason, methodological precautions must be taken to this end, ensuring that education itself does not perpetuate existing power dynamics and institutional violence (Freire, 2018;).

Guiding remarks will outline the theoretical angle in which the proposed analysis aims to be situated: while the transmission model of education inherently perpetuates permanent infantilization and the normed and violent production of docile and useful individuals— typical, as mentioned, of a prevalent understanding of education as a rehabilitative mean within total institutions—the proposed experiences, in their unique manifestations, represent possibilities for deterritorialization and the transformation of educational practice itself. In particular, they anticipate a shift from the model of banking education to a problematising educational approach that aims to challenge rather than replicate power structures of knowledge in their concealed reifying and marginalising functions (Freire, 1974; Illich, 2019;).

Amidst this landscape, Convict Criminology emerges as a pivotal force in reshaping Higher Education within prison environments. This approach, championed by both incarcerated and formerly incarcerated individuals, transcends traditional research paradigms by fostering collaboration between academics and prisoners as co-producers of knowledge (Darke and Aresti, 2016). By dismantling the traditional dichotomy between researcher and participant, Convict Criminology empowers institutionalized individuals to actively engage in the production of academic research that directly pertains to their experiences and aspirations for systemic reform.

STREAM G.
Diversity and Inclusion in the Educational Field

G.01. Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System

The Experience of School Victimization Among Adolescent Adoptees

Laura Ferrari (Università Cattolica di Milano, Italy) · Sonia Ranieri (Università Cattolica di Milano, Italy) · Rosa Rosnati (Università Cattolica di Milano, Italy) · Simona Caravita (University of Stavanger, Norway)

adoptees, ethnic identiity, victimization, school context, wellbeing

Bullying victimization by peers has been recognized as a relevant social issue during adolescence as it may be associated with emotional difficulties, greater psychological distress and lower academic performances. Despite research on adopted adolescents showed higher levels of internalizing problems, lower peer acceptance, fewer prosocial behavior and close relationships than non-adoptees, few studies focused on the prevalence of bullying victimization within this specific group (Caceres et al., 2024; Ferrari et al., 2022; Pitula et al., 2024, 2029; Raaska et al., 2012). Moreover, although relevant research on general population regarding risk factors for bullying have been carried out, little is known about the association between the bullying victimization and the victim's ethnic group membership. As a matter of fact, facing with the ethnic difference that gives visibility to the child's adoption, represents one of the crucial challenge for transracial adolescent adoptees (Ferrari et al., 2015; 2019; 2017a, b, c; Lee et al., 2015; Mohanty, 2013). In order to fill these gaps, we carried out some studies (Caceres et al., 2024; Ferrari et al., 2022a) in order to examine the bullying victimization among transracial adolescent adoptees. In this contribution we focused on the associations between victimization and adoptees' well-being, taking into account individual and social risk and protective factors, and exploring the role of adoptive identity (Grotevant et al., 2000) and ethnic differences in terms of reflected minority categorization (Ferrari et al., 2022b). Participants were 140 internationally adopted adolescents, aged between 13 and 17 years, recruited trough the collaboration of agencies and professionals working in the field of international adoption, and were informed by letter about the main objectives of the research. The instrument used was an online self-report questionnaire, including measures regarding the constructs of interest. Findings showed that being victimized turned out to be associated with higher levels of emotional and behavioral difficulties, but that the strength of this relation varied according to the levels of adoptive identity and reflected minority categorization. Specifically, victimization was found to have a more detrimental and negative impact on psychological adjustment for adoptees who were highly identified with the adoptive group, and reported to be less perceived by others as members of the minority group. Results will be discussed in relation to recommendations for further research as well as for professionals working with internationally adopted adolescents.

G.01. Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System

Open Adoption: Educational Remarks And Pedagogical Proposals on the Recent Jurisprudential Orientation of the Constitutional Court (sentence 183/2023)

Angela Muschitiello (Università degli Studi di Bari, Italy) · Michele Corriero (Università degli Studi di Bari, Italy)

minors, open adoption, best practices, educational remarks

Forty years after the approval of law n. 184 on May 4th, 1983, "Right of the minor to have a family" as afterwards modified by law n. 149/2001, the last sentence of the Constitutional Court, n° 183 on September 28th, 2023, in line with the preceding ones of the European Court of Human Rights, has approved the common interpretation according to which in some specific cases, the courts of minors can, (when already issued a fully legitimizing adoption sentence), provide that the minor maintains de facto (non-legal) relationships with the family of origin (even if the family of origin have lost parental responsibility) while acquiring the full status filiationis of the adoptive family. This is the so-called open adoption, which, based on the institution of jurisprudential creation of "mild adoption", intends to add a family to the minor without replacing the original one, especially when important emotional relationships exist, which if broken, could have negative effect and be contrary to the interest of the minor. It is obvious at first sight the extent of the cultural and social changes contained in these legal decisions which recognizes the importance of the emotional and family background of a person, by emphasizing the weight of the environment to which the minor belong to.

The law has considered the improvement and achievements arising from interdisciplinary scientific fields such as psychology, sociology, pedagogy, ethology, neuroscience, psychoanalysis which have highlighted that in some specific situations preserving relationships with the family of origin can represent an appropriate reply to a type of critical issues that full adoption sometimes faces, as this last one prohibits the same relationships (ex. the cases of the so-called "blameless abandonment" due to non-voluntary deficiencies or weaknesses).

However, a more exhaustive educational reflection highlights how in the open form of adoption plays an important role the complex's intersubjective dynamic, which could awaken in all the subjects involved (minor, family of origin, adoptive family) some silent traumatic memories (sense of guilt, narcissistic injuries, distress not fully processed, etc.) and create ambivalent or conflictual situations that have negative consequences rather than positive effects on the minor's development.

Even if on one side is obvious that the success of the adoptive process – whatever its form – depends on the degree of stability and reliability of the mutual emotional acknowledgement of the child – adoptive parent, achieved at the end of a progressive and delicate building process of bonding, on the other side it is therefore urgent to reflect educationally on the good practices to be implemented in the socio-educational systems involved in the process (pre and post-adoption services, schools, etc.) to promote relationships between biological and adoptive parents capable to consciously and responsibly accept the different roles and functions each of them play within the open family environment. This is in order to avoid exposing the minor to what Winnicot defined as impingement, i.e. negative pressure that led to a break in the sense of continuity of the self and instead guarantee a unique existential storytelling.

G.01. Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System

Meeting The Educational Needs Of Adopted Children: The Contribute Of The School Climate

Cinzia Novara (University of Palermo, Italy)

school climate, teachers' competences, internationally adopted children, adoption ad digital resources, teaching approach

The adopted children are particularly vulnerable to academic and relational problems due to neglect or past traumatic experiences (Palacios, Román, and Camacho 2010), and the school environment is a fundamental setting where these problems can be addressed or prevented. Recent studies (Novara et al., 2017; Novara et al., 2020) are giving more and more relevance to the role of the school environment in influencing students' behavior, since children and adolescents spend much of their time at school. A promising strategy consists in promoting those characteristics of the school climate that can foster the teachers' competence to satisfy the educational and emotional needs of adopted children.

In view of these considerations, promoting the creation of a school climate improving teachers' understanding of the adoption process and the emotional complexities families face would seem to be a particularly important measure to facilitate the children's adjustment as reported from the research that will be presented. Participants were 573 teachers (95.7% women; mean age = 47.06, SD = 8.66, ranging between 25 and 65) residing in three Italian regions characterized by rates of international adoptions that are higher than the national average. The association between school climate and teachers' knowledge and competences on adoption was evaluated via independent multiple logistic regression analyses. Findings show that three of the components of school climate under examination are associated to teachers' knowledge and competences regarding the adoption experience. Thus, interventions aimed at improving school climate hold promise for promoting teachers' capacity to handle the challenges of the adoption process (Baker, 2013). The results recommend training programmers for teachers and the recognizing the co-responsibility of the family, school and educational services (Balenzano, 2023).

Finally, the CURA Project (PRIN2022 – Children as vulnerable Users of the IoT and AI-based technologies: a multilevel and inteRdisciplinary Assessment – 2022KAEWYF) will be presented to explore a first analysis of the risks and potential of the digital environment in the open education.

G.01. Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System

Countering Stereotypes And Prejudices About Family Foster Care

Paola Ricchiardi (Università di Torino, Italy)

foster care, school and social community, stereotypes

Full inclusion of minors in out of home care is achieved first and foremost thanks to a school and social community capable of creating favorable conditions for reception and acceptance. Prejudices and lack of knowledge about these minors, their families of origin, residential facilities and foster care families, not only limit the availability of the foster care families, but also act as an impediment towards the help strategies that could be activated by teachers and, more in general, by the adults who are part of the support network (parents of classmates, coaches, catechists...). The false myths created about foster care proposed by the media are numerous and persistent (e.g. foster families are driven by economic interests; children in care are frequently mistreated; children and especially adolescents who live outside their family are all problematic; foster care is too long; the family of origin is guilty and irrecoverable or, on the contrary, the children are unfairly "taken away" from the family of origin...) (Howard, 2010; Delgado et al. 2022). The literature on the topic has highlighted how the stigma relating to not living with their biological parents negatively affects these minors, so much so that it leads some to keep their condition secret, especially at school (Dansey et al. 2019; Farmer et al., 2013; Abena Owusu, 2023). The difficulties of socialization and integration "on par" with classmates, together with frequent scholastic difficulties, affect the self-esteem of minors in care (Heding et al. 2011). The frequent transitions that characterize the lives of these minors also require the effort of starting over every time to build and re-build already difficult relationships. However, peers can also be an important support. According to research, much depends on the skills of adults and the representations they have to foster an inclusive climate and adequate support (Rogers et al., 2017). In order to formulate targeted training proposals for a better inclusion of minors in foster care, it was deemed appropriate to highlight the representations of future generations of teachers, educators and social workers. The research conducted, which will be illustrated in the contribution, highlights the persistence of some critical issues and important gaps in information on the phenomenon. The media influences on the topic will also be analysed. At the end of the contribution, innovative training proposals will be addressed.

G.01. Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System

Residential Foster Care Homes As Tools For Social Equity And Empowerment

Chiara Scivoletto (University of Parma, Italy) · Stefania Fucci (University of Parma, Italy) · Matteo Davide Alodi (University of Parma, Italy) · Irene Valotti (University of Parma, Italy)

'foster care', residential foster care home, children empowerment, children protection, survey

The Italian child care systems and the related social work methodologies can be usefully analysed through a multidimensional approach, involving different sectors of the social sciences (Greco & Iafrate, 2001; Greco & Maniglio, 2009). As the social representation of foster care is recently drawn as a set of cognitive and evaluative issues (Scivoletto, 2013), it remains deeply related to the 'lesson' of de-instituzionalization approach (Basaglia, 1967; Goffman, 2001). So, one of the main challenges in the current welfare systems programs is to build an integrated development between economic and social systems to set measures able to combat poverty and social exclusion towards social equity and empowerment of the foster children (Kincheloe, 2011; Freire, 1971; Sandel, 2010). The proposal moves from some results of a research conducted in Emilia-Romagna, a region in Northern Italy, starting from the hypothesis that the residential foster care homes (RFCH) have the capacity to generate interactions and social relationships between those who, at different levels, are involved in it functioning (parents, professionals, educational services, social services, health services, associations, volunteers). The research was carried out by the Social Research Center of University of Parma (CIRS). This presentation will show only the main results from the quantitative data; specifically, the results from an online questionnaire filled out by a sample of managers of RFCH in the Emilia-Romagna territory. The self-representations that the respondent sample highlighted allow us to identify their ability to generate and nourish fair relationships, thanks to trust-type bonds (both interpersonal and systemic), towards the empowerment of the children and their social participation (UN 1989). The contribution aims to offer some reflections, more in general, on the issue of the children foster – care (Act. N. 184/1983) and the role of residential foster care homes (RFCH) as a resource, both for the growth and education of children, both as generators of social equity and empowerment dynamics of the families and the local communities (Pinkerton & Dolant, 2007).

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

The Space and Time of Relationship in School: the Experience of Scuola-Città Pestalozzi

Valeria Angelini (Università degli Studi di Firenze, Italy) · Matteo Bianchini (Scuola-Città Pestalozzi, Firenze)

scuola-città pestalozzi, educazione socio-affettiva e relazionale, educazione democratica, curricolo

"Pedagogy is relational. Teachers and learners transform themselves through pedagogical encounters, learning from one another. The productive tension between simultaneous individual and collective transformation defines pedagogical encounters. Our inner life influences the environment in which we live and, at the same time, is deeply influenced by it." (UNESCO Report, 2021). It is within this perspective that Scuola-Città Pestalozzi, for over thirty years, has made socio-affective and relational education its core focus.

This contribution aims to present the practices of design and implementation of Socio-Affective and Relational Education (hereinafter referred to as ESAR) currently in place at Scuola-Città Pestalozzi in Florence. Founded by Ernesto Codignola in January 1945, it is still an experimental institution (former Article 11 DPR 275/99) with an extraordinary statute. The experimentation decree defines not only the educational activities but also research activities aimed at the renewal of the national school system. The school's origin and history have an activist matrix and a strong democratic imprint (Codignola, 1962; Laporta, 1996; Cambi, 2017). And it is within this framework that the ESAR curriculum is situated.

Over the years, Scuola-Città Pestalozzi has found itself reflecting on how to innovate while maintaining the guiding principles around which the School was originally organized. From a school that was conceived as a "city" where students learn democracy to a school that becomes a context for teachers to continue learning from an action research perspective. Recent reflections have led the faculty to observe the need to move away from traditional linear causality and embrace concepts belonging to complex systems, working on the connections between all elements of a system, working on circular causality, where processes reinforce each other, and enhancing the aspects of self-determination and responsibility-taking by members of the school system (Bianchini, 2022).

Creating an educational curriculum aimed at assuming responsibility and achieving personal autonomy within the educational journey has meant engaging with "life skills education in schools," including problem-solving, decision-making, creativity, critical thinking, self-awareness, relational skills, effective communication, emotional management, stress management, and empathy.

The choice to define a curriculum and give ESAR the status of a curricular discipline, allocating it an official weekly space within the timetable, appears almost provocative. However, by observing the daily practice of the school, it becomes clear that this is more of a posture, an habitus that permeates every minute and corner of school life: among teachers, among students, and between teachers and students.

The practice of ESAR as a democratic practice reveals and acknowledges the school's role as a political agent and a privileged place for the construction and recognition of individual identities, while simultaneously educating for respect and the assumption of responsibility towards the collective (Angelini, 2023).

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Teachers' Perceptions of Well-being at School: Liminal Spaces and Stretched Times, Between Play and Learning

Francesca Berti (Free University of Bolzano/Bozen, Italy) · Giulia Consalvo (Free University of Bolzano/Bozen, Italy) · Simone Seitz (Free University of Bolzano/Bozen, Italy)

school well-being, inclusive education, play-based learning, teachers

The paper illustrates selected findings of the research project "Children Playfulness in School" (ChiPS), which investigates the relation between inclusive education and children's play in primary school. Through 10 narrative interviews (Rosenthal 2018) with primary school teachers of 4 schools in the Province of Bolzano/Bozen. The interviews were structured to delve into teachers' perceptions regarding several play-relevant aspects, including space (both inside and outside school), children's well-being, and the dynamics of making friends at school. The category of 'play' was intentionally left implicit to avoid reifying in terms of distinctions between play and learning or between different school activities (Petillon 2015, Berti 2023). In our paper we focus specifically teachers' awareness of children's well-being in the school environment. The paper seeks this way to contribute to the discourse on well-being in schools by research on professionalism of primary school teachers (Capperucci, D. & Piccioli, 2015; Helsper, 2022).

The methodology employed aligns with Grounded Theory, in order to generate theories firmly grounded in the data and the analysis process and to develop working theories that are applicable not only to the specific context of investigation but also transferable to similar settings (Lincoln and Guba, 1985). According to the Grounded Theory (Charmaz 2006, Strauss & Corbin 1990), sensitizing concepts were isolated and formulated to guide the formulation of both the research question and the interview questions. After the first interviews, an initial analysis was carried out which revealed useful categories to reformulate and focus the questions of the subsequent interviews.

The data revealed a significant emphasis on creating cooperative classroom environments and facilitating opportunities for children to interact, with or without adult intervention. Furthermore, implicit knowledge uncovered through data analysis indicates that teachers employ diverse pedagogical strategies to balance education and well-being effectively, adapting to the evolving roles of primary school children as both learners and peers. Such findings suggest insights for conceptualizing the merging between learning and play in primary school environment (Seitz & Berti 2023, Petillon 2017).

The paper suggests that conventional structure of times and spaces, proper of the school institution, may be overcome by exploring, first and foremost, the quality of the relationship between children and their well-being which take place in in what might be called "liminal spaces". The idea of 'limen', here borrowed from anthropology (cf. Turner 1982 in Berti 2024), indicates the possibilities that open up in the interstices between one activity and another. Moreover, it serves as a creative and generative environment where play and learning merge, fostering participation, cooperation, and friendship among children (Seitz, & Berti 2023). Still, creating and nurturing such liminal spaces require flexible timeframes and attentive observation of children's needs and interactions.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Using Perezhivanie in Autobiographical Memory Activities Within the Class Group

Stefano Costantini (Università degli studi di Firenze, Italy)

school well-being, student-centered pedagogy, activities in a group class, perezhivanie, autobiographical memories

Considering the plurality of factors that contribute to producing equality and recognition of diversity, building positive relationships among members of the group class has long been believed to be a necessary starting point for fostering inclusive processes in different school cycles (DeWitt & Slade, 2014). In the different national and international school contexts, today more than ever, the group-class reflects as a heterogeneous and multicultural microcosm the complexity of social transformations; the interactive group class system is composed of various individuals and the circularity of relationships implies that the behavior of each influences that of others and at the same time is influenced by them; in this way, in order to facilitate the building of positive relationships within a group-class, the teacher's focus of interest shifts from the individual to the relational systems of which he or she is a part in the knowledge that a system is not the sum of its parts, but something more (Ketikidou & Saiti, 2022). Within a class group, the relationships and social-emotional experiences that are established among pupils, in fact, are multiple and can be understood as a product of a system. For example, examining the systemic relationship and interdependence between developmental individuals and the context of life, Vygotsky observed that in addition to the subjective characteristics of individuals, the objective characteristics of the social environment also determine how an experience is experienced and the trajectory of human development (Van deer Veer & Valsiner, 1994). From a Vygotskyan perspective, individuals experience the same event very differently and one's perezhivanie is not the experience itself, but how that experience is understood and internalized by the individual and in which the emotional and cognitive components, therefore, are interpreted as a unicum of "lived experience" (Michell, 2016). Taking individual perezhivanie into consideration, therefore, it is possible during the school year and in different school cycles to hypothesize the use of some autobiographical activities aimed at identifying socio-emotional experiences that may have generated perceptions or beliefs in young students, which may to some extent have oriented the perception of themselves in the environment and have conditioned the construction of positive relationships and the classroom climate (Zaporozhets, 2002). Investigation that analyzes autobiographical aspects can be proposed by asking young students to create narratives – oral or written – referring to a significant episode that involved entire class group (a field trip, a particular lesson or activity held at school, a theater workshop, a class party at the end of the school year, when a new classmate or teacher arrived, etc.) in order to be able to bring out subjective experiences of perezhivanie as a possible analytical tool to help examine the dialectical aspect between individual and social experienced by students (Veresov, 2019). This type of activity concretely promotes an active prominence of all members of the class group, helps the understanding of different points of view and contributes to the realization of a positive climate as a prerequisite for real social, cultural and territorial inclusion.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Bringing Education Back to School: An Action Research Project to Strengthen Teacher Professionalism and Avoid the Medicalisation of Schooling

Valerio Ferrero (University of Turin, Italy) · Anna Granata (University of Milan-Bicocca, Italy)

equity, inclusion, teacher professionalism, medicalisation, school

Equity in education is an internationally shared commitment (OECD, 2012; UN, 2015); inclusion is a key component, as reflected in education policy and academic debates (Kefallinou et al., 2020; Sandoval et al., 2021). All people must be guaranteed learning opportunities that are adapted to their educational needs, without the personalization of educational pathways being an unconscious or explicit vector of exclusion or segregation. It is not only about the achievement of certain academic standards, but especially the well-being at school (Dalgaard et al., 2022; Levine et al., 2024).

This paper focuses on the Italian school system. Here, inclusion legislation provides for the adaptation of pathways for students with special educational needs (disabilities, specific learning difficulties, disadvantage factors) within the common framework of class planning (Aiello & Pace, 2020; Migliarini et al., 2021). However, the pedagogical approach to these students is often characterised by medicalisation and the subordination of education to other areas (Bellacicco et al., 2022; Demo et al., 2023).

We focus on the cultural and structural dynamics in Italian schools that often lead to a delegitimization of the role of teachers and the delegation to external persons (Harwood & McMahon, 2014; Petrina, 2006). Divided into micro-categories, students in each class often have parallel and multi-level school experiences, with the constant risk of exclusionary processes and the devaluation of forms of intelligence that are considered non-standard.

We see a delegation dynamic where the school entrusts other professionals such as psychologists, neuropsychiatrists or speech therapists with the development of effective learning strategies. Families often must turn to private associations to support their children (Campani, 2013). The result is a loss of the eminently educational nature of the school experience, with a strong impact on wellbeing and enjoyment of learning (Govorova et al., 2020; McCoy & Banks, 2012): The focus is no longer on the uniqueness of the individual student, but on trying to normalise diversity to bring it back to a standard within an increasingly norm-centred school.

Here we present an action research (Armstrong & Moore, 2004; Ferrero & Granata, 2023) conducted with primary school teachers in a school in Lombardy to understand (1) how teachers can respond to students' needs through their own professionalism, (2) how they can avoid – whenever possible – the medicalisation of the school, and (3) how they can promote approaches that foster the uniqueness of each individual by allowing talents to flourish without adhering to the false and homologizing idea of the "average student". Data were collected through unstructured focus groups and triangulated through semi-structured interviews with neuropsychiatrists and families.

The strong presence of delegation and externalisation dynamics on the part of the school requires a strengthening of pedagogical professionalism, also through a reflection on the power relations between disciplines that consider pedagogical knowledge in a subordinate position to others (Biesta, 2012).

Bringing education back to school (Ferrero & Granata, 2022) through the creative and flexible design of learning spaces and times is a fundamental instance of promoting the well-being of every student in school.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Listening Silent Voices: an Investigation into Student Voice Approach to Promote Inclusiveness and Students Well-being

Federica Festa (Università degli Studi di Torino, Italy) · Alice Di Leva (Università degli Studi di Torino, Italy)

inclusion, student voice, teacher training, students well-being

Through a literature review, this work aims to investigate how much the student voice is integrated within the teacher training and how this practice has repercussions on the professional practice of teachers and on the well-being of students. Specifically, we aim to investigate how much the student voice is integrated into the academic training curriculum of future teachers and how this practice impacts on teachers' professional practice in an inclusive perspective.

Indeed, the literature shows that students involved in student voice practices demonstrate greater involvement and responsibility for the tasks assigned to them, increasing the likelihood of generating meaningful learning. Based on this assumption, the research hypotheses that experiencing student voice in one's own training helps teachers who will go on to work with students with disabilities to internalise the importance and urgency of giving voice to the people usually unheard, and that experiencing engagement and advocacy can help future teachers to replicate this practice in their work.

This research therefore explores how the practice of student voice in teacher education can respond to one of the open questions of inclusive design in pedagogy, where people with disabilities are often not involved in the decision-making processes that affect them. The research evidence supports the finding in relation to policy that the voices of some marginalised groups continue to be absent (European Agency for Special Needs and Inclusive Education 2022a). All this based on the assumption that doing research 'with students with disabilities" rather than 'on students with disabilities", is crucial for improving interventions effectiveness and students well being (Boyle 2012). People with disabilities have the right to overcome the silence to which the epistemic violence of context-driven discourse relegates them (Genova 2021). Under the term epistemic violence, Spivak (1988) defines practices in which people in marginal and subordinate positions are systematically silenced, or restricted in their ability to speak and be heard. Recovering the subjectivity of the person means in fact primarily restoring to that person's gaze the possibility of being a voice, considering that voice authoritative with respect to the definition of the life path (Marchisio/Curto 2019).

With this work, we aim to support Cook-Sather and Felten in their call for universities to move away from seeing students as products of the 'training factory' to seeing them as active and responsible members of the learning process and, also, to investigate how future teachers act within their professional practices the learned practice of listening to the voice of all students, exploring how this listening practice impacts the well-being of student.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

The Writing Workshop as a Student Centered Approach: Strengths and Weaknesses

Charlotte Kohlloffel (Università degli studi di Torino, Italy)

writing workshop, student-centered, italian didactics

This paper addresses the topic of the student-centered approach as a sustainable and effective learning method to promote well-being in the classroom.

The effectiveness of student-centered learning has been widely documented (Hattie, 2008, 2012; Cornelius-White, 2007; Armbruster et al., 2009), striking a balance with the teacher-led approach (Govorova, 2020; Rowe 2007), but the lack of student protagonism is still a critical issue highlighted by students in their experiences at school (Antonova et al., 2016): They still do not feel very involved in the teaching process. As this has proven to be effective for learning, this contribution presents the writing workshop as a student-centered didactic approach that could be implemented in many classrooms.

The writing workshop has its origins in the ideas of Murray (1972) and was then spread worldwide from the USA. In Italy it has not yet been widely introduced in classrooms and has not taken the place of an adequate approach (the didactics is still strongly focused on the final product, often without giving adequate importance to the whole writing process, from planning to revision), although it is in line with ministerial guidelines (MIUR, 2012) that emphasize the writing process. A group of teachers (Italian writing teachers) is trying to adapt the workshop to the Italian didactics (Poletti Riz 2017); the workshop is slowly gaining acceptance in schools and textbooks.

The strength of writing workshop that we want to emphasize here is that the student is master of his or her time, space, and learning (Atwell, 2015); the teacher is a facilitator of the writing process and helps students through one-on-one conferences (Calkins, 1994, 2014): This gives the teacher the opportunity to provide specific and individualized feedback, while the student is responsible for his or her work and can experiment autonomy.

This paper critically examines this approach as a possible method for implementing student-centered learning in a differentiated instruction perspective (Tomlinson, 2014) and illustrates it by documenting an empirical experience with qualitative data in a lower secondary school in Turin, Italy.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Challenges in Inclusive Education: A Case Study of Young Carers in Rural Kenya

Frashia Ndungu (University of Modena and Reggio Emilia) · Roberta Mineo (University of Modena and Reggio Emilia)

young carers, inclusive education, schools, reggio emilia approach

Young carers—children and adolescents—who provide significant care for unwell family members often appear to fall through the cracks between many privileges. Their needs may not be obvious enough to get the attention of schools or children's services until it is considered that they are suffering or at significant risk (Thomas et al., 2003). However, their well-being is inextricably related to school experiences. Schools have a significant role in identifying and supporting vulnerable students and those who require emotional care (Warhurst et al., 2022). Given that most young carers spend a significant amount of time at school when not on their caregiving responsibilities, schools can be a good place to start identifying them and providing support.

Inclusion in education should aim to eliminate discrimination and disadvantage for disadvantaged students. However, schools pay insufficient attention to students' socioemotional needs, either individually or collectively. Academic achievement is the highest priority, with little formal attention paid to students' affective needs. The standard for 'excellent and competent' students might be difficult to meet for students with a lot going on in their lives. Drawing on the findings of a study conducted in rural Kenya with Young carers, the authors emphasise the importance of inclusivity beyond special needs education, into recognizing and supporting vulnerable and marginalised students' well-being. The study explored the lived experiences of young carers in Kandara, Kenya and the gaps in supporting or recognising them in schools and other welfare systems. In the exploratory study, data was collected using semi-structured interviews with twenty young caregivers, between 10 and 22 years, selected through criteria sampling, and seven key informants including teachers, public health workers, and social service workers. Thematic analysis was conducted on the data and triangulated across both data sets.

The findings highlighted the extent of caring responsibilities performed by the participants including physical, emotional and economic support, the challenges they encountered e.g. emotional burden, stigma and neglect, and the meanings they make from the caregiving roles e.g. seeking good karma. Schools came out as a respite for the YCs, but they could also be triggers of further distress due to the stigma, and lack of recognition and support. The analysis also highlighted gaps that exist in the identification and support for young carers in schools including insufficient resources, bureaucracy, overcrowded schools, poor collaboration with families and stakeholders in schools, and lack of information about the students' backgrounds. Given that these childhood experiences could influence their development and well-being, there is a need for psychodynamic support for the YCs, and psychoeducation of their social networks, to reduce stigmatization; starting in schools. The authors recommend the principles from the Reggio Emilia Approach (REA), a child-centred educational approach; such as collaboration, relationships, respect and reciprocity (Fraser, 2012), as a tool towards the recognition and support of young carers in schools. Finally, the authors call for therapeutic interventions in schools, through the strengthening of the guidance and counselling departments.

G.02. Being well at school: equity between well-being orientation and student-centred pedag

Children of Mixed Couples in the Postdigital Age: When Digital and Intercultural Competences Come Together

Stefano Pasta (Catholic University of the Sacred Heart of Milan, Italy) · Michele Marangi (Catholic University of the Sacred Heart of Milan, Italy)

digital educational poverty, digital literacy, intercultural competences, postdigital intercultures, mixed couples

This study is situated within the Postdigital Intercultures, that is a field of research in which the challenge of living together, education for citizenship, and social relations both among individuals and of individuals with societies and their structures, are studied in relation to the everyday intertwining of socio-cultural heterogeneity/complexity and a plurality of languages and environments that are connected to postdigital transformations (Pasta, Zoletto, 2023; Jandric et al., 2023).

Beginning with the concept of "digital educational poverty" (Marangi, Rivoltella, Pasta, 2022; 2023), the study reflects on digital skills and differences based on socioeconomic factors using the Depend tool (Digital Educational Poverty in Educative Networking and Development). This tool was developed by the Research Center on Media, Innovation and Technology Education (Cremit) of the Catholic University and tested in the Digital Connections project (2021-2024), involving 99 schools integrating the fight against digital educational poverty into the civic education curriculum for the second and third year of middle school.

The concept of digital educational poverty results from the hybridization of two perspectives in defining digital competence (Pasta, Marangi, Rivoltella, 2021): the "rights" perspective (Digital Competences 2.1 and 2.2) and that of "New Literacies" (Rivoltella, 2020), which focuses on the dynamism and transdisciplinarity of competencies (Buckingham, 2020) and the concept of Dynamic Literacies (Potter, McDougall, 2017). Depend calculates the Digital Competence Score (PCD) with 12 indicators related to four learning dimensions: understanding (technical knowledge; rules; filtering data, information, and digital content), being (digital creativity; narrative skills; protecting digital identity), living together (netiquette and cyberstupidity; algorithmic logics; collaborative knowledge), and for an autonomous and active life (citizenship: using the web for good causes; sharing information; critical thinking).

Through the survey of the Digital Competence Score (PCD) submitted to 6,415 respondents in 2022-23, it emerges that the results of children of mixed couples surpass those of children with both parents born abroad and those with both parents born in Italy. From this perspective, the article focuses on the children of mixed couples, providing a socio-cultural snapshot with attention to technological uses, and theorizes the elements of mutual enrichment between digital and intercultural competences (Granata, 2011; 2015).

Dynamism, the need for contextualization, and the collective component are the three elements that, within the framework of "Onlife Citizenship" (Pasta, Rivoltella, 2022), unite digital and intercultural competences, approached also, in the sense of Bourdieu's cultural capital, by a declination that considers the variables that intervene to co-determine situations and strives not to apply linear and deterministic models for assessing competences.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Help! Where Do I Start? The Starting Phase of School Writing: How To Overcome the Fear Of The Blank Page

Manuela Roccia (Università degli Studi di Torino, Italy)

school writing, blank page, writing starting phase, educational practices, writing directions

Text-writing competence is a challenging objective that is taught as early as primary school (Indicazioni Nazionali, 2012).

When observing writing skills as a process (Hayes, Flower, 1980, Hayes et al.1987; Hayes, 1996), the initiation start phase of composition represents a moment of solicit by the teacher and a moment of great tension for the pupil when faced with the blank page. The student should concentrate on reading and understanding the prompt, collecting ideas related to the given topic, organizing them, and then beginning to write.

The hypothesis is that proposals can either hinder or facilitate the design phase (Bereiter, Scardamalia, 1987; Scardamalia, Bereiter, 1991). They can therefore prove to be a useful variable in offering equal writing opportunities to all students (European Agency for Development in Special Needs Education, 2012).

After identifying historical developments and current textbook proposals (Roccia, 2024), we intend to explore strategies to create pathways to support the ideational phase of writing and suggests ways to improve writing skills based on different learning needs.

To respond to the complexity of the classes, the writing suggestions are based on multimodality and multimedia (Prensky, 2001; Cortiana, 2020; Dota, Polimeni, Prada, 2022). Proposed writing prompts are illustrated that are aimed at carrying out a real task for a specific audience (Benvenuto, 2020).

The contribution provides therefore a historical analysis of school practices, critiques the writing instruction method (Della Casa, 1994; Boscolo, 2002; Colombo, 2002), and finally suggests models of problem-based learning that prioritize the student (GISCEL, 1975) and taking to consideration to the complexity of classes.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

The Contribution Of Complexity Epistemology To A Critical Analysis Of The "Child At The Center" Pedagogical Imperative

Letizia Rota (University of Verona, Italy)

child-centred, nursery schools, complexity epistemology, educational design

The concept of "child-centered" constitutes a widespread pedagogical imperative in early childhood education services, thanks to the contributions of Montessori (2017), Goldshmied (1997), and Malaguzzi (Cagliari, 2016), among others. However, the "child at the center" seems to be used as a floating signifier that is sometimes embedded in an idealized, a-contextual vision of childhood detached from a vision of education that links the position of children to a plural society (Biesta, 2022). Malaguzzi (1975) claims: «Children are certainly the primary point of reference, but anachronistic and idealized forms of child-centredness should be avoided: children are part of open and historically determined relationships, and the environments they inhabit should reflect this» (Cagliari, 2016, p.228). The relationship between the idea of child-centeredness and democratic perspective (Dewey, 2018) thus needs further examination. This study, part of constructing the theoretical framework of a Ph.D. thesis, aims to explore the relationship between "child-centredness" and democratic education by analyzing the main challenges that this relationship sets to early childhood education. Complexity epistemology (Morin, 2018) is the primary interpretative key. In nursery schools, children from zero to three years old struggle to participate in a democratic discourse without adult mediation. Observing and translating each child's needs encourage contextualization in a systemic perspective. Educational services can, therefore, use educational planning to translate thoughts into educational practices (Antonietti, 2023). Suppose the perspective of educational design uses the epistemological perspective of complexity. In that case, it will focus not on an idealized child but on the multiple, diverse child identities that are part of the unit class, allowing democratic experience. Complexity epistemology enhances the tension among identity, multiplicity, unity, and diversity, constituting reality (Ceruti, 2018): considering the multiple and diverse parts is essential to democracy. This results in professional knowledge and skills that can contextualize children's different and multiple behaviors, connecting and translating them into planning that puts each child at the core during their early experiences in the world. Adult mediation is a crucial tool in the dynamics that interconnect the intertwining of the various microsystems, in which each child, from an ecological perspective, is seen at the core (Bronfenbrenner, 1986). When educational design moves towards expanding each one's environment, creating experiential contexts (Guerra, 2023), it allows children to inhabit complexity systematically. Helping each child to recognize themselves as a multiple, complex reality and helping them to perceive others as numerous and complex realities allows a mutual recognition effect that promotes an idea of multiple citizenship (Ceruti, 2018), a fundamental perspective for a democratic sentiment. Suppose everyone's diverse multiplicities are at the basis of educational design. In that case, they become an integral part of the unit class, recognizing its complexity, «complexity ultimately comes from the latin plectere (to weave) and plexus (interwoven), together with the preposition cum (with): it, therefore, means "woven together"» (Ceruti, 2018, p.98): the parts of the system are recognized in their connections, not in a relationship of inclusion or exclusion concerning a unit, but as integral, interconnected parts of the unit itself.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Equity, Justice, Inclusion at Schools

Giorgia Ruzzante (Università di Bologna, Italy)

inclusion, equity, justice

The paper aims to investigate the issue of the right to education as a human right, through which schools adapt their methodologies and tools to the needs of students, from an inclusive perspective, through the removal or attenuation of barriers and by increasing facilitators, in ICF optics. The right to school inclusion has yet to be fully fulfilled, as it is protected in legislation but is not always concretely implemented in school practices. The legislation aims to achieve equity in practice (Ferrero, 2023).The issue of the lack of resources due to the economic crisis undermines the social right to education (Matucci, 2019). The equity of school systems is a legally relevant concept and the foundations of inclusive schooling can already be found within the Italian Constitution (Matucci, 2020). Rawls (2002) understands "justice as equity". Justice and equity are terms that combine well with inclusive ones: guaranteeing equity in fact means giving everyone what they need, considering the fact that the starting point is not the same for everyone, as Don Milani already stated with his warning "There is nothing as unjust as giving equal shares to unequals".

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Wellbeing at School Between Different Languages and Family Cultures

Silvia Sordella (Università di Torino, Italy)

plurilingualism, identity, parental involvement, migration

In the pursuit of the well-being at the school, students with migratory background must always build and rebuilt a balance between different languages and cultures. Frequently, the Italian school provides a pedagogical model that is geared towards monoculturalism and monolingualism and moreover the different linguistic disciplines live in the curriculum as different solitudes (Cummins 2008).

Like the aspects of various family cultures, the linguistic heritage of children of foreign origin also struggles to find its place in school. However, banning heritage cultures and languages from the school context may send a negative message to pupils and their parents about the family's language identity (Van Gorp, K., & Verheyen, S. 2024) as well as on their own learning skills. For these reasons, while it's challenging, it's necessary to keep migrant families involved in school life.

The role of families with respect to the scholastic success of students is the subject of many studies (Jeynes 2005; Fan & Chen 2001) especially in situations where the socio-background and the culture of the country in which the learning processes develop are different from that in which parents grew up and were formed (Jeynes 2003; Andorno & Sordella 2022).

The proposed intervention will seek to identify the areas that could benefit from a triangular collaboration between teachers, pupils, and parents, focused especially on the enhancement of the linguistic and cultural heritage of families.

From interviews with teachers about the possibility of doing language education with a multilingual approach, different ways to enhance multilingualism by including families in school learning paths will be discussed. Through the methodological approach of the conversation analysis (Sacks, Schegloff, Jefferson 1974) it will be shown how the attitude towards the school experience can change, even momentarily, thanks to the occasions when a child can enter school their own language and family culture. The presentation will show situations of Language Awakening (Sordella 2022) where the parental role of foreign families receives positive recognition with respect to their linguistic and cultural (De Carvalho 2000).

Analyzing the results of the comparison between teachers on language education activities in a multilingual perspective and the difficulties faced in profitably exploiting parental resources, further ways of working will be defined to jointly design new educational pathways. The requests that are sent to immigrant parents are often too far from their understanding of school and their possibilities, how may in certain cases be the request to attend class meetings or the request to support the children in the performance of tasks and study (Fox 2016). Instead, situations will be identified in which the school itself could take a first step towards families (Lopez 2004), offering them an adequate space to contribute to language education with the resources that families themselves recognize, both linguistically and culturally.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Adolescents, Well-being and Media Practices. Analysis of Students' Experiences in the Metropolitan City of Bologna

Alessandro Soriani (University of Bologna, Italy) · Paolo Bonafede (University of Trento, Italy) · Elena Pacetti (University of Bologna, Italy)

adolescents, well-being, media practices, socialisation, digital technologies

Social media have long been considered both a strong driver of peer-to-peer social interactions (Caronia 2002, Turkle 2012) and an important ground for the establishment of participatory cultures and self-expression (Ito, Jenkins, boyd, 2016). Particularly in the last decade, the infosphere has undergone a development that, although expected, has surprised in terms of its speed and in terms of how profoundly it has changed young people's online practices. Has this transversal, constant and pervasive change affected the way young people negotiate their role in the peer group? The two-year research hereby presented (2020-21; 2021-22) involved students aged 14 to 19 from 9 secondary schools in the territory of the Metropolitan City of Bologna, with the aim of exploring this general question in order to offer a detailed descriptive and interpretative picture of the issue.

The first year was guided by two specific research questions (what are the media practices of today's adolescents? In what terms do their practices have an impact on their way of socialising and negotiating their identity?), was articulated into a quantitative study dedicated to gathering – through an online questionnaire (88 classes involved, 1658 respondents) – the general situation of the students and into a qualitative study – structured as a series of online focus groups (5, one for each year, for a total of 49 participants) – aimed at gaining an in-depth understanding of the results of the quantitative phase. A picture emerged in which technologies and social media assume a fundamentally important role in adolescents' relationships and identity formation (Pacetti, Soriani, Bonafede, 2023). Media practices represent a fundamental junction in the way adolescents behave, interact, act with their peers and socialise with reference figures (adults, peers and influencers). Very few use social media 'actively' (in the sense of being content creators), but they perceive their peers doing so positively and with admiration. Moreover, the lockdown profoundly changed their media practices: digital tools were the only means of communication and were used much longer than normal.

In the second year, the intention was to investigate aspects of adolescents' digital well-being in relation to their media practices and the way they socialise around them, both in the peer group and in the classroom group. The stages of the research, conducted according to a mixed method (Creswell, 2015), were twofold:

a quantitative study dedicated to collecting – through an online questionnaire (1286 respondents) – the general situation of the students;

a qualitative study – structured as a series of online focus groups (54 participants) – aimed at deepening the results of the quantitative phase.

The contribution aims to present some results of the second year of the research (s.y. 2021-22), focusing on:

- modes of interaction through technology among adolescents in formal (e.g. school) and informal contexts
- dynamics of inclusion and exclusion in peer groups
- research into subjective well-being from forms of socialisation among adolescents through technology.

G.02. Being well at school: equity between well-being orientation and student-centred pedagogy

Philosophy for Children, Character Skills and Well-being in the Classroom

Federico Zamengo (Università di Torino, Italy) · Nicolò Valenzano (Università di Milano, Italy)

philosophy for children, character skills, social skills, well-being

Defining well-being in school settings is not straightforward (Thomas et al. 2016; Amerijckx & Humblet 2014). However, there is agreement in the literature regarding important factors to be considered, such as agency, autonomy, respect, sense of community, happiness, feeling valued, and positive relationships (Cassidy 2017). These aspects are related to the domain of character skills (Chiosso, Poggi & Vittadini 2021;Patera 2019; Heckman & Kautz 2017; Pattaro 2016; Maccarini, 2016) and suggest that well-being can be seen as the noncognitive outcome of education, which in turn affects students' learning opportunities. From this perspective, well-being can be considered the result of positive educational relationships and activities that help develop resilience and agency in students (Eaude 2009: 185).

In our view, Philosophy for Children (p4c) (Lipman 2004) can be an important contribution. According to Lipman's intentions, this teaching practice aims to develop complex thinking: critical, creative, and caring (Santi & Oliverio 2013). The characteristic element of p4c is the transformation of the classroom into a research community, an educational context based on dialogue aimed at generating serenity and respect among the participants, fostering exchange among peers and with the teacher-facilitator. It allows children to feel part of a community, thus focusing attention on more than just individual dimensions of well-being (Cassidy et al. 2022). By cultivating the ability to think together, p4c accustoms children to be challenged in their thinking and to face challenges with a positive outlook, helping them develop confidence in their own and the group's potential. Likewise, because of its structure and teaching principles, p4c further ensures a sense of agency. In the community of inquiry, children guide the direction of inquiry from the formulation of the initial questions, thus placing the ensuing dialogue around their interests, concerns, or "questions". In the community of philosophical inquiry, students engage in "social, cognitive, and emotional" relationships that are relevant to their world and develop the habit of seeking and finding meaning together, a central aspect of a person's identity, relationships, and sense of well-being (Kizel 2017: 87).

Through p4c, it is possible to cultivate the mental attributes that make up character skills. Research conducted by the authors observed an increase in the social skills of adolescents, such as the ability to express disagreement and make observations, as well as accepting observations and expressing one's difficulties (Zamengo 2022).

The community of philosophical inquiry promotes individual and collective well-being by encouraging proactive attitudes toward engagement, supporting confrontation and dialogue for conflict resolution, and strengthening the possibility of consolidating satisfying interpersonal relationships that encourage a collaborative spirit and shared reflection.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

Design of School Contexts and an Inclusive Curriculum According to the Universal Design for Learning Approach

Maria Antonietta Augenti (Università degli Studi di Bologna, Italy)

universal design for learning, inclusion, inclusive teaching

The school inclusion of all students, but in particular of pupils with disabilities, is presented today as a still evolving process. The main field of investigation of special pedagogy, refers to the analysis, also historical, of the existential trajectories of people with disabilities and the existing interconnections with the organization of the polis, cultures and practices both related to national contexts and in relation to the international dimension (Malaguti, 2020).Special pedagogy deals with inclusive practices at school and in society, then with the educational reception and organization of places of life to ensure the accessibility of all to social experience and education (Goussot, 2015). Inclusive Teaching was born from this perspective as a possible response to the new challenges that the school is facing today in terms of complexity, inclusion, new ways of learning, and new teaching styles involving both pupils and teachers; it lies in understanding, valuing and celebrating individual differences (Ianes, Canevaro, 2020). The school represents a privileged place of growth not only personal but also social, and wanting to promote the prospect of inclusion, invites a rethink of its own structure and organization. In this new perspective of educational inclusion, where diversity is seen as the uniqueness and originality of each subject, one of the international orientations that emphasizes individual variability is the Universal Design for Learning (UDL) approach (CAST, 2006; 2011;2018). This paper describes the results of a research-action course aimed at 198 children and 32 primary school teachers, in two school contexts in the city of Reggio Emilia and Bologna. According to a mixed methods, the research aims to design an inclusive curriculum according to the perspective of Universal Design for Learning and to investigate the effectiveness of the application of this educational approach.Through the application of this framework we will investigate four dimensions (retrivied from national and international review) in relation to student's perception: the increasing of well-being, participation, motivation and learning levels. A particular focus will be on the inclusion of pupils with disabilities in the classes participating in the research. It will be presented the results of the exploratory phase concerning the Thematic Analysis (Braun & Clarke, 2006; 2022) of the focus groups with teachers; the results of the survey of the pupils' opinion; the implementation phase of the action concerning the design of UDL learning units and of the inclusive curriculum and the final post-intervention results.The following research, in the Italian context, is characterized as experimentation of educational interventions based on the application of UDL in the school curriculum and the expected results will concern students, about the effectiveness of this educational and educational model. Faced with the challenge of inclusive education, as the key to a quality education, the need arises to adopt and experiment with new approaches, such as this, that will act as an inspiration for the teaching process-learning, but also provide resources to put it into practice (Malaguti, Augenti, Alba Pastor, 2023).

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

Cultural Paradigms. Building on the Linguistic and Educational Dynamics Proposed by Russell

Enrico Bocciolesi (University of Urbino 'Carlo Bo', Italy)

cultural paradigms, pedagogy, analytical philosophy, hegemony

It becomes necessary to refocus attention on frequently overlooked perspectives within contemporary educational contexts, overshadowed by the increasing bureaucratisation of the school system. Bertrand Russell, addressing language perspectives and defending his social positions, proposed ways of critical intervention in the educational context. The entire work of the humanist and scientist Bertrand Russell was inspired by a magisterial vocation aimed at generating a new way of thinking and living. Whether it was his research in mathematical logic, philosophy, or scientific popularisation, his constant concern for the education of the being from a wisdom capable of assuming and facing the challenges that each era imposes on the individual can be seen in them. This learning begins in childhood, to which he attributed a decisive influence on the future destiny of the personality. After the First World War disaster, Russell saw education as the only force capable of reshaping and reforming Western society from the ground up. But to initiate such a reform, to raise 'different men', it was crucial to radically rethink the roles, functions and behaviour of the educational agencies on which the education of modern men is based: the state, parents and teachers. In this proposal, we retrace the excursus illustrated by the Welsh author on what education should be and its orientation towards peace. From thought to language, from words to environments, thus the analytical philosopher's path intersects with life experiences and social achievements. Therefore, starting from the paradox, a proposal for a pedagogical questioning of the same place of education is arrived at.

Cognitive Disabilities And Personalised Learning: The Case Study Of The Agenzia Formativa Of The Province Of Varese

Francesca Brognoli (Agenzia Formativa della Provincia di Varese, Italy) · Alessandro Curti (Agenzia Formativa della Provincia di Varese, Italy) · Daniela Martarelli (Agenzia Formativa della Provincia di Varese, Italy)

cognitive disabilities, personalised learning, vocational education and training (vet), learning strategies, inclusive education

The topic of educational strategies associated with the personalisation of learning needs to be addressed from a psycho-pedagogical and social perspective. These strategies are intended as learning tools and methods that:

1) foster an inclusive context (Patrick et. al, 2013) in upper secondary schools;

2) potentially limit school drop-out and exclusion of the most vulnerable students, in terms of intellectual abilities and social and economic instability.

Schools must guarantee the possibility of personal fulfilment for all students, through a systemic approach aimed at personalising learning, especially in regard to disabilities.

From the Academic year 2018/2019, the Agenzia Formativa of the province of Varese, has developed at its branch in Luino two professional courses for disabled students (PPD) aimed at nurturing individuals capable of contributing to society as active citizens, through the personalisation of learning that values everyone's individualities and the engagement in social networking with other local institutions; integration occurs gradually, with the constant support of the school.

Students enrolled in personalised paths present different degrees of cognitive disabilities, mild to moderate. The majority of them come from problematic socio-cultural contexts and therefore have a greater need for inclusive spaces, which can offer equal opportunities, taking into account everyone's inclinations, difficulties, and strengths (Wehman et al., 2018). The school offers spaces and learning paths based on the principle of equality of rights, which guarantee personalisation as an enhancement of the uniqueness of each individual. The purpose of curriculum for disabled students is not meant to segregate and emphasise the differences, but to welcome fragile individuals in a safe and protected environment, allowing them to open up to the world as human beings progressively inserted in society (Beyer et al., 2010): being aware of their limits and rights, they can then play an active role in the social, economic, and political context of the Country (Honey et al., 2014) and fulfil personal achievement (Dewey, 2012).

The contribution aims to present and examine the experience and the pedagogical-educational approaches and experiential learning processes implemented at the upper secondary school in Luino, as an example of a vocational training path but primarily educational. The experience is outlined through qualitative research and the investigation of teaching strategies, tools, and methods with didactic, but above all, psycho-pedagogical purposes.

Particular focus is placed on internship experiences, which are initially carried out in a protected manner within the Agenzia Formativa, with activities aimed at the public, and only at a later stage students are assigned to a training placement: the aim is to encourage working experiences in autonomy and to develop cross-cutting competencies such as respect for rules, assigned tasks, and roles, empowerment, and improvement of relational and communication skills; such skill set has notable long-term potential for independence and employability (Southward and Kyzar, 2017).

Furthermore, the study acknowledges the importance of developing study paths that can promote the aforementioned competencies, corroborating the topic of school inclusion and students with disability can be conceived as an active part and not as recipients of the service.

Individual Educational Plans as Pedagogical Strategy to Realise Inclusion? A Multiple-case Study on the Relationship Between Individual and Class Planning

Silver Cappello (Competence Centre for School Inclusion, Free University of Bolzano-Bozen) · Heidrun Demo (Competence Centre for School Inclusion, Free University of Bolzano-Bozen) · Petra Auer (Faculty of Education, Free University of Bolzano-Bozen) · Rosa Bellacicco (University of Turin) · Anna Frizzarin (Competence Centre for School Inclusion, Free University of Bolzano-Bozen)

individual educational plan, class planning, inclusion, primary school

In countries with inclusive-oriented school systems like the Italian one, Individual Educational Plans (IEPs) have been understood as one of the key-elements that grant everybody's participation to a shared curriculum and the provision of additional support for students identified as having Special Educational Needs (SEN) within general education settings (Alves, 2018; Mitchell et al., 2010). However, their conceptualisation and implementation still bear a large range of challenges or criticisms (Auer et al., 2023). In its attempt to ensure students with SEN's participation in the general curriculum and in class learning activities, the IEP risks indeed to exert a "normalising" thrust by proposing a certain "ideal" learner. On the other hand, when it is used to respond to their specific needs by tracing personalised paths, it risks originating processes of delegation and isolation (Andreasson et al., 2013; Norwich, 2013). Such dilemmatic character of the IEP raises questions on its meaning for an inclusive school: is it a tool that contributes to the achievement of common objectives of the curriculum and allows everyone to develop their peculiarities or is it a tool that emphasises exclusionary mechanisms, instead? From this perspective, the relationship between class planning, that is expected to be for all in an inclusive school, and IEPs, expected to look at the specific peculiarities of some learners, is particularly interesting. In Italy, the IEP was established as an instrument of school integration policies to protect pupils with disabilities' right and grant accessibility of the curriculum (Law 104/1992).

On this background, a multiple case study was conducted in 17 Italian primary school classes in the Provinces of Bolzano-Bozen, Torino and Rome with at least one student with an IEP, exploring the following research question: How is the relationship between the IEP and the class planning dealt with? To understand if and how class and individualised planning are connected, for each case, qualitative semi-structured interviews were conducted with (1) a subject teacher, (2) the support teacher, and (3) one parent of the child with the IEP. Data analysis was conducted using Qualitative Content Analysis (Schreier, 2013). Further, to triangulate data, IEPs were analysed by means of document analysis (Bowen, 2009). The main findings show that a synthesis between IEPs and class planning seems to be subject to a "normalising" risk, where in most cases the class curriculum guides the definition of objectives in the IEP and only rarely specific objectives formalised in the IEP influence class planning. However, in these latter cases, the consideration of the IEP in the class planning turns out to be an opportunity for all: on one hand, the IEP is the bearer of methodologies and tools necessary for the students with disabilities, useful for all; on the other hand, it stimulates differentiation for all pupils. In conclusion, the research findings have several implications to reflect and create more plural and equitable learning environments for all in the educational process, identifying pedagogical strategies that can enhance participation and achievement for all by addressing everyone's personal differences and individual characteristics.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

The Individualized Strategy for an Inclusive School

Silvia Fioretti (Università di Urbino, Italy)

individualized strategy, individual differences, mastery learning

Individualization is a strategy that aims to enable each pupil to learn and train under the best possible conditions. It enables optimum learning and training because it pays attention to the individual and social differences that each pupil manifests by attempting to overcome them. Indeed, each student comes to school with individual differences that may consist, for example, in the possession of different forms of cognitive 'skills' or different motivational attitudes towards the learning task.

It is almost paradoxical that in today's advanced and technological society, social differences are a major educational issue, perhaps even more so than in the past. These differences, whether they take the form of different family environments or different socio-cultural backgrounds, often fuel the difficulties that the student has to face to fit successfully into the educational system.

Allowing each pupil to benefit from the best possible conditions for learning, that is, organizing educational action taking into account the needs and peculiarities of the subject to be educated, meets a strong pedagogical need that cannot be renounced for a school that wishes to be inclusive. It is in the specificity of teaching practice that individualization makes its value appreciated insofar as, by defining itself as the strategy that adapts teaching to the characteristics of the pupil, through concrete and feasible ways of organizing the training proposal, it enables students to achieve mastery of the skills and competences essential to their school career. Thus individualization, in its concrete implementation, is embodied in the adaptation of the teaching proposal to the characteristics of the pupil.

The project hypothesis intends to make use of the more formalized model of individualized strategies, theorized by Bloom, known as Mastery learning.

The fundamental assumption of Mastery holds that the vast majority of learners can achieve full mastery of basic objectives in the presence of adequate teaching quality. This is possible irrespective of a learner's 'aptitude' for a certain subject, as this aptitude can only predict the time required to reach a certain level of learning. This model will be integrated and revisited in the light of studies relating to the psycho-pedagogical and motivational sphere to ensure that pupils achieve the basic and essential objectives, presenting operational solutions that adapt teaching to the individual characteristics of the students.

Participation of Students with Disabilities in Education, Training and Labour Systems: an Issue of Equal Opportunities

Ivana Guzzo (INAPP, Italy)

inclusive education, work based learning, individual transition plans

Although international legislation supporting the inclusion of people with disabilities in education, training and labour systems strongly urges States to put in place ad hoc national policies, the opportunities for young people with disabilities to develop skills that can be used in the labour market still seem very low, considering their early school leaving, their difficulty in accessing to vocational and educational training courses, the problems still related to the skills certification system, the lack of specific professional figures (guidance counselor /job tutor) for the construction of Individual Transition Plans and the absence of a territorial network of guidance and job support services for young people with disabilities. This research paper will be turned to exploring the complex phenomenon of the participation of disabled students in education and training courses and their involvement in Individual Transition Plans that could give them a real opportunity to access in the labour market. The first part of the survey aims to offer a general overview of the participation of disabled people in education and training systems in Europe, through a comparative analysis of the phenomenon of early school leaving of disabled students in Europe, based on the study of European documents, of European Agency for Special Educational Needs Reports and/or other international analysis. The second part is revolved, given the importance that learning experiences in a workplace have for disabled students, to the analysis of the italian Pathways for Transversal Competences and Orientation (PCTO). PCTOs, provided in Italy from the third year of higher education, represent the greatest opportunity for students with disabilities to acquire skills that can be used in the labour market, offering them the opportunity to experiment and recognize their abilities. Unfortunately, PCTOs do not always take place in an environment outside the school, limiting learning opportunities for people with disabilities. In most cases, this is due to the lack of stable relationships with employers and the lack of guidance counselor and job tutor for the construction of an Individual Plan oriented to the integration of young people with disabilities in the labour market, so in the society. Through interviews with school Directors, teachers and beneficiaries, the research activity aims to better understand the job orientation process for disabled students and their participation in a PCTO, as well as the system for the recognition and the application of the skills acquired by the students involved in a PCTO. The last part of the paper shows some best practices, both European and Italian, on school to work transition plans for students with disabilities, as well as common criteria of intervention for the development of a training and work orientation project for students with disabilities, which is shared and integrated into the different systems.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

Rethinking Education: A Three-Dimensional Approach in the Context of Contemporary Challenges

Patrizia Lotti (INDIRE, Italy; EIDUNED, Spain)

democratic education, pedagogical relationship, educational system, service-learning

The educational system at the basis of the pedagogical debate that has developed to the present day has remained based on the model of compulsory education that developed from the origins of the nation-states and was then aimed at educating citizens adherent to the values and institutions of the state. As Durkheim emphasised at the time, education is a process of cultural transmission from one generation to the next, aimed at adapting young people to their physical and social environment due to the values prevailing in society (2009). The graphic representation of the educational triangle, proposed by Herbart to draw attention to the interactions between teacher, student, and content in education at the basis of education has remained a reference for more than a century, during which the pedagogical debate has been limited to shifting the position of the three subjects at the vertices or contextualising the educational triangle itself in a broader context of external relations (Hudson &al., 1999).

However, the last fifty years have led to a simultaneous increase of difficulties in the functioning of the institutions responsible for social cohesion, the relationship between the economy and society, and the formation of individual and collective identities (Fitoussi and Rosanvallon, 1996). Economic globalisation has led to the collapse of forms of national cohesion and the establishment of delegations to local communities has increased the crisis of legitimacy of the state by favouring the tribalisation of society (Castells, 1997). With the loss of the constitutive value of knowledge, which also meant certainty and trust in the institutions that transmitted it, the reflexive nature of knowledge through its application and the continuous reformulation of knowledge itself in the light of new information was affirmed, leading to the need to reformulate the articulation of education and knowledge with the formation of the citizen (Giddens, 1994). The need for each individual to acquire the cognitive skills for active citizenship and to develop the capacity to construct a complex identity without a dominant eye, where citizenship is configured in the plurality of spheres of commitment, leads to an idea of a school whose autonomy necessary for knowledge as a reflection linked to practice is also a stimulus for links and not for isolation, for the stimulation of connections between institutions that overcome traditional formalism and allow for real exchanges, both nationally and internationally (Tedesco, 2000; 2004).

At this point, reference to the educational triangle is no longer sufficient to represent the complexity of the relationships involved. The aim of this contribution is to propose a new graphic representation, no longer two-dimensional, but three-dimensional in order to facilitate attention to all the elements that come into play in today's democratic and inclusive educational process. Through the reference to Service Learning (SL), which affirms the importance of the "positive cycle" between knowledge content and service (Tapia, 2012), the figure of a double tetrahedron is proposed, which on the pivot of the nuclear teacher-student relationship allows for the relationship of content and experience, as well as virtuality.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

Bridging Theory and Practice: The Role of Training of Trainers in Promoting Inclusive Education

Alessandro Monchietto (University of Turin, Italy) · Cecilia Marchisio (University of Turin, Italy)

expert, inclusive education teachers, training of trainers, higher education, professional development

In the international educational debate, Italy has stood out since the mid-1970s for its pioneering role in the integration of students with disabilities into mainstream classes (Pavone, 2012). This approach, now recognised worldwide and supported by numerous international standards and documents (UN, 2006, 2015; Unesco, 2017, 2019; EU, 2021), advocates inclusive education not only for ethical reasons, but also because it provides an optimal framework to promote the development of each student's potential and create a climate of acceptance and respect for all forms of diversity. The recent adoption of the "Government Disability Mandate Act" (L. 227/2021, Delega al Governo in materia di disabilità) represents a significant step forward. It envisages a future in which social care is transformed so that people with disabilities can participate fully in society, transcending the boundaries of specialised centres and living "on an equal basis with others" in the real world (Piccione, 2023). This approach emphasises the growing need to develop 'expert' education systems that are not only designed to place students with disabilities in mainstream classrooms, but also to prepare them for life after school, for democratic citizenship (Medeghini&Fornasa, 2011). This legislative milestone emphasises the need to develop pedagogical practises accordingly and to ensure that teachers are both theoretically informed and practically equipped to guide and facilitate these transformative changes (Bocci, 2018).

The University of Turin's Professional Development Course (CUAP) "Expert in inclusive educational processes" is a proactive response to these needs. This initiative, developed as part of a comprehensive Memorandum of Understanding to promote inclusive culture in Piedmont, aims not only to improve the skills of teachers with a university qualification in special needs education (Romano et al., 2021), but also, and more importantly, the skills of their trainers (Damiani et. al, 2021). This course is particularly aimed at those who lead laboratory activities in specialisation courses and is designed to equip trainers with advanced methods and practises to promote an inclusive educational environment (Taylor&Cranton, 2012).

This approach recognises the central role trainers play in shaping the future of education by preparing new teachers to meet the challenges of inclusion (Gibson et. al, 2016). By focusing on the development of trainer competencies, the course aims to create a domino effect and ensure that the principles of inclusive education are embedded at all levels of teacher education (Priestley et al., 2015).

Our presentation will critically analyse the structure, content and outcomes of the "Expert in inclusive educational processes" course and provide insights into effective strategies to promote a truly inclusive educational landscape, starting with the training of trainers.

To summarise, the University of Turin's efforts are exemplary of how educational institutions can act as catalysts for social change by redefining the role of teachers as 'activists of change' within inclusive education (Naraian&Schlessinger, 2017). The findings emphasise the collective responsibility for developing competent educational contexts that are able to adapt to the diverse needs and potentials of all students, thus advancing the agenda for a more inclusive society.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

The Unity of Practice and Knowledge as a Pedagogical and Cultural Paradigm for an Inclusive School in Lamberto Borghi's Thought

Luca Odini (University of Urbino "Carlo Bo", Italy)

history of education, lamberto borghi, school, community, inclusion

Lamberto Borghi (1907-2000) is undoubtedly one of the pedagogues who most influenced the Italian pedagogical landscape in the 20th century. He graduated in philosophy and specialised in German literature. For several years he taught in various Italian high schools and in 1938, following the promulgation of the fascist racial laws, he was dismissed. He left the country and went to the United States where, in intellectual and university milieus, he met and established personal and professional relationships with Salvemini, Cassirer and Dewey. Following the war he came back to Italy; he replaced Codignola at the Chair of Pedagogy at the University of Florence. He decided to rework a 'secular' paradigm of pedagogical research, motivated by his strong civil and political commitment.

Of his work, we will investigate "Education and Social Development" and "School and Community". These are two complementary texts in which the author analyses the theme of the relationship and link between the school and the social and cultural context of the territory. We want to highlight how, in Borghi's approach, the possibility of building an inclusive school starts from the link it has with the local community. And it is precisely through the relationship that links the school's educational action to the environment and the social fabric that a pedagogical paradigm that decisively broadens its outlook can be explained. For this reason, the teaching strategies for an inclusive school, in Borghi's thought, only find their meaning through the unity of practical/educational and theoretical approaches that constitutes a peculiar cultural model for an inclusive school.

The method with which we will approach the texts is historical-critical. We will read the facts and data that emerge from the texts and documents, framing them within their historical context, trying, as far as possible, to illustrate the author's thinking, his relations with the intellectuals of the time, emphasising the issues he wanted to raise with his writings.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

Multigrade As A Promising Pedagogy

Anne Parfitt (Bath Spa University, United Kingdom) · Cath Gristy (University of Plymouth, United Kingdom) · Mary Garland (University of Plymouth, United Kingdom)

multigrade, democratic, inclusive, pedagogy

In this paper, we will discuss opportunities for multigrade teaching to fulfil its promise as an effective form of pedagogy. We recognise Hoffman's (2003 p12) call to action on multigrade provision such that 'the school day and use of instructional time must be structured so that diversity is accommodated and celebrated as an important resource', because the age-heterogenous classroom 'is made up of children with diverse abilities, learning styes and behaviours'.

While this statement, and others offering similar accounts of the inclusive potential of multigrade provision move the discussion forward, they remain inadequate. We reflect on the discourses surrounding the inherent diversity in multigrade classes and highlight the deficit notions engrained in terminologies such as multigrade teaching being subject to 'accommodations', 'adapted' or 'differentiated' which we frequently find applied, specifically in English contexts (Department for Education, 2021; Mould, 2021). At the same time, scholars looking to widen the focus of inclusive teaching to cover not only pupils who tend not to fit into mainstream school systems (e.g. those with additional needs) have contended that the whole cohort of individuals requires attention. Subsequently, they encourage resources to be spent on introducing revised practices and institutional systems (Florian, 2014: Pantić & Florian, 2015)

The above approaches invariably continue to emphasise the priority given to individuality in English school provision. which works against the sense of achieving collective acts (Waters & Brighouse, 2022). To understand multigrade as a promising pedagogy, that is, one with potential for promoting inclusive and democratic education, we carried out a scoping review of the recent literature on multigrade teaching in small state school contexts to examine: organisation (leadership & management in school) and, pedagogy (teaching & learning). We identified relevant items (n=103) but after the exclusion of certain material (government papers, teachers' newsletters/blogs, trades union statements) 78 items were explored.

We will present in our paper the case of England, where the many organisational challenges previously reported as associated with this provision were confirmed through our literature review. However, with regard to identifying multigrade inclusive democratic pedagogy i.e., contexts that are communal, allow for collectivity and foster mutual spaces, we found that we have to look outside mainstream compulsory state education to engage with fresh thinking (e.g. organisations such as Phoenix Education's Freedom to Learn project). Given our aim is to move forward the debate on what multigrade schooling in compulsory state education might offer as a promising pedagogy, we would like to make comparisons with discourses from other countries. We acknowledge that the outcomes of our research to date largely concern the English context and we seek to explore our findings with scholars from diverse schooling systems.

G.03. Cultural paradigms and pedagogical strategies for an inclusive school

Multigrade Education as a promising Pedagogy for Social Inclusion: a Critical Reflection

Laura Parigi (INDIRE, Italy) · Giuseppina Rita Jose Mangione (INDIRE, Italy)

multigrade education, rural education, equity, social inclusion

Debunking the myth of "homogeneity by chronological age" (Tomlinson, 2003) is crucial to equity and inclusion in education (The Global Education 2030 Agenda, 2015), as it allows teachers to assume student academic, social and cultural diversity as a foundation for their professional choices. Opposite to standard age-based instruction, which relies on this myth as a principle for school organization and teaching, multigrade education has been dealing with student heterogeneity for a longer time and educational research widely explored the issues and the opportunities of this particular type of heterogeneity (Mulryan-Kyne, 2007, Engin, 2018). Within this field of research, some studies (Little, 2006; Cornish, 2021) contributed to identifying multigrade as a "promising pedagogy" for inclusion and diverse classrooms. According to these studies, age heterogeneity is a lever for differentiated instruction (Smit, 2015) and social learning in a mixed-age context (Sherry-Wagner, 2016) using flexible grouping, cooperative learning and reciprocal teaching (Hyry-Beihammer, 2015).

However, as the application of this "promising pedagogy" may be affected by teachers' professional knowledge, attitudes and beliefs (Santos, 2019), we need to investigate explicit and implicit constraints in the implementation of theoretical framework in multigrade classrooms, to perform a coherent practice and collect robust evidence of actual inclusiveness. According to this issue, the paper presents and discusses the results of exploratory research performed on a sample of 124 Italian multigrade teachers who have been asked about curriculum design, classroom organization and management, learning strategies and assessment in multigrade settings through of an open-ended questionnaire.

Choices Across Borders: Motivations, Competences and Satisfaction Areas in International Work Mobility

Diego Boerchi (Department of Psychology, Università Cattolica del Sacro Cuore, Italy) · Teresa Rinaldi (Faculty of Psychology, eCampus University, Italy)

work mobility, career counseling, motivations, competencies, satisfaction

Throughout history, humans have constantly migrated in search of more favorable living conditions and work opportunities, demonstrating their innate willingness to adapt and increase their well-being. The success of their migrations, however, is not a given. Many refugees and asylum seekers struggle to successfully integrate into the host country's labor market, negatively affecting their integration process. Even those who spontaneously choose to go abroad for work, either as a personal project or by welcoming the opportunity offered by their company, not infrequently find it challenging to live and work in a cultural, sociopolitical, and climatic context different from that of their nation of origin.

This talk aims to share the results of two studies that sought to address the need to identify the motivations, competences, and areas of satisfaction that most characterize those who have experienced or are experiencing greater satisfaction with a work experience abroad. The studies were carried out as part of the ERASMUS+ project "EMoCC – European Mobility Career Counseling" to refine the skills of career counselors when meeting clients or users considering the option of going to work in another country.

The first study, the AToM (Attitude Toward Moving) study, was a qualitative research divided into two parts. In the first were interviewed in Italy, France, Germany, and Spain 120 working-age adults, belonging to four distinct groups: voluntary migrants, employees assigned by companies, refugees, and those who have never moved abroad. In the second part, eight focus groups were conducted, with each country addressing a different audience: university students in Italy, high school students in Spain, young people interested in working as au pairs in France, and young people interested in civil service in Germany. The study aimed to explore the personal dynamics, skills, attitudes, and values that underlie geographic mobility for work reasons. From the data collected, it was possible to construct the self-report questionnaire WoMSA Scale (Work mobility skills and attitude scale) containing three dimensions related to the motivations, competencies, and satisfaction areas that characterize a successful work mobility experience abroad. Each dimension includes several categories that provide a complete overview of the complexity of a choice of work mobility. The responses to the questionnaire collected online in five different languages (English, French, German, Italian, and Spanish) can help career counselors support clients considering international career opportunities. It represents a significant step towards facilitating successful integration and improving the well-being of individuals who choose to work abroad.

Can The School Context Foster Altruism? Preliminary Evidence From Children Playing The Dictator Game In "Scuola Senza Zaino" Method

Ilaria Castelli (Università di Bergamo, Italy) · Nicole Zanga (Università di Bergamo, Italy)

altruism, parrochialism, dictator game, method "scuola senza zaino"

The tendency to give and to share goods with others – namely to act prosocially and altruistically – is a topic of study with a long tradition in developmental psychology, that involves both the domains of moral reasoning and of social decision-making (Marchetti & Castelli, 2012). The essence of such behaviors – whether innate or acquired under the pressure of culture and social norms – has been a rich topic of debate (Tomasello, 2010; Bicchieri, 2016) with relevant educational implications. For example, in Italy the School National Indications of 2012 stated that the main goal of school education should not be academic teaching only, but also offering significant social experiences in order to help children learn how to take care of others and of the enviroment, namely the so-called "education to citizenship". It is therefore interesting to better understand which socio-contextual factors could support the sensibility to fairness, i.e. the tendency to avoid inequality, and the proclivity to help and to share with others, i.e. altruism.

Studies with the well-known Dictator Game – DG (a person can share a good with another with no costraints, so that the amount of his/her offer becomes an indicator of his/her altruistic behavior, as the other can only receive the offer and not reject it) showed that children act altruistically already from the preschool period, and that the socio-economical status of their family plays a role indeed, with high-ses children acting more altruistically than low-ses children (Benenson et al, 2007). But also the receiver plays a role: children tend to offer more to people belonging to their own social-group and less to people of another group, the so-called phenomenon of "parrochialism" (Fehr et al., 2008), which has interesting implications on the educational domain.

To better explore this aspect, 10 years old children were involved in a series of rounds with the DG under three conditions: sharing goods with a classmate, sharing with a child of another class but of the same school, and sharing with a child of another school. The two groups belonged to two different Primary schools context in Northern Italy: one group attended a school with a special method, the so-called "Scuola senza zaino" (Orsi, 2014; 2016), with a special organization of the spaces, of the materials and of the didaticts aimed at fostering cooperation and solidarity. The other group attended a classical primary school, not involved in any special didactic method. Preliminary results showed the tendency of both groups to act altruistically and to be influenced by the "parrochialism" phenomenon. More interesting elements emerged from the discussion, carried on after the three DG rounds, where children had to motivate their choices and to reflect upon their decisions and emotions. Implications for the education to citizenship at school are discussed.

G.04. Decision-making and Justice: Unraveling the Threads of Social Equity

Which Challenges For Inclusive Institutional And Organizational Decision Making Through Ai? Current And Future Perspectives In Social Transition Processes

Lavinia Cicero (Università eCampus, Italia)

artificial intelligence, equity in decision-making process in career guidance and assessment, inclusion and social justice

This contibution leads into a general theoretical reflection and a preliminary research review on how the decision-making capabilities of certain social groups may be influenced by artificial intelligence and the potential impact of such influence at a social groups and institutional levels. We are currently facing with the growing integration of AI in various topic phases of our lives, including, for instance the social transitions from school to university, from education path to work as well as form one job to another in a longlife perpective. This means that institutions and companies are used, more and more, to taking decisions based on machine-learning outputs. The main conceptual and research topics should be focused on how AI systems may avoid creating disadvantage marginalized groups, but, rather, contribute to a more equitable and inclusive decision making processes. Some results have showed for instance that the employment of AI decision-making processes in people applying to access state benefits can lead to the deepening of inequality, social sorting and social division (Eubank, 2018), accordingly it is critic than to focus on achieving fairness by incorporating values into the design of the system as short-sighted (Greene et al., 2019). The specific applied cases of AI systems used for the selection of applicants for admission to university (e.g. Krupiy,2020), for the career guidance across higher education and working life (e.g. Westman et al., 2021) as well as for recruiting and personnel selection will be discussed.

The focus is on the social and psychological factors and on the definition of intelligent, institutional, legal, individual and social factors in the complex interplay among AI, institutions and people. Some key open questions for current and future research are, then, to define and share the major principles to better design IA systems according to an inclusive society, to grant a reliable, and fair integration of technologies in social and organizazional/institutional processes.

The Influence of Women's Decision-Making Power on Maternal Health Services: A Comparative Study of Migrant and Non-Migrant settings

Moslem Hossain (Central University of Karnataka, India)

husband migration, healthcare autonomy, maternal health services, koch bihar

Background: Women's autonomy plays a vital role in promoting the well-being of women, children, and communities, with far-reaching implications for gender equality, human rights, sustainable development, economic productivity, social justice, and equity. This study examines the impact of women's healthcare autonomy on the utilization of maternal health services among left-behind women in rural Koch Bihar, West Bengal.

Method: Our fieldwork was conducted from October 2022 to February 2023 in rural Koch Bihar, West Bengal. We adopted a mixed-methods approach involving surveys, interviews, and focus group discussions with left-behind women in the district. The study included 384 women aged 15-49 who had given birth to a live baby within the five years preceding the survey, with 192 having migrant husbands and 192 having resident husbands. Using binary and multivariate logistic regression, we analyzed the data to explore the relationship between women's autonomy in healthcare decision-making and their usage of maternal health services, such as antenatal care, institutional delivery, and postnatal care.

Results: Among migrant husband women, the likelihood of positive maternal and women's health outcomes is lower when decisions are shared with the husband/partner (AOR: 0.109***, 99% CI: 0.045-0.236), Husband/partner alone (AOR: 0.195***, 99% CI:0.080-0.474) and In-laws or others (AOR: 0.091***, 99% CI: 0.029-0.288). Further, meeting with ANM/ASHA is associated with a 2.44 times higher likelihood of positive maternal and women's health outcomes than not meeting with them (AOR: 2.44***, 99% CI: 0.747-7.968). Similarly, among resident husbands, the likelihood of positive maternal and women's health outcomes is significantly higher when decisions are made jointly with the husband/partner (AOR: 2.976***, 99% CI: 1.408-6.293), Husband/partner alone (AOR: 1.381***, 99% CI: 0.627-3.040).

Conclusion: In conclusion, these findings should guide policymakers and healthcare providers in developing tailored interventions to address the specific needs of this population

Empowering Future Generations: Unveiling the Crucial Role of Parents in Shaping Financial Decision-Making Skills

Teresa Rinaldi (eCampus University) · Annalisa Valle (Università Cattolica del Sacro Cuore) · Antonella Marchetti (Università Cattolica del Sacro Cuore)

financial education, parenting financial education, financial skills, financial behaviour

Financial education is a critical component in the development of responsible and conscious individuals. This study delves into the pivotal role that parents play in instilling financial skills in their children. According to the OECD (2017), financial education should start as early as possible, with parents being the first educators in this context. Early financial education, for example, appears to have a positive impact on long-term financial health, including a higher likelihood of saving and lower levels of indebtedness (Webley and Nyhus, 2006).

Our study builds upon previous research (Jorgensen and Savla, 2010; Shim et al., 2010) that demonstrated the influence of parents on their children's financial behavior. We conducted an online pilot survey on a sample of parents (N= 21; Female= 18; mean age = 49 years) with children aged 6 to 14 years, examining parents' financial education practices and their perception of the financial attitude and knowledge in their children.

Preliminary results indicate that 25% of parents perceive it as very important to discuss financial matters with their children and the same percentage consider themselves adequately equipped to educate their children. From the research analysis, it is observed that 44% parents feel confident in imparting financial knowledge to their children, yet admit to being unprepared when it comes to updating their own knowledge. Schools are viewed, for the 61% of the sample, as the primary source for a more structured education.

Regarding pocket money, most children receive a fixed amount (67%), believed by parents to foster their financial competency. However, some parents refrain from this practice, considering their children too young to manage money (23%).

However, only a 22% of the sample feel equipped to educate their children on financial matters, specifically when this education involves technologies (i.e., digital payment systems). Therefore, we underline the importance of providing parents with the resources and skills necessary to perform this key role. This could include training programs for parents, educational materials, and the integration of financial education into school curricula.

These findings underscore the importance of providing parents with the necessary resources and training to educate their children about financial matters, including digital payment systems. This could be achieved through various means, such as parental training programs, educational materials, and integrating financial education into school curricula.

Decoding Childhood Decision-Making: the Role of Mentalization, Personality Traits, and Empathy in School-Age Children

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decision-making, children, empathy, personality, mentalization

Mentalization, defined as the understanding of one's own and others' minds, emotions, and thoughts, is considered a crucial process in mediating human experience within social contexts (Allen, 2006). This complex construct encompasses specific cognitive and emotional abilities, with Theory of Mind (ToM) and empathy being key components that develop during childhood (Luyten et al., 2020).

The development of decision-making skills during childhood, particularly in primary school, is a significant focus. Prosocial decisions, involving considerations for the well-being of others, are often evaluated through tasks such as the Ultimatum Game (Guth et al., 1982) and Dictator Game (Kahneman et al., 1986; Benenson et al., 2007), where individuals decide how to share money with peers. Concerning the psychological dimensions involved, the literature highlights the role of the Theory of Mind in decisions involving other people (Castelli et al., 2014; Lombardi et al., 2017; Tsoi and McAuliffe, 2020), emphasizing how the ability to take another's perspective leads to a better understanding of intention and, more generally, the internal states of the other player in the decision-making process. This ability helps children move beyond an egocentric position to consider this information from their own and others' perspectives. More recently, some studies have shown that empathy plays a significant role not only in prosocial behavior (for adolescents, see, for example, Brazil et al., 2023) but specifically in decision-making related to fairness (He et al., 2022). Surprisingly, to our knowledge, there is a gap in research connecting empathy to decision-making in school-age children. A further aspect that could influence decision-making skills in children in social contexts is related to their personality traits. Recently, Demedardi and colleagues (2021) demonstrated that certain personality traits, such as agreeableness, influence decision-making processes regarding white lies, a decision-making process specifically linked to prosociality aimed at building and maintaining positive relationships with others. Exploring this connection is crucial for a comprehensive understanding of the factors influencing decision-making in childhood. Furthermore, this study introduces the impact of personality traits, such as agreeableness, on decision-making processes, emphasizing the prosocial dimension aimed at building and maintaining positive relationships. The study involves 94 children equally distributed across three age groups (6, 8, and 10). Tasks measuring personality traits, ToM, empathy, and social decision-making are administered, including delay of gratification, fairness, and altruism tasks. The results suggest that personality traits, ToM, and empathy are integral in the decision-making processes of school-age children. The study emphasizes the importance of understanding how children perceive and respond to others' emotions during key moments of cognitive and emotional development, particularly when actively engaged in social exchanges.

G.06. Financial inclusion starts in school

Comparing Teaching Methodologies for the Development of Financial Literacy in a Primary School: An Explorative and Evidence-Based Study

Giovanna Andreatti (Free University of Bozen-Bolzano, Italy) · Monica Parricchi (Free University of Bozen-Bolzano, Italy) · Daniele Morselli (Free University of Bozen-Bolzano, Italy) · Doris Kofler (Free University of Bozen-Bolzano, Italy)

financial literacy, cooperative learning, game-based learning, evidence-based research, primary school

Financial literacy is increasingly seen as an essential skill to participate in social life, that is characterized by growing complexity and the shift of financial responsibility from governments to citizens (Amagir et al., 2018). International surveys show that there is a low level of financial literacy on all continents, accompanied by high levels of stress in the daily management of finances and poor financial resilience (OECD, 2020a). In Italy, the level of financial literacy, divided into knowledge, behaviors and attitudes, is low in both adults (Banca d'Italia, 2023) and adolescents (OECD, 2020b). These results place Italy among economies with statistically lower performance compared to the OECD average, meaning a high number of individuals are low performers and thus lack the essential minimum skills for making informed and responsible financial decisions (Refrigeri, 2020).

Recognizing the importance of financial education for promoting active and sustainable citizenship, as well as achieving personal, social and economic well-being, there is a need to involve educational institutions with a more systematic approach, both horizontally and vertically, in a lifelong learning perspective (Parricchi, 2020). In particular, international frameworks for financial education (European Union & OECD, 2023) highlight the need to develop knowledge, behaviors and skills in Money and Transaction (managing money in the short and long term), Planning and Managing Finances (making informed financial choices), Risk and Reward (understanding and managing financial risks), and Financial Landscape (knowing key financial products and services). However, little is specified regarding the teaching and pedagogical methodologies to be used in schools to support the development of these competencies.

Based on this semantic framework and the need to guide research in the educational field towards the most effective teaching methodologies in financial education, this exploratory research adopts a case study methodology. The aim is to investigate which teaching methodology, between Game-Based Learning and Cooperative Learning, is more effective in educational paths aimed at developing financial literacy in primary schools. The choice of the two teaching methodologies is based on the identification of the six clusters of innovative pedagogies (Paniagua & Istance, 2018), with a particular focus on two of them: Experiential Learning and Gamification.

Two fifth-grade classes from a primary school in Trentino are involved, with each class being presented with six two-hour modules on topics consistent with the Financial Competence Framework for Children and Youth (European Union & OECD, 2023). One class tackles the learning modules using the Cooperative Learning methodology, following the principles of Learning Together (Johnson et al., 2021), while the other class adopts the Game-Based Learning methodology (Nesti, 2017), using the Jun€co program developed by the Amiotti Foundation.

To assess the educational impact of the teaching methodologies used, pre and post-tests following the Invalsi model are employed, calculating the effectiveness index (d index) (Hattie, 2023). Open-ended written questions, examined through thematic analysis, are also used to gain a deeper understanding of the studied phenomenon.

The results are discussed based on evidence-based research on financial education, as well as on Cooperative Learning and Game-Based Learning methodologies.

G.06. Financial inclusion starts in school

"Discovering Finance": A Preliminary Evaluation of a Financial Education Project for Primary Schools

Giulia Bettin (Università Politecnica delle Marche, Italy)

financial education, primary school, financial literacy

The "Alla scoperta della finanza (Discovering finance)" project, undertaken with fifth-grade classes in primary schools across selected institutions in the province of Ancona, aims to instigate elementary reflections on economic and financial matters among children starting from fundamental concepts like money, savings, and investment.

The project consisted of three sessions with chosen classes, presenting educational content through playful activities, role-playing exercises, and brief frontal teaching segments. Before and after each session, students completed two questionnaires to gauge their initial understanding of economic-financial topics and to assess the knowledge and skills acquired during the activities.

Similar pre- and post-questionnaires were administered to students of the same age in other classes within the same school to establish a control group. Additionally, a supplementary questionnaire was distributed to the parents of participating children. The analysis of the collected data enables an initial assessment of the project's impact and provides valuable insights to enhance its effectiveness in the future.

G.06. Financial inclusion starts in school

The financial education project of Roma Tre University

Francesca Borruso (Roma Tre University, Italy) · Amalia Rizzo (Roma Tre University, Italy) · Ada Manfreda (Roma Tre University, Italy)

inclusion, active citizenship, education, university, university internship

Financial education in schools of any level, starting from nursery school, has eventually been the subject of greater institutional attention in recent years, as proved by a specific project of Law (A.S. 674). Issues relating to finance, savings and investment must acquire visibility within civic education itself and from an interdisciplinary perspective across the whole training curriculum, with the aim of making all individuals aware and capable of participating fully to the economic life of their country. Such a choice of cultural and educational policy is of strategic significance for the exercise of an authentic, inclusive and active citizenship aimed at combating gender and class discriminations as well as the many forms of social marginality characterized by socio-cultural and economy gaps that, instead of decreasing, are increasing in western societies (Streeck, 2013). Even today, the economic-financial culture remains the prerogative of an élite; therefore, the formalization of literacy and linguistic familiarity systematically and on a large scale in institutional training courses, would prove invaluable in influencing emancipation processes and overcoming social marginalization of individuals and groups.

For these reasons, the cultural policy of our internship office has included, within the Primary Education Sciences course of the Roma Tre University (Rizzo A., Riccardi V., 2022), a series of meetings on the topics of financial education within the scope of indirect curricular internship for students of the third and fourth classes in the academic years 2022-2023 and 2023-2024.

This was possible thanks to a memorandum of understanding with the Bank of Italy Financial Education Department, allowing for synergic and interdisciplinary collaboration between the BI economists and the coordinators and organizers of our course by combining pedagogical reflexivity and teaching tools with economic-financial knowledge. Thus, our contribution is meant to focus on the political-cultural reasons supporting our training offer (Borruso, 2023, pp.21-26) and financial education laboratories (Nigris, 2010).

G.06. Financial inclusion starts in school

Financial Knowledge and Household Vulnerability. Evidence from Italy

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financial vulnerability, financial literacy, financial knowledge, financial education, financial inclusion

The 'everyday financialisation' that has been taking place for more than twenty years has increased the interest of institutions, international organisations, central banks and academic research in financial literacy and the consequent implementation of strategies to promote it – such as financial education initiatives – for the development of financial capability and the pursuit of financial well-being. However, this widespread attention by academics and major institutions has been matched by a paucity of empirical analysis testing the role of financial competences in protecting against social exclusion.

This study aims to investigate the relation between vulnerability and financial knowledge – the main component of financial literacy – trying to test whether higher levels of knowledge help to prevent a household's vulnerability and thus reduce its risk of financial and social exclusion.

The analysis was conducted using mono- and multivariate linear regression models, contingency tables and a multivariate logistic model (with interactions), applied to a sample of households resident in Italy (N=4,412), obtained from the harmonised unification of the datasets of the first two waves (2017 and 2020) of the Bank of Italy's Survey on the Financial Literacy and Competences of Italians (IACOFI). Financial vulnerability was assessed by combining two indicators: one expressing the resilience of households to the adverse shock of losing the main source of income, and the other the ability to cope with unexpected expenses. Instead, the level of financial knowledge was measured using the FK index proposed by the OECD/INFE.

The main result shows that 56.6% of households are in a state of financial vulnerability and that, in general, the probability of vulnerability decreases as the level of knowledge increases. The young (18-34) are the most vulnerable and the elderly (over 65) the least vulnerable, the age groups where financial knowledge reduces the probability of vulnerability the most. As expected, education level, employment status and area of residence are factors that influence knowledge and vulnerability, showing the effects of financial socialisation processes.

Saving reduces vulnerability, but analysis of the interaction between its modalities and knowledge shows the relevance of all three components of literacy (knowledge, behaviour and attitudes). In order to reduce the probability of vulnerability, it is necessary to have not only the ability to save, but also the financial knowledge to channel savings into a formal mode.

Finally, the analysis confirms the existence of the phenomena of chronicisation and overconfidence also in relation to the financial dimension of vulnerability. In the first case, households that have been in a vulnerable situation in the past have a very high probability of being in the same situation in the future, for which increased knowledge can only play a preventive role, not a liberating one. In the second case, households with an excess of financial self-efficacy show an increase in the probability of vulnerability of up to 24.7 percentage points more than those who do not overestimate their knowledge. There is therefore a need not only to increase financial knowledge, but also to raise individuals' awareness of the mismatch between objective knowledge and subjective perceptions.

G.06. Financial inclusion starts in school

Financial Education In Italy: Training The Future Teachers

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financial education, financial literacy, university, primary school teachers, teachers training

In the academic year 2021-22, the Bank of Italy initiated a pilot project aimed at integrating financial education into primary teacher education university programs (Progetto Scienze della Formazione Primaria; SFP project, from here on). These programs award the degree required for teaching in primary schools nationwide.

The SFP project serves as a valuable addition to the ongoing efforts led by the Bank of Italy, spanning over more than a decade, in providing teacher training on economic and financial topics (De Bonis et al.,2022). It addresses a common challenge, as teachers, particularly those in primary schools, often hesitate to engage voluntarily in such training due to their lack of confidence in dealing with economic and financial matters.

The effectiveness of this initiative lies in its considerable potential for a widespread, multiplicative impact. Each aspiring teacher exposed to the training has the capacity to share interest and knowledge in financial education, potentially reaching multiple schools, many prospective students, and fellow teachers. Moreover, the training may prove beneficial in itself for the university students who, as young adults with a typically lower level of financial literacy, are on the brink of entering the workforce. This is particularly valuable as they prepare to earn a salary and make crucial financial decisions.

Furthermore, students stand to gain greater benefits when taught by educators who possess a deeper understanding of economic and financial concepts. Agasisti et al. (2023) demonstrate that the financial education program provided by the Bank of Italy yields more significant improvements in students' financial literacy when delivered by teachers with prior experience in economic and financial subjects.

Following the initial pilot year, during the academic year 2022-23, the Bank of Italy, collaborating with its regional branches, successfully signed partnerships with nine universities. This collaboration ultimately extended financial education training to approximately 1400 students/perspective teachers, covering some of the topics outlined in the OECD-INFE financial competence framework for young people. (https://www.oecd.org/daf/fin/financial-education/financial-competence-framework-youth-european-union.htm).

In the current academic year, the SFP project is further expanding to more universities and regions. In the spring of 2024, data for the ongoing academic year will become available, including aggregate information on how students have responded to and evaluated this initiative. These data will be documented and discussed in the upcoming paper.

G.06. Financial inclusion starts in school

Providing Access to 'Powerful' Financial Knowledge: A Financial Literacy Programme for School Students

Emanuel Mizzi (University of Malta, Malta)

financial literacy, financial inclusion, financial literacy programme, powerful knowledge, economics education

There is an urgent need of financial inclusion that provides adequate financial education to all young people, especially those who do not study the business education subjects (e.g., Farrugia, 2021; Greimel-Fuhrmann et al., 2016; Mizzi, 2021a, b). All school students have a right to epistemic access to 'powerful' financial knowledge that helps them to think and act in new ways and guide their financial decisions (Young, 2015).

This paper proposes a financial literacy programme for the lower secondary school years that includes the 'powerful' financial knowledge identified by the participants in a research study conducted by the author that explored school economics education in Malta. The notion of 'powerful knowledge' refers to disciplinary knowledge that, when learned, empowers students to make decisions in a way that will influence their lives in a positive way (Young, 2008).

The underlying conceptual framework for this study is critical realism, which offers an understanding of the world that is real but which may be differently experienced and interpreted by different observers (Bhaskar, 1979; Fletcher, 2017). This qualitative research involved interviewing and observing fourteen economics teachers, together with four focus group interviews with students. Data was analysed thematically with the help of Nvivo software. Financial literacy emerged as a main theme.

The financial literacy programme proposed in this paper is based on the findings of this study and underpinned by the notions of threshold concepts and powerful knowledge. The financial education of students needs to be based on what constitutes powerful knowledge in the area of financial literacy. The consideration of the relationship between financial literacy, powerful knowledge and threshold concepts assists the reflection, policy development and practice relating to effective financial inclusion.

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

Construct Structure and Conceptualize Knowledge

Antonio Argentino (Università della Calabria, Italy) · Andrea De Luca (Università della Calabria, Italy)

learning, conceptualization, education, training, simulation

The complexity of today's society requires constant reflection on the effectiveness of the teaching-learning process, not only in terms of correspondence between investments and results obtained in terms of learning. The analysis aims to identify the answers capable of guaranteeing positive effects over time, allowing the younger generation to face the complexities and uncertainty of the future. The reflection is centered above all on the opportunity to train and create thinking strategies that are widely expendable and long-lasting. For this reason, conceptualizations are indicated as formative goals. With regard to the dynamics that lead to conceptualization, we wanted to think of simulation – modeling.

Artificial Intelligence and Language Learning: What Opportunities for Allophone Learners

Marika Calenda (University of Basilicata, Italy)

inclusion, language learning, allophone pupils, artificial intelligence, design

A welcoming school is one that not only acknowledges but actively works to prevent exclusionary risks while fostering the engagement of all students. This involves a comprehensive transformation of both the curriculum and organizational strategies to accommodate the diverse needs of students (Striano, 2010; Spadafora, 2023). The growing presence of students with migrant backgrounds has significantly altered class dynamics, particularly in the initial stages of education. Children born in Italy to foreign parents, now comprising the majority of students with migration histories in Italian schools, require tailored educational interventions. These interventions aim to promote personal and social development and support language acquisition by providing pedagogical support tailored to their cultural and familial contexts (Favaro, 2016).

Italian schools have adopted various practices and experiences to foster the inclusion of foreign students, guided by governmental guidelines and circulars. These initiatives encourage the development of language training programs and workshops in collaboration with local communities (Brichese, 2015). Teachers have endeavored to devise intervention strategies, teaching materials, and personalized plans to address the immediate linguistic needs of non-Italian-speaking students, particularly focusing on learning Italian as a second language (Favaro, 2016). However, as Favaro (2016) observes, the emphasis has primarily been on addressing the most pressing needs of language acquisition, assuming that subsequent phases of vocabulary and disciplinary logic acquisition would naturally follow.

In reality, the process of learning the language of instruction is more intricate (Caon, 2006; Daloiso, 2009). It necessitates meticulous planning and methodologies aimed at enhancing linguistic proficiency to comprehend study materials and disciplinary discourse (Turano, 2021). Achieving this requires substantial restructuring and adaptation efforts from teachers, encompassing methodological and organizational aspects of language learning. Planning, accompanied by adjustments to the school curriculum, serves as the initial step towards inclusive action. It lays the groundwork for flexible teaching approaches geared towards active participation from all students, accounting for their diverse backgrounds and abilities (d'Alonzo, 2017; Cottini, 2017).

Furthermore, the integration of artificial intelligence (AI) in education holds promise for creating more innovative, inclusive, and engaging learning environments. AI-driven platforms, apps, chatbots, and other tools can facilitate language learning experiences for all students. They offer personalized learning pathways, interactive resources, and real-time feedback, catering to individual learning styles and needs (Fabiano, 2022).

How can platforms, apps, chatbots and other artificial intelligence tools facilitate language learning experiences for all-language learners? How do design and teaching change in this sense with the use of AI-based technology? How can future teachers be prepared to deal with these issues from a theoretical-methodological point of view? Based on these considerations, the aim of this contribution is to provide methodological indications and pedagogical avenues for fostering the school inclusion of allophone pupils and promoting language learning through innovative pedagogical devices and materials.

Storytelling With AI. A New Paradigm For The School Of The Next Years

Andrea Cirolia (Università della Basilicata, Italy)

storytelling, digital, learning spaces, ai, inclusion

Self-learning is one of the central themes of the contemporary inclusive school.

Digital storytelling can represent a fundamental moment for the multiple development of unexpressed potential.

AI storytelling is a further step that will change the relationship between teaching and learning and will enhance the students ability to solve problem situations developing the creativity of each individual.

In this perspective it is more correct to define the learning as an expression of infinite intelligences.

My research aims to identify new learning spaces in the inclusion school to raise the qualitative level of the teaching – learning process and is linked to story-telling developing new experiences that can lead learners to increase creativity and curiosity.

Today we are facing a new great digital revolution.

With the spread of the GPT chat, AI is becoming within reach of every student.

My goal is to connect traditional teaching tools with new digital technologies.

An example that connects to the storytelling is the kamishibai, a very ancient but very current tool that can be associated with digital and artificial intelligence since the nursery school.

This is because the strengthening of basic skills is possible with a close link between old and new methodology.

Digital and AI must necessarily refer to the traditional method which is obviously associated with new forms of teaching to ensure that students can develop new visions for the future with the help of the A.I. tools.

By now, storytelling has been the only possibility of expression of the student.

In the contemporary world a new situation is emerging in which the ability to create stories can be shared with the artificial systems.

The ability of machines to do storytelling has reached the point in which, with a small human contribution, robots can write newspaper articles, narrative works, film scripts, advertising texts, political speeches.

Artificial systems are capable of writing texts of all kinds because they have the ability to receive infinite BIG DATA.

Stephen Hawking, before his death, declared that Artificial Intelligence could destroy our civilization. With systems of this power, the danger exists.

It is necessary today to check the use of Artificial Intelligence, especially for the new generations.

The role of the school will be decisive in the coming years.

With the help of Artificial Intelligence, we can project robots as fantastic storytelling assistants, support systems to cooperate with students to develop a creativity to conceive new stories.

The contemporary research, then, must be oriented to construct a new paradigm of a AI storytelling experience.

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

Experience, Theater And Politics For An Inclusive And Democratic School

Vincenza Costantino (Università della Basilicata, Italy)

experience, theater, democracy, inclusive school, ai

The work offers some criticism on the intertwining of art and democracy, starting from a possible rereading and updating of deweyani's concepts of art and experience. These concepts today can be studied in light of the changes that affect the way of fruition of performing arts and their renovated pedagogical value in the school and social fields in the age of digital arts and AI applications.

Through the analysis and comparison of some fundamental pedagogical and aesthetic theories with contemporary artistic practices, we consider the centrality of theatrical art in the formation, in contemporary society and especially in the school.

The theoretical path, which focuses on John Dewey, enhances the educational meaning of the theater by recognizing the subject-person the experiential approach to art, the ability to live in a circular way the encounter with the work – the theatrical performance in this case – and the tension of active and relational participation with other spectators.

The study proposal proceeds with the declination of the experience of art in relation to the specificity of theater, relational and interdisciplinary art, to consider the educational repercussions that can be proposed, find space and, in the future, become structural in an inclusive and democratic school.

The activation of theatrical workshops, the opportunity to enjoy live performances and, in general, of experiencing performing art, can significantly contribute to the formation of children and adolescents more aware of the values of active citizenship and of social solidarity in an era in which the concepts of community and participation are increasingly undermined by exasperated individualism and by unawareness in the use of digital media.

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

Educating for Artificial Intelligence to enhance uniqueness

Concetta Ferrantino (Università degli Studi di Salerno, Italy) · Roberta Scarano (Università degli Studi di Salerno, Italy) · Marika Calenda (Università degli Studi di Salerno, Italy)

artificial intelligence, learning by doing, inclusion, digital competence

Establishing a school that aims to address the diverse need of all students necessitates the implementation of inclusive practices that foster participation and enhance the learning experience. School inclusion is a multidimensional phenomenon, encompassing organizational, methodological, and didactic dimensions (Cottini, 2017). The complexity of this phenomenon is justified by regulations and official documents from nationally and internationally relevant bodies. However, the transformation of the school into an inclusive environment remains a challenge. The logic of inclusion now focuses not only on students with disabilities but also on the ability of schools to accommodate a variety of needs (Demeris, Childs e Jordan, 2007). This shift aligns with the principles of Dewey's democratic school and emphasizes the centrality of the influence of social progress in the development of constructive learning (Spadafora, 2015). In educational processes, attention has shifted from knowing and doing to the need to read and educate for the complexity of action (Ciappei e Cinque, 2014). In recent years, efforts have been made to integrate digital tools into educational practices (Parra González et al., 2019). Studies have highlighted how extended reality, combining real and virtual environments with human-machine interaction, can promote the development of authentic learning (Ausubel, 2004). A growing trend in education proposes activities using robots for children and young people, introducing themes of digital skills, computational thinking, and education for artificial intelligence (AI) to generate inclusive processes. Beyond the technical aspects of understanding how AI systems work and how algorithms are built, it is essential to introduce students to AI education that includes an active, reflective, and ethical plan. This novel educational approach encourages awareness of being digital citizens (Council of Europe, 2019). To work within this transformative logic, integrating the potential of AI into educational processes requires continuous improvement of teaching action. What potential does AI offer for the development of transversal skills? What strategies should be adopted in the classroom for its use? Which dimensions of learning can be involved? How well are teachers trained on these issues from a theoretical-practical perspective? How aware are students of such changes? Starting from these questions, this work aims to extract specific information regarding AI education through the voices of key educational stakeholders. Educational action can generate a formative process of real inclusion only when collectively shared in terms of practice and culture: not the path of the individual versus the class but the path of the class that values the individuals (Notti, 2021).

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

The Education of the Future: an Integrated Approach Between John Dewey and Artificial Intelligence

Carolina Leva (Università della Basilicata, Italy)

education, educational experience, artificial intelligence, inclusion

According to John Dewey, school is the key to understand democracy, conceived as the full realization of the person, a moral and dynamic realization that "must" extend to the entire community (Pezzano, 2014). Therefore, school must represent "the laboratory of democracy", that is to say a "way of life" towards which every person must naturally tend in their individuality and in their natural tendency to associate (Spadafora, 2018). In the current context emerges the need to reformulate traditional educational paradigms due to rapid changes and global challenges. With his emphasis on experiential learning and the social function of education, John Dewey provides a solid base to develop a fresh outlook for the school (Dewey, 1938). Similarly, the advent of artificial intelligence (AI) in the field of education is a key tool to optimize learning paths (Luckin et al., 2016). The integration of John Dewey's visions with AI can give life to a sustainable educational model. This helps students not only to face the present challenges but also to design their own future. John Dewey emphasised the values of an education capable of fostering critical inquiry and active learning (Dewey, 1938). This vision finds increasing quality in the potential of AI as capacities of providing personalized learning based on competencies, which meets the individual needs of students (Zawacki-Richter et al., 2019). The use of AI in education has shown significant progress, from personalizing learning paths to assessing skills (Baker & Smith, 2014). However, the integration of AI raises ethical and practical issues, including the need for adequate infrastructure and policies for data protection (Holmes et al., 2019). An educational model that integrates AI to Deweyan principles requires an holistic approach treating students not only as learners but as active citizens (Selwyn, 2017). Project-based learning, supported by AI, can facilitate rich and engaging educational experiences, promoting collaboration, critical thinking, and the solution of real problems (Zhang et al., 2018). Adopting an educational model inspired by Dewey and enhanced by AI requires a renewal of teaching practices and educational policies. Educators must be trained on how to effectively use AI technologies, while institutions must ensure that such technologies are used ethically and inclusively. In terms of inclusion, AI is able of enhancing learning facilitation processes and better guiding individuals with disabilities to design their life choices (Fabiano, 2022). In conclusion, the integration of Dewey's educational visions with the capabilities of AI offers a unique opportunity to realize an education that is truly sustainable, equitable, and capable of preparing students for the challenges of the future. This requires active cooperations between all the proponents of these practices in order to ensure that technologies are employed in a way that increases the educational experience without replacing the fundamental human interaction for learning (Facer & Selwyn, 2021; Perla, 2023).

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

Facing Artificial Tyranny. How to save Democracy through Education in the AI Era and rethinking argumentation skills

Aldo Pisano (University of Calabria, Italy)

ethics, artificiale intelligence, democracy, tyranny, truth

The proposal starts from Dewey's How Do We Think (Dewey, 2019), actualizing the role of active thinking as the development of critical thinking and free argumentation skills. We'll also refer to Jaeger's analysis in Paideia (Jaeger, 1978) considering the development of democratic processes as linked to the freedom of participated debate. Development of critical thinking allows in rebalancing relationship between demonstrative and dialectical argumentation. If the individual is a social actor who joins the world through actions and speeches (Arendt, 2014), the creation of learning environments aimed at dialogue and co-construction of knowledge allows for the definition of skill development pathways parallel to computational thinking. Thinking as divergence system supports pluralism and democracy.

The risk posed by AI today is the imposition of a mathematical model that privileges cognitive processes as mathematical models, starting from an (erroneous) assumption that overburdens AI systems with confidence as an exact model. On the contrary, fostering the debate skills, critical and constructive thinking today allows to protect the democracy of the future by training politically and socially aware citizens with respect to an increasingly pervasive, autonomous, adaptive technology (AI) that can be adopted to make decisions in the political field. Rehabilitating the value of dialectics means revaluing pluralism as the free expression of opinions and the search for social and political solutions in the form of debate. This happens designing learning environment as Community of Enquiry. In fact, debate as a political and ethical tool for problem solving does not work according to tools of efficiency and perfection, but according to dialogical rules that privilege the encounter/clash between different positions and showing greater sensitivity to context starting from frame analysis.

Education in active thinking, dialogue and free debate curbs the danger of a tyranny of truth (Sadin, 2019). Educating for dialectics means fostering an approach to problem solving that:

a. Does not delegate responsibility to abstract entities;

b. Raises awareness of frame analysis and thus an understanding of the diversity of socio-political scenarios;

c. Enable democratic processes to be sent forward as a collective and debated search for principles and values that are not abstract but flexible and adaptable to different scenarios and situation.

New Literacy for a Democracy Society: a research project to embed Media Education into school curricula

Giulia Rocchi (Università eCampus, Italy) · Annamaria Strabioli (Università degli Studi LINK, Italy)

artificial intelligence, democracy society, media education, new literacy, inclusion

Each era has been marked by educational challenges and developments (Simone, 2022); these challanges have brought to outline and legislate a potential inclusive model.

This paper aims to propose a new educational model that implements the Dewey method with digital tecnology and artificial intelligence (AI), introducing Media Education in the curricula hours of each school order, to learn a New Literacy.

The research project, adapting to the theoretical construct of Dewey in the digital and digitalized era, aims to highlight the actuality, applicability and a pedagogical value of Dewey's Method. The method it's workable in a complex society, dense with culture and interpenetrations of online and offline environments; Digital technology and AI can be useful tools, thanks to New Literacy, aid to strengthen an inclusive school model.

How is it possible to propose a model inclusive and democratic that it's adapting to society and culture more of digital and artificial?

How could an Education Institution guide the students to access the digitalization world?

The school, according to the author, it's a driving force to democracy, an environment and place where students can do expertise, through acting and doing (Learning by doing), internalizing the skills to be in society. Students are the future generation that needs a New Literacy, for reading, understanding and joining the digital society.

The most prevalent fear of AI is that it can replace humans, or teachers, and the major debite concerns ethics, if it is acceptable or not; the reflection, led by Selwyn points out that, actually, there are skills and tool that are of "central involvement of humans" (Selwyn, 2019).

Despite this, it is necessary to show interest in human skills or capabilities to learn how to dialog and cooperate with machines; consequently, all actors involved in school organigrams must learn a New Literacy (Rivoltella, 2020; 2023).

In addition, the use of AI at school would allow students to develop soft skills, and enhance their capabilities, then learning to universal New Literacy would lead to full participation in school and social life for all (active citizenship skills).

Through this examination, it is necessary making space and value in the school to AI, in consideration of the fact that the time in which we live is onlife (Floridi, 2022; Rivoltella, 2023) and that the algorithm of AI learn by evidence and errors, such as "Learning by doing".

In conclusion, this paper is intended to propose an educational change in the structure of traditional school's curricula; knowing how to converse and deal with machines, through New Literacy, represents a social progress opportunity that school should not give up. This research project sees teachers and students as protagonists in their own action and practice to learn by potential digital tools. AI can enrich the school by making it a new inclusive environment.

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

Reflexi-vity: Lights and Shadows of the Relationship Between Technology and Education

Maria Sammarro (Mediterranean University of Reggio Calabria) · Silvestro Malara (Mediterranean University of Reggio Calabria)

reflective thinking, onlife era, educational design

In the work How We Think (1910), Dewey places reflective thinking at the centre of his discussion, which is considered “the best way of thinking” and implemented when we faced with a problematic situation with no certain solution. As a result, the need arises to create new patterns of action, modifying or replacing previous ones. Reflective thinking enables the individual to question the logic behind the interpretation of everyday life experiences, that is, all those actions that are habitually performed following the interpretive canons given by past experiences. Therefore, enhancing the generative drive of thought through the development of critical and reflective thinking is one of the challenges of complexity culture. But how are the characters of reflexivity, freedom and self-awareness (Cambi, Pinto Minerva, 2023) combined with the assumptions of the onlife Era (Floridi, 2015), a new existence within which the real and virtual merge (and blur) and where the speed and instantaneousness of social networks do encourage instantaneous and unthoughtful reactions? Tech-age education calls for a post-human broadening of the field of experience. The very technology that has changed times, liquefying them, and dilated places, even defining them as non-places, can represent a crossroads of new reflexive intentionalities, and the peculiar conjunction of reflexivity and new technologies seems to be an opportunity for authentic educational design. There is a need, therefore, to find that Pirandellian lantern which allows one to illuminate experience and to sift through the fallout it has in the re elaboration of consciousness, as guarantee of the “right distance”, wished by Silverstone (2007),which requires the world of education, to reconfigure itself as a promis of generativity, of identity construction and social inclusion also in the era of technics and technology (Bonaiuti et al., 2017). The encroachment thus initiated, mediated by the virtues of the digital (Rivoltella, 2015), builds bridges between the analog and the virtual, the old and the new, the human and the post-human, preserving the all-too-human and ethically set creative act of all cultural artifacts.

Added Value and School Effectiveness for a Democratic School

Vincenzo Nunzio Scalcione (University of Basilicata, Italy)

value added, school effectiveness, assessment, student performance, socio-cultural variables

The analysis of added value has taken on an important role in the national debate, in relation to the need, expressed by numerous subjects, to innovate the evaluation models in use. In fact, the need to prepare complexity synthesis tools is emerging, in the awareness that the quality of results is the product of an organization's ability to extend effective evaluation methods from products and services to organizational structures. In the educational sector, the measurement of added value occurs through complex technical-statistical procedures, which take into consideration aggregations of students (class or school); a fundamental role is attributed to expectations in relation to performance, as well as to variables relating to factors extrinsic to the institution and educational action, i.e. "exogenous" variables, which influence the results achieved. To evaluate the effectiveness of a school it therefore becomes essential to define whether and to what extent it has succeeded in ensuring that its pupils have been able to learn more than what was achieved on average by 'comparable' pupils, in the same period of time, in other schools (Martini, 2020). We must also consider how the relationship between a student's performance and his previous performance is measured through a simple linear regression, which offers the possibility of establishing the influence of the effect of the independent variable on the dependent variable, measuring the intensity that this exercise. Quality control thus shifts from ascertaining the conformity of results to the exploratory verification of the conditions that ensure coherence and alignment of training interventions with the evaluation process and the achievement of standard objectives. In the scientific community the debate is therefore of importance, focused on the models to be adopted, but above all on their educational use, and the related fields of application (Capperucci, 2017), having to consider variables linked to measurement methods and tools. The objective of the value calculation will be configurable as an expression of: School Improvement: improvement of both student skills and school management; School Accountability: reporting on the work of schools and teachers; School Choice: the choice of institutions by students and their families through the rankings offered by the added value measure. In this essay we therefore intend to proceed with the examination of the calculation of added value, for the promotion of a democratic school capable of enhancing the personal journey of each student.

G.07. For a sustainable school between J. Dewey and Artificial Intelligence

Artificial Intelligence for the Development of a New Citizenship

Antonella Tiano (Università degli Studi della Basilicata, Italy)

digital citizenship, artificial intelligence, privacy, inclusion

School is in the contemporary world the best laboratory to project a sustainable future, a place of a possible citizenship education. A space in which diversities, which must dialogue to build democracy, develop between traditions and opportunities linked to the technological innovation of AI, which can hide a possible change of the anthropocentric dimension.

In this paper the author will try to analyze the educational-legal change that is affecting Italian and European schools, with a particular focus on the protection of privacy as a fundamental principle of democracy.

A non-analog but digital citizenship, as defined by Law n.92/2019, should be better clarified due to the deep transformations of teaching, for the possible massive introduction in the near future of AI in the teaching/learning process. In particular, the author intends to focus on the specific educational-legal aspects of privacy and the ethical issues that emerge from the inappropriate use of AI by teachers and educators.

School governance in this way should be enriched by the added value of improving public ethics for the achievement of a new citizenship in an increasingly global and interconnected society, without forgetting the respect for the fundamental principles of our Italian Constitution and the inclusive perspective of Italian school.

G.08. Higher vocational and professional education: what works?

Tertiary Vocational Education in Italy: the ITS Academy

Matteo Capriolo (Università degli studi di Milano, Italy) · Corrado Nobili (Università degli studi di Milano, Italy) · Matteo Turri (Università degli studi di Milano, Italy)

its academy, higher education, tertiary education, tertiary vocational education, vocational education and training

This paper focuses on the channel of non-university professional tertiary education in Italy, specifically addressing the Higher Technical Institutes (ITS) established in 2008 and operational since 2010. Recently reformed under the law 99/2022 and renamed Higher Technological Institutes – ITS Academy, these institutions have received a significant investment of 1.5 billion euros through the National Recovery and Resilience Plan (PNRR).

The authors conducted interviews with key figures, namely Presidents and Directors, analyzing nine active ITS across the entire national territory—five in the North, two in the Center, and two in the South. The interviewed Foundation Presidents predominantly bring professional experience from the business world, with a minority having backgrounds in academia or professional training.

The surveyed ITS primarily focus on the technological areas of Sustainable Mobility and New Technologies for Made in Italy, representing the sectors with the highest number of students, established ITS, and educational paths. The study aims to deepen the understanding of ITS operations, utilizing literature and available official documentation.

Generally, ITS attract students aged 19 to 24, with a minority over 40. The teaching staff is mainly sourced from the productive sector, secondary schools, or academia. ITS typically adopt a lean and flexible organizational structure, often attributed to limited resources and challenges in planning and programming. Except for specific cases, a relatively weak connection with secondary schools and universities is evident.

Based on the collected data, an exploratory classification proposes three ideal models of ITS: i) industry-driven ITS; ii) self-driven ITS; iii) secondary-school-driven ITS. A common characteristic across all cases is the strong link between the ITS and its local territory.

In the first model, businesses directly influence educational paths by participating in program definition, teaching, and organizing internships. This model typically involves a close connection with one or more medium to large-sized enterprises, with the productive sector playing a crucial role in educational program planning. In the second model, smaller or family-run businesses have a relevant but less structured role, while in the third model, secondary schools determine educational offerings by mediating with the productive fabric. The social, cultural, and economic specificities of the areas where ITS operate likely influence the adoption of a particular model. Economically developed territories tend to favor the first model (significant business involvement in educational program planning), while those characterized by more dispersed economic actors tend to prefer the other two ideal types (less structured business contributions in the second model and a significant role for secondary schools in the third model).

Transition Regimes From Secondary to Tertiary Education

Daniele Checchi (Università di Milano, Italy) · Paola Mattei (Università di Milano, Italy)

higher education, transition, education systems

This paper analyses the institutional determinants that regulate the transitions from secondary to tertiary education of young people's in Europe, by advancing our understanding how the structures of different education and training systems interact with educational choice by students. The aim is to provide scholars of European comparative education with new comparative insights into the institutional pathways of transitions into tertiary education (both academic-general and vocational). Individual characteristics such as family educational background, occupational status of parents, gender and immigrant background, determine different participation rates into tertiary education. We will use microdata found in the EU SILC 2019 survey coordinated by EUROSTAT to map patterns of educational choice by students in 31 European countries. Our starting point is to identify relevant institutional dimensions, such as tracking in secondary schools, public and private spending, school autonomy and accountability, and other structures of educational systems, in order to build clusters and distinguish regimes of socio-economic and institutional factors that interact with individual agency. Our model distinguishes five regimes (Universalistic, Employment-Based, Familistic, Post-Communist, Market-based), based on welfare regimes by Esping Andersen (1990). The paper compares and explain the drivers of the relationship between different types of transition regimes and participation patterns of young people's into tertiary education. A small-n case study analysis of five prototypes (Sweden, Italy, Poland, UK, and Germany) will complement the quantitative analysis performed in the paper, in order to develop an in-depth discussion of selected aspects of education systems. Using a mixed-method methodology, the descriptive quantitative analysis will be accompanied by qualitative country specific and context-sensitive discussion of the institutional effects of different transition regimes clusters. Our findings suggest that transition regimes show marked differences across-clusters and across-countries with regards to the efficiency and equity of participation to tertiary education.

G.08. Higher vocational and professional education: what works?

The Impact of Tertiary Vocational Education on Local Development in Italy

Annalisa Cristini (Università degli studi di Bergamo, Italy) · Simona Lorena Comi (Università di Milano Bicocca) · Mara Grasseni (Università degli studi di Bergamo, Italy) · Federica Origo (Università degli studi di Bergamo, Italy)

istituti tecnici superiori (its), local development, skill mismatch, neet, youth unemploymentt

Tertiary Vocational Education and Training (VET) has been introduced in Italy in 2011, when the first Higher Technical Institutes (Istituti Tecnici Superiori, ITS) started offering their courses. The main aim of this type of education is to increase the level of tertiary education in the population while reducing the skill mismatch in local labour markets (Cedefop, 2018).

The Italian Recovery and Resilience Plan (PNRR) emphasizes the strategic role of ITS for local development, strengthening the links of ITS (renamed Istituti Tecnologici Superiori or ITS academy) with Industry 4.0, and highlighting the role of ITS as providers for specific technical skills able to enhance socio-economic growth at the local level.

Recent international research has emphasized the impact of tertiary VET on individual labour market performance (Bockerman et al., 2018; Carruthers and Sanford, 2018; Jepsen et al. 2014; Stevens et al., 2019; Auceio et al., 2023), but little is known about their effects on economic and social development od the regions where tertiary VET institutes are located and their graduates are likely to work.

The aim of this paper is to investigate the impact of ITS on local development. More specifically, we leverage on heterogeneity across provinces and over time of ITS foundations to study whether the presence of an ITS foundation influences firm demography (i.e., firm creation and destruction), especially in industries overlapping the technological areas covered by ITS courses, and local labour market performance, especially in terms of youth unemployment, the NEET rate and firms' skill shortages.

The empirical analysis is based on province-level (and local labour market sustem-level) panel data from 2007 to 2023, combining information on different sources. "Treated" provinces are those with an ITS foundation in a certain year, while the control group includes all the provinces without an ITS foundation in that year. Results of the analysis will help to understand whether and how ITS can act as economic and social multipliers, producing positive spillovers not only on the companies involved in ITS foundations or courses, but on the economy and society as a whole.

Expected social benefits are related to reduced drop-out rates from education/training, lower youth unemployment and inactivity rates and shorter school to work transitions, with important long run effects in terms of reduced social expenditures (for unemployment and income support) if a lower drop-out rate reduces the poverty risks in adult life.

Caring Professions in Superdiverse Societies: which Role for Students with Migrant Backgrounds?

Maria Grazia Galantino (Sapienza University of Rome, Italy) · Francesca Messineo (Sapienza University of Rome, Italy)

second generation, care professions, higher education, social workers

The increase in life expectancy, multimorbidity and chronic diseases, and the consequent demand for health and social work staff, has long been an important pull factor for immigration in many countries (Bartely et al., 2012). As several studies show, in Italy too, care work has been a favoured entry channel for first-generation immigrants with low qualifications (Colombo e Catanzaro, 2011; Boccagni, 2016).

Indeed, the so-called 'care drain' phenomenon (Ehrenreich and Hochschild 2003; Bettio et al. 2006) is gradually changing in the direction of both attracting more qualified professionals from abroad (Schilgen et al. 2017) and stimulating domestic supply. In Italy, the Covid-19 pandemic opened a debate on the need to recruit health workers of foreign nationality to cover staff shortages, highlighting the long-standing paradox between the growing demand for qualified migrant care workers and the existing barriers to legal and social recognition (Ranci et al., 2021). The recent crisis also highlights the need for more knowledge about the presence of highly skilled individuals with a migration background in the care sector in order to understand the changes that are reshaping the care sector and our societies as a whole.

Against this backdrop, our research focuses on migrants and children of migrants in education and training for care professions. Building on previous research on people with a migrant background in higher education (Bertozzi and Lagomarsino, 2019; Bozzetti, 2021; Heath et al. 2008) or in prestigious professional and social positions (Crul et al., 2017), we explore the motivations that drive and the resources that support the choice of care as an educational and professional field. As part of a multi-method research on students from migrant backgrounds at the Sapienza University of Rome, this paper presents preliminary findings from over 20 qualitative interviews with students enrolled in first degree programmes in social work and health professions. In line with international trends, our research shows that the care sector is increasingly a privileged choice for the children of immigrants in higher education. Besides the opportunities for integration and social mobility that it offers, however, this choice appears to be in continuity with the vocational choices prevalent among second generation students, demonstrating that the persistence of processes of 'subaltern integration' (Ambrosini, 2001) remains critical thus requiring further investigation and targeted education policies.

G.08. Higher vocational and professional education: what works?

The evolution of Tertiary Vocational Education and the ITS Academy

Rebecca Ghio (Università Statale di Milano, Italy) · Manuela Ghizzoni (Alma Mater Studiorum Università di Bologna, Italy) · Corrado Nobili (Università Statale di Milano, Italy) · Matteo Turri (Università Statale di Milano, Italy)

its academy, higher education, tertiary education, tertiary vocational education, vocational education and training

From the 1960s and 1970s onward, a process of differentiation in higher education became a hallmark in numerous European countries. However, this phenomenon was notably absent in Italy, where it only commenced in the 1990s. This article offers a historical contextualization of endeavors to institute tertiary vocational education channel within the Italian educational framework. Subsequently, it undertakes an exploratory analysis of distinctive features in comparison to the vocational tertiary education systems of Germany and France. The paper focuses on the non-academic sector analyzing the Istituti tecnici superiori (ITS), which, although currently occupying a marginal role in tertiary vocational education, has been identified by the National Recovery and Resilience Plan (PNRR) as a pivotal driver for economic and generational advancement. The ITS system, recently rebranded ITS Academy, has been conspicuous by the absence of a stable and precise theoretical underpinning. Conversely, it has been characterized by recurrent organizational and managerial adjustments that have proven inadequate in addressing its inherent structural challenges. The paper concludes with a reflection on potential trajectories for ITS Academies, particularly considering the recent 99/2022 reform, which offers limited prospects for substantive innovation.

G.08. Higher vocational and professional education: what works?

Trimming Inefficiencies While Rewarding Excellence: Labour Market Returns of Tertiary Vocational Education and the Role of Course Quality

Federica Origo (University of Bergamo) · Simona Lorena Comi (University of Milano-Bicocca, Italy) · Elena Villar (Catholic University of Milan)

tertiary vocational education, returns to education, skill mismatch

This paper explores the returns to tertiary vocational education in Italy, with a specific focus on employment, wage, and the skill match between the field of study and subsequent occupation. Italy faces challenges such as a high percentage of young adults Not in Employment, Education, or Training (NEETs) and a low share of the population with tertiary education attainment. Italy introduced Higher Technical Institutes (ITS) to address these issues in 2011, offering tertiary vocational education similar to US Community Colleges but with unique features. The ITS courses are managed by foundations, including local public administrations and private companies, ensuring a connection to the local labor market. Based on various parameters, quality assessment is conducted by an external national agency, and top-performing ITS courses receive additional funds.

Using a novel dataset covering ITS students in Lombardy from 2011 to 2019, the paper employs a counterfactual study design, comparing employment outcomes of ITS graduates with those who dropped out after the first year. The study finds that receiving an ITS diploma increases the likelihood of employment by 16 percentage points, improves the skill gap between field-of-study and occupational requirements by 8 percentage points and significantly increases wages. The effects are more pronounced for males and in certain fields like biotechnology, ICT, and manufacturing.

The research contributes to the literature on labor-market returns of vocational tertiary programs, providing new evidence for Italy's unique tertiary education system. It also investigates the role of course quality in influencing employment outcomes, highlighting the importance of quality assessment in shaping employment returns and skill mismatches. Our results show that the effects of ITS vary based on the official quality assessments of the courses. The public evaluation of ITS courses is a distinctive feature of the Italian system. Overall, our results suggest that students who complete a high-quality ITS course have greater employment prospects and narrower skill gaps..

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Emotions on Stage: an International Service-Learning Experience in Brazil with Children and Adolescents, Based on a GLoCal Approach

Nicola Andrian (University of the State of Bahia (UNEB, Brazil) · Giulia Sailis (University of Padova - UNIPD, Italy)

glocal service-learning, emotional development, mental health, adolescents, intereurisland

'Emotions on stage' (Emoções no Teatro), a support group for minors in psychological distress in the north-eastern region of Brazil, created by two students from the University of Padua, Italy, was the heart of an international Service-Learning experience with a GloCal approach (Bringle & Hatcher, 2011; Brown, 2011; Crabtree, 2008; Khoja-Moolji & Karsan, 2015; UNIBO, 2020, Andrian & Carvalho, 2021; Aramburuzabala & Lázaro, 2020).

This article aims to present this project developed within the Intereurisland exchange and research program (Andrian, 2020), through a bilateral agreement between the University of the State of Bahia – UNEB, Brazil and the University of Padua – UNIPD.

Under the umbrella of the social engagement (extensão) project of the Department of Human Sciences – DCH, Campus III, UNEB: 'The educational and helping relationship in extracurricular contexts', the proposal was developed in a child psychosocial assistance center – CAPSij, in the city of Petrolina, in the State of Pernambuco. The main objective of the support group was to create a safe space in which adolescents could identify, distinguish, understand, share and regulate their emotions. How? through movement and creativity exercises, theatrical propaedeutics, acting, writing, talking. The choice to use art – in this case a form of drama – as a tool of psychological support for adolescents led to positive feedback. It is widely recognized that the use of drama and role-playing can have a function in relieving stress, supporting emotional development and promoting psychological well-being in children and adolescents (Joronen et al., 2008; Larson & Brown, 2007; Keiller et al., 2022).

The article will also describe some of the main characteristics of a possible GloCal approach and the impact of the SL Project on different levels: from the individual to the community one.

Positive feedback from participants from the support group was observed and recorded during conversation sessions at the end of each group meeting. The overall impact of the project was also considered positive by the CAPSij coordination and the UNEB staff. The creation of a therapeutic support group contributed to addressing the need to offer a helping relationship to adolescents, beyond the clinical function of the CAPSij and their diagnosis.

The project also played a formative role in the two students themselves, enabling them to achieve several of the intended educational goals. These included developing skills in planning and conducting group interventions, increasing empathy and communication skills, constantly challenging themselves at a linguistic and interpersonal level. The article also offers a reflection on the criticisms of the project that emerged from the ongoing and final evaluations.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

A Home for the world in Siena: A Service-Learning project for Inclusion

Lavinia Bracci (SIS Intercultural Study Abroad, Italy) · Flora Biagi (SIS Intercultural Study Abroad, Italy) · Arianna Giorgi (SIS Intercultural Study Abroad, Italy)

service-learning, intercultural education, democracy, inclusion, integration

SIS Intercultural Study Abroad (SIS) and Nuova Associazione Culturale Ulisse (NACU) act in synergy to advocate for quality and inclusive education for all students through the pedagogy of service-learning. While SIS is a private organization that offers intercultural service-learning study abroad opportunities to international students, Nuova Associazione Culturale Ulisse (until 2019 Associazione Culturale Ulisse) is a non-profit organization that promotes socially useful activities whose goals are, among others, the promotion of Italian language and culture aimed at equity and social inclusion.

The overarching framework of the pedagogical approach of both organizations is the Reference Framework of Competences for Democratic Culture (RFCDC) by the Council of Europe, which has guided the educational actions and curricula of SIS and NACU since its first conceptualization.

The most recent project realized in collaboration by the two organizations, "Home 4 the World", was born in Spring 2022 and soon developed from a service for refugees to a service for Pakistani refugees, given the incredibly big number of Pakistani (Pashtuns for the vast majority) young men who arrived in Siena between June 2022 and December 2023 (approximately 1, 400 people). SIS, NACU and several other organizations have joined their forces to cope with the lack of structures needed to welcome such big numbers. In this context "Home 4 the World" has become a reference point for Italian and English language classes, intercultural education, development of democratic competences and citizenship education, etc. Through intercultural service-learning SIS international students enrolled in the course "Italy, Land of Emigration and Immigration", Pakistani refugees and asylum seekers, and local volunteers and experts have co-created an inclusive intercultural path for students with different backgrounds and scholastic levels. While international students, local volunteers and experts learn Italian language and culture in a very informal but informative way, some Pakistani refugees who managed to gain a more "advanced" level of Italian over the course of a short period of time became active members of NACU with the goal to assist newcomers and offer a course of literacy for their peers who speak only Pashto and/or cannot write and read. An important goal of this educational path is therefore to help the Pakistani refugees in their process of acculturation, equipping them with the necessary tools to become intercultural mediators between the local community and the Pakistani one and active "citizens" of Italian society. On the other hand, local volunteers and experts and SIS international students have the opportunity to get to know the Pashtun community, learn about the Pashtunwali values and ethical code and imagine together the best ways for refugees' inclusion into the Sienese/Italian society.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Educating for Inclusion as Reflective Education: the Reflections Project

Valentina Paola Cesarano (Pegaso University, Italy)

didactics, cosmopolitism, philosophy for children, inclusion, democracy

In the European school context, classes are becoming increasingly and bring together students from different cultural identities. Teachers are not always trained to implement appropriate approaches to diversity and find it difficult to keep up with the variety of individual needs within the classroom. Educating for inclusion implies education for democracy, inspired and sustained by a cosmopolitan understanding of the world, construed in terms of an inclusive view of the society we live) and of a recognition of the presence of diverse cultural and existential backgrounds and a need for a sustainable approach to the resources we make use of. In the light of this, is presented the European project Reflections- educating for critical thinking, inclusive societies and dynamic engagement – was carried out. The aim of the project is to offer teachers strategies for the implementation of these principles in the classroom. The purpose of the essay is to present the theoretical and methodological principles that inspired the construction of the materials and teaching modules, with specific reference to the educational methodology of the Philosophy for Children.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Enhancing Global Engagement: Insights from the FLY Program in European Interuniversity Service-Learning

Irene Culcasi (LUMSA University, Italy) · Alzbeta Brozmanová Gregorová (Matej Bel University, Slovakia) · Maria Cinque (LUMSA University, Italy) · Milagros Ávila Olías (Loyola University of Andalucia, Spain) · Aitor Arbaiza Valero (Deusto University, Spain)

service-learning, global engagement, interuniversity cooperation, higher education, impact

Service-learning (SL) stands as a vital strategy for institutionalizing university community engagement and accomplishing the teaching and learning goals by addressing the identified needs (Compare et al., 2022). This aligns perfectly with the UNESCO Report (2021), which states the need to create a new social contract for education, which challenges all civil society actors to share educational co-responsibility and the adoption of cooperation and solidarity-based methods such as SL (Aramburuzabala and Cerrillo, 2023). This also aligns with the European Commission's (2017) Renewed Agenda for Higher Education, where university community engagement emerges as a pivotal priority. In international collaboration, SL offers several advantages: it fosters intercultural growth by fostering a deeper appreciation for cultural differences; it provides a "GloCal" perspective, allowing an understanding of dynamics at both local and global levels within a multilingual environment (Andrian and Carvalho Teles, 2021). Collaboration among universities facilitates knowledge exchange and best practices, which, in turn, promotes the co-design of innovative SL pathways. This synergy of commitment contributes to a more comprehensive approach to addressing global challenges. This contribution aims to introduce the unique European interuniversity volunteering and Service-Learning program, FLY, coordinated by 8 universities in Europe (5 in Spain, 1 in Portugal, 1 in Italy and 1 in Slovakia) as well as to present early indications of the impact gathered since 2021 and to share good practices identified so far. FLY offers more than 30 different SL projects in 14 countries worldwide each year. The projects cover 3 main areas: "migrants and refugees", "people at risk of social exclusion", and "people and community care". University students are encouraged to participate in FLY to discover the reality and living situations most of the world's population faces by sharing the same reality with them during their summer break. There is a prior stage, formative and reflective, to provoke critical thinking about global power and inequality dynamics and to question their role in this. FLY is an experiential education process based on reciprocity at personal and institutional levels (students-locals, students-students, university-university, university-social partners, etc.) where the richness of diversity and social justice are core values. It is intended to present this unique program and the results of the analysis of the evaluation and reflection that students complete after their experience, to assess the project, the skills developed, and the programme's effectiveness in general. The contribution will focus on the analysis results covering the benefits of participating in the FLY program for students. Ultimately, the contribution intends to discuss a pathway for working towards a new social contract for education, by applying a network approach to cooperation between formal, non-formal and informal contexts and between different knowledge and expertise.

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Intersections among Higher Education, Peace Education, Sustainability and Service Learning: civic engagement for the present and the future

Silvia Guetta (Università degli Studi di Firenze, Italy)

peace education, complexity, sustainability, hight education, service learning

The contribution starts by asking what contribution the SL offers for the development of the themes proposed by the UNESCO Recommendations for Peace Education (November 2023). peaceful coexistence and conflict management. The UNESCO Recommendations are the product of a long work of reflections, practices, experiences and re-elaborations on peace education that unfortunately still does not find a space of interest and intervention within our school and higher education contexts.

Referring to the SL approach, we want to highlight what the synergies can be between higher education, peace education, sustainability and service learning.

The UNESCO Recommendations consider it a priority to combine the theme of peaceful coexistence with international understanding, co-operation, peace and education relating to human rights and fundamental freedoms. Inside the document you read that peace not only requires the absence of war or armed conflicts but also requires an inclusive, democratic and participatory process in which human security, respect for State sovereignty and territorial integrity, dialogue and solidarity are encouraged- The internal and international conflicts are resolved through mutual understanding and cooperation, sustainable development in all its dimensions is achieved, universal access to lifelong and life-wide education, including in emergency and conflict situations is provided, poverty in all its forms and dimensions, including extreme poverty is eradicated, all human rights and fundamental freedoms of all persons without exception are upheld and active global citizenship is promoted. SL is therefore an optimal tool for the development of curricular of higher education, where the component of education for sustainability and building peaceful coexistence is fully integrated with the disciplinary knowledge of the proposed curricula.

Sustainability, conceived as a concept that goes far beyond that of sustainable development, must be able to answer questions that can guide SL actions: What should we continue to do? What should we stop doing? What should be creatively reinvented?

The role of higher education can therefore be decisive and impactful for a change in the culture of knowledge that is not limited to hierarchising and separating the disciplines towards a strongly sectorial and non-osmotic preparation, but becomes transdisciplinary, capable of taking knowledge beyond its boundaries.

It is increasingly necessary to step outside one's own disciplinary perspective to be able to look at problems from different perspectives in order to understand their complexity and the human nature from which they arise. Keeping focus on the potential for change and sustainability of our planet are in the choices of humans and not machines/AI.

SL is rooted on this principle, on this conviction and on this realisation if we consider that the objectives of SL include: change, well-being, improvement of the starting situation.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Service and learning in the maieutics of Danilo Dolci

Mikol Kulberg Taub (University of Florence, Italy)

service-learning, danilo dolci, reciprocal maieutics, social justice, civic engagement

It is established in literature that Service-Learning (SL) in the places where it originated and developed, North and South America, has Dewey's activism and Freire's social pedagogy as pedagogical references (Selmo, 2014; Bornatici, 2020; Fiorin 2020). Since this educational approach began to spread in Italy, supporting the multiple attempts to eradicate the transmissive school in favour of a different conception of education and didactics, a reflection on the pedagogical experiences that have cleared the ground on which SL is producing encouraging results in the field of didactic innovation has begun. The figure recognised as the main national reference is undoubtedly that of Don Milani (Fiorin, 2016, 2020, Mortari 2017). As pointed out by some SL experts (Vigilante, 2014; Fiorin 2017, 2020), also the Sicilian experience of Danilo Dolci can be considered a reference for SL, not only for the collaboration with Paulo Freire but for the real and lived attempt to connect knowledge to civic commitment. This contribution intends to offer a reflection on the points of contact between Danilo Dolci's thought and the SL in its application methods and in its mission, to make the School a protagonist of social change. Talking about Dolci, Vigilante underlines how he was: "A firm critic of the traditional school, which he accuses of being functional to domination with its frontal lessons, desks, and transmission of knowledge, Dolci attempted to create in Mirto, near Partinico, an experimental educational centre based on the maieutic method" (2014, pp. 187-188). The method of reciprocal maieutics, in which everyone in a circle, as equals, discusses, reflects, puts themselves in "communion" (Dolci 1988, p.124) and deals with a theme/problem, in which there is no maieutic but a conductor, a "facilitator", to the SL learners, immediately makes one recall the phases of "motivation" and "diagnosis" typical of this approach (Tapia, 2006, Rossa, 2016). The idea of knowledge as a tool for social engagement, in which the knowledge learnt is put at the service of the community to make it a place for the exercise of democracy, is made tangible by Dolci with the experience of the birth of the Mirto Study Centre as described in the book "Chissà se i pesci piangono" (1973), in which all those who today we call the "stakeholders" offer their personal contribution and where the students, in the seminars dedicated to them, learn to use knowledge in a new way, connected to reality. Dolci states: 'The problem is serious. How do you overcome the lecture? The lecture represents the typical structure of the old school world" (2020, p.25) This is one of the questions also posed by the SL in its desire to innovate the School. Dolci's educational thought intersects with the theme of combating school drop-out as a tool for social revenge. In schools today, civic education becomes the place where the power of democracy can be exercised. Who knows what Dolci would think today of the spread of the SL, of the introduction of civic education as a curricular subject in schools.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

The Pensare IN Grande/Thinking Big Project As A Paradigm For Democratic Education

Vanessa Macchia (Free University of Bolzano/Bozen, Italy) · Stefania Torri (Free University of Bolzano/Bozen, Italy) · Gianluca Amatori (Università Europea di Roma, Italy) · Silvia Maggiolini (Università Cattolica del Sacro Cuore di Milano, Italy) · Moira Sannipoli (Università di Perugia, Italy)

inclusion in early childhood education, ecec policies, democratic values in ecec, equity in ecec

The debate to affirm justice in educational spaces in Europe focuses on a democratic education based on some key dimensions: the appreciation of differences, an attitude of openness, a set of skills related to the emotional sphere and a critical knowledge and understanding of oneself and the world. (Council of Europe, 2018)

When we consider the urgency of building this kind of education, it becomes clear how important it is to start at an early age.

Research has shown that ECEC (Early Childhood Education and Care) is crucial both for the development of the person and for the early detection of difficulties. (Motiejunaite, 2021, Starting Strong VI, 2021). Goal 4 of the 2030 Agenda aims to ensure that all children, youth and adults, especially the most marginalized and vulnerable, have access to education and training that is relevant to their needs and the context in which they live. However, according to the latest OECD data on the participation of children with special educational needs or at risk of social exclusion, only a quarter of these children (27%) are included in early childhood education and care (Council of Europe Recommendation, 2022).

The Italian context is suitable for carrying out a large-scale study because of the recent establishment of the integrated system of educational services for children from 0 to 6 years of age, which aims to fill the gap of a public offer that was previously very diversified in its administrative management, sanctioning the State's responsibility for the whole segment.

A comprehensive review of the main documents and laws governing early childhood education from 0 to 6 years of age has recently shown that there has been a paradigm shift, going beyond the notion of removing barriers and addressing injustices faced by children in difficulty, towards a holistic understanding of the child, emphasising the harmonisation of physical, social and cognitive aspects (Macchia & Torri, 2023).

The Pensare IN grande project focuses on Italian services for children aged 0-6 years and aims to implement their quality to help professionals support every child, including those with disabilities and special educational needs. Methodologically, a mixed-methods interpretive research paradigm has been adopted.

This paper summarizes the preliminary findings from the main questionnaire, based on the self-reflection tool for kindergarten teachers developed by the European Agency (IECE Environment Self-Reflection Tool, 2017). It aims to identify existing good practices and highlight critical issues that still need to be addressed from a bottom-up perspective. The analysis will be carried out both through content analysis of the open-ended responses and through translation of the responses into numerical data.

It is expected that the results will highlight geographical differences within the country, possible tensions between education and health institutions, deficits in the training of educators and teachers (at an early stage also for scientific research), but also the reporting of good practices, even in the most difficult situations and in unexpected geographical areas. The data collected will provide food for thought and guidelines for standardising educational practices.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

The Importance Of School Networks For Good Practices In Serivce Learnig

Gabriele Marini (MIM, Italy)

the school network, service learning, curriculum, transdisciplinary dimension, citizenship competencies

The porpose is underline the importance of the network school to promote the service lerning among the scools and the institutions and the associations. The network tool, which has been normalized thanks to the school autonomy introduced into Italian legislation as early as the late 1990s, is effective in implementing, disseminating and embedding best practices in schools. If it is then about best practices in service learning, the “school network” tool takes on a double significance. The network of purpose among schools that share the same vision in spreading the methodological dimension of service learning. And the network as a democratic process within the school itself, as a practice itself of service learning. and as an experience of active citizenship. The network therefore as a tool for co-designing actions in which students operate in osmosis with the local area. Network as a tool to foster comparison and sharing of experiences among students in the school network itself. Network as a lever of change through the structuring of training paths aimed at the promotion of “expert” teachers, functional to the rooting of service learning in school, professional and territorial communities. Network as a space for sharing design matrices and evaluation rubrics in order to make actions in service learning scalable with a view to continuous improvement. There are not many experiences of school networks that have made service learning the focal point of their curriculum. The experiences in Italy of school networks that have to their credit the “mission” of making service learning a reflective opportunity for curriculum reshaping are interesting because they have reset as a community and with democratic approach the methodology in educational institutions. The curriculum has taken on a transdisciplinary dimension and students’ key citizenship competencies have improved, thanks primarily to action on the identity process within different communities, both school and territorial. This made it possible, by empowering female students and improving well-being at school, to recover on school dropout. If we add to this the confrontation within the network, making the dimension of service learning a strong piece of a territorial educational offer, thanks to the definition of an instrument “network organizational conference” that has a non-episodic but permanent structure, the effectiveness is strengthened.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Inclusive Learning Environments and e-Service-Learning

Nives Mikelic Preradovic (Faculty of Humanities and Social Sciences, University of Zagreb, Croatia)

e-service-learning, higher education teachers, learning experience design, digital empowerment, inclusive design

The objective of this presentation is to address the need for increased capacity of higher education teachers and students to manage an effective shift towards inclusive learning environments through creation of e-service-learning (e-SL) experiences that integrate community services into the academic curriculum.

e-SL is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs, and they reflect on the service activity to gain further understanding of course content, a broader appreciation of the academic discipline, and enhanced sense of civic responsibility. In e-SL the educational experience is mediated by Information and Communication Technology (ICT) wherein the instructional component, the service component or both are conducted online, often in a hybrid model

The meta-analysis of various strategies of integration of meaningful community service into academic curriculum discovered that e-SL can be useful in reducing educational inequality, especially if it involves students in community activities with the aim of transforming them into promoters of social empowerment (Modić Stanke & Mikelić Preradović, 2023).

We will present e-SL pedagogical approach based on experiential learning (Salam et al., 2019) through experiences developed in the higher education institutions in Europe in the eSL4EU project. Additionally, two open e-courses that were both developed as part of the project SLIDE will be demonstrated: (1) Digital Empowerment: Training program for higher education teachers, trainers and educational leaders and (2) Digital development: Training program for higher education students.

The academic teachers will gain insight into knowledge and skills needed for successful and inclusive use of emerging technologies in teaching, but also into barriers and negative effects of technologies on inclusion and diversity. We will provide them with inspirations on how to become inclusive learning experience designers, recognize the importance and benefits of diversity and inclusion practices in their teaching, how to use extended reality to support broader equity and inclusion efforts in online learning environments and distinguish between entertainment games and games for good that focus specifically on creating social change.

Also, higher education students will learn about the possibilities to fully participate in digital education, how to sensitize themselves towards digital inclusion of underprivileged and underrepresented community members and become empowered to address sensitive contemporary societal issues and at developing their digital competences. They will be informed about four main digital pillars: digital competence (confident and appropriate use of digital technologies to engage in society), digital fluency (appropriate use of technologies and application of digital skills to enhance one's own learning, work-readiness or everyday life), digital intelligence (a set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life) and digital engagement (appropriate use of digital tools to find, listen to and mobilize a community around an issue).

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Integrating Opera Into Service Learning: A Multidisciplinary Approach In Training Future Teachers

Benedetta Miro (Università di Macerata, Italy) · Alessandra La Marca (Università degli Studi di Palermo, Italy)

service learning, musical education, innovative teaching, citizenship skills

This study explores the implementation of Opera as a key element within a Service Learning program. This innovative methodology aims to engage students in community service activities while enriching their educational experience and their musical culture.

Since 2010, the Degree Course in Primary Education Sciences of University of Palermo has implemented SL to enhance lifelong, meaningful, and responsible learning in students, in order to increase a deep awareness of themselves, their community, and their education.

Solidarity, collaboration, and active participation are just some of the dimensions that this activity will promote. SL represents the intersection between theory and practice, between research and and experimentation, between-culture, values, and life, between learning individual skills and active citizenship skills.

In this contribution, in continuity with other activities, we present the design of a SL activity offered to first-year students during the second semester for the a.y. 2023/24.

In collaboration with local institutions, a program that integrates Opera with SL projects in at-risk neighborhoods was developed.

The project is being carried out in collaboration with the Musical Association “Europa InCanto” (EIC), involved for years in listening education and Opera training activities.

Among the objectives there is the possibility:

- To spread our immense cultural heritage in the socio-culturally disadvantaged neighborhoods of Palermo.
- To represent some parts of an Opera, with community members and our students as absolute protagonists
- To take care of all aspects necessary for the staging of an Opera (scenery, music, costumes).
- To know how to use available/recyclable materials.
- To organize events or workshops in schools, involving singers or experts in the field.
- To use online, interactive resources, such as videos, which could make the opera more accessible to young people.
- To involve the community through interactive workshops, screenings of performances, or even small street performances, collaborating with local organizations, creating partnerships with schools and associations.

University students, future teachers, who participated were trained on how to integrate Opera into curriculum and how to design relevant SL projects.

For this purpose, in addition to preparatory meetings specifically on SL, some activities aimed at listening to and understanding Opera were planned.

To evaluate the SL activity, we adopted an approach that considered various aspects, including the impact on the community, the development of student’skills, and the learning process.

The program demonstrated a positive impact on several levels. Students developed social skills, empathy, and a sense of responsibility, while gaining a new understanding of Opera.

The integration of Opera into SL has proven to be an effective strategy for engaging students in meaningful activities, while promoting culture and artistic education. This multidisciplinary approach has the potential to be adapted into broader educational contexts, thereby contributing to the training of conscious and culturally enriched citizens.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Educational Innovation for Social Transformation. Building Inclusive Cultures and Professionalism through University Service Learning

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civic engagement, higher education, inclusive processes, pedagogical professionalism, service learning

The promotion of universities as hubs for fostering citizenship presents a nuanced challenge, balancing the core mission of developing competencies and human capital with the imperative to nurture democratic citizenship attitudes, dispositions, and functionalities. The Service Learning Approach emerges as a promising response to this challenge, offering an innovative, philosophically grounded, and socially responsible teaching methodology that resonates with universities' commitment to integrating social responsibility into their mission.

This paper delves into the institutionalization process of Service Learning at the University of Palermo, focusing on the development of an evaluative framework and the implementation of a Service Learning initiative within the Master's Degree in Pedagogical Sciences. Service Learning, characterized by its deliberate integration of theory and practice, empowers future pedagogists to engage in transformative service that meets community needs while fostering deeper reflection on classroom experiences and cultivating a robust sense of civic engagement essential for democratic societies.

Against this background, Service Learning embodies a "pedagogical formula" that develops generative connections between the world of university education and societal needs, blending innovative teaching methodologies with a profound understanding of the university's social responsibility. Specifically for the Master's Degree in Pedagogical Sciences, this approach – stemming from the valorization of the pedagogical culture of inclusion and the values that underpin it in terms of participation, belonging, democracy, equity, solidarity, and plurality – offers a unique opportunity to position the university at the forefront of pedagogical services and policies aimed at advancing social progress. By engaging both faculty and students in a dynamic teaching and learning process that challenges conventional academic knowledge, Service Learning emerges as a vital tool for promoting inclusive processes and fostering active citizenship in our increasingly diverse and complex societies.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Interprofessional Teamworks in the School Context: Service-Learning Projects in the Empoli Area Between Formal and Nonformal Education

Massimiliano Naldini (INDIRE, Italy) · Patrizia Lotti (INDIRE, Italy)

interprofessionalism, service research, research-training, service-learning

The research focused on Service-Learning (SL) in the context of Indire's "Avanguardie Educative" Movement investigated and analysed educational experiences on the national territory (Orlandini et al., 2020) in a "service research" perspective to facilitate decision-making processes in educational practice (Mortari, 2017) and promote educational and organisational innovation (Orlandini & Lotti, 2023). In the school years from 2020/21 to 2022/23 in collaboration with a group of educators, the Indire research team supported a co-design process of SL pathways in some schools in the Empoli area and explored the impact on the perceptions of students, teachers and educators during the design and implementation of SL activities. The qualitative instruments used for the description of the relationship between teachers and educators were developed from the interprofessional dimensions of the PINCOM-Q framework (Ødegård, 2006; Hynek et al., 2020), from "la forme scolaire" (Maulini & Perrenoud 2005) and from the identity elements of the SL (Furco, 1996; Tapia, 2006; Lotti & Orlandini, 2022).

In this contribution, the first results concerning interprofessionalism between teachers and educators involved in the project are returned. In particular, this work presents the analysis of the instruments submitted in three moments of the SL paths – initial: group training padlet; ongoing: diamond SL; final: SWOT on interprofessionalism – from the results of which it emerges how formal education can benefit from the collaboration with professional figures expert in non-formal education in terms of consolidation of professional skills, motivation and climate in the educating community, but also needs a shared will for didactic and organisational innovation.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

The contribution of Service Learning to counter educational poverty. The experiences of the "Avanguardie educative" Movement

Lorenza Orlandini (INDIRE, Italy) · Massimiliano Naldini (INDIRE, Italy)

educational poverty, service learning, school-community relation

This paper presents some educational experiences in countering educational poverty developed within the "Avanguardie educative" (AE) Movement as part of the Idea "Inside-Outside-School – Service Learning." The Idea takes the educational approach of Service Learning (SL) as a framework for developing learning pathways that connect the school with the external context and community. In the spirit of AE, which promotes bottom-up experiences of innovation and transformation of the traditional school model, SL pathways are instrumental in preventing and combating educational poverty through activities guided by a pedagogical and value-driven vision that enable students to act within the community. SL enables the design of educational experiences in real-life contexts, fostering participation and motivation for study, the acquisition of knowledge, disciplinary competencies, soft skills and active citizenship, and allows the community to achieve benefits (McIlrath et al., 2016) in terms of developing services, activities and solutions to emerging problems.

The actions are therefore the outcome of co-design pathways that result in activities aimed at achieving learning and service objectives (Tapia, 2006). With respect to the issue of educational poverty (Nuzzacci et al., 2020), SL encourages participation in the pathways by the school (students and teachers) and the external community; in relation to this, this educational approach has been used by some educational institutions (Chipa et al, 2021) as a pedagogy for countering the various emergencies that emerged with the Covid-19 pandemic (UNESCO, 2022), at a time when conditions of material deprivation have been compounded by cultural deprivation (Save the Children, 2018; 2020) due to school closures and difficult access to educational activities.

According to Save the Children's (2018) definition, the construct of educational poverty is represented by four operational dimensions, with respect to which it is possible to identify the contribution of SL as an approach and as a concrete experience through what the AE Movement schools have developed. Specifically:

Learning to understand, SL as a pedagogy of reality allows for the acquisition of skills to deal with contemporary challenges (Lotti & Orlandini, 2022).

Learning to be, SL allows for raising motivation, sense of efficacy, and the ability to handle difficult and stressful situations (De Pietro, 2019).

Learning to live together. SL is referred to as a pedagogy of cooperation and solidarity (UNESCO, 2022) and contributes to the development of soft and social skills (Mendía, 2017; Gregorová et al. 2016).

Learning to lead an autonomous and active life. SL enables all participants to perceive themselves as active participants for the social and cultural improvement of the target area (Zlotkowski, 2007).

The four operational dimensions will guide the analysis of the experiences presented, which, moreover, have been developed from the needs of the reference context in continuity with the characterizing elements of SL (Tapia, 2006; Furco, 1996; Orlandini et al., 2020), fostering the "virtuous circle" (Tapia, 2006) between learning and service.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Service Learning in Higher Education: best practices from the Ehnance project

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service learning, career management skills, student centered, didactics

Within the Bologna Process (Wihlborg & Teelke, 2014) and in the various European reforms (EUA Trends, 2018; EHEA, 2015; Eurydice, 2017), one of the main missions of modern higher education systems is to provide students with the key competences to manage their life and career plans in a complex and challenging society. The levels of early dropout and student failure still remain very high and the youth disengagement rate is one of the social and economic risks in Europe. The integration of experiential learning in the academic curriculum is one of the priorities for higher education systems. The achievement of this goal would lead to the strengthening of each university's active role in promoting the civic engagement of all students and the academic community. Consequently, the challenge for universities is to improve the quality of teaching, hence the need to implement innovative student-centred teaching methodologies.The sociologist Edgar Morin has stated that a reform of universities can only pass through a reform of thinking, in order to train "adults more capable of facing their destiny, more capable of making their living flourish, more capable of relevant knowledge, more capable of understanding human, historical, social and planetary complexities" (Morin, 2015, p. 35; personal translation). In this scenario, the Service Learning model (Puig at all., 2007) is acquiring greater relevance among the teaching methodologies used in universities also in the Italian context. This promotes learning in real situations, involving students in civic initiatives and social programmes which benefit both the student involved in the learning process and the community. This methodology underlies the rediscovery of the value of a didactic oriented towards the integral education and development of the student. A didactic oriented towards these objectives is a support to encounter, to move away from self-referentiality, enhancing the active role of teachers and students as subjects of responsible action in a system of innovative educational relations between university and the society, in which it is not only individual competence that grows and develops, but the entire community. This was investigated by the Erasmus+ project, called "ENHANCE – Enhancing Career and Service Learning in Higher Education"(2021-1-ES01-KA220-HED-000031128), which involved 6 universities, a research center for career guidance, an IT company specialised in career guidance platforms. Among the various project initiatives, the project investigated the learning impact of Service Learning experiences through a collection of testimonies from university students who had experienced it. The survey sample involved students coming from 5 different European countries and belonging to the 6 partner universities of the project. In particular, an attempt was made to map some significant SL best practices, analysing in depth some specific indicators, among which: skills acquired, value attributed to the experience in terms of support to career planning, to the development of civic engagement and a sustainable mindset, networking opportunities, significance of the experience with respect to one's own study path, quality of the training offer. The aim of the survey was to understand the correlation between Service Learning experiences and the students' learning outcomes.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Empowering Education: Integrating Design for Change and Service-Learning for Socially Committed Learning Experiences

Juan Peña-Martínez (Complutense University of Madrid) · Stefania Falchi (University of Cagliari) · Antioco Luigi Zurru (University of Cagliari)

service-learning, design for change, pre-service teachers, students with intellectual dissabilities

Universities are urged to prepare for contributing to the promotion of the new social model and to incorporate teaching and learning practices into their educational model that effectively integrate preparation for professional practice and active citizenship, as well as the social responsibility of their students and graduates (United Nations, 2022).

The experience presented in this work took place at the Faculty of Education of the Complutense University of Madrid (UCM) during the first semester of the academic year 2023-2024, based on the development and implementation of active learning methodologies, such as Service-Learning (Myers, 2020) and Design For Change (Cantón and Ojeda, 2017). In essence, it is an initiative aimed to promote interaction between students with intellectual disabilities, who are specializing in Health and Dependency Care Diploma conducted as well at UCM, and those pursuing a Double Degree in Early Childhood Education and Pedagogy, hereinafter referred to as pre-service teachers. These are enrolled in the subject of Science Education, and they developed projects to update didactic resources addressed to the students with intellectual disabilities. To facilitate the stages of problem identification, action plan design, service implementation, reflection on their work, and project dissemination, it has been employed the Design For Change (DFC) methodology. DFC is an appropriate strategy for empowering students, based on design thinking, characterized by promoting empathy, creativity, teamwork, and critical thinking (Cantón and Ojeda, 2017).

Once the experience concluded, the pre-service teachers completed a digital portfolio where they have been registered the work done and its impact on the teaching-learning process of the respective subject. For instance, a group stated that “We have been offered a transformative education, that is, one that proposes actions taking into account environmental sustainability, human rights, equality, and gender equity, all of this in coherence with institutional development. An education that fosters a reflective and critical perspective of reality”.

After several academic years applying DFC in various subjects in the field of Science Education, it has been observed that experiential and more meaningful learning is promoted. However, by combining DFC within a framework of Service-Learning, it ensures that students learn by providing a service to the community and emphasize their social commitment. The DFC methodology helps students maintain the thread of their projects in the different phases of planning, execution, reflection, and dissemination, but the ultimate goals are set by the Service-Learning context. Therefore, the proposed experience and the achieved results can serve as an example for other educators to embark on Service-Learning projects and strive to educate professionals capable of addressing the current and future challenges of 21st-century society.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Solidarity Attitude And Professional Internship In The Students' Educational Science

Beatrice Saltarelli (Iusve, Italy) · Enrico Miatto (Iusve, Italy)

solidarity, internship, learning process

When we speak about Service Learning, we refer to solidarity disposition of the learners (Baker-Boosamra, 2006; O'Sullivan, & Niemczyk, 2015). How can we describe this attitude? Does it have the same meaning and point out the same experience for everybody?

The aim of this research is to investigate this polysemic attitude in the student's university experience, at the Faculty of Educational Science for Educational and Social Work. Which kind of relation can we hypothesise between the student's ideas or beliefs about educational work and the real experience that they live during their internships?

The sample of the research is 63 students. The perspective is the educational research (Calvani, De Angelis, Marzano & Vegliante, 2022) and the object is the student's experience during their internship. The tool of the research is the self-report, that every student filled during the course of Reflection about Internship. The data set includes 63 self-report. Thematic content analysis (Braun, Clark, 2006) is used as a qualitative approach to figure out two dimensions of the specific internship's situation narrated in the self-reports: 1) emotions felt in that situation 2) beliefs and assumptions related to education action's choice in that situation. The data are analysed through Atlas.ti (software Atlas.ti Vers 9.0.7 ©) with a top down and a bottom up procedure.

The results show that 48/63 (76%) reported frustration and or impotence as main emotional experience, in relation to their expectation of generating change in the Other (s) engaged in the educational relationship; 15/63 (24%) reported other main emotions: anger 9 (14.2%); fear 4 (6.3%); sadness 2 (3.1%).

Moreover, the analyses (still in progress) of the beliefs/assumptions present the prevalence of words as: unicum, autonomy, respect, community, goodness, person.

A preliminary discussion can highlight some issues. It seems that the students who choose educational profession have as a frame of reference (Taylor, 1989/1993) the Other's goodness and wellness, and the community as the relevant context, suggesting a solidarity's attitude. However, they felt, as prevalent emotions, frustration and impotence, when they meet the educational realities; As if there is a gap between their expectation and the reality. We can think to a «romantic» solidarity's idea.

These claims can be relevant in a teaching-learning context specially. In fact, if we underestimate this gap, the risk is not to promote the transition from romantic solidarity to a solidarity that comes from «fine interchange» (Nussbaum, 2001/2004), the solidarity as a possible way to live the dialogical tension between Self and Other (s) (Markova, 2016).

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Service-Learning In Italy And Spain. A Comparative Analysis Of The Two Educational Experiences

Jady Safira Silveira (Università degli studi di Firenze, Italy)

service-learning, italy, spain, implementation, deep integration

Service-Learning is an innovative teaching method that combines community service with academic learning. This empirical research aims to analyze and compare how this method has been applied in Italy and Spain, studying its history, theory and peculiarities.

Service-Learning helps students emancipate themselves from the limitations of certain educational contexts and experience learning as an engaging experience. This method does not separate theory from practice but connects them synergistically, creating active participation and authentic relationships. Thanks to this, students become conscious, responsible citizens and builders of a more just and inclusive society by developing critical and reflective thinking.

Through a qualitative analysis of the documents on Service-Learning and a historical-interpretative approach, it was possible to reconstruct the genesis and evolution of the practice of Service-Learning in Spain and Italy. It emerged that in Spain, the uptake of Service-Learning was mainly driven by a bottom-up approach. Ideas and initiatives emerged from the grassroots through the deep integration of this methodology into pre-existing organizational structures in each territory, subsequently spreading organically and attracting the attention of various associations and institutions. This process of contagion has led these organizations to consider the Aprendizaje-Servicio not as an external adjunct, but as a valuable tool in line with their objectives, reflecting an inherently democratic and participatory pedagogical philosophy.

Looking at Italy, the expansion of Service-Learning combines both top-dowm and bottom-up elements. The influence of top-dowm logic is evident, especially in the initial two-year training experiment “Oltre l’aula” and in the subsequent phases. However, it is equally important to note the contribution of the Avanguardie Educative. The identification of experiences developed independently by the schools has enabled the INDIRE research institute to implement and support other realities at an institutional level, following a top-down logic.

Benchmarking of educational experiences shows a significant disparity in the implementation of Service-Learning. Spain is an advanced and promising model to follow, with a wide network of promoters, first and foremost the Red Española de Aprendizaje-Servicio (REDAPS), together with the Editorial Edebé and the Ministerio de Educación y Formación Profesional. Its consolidated experience has led to the mandatory integration of Service-Learning in all schools of all levels. In addition, the almost ten-year time difference in the field highlights the maturity and solidity of the Spanish model, accumulating a significant wealth of experience and knowledge in the field. On the other hand, Italy is still at an intermediate stage, due to the lack of a coordinated network of institutions and a rigorous methodology. It is true that INDIRE has recognized and valued the practice of Service-Learning, inserting it within the Movimento delle Avanguardie Educative. However, the search for projects to be analyzed, conducted by examining the official sites that promote Service-Learning projects, such as the Scuola di Alta Formazione Educare all’Incontro e alla Solidarietà (EIS), revealed fragmented project documentation and haphazard presentation. This indicates the need for greater cohesion and clarity in Italian Service-Learning practices.

G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change

Fostering Active Citizenship and Ethical Professionalism: A Service-Learning Paradigm for Translation Education

Patrycja Lidia Stempniewicz (University of Bologna, Italy) · Gaia Ballerini (University of Bologna, Italy) · Silvia Bernardini (University of Bologna, Italy)

service-learning, translation education, professional competences, active citizenship, ethical professionalism

In light of the growing demand for professional recognition of translation skills (EMT 2022) and the imperative to enhance the social role of translators, which is closely related to community engagement, social action and social change (Taibi and Ozolins 2016), the potential of service-learning emerges as a viable didactic approach in the field of translation (Tocaimaza-Hatch 2018).

In this contribution we propose a Service Learning academic approach representing an experimental fusion of Gouadec's project-based translation pedagogy (2005) and Dewey's democratic pedagogy (1916): the first makes it possible to apply and boost the knowledge, skills and abilities acquired in the individual modules of a Master's degree course, rooting them in professional experience; the second enables the development through service-learning of active citizenship skills, by stimulating reflection on the practical civic engagement and solidarity values in the community.

More specifically, we introduce IN.TRA (Inclusive Translation for Community Engagement), a pro bono language service provider managed by students, inspired by simulated translation bureaus (van Egdom et al. 2020). IN.TRA was set up in March 2021 within the Master's degree course in Specialized Translation at the University of Bologna. We describe the theoretical and methodological underpinnings of the initiative, its implications, pitfalls and affordances. Among the latter is the collaboration with an international non-profit organization (NPO), whose terms were negotiated directly by the students. IN.TRA students offer interlingual community services and help the NPO to disseminate its activities and its members' stories through translation. This cooperative effort with the community partners not only has the potential to break language and cultural barriers, but also favours a wider audience's access to the NPO's world, enhancing, promoting and upholding linguistic diversity in Europe, thus making a significant contribution to achieving language equality in the digital age (European Parliament resolution (2018/2028(INI)).

We suggest that this didactic approach offers a replicable model adaptable to diverse academic programs in the humanities. It is notably well-suited to fostering international and inter-university collaboration, establishing an environment wherein students can cultivate a sophisticated skill set essential for managing extensive projects within the domain of human rights translation. This is particularly significant given the existing challenges faced by language-related degree programs in attracting students and equipping them with the requisite skills to remain employable and to successfully contribute to an ever faster-changing society.

Measuring Flexible Furniture Impact on Students' and Teachers' Learning Experience

Giuseppina Cannella (INDIRE, Italy) · Wesley Imms (Melbourne University) · Silvia Panzavolta (Indire, Italy)

single subject approach, withdrawal designs, flexible furniture

The paper describes the research activity carried out by Indire's Space and Pedagogy research team to investigate the relationship between traditional/innovative space on teachers' practices and students' motivation. The research activities have been built around the Australian Vasse Study which was run in the school years 2019 and 2020. The guiding issues dealt with the following research question:

To what extent does furniture challenge teachers by changing their mind set? and what effect does furniture have on students' engagement?

The intention is to gather good data on the extent to which furniture types (1) impact teaching and (2) student engagement/well-being.

The research questions being addressed concerned relationships between learning space design and deep learning holding of the teacher mind frames:

Are innovative learning spaces associated with higher levels of deep learning among students?

Does the holding of teacher mind frames vary across traditional and innovative learning spaces?

Existing student engagement instruments are generally pitched for mid-late adolescent students; they also do not offer provision to consider the role of the learning environment on student engagement (Morris, Imms, 2020).

The research protocol is based on an iterative and explorative research design since no suitable tool for measuring these variables exists at present. A co-design activity has been used in a preliminary phase of the research activity where teachers as researchers using "The Archipelago of possibilities" tool reflected on their intrinsic motivation for change and designed a new setting with flexible furniture in a collaborative workshop.

The project was conducted using a repeated measures design (quasi-experimental) carried out in 2022. Two primary classes were involved in three terms duration. Three-weekly repeated measures were taken across the three terms of (1) student cognitive and behavioural engagement (6-10 items, three times a term), (2) teacher actions in these classrooms (LEASA digital application), and (3) photoelicitation using post-it to comment students' favourite piece of furniture. Once-a term measures included (4) teachers completing a Teacher Mindframes survey, and (5) teachers participating in a structured interview drawing on the outcomes form the LEASA statistics, that they could comment on with the researchers (once a term for each term). The aim of the first term was to collect baseline data in standard furniture setting, that of the second term in flexible furniture while during the third term the involved classrooms stepped back to standard furniture. To collect data the five Vasse Study observation tools have been localised. In each participating school/class teachers of the class were required to complete the Teacher Mindframes (TMF) survey. This is a 34-item survey that gauges the degree to which teachers hold eight of the mind frames identified by Hattie & Zierer (2018) as more likely to lead to positive impact on student learning.

At the end of the three terms total of 500 responses received. In total 30 students and 4. teachers took part in the study across the school. The next steps will be to compare the outcomes of the Australian and Italian context evidence.

The Impact of School Furniture on Students' Engagement. An International Single Subject Research Study

Stefania Chipa (INDIRE – Italy) · Julia Morris (Cowan University, Australia) · Elena Mosa (INDIRE – Italy)

innovative learning environments, school furniture, post occupancy evaluation, single subject research, student engagement

Cultural Framework. The research contribution falls within the realm of reflection internationally identified as Post Occupancy Evaluation (POE), defined as the «examination of the effectiveness for human users of occupied designed environments» (Zimring and Reizenstein, 1980, p. 429).

Extensive international literature reports on the positive effects that Innovative Learning Environments (ILE) have on both student learning and engagement and teaching practices (Imms, Kvan, 2021).

Most Italian school buildings were constructed before the 1970s and often were not originally designed as schools (Fondazione Agnelli, 2020). Most students learn in small spaces with limited structural flexibility.

INDIRE, the Italian National Institute for Educational Research, is working on a three-year research study together with the University of Melbourne and Cowan University in Perth to explore the role of the school furniture in changing teachers' practices and students' engagement.

As for the students, the following research questions guided the research:

- RQ1: Are levels of student engagement perception in learning correlated with the types of furniture present in their classrooms?
- RQ2: Does the time dedicated to student-centred pedagogies change in the presence of innovative furnishings?

Method. The research used a quasi-experimental method with a repeated measures approach to isolate school furniture and understand how it impacts on student engagement and teachers' mindsets. It is a single subject research (Fraenkel, Wallen, 2006) where participants serve as both the control and treatment group following an A-B-A design where A is the baseline (the traditional setting), B the situation changed (the innovative setting), and A is the returning to a nontreatment condition (the traditional setting).

The research employed research tools already validated in the context of primary schools in Australia: (1) Student Survey, (2) Photo Elicitation, (3) Classrooms observations through a digital tool called LEASA which measures the time dedicated to four dimensions (Focus mode, Pedagogies, Learning Activities, Learning Communities); (4) The Teacher Mindframes questionnaire; (5) the Teacher interview.

Two classes from the fourth and fifth grades of an Italian primary school were involved as an instrumental case study. Throughout the year, repeated tri-weekly measurements were taken to assess: (1) students' perceptions of their cognitive and behavioural engagement, (2) actions of the teachers in these classrooms (3) Photographs taken by students of the furniture they preferred, with annotations explaining their preferences; (4) the shift in the teachers' mindset due to furniture change.

Outcomes. In this contribution, we focus on the outcomes as for students, and we found that:

• Students believed that their learning had improved due to innovative furniture;

• While measurements of student engagement levels did not change significantly in the presence of innovative furniture, students perceived that furniture had an impact on their learning;

• Students reported they tend to spend more time in readings and decreased levels of anxiety and stress in the presence of innovative furniture since concentration and focussing was scaffolded thanks to the new furniture.

The use of internationally validated research tools permits the results obtained in the Italian context to be compared internationally.

Can Innovation and Inclusion Coexist?

Matteo Di Pietrantonio (University of Bologna, Italy)

innovative learning environments, inclusion, school, learner-centred

This exploratory research has as a starting point the international debate, developed at the end of the last century, on the necessity of bringing innovation into the educational system from a perspective of lifelong-learning and to favour the acquisition of 21st Century competences. Recommendations call for schools intended as Civic-centers, open to the local communities and able to recognise extra-school learning, and with innovative learning spaces designed for learner-centred didactics.

Thirty years on from the Salamanca Declaration we ask if these innovations guarantee inclusion and educational achievement for all.

This research is articulated through the presentation of four case studies: two innovative high schools in Italy, and two in Finland. Through an ecological-systemic approach it aims to understand, by collecting the perceptions of the students, teachers, and Head teachers, if these school models also favour the inclusion and well-being of all the students. Based on the analysis of the results it appears that, according the the perceptions of the research participants, a model of school open to the local communities and able to recognise non formal learning seems to favour the inclusion of all students. It also emerges that the use of innovative learning spaces can foster the use of learner-centred didactics that can facilitate the participation, the motivation, and the involvement of students with special needs.

However these elements do not guarantee higher inclusion, innovative aspects notwithstanding there nevertheless remain certain critical issues, that impede the achievement of full inclusion for all.

Even though it is not possible to generalize the results, both positive and negative, this research can have an exploratory meaning and value, the outputs could shed a light on some particular aspects of school inclusion, stimulate some critical considerations about the state of the art of inclusion in the selected schools, and inspire further research.

G.10. Innovative Learning Environment as devices for social justice

The School of Tomorrow for an Inclusive Society: Connections Between Pedagogy and Architecture

Paola Gallo (University of Florence, Italy) · Lorenza Orlandini (INDIRE, Italy)

school buildings, learning environments, educational innovation, well-being, environmental sustainability

The recent funding from the PNRR (National Recovery and Resilience Plan) represents an opportunity to renovate and modernize school buildings in response to educational, organizational and environmental sustainability needs. Although innovative national and international resources and guidelines are available, the design and construction of school buildings refer to the normative legislation (Ministerial Decree 1975). The dialogue between the normative level and research in pedagogy is functional in the design of school buildings, conceived as dynamic environments that adapt to needs that emerge even in the post-occupancy phase. The field of research connecting pedagogy and architecture recognizes the learning environment as a third educator according to a holistic view where different school environments are interconnected, to considering the school building as a unique and integrated learning environment.

These reflections are related to the FUTURA design competition "The School for Tomorrow's Italy," which in 2022 opened new scenarios to address the renewal of Italy's school heritage with the design of 210 new buildings. The competition represents an opportunity to design the schools of tomorrow and opens the possibility for a widespread renewal of school buildings, integrating functional, spatial and technological features toward solutions for integrated environments and for self-sufficiency and circularity of the life cycles of its processes. Designing new schools is an action that supports a specific vision of schools for the coming decades.

At the national level, in 2013 the document "New Guidelines for School Building" published by the Ministry of Education, Universities and Research, highlighted the possibility of directing the design of school buildings towards a model that goes beyond the old layout with classrooms and corridors, toward a system of complementary and synergistic spaces. A design act that, pursuing the major dynamics of the regulatory system (from the European to the local scale), increasingly incorporates a qualitative-performance dimension, moving toward a specific and localized physical design based on the environment.

Thus, the relationship between design requirements, determined by the norm, and orientations coming from pedagogical research mark a field of reflection to re-orient the normative frame of reference toward design possibilities aimed at holding together the indications coming from different areas to raise the levels of well-being and comfort of school environments and give prominence to the design act that responds to a social demand and is expressed through actions and fulfillments that develop in a society in which the user represents the reference point of the normative process.

Through the analysis of some projects submitted to the FUTURA competition the contribution aims to explore how and whether the design guidelines of the competition have influenced the design action, with what technological and environmental innovations, analyzing the conducted experiments and highlighting their principles and contradictions.

G.10. Innovative Learning Environment as devices for social justice

The "Student Voice" From "Dante-Carducci" School In Piacenza. Well-being, Inclusion And Learning Environments: What The Students Think, Like And Dislike?

Mariagrazia Francesca Marcarini (ADi - Associazione Docenti e Dirigenti Scolastici italiani) · Francesca Lunardini (Scuola secondaria di primo grado Dante-Carducci – Piacenza, Italy) · Lucia Tagliaferri (Scuola secondaria di primo grado Dante-Carducci – Piacenza, Italy) · Filippo Rebecchi (Scuola secondaria di primo grado Dante-Carducci – Piacenza, Italy)

student voice, well-being and inclusion, disciplinary/subject/thematic classrooms, learning environment, learning spaces

Introduction. The Dante-Carducci school is in Piacenza (North-Italy) in two different buildings in a residential neighborhood. The population is characterized by good housing stability, the socio-economic physiognomy is heterogeneous: families with a high standard of living and cultural level, situations of medium well-being and growing cases of marginality linked to evolving immigration situations with reflection in the classes' formation and with different outcomes for the Italian language. Furthermore, the school-family dialogue has revealed some critical issues also due to pressing economic urgencies. The buildings are very different: Dante has all the classrooms occupied while the Carducci has fewer classrooms but large corridors, a large gym and a garden surrounding the school. The Carducci's teachers have for several years developed research for methodological solutions aimed at responding to the many students with SEN and NAI (NewlyArrivedItaly).

Research objectives. New challenges have led new responses: in the Carducci school the choice to design "new learning environments" with gradual structural as well as methodological and didactic changes has led to a reflection between teachers and students to guarantee the "Vision of the Institute": person's centrality, developing an ethic of responsibility and building a sense of legality and democracy. Wellbeing, inclusion, and learning are three fundamental aspects for the academic and educational success of all students, without exception.

The research is aimed at understanding students' vision (Grion, Cook-Sather, 2013; Quaglia, Corso, 2014) about their school and giving them the opportunity to explain their vision of the school.

In the Carducci school, the learning spaces were reorganized with the assignment of classrooms to teachers (Armenakis, et al., 1993; Biondi, Borri, Tosi, 2016; Marcarini, 2016) to improve aspects related to learning (Barrett et al. 2015; Bannister, 2017; Baker, 2019). For the Dante school, the decision to involve students in research is useful for understanding the vision that students currently have and their expectations and desires.

Methodology. The research is qualitative-quantitative (Mertens, 2014; Trinchero, 2015. Questionnaires divided into four parts were administered to the students:

- 1st: my vision of school;
- 2nd: school well-being;
- 3rd: I and school, studying and learning
- 4th: disciplinary/subject/thematic classrooms.

The questionnaires give to the schools are identical in the first three parts, the fourth part changes because disiplinary/subject/thematic classrooms have been introduced in the Carducci school while in the Dante school the organization is traditional. After giving the questionnaires, a focus group was held to return the results to the student representatives, two from each class, to accept suggestions or identify critical points both with respect to the new organization of the Carducci school and as regards the traditional organization of the Dante school.

Research results. Regards Carducci school, the research was conducted to understand how the students experienced this change, what they think about it and what the positive and critical aspects are. Regards Dante school is important to understand the students' vision, the positive aspects the critical issues and how they would like their school and how it could be reorganized and/or redesigned (Woolner, 2015; Weyland, 2015).

G.10. Innovative Learning Environment as devices for social justice

Wall-Less Schooling as a Device for Social Justice

Emilio Ruffolo (Università della Calabria, Italy)

learning environments, inclusion, social justice, travel schooling, itinerant school

This contribution aims to open a dialogue about the educational and social possibilities, as well as the limits, of a wall-less schooling project called Strade Maestre (literally, Master Roads). Its educational space is a long-journey (ie, nine months, roughly one thousand kilometers), where walking is the main mode within travel roughly equally divided between travel and residency days.

In particular, we want to address three themes inspired by the call:

Appropriation: will the dynamic succession of places of the itinerant school allow some grade of appropriation?

Flexibility: which flexibility is allowed in an itinerant school?

Inclusion: how to promote inclusion in such unorthodox learning environments?

Since 2021, the Strade Maestre project has undergone thorough planning and refinements, paving the way for its inaugural launch during the 2024-2025 school year. In the first scholastic year, a cohort of 15 students (11th or 12th grade) from diverse school backgrounds will be led by educators who serve as teachers, excursion guides, and mentors.

Appropriation has been described as the process through which space becomes place (Rioux et al., 2017). In this perspective physical changes of the environment are considered opportunities for symbolic transformation. The educational project Strade Maestre, in absence of the possibilities of physical change of the environment, fosters appropriation setting out tools that allow the learning communities to change school rituals and praxis. This arrangement could promote equality fostering symbolic acts of appropriation or could fail neglecting the materiality of this process. Documentation and analysis of this peculiar configuration could shed light on the dynamic of appropriation and on its relative cultural value.

The experience of succession of places could be described as the succession of different experiences of appropriation, analysis of this process could promote a new perspective on appropriation that frames this process as a strategy aimed to promote appropriation competence, as a key competence to promote social justice.

Strade Maestre moves the focus of flexibility from the evaluation of the degree of freedom of a space to the design of a viable path for the learning communities contributing to the overlap between flexibility and inclusion. In travel schooling there's little space for incidental flexibility. The latter could be primarily reached through the sharing of the group's needs and a careful and skilled planning of the paths and resources to be set up in the places of residency. In that case documentation and analysis of these processes could be useful to point out best practices to nurture flexibility, rethinking the relevance of school resources in favour of the relevance of the group and of the territory.

Strade Maestre seeks inclusion through the construction of groups of students with significantly different biographies and trough a strict program of observation of trained educators, supervised collective analysis of the social construction of processes of inclusion and exclusion (Rapp and Corral-Granados, 2021) and design of ad-hoc interventions informed also by the restorative justice tradition.

Research-based documentation of Strade Maestre is warranted to better understand how to innovate learning environments as social justice devices.

Researching with Schools Between Spaces and Didactics

Beate Christine Weyland (Libera Università di Bolzano, Italy) · Andrea Zini (Università di Modena e Reggio, Italy)

space, learning, action research, school developement, wellbeing

Transformative processes are embedded in educational contexts (Scurati, 1997): human potential is cultivated and this endeavour currently presents itself as highly complex and dynamic.

With this contribution, we intend to present some methodological reflections around a path of accompaniment to the " school development" (Schratz & Steiner Löffler, 1999) that deals with defining the plots of possible transformations related to questions of ethics, values, and the common good of the school. Staging the educational event, in fact, fundamentally consists of a work of understanding and therefore of creating the conditions so that the triangulation between teacher, pupil and knowledge gives space to the context, to the vast world that contains all the experiential, cognitive, relational knowledge.

Starting from a research path initiated in 2012 at the Free University of Bozen/Bolzano on the relationship between pedagogy and architecture in the design process of school buildings (Weyland, Attia, 2015; Weyland et al, 2019; Weyland, 2021; Weyland & Falanga, 2022), now interpreted by the interdisciplinary workshop EDEN, Educational Environments with Nature, between 2016 and 2018, an advisory support activity for schools was born, which combined the need to qualify the physical spaces of the school with the need to update teaching practices and develop school organisation with the aim of improving pupils' and teachers' sense of well-being (Hughes et al. 2019).

From these experiences, the idea of conveying through the university proposals to accompany the development of the school and its spaces through research-training paths has arisen (Asquini 2018). The object concerns the process of designing together pedagogical-didactic and architectural environments in which to stage the educational relationship, involving professionals from education, educational research, architecture and design, and local administration. Between 2019 and 2024, more than 30 school and educational communities throughout Italy have entered into research-training agreements with the university, focusing increasingly on the need to create spaces and teaching methods that are more just, that is, more consistent with current challenges and capable of imagining the school as a place of well-being and where cultural development can be presided over.

The presentation will focus on what Luigina Mortari (2007) calls the 'posture of the researcher' in her daily practice. The effort that is being put in place is in fact to process the data collected by the various collaborations on the three moments that Elisabetta Nigris (2018) describes as central: co-situating the research, that is, identifying a common objective that is relevant to all those involved; identifying the design, which must be agreed upon, according to the expertise of each, both by the teachers, who provide the data, and by the researchers, who assume responsibility for the research methodologies and tools; discussing and co-constructing the analysis and synthesis of the data, in order to establish the effectiveness of the change actions undertaken.

G.11. Nonviolence in education for social justice

Nonviolent Relationships to Change the Culture of Victory and Domination: Experiences and Practices at School

Annabella Coiro (Rete EDUMANA, Italy)

dialogue, relationship, nonviolent education, awareness, practices

The educational context, both formal and informal, plays a crucial role in perpetuating the violent culture that characterizes the dominant thinking, steeped in patriarchal, vindictive, individualistic, and dichotomous elements, inflicting massive suffering on living beings. The presentation focuses on the important role of educating adults in consolidating unknowingly and therefore legitimizing domination as a relational mode, maintaining rigid, asymmetrical, and unchanging patterns through spaces, times, and methods of learning. This lack of awareness perpetuates the script of domination. Often, education is understood as guiding the child toward a previous defined goal (Dolci, 1987), and consequently, adults impose their own vision without even explicitly stating it. This attitude sanctions and legitimizes the superiority and dominance of some individuals over others, perpetuating violence as an acquired pattern. The awareness of this condition is the first step toward a nonviolent educational relationship (Patfoort, 2012).

The presentation delves into the authoritarian relational modes that invade the educational system and contrasts them with the possibility of an equivalent nonviolent relationship, reporting experiences of some elementary school teachers in the Edumana school network and exposing the practices adopted following a three-year action research evaluated by the University of Milan-Bicocca. These activities include the search for the nonviolent dimension at various levels: personal, interpersonal, and social (Muller, 1980). In particular, adults are accompanied in investigating their own relational dimension, exploring the implicit violence in the daily educator/educand relationship. It is proposed to replace punishment and judgment with dialogic practices, using tools driven from some contemporary studies, such as those of Galtung, Gordon, Dolci, Patfoort, Rosenberg, Sclavi, and from sapiential cultures supporting reciprocity and interdependence among human beings (Morin, 2020). Additionally, the practice of participation is encouraged, actively involving pupils in decision-making processes and the circular communication (teachers-parents-children) promotes a welcoming and dialogic educational environment.

Adults will thus be able to offer children a daily experience intended to be a reference for the growth of citizens who can envision a possible equitable society and manage conflicts at all levels with nonviolence.

G.11. Nonviolence in education for social justice

Playing Nonviolence

Enrico Euli (università di cagliari, Italy)

play, nonviolence power, conflict

Emotional and relational literacy is declining. Competition and violence as frames of conflict management (interpersonal, intergroup and international) emerge in their hegemonic power, both in the cultural and political fields. Active non-violence, which goes beyond the illusion of generic pacifism, is scarcely practised, both in the social and educational and training spheres. Authoritarian dynamics and habits, violent practices often unaware of themselves, competitive and anti-cooperative models continue to emerge in educational institutions. Conflict is still all too often managed in paternalistic and maternalistic forms, in an alternation of caring and aggressive modes, harbingers of fear, passivity, disengagement. Virtualisation and digitalisation are completing the negative picture described so far: real communication and conversational deficiencies are developing, especially in public and especially among adolescents and young people. Scholastic and educational institutions are therefore today at a crossroads: choose to propose a non-violent alternative to this drift or collusively accept the irreversibility of these processes and join the chorus. A conflict, in fact, seems to be open today between those who -in our spheres- work for an interactivity aimed at increasing productivity and efficiency with respect to tasks, and those who insist on seeking paths that have relationships, emotions and learning that are not purely notional or directed towards a merely technical purpose at their centre. The workshop wants to pay attention to these processes and ask what suggestions and guidelines non-violence can propose today. Finally, the workshop aims to explore -through games and after-games- some of these dynamics, with the hope of stimulating a perspective in reflection, learning and collective action.

G.11. Nonviolence in education for social justice

Educating To Struggle In A Nonviolent Way For A More Just Society: Reflections From The Nonviolent Tradition

Gabriella Falcicchio (Università degli Studi di Bari "Aldo Moro", Italy)

nonviolence, education, training, struggle

The area of study, thought and practice related to the nonviolent tradition is as little known as it is extensive and open to many possibilities for experimentation. Indeed, its inherent "experimentalism" (Gandhi, 1996) makes nonviolence lean toward an unprecedented "future to be invented" (Dolci, 1969), in the chorality of the contributions of all beings who have come to life (Capitini, 2022).

The relationship between education and nonviolence can be declined in a variety of directions (Falcicchio, 2022). Among these, the focus on social justice brings us most directly to the topic of collective nonviolent struggle and the political dimension inherent to it.

Insofar as it is "open to the thou of All", according to the expression Aldo Capitini associates with education, as with religion or revolution (i.e., politics), nonviolent vision/practice draws an essential link with democracy, in a form that combines freedom of individuals and social justice, liberal instances with socialist instances. The combination of the two doctrines considered almost antithetical is historically owed to the philosophical-political dialogue between Aldo Capitini and Guido Calogero. They, at a very fruitful moment in the anti-fascist debate in the run-up to World War II, drafted the Manifesto of Liberal Socialism (1940) with other intellectuals-militant-activists. In the Manifesto clearly emerged a vision of democracy as a guarantee both of freedom (beginning with freedom of thought and political expression) for each individual and of equity for all: each citizen/person actively participates in the construction of community life and resources are redistributed according to the control of the citizens themselves.

The striving for social justice is not only inherent in nonviolent thought, but belongs intimately to the history of rights struggles. In them an interesting educational model has come to be consolidated (Lawson et al., 2022). It should be studied and disseminated, because it leads to collective empowerment, enabling people to fight for what is right themselves, nonviolently.

On the educational level, this perspective implies a very important "inversion," because it brings to the fore those who are "at the bottom" and overturns the usual educational logic. Moreover, it becomes necessary to recover, even for the benefit of those who adhere to pacifist and nonviolent movements, the vocabulary of struggle, the wide semantic world of fighting for a just cause. This semantic world has much in common with the sphere of meanings most often associated with war and violent conflict and, for this reason, is rejected sic et sempliciter. From the fathers and mothers of nonviolence, on the other hand, comes a clear and articulate indication regarding the energy, strength and power inherent in nonviolent action.

G.11. Nonviolence in education for social justice

Nonviolent Theory And Practice In Aldo Capitini: The International Seminar On Nonviolence Techniques (Perugia, 1963)

Emanuele Follenti (Liceo Scientifico L.Respighi Piacenza, Italy)

nonviolence, education, civil disobedience, antimilitarism, disarmament

My abstract focuses on Aldo Capitini's pedagogical theory of nonviolence, which finds concrete implementation in the organization of the "International seminar of discussions on non-violent techniques" (Perugia, 1963), emphasizing that his proposal does not imply the mere absence of violence; on the contrary, using the philosopher's words "it is a mistake to believe that nonviolence is peace, order, work and peaceful sleep [...]. Nonviolence is also war, or, to put it better, a struggle, a continuous fight against the surrounding situations, the existing laws, the habits of others and their own, against their own soul and the subconscious (1).

In this regard, Capitini throughout his life tried to put the nonviolent theory into practice, through several battles fought in the first person. It is worth mentioning that for raising public awareness about conscientious objection to military service, together with Pietro Pinna (2); that for anti-militarism, summarized by the principle of "non-cooperation" with war and all its forms; that for religious freedom, against a dogmatic and self-closed Church; and again, the promotion of centers (Centri di Orientamento Sociale) in which to experience direct democracy and power from below (3).

The theoretical system of his future political campaigns is already evident in Elementi di un'esperienza religiosa (1937), where Capitini illustrates the main principles of nonviolence: firstly, the refusal to cooperate with unfair state laws, namely the "non-cooperation" principle; then, the "non-lying" and the "no-killing", through which nonviolence is accomplished, the ultimate goal described as "an attitude of openness to existence, to freedom, to the development of all" (4). In this perspective, peace can be created not only by refusing to cooperate in war, but also day by day through education. Engaging with the thoughts of Aldo Capitini –and with the educational experiences he promoted – therefore makes it possible to arrive at the idea that education is above all an activity of acquiring knowledge as a "capacity for change".

The 1963 seminar, in which Capitini invites to reflect on the non-violent method and its techniques, saw the participation of several nonviolence theorists and activists, also international, including Danilo Dolci and Peter Cadogan (5). It anticipated some topics of '68 that are still very topical today: civil disobedience, democratic participation in political life, respect for the animal world, persuasion for peace and nonviolent education in schools (6). Following the success of the Seminar, the Nonviolent Movement was formed to which Capitini decided to devote himself entirely, supported by his lifelong friend Pietro Pinna.

Civic Education To Support Nonviolence And Democracy

Sabina Langer (Free University of Bolzano/Bozen, Italy)

civic education, democracy, nonviolence

A nonviolent, democratic approach could characterize the classroom and thus foster peaceful coexistence between people of different cultures, genders, social backgrounds, ages... Pupils could experience nonviolent decision making and grow as "mediators, bridge builders, wall jumpers, border explorers" (Langer, 1994). However, usually the dynamics at school are competitive and prevaricating, reflecting the typical interactions of our society.

In Italy, the teaching of civic education has recently been introduced (through Law 92 of 2019) to promote active citizens and full participation. This new teaching can be an opportunity for pedagogical innovation by adopting a democratic (Dewey, 1916), nonviolent and generative (Dolci, 1988/2021), transformative and engaged (Freire, 1968/2018; hooks, 1994) approach in which different perspectives can be listened to within a creative confrontation (Sclavi & Susskind, 2011). Therefore, dialogue and shared decision-making can be prerequisites for a political education and a democratic school where teachers and pupils care together for the common good. During my PhD research, a prototype curriculum was constructed – following Educational Design Research (McKenney & Reeves, 2019). According to it, teachers and pupils – as a learning community (Lave & Wenger, 1991) – co-design the lessons starting by identifying a significant issue concerning the common good. After interdisciplinary studying this problem, they decide together and implement an action to change the status quo. This process should possibly involve adults and pupils equally. To support this paradigm shift from a transmissive to a dialogic education, the curriculum foresees the learning community arranging itself in a circle, abandoning desks and chairs. The circle is a humanising dialogic practice (Veloria & Boyes-Watson, 2014) where relationships can be horizontal, and teachers and pupils can become a group. Furthermore, during civic education, each pupil plays a different role. The roles – borrowed from the German Klassenrat – foster belonging and ownership, as well as empowerment, collaboration, and power-sharing between pupils and teachers (e.g., Johnson et al., 1994).

This democratic and nonviolent prototype of curriculum was implemented in three classes of a middle school in the outskirts of a large city in Northern Italy. Teacher and student voices were collected and analysed through Qualitative Content Analysis (Schreier, 2012) to evaluate and improve the curriculum, its practices and the enactment processes. This presentation will focus on how the classroom dynamics have become more democratic and nonviolent through the circle and the roles which fostered peer dialogue, intergenerational dialogue and co-design. On the other hand, the critical issues encountered during the implementation by teachers and pupils underline how much time and care are needed to allow these democratic practices to flourish, due to the fact that they are so different from the usual and dominant relational modes. Therefore it is essential that teachers are supported through initial and in-progress training so that a nonviolent, democratic approach can take root in schools and support participation and active citizenship.

G.11. Nonviolence in education for social justice

On the Presuppositions of Social Justice: the Pedagogy of Art as Nonviolent Power

Emanuele Profumi (Universitat de Barcelona, Italy)

nonviolence, pedagogy, art, autonomy, solidarity

Social justice is not only a political issue. The most important practice is certainly that of politics understood as the autonomy project in solidarity, yet there is at least one non-political prerequisite necessary for the development of social justice: art education. Thanks to the practical reflections of Montessori, Freire, Dewey, Capitini and Castoriadis, we are able to identify the non-violent sphere of this emancipatory practice.

G.11. Nonviolence in education for social justice

Antimilitarism and Climate Disarmament: a School of Nonviolence against Intergenerational Injustices

Daniele Taurino (Movimento Nonviolento, Italy)

nonviolence, climate disarmament, antimilitarism, peace education, intergenerational justice

The intergenerational justice path leads us to deal both with traditional and new challenges. The first ones are returning in increasingly destructive forms and include the issues of peace, or how to remove war from history; the conviviality of differences, redefining the boundaries of the public space in which they confront each other; the growing gap between rich and poor and increasing of socio-economic inequalities. The second rightly includes the relationship between natural intelligence, AI and reality; and above all the climate crisis.

Nonviolence as a complex of principles and methods of struggle is a concrete possibility of achieving coexistence with others, making peace among humans and with the planet (Langer 2005). That is why it is also a powerful educational tool, to transform power dynamics in a multifaced way. But only is we never forget the indispensable pivots of antimilitarism and anticapitalism (Fraser, 2023).

Some years ago, I introduced the philosophical expression "climate disarmament" (Taurino, 2020), deriving it from that of "unilateral disarmament" so dear to Pietro Pinna. There is no longer the need for an optimistic appeal to make the "heroic" choice of no longer yielding to the armed defence and the waste resources caused by militarism. Nowadays we have the awareness that the effects of climate change will affect everyone. There is no planet B, say young people all over the world. The choice at the time of the climate crisis becomes then: climate disarmament or non-existence.

So, the question is: how to imagine and practice "schools of nonviolence" within this scenario? We should be able to keep together at least three things:

- a programme of radically transformative and coherent policies with which activists and rightsholders can use when engage in advocacy;
- a realistic approach that can also influence the transparency, metrics and accountability of our initiatives; and
- a theoretical device to keep up with the narrative and management of the climate crisis by the military apparatus and the capitalist corporations connected to it.

This is an educational answer to the needs and future of young generations because climate crisis will play not only a direct role in precipitating armed conflicts, with weapons most likely to be purchased in the countries that bear the greatest responsibility for the climate emergency. There is also a vast network of global interests and power in the world, led by the undemocratic complex of military and fossil fuel companies and is also directly responsible for the environmental crisis (X. Bohigas et alia, 2022).

The core of my intervention is to explore together all the ways needed to cultivate the persuasion that a "hopeful tomorrow" (Capitini, 1968) can be built through nonviolence, being inspired by the words of Martin Luther King:

Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change.

G.12. Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approch to promote equality, social cohesion and justice

School Dropout in the Perspectives of Parents: Insights from a Qualitative Study in a Peripheral Neighbourhood in Milan

Anna Chinazzi (University of Milano-Bicocca, Italy) · Alessandra Mussi (University of Milano-Bicocca, Italy)

school-family relationship, students' wellbeing, intergenerational dialogue, superdiversity

School dropout is a multidimensional and multifactorial phenomenon (Colombo, 2010), influenced by endogenous and exogenous factors. Addressing this issue therefore urges a holistic (Bronfenbrenner, 1989), multidisciplinary and systemic approach (AGIA, 2022), involving multiple stakeholders, including families (Epstein, 2001).

In a super-diverse educational scenario (Vertovec, 2007; Zoletto, 2023), the lack of effective communication and collaboration between schools and families tends to negatively impact the quality of the school experience for boys and girls (Epstein, 2001; Colombo & Chantal Tièche Christinat, 2017). This is particularly true in the case of vulnerable families, where students are at risk of "double invisibility" (Sayad, 2001) and "cultural segregation" (Rogoff, 2003), as attested by the dropout rate of students with migratory backgrounds.

Our contribution draws on the results of a research conducted with WP4 Task 1, titled "Mapping the socio-educational and didactic needs and resources of students with migratory backgrounds, families/caregivers, teachers", of the FAMI 3867 project, "Reinventing Citizenship: Paths of Empowerment for Networks and Social Groups in the San Siro Neighborhood". The study employed two qualitative data-gathering methods, focus groups and interviews, to shed light on the perspectives of families in relation to their children's schooling experiences, with reference to a specific pilot secondary school within the San Siro neighbourhood in Milan, Italy. The objectives of the research project were the following:

- to give voice to parents regarding their children's school experience and concerning critical issues, resources, and improvement perspectives from their viewpoint;
- to explore their opinions and student's experiences at school, particularly concerning the theme of dropout, school well-being, and the school-family relationship;
- to create contexts for discussion among parents within the school;
- to lay the groundwork for a generative dialogue involving teachers, parents, and students.

Parents' perspectives were elicited both in an individual setting through four in-depth interviews and collectively, through focus groups, involving 36 parents.

The focus group method was chosen not only for its heuristic value but also for its (trans)formative nature (Baldry, 2005; Bove, 2009). To leverage this affordance, the meeting took place online, allowing a more significant number of parents to participate. Given the unexpected high participation, after a brief presentation of the project, the group was split into two subgroups to facilitate discussion, later reuniting in conclusion. The discussion revolved around the following key issues pertaining students' experiences at school: students' and parents' involvement or disengagement; strengths and weaknesses of the school; school-family relationships; intercultural issues. Finally, parents were invited to participate in a pilot-experience of student-parent-teacher's dialogue within an Artistic Committee.

The results of the thematic analysis of interviews and focus groups will be presented, highlighting parents' representations of school dropout and its factors, the relationship between school and families, and the need to develop contexts to promote systemic dialogues between students, teachers and families.

G.12. Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approch to promote equality, social cohesion and justice

Project Evaluation of "oltre i Confini, un Modello di Scuola Aperta al Territorio". Against School Dropout: an Integrated Approach

Rebecca Coacci (Università degli studi Milano Bicocca, Italy) · Walter Moro (Cidi di Milano)

school dropout, project evaluation, school and territory

School dropout is a complex phenomenon related to the discomfort and the disease students may experience in their educational paths, showing in various behaviors (Gulli, 2008). Influenced by socio-economic, cultural, and institutional factors, school dropout adversely affects both individual and collective development (Batini, 2016; Zecca, Passalacqua, Ribis, 2020).

The project "Oltre i confini. Un modello di scuola aperta al territorio", led by Cidi di Milano and selected by Con i Bambini to contrast educational poverty among minors, involved 70 entities, including 45 schools, across 9 Italian networks. It aimed to foster synergy between schools, public institutions, and the third sector, examining strategies and policies for an "alliance between school and territory" (Martini & Trivellato, 2011). The project's goals were to enhance student engagement and reduce dropout rates through innovative teaching methods. Adopting a systemic approach (Giosi, 2011), it focused on students as central figures within a complex network of influences and relationships, emphasizing both individual and structural aspects of the educational environment (Batini, 2016). The evaluation of "Oltre i Confini" was conducted by Università di Milano Bicocca, in collaboration with Cidi di Milano and Università Statale, outlining the comprehensive framework, including study objectives, research questions, and phases.

The qualitative approach led by Università di Milano Bicocca involved collecting data through interviews and focus groups from principals, coordinators, and students, creating targeted samples, and developing multiple case studies. Grounded Theory (Guba & Lincoln, 1989) was employed for data analysis to identify qualitative indicators and understand various experiences.

Initial findings, derived from interviews and focus groups with school principals and referring teachers, revealed that, from their perspective, integrating schools with their territories and adopting innovative educational practices and innovative classroom settings significantly boosted student engagement and mitigated inequalities, despite the challenges due to geographic allocation, teacher's turnover and the difficulties in the implementation and scalability of the project. These results become even more relevant considering the PNRR, which dedicates considerable resources to preventing and combating school dropout, emphasizing the need to extend and reinforce inclusive educational practices to benefit a broader range of students and institutions (Decreto Ministeriale 24-06-2022; Investimento 1.4 del PNRR).

G.12. Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approch to promote equality, social cohesion and justice

Peer Tutoring to Prevent School Dropout. The Case of a High School in San Siro

Valeria Cotza (University of Milano-Bicocca, Italy)

school dropout, capacity-building, peer tutoring, focus group, thematic analysis

The University of Milano-Bicocca was a partner in the FAMI 3867 project "Reinventing Citizenship. Paths of capacitation of networks and social groups in the neighborhood of San Siro", lasting one year (2023). UNIMIB was in charge of WP4 "Key citizenship competencies for the prevention of school dropout and exclusion", an integrated capacity-building action aimed at teachers and educators from schools in the neighborhood. The path began with a phase of co-construction of the dialogue involving the 12 schools participating in the project (task 1) and continue with the implementation of an experimental action in the pilot school, IIS Galilei-Luxemburg (task 3, peer tutoring, and task 4, "cantieri di dialogo"), to arrive at training meetings that involved again teachers from the participating schools (task 5). The phases were accompanied by a series of co-design actions (task 2), that involved the University, the Cooperatives to which the experimental actions were headed (Comunità Nuova and Milano Mediterranea) and some teachers of the pilot school.

This paper presents the research results of the experimental action of peer tutoring, that is commonly considered a strategy aimed at activating a natural process of passing knowledge, experience and emotions from some members of a group to other members of equal status (Antonietti et al., 2003). Peer tutoring «can generate positive changes and enable participants to develop aptitude for initiative, goal setting and goal achieving, time and emotion management as well as empathy and the ability to establish relationships with others» (Schir & Basso, 2018), although in some contexts, the most fragile ones, it sometimes struggles to work (Cotza, Roncen, & Zecca, 2022).

The peer tutoring activities involved 17 students in grades III, IV and V and were mainly aimed at students in the first-grade classes, with the aim of preventing certain conditions prodromal to more or less explicit school dropout phenomena (AGIA, 2022). The process, monitored by 6 co-design meetings and led by Comunità Nuova, included initial training of selected peer tutors, welcoming laboratories in 10 first-grade classes, and the opening of an in-school listening and mutual aid space, the "Galileo Ascolta", a space of students for students. The research supported the activities with: 23 observational reports and 5 focus groups, 3 with peer tutors (22 participants in total), 1 with teachers from the first-grade classes (8 participants) and 1 with educators of Comunità Nuova (5 participants). The focus groups were audio-recorded, fully transcribed and then analyzed through thematic analysis (Braun & Clarke, 2008).

The voices heard highlight the strengths and weaknesses of the role of the peer tutor, returning a well-rounded picture of peer education as a strategy for preventing school dropout and social exclusion. In line with the principles of the Student Voice movement (Grion & Cook-Sather, 2013), students' perceptions and expectations, as well as their representations about school and the role of teachers, emerge. From a systemic perspective, the complementarity of voices then allowed interesting and important considerations about the relationship both between teacher and student and between school and Third Sector.

G.12. Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approch to promote equality, social cohesion and justice

For Those Who Fall Behind: Examining Language and Cultural Valorisation Practices in Milan's Extra-school Services

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school dropout, migration, language valorisation, cultural valorisation

School dropout is a multifaceted phenomenon that goes beyond the extreme act of leaving school behind without getting a diploma (Besozzi, 2006). It has to do with episodes of compulsory school evasion, dropping out, repeated failures, irregular attendance, falling behind the regular age as a result of repeats, transfers and low performance (Zurla, 2004). Among those who "fall behind", in Italy, students with migrant background are three times more at risk of dropping out of school or of experiencing some form of school hardship. In fact, in Italy in 2020, 35.4 % of so-called 'foreign' students experienced some form of early school dropout compared to 11% of natives (ISTAT, 2021). Nevertheless, the background of the migrant does not trigger early dropout, but rather the intertwining of multiple variables which can be compiled in three groups: Socio-economic factors, such as educational level of parents (Tarabi, 2015), belonging to single-parent families (Turner, Thiede, 2018), and geographical segregation (Rothstein, 2005); causes endogenous to the school, like peer relationships (Wang, Eccles, 2012), teacher relationships (Wolley, Kol, Bowen, 2019), and school structure (Smeyers, 2006); lastly, personal variables, such as mental health (Dinh et al., 2013), lack of engagement (Rumberger, 2011), special educational needs (Johnson, Altmaier, Richman, 1999).

Thus, in order to achieve a fair and equitable education, which succeeds in implementing actions to prevent school dropout, rather than "finger pointing" the migrant background of pupils, it would be desirable to implement a pedagogy of listening (Rogers, 1951), which stems from the personal experience of the children (Dewey, 1938) and values their cultural and linguistic heritage (Gibson, Bejinez, 2002; Grassi, Hanley, Liston, 2004). Given these theoretical assumptions, embedded in a transformative worldview (Mertens, 2009), this contribution aims to investigate whether and to what extent language and cultural enhancement practices have been implemented in the various extra-school services in the San Siro area. Furthermore, in order to answer the aforementioned question a qualitative method (Creswell, 2003) and an ethnographic methodology in educational contexts (Bove, 2019), hence, gathering data through participant observation, photo, and audio recordings, it has been adopted.

In conclusion, the study underscores the importance of implementing language and cultural enhancement practices in extra-school services to support students' educational journeys. Moreover, by making visible the use of language and cultural valorisation in educational services, or the lack of it, the research aims to understand the challenges and successes in integrating such initiatives, so that targeted interventions to promote educational equity and reduce dropout rates among students with migrant backgrounds could be developed.

G.12. Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approch to promote equality, social cohesion and justice

Strengthen the School-family-services Partnership Through the Implementation of the LEPS P.I.P.P.I

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pippi program, educational success, prevention, co-education, integration

The phenomenon of school dropout can take two forms: an explicit one, defined by Early School Leavers (ESL) or Early Leavers from Education and Training (ELET) who leave the education system with at most a lower secondary education diploma, and an implicit one, represented by those who complete compulsory education without acquiring the necessary skills to live in society (Council of the European Union, 2011; Eurostat, 2019; Ricci, 2019). Investing in education is therefore essential to promote educational and school success (full realization of potential, achievement of results; Glasman, 2007; Feyfant, 2014) and social cohesion, to break the "cycle of social disadvantage" (European Commission, 2013a; European Commission, 2013b; Psifidou, 2022).

School dropout is often linked to a condition of socioeconomic disadvantage, coming from environments with a low level of education, school rejection, or poor academic results, factors of labor market attraction, and/or a combination of social, psychological, and educational problems that put the person at risk (Council of the European Union, 2011). To address it, an early and multidisciplinary approach is necessary (AGIA, 2022): human development is the result of a reciprocal and complex interaction between the systems that define the environment in which the child grows (Bronfenbrenner, 1979). Among the actions promoted are teacher training, parent participation in school life, integrated, coherent and timely actions between sectors, and an integrated governance system (Council of the European Union, 2011; Camera dei Deputati, 2014; MLPS, 2017; Milani, 2019; AGIA, 2022).

The research we intend to present originates from a training initiative by ULSS 9 Scaligera (VR) addressed to FISM preschool teachers, aimed at reinforcing the school-family-services partnership, one of the devices implemented within the P.I.P.P.I. program. The Program for Intervention in the Prevention of Institutionalization (born from a collaboration between the Ministry of Labor and Social Policies and the University of Padua) promotes the innovation of practices towards families whose children experience family neglect, integrating social, health, and educational-school areas (Milani, 2018). Starting from the training action of ULSS 9, in the implementation of P.I.P.P.I., the research-action-training we intend to develop aims to promote the active involvement of FISM teachers in the prevention and early recognition of situations of vulnerability, with an integrated and shared approach with social, educational-school, and socio-health services. The process will involve around ten teachers from different FISM preschools and an equal number of families, during the years 2024-2025, with the aim of supporting teachers and service operators in learning a method of co-construction of a shared project for each child and family (involved as active participants) in situations of vulnerability. Activities will include ongoing support and monitoring, thematic deepening, interviews, questionnaires, well-being assessment activities for the children. Monitoring tools will include the RPMonline platform and the theoretical framework "Il Mondo del Bambino" (both used in the program), assessments, and micro-projects.

With this research, in summary, we expect to promote communication and collaboration between school-family-services, following a co-educational approach, to develop early recognition strategies for situations of vulnerability and promote the success of every child.

Interests at Stake. Education, Sport and Consumer Culture Between Schools and Corporations.

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physical education, sport, consumer culture, corporations, commercialisation of sport

The increasing trend of schools outsourcing PE to a plurality of private organisations (corporations, sport associations, etc.) along with external consultants, raises a myriad of issues that intersect social, pedagogical and market aspects.

International studies [Williams et al., 2011; Williams, Macdonald 2015] show that the main factors driving schools to outsource PE activities are commonly linked to a deficiency in school resources in terms of sport facilities and equipment, experiences and activities, as well as teachers' expertise.

Moreover, due to the progressive neo-liberal turn in educational policies (Ball, 1998; DeFeo, Pitzalis, 2017; van Zanten 2004), school are nowadays engaged in competitive dynamics, which focus on a market-driven approach, aimed at satisfy the needs of students as customers. Consequently, the offer of appealing extracurricular sports activities is more and more witnessed as a strategy for attracting new students.

Sport is also a domain where an intensification of market logic can be observed also in its related areas (merchandising, advertising, sponsorship…) (Bifulco, Catone, 2022; Bifulco, Tirino, 2019). These dynamics occur within a socio-cultural context marked by the widespread diffusion of consumer culture (Horne, 2006) which permeates the realm of sport and physical activities. This culture tends to colonise the practices of everyday life and aspires to be incorporated into common sense (Andrews, Silk, 2018), focusing more on the individual experience – in relation, for example, to personal well-being, perhaps through sporting activity – over addressing the crucial social issues of our times (Coakley, 2011).

In this cultural frame, corporations can play a pivotal role, investing and expanding into educational spaces (Kohe, Collison, 2019). In this regard, a significant concern remains the complex and ambiguous relationship between the financial viability of the sport brands and the actual support that corporations can provide to local communities, schools, and the public sector. Thus, while such outsourcing can enhance schools' facilities and innovation, it is not certain whether the services offered by corporations consistently align with the educational mission of the school (in terms of e.g. social inclusion) and the educational needs of students [Petrie et al. 2014; Powell 2015; Williams, Macdonald 2015; Dyson et al. 2016].

This paper contributes to this debate by introducing an analysis of the relationship between the educational field and sport corporations in Italy, a largely unexplored area in this field of research. Within an analytical framework that examines the commercialisation of sport in the neo-liberal era and the pervasiveness of consumer culture, the authors present an overview of the projects that corporations – with particular regard to those producing sportswear and accessories – propose and implement in Italian secondary schools in order to promote sports among students. The paper focuses on a textual analysis of these projects – available on the web pages of both the corporations and the PTOFs of the involved schools. It highlights their rhetoric and discursive strategies employed, in order to identify the possible articulation of the complex interests at stake between educational field and sport corporations.

Beyond the stigma: Media Representation and the Challenge of Paralympic Athletes

Giovanna Russo (University of Bologna) · Athanasios Pappous (University of Bologna)

paralympic games, ableism, integration, media representation, social inclusion

Recent data from Eurostat show that one in four people (25.4%) in the EU has a disability ranging from mild to severe (EUROSTAT, 2021). In Italy, there are approximately 3.1 million disabled people (5.2% of the population) (ISTAT, 2019). However, people with disabilities are scarcely visible in Italian mass media. News with a focus on disability when it rarely happens, is often misguided, and tends to perpetuate negative stereotypes. One of the opportunities that exist for the mass media to portray disabled people in an empowering and positive way is through the Paralympic Games.

Based on an Italian National project, in this paper, we explore the views and perceptions of Paralympic athletes themselves on how certain representations make them feel, think or react and ask how sport and disability should be better represented at the Paralympic Games to provide a more positive representation of disability. The core overarching aim of our study is in line with the European Disability Strategy and its key term "self-determination", which reflects the right of disabled people to have a say in how they would like to be represented. The research project provides valuable educational and training resources on the promotion of non-discriminatory, inclusive, and empowering portrayal of disability aimed at: a) media professionals/journalists; b) Paralympic athletes; c) members of the disability community.

Specifically, the project investigates the evolution of the relationship between the media, adapted sports and disability in Italy (from the 1960s to the present) about three specific areas of disability narratives in Paralympic media coverage: 1) Extraordinary normality representation of overcoming disability in discourses of disability inclusion that include the ability to successfully navigate able-bodied institutions; 2) Able-bodied rehabilitation: representation of Paralympic sports to restore 'normal' life; and 3) Able-bodied sport nationalism: promotion of visual images centered on the bodies of successful athletes where disability has been 'overcome' thanks to technological advances.

Through an interdisciplinarity approach between the sociology of sport, media history and disability studies, the project is designed to have a sustainable legacy for future sports editions (such as the PG in Milano-Cortina 2026).

Participatory Social Innovation Through Baskin: A Case Study

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baskin, social relations, social innovation, inclusive sport, well-being

Baskin is an inclusive sport that has experienced an increasing development in the last twenty years – in Italy as abroad – and has triggered a change in the philosophical and pedagogical perspective of sport and PE practice (Andriola, Bennici, Bianchi and Grion, 2023). It is strong modification of basketball that promote equity in access to resources and opportunities, widespread participation, the creation of spaces and rules ad hoc, and the enhancement of diversity (cf. Gray, 2000; Young, 2000; Coakley and Donnelly, 2001).

This contribution presents the first results of a research developed in a little village in the South of Italy, where Baskin has been recently introduced to reinforce the social participation of marginalized people. The Baskin team includes dis/abled people, young migrants, and people with mental health and substance abuse problems. All players have been interviewed and some of them have been interviewed in proxy mode, by parents or caregivers.

The research has the main objective of assessing if Baskin has a significant impact on individual and collective well-being (Bianchi and Taddei, 2023; Black and Stevenson 2006 in Black and Williamson, 2011). It is developed by a concurrent transformative mixed method design (Creswell, 2003), theoretically driven to initiate social change and to provide support to the local community (Castro et al., 2010). Quantitative and qualitative data were collected during the same stage, although priority has been given to qualitative ones. Specifically, deepened interviews have been mixed with a brief survey administered face-to-face, and a specific module to detect ego-network data (Salvini, 2005).

Different kinds of data have been collected:

- Socio-demographics and health characteristics.
- Sports history, and first engagement in Baskin.
- Individual, team, and social well-being.
- Perspective of Baskin introduction in schools.

And in a first step, it is possible to underline:

1) the role of time and space in strengthening (or not) social relationships: being together, share common activities and goals can strengthen social relationships, but sometimes players have not so many times and occasions to do it out of the court;

2) the positive impact of Baskin on reinforcing self-confidence and group relationships, impacting on individual and team well-being, but also on family dynamics;

3) the great importance related to the widespread dissemination of Baskin through all levels of the school system.

First findings illustrate, on the one hand, how Baskin in Sant'Arsenio is a complex architecture of practice enacting new social networks and social capital in a remote area, and on the other hand, how it is always a fragile accomplishment balancing between consolidation and misalignment.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Promoting Active Aging through Lifelong Learning. Insights from an Exploratory Research in Italy

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active ageing, learning, education, italy, promising practices

Rationale. Old age is commonly linked with the diminishing or loss of both physical and mental health, subjecting older individuals to ageist attitudes that marginalize them from mainstream society.

These unfavourable depictions of old age overshadow the noteworthy contributions that older individuals can bring to society. The competencies, perspectives, and life experiences of the elderly can be harnessed across various facets of social life, encompassing active participation in the labour market, volunteering, aiding and caring for others, and involvement in activities related to community empowerment and intergenerational solidarity[1].

In Europe, Italy's population is aging and shrinking at the fastest rate compared to other countries, forcing the national and local institutions to adapt their policies to a booming population of older persons that puts it at the forefront of a global demographic trend that experts define as the "silver tsunami."

Hence, in a challenging scenario where in Italy the people aged 65 years and more are nearly the 24% of the total population[2] – labelling Italy as a super-aged country – it is a mandate to activate their potential, helping them to remain active after retirement, setting, thus, a framework for long-term growth and social cohesion.

Objectives. Considering the most recent scientific literature on these topics, the empowering nature of learning, education and active learning provides a convincing rationale for increasing the range of opportunities for older people. Thus, the main purpose of this paper is to present the preliminary results of a national exploratory qualitative research for the collection and analysis of the current educational practice for older adults, to identify best schemes, regarding educational initiatives, programmes, and institutions to widen learning opportunities for seniors, promote intergenerational learning through volunteering and mentoring initiatives, as well as shift perspectives regarding seniors' potential.

Methodology. This study followed an exploratory design, using the 'Promising Practices for Education and Active Ageing Questionnaire – PREAA'. The goal was to collect the projects and practice activated by the national stakeholders for older adults aged 50 years and more. The questionnaire consists of 45 items, encompassing nine domains related to various aspects: 1) Typology of the stakeholder; 2) Socio-demographic characteristics of the participants; 3) Description of the project; 4) Budget. Responses are recorded as close-ended questions while some questions are open-ended. The data analysis follows the grounded theory approach[3], to find insights and tendencies from the information collected through the questionnaire.

Preliminary findings. The growing significance of education and learning in advancing active aging is delineated. Additionally, preliminary findings propose a framework to address the challenges posed by aging by leveraging existing experiences and practices. Recommendations for interventions are put forth to promote active aging, intergenerational learning, and a shift in perspectives regarding seniors' roles in contemporary societies.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Elder active citizens and Community engagement

Giulia Biagi (University of Florence, Italy) · Giovanna Del Gobbo (University of Florence, Italy) · Francesco De Maria (University of Florence, Italy) · Cristina Banchi (University of Florence, Italy) · Sofia Marconi (University of Florence, Italy)

active aging, biography, inland areas, community development, social capital

Reflection on the professionalism capable of affecting the processes of defining the social capital (Bourdieu, 1980; Putnam, 1995) that a community can express is present in the literature: the study of social interaction processes for the construction of social capital as a product of those processes is part of a decade-long debate (Cohen 1982; Misztal, 1996; Eckersley 1998) that has led to the recognition of social capital as a dimension that can only 'exist' if it is made visible and activated as such. It originates in micro interactions which, in order to have an impact and be effective, must themselves be embedded in a 'meso' and 'macro' social order (Falklan, Kilpatrick, 2000). The quantity and quality of a community's social capital has a great impact on the community's ability to manage change: social capital is a community's asset and the validity of social capital actually depends on its contextualisation (OECD, 2001; Krishna & Uphoff, 1999; Narayan & Pritchett, 1997). In this perspective, the concept of 'community efficacy' has been identified as the ability to manage change and influence the future of the community (Kilpatrick, Abbott-Chapman, 2005).

In fact, one effect of trust networks, on which social capital is based, lies in the possibility of facilitating the circulation of information, enabling the valorisation of contextual knowledge and the human capital that a territory expresses.

This contribution presents the results of a research study that has made it possible to detect the role that can be played by citizens over 55 who decide to make their skills, acquired through life and work experiences, available for the development of their community. The research is carried out in an inner area, the Casentino, characterized by a high old-age index and at the same time by interesting flows of incoming mobility after retirement. The research through an hermeneutic phenomenological approach, based on in-depth interviews, reconstructed some emblematic life stories to understand the skills acted in an informal way that in fact facilitated community activation processes. The evidence gathered makes it possible to highlight some contextual factors and conditions that can contribute to the definition of professionalization processes (del Gobbo, Federighi, 2021) capable of affecting the processes of defining social capital.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Education, Learning and Skills for Active Ageing: an Italian Research on Good Practices

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active ageing, retirement, good practices, lifelong learning

Theoretical framework

The literature review examined the main studies on the topic of active ageing present within the international overview, with a special focus on the Nine Principles of Active Ageing (ICAA, 2019; UNECE, 2019) and the four Pillars of the Active Ageing Index (UNECE, 2021), in relation to the construction of the dimension of educational care to contrast the fragility of the older person and the individual in transition to a new phase of their life (Boffo, 2006; Boffo, 2022; Cambi, 2010).

Aim

Starting from this framework, the transversal scientific committee Learning, Education and Active Aging (LEAA) set up within the Age-It Programme (PE8, PNRR Programme) with the task of supporting the pedagogical, training and educational dimension, is conducting a national research aimed precisely at collecting good practices and, consequently, at understanding those processes and actions that explore the link between learning, education and work for active ageing in order to build a map of them at national level.

Methods and research design

The research design, divided into different phases, has seen and is seeing the active involvement of the Programme's stakeholders, in particular medium and large sized companies and social enterprises, both public and private. Therefore, the sample is still in view of expansion and enlargement. The research, which is of a mixed type, has adopted, in this first phase, a quantitative survey instrument defined by the working group and shared across the entire country. The analysis of this data will make it possible to identify several categories capable of guiding the selection of the Good Practices considered most representative, in terms, above all, of population, actions and socio-educational impact (UNECE, 2018). In a second phase, in-depth interviews will be conducted to explore the intentions and the level of planning (if any) underlying the educational action proposed on the territory.

Conclusions

The results will be able to provide a clear vision of the presence and diffusion, on the territory, of educational and learning processes aimed at the wellbeing of the population in transition and at the development of those life skills capable of supporting entry and remaining in old age phase (Sala et al., 2020; Tronto, 2006).

G.15. Social justice and ageing: older learners as active citizens in a complex system

Empowering Active Aging With Limited Autonomy: A Training Proposal To Enhance The Skills Of Home Caregivers For Frail Older People

Elisa Bruni (University of Bologna, Italy) · Elena Luppi (University of Bologna, Italy) · Aurora Ricci (University of Bologna, Italy)

active ageing, quality of life at home, ageing in place, home care services, training and skills development

The current demographic changes have made it evident that there is an urgent need to undertake active and collective strategies that encompass the entire lifespan. These strategies aim to encourage the participation of older people in social life and promote a new culture of solidarity that considers them as a valuable resource within an age-integrated society (Gasperi, 2003).

In this perspective, the significant role that active ageing is called upon to play in understanding and addressing the challenges of aging becomes even more substantial when facing the needs of care for frail older people. In fact, the gradual loss of legitimacy of the traditional paradigm of institutionalization has paved the way for the idea that promoting methods enabling individuals to age in their own homes is preferable and contributes to promoting the well-being concept proposed by the WHO (Minguzzi, 2003; WHO, 2002). Maintaining the quality of life at home has proven to be a crucial generational issue for all EU countries and has become particularly essential during the pandemic (WHO, 2002).

According to the Care Needed Report (OECD, 2018), most countries should develop a recognized accreditation program providing training in care and social support for caregivers and service professionals to promote the improvement of quality of life and home care for frail older people, and in particular, people with dementia.

Given the current situation and future prospects, it is necessary to reassess the needs of home care services and reconsider the training and skills of professionals providing them. This involves laying the groundwork: on micro level, for a shift in thinking and working that allows individuals to construct their old age in a highly personalized manner, maintaining a proactive outlook and an inclination to attribute meaning to the experience (Deluigi, 2008); on meso level, for enhancing the training system for home service professionals, with a focus on life skills, coping, and resilience (Boffo et al., 2023); on macro level, for contributing the sustainability of the welfare system concerning the reduction of public spending for assistance and social-health care interventions.

This contribution aims to present the "Qavad project" – an Erasmus Plus project experience – that sought to promote the improvement of the quality of life for older people at home by proposing to work on tangible improvements in support for maintaining autonomy and supporting professionals working in home care. Based on a theoretical framework that considers learning models referring to some of the main pedagogical concepts of innovative psychosocial perspectives on older adults care (Baltes et al., 1980; Baltes & Baltes, 1990; Feil, 1991; Jones, 1999; Kitwood, 1997), the transnational partnership developed the design of a training model to both innovate and support the training of home care professionals, consisting of 8 modules designed to be adaptable based on the target audience: 6 for professionals, caregivers, volunteers, etc., and 2 modules for professionals in management or coordination roles in the community. The outcomes of the piloting of the training module in Northern Italy will be discussed.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Active Ageing for cultural Services: focus on elder Population in inland Areas

Giovanna Del Gobbo (University of Florence, Italy) · Cristina Banchi (University of Florence, Italy) · Francesco De Maria (University of Florence, Italy) · Giulia Biagi (University of Florence, Italy) · Sofia Marconi (University of Florence, Italy)

active ageing, cultural heritage, inland areas, community involvement, learning network

Over the last twenty years, the category of local heritage has expanded and changed: it has seen a substantial convergence on the unity of the natural, cultural and social dimensions, together with an increased consideration of the inescapable dynamism brought about by production and use. This holistic approach of cultural heritage allows the full recovery of the significance of production and consumption practices, values, oral and 'living' expressions (Del Gobbo, 2019). The concept of intangible heritage has made explicit and made evident the human component embedded in artefacts and cultural contexts: the introduction of intangible heritage has brought about a shift towards a people-oriented vision and the overcoming of object-centred positions (Alivizatou, 2006). In the current debate the shift towards person-centred approaches, in connection with local communities, is being confirmed: a shift from an expertise-led and object-oriented preservation paradigm to a new inclusive and people-oriented paradigm (Auclair, Fairclough, 2015). The people-oriented paradigm also implies a focus on bottom-up processes in cultural policies and heritage management modes, prefiguring the involvement of different stakeholders and dynamic networks for the governance and enjoyment of the heritage (Fariclough, 2009). It is a paradigm shift that is influencing the practices of cultural institutions and third sector actors (cooperatives and associations) that guarantee access, enjoyment and preservation (Gordon, Beilby-Orrin, 2007; (Del Gobbo, 2019; UNESCO, 2021).

In the inland areas of Italy, a large part of the local communities is represented by a progressively ageing population. The contribution presents the results of a pilot research carried out in Casentino (an inland area of Tuscany with a high old-age index) aimed at detecting the active involvement of the over-55 population (active ageing index) in the production of cultural services. The originality of the research lies in the reversal of the perspective: the literature mainly considers the benefits deriving from the enjoyment of cultural heritage for active ageing, while the research intends to highlight the fundamental role played by the 'elderly' population in guaranteeing access to and enjoyment of the heritage by enhancing its potential in terms of informal and non-formal education. The research activity, with an interdisciplinary mixed methods approach, is aimed at investigating the relationship between the ageing of the population and the enhancement of the cultural heritage in terms of fruition and production, in an inland area of Tuscany. The objective is to investigate the weight of the over-55s as producers of services for the access to and dynamic preservation of the cultural heritage of the territories. the research design is qualitative-quantitative, correlational observational type for exploratory purposes, with the descriptive and interpretative purpose of an ongoing phenomenon, scarcely investigated on an empirical basis. It is based on an approach referable to the epistemology of cultural ecosystem services (MA, 2005) and intends to produce evidence for creative ageing and integrated welfare policies capable of promoting the activation of segments of local communities in order to improve their quality of life and at the same time to favour access to cultural heritage

G.15. Social justice and ageing: older learners as active citizens in a complex system

Learning in Longevity: a Critical Ecosystemic Approach to Research and Intervention

Laura Formenti (Milano Bicocca University, Italy) · Davide Cino (Milano Bicocca University, Italy) · Francesca Romana Loberto (Milano Bicocca University, Italy)

learning, longevity, complexity, care, co-evolution

Longevity entails specific learning for older adults, that is addressed by changing philosophies (Hachem, 2023). A new transformation of perspectives (Formenti & West, 2018) is here invoked, endorsing a critical ecosystemic model (Braithwaite et al., 2017; Hynes et al. 2020) that connects individuals, families, collectivities, professionals and policy makers in an effort to enhance the capacity of our society to guarantee justice, well-being, and meaning to all its citizens.

Lifelong and long-life learning (Whitnall, 2011) receive new inputs from research and intervention with complex systems (Axelrod & Cohen, 2000; Morin, 2008; Formenti, 2018), showing how interactions shape the emergence of shared knowledge and decision making, integrated care, and effective coping, at a micro, meso and macro-level. Older citizens' embodied and biographical experience (Formenti, West, & Horsdal, 2014) couples with changes in the proximal system, family, and convoys of care (Keating et al., 2019; Kemp et al., 2013), where individuals of all ages inter-act and contribute as valuable resources and care-givers.

Interdependence, circularity and self-organization characterize learning as a cross-cutting process involving care givers and receivers, family members, health professionals, local administrators and designers of tools and services. These complex learning processes – with positive as well as undesired outcomes – can be named and transformed by the actors and organizations involved, to overcome hidden ageism reducing the complexity of a person to vulnerability and disability (a "patient"), or consumerism (a "service consumer"). Or to highlight intersectionality: being a woman, or family caregiver (the "burden" of care), having lower income, a history of migration, low technological competence/access or poor health literacy, are all predictors of marginalization and discrimination.

Research on the systems of care (formal, informal and technology mediated) shows the complexity of the involved processes, revealing the lights and shadows of the national agenda for active ageing and the gaps that hinder older citizen's agency, possibilities, and access to services.

Care is also about empowerment, recognition and slowing down, to learn and develop coping strategy not aligned to the normative discursive frameworks of the neoliberal society. Caring about oneself, the others and the environment entails awareness that longevity is becoming a main structuring feature of society needing new creative answers. Critical systemic research on learning and education in longevity may open new possibilities towards transforming the dominant paradigm in ways that are more respectful of freedom, equality, meaning, and wisdom.

An interdisciplinary research project within the framework of PNRR Age-It program (Spoke 10/WP5) involves researchers from education, social gerontology, family sociology, economy and technology, using narrative and participatory methods to highlight transformative patterns in three local communities/territories. A critical ecosystemic model will be implemented in doing fieldwork to explore lived experience, expose local pockets of social injustice, and celebrate co-evolutionary patterns of care and learning, for example in couples (Berg & Upchurch, 2007; Revenson, 2005), families, and informal groups, beyond mere answers to health issues, to impact relationships, social engagement, and the collective construction of meaning and value.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Active Ageing and the Challenges of Digitalisation: Experiences from the Social Research Active.IT

Giulia Melis (University of Milan-Bicocca, Italy) · Dario Pizzul (University of Pavia)

active ageing, digital resources, older adults, ageism

In the last decades, the Active Aging framework (WHO 2002; Zaidi and Howse, 2017) has been proposed as a solution to the crisis of sustainability in our social systems: such challenges, often perceived as primarily economic, address the necessity to adjust social services and welfare systems due to the rapid demographic aging of Western societies. However, despite the key role conferred on the active aging model, it lacks proper investments by public institutions and broad strategies to promote it adequately, especially in relation to a fast-changing society. Consequently, the onus of "remaining active" and assuring an ongoing contribution to social communities falls heavily on the individual (Boudiny & Mortelmans, 2011; Foster & Walker, 2015), with great differences in terms of personal resources and socioeconomic background. The Covid-19 pandemic emphasized and further exacerbated these issues. For instance, since the early months of the pandemic, older adults have been unfairly depicted as inherently vulnerable individuals, perpetuating ageist stereotypes and disregarding the diverse experiences within this age category (Previtali et al., 2020). Moreover, the rapid digitalization that followed the shutdown of many in-person activities was not accompanied by structural/institutional strategies to address the inequalities in terms of use and access to digital technologies, i.e. relating the grey digital divide (Lai & Widmar, 2021), and enable older adults to fully participate in an increasingly digitized society.

In this contribution, we draw from our experience within two different research streams of the ACTIVE-IT project, which aims at investigating the consequences of Covid-19 on active aging in Italy and exploring the relational and digital resources enacted by older people to react to a changing social context. The first research stream is ILQA-19, a qualitative longitudinal case study that, since 2020, has explored the transformations of everyday life on a population of older individuals aged 65-80 in a cluster of villages in Northern Italy that represented the first Covid-19 Red Zone in Europe. The second research stream is involved with a peer-to-peer course on digital technologies co-constructed with the older population. The intersection of these two studies allows, on the one hand, to highlight the limits of "active aging in practice", documenting the heterogeneity among older ICT users and the influences of different backgrounds and ICT attitudes on their everyday life experiences and digital inclusion and exclusion; on the other hand, we argue that a peer-to-peer digital education model could be a valuable approach to increasing digital skills among older individuals (Woodward et al., 2013; Xie, 2007). We also share insights into the co-creation process of a peer-to-peer digital course that we co-designed and implemented between winter and spring 2024.

In discussing these two research experiences, we argue about the need to place the older population back at the center of this debate: as service users (entitled to be included in post-pandemic digital societies), as people endowed with full agency (not exclusively frail, vulnerable, etc.), and as resources to be protagonists in their own lifelong learning process.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Enhancing Well-being and Autonomy in Active Aging from a Montessori Perspective

Patrizia Adina Fedora Palmieri (University of Foggia, Italy)

active aging, lifelong learning, caregivers, educational relationships, montessori

In order to foster and ensure the well-being of older individuals, the World Health Organization (WHO) has outlined a model of active aging, which identifies lifelong learning as one of its foundational pillars. With this objective in mind, there is a need to reframe the care for older individuals, particularly those in fragile states, by emphasizing the person in their entirety and health (Annacontini, 2012). The evolving needs of aging individuals, far from being passive, underscore the importance of training caregivers in active listening, facilitating a humanizing relationship, and rekindling attention towards the world of older adults. To articulate a novel approach to the care of frail elderly individuals, it is imperative to empower them as the protagonists of actions rooted in the centrality of their identity and needs, not merely as recipients of care but as active participants in their own life journey (Annacontini, 2012).

In this regard, effective educational interventions are crucial, mediating autobiographical recognition and fostering environments and activities that are enjoyable and stimulating to the senses, while resonating with memories and experiences. Addressing the imperative to maintain a sense of purpose and future prospects despite the progression of their conditions, it is essential to deeply engage with the lives of elderly individuals (Mortari, 2019). By reasserting the protection of the rights and human dignity of frail elderly individuals, it becomes feasible to revive Montessori's pedagogical model and methodology, thereby equipping professionals with enhanced skills to appreciate the potentials that the elderly still possess (De Serio, 2014).

Our conventional perception of old age often depicts it as a period marked by physical decline and lethargy. However, in establishing caring relationships with older individuals, we come to understand that words recount stories, voices evoke memories, and hands articulate narratives that reflect the history of their bodies. Many older adults navigate through daily routines devoid of enthusiasm, leading to a mundane and passive existence (Luppi, 2020). Maria Montessori conceives the hand as the instrument of intelligence, enabling one to recognize, explore, create, and appreciate the surrounding world. Building upon this premise, a new educational and empowering trajectory for old age can be fashioned using Montessori's sensory-based pedagogy, thereby fostering action and fostering a positive acceptance of one's body, others, and the environment (Luppi, 2020).

In identifying an educational framework that positions the elderly individual at the forefront and promotes their dignity and well-being within a systemic framework, Montessori pedagogy emerges as remarkably responsive in terms of its scientific rigor and methodological distinctiveness. Hence, the Montessori practitioner enacts "humanizing" interventions rooted in experiences, desires, skills, and expectations that can instigate significant transformations in the individual, fostering autonomy and making them the central figure in their own context (Musaio, 2021). Promoting meticulous interventions tailored to the individual, approached with reverence and sensitivity, while upholding principles of freedom and acknowledging the nuances of aging, can challenge the prevailing paradigm that portrays the elderly as static and vulnerable.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Social Participation, Education and Healthy Ageing in Italy

Paolo Pasetti (University of Bologna, Italy) · Loris Vergolini (University of Bologna, Italy; FBK-IRVAPP)

social participation, ageing, education, health, italy

The aim of this paper is to analyse the relationship between social participation and education among elderly people in Italy. We consider social participation as one of the possible dimensions of successful ageing (WHO 2002, Principi et al. 2021). More precisely, under the umbrella of social participation we analyse three sub-dimensions: political participation, voluntary activities, and social connectedness.

The analytical strategy is to compare the social participation of older people with different levels of education. Indeed, the level of education can be related to social participation in at least two ways. Firstly, education could lead to the acquisition of certain lifestyles and cultural tastes that lead individuals to conduct a more active social life (Jensen & Skjøtt-Larsen 2021). Secondly, it has to be taken into account that social participation is a costly activity and people have to invest time and/or money to play an active role in community life (Yang & Konrath 2023). Therefore, education could have an indirect impact through the attainment of remunerative activities. Another aspect to consider is the state of health (Sirven & Debrand 2008). Indeed, education can have an impact on the health status of older people through the two channels described above, which in turn affects social participation. In the end, we plan to estimate a first model to estimate the effect of education on social participation and then to conduct a mediation analysis to understand how much of the total effect of education passes through health status.

To answer these research questions, we rely on the ISTAT data archive Aspetti della vita quotidiana that has the great advantage to collect a rich set of information on social participation and health conditions representative at regional level. More specifically, we are using the microdata for research purposes covering the period from 2013 to 2021.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Developing Age-Friendly Cities for Promoting Active Ageing: State of the Art in Europe

Maria Grazia Proli (University of Florence, Italy)

active ageing, 'age-friendly cities', 'learning cities', lifelong learning, urban regeneration

The growing presence of elders in society has long been considered an issue that needs to be addressed systematically, to manage the inescapable social and economic effects that affect the welfare system, healthcare, the production system, the ageing workforce, and family networks (Istat, 2023). Demographic ageing poses both a challenge and an opportunity in a society that is changing because of people's changing needs, and current expectations regarding longevity and quality of life (Formenti, 2022). This requires the development of new forms of solidarity and intervention that promote intergenerational cooperation based on mutual support and exchange of experiences and skills (Chianese, Cornacchia, 2022). As a matter of fact, 'good' ageing is not only a health issue but has a broader social profile and requires investment in prevention, general risk reduction, and education at a systemic level (Togni, 2021). For this reason, it's urgent rethinking public and private living spaces as places that promote well-being and "active ageing" – defined by the World Health Organization (WHO, 2002) as the process of optimizing opportunities for health, participation, and safety to improve the quality of life of older people.

Along these lines, the contribution intends to propose some reflections on the state of the art concerning the topic of 'active ageing' in the European context in relation to the renewal and rethinking of 'age-friendly' urban and housing contexts.

The narrative literature review (Ghirotto, 2020), in progress, builds on what was developed by the WHO in connection with the "Global Network for Age-friendly Cities and Communities" (2023). The aim is to map research experiences in the field of Adult Education & Continuing Education (cf. Egetenmeyer, Boffo, Kröner, 2020) in accordance with urban regeneration processes aimed at overcoming the structural fragilities of contemporary cities (cf. Sennet, Sendra, 2022).

In order to respond to the ageing of the world's population and widespread urbanization, the "Global Network for Age-friendly Cities and Communities" focuses on actions at the local level that can foster the full participation of older people in community life, promoting healthy and active ageing. The UNESCO Institute for Lifelong Learning in its document "Learning Cities and the SDGs: A Guide to Action" (2017) also confirms the urgency of rethinking cities in harmony with the vision expressed by the Sustainable Development Goals of the 2030 Agenda. From this point of view, the 'learning city' model is on the horizon of sustainability through the development of lifelong learning cities and communities (Boffo, Biagioli, 2023).

Meeting the needs for quality learning and education for all promotes equity and inclusion also in relation to demographic change and an ageing population. Therefore, 'learning cities' become laboratories for the promotion of learning for all, also for older people in order to foster active ageing.

G.15. Social justice and ageing: older learners as active citizens in a complex system

"Università dell'Età Libera" for Active Ageing

Inmaculada Solís (Università di Firenze, Italy) · Valentina Pipicella (Università di Firenze, Italy) · Davide Bonaiuti (Università di Firenze, Italy)

active ageing, l2 learning, lifecomp, lifelong learning, longevity

This study aims to explore the educational processes linked to the learning of a foreign language in old age (Cardona & Louise, 2018) and aimed at promoting the active ageing process (Boffo, 2023) through the case study that is configured within the service of the University of the Third Age of Florence and its beneficiaries, an institution that, to date, has never been studied. The hope is that, through an analysis of the indicators useful to detect and categorise life skills for the care of ageing, the outcomes emerging from this research may support the construction of an adequate transition to retirement, necessary not only to create processes of inclusion, but also to foster active citizenship. Starting from a systematic and narrative review of the existing literature on the subject and also making use of the LifeComp model (Sala, Punie, Garkov & Cabrera, 2020), the reports Active Ageing Index (UNECE, 2018), Nine Principles on Active Ageing (ICAA, 2019) and the Guidelines for Mainstreaming Ageing (UNECE, 2021), we intend to construct a theoretical framework that is situated in both the linguistic and education sciences. From the methodological point of view, using a mixed-method approach, the research aims at mapping the design, structure and implementation of the studied service, in order to explicate its social impact and potential, both intrinsic and extrinsic. Subsequently, an empirical analysis of the identity and socio-demographic profiles, as well as of the autobiographical narratives, of learners in transition to retirement (56-65 years old) or already retired (65- 75 years old) will be carried out. At the same time, by means of a comparative perspective implemented on a European scale, an attempt will be made to ascertain to what extent what happens in the Florence service can be compared with similar situations.

G.15. Social justice and ageing: older learners as active citizens in a complex system

Autobiography and Quality Longevity

Fabio Togni (University of Florence, Italy) · Vanna Boffo (University of Florence, Italy)

autobiography, longevity, active aging

What role do autobiographical narratives (Demetrio, 2018) play in the process of longevity? Can life stories and professional life stories, contribute to the process of taking charge and activating potentialities through a Selection-Optimization-Compensation model (Baltes & Baltes, 1990) in late adulthood?

This contribution seeks to address these questions by investigating, within a theoretical-methodological framework, some empirical experiences of personal and professional autobiographical narratives of individuals over 70 years old.

In particular, the intervention aims to showcase the trajectories of activation of formative processes (Cambi, 2002) functional to Active Aging, from a LongLife perspective, transitioning from the practice of signification (Bruner, 1992) internal to personal competencies (Le Boterf, 1990), typical of narrative action (Striano, 2005). It seeks to demonstrate how autobiographical praxis, when conducted and guided reflectively and metareflectively, allows one to ward off the despairing, isolating, and dispersing drifts that physical, social, and psychological senescence brings with it, revealing itself as a powerful catalyst for quality longevity.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

In Supremae Memetatis: The Use of Memes for Community Building Among University Students

Roberta Bracciale (University of Pisa, Italy) · Junio Aglioti Colombini (University of Pisa, Italy)

internet memes, social media, connective action, polyvocality

In recent years, the world has witnessed a series of significant events that have shaken political agendas and deeply affected the personal lives of many. These range from the lockdown and enforced social distancing to the growing awareness of the climate emergency, as well as the escalation of military conflicts and humanitarian crises that feel ever closer, both physically and emotionally, thanks to the extensive (social) media coverage.

These events have led to new anxiety disorders, particularly affecting young people challenged by lost social interactions and future uncertainties (Barchielli et al. 2022). Students in particular have been affected due to the forced shift to remote learning and social distancing, with significant impacts on their social and mental health (Riboldi et al. 2023; Busetta et al. 2021). Confronted with disheartening news and a divided existence between online and offline, students have discovered in memes a particularly effective means to fulfill their cravings for social engagement and shared understanding.

Memes, as transmedial symbolic forms (Shifman, 2014), resonate with individual experiences and the collective cultural practices that envelop them (Knobel and Lankshear, 2007), cultivating a shared understanding in the digital realms they occupy. These forms encourage the practices of produsage (Bruns, 2008) and vernacular creativity (Burgess, 2006), positioning memes as pivotal in sparking an interactive dynamic. Primarily, they enable individuals to voice their private, deeply personal perspectives, offering a platform for articulating thoughts and emotions on complex topics (Bracciale and Aglioti Colombini, 2023). This mode of expression extends beyond catharsis to foster collective empathy and a nuanced comprehension of personal narratives within a larger social framework.

Furthermore, memes organically promote community building (Bennett and Segerberg, 2013), crafting spaces where people with aligned interests or experiences can engage. Within these digital spaces, individuals explore less touched upon aspects of their shared paths, encouraging thorough reflection on how these experiences influence their daily lives, mental, and social health, and how they can collaboratively address the uncertainties that stem from these challenges.

This dynamic not only fortifies community ties but also diversifies dialogue, offering a rich, multifaceted view of topics through humor, satire, and creativity. Thus, memes evolve beyond their status as mere digital objects to become instruments of social unity and collective interpretation of their surroundings.

The Instagram profile “MemesUnipi” is analyzed in this research as a case study to delve into the impact of memes on crafting online communities amongst university students, serving the dual objectives of enabling storytelling and enhancing social connections.

Through a content analysis, this investigation sheds light on how the memeification of the university experience not only acts as a humorous antidote to the daily challenges of academic life, thereby crafting spaces for recognition and identification where students can feel acknowledged and supported, but also brings the more troublesome aspects of the university journey—including the stigmatized feelings of anxiety about assessments, fear of failure, and concerns for the future—into a polyvocal public conversation (Milner 2013) encouraging collective strategies to navigate these issues, one meme at a time.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Social Media Representations of Disability. A Study on Italian Influencers

Antonia Cava (University of Messina, Italy) · Fabrizia Fabrizia Pasciuto (University of Messina, Italy) · Mariangela Galizia (University of Messina, Italy)

disability, social media, digital society, sexuality, social inclusion

The contribution aims to explore the educational role played by social media, with a specific focus on the voice of disability influencers and how they contribute to shaping the public perception of disability. This qualitative study aims to explore the role of disability influencers on social media, delving into the challenges they encounter and the positive aspects emerging from their interactions with followers. The role of disability influencers is a crucial aspect that has very recently gained increasing relevance. They have opened a new window into the variety of experiences related to disability. This study also aims to emphasise the transformative impact of disability influencers on the traditional narrative, challenging stereotypes and promoting a more authentic and inclusive image of people with disabilities. In terms of methodology, the study is based on semi-structured interviews involving three Italian influencers: a nano-influencer and two macro-influencers. The study explores various key themes, such as understanding how these influencers navigate the landscape of social media, a detailed examination of the instances of online hatred they have faced through their journey as influencers and their perspectives on sexuality — often a particularly sensitive topic, especially when associated with disability. Additionally, the study explores their insights on the latest technology designed to enhance the sexual well-being of individuals with disabilities.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Unleashing Potential: Exploring the Role of Non Formal Education in Digital Transformation for Social Inclusion

Nadia Crescenzo (University of Salerno, Italy)

non formal education, digital transformation, social inclusion, digital youth work

In contemporary scenario, the role of non formal education in shaping the educational and socialization processes of young people has gained increasing recognition. This contribution aims to explore how non formal education contributes to the educational and social development of young people, particularly in the context of digital transformation, and how the integration of digital technologies into non formal education activities empowers youth and fosters social inclusion (Wong, 2021; Coppola & Crescenzo, 2022).

Using digital technologies, non formal education programs can enhance learning outcomes, facilitate collaboration and communication, and provide access to resources and opportunities that may not be available through traditional means. From online learning platforms and digital storytelling workshops to coding clubs and virtual mentorship programs, digital tools enable non formal education practitioners (youth workers) to create engaging and interactive learning experiences that empower young people to develop critical digital skills and competencies (Livingstone, 2018; Karsenti & Fievez, 2021).

Moreover, the integration of digital technologies into non formal education can play a transformative role in promoting social inclusion and combating inequalities. By leveraging digital tools and platforms, non formal education initiatives can reach marginalized and underserved communities, providing them with access to educational resources and opportunities that may otherwise be inaccessible. Additionally, digital technologies can provide a platform for marginalized voices to be heard, enabling young people to express themselves, share their experiences, and advocate for social change.

This contribution will explore the multiple ways in which non formal education contributes to the empowerment of young people in the digital age, with a particular focus on improving digital skills and literacy, promoting youth empowerment, promoting inclusion social and equity, as well as strengthening democratic values and civic commitment.

Through an exploration of these themes, this contribution seeks to highlight the transformative potential of non formal education in empowering young people in the digital age and promoting social inclusion and equity (UNESCO, 2017; European Commission, 2020). By leveraging digital technologies and embracing innovative approaches to non formal education, we can create inclusive and empowering learning environments where all young people could thrive and contribute to building a more just and equitable society.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Serious Games, Transliteracy and Social Justice

Marina Encheva (University of Library Studies and Information Technologies, Bulgaria) · Marja-Riitta Maasilta (University of Lapland, Finland) · Giulia Conti (University of Modena and Reggio Emilia, Italy)

serious games, social inclusion, transliteracy

Serious games are often defined as games that are designed with the primary purpose of education or training in mind (Laamarti et al., 2014; (Michael & Chen, 2005; Jantke, 2010), games that may serve as powerful tools for fostering social inclusion and embody significant educational value in contemporary society. As interactive mediums, games transcend barriers of age, culture, and background, creating spaces where individuals can connect, collaborate, and learn collectively (Charsky, 2010). Through gameplay, participants engage in meaningful interactions, developing crucial skills such as teamwork, problem-solving, and communication (Michael Cody, 2009; Freitas & Jarvis, 2007; Pereira et al., 2012). Moreover, games offer immersive experiences that promote empathy and understanding, disseminating multiple narratives, facilitating the appreciation of diverse perspectives and fostering inclusive communities. In educational contexts, games provide dynamic platforms for experiential learning, enabling students to explore complex concepts in interactive and engaging ways (Sánchez & Olivares-Donoso, 2011). By harnessing the potential of games, educators can cultivate critical thinking, creativity, and digital literacy skills essential for promoting social justice in the modern world. Ultimately, recognizing games as instruments of social inclusion and educational enrichment underscores their profound impact on shaping inclusive societies and nurturing lifelong learners.

Especially in the last decades, the field of serious games has been exponentially growing (Laamarti et al., 2014). During the past three years, an international multidisciplinary team of researchers and professors from Bulgaria, Finland and Italy has conducted a systematic analysis of 42 existing games. Of these 42 video and online games, 16 have been positively evaluated. While some games are focusing directly on transliteracy and digital fluency (for instance titles like Play Archivist, Fake it to Make It, and Get Bad News), many others have broader society-oriented goals but can still improve transliteracy skills. Video and serious games like Memory Reloaded, Syrian Journey, Bury me, my love are examples of how by offering diverse experiences and perspectives, media could act like valuable tools to foster empathy, critical thinking, and intercultural understanding. They create a platform for individuals to explore and comprehend complex social issues in a safe and engaging environment.

The presentation will focus on the dissemination of findings from this selection.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

The Triangle P+: A Transmedia Catalyst for Family Inclusion in Parental Education

Arnau Erta-Majó (Universitat de Lleida, Spain) · Eduard Vaquero (Universitat de Lleida, Spain) · Aida Urrea-Monclús (Universitat de Lleida, Spain) · M. Àngels Balsells (Universitat de Lleida, Spain)

transmedia, parental support, family inclusion, peer-research, co-production

The growing integration of technology into our daily lives not only poses challenges but also offers opportunities for advancing social justice. Technologies and platforms can serve as potent instruments for fostering inclusion, especially when examining the extra-school context. This dimension encompasses the social learning and interactions that frequently take place within or through technological spaces, platforms, or tools. This contribution centers on an innovative transmedia tool known as “Triangle P+”(Balsells, Vaquero, et al., 2023), which takes a crucial role in promoting family inclusion in parental education.

While transmedia narratives in education have often been associated with intraschool dynamics, our approach embraces the three pillars of transmedia: media convergence, participative culture, and collective intelligence (Freire, 2020) to foster education outside the classroom and in non-formal settings, specifically to increase family inclusion in the socio-educative field of family support. Transmedia storytelling applied to education enables anyone to learn proactively, dynamically, and interactively, through a wide variety of resources (Sánchez-Caballé & González-Martínez, 2022). By intertwining content seamlessly across mediums, transmedia education promotes a holistic understanding of topics and encourages actual participation fostering inclusion (Scolari et al., 2019), thorough learners becoming co-creators of knowledge, fostering a sense of agency and collaboration (González-Martínez et al., 2019).

Therefore, we designed a transmediatic tool for inclusion with the goal to fostermeaningful social participation, knowledge sharing, and collaboration between families and social educators. The tool was created through a peer-research methodology rooted in produsage (Bruns, 2008), collective intelligence and leveraging the potentials of media convergence. The Triangle P+ not only aligns with the foundational principles of transmedia education but also serves as a co-produced instrument for personalized learning articulating a personalized learning environment for parents (Balsells, Borrego, et al., 2023). The use of this tool allows educators to create immersive learning experiences with multiple entry and exits points for learning (Balsells, Urrea-Monclús, et al., 2023).

Transmedia is a way in today’s digitally connected world to bridge the gap between traditional learning and the dynamic environments where individuals live, interact, and grow. The “Triangle P+” is designed to harness the potentialities of transmedia by weaving narratives that resonate with learners in diverse and informal settings(Raybourn, 2012). It recognizes the importance of reaching learners in their everyday spaces, acknowledging the influence of digital platforms on identity formation and socialization (Taddeo & Tirocchi, 2021). Moreover, it is creation involves collective intelligence, allowing for a more inclusive and diverse representation in content and knowledge development promoting a sense of belonging and ownership for all involved. This approach offers a dynamic and socially inclusive method of learning.

The “Triangle P+” transcends traditional educational boundaries but also directly addresses the need for exploring the potentialities of transmedia in extra-school contexts(Erta-Majó & Vaquero, 2023). Therefore, tht objective of this contribution is to exploretransmedia educative tool co-production through peer-research methodology forpromoting family inclusion in parental education.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Teen Dramas as a Form of Representation and Discussion of Social Justice

Antonella Mascio (University of Bologna, Italy)

tv series, narratives, inclusiveness, education

The socialization of inclusion processes and the promotion of social justice today take place through different modes and tools. In the media landscape, a significant position is taken by audiovisuals by means of documentaries, film productions, in-depth broadcasts, and Internet videos. In this broad context, TV series assume a prominent position. Top products in the catalogs of current audiovisual platforms tell exciting stories, pursuing a "cinematic" logic (Mittell 2015). Their complexity is based on storytelling that spans several genres, offering a range of potential narrative twists that appeal to audiences. From detective stories to medical dramas to period dramas to docu-dramas, TV series are indeed a widely consumed product. In particular, for the past few years, there has been a proliferation of 'teen' settings where, increasingly, a space is also devoted to situations of conflict and aggression.

The intervention we propose aims to investigate some teen dramas in which not only love and friendship relationships are referred to, but also issues such as racism, economic inequality, gender discrimination, and systemic injustice enter the story. Although within the confines of fiction, whether total or partial (as is the case with docu-dramas), these narratives offer powerful representations of events that, if not actually happen, come very close to what the news daily tells us.

Considering cases that differ in terms of production and cultural setting, such as A Nearly Normal Family (Banijay, Netflix 2023), Sex Education (Elevan Film, Netflix 2019 – 2023), and Euphoria (HBO, 2019-), the aspects on which the analysis focuses concern the ways in which different forms of violence (in the main plot or in sub-plots) are depicted. The hypothesis is that in some cases, serial narratives incorporate within them not only the telling of difficult situations but also the discussion and potential responses to them. That is to say, in a completely informal way, they pose as tools for dialogue with the audience, offering narratives articulated according to several points of view. In addition, references to different contexts of production also emerge: the way an injustice or violence is narrated, and the strategies used to combat it, are often connected to cultural geographies. TV series are indeed cultural objects capable of offering their viewers perspectives that aspire to promote non-linear narratives of events, including internal moments of discussion also related to social justice and inclusiveness. TV series thus offer significant educational potential because, through engaging stories, they can bring important and sometimes overlooked issues to light, raising public awareness of complex issues, stimulating critical reflection, and encouraging greater awareness and action for social change.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Creating Culture on Social Media: Practices and Success Factors According to Italian Creators

Gabriella Taddeo (Università di Torino, Italy)

digital creators, informal learning, insta-learning, social media, cultural industry

Research shows that the internet is a key facilitator of learning. The ability to enjoy a vast array of (often) free options on topics of choice, from Wikipedia to YouTube, from science and news websites to social media communities, offers unprecedented freedom and speed of access to much of the world's knowledge (Jenkins 2007; Ito et al. 2009; Benkler, 2011).

While the first phase of research on online learning examined the Internet as a monolithic resource, more recently scholars have sought to distinguish the different ways in which people use the Internet to learn (Marler & Hargittai, 2023). In a survey of a sample of more than 2000 Americans, Kross et al. (2021) use the uses and gratifications approach to distinguish the different uses young people make of online resources, distinguishing some specific channels used for educational purposes, such as YouTube, informational articles, practice guides, and Wikipedia, Q&A forums.

Moreover, young people not only use new channels for informal learning, but also apply new strategies that are native to digital environments and practices for approaching, exploring and deepening information (Scolari 2019): such as imitation, learning by teaching (through the production of tutorials) or the informal and fair collaboration that takes place on review sites and forums.

Research in recent years has thus led to the exploration of different online learning strategies of young people, often starting from the specific rather than generic contexts of digital fruition: as in the case of learning on Youtube (Pires et al. 2022), on Whatsapp (Costa-Sánchez & Guerrero-Pico, 2020) or on vertical social networks for reading and writing, such as Wattpad (Taddeo 2019; Taddeo and Tirocchi. 2021).

However, the limitations of such approaches to learning and skill-building have been raised from many quarters and discussed in various ways in a large body of academic literature (van Dijk 2017; Hargittai & Hinnant 2008). Recognising and addressing these limitations is crucial to ensuring that online learning is inclusive and effective (Eynon & Helsper, 2011; Jenkins 2011; Livingstone & Sefton-Green, 2016).

Within this theoretical framework, a qualitative empirical study was conducted on the productive, cultural and training practices of educational creators in Italy.

The research aimed to explore the dynamics of content creation by this type of actor, but also their relationship with users and with the platforms themselves, which host and in some way co-model their contribution. To this aim, a sample of 40 Italian creators was in depth interviewed.

This paper will present some of the results of the research. We will focus on exploring which factors, according to the creators, determine the success of an educational content on social media. We will also highlight some key characteristics that define cultural practices on such channels, focusing on the potentials but also on the main limitations creators have identified within these practices and contents.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Gender Education for Generation Z. An Analysis of Female Representations in Digital Spaces

Simona Tirocchi (University of Turin, Italy)

generation z, gender education, gender representations, tiktok

Informal education has become an increasingly important channel through which behaviour patterns, values and lifestyles are formed that contribute to the socialisation of pre-adolescents and adolescents. The consumption of media content (especially digital content) increasingly expresses the propensity of young people, especially of the so-called 'Generation Z' (Dimock, 2019) towards issues that express emerging values, such as gender and sexuality issues, discrimination, sustainability, nature (Tirocchi, 2024) and that have strongly to deal with issues related to social justice and the difficulty of achieving it, in a global and complex world.

In the media universe, for example, we observe numerous representations of gender models that strongly condition the way girls and boys are perceived and perceive themselves in society. These are often stereotypical representations that affect the possibility of men and women acquiring their fundamental rights, because they risk perpetuating discriminations.

The paper aims to analyse, through a qualitative approach, the way in which certain contents of the digital pop culture consumed by teenagers express and represent gender models, focusing on female representations present on TikTok and linked to hashtags such as #girlhood and its subsequent evolutions. How do young women represent themselves and are represented? Around what values do young girls' representations of femininity revolve?

Starting from the results of the content analysis, the aim is to reason about how schools could enhance the informal culture and the skills developed within it (Scolari, 2018) by proposing gender education projects aimed at social inclusion.

G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice

Jasmine Princess' Social Justice: The Impact of Transmedia Franchise on Childhood

Rosalia Urbano (University of Turin, Italy)

transmedia, childhood, violence, gender models, media literacy

Products incorporated into transmedia brands (such as television programs, TV series, films, video games, apps, and character-based toys) increasingly influence children, pre-teens, and adolescents by proposing universes of meaning, models of gender and behavior that have a significant impact on audiences. The aim of this study is to analyze the transformations of the Disney transmedia franchise "Aladdin", from the creation of the first film (1992) to today, passing, in particular, through the live-action version of the film (2019). Through qualitative research based on the content analysis of a sample of transmedia products, the study aims to analyze, in particular, two aspects: 1) the transformations and evolutions of gender models traceable in the narrative 2) the representation of violence. The hypothesis is that these representations can impact children's perception of conflicts and problem solving, as well as their understanding of power and authority relationships. With regard to the evolution of Jasmine's character, the princess of 2019 is a princess who shows her empowerment by acting personally, refusing to marry or be considered a means through which to confer power. In this sense, the research is aimed at identifying potentially educational media products and inserting them into a complex and integrate media education project that could be implemented in school programs and informal contexts.

G.17. The Diversity Challenge for Higher Education. Barriers and opportunities in updating educational settings to deal with international students and guarantee equal and inclusive multicultural environments

Transforming Initial Teacher Education for Plurilingual Competence: Insights from an Erasmus+ Project in a Heterogeneous School

Luca Angelone (Università di Torino, Italy)

plurilingualism, intercomprehension, habitus

This study explores the potential adaptation of initial teacher education programs to enhance plurilingualism in secondary education. Utilizing qualitative research strategies, we draw preliminary conclusions from experiences and results derived from an Erasmus+ project focused on intercomprehension among similar languages (Bonvino e Garbarino 2022). The project was implemented in a secondary school located in a multicultural neighborhood in the City of Turin, characterized by a diverse student population.

Within the school's teaching staff, a prevailing orientation has emerged, dominated by a monolingual approach that emphasizes the centrality of the primary language of instruction and a distinctly hierarchical view of foreign languages, with English taking precedence, followed by French. Recognizing the pivotal role of teachers in shaping linguistic competencies (Piccardo e Langé 2023), the study advocates for foundational changes in initial teacher education, emphasizing the transformation of teachers' habitus.

Guided by Gogolin's critique of the 'monolingual habitus,' the study underscores the imperative to challenge ingrained norms in initial teacher education (Gogolin 2021). Bourdieu's 'habitus' adds depth to this perspective, advocating for a nuanced understanding to cultivate a plurilingual ethos within the teaching profession (Bordieu 2021). The research centers on the fundamental changes necessary in initial teacher education, particularly focusing on the transformation of teachers' habitus. This involves addressing both the broader context and the specific challenges encountered in implementing a plurilingual approach.

As a starting point, our suggestion is to develop training curricula for teachers capable of prioritizing the recognition and valorization of differences, emphasizing the advantages linked to linguistically and culturally heterogeneous contexts.

The transformative journey observed in this Erasmus+ project serves as both inspiration and caution. The study concludes by recommending adaptable frameworks for teachers to seamlessly integrate plurilingualism into their pedagogy, highlighting the unique challenges posed by the linguistic and cultural diversity within the school. We hope our study can contribute to ongoing discussions about reshaping initial teacher education for linguistic diversity, emphasizing the crucial role of context-specific strategies in implementing plurilingual approaches (Ainscow 2026).

G.17. The Diversity Challenge for Higher Education. Barriers and opportunities in updating educational settings to deal with international students and guarantee equal and inclusive multicultural environments

International Mobility, Resources and Inclusion of Incoming Students: Preliminary Data from the Vamos Project with Spanish Students

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international mobility, incoming students, resources, inclusion, erasmus

University students are part of “emerging adulthood” (Arnett, 2000), a transitional phase of life in which identity, career and relationships are established. A time that can be full of opportunities for some (Arnett, 2005), but can also present significant challenges for others. According to various studies (Gambin et al., 2021; Pierce et al., 2020), emerging adults were more likely to suffer from depression, anxiety and lower life satisfaction during the pandemic period than any other age group. After the onset of Covid-19, lack of opportunities, lack of interpersonal contact and lack of adequate support confirmed a significant increase in mental health problems among young adults compared to pre-pandemic levels (Preetz et al., 2021). Lockdown periods have led to offices and schools being closed and reorganized through smart working and distance learning (Armocida et al., 2020; Flaxman et al., 2020). The inability to travel and the uncertainty associated with the pandemic have prevented one of the most formative experiences for young adults transitioning into the workforce: the experience of studying abroad. In fact, international mobility offers the opportunity to grow on a social-emotional and relational level and to develop the awareness of being active subjects in national and international communities (Llurda et al., 2016; Martìnez-Usarralde et al., 2017). Mobility fosters the ability to challenge and adapt oneself by developing social-emotional and creative skills such as self-regulation, critical thinking and problem solving (Van Mol, 2018). These are the transversal skills that emerge through contact with another culture. Curiosity and a desire for entrepreneurship are essential elements of European citizenship that young people can cultivate through international mobility experiences. It is important to encourage the resumption of these experiences in the current post-pandemic period, as a return to normality takes place across Europe. Based on these theoretical premises, the VAMOS project was created to monitor the well-being of students who will continue their education abroad during an Erasmus mobility stay at the Universities of Turin and Zaragoza of the UNITA consortium. As part of the VAMOS project, this study is aimed at 40 Spanish students (average age 22, 77 percent female), 15 of whom chose Italy for their international Erasmus mobility. The study describes a series of variables related to the Erasmus study and experience (course of study, language skills, previous experience of international mobility, motivation) and focuses on resources (self-efficacy, problem solving and soft skills) and weaknesses (anxiety, depression and stress) to look for possible differences between those who chose Italy as their university for Erasmus mobility and those who did not. Based on this preliminary data from the VAMOS project, we are beginning to learn more about incoming students in international mobility projects. A better knowledge of their characteristics will make it possible to develop admission and study programs that are increasingly tailored to the needs of young adults who want to consolidate their European citizenship through Erasmus.

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International Collaborative Learning Experiences Cultivate Ethnic-Cultural Dialogue Among Peers

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ethnic-cultural dialogue, perr instruction, intercultural competence, collaborative learning

International dialogue among colleagues from different cultures enables personal exposure, emotional communication, and examination of socio-cultural issues while dealing with tensions and misunderstandings and overcoming them. When the dialogue is colored in ethnocultural colors, it allows the participants to express aspects related to cultural, religious, ideological, and ethnic characteristics, consolidate new knowledge, shape social understanding, and be open to behaviors different from what they are familiar with (Museus et al., 2012; Tharp, 2012).

Studies of higher education courses based on the pedagogy of dialogue between culturally diverse groups (Nagda et al., 2011) found that students who attended the courses promoted a deeper understanding of complex issues, increased their ability to interact with others who expressed different views, became familiar with multiple perspectives, and acquired skills for handling intergroup conflict.

This study describes an online academic course that brought together students from different countries and enabled a dialogue that revealed the other's point of view on socio-cultural issues. We had the opportunity to develop intercultural competence without exceeding the limits of the physical structure of the academic institution. The course "Learning Together: Society and Culture" was held for three years and was attended by students from six diverse colleges – religious, national, and cultural – in Israel and students from a large university in the United States. The course was led by a lecturer from Israel and a lecturer from the United States.

This qualitative-interpretive study examined (1) ethnocultural aspects revealed during a course that brought together students from different countries and enabled a dialogue between colleagues that reveals the other's perspective on socio-cultural issues, (2) how ethnocultural dialogue pedagogy helps cultivate competence Intercultural between diverse groups. Eighty-seven colleagues from Israel and the United States participated in the study, and two research tools were documentation and interviews. The study's findings revealed two categories: (1) cultural-national aspects and (2) Ethnic aspects. Research findings help understand the relationship between direct and personal ethnic dialogue regarding culture, nationality, gender, and religion. They demonstrate that peer dialogue significantly impacts fostering intercultural competence, developing social skills, and promoting positive emotional attitudes toward diverse groups. This study also indicates that participants broadened their socio-cultural perspective and formulated an inclusive value concept that expresses openness and holistic observation of various narratives while legitimizing differences in the customs and traditions of each group. The findings have practical implications in shaping pedagogical principles for fostering intercultural competence (Nuryadi et al., 2020; Hjerm et al., 2018; Henry & Sears, 2002).

The research findings can be applied in institutions of higher education in planning and creating a curriculum that exposes students over time to international environments while interacting with peers from other cultures and without going beyond the physical boundaries of the academic institution. Such a curriculum will foster the ability to understand the attitudes of others from different backgrounds and nurture interpersonal communication skills that include active listening, cooperation, dialogue, and coping in conflict situations.

G.17. The Diversity Challenge for Higher Education. Barriers and opportunities in updating educational settings to deal with international students and guarantee equal and inclusive multicultural environments

Promoting Pedagogical Competence through Distance Personal Learning between Pre-service Teachers from Israel and Students from the USA

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distance international learning, global context, multicultural, pedagogical competence, pre-service teacher training

Pre-service teacher training colleges are effective anchors in developing the teacher's professional personality as an educator who knows how to integrate children from different cultures in a multicultural environment. Educating not out of the paternalism of a majority group but from social solidarity, inclusion and acceptance, and prompt equity teaching methods. Pre-service teachers who experience teaching in a multicultural and multilingual environment develop pedagogical competencies to adapt teaching methods to the culture of the learners while demonstrating civic commitment, inclusion, listening, and creativity (Butler & Milley, 2020; Ratnam, 2020).

The study examines the contribution of in-person and distance international learning meetings to strengthening the pedagogical competence to teach in a multicultural, global, and multilingual environment among pre-service teachers with Hebrew as an additional language.

This study presents international meetings between Israeli pre-service teachers and students learning Hebrew as a foreign language at the University of Wisconsin, United States. This collaborative learning enables oral and written communication, sharing, and exposure to another culture. The Israeli pre-service teachers are diverse Hebrew speakers: natives, Russian, French, and Arabs. They consolidate teaching practices through multicultural interaction and personal meetings in natural, authentic, and relevant discourse events. To develop global teaching practices while exposing them to language uses, showing support, a sense of belonging, and tolerance for learning the Hebrew language in diverse contexts (Ogilvie & Fuller, 2016; Parker & Bickmore, 2021).

The study uses a qualitative-interpretive case study method. It permits observing the teaching of Hebrew as a foreign language in a flexible, personal, and adapted distance learning environment meetings between students from Israel and the USA. It also examines the contribution to the strengthened pedagogy abilities of the 22 pre-service teachers at a college of education in Israel. This case study aims to make a broader general claim and examines personal behaviors and social pedagogical approaches (Yin, 2009; Creswell et al., 2018).

The data was collected from 14 learning meetings: recordings, writing lessons documentation, and after-teaching reflection. Also, a semi-structured in-depth interview with 15 pre-service Hebrew teachers as an additional language (Griffin & Care, 2015).

In examining the challenges and activities in the international learning meetings, three themes were created that indicate a communication-based teaching-learning process: (1) from physical, social, religious, and cultural distance to revelations of inclusion, familiarity, and cooperation; (2) changes from a typical lesson structure to a flexible, open, and creative lesson structure; (3) creating adapted pedagogical activities to promote communication in Hebrew.

These educational meetings are a space for students from different cultures who desire collaborative learning while considering differences. Israeli pre-service teachers cultivate pedagogy practices in a global intercultural context, linguistic choices, cultural sensitivity, and teaching based on the equity of students to encourage learning Hebrew in a cultural, social, and religious context. The study's contribution to strengthening pedagogical competence in a global context requires establishing trust and partnership through interpersonal resources, commitment, and investment beyond class time out of a desire to deal with cultural diversity.

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Regulating Reorientation at University: Support Practices and Representations of Institutional Stakeholders

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guidance, reorientation, education stakeholders, university, students

In France, recent public management reforms in higher education have led to significant changes in the regulation of educational institutions. These reforms have given universities greater freedom to define their objectives (Musselin, 2022). Among these objectives is the promotion of student success, highlighted by Michaut (2023) as having an individual dimension that goes beyond mere academic success and, emphasising transitions outside institutional norms and expectations. From this point of view, one third of new baccalaureate holders enrolling for a Bachelor's degree in 2021 (Klipfel, 2023) will be transferred, either by changing stream or course during their studies. This process highlights the trend towards individualisation of higher education pathways, contributing to normalising atypical career paths (Charles and Delès, 2018). Faced with this reality, questions are being asked about the conditions and management of these reorientations by educational institutions to support students in their study choices. The aim of this paper is to examine the practices and representations of those involved in supporting students undergoing reorientation at university. What are the ways in which support is provided for transfer students at university?

A qualitative survey was carried out with 50 professionals involved in the student reorientation process, particularly for newcomers (course managers, guidance professionals, staff from the rector's office and the regional authority, associations, etc.). The interviews were analysed thematically and processed using textual data processing software. The approach presented is based on a comprehensive approach to qualitative research.

The results show that there is a gap between what is prescribed by the institution and what is actually practised in terms of supporting students when they change direction, with variations depending on the disciplinary culture. The study highlights the importance of informal relationships between teachers and students, particularly when the latter are questioning their choice of direction. Remedial measures, designed as a tool to help these students, are seen as solutions for those students who are furthest removed from institutional expectations. The diversity of the players involved in reorientation has led to the development of a typology distinguishing between procedural players, methodical and rational players, players sensitive to individual needs and players focused on academic success.

These informal exchanges between students and tutors reveal a resistance to traditional logics, illustrating the complex interweaving between the regulation of organisational changes at university level and autonomous regulation by the players. On the one hand, our results suggest a form of devolution of support for reorientation, shifting the focus from the inter-individual relationship to the functioning of the system. On the other hand, it would be appropriate to shift the objectives beyond academic success by focusing on the development of career paths, to embrace the construction of a space of shared meaning between the players, characterised by shared frames of reference. This mode of operation defines new spaces for exchange that make possible the model of the university as an 'integrated' player in society (Zapp, Marques, Powell, 2021), but which imply recognising the work of the players on the ground.

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Facilitating Access to Higher Education for Foreign Citizens: Strategies to Enhance Foreign Human Capital

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higher education, foreign citizens, diversity, inclusion

In contemporary educational landscapes, facilitating access to higher education for foreign citizens represents a crucial endeavour. Such interventions can play a significant role in mitigating segregation and ethnicization within the labour market, factors that hinder the inclusion pathways of migrant workers. Indeed, recognizing and valuing the cultural and professional capital of foreign citizens is recognized as a pivotal benefit to host societies, yielding advantages for all parts involved. The increasing globalization of educational systems has led to a diverse student population, including long-term foreign residents, asylum seekers, and refugees seeking access to higher education. However, these groups often face significant barriers in navigating admission processes, in obtaining recognition for their foreign qualifications, and in accessing the necessary support services to succeed in their educational trajectories.

This contribution aims to explore strategies and best practices for addressing these barriers and enhancing the accessibility and inclusivity of higher education for foreign citizens. It draws on an exploratory investigation conducted as part of an action research project aimed at identifying and addressing the primary obstacles faced by foreign citizens in the formal recognition of their credentials. Among the different analytical dimensions, the research activity has focused on identifying best practices to facilitate access to universities for foreign citizens, taking into consideration both the specific case of asylum seekers and refugees, and other categories of migrants. Interviews with practitioners and university administrative staff, along with the analysis of training needs expressed by stakeholders and operators dealing with labour inclusion of immigrants across different sectors, form the basis of the collected data informing this contribution.

The key points we intend to discuss include the necessity of comprehensive support programs tailored to address the specific needs of foreign students. We emphasize the need of training activities targeted at services—both public and private—that interact with foreign users, aimed at enhancing the understanding of procedures and operations related to tertiary education access. Then, we insist on the establishment of mentorship and peer support networks to facilitate the dissemination of information about educational access. Finally, we underscore the opportunity for fostering collaborative partnerships among educational institutions, public offices, and non-governmental organizations to promote educational equality and social inclusion.

Ultimately, this paper aims to contribute to the ongoing dialogue on the diversity challenges confronting higher education. We intend to offer practical recommendations for updating educational settings to better accommodate the needs of foreign citizens, ultimately supporting their access to highly qualified educational pathways.

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Challenges for Moving Towards Inclusive Universities in Europe

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inclusive education, disability, challenges, european universities

Access to universities for non-traditional students, including people with disabilities, is increasing (Bellacicco & Pavone, 2020). However, access is not synonymous with either inclusion or success. Moreover, access without the necessary support is not an opportunity (Biggeri et al., 2020; Schreuer et al., 2024). Inclusive education is an ethical issue related to social justice and equity (Zohri & Bogotch, 2023). This paper explores some challenges contributing to universities' move towards inclusive education. The results of this work are based on a broader research project co-financed by the Erasmus + program of the European Union (ref. 2019-1-ES01-KA203-064907). The results revealed some challenges. These are institutional, regarding space and infrastructure, and related to classrooms and faculty members. The paper concludes with the idea that the challenges are not few but many, but moving from rhetoric to action is necessary. There is already much evidence of what is not working in the university to move toward inclusion, and we also know what can be done to move in this direction. Therefore, it is recommended to close the gap between policy and practice and take concrete actions that facilitate learning and participation for all students.

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Migrant Students on the stage. Opportunities and Challenges for Higher Education

Isabella Pescarmona (University of Turin, Italy) · Roberta Ricucci (University of Turin, Italy) · Anna Miglietta (University of Turin, Italy)

higher education, intercultural professionalism, students with a migratory background

Diversity among students – in terms of culture, age, gender, ethnicity, nationality, social status – is an important issue that Higher Education have to face in an equal and inclusive way in our complex and multicultural societies. Diversity linked to a migratory experience is quite new at University level in relatively recent migration countries, like Italy. Indeed, apart from Erasmus students and international students enrolled under special agreements between Universities, there are more and more first-generation migrant students, or their children, who challenge the system on several levels (Guadalupe-Diaz, Rincón & Rutter, 2017; Griga, & Hadjar, 2014; Launcelot, Brown, 2004). At faculty level, there is the need (not always well-recognized) to overcome prejudices dealing with their inclusion in the migration framework (which is – after the 2015 crisis more negative) and to learn how to teach in multicultural classrooms (and not-always with European legacy). At Staff level, it is necessary to develop new educational competences and practices in order to address different needs, valorize diversity as a resource for learning, and fight against the various forms of inequality and discrimination. This concerns a rethinking of some implicit and tacit knowledge, underlying certain established ideas of learning and teaching habits, as well as of the processes of teaching and managing cultural diversity in class, but also at the political and organizational level. At peer level, there is the need to update knowledge and intercultural skills already learned in the multicultural environment of compulsory tracks.

Our paper would like to discuss these three group of actors living in the higher educational institutions, starting from qualitative findings emerging from various research and educational initiatives carried out at the University of Turin and already discussed in at least other seven Italian Universities. Specifically, the contribution will point out opportunities, tensions and challenges (Beech, 2018) these students pose at tertiary education level, and open a critical discussion around this topic.

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International Mobility for the Implementation of Intercultural Competencies. The Motor Project

Roberta Ricucci (Università di Torino, Italy) · Stella Pinna Pintor (Università di Torino, Italy)

mobility, intercultural competencies, cultural diversity, higher education

The increasing internationalization of higher education is a challenge and a resource for students and teachers. Strengthening international networks – such as the UNITA university alliance – allows members of the academic community to enrich their cultural background by confronting diversity. At the same time, this comparison requires the implementation of intercultural competencies.

This paper reports on a project coordinated by the University of Turin as part of an international mobility program for students and teachers, to discuss opportunities and limits of an initiative that brings together students from different countries and is dedicated to improving intercultural competencies. Indeed, numerous studies have shown the benefits of international mobility in meeting the demands of an increasingly heterogeneous society (Cairns, 2014). The project in question – MOTOR – Mobility Training Opportunities and Research (Grant For Internationalization, UniTo, 2022) – aims to develop innovative training pathways to strengthen internationalization-related skills for more effective management of diversity through student and faculty mobility.

If experience abroad and foreign language skills are highly valued in the labor market and are therefore extremely useful for the professional development of university students, the quest for internationalization also affects university teachers, who are daily immersed in a delocalized reality – in their relationship with colleagues from foreign universities, with foreign students and in the development of international projects. However, there are still some obstacles that hinder effective management of the relationship with diversity: these are strongly related to the lack of intercultural skills and difficulties in reading and interpreting contexts that are culturally distant from those of one's affiliation. Interaction with diversity is not always accompanied by an intercultural awareness capable of laying the foundations for dialogue and confrontation free of stereotypes and characterized by correct cultural sensitivity (Chen, 1997).

For the development of cultural awareness, there are different levels of knowledge and skills, some of which are certainly already largely achieved by the student body and teaching staff. First and foremost is knowledge of different cultures, religions, local and national expressions. However, cultural sensitivity requires another level of awareness that goes beyond mere knowledge: "It requires an understanding of one's own developing identity and cultural heritage within a world of cultural diversity [...]"(European Union, 2019).

The MOTOR Project aims to bridge this gap by offering training courses that promote the development of cultural sensitivity by raising awareness of existing stereotypes and prejudices and opening up new perspectives. To achieve this goal, the project team designed a two-week training course in which students and teachers were familiarized with innovative methods and tools from psychological, anthropological, and sociological disciplines for dealing with cultural diversity. At the end of the project, the students had to submit a proposal for a training activity for NGOs or companies related to the topics and methods covered in the project. This final step underlined the positive impact of the participatory method used and the relevance of exchanging perspectives with students and colleagues from different countries and cultures, as well as the benefits of mobility programs.

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Addressing Linguistic (In)equality in Higher Education: A Case Study of Social Justice and Multilingualism at the University of Luxembourg

Argyro-Maria Skourmalla (University of Luxembourg, Luxembourg)

social justice, higher education, linguistic diversity, language inequality

Social justice has a twofold role in education (Badwan, 2021). Firstly, it serves as a fundamental objective in democratic societies, embodying values such as inclusive education, equal participation, and fair accessibility in resources and in opportunities for the development of individuals. Secondly, within the context of education, social justice refers to the ongoing process of raising awareness regarding power relations and targeting existing inequalities (Charity & Mallinson, 2018; Piller, 2016).

However, language, a crucial component of social justice, is notably underexplored in higher education. Drawing from the case study of the multilingual University of Luxembourg, this presentation will start with the exploration of conceptualizations and definitions of linguistic diversity as expressed by teaching staff and bachelor students. Subsequently, it will provide data about the use and role of languages in teaching and learning. The presentation will end emphasizing the need to raise awareness towards language inequality in higher education institutions and ways to address this further.

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Faculty Development, Inclusion and Attention for Diversity: Participants' Reflections at the IRIDI START Course at the University of Turin

Emanuela Maria Teresa Torre (Università di Torino, Italy) · Federica Emanuel (Università di Torino, Italy)

higher education, faculty development, portfolio, inclusion

Due to the differentiated educational demand and heterogeneity of the student population, the university is called upon to promote equal access and learning opportunities for all. Teaching and assessment have to be inclusive, attentive to differences (regarding culture, gender, age, ...), so as to support the success of all students. Furthermore, it is necessary to examine summative evaluation processes at exams, to avoid biases related to stereotypes or prejudices that can distort assessment and decision-making processes, generating discrimination (e.g., Bellacicco & Parisi, 2021).

It is therefore important that university faculty be supported to upgrade their skills through specific training actions, so as to ensure student-centered teaching that is responsive to their needs (Moriña et al., 2020). Training on this topic is therefore crucial; studies report that courses related to inclusion and intercultural competence can have a positive impact on teachers' attitudes (Moriña & Orozco, 2020; Sharma, 2012), particularly in terms of knowledge and sensitivity to students (Davies et al., 2013; Lombardi et al., 2011; Schelly et al., 2011). In addition, faculty training in inclusion has a positive impact on students in general (Cunningham, 2013; Garrison-Wade, 2012; Madriaga et al., 2010; Murray et al., 2014), because it promotes transparency and completeness of information provided in the classroom, attention to students, and the use of tools and methods that are functional for learning and teaching. It should also be considered that the inclusive attitude of teachers fosters the willingness of the most vulnerable students to make their needs explicit, making it possible for the teacher to implement the appropriate accommodations (Sapir & Banai, 2023).

The paper presents the experience of the IRIDI program, a Faculty Development initiative of the University of Turin. The START training course for researchers, particularly new hires, includes a module dedicated to the theme of inclusion (with attention to gender, specific learning disorders, disabilities, foreigners). Participants are asked to report their reflections in a teaching portfolio, a useful tool for ensuring meaningful learning (Torre & Emanuel, 2023). The documents (about 200) were analyzed through the text analysis software NVivo 11 (Jackson et al., 2019), in order to identify attitudes, difficulties and areas for further exploration, useful for responding to the needs of the teaching staff and student community and for directing future actions to support inclusive teaching.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

The Right to Education of Unaccompanied Foreign Minors and the Transition to Adulthood

Francesca Biondi Dal Monte (Scuola Superiore Sant'Anna, Italy)

education, children, migration, child poverty, inclusion

Although national legislation provides equal treatment between Italian and foreign minors in accessing education, children with a migratory background encounter difficulty in effectively enjoying this right (Saraceno, Sartor, Sciortino, 2013; Borgna, 2021; Santero, 2021), which are also aggravated in relation to specific conditions of social disadvantage, especially if they lack a family network of care (Biondi Dal Monte, Frega, 2023). The contribution analyzes the right to education of unaccompanied foreign minors, focusing in particular on the condition of minors in the reception system and on the effective access to the school system (Tomasi, 2020; Valente, 2020). The strategies on the protection of minors' rights adopted by the Council of Europe, the EU and at national level are investigated together with the European Union and the Italian legislation. A specific attention will be paid to the transition to adulthood and, in the Italian system, to the relevance of the education courses started before the age of 18 for the purposes of converting the residence permit (pursuant to art. 32 of the consolidated law on immigration). In this regard, the data relating to the reception and integration system (SAI) and those provided by the Ministry of Labor and Social Policies relating to the integration paths of unaccompanied minors in the national territory will be investigated. These data will be compared with those relating to educational poverty in Italy, exploring the impact of the offer of educational services and opportunities to ensure both the inclusion of this category of minors and their permanence in Italy upon reaching adulthood.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Educational Poverty and Risks of Social Exclusion of SEN Students: Attitudes of Teachers and Principals During the Pandemic

Maddalena Colombo (Universita' Cattolica del Sacro Cuore, Italy)

educational deprivation, italy, lower secondary education, vulnerable students, classroom teacher-support teacher comparison

The educational poverties are widespread in compulsory education in terms of both poor learnings and socio-cultural disadvantages; they affect students with disability, students with learning difficulties and those with an immigrant, poor and deprived background (SEN students). During the pandemic crisis, when the ordinary in-presence teaching was suspended, these students mostly suffered for the risk of exclusion, intensifying their deprivation and pauperization.

This paper aims at debating around the capacity of public schools to take care of the most vulnerable students in the "emergency" and "post-emergency" framework: how and how much they acted in this direction and which was the role of 1) teachers and 2) principals. The research questions are:

- (for both) to what extent did they realize the existence of a risk of poverty or educational deprivation? Which were the guiding principles (strong activation; monitoring; precaution) in the different phase of the emergency (lockdown; introduction of a mixed regime distance/presence learning; return to the ordinary schooling) to face educational poverty?
- (For teachers) which practices do they adopt to include SEN students? Did they develop specific attitudes towards the caring of SEN students? What different were the attitudes between curricular and support teachers?

I assume that at the beginning of the emergency the principals were more aware than teachers about the educational deprivation risk, even if during the second and third phases teachers became more able to put into practice the "activation" principle. I also verify if teachers' attitudes were differentiated on the basis of 5 cultural dimensions (auto/etero-referencing; vision of remote teaching; relationship with bureaucracy, relationships with students; teaching as performance or relation), and of their function in teaching (classroom teachers/ support teachers). Finally I analyse principals' and teachers' opinion about the efficacy of specific measures adopted in their schools to combat educational deprivation.

I will use data from the enquiry Educational deprivation and systemic responses (carried out by Università Cattolica) on 6 lower secondary state schools with high rates of SEN students and students with an immigrant background, located in three areas of Northern Italy (Milan, Brescia and Piacenza). Data were collected and compared about 2019/20, 2020/21, 2021/22 s.y. The hypothesis was explored with a semi-structured guide to 7 witnesses for each school (42 interviews in total among teachers, principals and parents), focused on organizational, didactic and relational aspects of the school response to the SEN students' needs during and after the pandemic.

Results seem to confirm that – whereas the school directors agreed with the Ministry line – not all teachers did the same. These latter adopted a range of responses to the challenge of maintaining inclusivity, from the inert/impatient to the creative/active ones. Their attitudes changed during the post-pandemic period from atomistic to more collaborative, and their preoccupation for the fragile "uncertified students" increased.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Disability Models in Education: What Fits the B.E.S. Category?

Denis De Almeida Barros (University of Urbino, Italy)

disability studies in education, disability critical race theory, sociology of immigration

The aim of the proposal is a theoretical elaboration of a model for studying the BES category in Italian schools. In order to do so, a perspective from the Disability Studies in Education will be adopted.

Disability Studies are characterized by a range of theoretical definitions whose validity lies in accurate reflection of real-life experiences. An original problematization of the models for studying disability facing current immigrational policies in the Italian school system is proposed.

Disability has been described as an individual's medical condition (Zola 1972); as an outcome of socio-cultural context which turns impairments into exclusion (UPIAS 1976; Oliver 1990); as the identity of an oppressed minority (Abberley 1987; Hahn 1996); and as the relation of medical and social conditions (WHO 2001). Recent work on critical realism (Shakespeare 2014) restated the importance of individual impairment for disability discourse.

These models entered the Italian context by examining the education system (Medeghini et al. 2013). Namely, Italian school system is being asked inclusivity, but challenges linked to disability and immigration are eschewed in Ministerial directives (MIUR 2012) and circulars (MIUR 2013) which label immigrant learners as in need of special attention (Migliarini et al. 2017). These policies disable immigrant learners based on their immigrational background, problematizing previous models of disability.

On a methodological level, a critical reading (Grue 2015) is proposed, comparing current ministerial documents with past models for studying disability. Specifically, the proposal explores how distributing ability along racial differences results in unequal treatments. This phenomenon, pointed out by Disability Critical Race Theory (Annamma et al. 2016), needs further theoretical elaboration to grasp the realities of immigrant disabled students.

The expected outcome is re-addressing the impairment/disability binary, from the standpint of italian schools' individuation of immigrant students as BES learners. A model for studying thier particular predicament will be proposed considering how impairment is in this case socially crafted through school policies, and disability is enforced as an organizational tool for school population.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Migrant Minors, Second Generations, Resistance to Inclusiveness and Transculturalism. A Case Investigation into The Anthropology of Migration

Annalisa Di Nuzzo (Università Suor Orsola Benincasa, Italy)

transculturalism, transnational social field, multiple identities, skills for work

The significant migratory flows in our current society and the silent revolution they have brought about in social structures have given rise to a transnational social field in which the actors present play roles of great importance in managing the rapid changes that are occurring. Through work on the anthropology of complexity and migration, the intervention intends to define these changes. In particular, through field work, to give an account of the action of the various educational and reception agencies responsible for integration (schools and social cooperatives) and how, alongside successful paths of transcultural integration, strong resistance, obstacles and widespread racism exist. The training, educational style and transcultural relationship of the subjects involved in the process, in particular teachers and trainers in the third sector, remain fundamental in the study of successful strategies of inclusiveness. The most recent studies on skills for work more generally highlight transcultural competence which does not only concern plurilingual knowledge but the approach to the different cultures with which one comes into contact and the flexibility necessary to share logics, habits, beliefs, styles life with which you have the ability to enter into a relationship. This enhances the capacity for cooperation between people of different cultures and for interaction defined as Cross-culturality in environments involving different cultures, in the context of work or study; the ability to work productively, generating involvement and demonstrating one's presence as a member of a team, be it a class group or any other work group. Educational anthropology can and must be an important reference for teacher training and for implementing democratic educational processes in a complex society. We are now faced with a complex society in which second generations of migrants are increasingly present and widespread and it is on these generations that the success of integration is measured. We are faced with multiple identities and new forms of glocal Italianness. The essay, on the basis of case studies relating in particular to the migration of unaccompanied minors and second generations, draws a map of the difficulties and resistance that prevent us from activating more widespread virtuous integration processes to make our society authentically transcultural.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Towards a Governance Model for the Integration of Unaccompanied Migrant Minors: Insights from Educational and Territorial Actors

Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy) · Alessandra Barzaghi (Fondazione ISMU ETS) · Alessandra Caragiuli (Università Cattolica del Sacro Cuore, Italy)

uams, school governance practices, integrative and territorial educational system, migration, language learning strategies

The educational poverty of migrant youth, especially when alone and unaccompanied by adult figures, is one of the main challenges that school systems in receiving countries must face in order to provide opportunities to learn, experiment, develop skills and talents. Reflecting on school interventions, practices and governance to be implemented in this logic is strategic to act in order to reduce the risk of educational poverty on unaccompanied foreign minors.

This research explores the school-formative integration of Unaccompanied Migrant Minors (UAMs) through the lens of key institutional actors, namely teachers and reception professionals. The study focuses on delineating a governance model for the integration of UAMs between educational institutions and private welfare organizations. Conducted within the framework of the ALI 2 project, the research employed a qualitative methodology, including 9 online focus groups conducted across various regions of Northern, Central, and Southern Italy.

The 60 participants, comprising teachers, educational professionals, and representatives from reception organizations, engaged in collective reflections on UAMs access to the Italian educational system. The research aimed to gather diverse opinions on practices, devices, and strategies that facilitate the school enrollment of UAMs. The focus group discussions, structured around four thematic areas, including common school governance practices, relevant formative devices, the development and implementation of Personalized Educational Plans (PDP), and collaborative efforts between schools and reception facilities, sought to identify key elements of an effective integration model.

The results also highlight the importance of a structured PDP, emphasizing the involvement of a broad spectrum of teachers and the UAMs in its formulation. The PDP becomes a dynamic tool, incorporating compensatory and dispensatory measures, evaluated regularly throughout the academic year in collaboration with the class council.

Addressing language barriers, the study advocates for enhanced Italian language learning through various approaches, including intensive courses during regular school hours, participation in CPIA courses, and self-directed learning through tailored e-learning platforms. The research also underscores the significance of immersive linguistic experiences in pre-professional contexts to sustain motivation.

Furthermore, the study emphasizes diverse and flexible teaching approaches, leveraging multimedia tools, multilingual and intercultural activities, and collaborative learning strategies. The incorporation of peer tutoring, group work, and expressive arts laboratories is deemed crucial for socio-emotional development, complementing cognitive aspects.

Beyond the school environment, it has been emphasized the importance of continuous monitoring and coordination between schools and reception facilities. This involves maintaining a network of adult stakeholders around the minor, facilitating constant communication, and addressing challenges or progress in a timely manner. The results conclude by highlighting the pivotal role of reception facilities in the integration process, emphasizing their responsibility in orienting, motivating, and supporting UAMs in their educational journey.

The practical implications of the research, categorized into orientation, support for educational participation, and assistance in extracurricular activities, underscore the necessity of a cohesive collaboration between schools, educational institutions, and reception facilities for the successful integration of UAMs. The findings contribute to the broader discourse on effective models for the educational inclusion of unaccompanied migrant minors and provide valuable insights for policymakers, educators and practitioners globally.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Leisure Time Use and the Third Sector's Role in Combating Educational Poverty of Minors with a Migratory Background

Francesca Gabrielli (Università degli Studi Roma Tre, Italy)

educational poverty, minors with a migratory background, third sector, territory

Due to the insights provided by various studies and a legislative trajectory that was, in part, influenced by the advocacy initiatives of the Third Sector (Save the Children, 2014), the issue of educational poverty has gained prominence in recent scientific and political discussions. It is now integrated into public policy agendas, calling for a comprehensive, multi-level analysis to underscore its unique complexity.

Educational poverty is a concept with broad semantic boundaries, characterized by polysemy and multidimensionality (Agasisti et al., 2021; Battilocchi, 2020; Botezat, 2016). It exhibits a poly-prospective nature and takes on diverse forms whenever educational circumstances impede individual growth, thereby constraining the expansion of perspectives, opportunities, and the range of accessible experiences (Sottocorno, 2019).

This contribution addresses the issue of educational poverty among minors with a migratory background, with a particular focus on the use of leisure time and the role of the Third Sector in promoting inclusive educational practices.

Through a quantitative approach, as a part of a broader research, a self-administered semi-structured questionnaire hab been given to a statistically representative sample of 1761 students enrolled in the third year of lower secondary school in the academic year 2021/2022 in the municipality of Rome. The results reveal a statistically significant association between migratory background and engagement in certain educational or social activities during leisure time, mainly due to the characteristics of the territory of residence.

Therefore, on the one hand there is a need to counteract ecological poverty by promoting the expansion of coverage and access to educational facilities. On the other hand, the importance of promoting the empowering function of the territory and a pedagogical responsibility extended to the entire community is emphasized (Curti et al., 2020), recalling the importance of the Frabbonian concept of "integrated educational system" (Frabboni, 1989; Maia, 2018). In this context, the central role of the Third Sector emerges, whose active participation underscores the importance of a collaborative and synergistic approach to address this challenge, highlighting how combating educational poverty requires the joint and coordinated commitment of all stakeholders involved.

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Narrating Migration: Migrant Inclusion on Parent Councils in Italy

Jacob Andrew Garrett (Universita di Ca' Foscari Venezia, Italy)

migrant families, participation, civic integration

The participatory theory of democracy, in which citizens who are impacted by a political decision have the ability and right to participate directly in said decision, has three primary justifying principals: experiential education, epistemologically enhanced governance, and reduced social inequality. Among the three justifications for greater participation, social inequality has been the least investigated and therefore the least understood. It is said that the lack of evidence for decreasing inequality stems from economic structural problems that enable better off citizens to participate more readily. Yet, in actuality, there are very few actual structural participatory reforms that incorporate large swaths of the population and thus enable a systematic study of how participation impacts inequality. This, first of kind, study looks closely at one of the largest and most enduring historical participatory reforms: the "Decreti Delegati" in the public education system of Italy. Since 1975, parents have had the right and expectation to politically participate at schools through legally codified "consiglio di scuola" and "consiglio di classe." Despite nearly 50 years of institutionalized operation, these councils remain little understood as a vehicle or impediment to social equality. Taking one particular dimension of this larger question, the specific concern in this paper is how and whether these councils are a productive organ for the civic integration of immigrant parents. The absence in the scholarly literature and European institutional initiatives regarding immigrant parents at schools is surprising given the established finding that schools are the primary public institution where immigrants interface with others and participate civically.

In order to address this gap, this paper is based on an ethnographic study of parent councils and combines archival data and semi-structured interviews of parents and teachers in Italian public schools. The paper first utilizes PTOF Forms – Piano Triennale Offerta Formativa – in which each school in Italy establishes their basic "constitution" and therein outlines the principles of inclusion endorsed by the school. In a systematic comparison of primary and secondary schools, the data demonstrates the predominant narratives of inclusion (or exclusion) that are used by schools toward immigrant communities. At stake in this paper is the role of formal powers allotted to parent representatives on the "Consiglio di Istituto" and the "Consiglio di Classe". The investigation of formal and/or advisory powers given to parents in schools leads to the driving concern of the paper: does more direct decision making power in school administration for lay parents lead to greater inclusion or greater exclusion of immigrant families?

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Migrant Minors between Discrimination and Educational Opportunities. A Research Perspective on Italian Contemporaneity

Giulia Gozzelino (Università di Torino, Italy) · Federica Matera (Università di Torino, Italy)

migrant minors, educational poverty, discrimination, invisibility, qualitative research

The UN Convention on the Rights of the Child (1989) considers the child a citizen to be promoted and liberated (Milani, 2019), taking up the fundamental principle of non-discrimination, but disadvantages and violations emerge from the Italian framework. Migrant minors are one of the least protected categories in Italian society (Save the Children, 2019). The critical issues of the reception system dedicated to them distance these minors from the exercise of active citizenship, reducing the achievement of decision-making freedom. Failure to recognize previous skills and educational qualifications, inclusion in school classes that are inappropriate for one's age or in CPIA (Provincial Centers for Adult Education), removal from access to fundamental rights (education, protection, world of work), exacerbated by Legislative Decree 133/2023, the absence of programs for access to professional training, the lack of qualified school staff (EASO, 2019; UNICEF, UNHCR, IOM & ISMU, 2019) and the progressive demotion of the reception system of his educational role, place the foreign minor in a situation of alarming educational poverty (Milani, 2020; Gozzelino & Matera, 2020).

Scientific research shows how institutional and social racism, media disinformation and structural violence emanate from the institutional invisibility of these minors and at the same time reinforce it, compromising their ability to self-determine, as well as their ability to establish and maintain relationships significant with the local population (Gómez Quintero, Carreras Aguerri, Gimeno Monterde, 2021) and to participate in the construction of a more complex narrative (Adichie, 2020) on migration, which is often lacking or flattened on the side of deviance (Galtung & Vincent, 1992; Penalva & La Parra, 2008; Matera, 2021, 2022a; Milani & Matera, 2022; Matera & Serrano García, 2022).

In Italy, the new laws on immigration make the essential relationship between school and territory for integration even more complex, delegating the responsibility for the reception and training of foreign minors to charities, volunteers and individual initiatives and denying the essential dialogue for educational planning. By exacerbating the educational disparities of foreign minors, they take away the possibility to aspiring to change, developing skills and building a conscious training question around the constraint of the migratory mandate and the logic of predestination (Matera, 2024).

Starting from a qualitative academic research carried out by the authors (Gozzelino & Matera, 2020; Matera, 2021, 2022a, 2022b) the contribution provides a critical pedagogical reading of the link between the educational poverty of migrant minors in Italy and their self-determination, proposing reflections and actions of operators in the development of opportunities and experiences to encourage collaboration between school and territory, active citizenship, the empowerment of minors and intercultural encounters in their social context. The focus is on the role of educators in promoting migrant minors as protagonists in the re-foundation of inclusive narratives and experiences for a more complex and co-constructed culture of migrant childhood and adolescence, with a view to global, shared citizenship education and democracy.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

A Probation For Empowerment: A Proposal For The Construction Of A Probation Pathway For Foreign Minors In Italy

Stefania Morsanuto (Università Telematica Pegaso, Italy) · Margot Zanetti (Juvenile Court of Trento) · Claudia Chierichetti (Niccolò Cusano University) · Elisabetta Tombolini (Niccolò Cusano University) · Francesco Peluso Cassese (Università Telematica Pegaso, Italy) · Pierpaolo Limone (Università Telematica Pegaso, Italy)

young-immigrant, educational-inequalities, probation-programs, empowerment

In Italy, young immigrants of second and third generation are facing serious integration problems. A context in which this is more evident is the Italian Juvenile Penal System. In North Italy, these minors authors of crime are largely of African origin and this could be connected to their social disadvantage. The juvenile penal system is increasingly oriented towards promoting a process of probation (in Italian "messa alla prova"), aiming at a social reintegration. The social services have to create an individual path to empower the young capabilities, stimulate his/her growth and, at the same time, to serve the punishment. The two essential factors are the socially useful work and the attempt to repair the damage through penal mediation. This probation requires objective and subjective criteria. These criteria seem to be less present in the aforementioned category and it seems that the social services, in charge of studying these individual paths, struggle to intercept specific needs. The proposal of this research/action work is to create a pathway, a kind of "probation for empowerment" that is adapted to personal needs but also includes the most recurring variables of this population of young people. It is hypothesised that intervening with subjects considered to be in need of "re-education" through forms of empowerment may make it possible not only to help them to rehabilitate themselves, but also to become sensitive to forms of prevention. The observational method of analysing criminal situations will be used as an operational method. It represents the meeting of two criminological approaches, namely narrative criminology (Ciappi & Schioppetto, 2018) and visual criminology (Brown, 2017). The method stems from the assumption that for a good narrative of a phenomenon, a good observation of it is fundamental (as phenomenology, Husserl, has already taught us). The intervention envisages that the study, observation and analysis are carried out directly by the subjects involved (the minors), with the mediation of the educators/social workers (Bugini & Monzani, 2022). In order to realise this project, which will be implemented with social services, we will consider the theories of deviance pedagogy, as well as the administration of various questionnaires. The investigation of empowerment is addressed both to social services and to minors. As regards the first one, we used an investigative questionnaire to understand if the needs of this population described in international literature finds confirmations from their perspective. In addition, a Psychological Empowerment Scale at work (PES), developed in 1995 by Spreitzer, can allow us to measure the empowerment based on four dimensions related to the individual's psychological states: meaning, competence, self-determination and impact. In order to investigate the empowerment of the minor it is used EMPO, a scale validated in Italian by Francescato and collaborators in 2007, based on the measurement of three key component of individual empowerment: ability to set goals and achieve them effectively, lack of hope and trust, and interest in socio-political issues and participation in the political area.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

From Integration to Inclusion. The Educational Challenge In Msna Interventions Between Trauma, Learning Disabilities And Inclusive Teaching

Francesca Oggiano (Civicozero Onlus, Italy) · Rodolfo Mesaroli (Civicozero Onlus, Italy)

msna, trauma, linguistic, didactic, inclusion

According to data from the Ministry of Labor and Social Policy, there are about 24 thousand MSNAs (unaccompanied foreign minors) in Italy as of December 31, 2023. Of these, except for Ukrainian minors, 4,139 (17.79%), 4,685 (28.14%), come from Egypt and 2,440 (10.49%) from Tunisia. The figure assumes relevance when read in reference to the sociolinguistic and economic integration pathway, provided for by Law No. 47/2007 (Zampa Law) due to the high number of presences on Italian territory (in particular Turin, Milan and Rome) of predominantly Arabic-speaking msnas and at the age of compulsory schooling-training.

"The age of arrival is 16-17 years old although in recent years there has been a lowering of the age whereby 13-14 year olds and in some cases 10-11 year olds have arrived." During 2023 also noted "an increase in psychiatric cases." Increasingly, "groups of minors generally between the ages of 14 and 17 are arriving who are difficult to manage" with obvious frailties, with physical problems or rare diseases, most often not certified, with problems of aggression, hyperactivity for which one would need medical, psychological and/or psychiatric care. Despite the "cultural" resistance of Egyptian and Tunisian minors in accepting any kind of psychiatric care "if the msna experiences a mental distress or physical condition that requires a diagnosis or health certification, the path remains very complex: 1. the legislation does not clarify who should/could undertake it; access to services without a residence permit and without knowledge of the language is almost impossible.

2. If he then succeeds in carrying out the neuropsychiatric examination, there are no suitable means, linguistically and culturally, for a health assessment."

This has obvious repercussions on the normal process of learning a second language and on the child's educational-training path whether it is within compulsory schools or, within the Cpia. Among Arabic-speaking MsNas, it is common to find minors who are illiterate or unschooled in L1, who never went to school because they were farm laborers in the countryside or because they were expelled from a school system not equipped with inclusive teaching tools and adequate resources to support the classroom teacher. Msna are often carriers of pre – post migration trauma. "The loss of the family and friendship network," of the cultural identity of belonging, generate enormous difficulties in social integration as well as language and school learning. During the last year, the teaching action of CivicoZero Onlus within the Italian L2 classes has informally experimented with the tools made available by L.104/92 and 170/10 for inclusive teaching, testing their effectiveness and criticality in: pre -literacy and literacy (A0 and pre A1 Alte – Cliq), levels in which the absence of appropriate texts and teaching tools is detected.

G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges

Teaching Language Through Literary Texts: a Possible Didactic Strategy for the Italian as a Second Language Classroom

Ilaria Usalla (Universidad de Málaga, Spain)

second language teaching, italian, inclusion, linguistic education, literary text

In the Italian school system, the subject of Italian is traditionally divided into a pre-assigned amount of time dedicated to the study of the language and another that is dedicated to literature. Although the roles and application of literary texts in the teaching of a language (and vice versa) have been extensively described (Fabio Caon & Spaliviero, 2015; Lavinio, 2005, 2021), as they are, in fact, inseparable due to one feeding into the other, a gap is maintained between theory and practice, especially in school settings and in second language teaching.

The development of a firm interest towards reading within students should be one of the primary objectives of a literary education. Reading is a habit that may be nurtured at school through stimulating activities which foster a pleasant and enjoyable encounter with literary texts and (their) authors, as well as promote a cross-cultural understanding of society and linguistic proficiency.

Teaching a second language, specifically Italian, can benefit from the potential didactic application of the numerous intersections between linguistic education and literary sources. The literary text, in fact, does not only convey social values, which allows the learner to perceive the world through different cultural perspectives (Colombo, 2005; Spaliviero, 2021), but it also carries a multifaceted variety of linguistic usages, making it a suitable foundation for multiple didactic purposes (Pinello, 2014).

This study describes the potential affordances offered by the use of literary texts, ludolinguistic activities and creative writing activities, for teaching Italian as a second language to young learners, paying particular attention to the potential for social and linguistic inclusion, as well as employing an approach that accounts for the rational and emotional dimension of the learner.

The objective of this research is the observation of a teaching experiment in which linguistic purposes and literary means encounter in order to create a particular focus on the creative uses of language and storytelling. Such experiment is structured into an 11-hours teaching unit inspired by Gestalt psychological theories.

The data analyzed here were collected within an 'Italian as L2' course aimed at foreign students attending a lower secondary school in the Cagliari area. The language course, which resulted from a collaboration between the Provincial center for adult education and training '1 Karalis' and the University of Cagliari, involved a multilevel classroom. However, this specific didactic intervention was directed to a group of A2 level learners of recent migration coming from Bangladesh and Pakistan aged 12 to 16 years old.

The didactic intervention produced a corpus of data which consists of a teaching unit specific for A2 level learners, to which some preliminary activities for creative writing and for vocabulary development are added, as well as a post-intervention questionnaire.

G.19. The topicality of the School of Barbiana on the centenary of the birth of don Lorenzo Milani

The Current Value of Lettera a Una Professoressa for the Sociology of Education: a Book for Parents

Gian Luca Battilocchi (Università Cattolica del Sacro Cuore, Italy)

don milani, sociology of education, educational inequalities, parenting styles, family background

A well-established approach Lettera a una professoressa considers it a pedagogical manifesto addressed to Italian school teachers. This contribution intends instead to propose a revisitation of the work of the School of Barbiana along two partially divergent directions, exploring in particular the relevance of the text as a contribution to the sociology of education and its nature as an appeal addressed primarily to parents.

In particular, the aim is to highlight the general character of Lettera a una professoressa, as the outcome not only of a pedagogical perspective and an educational, critical and reforming, passionate and experimental experience, but also of an exquisitely sociological approach of investigation, which unfolds from the realization of a statistical study on the issue of school dropout in Italy during the years of mass schooling. In addition to profiling the Italian school in the 1960s, amidst pushes for democratization, resistance to change and persistent selectivity, Don Milani and the school of Barbiana illustrate some of the genetic mechanisms of inequalities in education that constitute theoretical keys of enduring relevance.

Similarly, despite the focus on the functioning of the school system and the purposes of complaint of its shortcomings and iniquities, the text begins with the clarification that the book was not written for teachers but for parents and is meant to be an invitation to organize. It therefore seems legitimate to try to undertake a less usual direction of analysis, one that highlights the role not only of educational institutions but also of family environments and resources (the homes of the rich and the homes of the poor) as well as of parenting styles and practices in the production and reproduction of school inequalities.

G.19. The topicality of the School of Barbiana on the centenary of the birth of don Lorenzo Milani

The Lower Secondary School, Yesterday And Today ... The Barbiana School And Its Ideas. It's Your Turn, Generation Z.

Ornella Castellano (Istituto Comprensivo "G. Falcone" Copertino, Italy)

school, thought, innovation

"(...) No one sleeps, no one left out, everyone has a personal opinion ". Don Lorenzo Milani wrote these words to his mother on 17th February 1955 describing his educational activity in Barbiana. It is based on a positive and formative environment in which everyone shares goals and knowledge. It was the beginning of a new educational method in the secondary school.

What about today? Does the school involve all the students in their education?

Can the didactic setting help the development of a cooperative learning?

Does the laboratory room give any answers to the prior's incentive? Our learning units explain an innovative concept concerning the educational process in which the cooperative learning is the main principle to co-create innovative teaching programs.

The use of new educational technologies joined with a "traditional" teaching method provides a new learning motivation. The creative storytelling realizes new collective writing methods helping the birth of new ideas and situations.

Everyone plays a part in the process: the students work on an authentic task realizing

a final product. It describes its contents and explains the competences.

This year the perspectives of education in the Lettera a una Professoressa (Letter to a teacher) are used as research materials to understand how the past of our secondary school can offer new prospects of working on our present.

Difficulties, limits and lack of opportunities in education in the 1960s could be considered a way to give new life to the current school system.

We want to build a new educational path to stimulate a serious reflection on the guidance counseling, an educational way to build a bridge towards a mature and concrete future.

The future of our students starts from today, considering all the right pedagogical and didactic investments.

Describing the adventure of this new school year with the Prior of Barbiana is a great joy. A joy shared online with the audience of our institutional webradio: Deberes Radio: " On air with Don Milani". Our podcast contains thoughts and comments about Don Milani's teachings born after the reading of the book "Lettera a una professoressa" (Letter to a Teacher).

For all the planning phases look at the following link:

https://drive.google.com/drive/folders/1XmVGFD7RVUDAoh7yjUt8WceQtI3HytZT?usp=sharing

G.19. The topicality of the School of Barbiana on the centenary of the birth of don Lorenzo Milani

"Don Milani Generative Center": looking for the present "Barbiana Schools" to promote the idea of Actualization

Viola Davini (Centro Ricerche "scientia Atque usus" per la Comunicazione Generativa ETS, Italy) · Eugenio Pandolfini (Centro Ricerche "scientia Atque usus" per la Comunicazione Generativa ETS, Italy)

generative communication, community building, actualization, democracy, justice

The contribution deals with the concept of "actualization" as a practice of generating new knowledge and – at the same time – community around values, that inspire actions in present time.

The authors work at the "scientia Atque usus" Research Center for Generative Communication (established in 1991), a Research Body of the Nonprofit Sector with a specific political and social mission. The group works on an idea of Generative Communication as a "common action", bringing together those who do research with all public and private entities to create the conditions for the development of transdisciplinary projects that can implement concrete solutions and develop innovation.

The Research Center has been developing a project called "Don Milani Generative Center" (Generative Center) in collaboration with the Fondazione CR Firenze and the Fondazione don Lorenzo Milani. The Generative Center is a research and community building project to encourage the creation of a community committed to reflecting on social, cultural and religious issues inspired by the teaching of Don Milani. The common point of all the public and private subjects involved deals with the desire to implement communicative, formative actions with the aim of promoting social values such as: equity, inclusion, interculturality, justice (values inspired by don Milani and his "Barbiana School").

This school was born in the sixties, around a church on a mountain near Florence. Without water, without electricity, don Milani decided to open a school for those who were rejected by the school institution (children of workers, housewives). The "Milanian method" inspired a way of living, studying and researching as social redemption, to rethink the value of "merit" but also to rethink the school as a cohesive community of students as future citizens.

The case of Barbiana is not replicable today, but its values constitute an immense heritage. The Generative Center works precisely in search of the "Barbiana Schools" of today: every class, every association where the people try to follow the same values.

First of all, we created a Scientific Technical Committee (with pedagogists, historians, constitutional experts, linguists) to analyze how the message of Don Milani can make sense in the current school, social, working system. Then the research group has been collecting the experiences of all the subjects involved (starting from those who, as students, met don Milani, then schools, association, publishing houses, researchers) to share – through interviews, articles, video testimonials – all the knowledge that can be useful to other schools, associations to realize the same action and activities in their own contexts.

The Generative Center is an application of "Atque" Design and Communication System. "Atque" not only consists in a suite of digital tools (called sAu Officine, sAu Library, sAu Matrix, sAu Academy): it's a system to facilitate the cooperation among stakeholders in order to encourage and expand communities of interests around a project. In this way, an idea of knowledge as a common good is realized, arising from concrete contexts, and it can be shared to bring out solutions that can be applied in different situations.

G.19. The topicality of the School of Barbiana on the centenary of the birth of don Lorenzo Milani

'The Word' Sets You Free: Don Milani's Revolutionary Anti-idealistic and Maieutic Approach

Vanessa Lamattina (Università degli Studi di Salerno, Italy)

don milani, anti-idealism, popular school, maieutics, critical spirit

From its establishment until the end of the 1950s, the Italian school system maintained the aim of reproducing existing social stratification. This entailed access to high school for the ruling classes, and vocational training for the subordinate classes. Underpinning this type of scholastic structuring is an idealistic and elitist pedagogy according to which an individual is not a socio-historical product but a being endowed from birth with all the characteristics that will configure their fate. Schooling such individuals merely makes manifest the qualities already present in each, separating 'talented' students from students whose talents are not immediately visible or who do not conform to required standards. Political, historical and social changes in Italy since the end of the 1950s have contributed to bringing the school system in line with a progressive democratisation of constitutional inspiration. However, the elitist pedagogical approach applied in the reforms remains unchanged. It is no coincidence that, by focusing on enhancing graduate employability, competitiveness and 'know-how', the new educative and training strategies adopted in Europe since the 1990s have made schools similar to businesses, rewarding students able to use their skills to game the economic market and condemning those who do not 'naturally' adapt. Don Milani takes the opposite approach: for him the individual is an historical product who does not possess innate qualities and whose conscience is nothing more than the reflection of a surrounding fraction of civil society. This perspective, which we could define as 'anti-idealist', sites Milani closer to the thought of scholars Gramsci and Bourdieu, who were convinced that the social world is endowed with an immanent, objective and persistent structure and system of forces to which all things, including human actions, are subject. In education, denying this system of contingent forces means not admitting that teaching methods are likely to have differing effects on pupils from differing socio-economic strata. Espousing the rhetoric of merit, a school may thus further reward the most energetic and regular and condemn the most listless or nonconforming, effectively fueling the process of social inequity reproduction. In an attempt to block this process, Milani decided first of all to 'take sides' by dedicating his educational activism to the poor. However, his school did not provide poor students with notions to be acquired uncritically; rather, it adopted a maieutic method in the hope of seeing critical subjectivities flourish, gaining awareness and an ability to struggle to emerge from their condition of subordination. In developing this method, his critique of traditional schooling opposed obstacles posed to the poor in accessing culture, and also the ongoing process of cyclical re-transmission of social classism in and of which under classes lacked means of determination and expression. That is, the method is not aimed at gentrifying the poor — the transformation and negation of their essence in a process of slow homologation — but at the acknowledgement of authentic diversity: the tools provided by the teacher should be useful for deciphering the social world, imagining alternative realities and freely expressing one's subjectivity.

G.19. The topicality of the School of Barbiana on the centenary of the birth of don Lorenzo Milani

The Cronobook of Don Milani's Life: an Intersection of Philology and Criticism in Revitalizing his Legacy

Marco Sbardella (Centro Ricerche "scientia Atque usus" per la Comunicazione Generativa ETS, Italy)

lorenzo milani, generative writing, generative communication, revitalization, philology and criticism

What is a biography? A biography is a philological activity aimed at collecting and organizing events from a life. However, as philology cannot exist without criticism and vice versa (Toschi, 2016), biographical work also entails providing an interpretation, a key to understanding.

This statement holds even more truth for the biography of don Lorenzo Milani, whose life has been a contentious field between supporters and detractors concerning the relationship (or lack thereof) between philology and criticism. This debate is exemplified in the recent controversy sparked by Scotto di Luzio's (2023) booklet on Milani's pedagogical legacy and Cesari's (2024) pamphlet in response.

The ongoing, unresolved dialogue between philology and criticism is the crucial point of the project "Don Milani Generative Center". The Generative Center is dedicated to those in academic and applied fields who daily revitalize don Lorenzo Milani's teachings and values. The term "revitalize" is pivotal to the project's ethos, but what meaning is ascribed to this term by the researchers at the sAu Research Center who are advancing the design phase of the Generative Center?

To revitalize don Lorenzo's thoughts, witness, and values involves first knowing them by reading his writings and accessing firsthand accounts, which is the realm of philology. Then, it means understanding which aspects of those texts and experiences cannot be decontextualized due to various reasons—historical, cultural, social, or personal—and what can guide behavior even in different contexts, which is the role of criticism. Ultimately, updating means repositioning those lessons in the current context, making them alive in the contemporary world, and continuously enriching them with new content and experiences, thereby redefining the relationship between philology and criticism.

To foster a critical, creative, and thus generative relationship between philology and criticism, the Generative Center aims to offer the Cronobook of don Lorenzo's life. The Cronobook, set to be freely accessible from June 2024, is a research and consultation tool based on content analysis of both the critical literature that posthumously reconstructed his biography and the direct testimonies from don Milani's private letters to friends and relatives, gathered in the second volume of his complete works (Milani, 2017).

The purpose of this tool is twofold:

1. To provide stakeholders (from both the scientia and the usus) with a biographical tool on don Milani that emphasizes the consistency between his life and his message, defining a philologically accurate and critically scientific biography, as a result of mediating various authoritative sources on the chronology of his existence and the autobiographical narrative extracted from his correspondence.

2. To experiment with a method of collective writing among researchers who have dealt with Milani's biography.

Once published, the Cronobook will become a collective writing tool capable of hosting diverse yet integrated contributions, thanks to a shared structure. Experts will be able to contribute by integrating or adding resources, references, and events, each bearing the signature of the authors who contributed to its identification.

STREAM H.
Gender and Social Justice in Education

H.02. Ending gender-based violence in higher education institutions: Policies and problems

Preventing Gender-Based Violence in Academia: Balancing Universal Principles and Contextual Demands in a European Code of Conduct

Marina Cacace (Knowledge & Innovation, Italy) · Claudia Aglietti (Knowledge & Innovation, Italy) · Ana Belén Amil (Central European University)

gender-based violence, context-sensitivity, complexity, multi-stakeholder approach, community of practice

Although gender-based violence is prevalent in all countries and all social, organisational and professional settings, how it is conceptualised and understood, and to what extent or in what forms it is tolerated or opposed, is strongly influenced by contextual factors (Humbert et al. 2023). In any context, social, cultural, organisational, regulatory and other factors interact at different levels to produce manifestations of gender-based violence that have both universal and specific components. Higher education and research institutions are no exception, with gender-based violence now recognised as a widespread systemic problem, with negative consequences for institutions, individuals and societies (Mergaert, Linkova & Strid 2023).

From this perspective, gender-based violence, like the gender inequality that underlies it, can be qualified as a highly complex social problem due to its multiple causes, lack of a single dominant solution, context-sensitivity and intricate links with other societal issues (Eden & Wagstaff 2021). Complexity refers not only to gender-based violence as a social problem, but inevitably extends to the interventions and policies designed to address it, as well as to the system of actors involved, making it difficult to think of standard tools and solutions.

To overcome the difficulty of identifying common ways to address complex, context-sensitive social problems, multi-stakeholder engagement strategies are often proposed (Cashore et al. 2019), where affected communities participatively define the principles and design the processes that would be part of the proposed solution. Involving a wider range of stakeholders from different countries and types of institutions would help to address the need for context sensitivity (Reidl et al. 2020), allowing the consequences of different demands on different types of stakeholders to be anticipated.

This is the challenge being addressed by the GenderSAFE project, funded by the European Commission under the Horizon Europe programme for research and innovation, which will design and test a standard template for a European-level code of conduct for addressing gender-based violence.

Our contribution will first examine the issues that arise from the involvement of multiple stakeholders in the process of defining common tools and procedures in a highly heterogeneous context, and then explore the choice made in GenderSAFE to address this challenge through the creation of a Community of Practice (CoP), understood as a social learning environment (Wenger 1999). The CoP will be the tool to bridge the tension between the need for standardised approaches to gender-based violence on the one hand, and the specific, contextual needs of each participating institution on the other. Through the CoP, the relationship between general principles and diverse social and institutional practices will be deepened as a critical nexus in the development of profound and sustainable change processes.

H.02. Ending gender-based violence in higher education institutions: Policies and problems

Take A Position. Performative Strategies in Public Space to Combat Gender-based Violence in Academia

Ester Cois (University of Cagliari, Italy)

gender-based violence, academia, public space, awareness-raising

The fight against GBV in Academia has become one of the themes on which very robust scientific reflection is being consolidated (Pritchard & Edwards, 2023), both in terms of sharing conceptual tools to precisely define and recognize practices and behaviors which fall within this discursive field and which are sedimented in the power relations typical of hierarchically organized institutions, both with respect to the strategies to be activated to counter the phenomenon (Mergaert et al., 2023; Lipinsky & Schredl, 2023).

The inclusion of this issue among the mandatory key thematic areas of the Gender Equality Plans defined as an eligibility criterion for all universities for the purposes of accessing European research funding (in particular in the framework of Horizon Europe programs) has made the need to adopt adequate measures to operationally address the problem even more urgent (Cois et al. 2023).

Drawing inspiration from some campaigns activated in other higher educational contexts – in particular #qualcosanonva ("something is wrong": https://qualcosanonva.it/), and #finiscequi ("it ends here", created at the University of Trento: https://www.unitn.it/finiscequi) – the University of Cagliari (Italy) has formulated a multidisciplinary project, which involves both the STEM areas and the social sciences, to set up and distribute in public space throughout the city some iconic objects (totem, self-supported posters), self-built by students in collaboration with teachers, containing provocative and engaging sentences, taken from common daily experience, which compel those who come across them – inside and outside the physical perimeter of the university – to question their perception of what should be understood by GBV and how pervasive the topic can be in daily routine.

The objective is to develop awareness and provide discursive tools to, first of all, recognize the phenomenon, in its triple meaning of violence suffered (as victims), assisted (as by-standers) and also practiced "unconsciously" (as perpetrators) and, consequently, to start a public debate that could lead to shared operational proposals, to be integrated among the tools and measures already included in the organizational architecture of the University (mainly defined by the Ethics Commission, the Guarantee Committee for equal opportunities, the Guarantor for students and the new figure soon to be introduced of the Trustee Advisor, accompanied by the opening of a specific desk for collecting reports).

The project will be implemented starting from March 2024 and will involve, with temporary itinerant installations, all 6 faculties distributed throughout the city, with the aim of giving relevance to the public engagement mission of the university as a public actor committed to promoting cultural change that is as pervasive, participatory and long-term as possible (Pilinkaite Sotirovic & Blazyte, 2023).

The contribution aims to give an account of the conception and implementation phases of the project and to return the first detectable results with respect to the feedback generated not only in the university community (teaching and research population, technical-administrative staff and student body) but also in the resident and city users of Cagliari who have developed a relationship of great permeability with the university.

H.02. Ending gender-based violence in higher education institutions: Policies and problems

The Role of Ombudspeople in Addressing Gender-based Violence in Czech Higher Education

Marcela Linkova (Institute of Sociology, Czech Academy of Sciences, Czech Republic) · Zuzana Andreska (Institute of Sociology, Czech Academy of Sciences, Czech Republic) · Eva Oliva (Institute of Sociology, Czech Academy of Sciences, Czech Republic)

gender-based violence, ombudspeople, community building, interest representation

As in other countries, severe cases of gender-based violence and other forms of unacceptable behaviour have erupted in the Czech academic system in the last three years, creating a sense of crisis and urgency, especially in the first months of 2023 (Linková et al 2023). A large proportion of the higher education institutions and research organisations responded by appointing “ombudspersons” to help to address the issue at the institutional level. In 2022, the first appointed ombudspersons came together with the plan to establish a professional association as an instrument for mutual learning and support and organise the first workshops. In January 2024, the Educational Ombuds Platform was established for collective representation of interests, mutual learning and policy design and development.

In this presentation, we will address the origins of these positions in higher education institutions and the role of institutional isomorphism in the fast spread of these positions. Secondly, we will address the powers, roles, and responsibilities of the ombudspeople; thirdly, we will discuss the working conditions, resistances and challenges they encounter in the execution of their duties.

The analyses presented in the paper are based on a workshop organised in September 2022 by the Centre for Gender and Science at the Ministry of Education, Youth and Sports and on a focus group interview the authors conducted in January 2024 with members of the Platform. With the paper, we aim to examine a new institutional development to address cases of gender-based violence in a country that until recently did not have any policies, tools or staff responsible for such cases.

H.02. Ending gender-based violence in higher education institutions: Policies and problems

Unveiling the Silence: Underreporting of Gender-Based Violence in Academic Settings in Spain

María López Belloso (University of Deusto, Spain) · María Silvestre Cabrera (University of Deusto, Spain)

sexual harassment, silence, underreporting, gender regimes, academia

The reluctance to report gender-based violence is attributed to individual costs associated with reporting and the institutional protection afforded to harassers, collectively contributing to a substantial underreporting phenomenon (Täuber et al., 2022). This, in turn, perpetuates organizational cultures that facilitate harassment. Various factors, including legal structures, national contexts, and methodological challenges, impact prevalence studies on sexual harassment. Estimates reveal that only 5-30% of cases are formally reported, with less than 1% undergoing legal processes (McDonald, 2012). Despite continuous updates in complaint management systems, a paradox persists: ongoing and systematic underreporting of harassment experiences contrasts with the evolution of systems designed to address complaints. Research in the field highlights challenges in defining, sampling, and surveying sexual harassment in higher education, emphasizing the imperative need to address underreporting and foster a culture of openness and accountability. The sentiment is reinforced by a systematic review in higher education, suggesting that policy enhancements may not substantially alter reporting behaviour (Bondestam & Lundqvist, 2020)

This paper delves into the pervasive issue of underreporting gender-based violence within academic institutions, a subject that has received limited attention compared to intimate partner violence. Drawing on existing literature, we explore the presence of a "culture of silence" in academia, sustained by power imbalances and inequality regimes. The study underscores the scarcity of research on underreporting in the academic context, despite organizational studies indicating its existence. To overcome this gap, this paper presents the qualitative study performed through 10 in depth interviews of researchers and Gender Equality Officers in Spain. The qualitative approach provides an opportunity to explore the intricacies of the "culture of silence" within academia and can shed light on the power imbalances and inequality regimes that sustain this culture and uncover the specific challenges and barriers faced by individuals in reporting gender-based violence. Additionally, the study can offer a nuanced understanding of the institutional dynamics and protection mechanisms that contribute to underreporting.

By addressing this research gap, the study not only contributes to the academic literature on gender-based violence but also provides practical implications for fostering a culture of openness and accountability within academic institutions. It adds a contextualized layer to the existing knowledge, offering a more comprehensive understanding of the factors influencing underreporting in academia.

H.02. Ending gender-based violence in higher education institutions: Policies and problems

The Role Of Confidential Persons In Creating A Safe Environment For Victims Of Violence At Universities

Jasna Podreka (University of Ljubljana, Slovenia)

sexual harassement, sexual violence, students, confidential person, academia

International research highlights the barriers and fears faced by individuals who have experienced sexual harassment and violence in academia, resulting in most of these cases remaining hidden, unreported and unresolved. Two surveys on violence, harassment and mobbing were conducted at the University of Ljubljana, which showed that the most common form of violence among employees is mobbing, while various forms of sexual violence and harassment are common among students, which are largely related to positions of power and are gender-specific. This means that mostly female students reported that they had experienced sexual violence and harassment mainly from male full-time professors. The survey also showed that only a minimal proportion (less than 20%) of female students who have experienced sexual violence and harassment have chosen to report the violence. This low rate of reporting persists even though the University of Ljubljana has made major changes in dealing with violence and harassment, as many measures have been taken in the last three years to effectively address this problem on a systemic level. Nevertheless, we still observe a widespread fear and scepticism among the student population to report violence. Practise has shown that the adoption of individual regulations and measures alone is not enough, as practises are still evolving and the key now lies in the effective implementation of the changes adopted. In this context, it is particularly important that systematic institutional support is provided at the university. An extremely important step in this direction is the measure that all faculties belonging to the University of Ljubljana had to appoint confidential persons who have regular training, education and supervision. In this presentation, the author will focus on the question of what the main reasons for non-reporting of violence by students are and what role confidential persons at institutions can play in changing this situation. The system of confidential persons at the University of Ljubljana has proven to be very effective and useful, because even though the number of official complaints has not increased significantly, in the last three years since the establishment of the institute of confidental persons, the number of people who have sought informal help and talked to the confidants about the violence has increased, which in some cases has encouraged the search for proactive solutions, even if there was no formal complaint. In the presentation, using the example of the University of Ljubljana, the author will focus on who confidential persons are, what their role is, how they are selected, who should not be a confidential person, how their work should be monitored, how institutions should provide for their training and what their main responsibilities are, and reflect on how confidential persons can contribute to a more proactive resolution of these issues within their own institutions.

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Female Bullying At School. Itineraries For Life-Long Learning of Teachers And Parents

Rossella Caso (Università di Foggia, Italy) · Alessandra Altamura (Università di Foggia, Italy)

female bullying, parents, teachers

The phenomenon of bullying is, more and more frequently, the focus of public attention. Daily, web pages, social interfaces, and news reports are flooded with narratives recounting episodes of severe prevarication, with (sometimes) extreme outcomes, configurable as real crimes (Calandri & Begotti, 2017). However, if bullying in its neutral-male connotation is fairly well known, it still shows many gray areas when it is female. In a particular way, manifestations of bullying between girls are less investigated and, therefore, are poorly reflected upon and, consequently, more difficult to recognize. Although empirical evidence shows specificities starting with gender and signifying diversity, a gendered and intersectional analytical look is still almost entirely lacking (De Vita, Vittori & Burgio, 2023).

From this awareness, the need emerged to launch an exploratory survey in Italy to define the national research project Women's Bullying at School. An intersectional mixed-method survey, in which the University of Foggia – the writers' home site – also took part.

In light of the data that emerged, and starting from the significance of the stories shared by the girls participating in the focus groups conducted, it was decided here to focus on the role that adults (parents and teachers in particular) play and can play in the face of bullying. A role both negative, when they are perceived as "ineffective," but also positive when they become "central" and supportive in recognizing the phenomenon and promoting strategies to prevent and counter it. An attempt will be made to propose, on the basis of the analyses conducted – in the face of the paucity of scientific literature on the subject, in contrast, on the other hand, to the ever-increasing prevalence of the phenomenon (Burgio, 2018) – guidelines for recognizing, managing and countering the phenomenon, aimed at both teachers and parents.

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Co-designing Peer Counter-Actions with School Communities

Antonia De Vita (University of Verona, Italy) · Francesco Vittori (University of Verona, Italy)

female bullying, school, adolescence, participatory approach

This essay focuses on the Third Phase of the national research project on female bullying, titled: “Female bullying at school. A mixed-method intersectional investigation” (De Vita & Burgio, 2023; Batini et al., 2023). The main objective of this contribution is to showcase the results obtained through the research training and co-design process carried out in Verona between 2022 and 2023 together with two different school communities. More specifically, this task involved female students selected from two high schools located in Verona. This target group had previously participated in the First Phase of the research project developed during the academic year 2020 and 2021 when they were in the first biennial (14-16 years old). Together with these students, we decided to engage some of their schoolteachers to make scheduled actions more effective and also increase their level of awareness of the phenomenon in question. Indeed, the key purpose of this final research step was to establish a participatory pedagogical model for co-designing grassroots counter-actions with a distinguishing peer-to-peer approach. This prevention and counteraction model (or template) was developed and implemented with the active contribution of experienced trainers in innovative and participatory methodologies focused on emotional self-awareness and the ability to take action in real-life situations – such as the Theatre of the Oppressed (Gigli et al., 2008; Mamone, 2019) and the 16 Attitudes (Murdoch & Oldershaw, 2012) oriented to enhance and encourage a Student’s Voice approach (Cook-Sather, 2006). The participatory training-action process with school communities enabled the construction of theoretical-practical approaches, guidelines, and toolkits applicable in school contexts where bullying incidents and dynamics are experienced and more likely occur.

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Coping With Female Bullying. Pedagogical Reflections On Strategies And Proposals Developed By Female Students In Foggia

Angelica Disalvo (Università di Foggia, Italy)

female bullying, meaningful relationships, coping strategies

Bullying is a complex phenomenon, relational in nature, which particularly affects subjects of developmental age. It takes shape of acts of prevarication acted out by some subjects against one of their peers who, due to specific personal characteristics (physical, character, behavioural, etc.) deviates from the ideal type of normality commonly shared by the social microsystem within which they grew up and live (Burgio, 2018). The normative nature of bullying phenomena, in fact, makes the personal specificities possessed (when they differ from the culturally shared model of normality) as trigger factors for bullying. Moreover, as a purely relational phenomenon, the school is a privileged theatre for its manifestation (Batini & Scierri, 2021; Patrizi & Biasi, 2017).

Given the importance of meaningful relationships in the delicate process of identity construction (Lopez, 2018), which constitutes one of the main developmental tasks of adolescence (Siegel, 2014; 2021), bullying experiences indelibly mark the social, relational and psychological development of those who experience it. In addition to this, and precisely because they affect and beat the identity formation of those who suffer from it, bullying experiences are particularly difficult to cope with. The resulting experiences of disorientation, insecurity, and inadequacy seem to cause significant difficulties in the elaboration of resilient and effective coping strategies (Dimitri, Perdoni & Donghi, 2018).

Although there are numerous epistemological and interpretive categories aimed at identifying it (such as the relational asymmetry between the bully and the victim and the repetitiveness and intentionality of the aggressive and/or violent acts performed) and at identifying the typical modalities through which it manifests itself (direct, indirect, relational) (Olweus, 1993) these seem to fail to describe it exhaustively. In fact, the variables involved in its manifestation are numerous and are deeply affected by the specificities of the socio-cultural and relational context within which they take place.

The national research conducted in Italy "Female bullying at school. An intersectional mixed-method investigation" (Batini, Scierri & Vittori, 2023; De Vita & Burgio, 2023) aimed to explore the phenomenon of bullying through the interpretive lenses proper to gender studies. Such a perspective has allowed attention to be paid to the particular processes and dynamics that characterise the phenomenon of female bullying (Burgio, 2018; De Vita, 2021; De Vita & Vittori, 2022; 2023), starting from the assumption that the cultural conditioning that influences its initiation, manifestation and experiences changes according to the gender of those who experience it, as perpetrators, victims or bystanders.

This contribution aims to highlight, specifically, the coping strategies to the phenomena of bullying proposed and elaborated by the female students participating in the focus groups carried out, as part of the above-mentioned research, in the Foggia area. The main problematic issues that emerged from the hermeneutic analysis of the recorded narratives will be analyzed, in order to draw inspiration from them to design possible educational strategies of prevention, contrast and pedagogical intervention.

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

The Invisible Spaces Of Female Bullying: From Online To Offline

Stella Rita Emmanuele (Università degli Studi di Enna "Kore", Italy)

female, bullying, cyberbullying, spaces, education

The phenomenon of female bullying (i.e., girls bullying girls) remains a relevant and ever-present problem in our society. Despite growing societal concern, academic scholarship remains scarce both on an international scale and in Italy especially. The bullying in question is difficult to identify by peers, teachers, and families and is, therefore, not fully understood. It is a complex phenomenon characterized by diverse elements that define aggressive relationships between girls. These relationships result of complex and transversal dynamics (De Vita, 2009). In addition, female bullies do not generally exhibit the same behavioral difficulties found in aggressive adolescent males; on the contrary, these 'mean girls' intimately understand the dynamics at play, using aggression to increase their status among their peers. This awareness can be a tool strategically used toward goals of acceptance or exclusion. Such intra-gender relations are backed by the literature, focusing on script theory , in which the criteria seem to define "the right way" to be a girl. Bullies and peer groups share the conformity to this conception. In essence, the phenomenon of bullying between girls seems charged with heteronormativity, which, in a sort of paradoxical self-fulfillment, underlines gender asymmetry (Burgio, 2018). Importantly, when deploying their aggression, the bullies exploit spaces invisible to adults, such as changing rooms, school cafetarias, gym, and social media. There, the phenomenon continues as cyberbullying..

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Close and Distant: Conducting Research on Female Bullying with Adolescents during the Pandemic

Maria Grazia Gambardella (University of Milano-Bicocca, Italy) · Sveva Magaraggia (University of Milano-Blcocca, Italy) · Brunella Fiore (University of Milano-Bicocca, Italy) · Annalisa Dordoni (University of Milano-Bicocca, Italy)

female bullying, creative research methods, covid-19 pandemic

The paper aims to discuss the methodological challenges posed by research on female bullying during the pandemic crisis, highlighting how the integration of creative, digital, and visual methods has shaped the outcomes of the analysis (Kara 2015). Additionally, it seeks to explore the impact and level of adherence to the emancipatory goals of the research by identifying the response mechanisms of the participating girls to these methods and techniques.

The contribution focuses on the recruitment, implementation, and analysis strategies of online focus groups conducted with female students aged 14 to 16 in the Milan area between April 2021 and May 2022. Specifically, the paper will present the strategies employed to engage this age group, particularly affected by the Covid-19 pandemic experience and distance education (Shoshan, Wehrt 2022). Furthermore, it will discuss whether and how virtual spaces can become open narrative contexts, perceived as private and safe spaces, and how this may facilitate the emergence of experiences, perceptions, representations, and emotions, crucial for exploring complex issues such as enacted and/or experienced bullying.

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Female Bullying and Prevarication. Reflections from an Action-research

Angela Genova (University of Urbino, Italy) · Isabella Quadrelli (University of Urbino, Italy)

school, agency, oppression, violence, adolescents

The exploration of the manifestations and dynamics, that characterise the forms of prevarication acted out in school contexts involving girls, appears particularly relevant today in light of the processes of social change that have favoured the recognition of growing spaces of autonomy and agency for girls and the persistent social structures that generate inequalities and perpetuate forms of female oppression (Farina 2018). While violence among adolescents is based on group processes and dynamics oriented towards the definition of status and specific forms of recognition dictated by peer culture (De Vita & Burgio 2023; Baraldi & Iervese 2003), it reflects broader meanings, forms of discrimination and power structures operating at a societal level. The analysis of the experience of bullying by girls, both in the role of those who act out the violence and those who suffer it, must be framed in a theoretical framework that explicitly thematises the gender dimension (De Vita & Burgio 2023), considering the mechanisms that reproduce violence within relations of female subordination and the construction of different hierarchical forms of femininity that reflect stereotypes and social stratifications (class, ethnicity).

Starting from these considerations, the contribution focuses on representations of female bullying and forms of prevarication observed in school context, by female secondary school students. The data were collected as part of a multi-year (2020-2023) action-research project carried out in the Marche region, coordinated by the University of Urbino. The project made use of a variety of methods and approaches including participatory research and the use of creative methods (drawing and social theatre). In this context, the results of the questionnaires, focus groups and drawing analysis will be presented. Starting from a perspective that considers children and young people as competent social actors (James, Jenks and Prout, 2002), the quantitative and qualitative surveys were constructed with the aim of bringing out the definitions and representations of bullying experienced and observed by the students.

The quantitative data show that bullying incidents affect both boys and girls equally. Furthermore, no greater experiences of victimisation emerge for girls than for their male peers. On the other hand, the greater involvement of girls in episodes of verbal abuse and exclusion from the peer group is confirmed. The analysis of the drawings returned a representation of bullying that, in quantitative terms, confirms the prevalence of male involvement, especially in the role of bully, but at the same time highlights a complex phenomenology of female bullying, which sees girls as agents of verbal and physical violence, aimed at both female and male victims. The reflections that emerged in the focus groups underline a perceived difference in the dynamics and motivations of male and female bullying. While the former is inscribed in typical male forms of sociability, female bullying is traced back to the competition around the definition of specific representations of femininity.

Results support the need to consider more carefully the specificity and complexity of the forms of prevarication involving girls both in theoretical reflection and in interventions to prevent and combat bullying.

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Lights and Shadows of Adolescence Between Social Stigma and the Need for Recognition: A Phenomenology of Female Bullying

Maria Gabriella Landuzzi (University of Verona, Italy) · Paola Dusi (University of Verona, Italy)

female bullying, social stigma, recognition theory

Bullying arises and develops within social relationships among peers (Novara &Regoliosi, 2007). Nevertheless, itbecomesobject of research in a systematic mode only in early1970s(Olweus, 1978). We know from the literature that it is a complex, multifaceted, and evolving social phenomenon (De Vita & Burgio, 2023), characterized by a power asymmetry, a specific intentionality, and a prolonged reiteration over time (Olweus, 1994). Two main roles are "staged": the victim and the bully, enacted in front of a third party, the audience composed of peers.Their interactions create a complex relational dynamic that particularly affects the pre/adolescent period, during which the need for approval and friendship from peers emerges forcefully. Their role intersects the realms of love and social esteem, as addressed by the Recognition Theory (Honneth, 2002a; 2002b). The gaze of love-friendship (first form of recognition) and solidarity/social esteem from peers (second form of recognition) in this intense phase of human life supports the exploration of one's own identity (Dusi, 2017). Characteristic of this life phase are the definition of one's position in the social hierarchy and the management of one's own reputation (Emler & Reicher, 2000).The mutual recognition among group members is crucial in determining belonging, and one of the fundamental objectives of the bully/ies is the victim's marginalization (Olweus, 1994a). The target of bullying – in the majority of cases –are«those who differ from their peers» (Sharp & Smith, 1995, p. 145).In the context of complex relational dynamics among peers, any deviation from the "norm" constitutes a potential risk factor, which increases as the perceived degree of "diversity" grows (De Vita & Burgio, 2023), leading to possible stigma and rendering adolescents potentially vulnerable (Attawell, 2012) to aggression and abuse from their peers.Hence, in the present work, lights (complicity, support, friendship) and shadows (manipulation, competition, destructiveness) of relationships among girls are interpreted through the constructs of social stigma (Goffman, 1963) and recognition, including its negative forms (Honneth, 2002b; Ricoeur, 2005).

Methodology

The comparative analysis of focus group data using Constant Comparison Analysis (Glaser & Strauss, 1967; Glaser, 1978; 1992; Strauss, 1987) allowed for conceptual reflection on the content of discussions (Duchesne &Haegel, 2004), attempting to explore how, in the phenomenon of female bullying, social stigma rooted in diversity intersects with the need/desire for recognition. In this delicate phase of transition, the possibility of appreciating the emerging "new self" and recognizing oneself within it largely depends on the gaze of peers.

In the case of girls, a central role is played by the body (Zimmer-Gembeck& Webb, 2017; De Vita &Vittori, 2022), and during adolescence, the onset of the erotic body (Pietropolli Charmet, 2013) imposes a new physicality that exposes the teenager to the gaze of peers (Dusi, 2024b) in a moment of maximum vulnerability. It is a time when one grapples with the need to be accepted and recomposed into a renewed self-image, capable of encompassing what one is and what one is becoming (Dusi, 2024).

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Anticipation Of Age In The Phenomenon Of Female Bullying

Samantha Peroni (Università Cattolica del Sacro Cuore Milano, Italy)

adults, empowerment, bullying, female, early age

This paper examines the issue related to the early age of those involved in female bullying. According to recent research, bullying also affects elementary school girls (SooHoo, 2009).

The early age at which girls are involved in the mechanism of female bullying is related to their greater exposure to a social reality that pushes them to conform to the standards of "adulthood."

As a result, if female bullying is linked to the enactment of specific gender scripts involving the reiteration of toxic intra-gender behaviors, girls as early as elementary school introject stereotypes about the feminine that lead them to act out violence toward those who do not fit a performative standard (Ringrose, Renold, 2010).

Analysis of the focus groups conducted during the national research revealed some commonalities among girls who had experienced bullying. The most important of which concerned the absence in the girls' lives of reference adults who should, instead, act as scaffolding.

Despite the absence of reference adults, the protagonists of the focus groups reported that they were able to leverage self-empowerment processes, promoting positively transformative processes. This was probably due to good resilience skills that influenced coping strategies for dealing with situations of adversity

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

Girl-to-Girl Bullying in Irish Schools: a call to intra-action & response-ability

Vanessa Rutherford (University College Cork, Ireland)

girl-to-girl, bullying, schools, ireland

Girl-to-Girl bullying drama is high stakes and 'unsolved' in an Irish school context. This paper interrogates concepts of intra-action and response-ability, to consider the human materialities at play in girl-to-girl bullying. The paper will draw on examples from qualitative research with teens in Ireland, exploring the shaping of posthuman gender and 'school bullying' together with human agentic, matter such as place/space, objects and time, as co- constitutive processes. It will explore the key discursive-material agential intra-actions through which 'girl' materialize in school-space-being-matterings and re-matterings with a specific focus on skincare, skirts, sexting and swots. The paper will conclude with recommendations on how a focus on new materialism offers the potential to transform the focus and response to gender bullying in our schools. How does response-ability challenge bullying or actions that lack com-passion, feeling, caring?

H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls

A Gender Perspective on Bullying: Findings from a National Survey

Irene Dora Maria Scierri (University of Florence, Italy) · Federico Batini (University of Perugia, Italy)

bullying, female bullying, gender perspective, secondary school, bully survey

Bullying, traditionally defined as unwanted aggressive behaviour repeated over time and characterised by a real or perceived power imbalance between perpetrators and victims (Olweus, 1996), represents a global problem and a fundamental violation of human rights (Greene, 2006). UNESCO (2019) estimates that one in three students is a victim of bullying. The incidence of this phenomenon underscores the importance of continuing to study modes of expression and strategies for counteraction. While male bullying has been extensively researched, female bullying has received less attention, perhaps because it is less visible and, in some aspects, more complex than male bullying, involving articulated, cross-sectional, and multi-dimensional interactions (De Vita, 2021; De Vita & Burgio, 2023). Emphasizing the need to avoid rigid dichotomies, research suggests that bullying is predominantly an intra-gender phenomenon and that female and male bullying may manifest differently. In order to better understand the gender dynamics underlying bullying and to deepen the understanding of female bullying, a national project involving multidisciplinary research units from six Italian universities was carried out. The research had three main goals: to achieve a deeper understanding of female bullying; to investigate the incidence of female bullying compared to male bullying in terms of frequency and intensity in Italy; to develop counteraction and prevention devices in the involved schools and to launch an awareness campaign. To achieve these goals, a mixed-method research design was adopted. The purpose of this contribution is to present the results of the quantitative study regarding the assessment of the extent and characteristics of bullying in the national territory and the exploration of possible gender differences in the interpretation of the phenomenon. The target population consisted of students attending the first two classes of upper secondary school in the cities of Arezzo, Foggia, Palermo, Perugia, and Verona, chosen as sample cities. To achieve the objectives of the quantitative part of the research, the “Bullying Survey” questionnaire (Swearer, 2001) was used. The survey involved 2,481 respondents (Batini et al., 2023). The results show an incidence of the phenomenon of 8.4% (6.1% for boys and 9.6% for girls), if only frequent acts of bullying are considered, and 45.3% (44.6% for boys and 45.7% for girls) if occasional acts are also included. These findings confirm what has been reported in the literature, namely that bullying: 1) mainly takes place in the classroom and online; 2) materializes within the peer group (girls/boys of the same school year); 3) is predominantly an intra-gender phenomenon; 4) is most commonly manifested in relational spaces and verbally. Furthermore, gender-specific data analysis revealed multiple gender differences, including forms of bullying with a more prevalent verbal-relational mode in girls and “pranking” as a typical mode only among boys. The study provides an important contribution to bullying research, confirming the relevance of the phenomenon and highlighting the unique perspective of girls. In conclusion, the adoption of a gender perspective in the study of bullying has proven useful for a better understanding of the phenomenon, especially in terms of implementing effective prevention and counteraction interventions.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Is it a Matter of Skills? The Gender Gap in STEM Study Choices in High School. Differences by Parental Background.

Dalit Contini (University of Torino, Italy) · Maria Laura Di Tommaso (University of Torino, Italy) · Anna Maccagnan (University of Torino, Italy) · Silvia Mendolia (University of Torino, Italy)

gender gap, parental education, high school choices, school tracking, horizontal differentiation

In this paper we ask whether the gender gap in skills – favouring boys in maths and girls in language – helps to explain the large gender gap in STEM choices in high school. The existing literature shows that skills influence educational choices, but do not help to explain the gender gap. This issue has so far been addressed in the context of the field of study at university or electives at the end of high school when students' educational choices are projected onto future employment careers and may include preferences for specific occupations and considerations of work-family balance. However, the transition between lower and upper secondary school may be driven by different motivations, and skills and performance at school may be more decisive.

This paper aims to fill this gap by focusing on the gendered choice of upper secondary school in Italy, where children are tracked into school types with very different learning goals at the age of 14. In such school systems, the choice of upper secondary school is crucial for children who end up not going on to university and can help to understand horizontal gender segregation in the labour market at lower levels of the social ladder. The Italian case is particularly suitable for study because it is a free choice system, with no binding teacher recommendations or ability restrictions: preferences are thus freely expressed without institutional constraints on the decision-making process.

We analyse the role of school performance in mathematics and Italian (teacher grades and standardised test scores), position in class ranking and comparative advantage in a subject. We find that ability matters for educational choices, but for children with low-educated parents it hardly explains the gender gap. Instead, ability mediates part of the gender gap for children from more advantaged backgrounds. Possible explanations for this difference relate to highly educated families holding more gender-egalitarian views, or to institutional features of the education system, due to the different content of STEM studies in academic and non-academic upper secondary school types.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Exploring Gender Disparities in STEM University Credits Distribution

Riccardo De Santis (University of Siena, Italy) · Antonella D'Agostino (University of Siena, Italy) · Francesco Schirripa Spagnolo (University of Pisa, Italy) · Nicola Salvati (University of Pisa, Italy)

higher education, stem, gender disparities, students' performance, quantile regression

Predicting student performance is a key step in order to improve the efficiency of university systems. Students' academic performance during their freshman year shapes their development throughout university career and their choice of future career (Bottia et al., 2016; Priulla et al. 2023a). In Italy, as well as in other context, the repercussions of delays or failures are undeniably significant, impacting not only students but also imposing costs on administrative functions. Furthermore, significant gendered performance differences are signals of systemic inequity in higher education (Matz et al., 2017; Priulla and Attanasio, 2023b). Although the link between gender and student performance is firmly established, there is a lack of comprehensive knowledge regarding its differential effects. Specifically, there is limited information on whether this relationship varies among students with differing levels of academic achievement (Priulla and Attanasio, 2021)

Using a unique dataset that includes the cohort of 2018/2019 high school graduates from Italy who enrolled in the Italian university system in the academic year 2019/2020, this study investigates the relationship between gender and university performance of students enrolled at a 3-year STEM (Science, Technology, Engineering and Mathematics) degree by studying how gender affects the performance of freshmen along the overall conditional distribution of credit earned in the first academic year. In addition, women and men are spread unevenly by STEM fields (e.g., horizontally). Certain STEM courses exhibit a notable male predominance, exemplified by fields such as Engineering and Informatics, while others lean towards a female majority, as seen in Natural Sciences. Additionally, some disciplines, display relatively balanced gender representation. Our study aims to illustrate the situated nature of gender disparities in credit earned along their overall conditional distribution and the importance of comparing men and women within single or at least similar scientific fields. Finally, the statistical modelling of earned credits encounters challenges posed by the discrete and often irregular nature of the observed distribution. Moreover, the hierarchical structure of our data demands an estimation strategy that extends beyond the simplicity of quantile regression (Schirripa Spagnolo et al., 2021; Carcaiso and Grilli, 2023; Grilli et al., 2016).

We acquire data from two administrative databases made available through an agreement with the Italian Ministry of University and Research (MIUR). Specifically, we integrate the ANS-U database, which contains micro-level longitudinal data sourced from the National Archive of University Students (Anagrafe Nazionale Studenti – ANS), and the INVALSI database, which includes micro-data obtained from the National Evaluation Institute for the School System (INVALSI).

The data used in this study have been processed in accordance with the RESEARCH PROTOCOL FOR THE STUDY "From high school to the jb placement: analysis of university careers and university mobility from Southern to Northern Italy" among the Ministry of University and Research, the Ministry of Education and Merit, the University of Palermo as the lead institution, and the INVALSI Institute. The reference researcher is Gianni Betti.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

From Bachelor to Master Degree: The Choices of STEM Graduates

Vincenzo Giuseppe Genova (University of Palermo, Italy) · Giovanni Boscaino (University of Palermo, Italy)

stem, women, bachelor degree, master degree, acm

The gender gap in STEM disciplines in Italy is a persistent issue and, despite the growing interest in these subjects over the last decade, the underrepresentation of women continues to persist. The Global Gender Gap Report (2023) highlighted that Italy's overall position has moved from 63rd place in 2022 to 79th place out of 146 countries in 2023. It seems this is mainly due to the participation of women in politics. However, a slight improvement was recorded regarding economic participation and opportunities.

According to ISTAT (2018), only 20% of graduates in STEM in Italy are women. This is significantly lower than the European average (around 40%, Eurostat, 2017). Several studies have sought to investigate the causes of this gap. Some have highlighted the importance of socio-cultural factors, such as gender stereotypes and social expectations (Nosek et al., 2009). Others have emphasised the importance of education and school orientation (OECD, 2015). However, most of these studies are based on aggregate data at the national or regional level, which can mask important differences at the local level (Blickenstaff, 2005). Moreover, few studies have examined the gender gap in STEM in Italy using advanced statistical methods (ISTAT, 2018).

In our study we refer to the data processed in accordance with the Research Protocol for the Study "From high school to the job placement: analysis of university careers and University mobility from Southern to Northern Italy" among the Ministry of University and Research, the Ministry of Education and Merit, the University of Palermo as the lead institution, and the INVALSI Institute. The reference researcher is Massimo Attanasio. Data concerns the whole individual information about any student enrolled at a public university in Italy, since 2008. In addition, just only for the students enrolled at the University of Palermo, data are linked to the results of the AlmaLaurea annual survey on graduates' university experience and job placement.

Thanks to this huge database, we focused on the choices of bachelor's degree graduates regarding continuing their studies or going to work. Particular attention has been paid to STEM first and second-degree programs and gender differences. The use of multivariate techniques allowed us to discern the student characteristics most associated with the pathway choices made.

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H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Bridging Gender Gaps in STEM Employment: Insights from La Sapienza University Graduates

Giulio Lucentini (Sapienza Università di Roma, Italy; Università degli Studi di Macerata) · Valeria Bruno (Sapienza Università di Roma, Italy) · Astrid Favella (Sapienza Università di Roma, Italy)

gender disparities, stem graduates, transition to work, employment outcomes

This research project aims to provide a comprehensive understanding of the transition to employment for STEM graduates at University La Sapienza, with a particular focus on the gender differences in the labor market. Stemming from a decade-long research initiative, the project leverages an integrated approach that combines statistical analyses and bottom-up microdata analyses to gain insights into the complex dynamics characterizing the career transitions of STEM graduates(Alleva et al. 2015) . The research methodology involves the utilization of SPSS for constructing databases on graduates and employment contracts, as well as the development of derived variables from microdata to facilitate in-depth analyses.

Building on the existing model of investigation, the research extends its scope to examine the efficacy of post-graduate internships and to reconstruct individual narratives through administrative data. By delving into the mandatory communications, the incidence and role of post-graduate internships across different fields of study and their impact on the transition to employment will be explored(Lucisano et al, 2021, 2022). Furthermore, the project aims to shed light on the contradictions within the labor market that often fail to adequately value the experiences gained during university studies, particularly with respect to gender disparities.

The research also encompasses a sector-specific study on the employment transitions and the quality of the job market demand for STEM graduates. Given the central role of STEM disciplines in driving innovation and socioeconomic progress, the study seeks to provide insights that can inform educational policies and active labor market measures. It also aims to delineate strategies to enhance the employability of STEM graduates and facilitate a smooth transition into the workforce.

Moreover, the project will delve into the complex issue of the impact of employment during university studies, exploring how simultaneous work and study may influence academic experiences and subsequent career paths. Additionally, it will analyze the effectiveness of post-graduate internships and their influence on career trajectories. The research will also examine whether the STEM classification contains significant differences in outcomes within its various study paths and whether it represents a significant difference compared to other fields of study.

In conclusion, this research project seeks to provide a nuanced understanding of the career transitions of STEM graduates, with a specific emphasis on gender differences in the labor market. By integrating quantitative and qualitative methods and utilizing updated data, the study aims to outline a comprehensive picture of the challenges and opportunities that graduates encounter in their journey towards professional careers. The findings are intended to inform educational policies and support measures aimed at improving the employability of STEM graduates, particularly with regard to gender-specific considerations (Stanzione et al. 2020).

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Persistent and Gender-Unequal Impacts of the COVID-19 Pandemic on Student Outcomes in Italy

Leonard Moulin (Ined, France) · Mara Soncin (Politecnico di Milano)

covid-19, learning loss, school closure, gender

The learning loss caused by the COVID-19 pandemic on students' outcomes is likely to have lasting effects on which evidence is lacking. Using a differencein- differences design through a triple difference estimator, we identify the evolution of the COVID-19 pandemic's impact on Italian students' test scores in the two years following the COVID-19 outbreak. Our findings indicate a persistently negative effect on mathematics and reading scores for grade 5 and grade 8 students in 2021–22, two years after the pandemic began, despite a statistically significant recovery compared to the previous school year. Our analysis highlights the pandemic's disproportionate impact on girls, leading to a decrease in their academic performance and an intensification of gender-based inequalities (with the exception of grade 8 reading). Our results also show that the pandemic had a greater adverse impact on the academic achievement of students who experienced more prolonged classroom closures.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Gender Gaps In Scientific Careers: Evidence From Europe

Adél Pásztor (Corvinus University of Budapest, Hungary)

gender gap, stem, researchers, science, career

Scholars consistently emphasize the existence of gender inequalities in scientific careers, referring to a gradual decrease in the number of women as they ascend the academic or professional hierarchy. The term 'leaky pipeline' is commonly used to characterize gender disparities in scientific careers, especially in fields like science, technology, engineering, and mathematics (STEM), where women face greater challenges in being selected, promoted, and retained, leading to underrepresentation at senior levels such as the professoriate. This metaphor has encapsulated the journey from a bachelor's degree to a Ph.D. in STEM fields in the U.S. since the 1970s (see e.g. Amon 2017, Kulis, Sicotte, and Collins 2002; Severiens and Ten Dam 2012, Swafford and Anderson 2020). While various explanations have been proposed to clarify the relatively low proportion of women in STEM over the years, some US researchers lately argue that gender gaps have, in fact, closed (e.g., Miller and Wai 2015).

To explore the gendered nature of scientific careers across Europe, this paper relies on unique survey data collected among (N=5,479) recipients of Europe's most competitive and prestigious fellowships. Representing STEM researchers from over 30 nations, the sample provides a fresh perspective on individual educational trajectories and experiences of career progression across the life course. The study employs a mixed-method design, where the analysis of survey data is complemented by thematic analysis of written text provided by respondents in response to open questions about experiences of discrimination at work.

The 'quantitative part' of the paper offers a detailed exploration of STEM scientists' motivations for pursuing a PhD, their satisfaction with studies, and subsequent career progression. This section confirms the existence of gendered gaps in salary expectations, job search methods, and perceived chances of promotion, with women expressing less optimism and confidence about career progression. The statistical evidence is further corroborated by a thematic analysis of respondents' answers to open-ended questions. In total, 380 women reported some form of gender discrimination at work, which I categorized as 'ability questioning,' 'mansplaining,' 'intimidation,' 'withdrawal of support,' 'exclusion,' and 'humiliation.' According to the data, an interesting pattern has emerged, with women tending to downplay the sexist behavior of their colleagues, using terms such as 'casual,' 'everyday,' 'low grade,' 'minor,' etc., while men expressed discontent over practices of positive discrimination.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Investigating The Association Between High School Outcomes And University Enrolment Choices: a Machine Learning Approach

Andrea Priulla (Università degli Studi di Palermo, Italy) · Alessandro Albano (Università degli Studi di Palermo, Italy) · Nicoletta D'Angelo (Università degli Studi di Palermo, Italy) · Massimo Attanasio (Università degli Studi di Palermo, Italy)

educational data, gender gap, high school performance, university enrolment, gradient boosting

This work examines how proficiency in mathematics and Italian language tests in high school is associated with university enrollment decisions in Italy. Specifically, it focuses on two key academic outcomes: the choice to enrol at university and the choice to enroll in STEM (Science, Technology, Engineering, and Mathematics) or non-STEM programs. Additionally, the aim is to uncover any gender differences in enrollment choices among students who excel in both mathematics and Italian language tests (Contini et al., 2023). We distinguish between students attending two types of Italian high school curricula: humanistic and scientific lyceums. Within the scientific lyceums, there are two distinct tracks: traditional scientific and applied sciences. The latter involves more hours devoted to mathematics-related subjects and does not include any hours devoted to the Latin language (Priulla et al. 2023).

Data are sourced from two administrative Italian databases: Anagrafe Nazionale Studenti and INVALSI. These longitudinal micro-data provide crucial detail on the school-to-university transition of the entire population of high school students in Italy (MOBYSU, 2016).

The research methodology employs gradient boosting, known for its robustness in capturing complex and non-linear relationships within data (Friedman et al., 2000; Friedman, 2001, 2002). In the modelling procedure, we control for variables related to students' sociodemographic characteristics and previous educational attainment.

The study reveals gender differences in enrolment patterns, with male students excelling in both subjects showing a greater inclination toward STEM programs compared to their female counterparts with similar performance. Moreover, the insights into high school backgrounds shed light on the importance of tailoring educational pathways to individual strengths and interests. The findings underscore the intricate interplay between academic proficiency, gender, and high school background in shaping university choices, emphasizing the importance of an intersectional approach in understanding educational data (Tefera et al., 2018; Priulla et al., 2023).

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H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Gendered Pathways: How do STEM Majors Fare in the Labor Market?

Jan Saarela (Abo Akademi University, Finland) · Rosa Weber (Institut National d'Etudes Demographiques, France) · Camilla Härtull (Abo Akademi University, Finland)

gender, stem, labour market, family, sequence analysis

There is a burgeoning literature on women in STEM fields and their educational pathways (Cimpian, Kim & McDermott, 2020; Delaney & Devereux, 2019; Griffith, 2010: Koch et al., 2022). While a growing number of studies addresses the later labour market outcomes of women who completed STEM degrees (Sassler & Meyerhofer 2023; Sassler, Michelmore, Smith, 2017; Schwerter & Ilg 2023; White & Smith, 2022), we continue to know less about how these are shaped by family trajectories and how they relate to women's earnings. In this study, we use rich Finnish register data to assess the labour market and family trajectories of women with STEM majors in tertiary education. We follow individuals born in 1974-1979 from age 30-40 and use multi-channel sequence analysis to identify the common labour market and family pathways of women and men. In a second step, we are interested in differences in the returns to these common pathways, in terms of earnings measured at age 40. In line with the prior literature we find that men are strongly overrepresented in engineering and computer science in Finland (Cimpian, Kim & McDermott, 2020; Sassler, Michelmore, Smith, 2017). In contrast, men and women are similarly distributed across natural science fields. We therefore run analyses separately for engineering and computer science and natural science. Multi-channel sequence analysis leads us to identify six clusters for women and men. The largest cluster for women indicates that one in three women who completed an engineering and computer science degree in tertiary education work in engineering and computer science occupations and have children (34%). The other clusters comprising a high share of women working in engineering and computer science occupations instead indicate distinct family trajectories, with women remaining single or in childless couples throughout their 30s. Among men, the largest cluster comprises individuals who work in engineering and computer science occupations and have children (42%). The other clusters comprising a high share of men working in engineering and computer science indicate a later transition into parenthood as well as remaining in childless couples and single. Late transitions into parenthood are considerably more common among men than women. Analyses on earnings at age 40 indicate that women earn less than men across clusters. Women who work in engineering and computer science tend to earn more than their counterparts in other occupations. In contrast, men who work in engineering and computer science and other occupations have similar earnings. Among both men and women, we observe considerable differences in earnings across family constellations as well as differences in the family trajectories followed by men and women. Single men and women earn less than their counterparts with children, while only childless men earn less.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

A Coding Workshop Against Gender Bias

Emanuela Scicchitano (Istituto comprensivo Laives, Italy) · Anna Del Vecchio (Istituto comprensivo Laives, Italy)

coding, workshop, gender bias, teambuiding

In the STEM disciplines, as in many other areas of society, a strong gender inequality persists. It cannot leave us indifferent and should prompt us to ask: what are the causes? What are the effects? What are the solutions to promote a more equitable and inclusive environment?

Notwithstanding significant progress in recent decades, we cannot consider them sufficient to ensure full gender equality in terms of representation, access, and opportunities in scientific studies. In this context, the cultural survival of gender bias plays a crucial role, leading girls to believe they are not “suited” to study scientific subjects. To defeat this inequality, which could result in future wage disparities, it is essential to eradicate stereotypes from the early years of education. This is the goal that the comprehensive institute of Laives has set with its educational activities, including a Coding workshop.

This workshop was organized in vertical continuity between primary and secondary education, using the “job shadowing” model. A secondary school teacher, an expert in educational robotics, worked alongside a primary school teacher and a group of students from a 5th grade class, in order to prepare the pupils for educational robotics competitions scheduled by Lego League in May.

The teachers provided all students with the same opportunities and methodological strategies, encouraging them to work together to build an effective team and bring out their natural leadership and problem-solving skills.

Initially, a sense of inadequacy emerged among the girls and the teachers worked to uncover the underlying causes. Through thematic work, the students understood that this feeling did not stem from a correct self-assessment of their abilities but from prejudices internalized in their family environments. After having overcome this bias, the students learned to step up and compete for a spot on the team, working hardly with their classmates to create a stimulating and effective environment, that led them to achieve their goal.

During the workshop, the boys expressed greater skills in building competition robots, while the girls focused on writing the programming code, collaborating to find an effective solution. Through mentoring from female teachers experienced in STEAM subjects, they found motivation and proposed meaningful solutions. At the end of the process, working on overcoming gender stereotypes had positive effects on the entire group involved in the project.

This result prompted reflection on how to positively impact women’s involvement in STEM to enhance the learning and motivation of class groups, addressing the increasingly complex challenges of contemporary society.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Ensuring gender equity in promoting Computational Thinking in Primary School. A systematic review.

Francesco Claudio Ugolini (Università degli Studi Guglielmo Marconi, Italy) · Panagiotis Kakavas (43th Primary School of Patras)

computational thinking, pedagogical strategies, primary school, gender equity

This paper is part of a larger review about the effective pedagogical strategies aiming at developing Computational Thinking (CT) in primary school (K-5). Within this research, we focus here on those studies who specifically focus, directly or indirectly, on gender equity. It is well-known that gender is an important factor in programming education (Noh & Lee, 2019), as boys are traditionally more familiar with computers and have therefore a better attitude towards them. Girls are thus a category of students considered to be underrepresented, and policies aiming at developing CT in primary school promote gender equity (National Academy of Sciences et al., 2007), implying this topic to be addressed by research.

In our review, we selected journal articles and proceedings papers, in 10 well-known databases, from 2006 to 2022, with the following inclusion criteria: explicit reference to CT in title and/or abstract and/or keywords; english language; the typical form of a scientific full paper; focus on CT in K-5 school; a sound methodology, with at least a pre- and post- assessment and at least one assessment tool of CT, valid and reliable to some extent, which considers CT as a thought process (i.e. not only as an acquisition of Computer Science knowledge). 31 studies met those criteria. Among them, 12 papers dealt with gender equity to some extent: 7 of them mentionned “gender”, “girls”, “equity” either in the title or in the keywords, the other adopted the gender difference among the criteria of analysis.

As a general result, all the papers, although proposing different pedagogical approaches, don’t detect a significant difference of CT development between girls and boys. Nonetheless, we can find some interesting information about this topic: for instance, Wei et al. (2021), show significant differences when pairing boys and girls in pair-programming activities; Angeli & Valanides (2020) show that boys and girls in Kindergarten prefer a different scaffolding technique in Educational Robotics activities; Del Olmo-Munoz et al. (2020), found that unplugged activities benefit girls in terms of motivation. These results can give further directions to research and educational practices on how to properly structure educational activities aiming to develop CT in primay school able to promote gender equity.

H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions

Does The Gender Pay Gap Really Exist? A Case-Study Of University of Palermo Graduates

Martina Vittorietti (Delft University of Technology) · Ornella Giambalvo (University of Palermo) · Giovanni Boscaino (University of Palermo)

gender pay gap, stem, mediation analysis

"Reducing the wage disparity between women and men, at all levels of employment, down to a 1% difference" is one of the main goals of Italy's Strategic Sustainability Plan for 2024-2026.

The wage disparity, also known as gender pay gap (GPG) encompasses more than just pay discrimination, reflecting broader issues like sectoral segregation, the unequal distribution of paid and unpaid work, the glass ceiling effect, and direct pay discrimination [1].

The GPG in the EU stands at 10.7% in 2022, with 69.3 % of women across the EU being employed compared to 80% of men [3].

The gender overall earnings gap, which considers hourly earnings, hours worked, and employment rates, is a more comprehensive measure of the pay gap and it was a staggering 36.7% in 2018 [4].

In Italy, the GPG is just around 5%, below both the OECD and European average [5].

However, a more in-depth analysis by the Observatory on Private Sector Employees of the INPS (Italian National Institute of Social Security) showed a stark annual disparity of almost €8,000 between genders in the private sector in 2022 [6].

Graduates' wages further confirm gender disparity, with men earning about 12.9% more than women five years post-graduation [3]. A significant factor contributing to the GPG is the underrepresentation of women in STEM fields, which are among the most lucrative [2]. This underrepresentation is linked to various factors, including gender differences in math and spatial abilities, women's undervaluation of their skills, and differences in career preferences [8].

In this paper, we want to single out the effect of gender on the wage considering the influence of the unbalance gender composition in the most remunerative STEM fields.

Our hypothesis is that participation in STEM fields can act as a mediator in the relationship between gender and wages. The rationale for considering STEM as a mediating variable is that men might earn more, on average, than women because they are more likely to work in STEM fields, which tend to pay higher wages. Thus, the GPG is not solely a direct effect of discrimination or other gender-based factors but is also mediated by the choice of or access to high-paying STEM careers.

To explore this, we use AlmaLaurea data on University of Palermo graduates as a case-study.

The role of STEM as a hypothesized mediator that could be affected by the "treatment", the gender, and could subsequently affect the outcome, the salary, will be assessed decomposing the total effect of the treatment into two components: an ''indirect effect'' that channels the gender effect through the STEM mediator and a ''direct effect'' that works directly.

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H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Loveact Educational Guides: Positive And Intersectional Sexuality Education For Gender-Based Violence prevention in european schools

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comprehensive sexuality education, gender-based violence, european schools, young people, educators

Gender-based violence (GBV) affects young people as much as adults. Although very limited, the existing data from researches at EU and global level show that a significant percentage of adolescents, irrespective of gender, have experienced some form of GBV, including in the school environment (Tanton et al, 2023). Additionally, often GBV intersects other inequalities and oppressions, hence causing more severe and long-term trauma (UN Women, 2022).

While in the past decade several steps have been taken in promoting policies and research aimed at preventing and responding to GBV, there is still resistance in the recognition of the role that Comprehensive Sexuality Education (CSE), in schools and other educational contexts, can play in this regard. There is evidence that educating young people through a high-quality, age-appropriate and evidence-based CSE is a concrete and long-term solution to GBV, as it allows them to learn to prevent it, recognise it, respond to it, and not perpetrate it (UNESCO, 2018).

This study is meant to present two educational tools, developed within the EU-funded project LoveAct in order to provide educational communities with capacity and tools on CSE that are high-quality, evidence-based and intersectional, aimed at preventing GBV through a whole school approach. The tools include: (1) a Digital Guide, a CSE open-access, multimedia, user-friendly guide intended both as a tool for young people's self-training, for them to be able to find guidance and information in a easy and accessible way, but also a tool for educators to use in the classroom to deliver the content of each topic; (2) an Educators' Guide, set of practical resource for educators including self-assessment, tips and non-formal education activities, complementary to the Digital Guide, to implement CSE in a classroom or other educational settings involving 12-18 year old young people.

The LoveAct Digital and Educators Guide are organized into 6 thematic modules, reflecting the current international standards on CSE (UNESCO, 2018):

- Navigating Relationships – It explores relationships dynamics and defines healthy relationships. It helps navigating sexual and romantic relationships, and explores the diversity of family relationships.
- Understanding Gender – It explores the diversity of gender identities and expressions, sexual orientations and other characteristics related to sex and gender.
- Preventing Gender-Based Violence – It delves into the root causes and consequences of GBV, speaking about consent and online violence.
- Comprehending Sexual Health – It discloses sexual health, defining puberty and anatomy, contraceptive methods, Sexually Transmitted Infections (STIs), menstruation and many other topics related to health.
- Culture & Sexuality – It explores how cultural aspects influence our relationship with sexuality, addressing intersectional discriminations, cultural normativity, body image and religious influences.
- Disability & Sexuality – It takes into account how disabled people navigate sexual relationships, addressing the structural and social barriers in our society.

Both guides were built through a co-creative process involving a European partnership of non-profit organisations and universities, as well as consultations with young people from Youth Advisory Boards. They will be tested in secondary schools of 7 European countries during the spring 2024, then evaluated and refined.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Transformative Activism: Combating Racist and Sexist Stereotypes in Multicultural Contexts

Tiziana Chiappelli (University of Florence, Italy) · Erika Bernacchi (University of Florence, Italy)

second generation migrant, social and cultural activism/engagement, multicultural contexts, intersectionality, gender and post colonial studies

The text addresses the condition of the new generations with migratory backgrounds in Italy, examining the various forms of feminist and anti-racist activism promoted by them. The analysis adopts the perspective of postcolonial studies, particularly postcolonial feminism, and the intersectional approach, both of which highlight the complex intertwining of sexism and racism. The commitment of the new generations – visible not only in the classic modes of associationism, but also through a plurality of cultural products, social media, podcasts – goes beyond the discussion of their own living conditions and the rights often denied to them. Their activism indeed proposes a broader critical reflection on the assumptions of Italian society starting from concepts related to identity, culture, and politics, such as the definition of citizenship and "Italianness".

In 2004, Maurizio Ambrosini and Stefano Molina, in the book "Second Generations: An Introduction to the Future of Immigration in Italy," titled the first chapter "The future among us. The second generations arising from immigration in Italian society in the coming years." Nearly twenty years later, one might attempt an assessment of how much the "crucial issue" and the "challenge to social cohesion" represented by the presence of these boys and girls have actually been that "factor of transformation" of the receiving society as envisaged by the two authors. Often these young people, due to the conditions of greater vulnerability associated with migratory paths, have been described as subjects at risk and victims of structural disadvantage (Fiorucci, Pinto Minerva, Portera, 2017). At the same time, precisely because they have had to face more complex life situations, these same young people have an extra set of skills, resilience, and determination which, as Laura Zanfrini argues in the article "Citizens of a Global World. Why Second Generations Have an Extra Gear," endows them with "an extra gear":

"[...] it could be argued that second-generation immigrants experience, in an anticipatory and intense form, the transformations induced by globalization, exposure to internationalized contexts (what HR departments call international exposure), affiliation with transnational networks, the ability to communicate in different languages and draw from different linguistic and cultural sources, the opportunity to integrate and negotiate elements borrowed from different sociocultural contexts, familiarity with cosmopolitan living and working environments, the ability to use resources and discursive elements borrowed from multiple settings, familiarity with communication technologies, a propensity for mobility, the need to manage situations of risk and uncertainty, and the attitude of self-reflexivity typical of those who live "divided between two worlds," to borrow R. Park's famous expression (1928)." (Zanfrini, 2018, p. 86)

The questions raised by second generation activists, in particular girls (Pozzebon, 2020), are a critical stimulus for the entire society and urge us to confront the profound transformations that international migration processes have triggered and the challenges that multiculturalism poses to each of us and to the country's system (Lorenzini, Cardellini, 2018).

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Scouts and Guides' Experience of Coeducation to Prevent Violence and Build Positive Gender Relations

Paola Dal Toso (Università degli Studi di Verona, Italy)

coeducation, scouts, guides

The aim of this paper is to address the issue of coeducation in the scouting experience, proposed by Agesci (Italian Catholic Association of Scouts and Guides). Agesci was born in 1974, from the merging of the Italian Catholic Scouts Association (Asci) and the Italian Guides Association (Agi).

Coeducation is not a simple coexistence of the two sexes under the banner of promiscuity, nor it is simply co-presence. In Agesci, the intuition behind the choice of coeducation stems from the conviction that it is possible for boys and girls to grow up together, living together an educational plan beyond any pre-established roles. The aim is to help boys and girls mature in their relationship with themselves and others through the Scout method.

The first prerequisite is to create the conditions in which each person can find the space and the means to express his or her personal characteristics, making him or her what he or she is in his or her specific originality. At the level of education, this means that the person, man or woman, is effectively guaranteed full personal achievement by respecting and valuing his or her specific characteristics, potentialities, idiosyncrasies and differences.

In the experience of being in a group, each person learns to welcome the other, and it is precisely this relationship with those who are different that can contribute to the discovery of one's own identity as a woman or man and to the recognition of the invitation to full self-realisation. At the educational level, this means becoming autonomous and responsible persons, that is people who are aware of their own sexual identity, capable of meeting others authentically, respecting them and developing the ability to build positive relationships.

Agesci aims to combat gender violence through this educational method, giving a chance to experience mutual recognition of the richness of diversity. In fact, the scout proposal contributes to the affective and social maturation of the person, educating him or her in the relationship and mutual respect between men and women, in the appreciation of each other, in the recognition of each other as bearers of specific humanity to be promoted. Such a perspective values the diversity of being male or female, of masculinity and femininity, and avoids the risk of flattening, standardizing or forcibly suppressing differences.

In addition, Agesci opted for diarchy, that is to say, it entrusts educational tasks and responsibilities in the supervision of the association at all levels to men and women together, with equal dignity and responsibility. For boys and girls, living in a relationship with responsible adults, who enjoy equal capacity and decision-making power and are equally committed to the realisation of a common project, is a tangible testimony to learn to which extent men and women can work together, correct each other, grow together and play an absolutely equal role. This aspect of the scouting experience also helps to prevent violence and build positive relationships between men and women.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Evaluation Of Homophobia Among First And Second Generation Migrants

Gaetano Di Napoli (University of Palermo, Italy) · Cinzia Novara (University of Palermo, Italy) · Maria Garro (University of Palermo, Italy)

attitudes, education, ethnicity, homonegativity, migrants

The construct of homophobia is often associated with sexual minorities, whose members are immersed in a hostile and judgmental environment, in which rights and personal identity are not recognized and above all sexual orientation (Meyer et al., 2021).

In particular, scientific production, despite multi-ethnic societies, appears incomplete in relation to studies on attitudes towards homosexuality among migrants living in a host country. In fact, studies have generally addressed migrants above all for the aspects linked to pre- and post-migratory trauma (Crepet et al., 2017; Steel et al., 2017), cultural shock (Oberg, 1960), and linguistic-didactic aspects, such as linguistic erosion in adults (Wong & Fillmore, 1991) or L2 learning difficulties (Cummins, 2000; Liddicoat & Taylor-Leech, 2014; Di Napoli et al., 2023).

This contribution was therefore created with the aim of analyzing the levels of homophobia in a group of 75 migrants; of these, 38 were first generation and 37 were second generation, generally aged between 18 and 55 years (M = 29.72, SD = 10.74).

To this end, a module was used to collect demographic and Italian-scale information: SIMO-G and SIMO-L (Lingiardi et al., 2005).

The results demonstrate significant effects linked to ethnic and religious belonging on attitudes towards homosexuality, especially in the first generation. A significant fact This can probably be attributed to a higher level of integration in the host country, as well as a more conscious religiosity, in the second generation compared to the first.

This is probably because the countries of origin for LG subjects (lesbians and gays), in general, provide for imprisonment or even death penalty (Alessi et al., 2017; Hopkinson, 2017; Zecena, 2019).

In this sense, it may not be appropriate to talk about homophobia but rather about homonegativity, that is, attitudes, beliefs, and judgments against homosexual people (Slootmaeckers & Lievens, 2014). Preferable terms to identify the target of prejudice (Lingiardi et al. 2016).

The results also call for a reflection on LG migrants who may be forced to face discrimination within their own community due to sexual orientation and a double stigma in the host country linked to the condition of migrant and sexual prejudice, negatively influencing the level of individual well-being and quality of life (minority stress, Meyer, 1995; Herek, 2004; Garro et al., 2022; Frost & Meyer, 2023).

In conclusion, from a psycho-pedagogical point of view, it would be desirable to promote awareness, understanding, and respect for different sexual, gender, and even cultural identities among aid relations operators who work in the field of migration and education in general. This will help to create more flexible and inclusive environments to support the integration of all stakeholders.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Intersectional and Gender Perspectives: a Research on Trafficked Refugee Women

Gaetana Tiziana Iannone (Università di Roma Tor Vergata, Italy)

prospettiva di genere, pedagogia interculturale, intersezionalità

This paper gives an account of a doctoral research aimed at investigating the taking in charge of Nigerian trafficked women within the SAI (Integration Reception System) project of the Municipality of Latina, with a specific focus on educational paths oriented to the regaining of: – psycho-physical well-being; – global autonomy; – balance following the migration trauma and violence suffered; – emancipation from the stigma of multiple vulnerability. Trafficked women suffer the consequences of being migrants, racialized, and prostituted: this existential condition is an impediment to self-determination and liberation from old oppressions and new ghettos. From subordination in the country of origin, to recruitment, to the JUJU oath, to crossing the desert and the Libyan guest houses, women suffer unspeakable violence that follows one after another until they land in Italy and, again, manifest itself in new forms of slavery and exploitation. The work is developed from the experiences of asylum-seeking and refugee trafficked women encountered during 5 years of work experience and field research. The methodology used is Constructivist Grounded Theory (Charmaz, 2014), which is considered an ethically connoted approach that is particularly consistent with the difficulty and sensitivity of the target audience. The target can be investigated through the intersectional perspective (hooks, 2020; Bianchi 2019) and gender and difference pedagogy (Roverselli, 2015; Lorenzini 2018; Lopez, 2018), with a focus on the intersections and interconnected variables that get in the way of promoting resilient behaviors.

The goal of this research, just concluded, is to co-construct a grounded theory, that stimulates the creation of a resilient and educating community, one that fosters the unseen possible (Freire, 2014) and is oriented toward pedagogical hope (Freire, 2014). Indeed, the core categories that enabled the development of the theory will be shared: Nigerian's fighters in SAI. Educational challenges and emancipatory design.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

CyberResistance. Facing the Third Gender Digital Divide and Cyber-violence in Childhood

Estibaliz Linares (Universidad de Deusto, Spain) · Ainhoa Izaguirre (Universidad de Deusto, Spain) · Maria Lopez (Universidad de Deusto, Spain)

childhood, gender- based cyber-violence, resistances

This communication is part of the project CybeResistance.Against the third digitalgap and cyberviolences in the childhood; coeducation, opportunities and resistances. (PID2022-141970OA-I00), which is part of the RETOS 2022- Proyectos de Generación de Conocimiento 2022 call by the Ministry of Science and Innovation. This communication explains the methodological gearing and some of the results obtained from the research underway, whose objective is the diagnosis, analysis and prevention of the third gender digital gap and gender based cyber-violence that are occurring in childhood (population between 6 and 12 years of age) in the Basque Country and the Canary Islands, assuming an intersectional perspective.

The project is structured around three main phases, in which different methodologies are applied: 1. Thorough group discussion of children between 6 and 12 years (15 groups), of families (15 groups) and of teachers (15 groups), it is carried out a diagnosis and analysis of the situation; 2. Using the Action- Research methodology, and participating families and teachers, it will be proposed an intervention and prevention on those social structures; and 3. The creation of a sensibilization campaign and guides and educational materials. Therefore, it is important to point at that this project will provide a comparative framework between Basque.

It should also be emphasised that the feminist meaning of the third gender digital divide and gendered-based harassment generated in digital environments. This terminology allows us to make visible the systems of oppression and power that also operate in the online world. That is, it aims to be a study that encompasses the unequal reality in which children are immersing themselves, taking into account not only their voices, but also the social and emotional resources available to their educational agents, while also being aware that in the current context of the Covid-19 pandemic, situations of cyberbullying have increased, access to the virtual world has advanced – and with it access to sexist content – and that educational contexts have not had sufficient resources to deal with these realities.

The aim of this communication is to make visible the different forms of sexist, LGBTI+phobic, racist... aggressions with which children coexist, as well as to explore the channels and content they see and use from an intersectional perspective. In this way, during the communication, a brief theoretical contextualisation, a methodological proposal, and some previous results of the discussion groups that have been carried out for these dates with minors will be highlighted. Special emphasis will be placed on male chauvinist cyber-violence, as well as sexist, LGTBI+phobic, racist... contents that they can access. But aslo, it will be the opportunity of making visible different protecction strategies that children have and their educational agents have integrated.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

UFM: Representations and Behaviour Towards Female and Male Educators in Reception Communities. A Qualitative Research Through Interviews and Focus Groups

Stefania Lorenzini (Università di Bologna, Italy)

unaccompanied foreign minors, representations and behaviour towards gender, female and male educators, gender and intercultural education

The contribution brings attention to the reality of Unaccompanied Foreign Minors, minors of foreign origin, without adequate adult references, in a territory that is foreign to them, different and distant from their birthplace. The number, origins and migratory routes of these minors forced to migrate in search of better living conditions vary according to multiple factors, linked to the motivations and personal and family histories of each one, but also to the conditions in the countries of departure and arrival. This is a complex and multifaceted phenomenon, which develops in a peculiar way within the globalised dimension of migrations on a planetary level and which brings young people with different languages, cultural and religious references, coming from a plurality of countries of the world, to the contexts of arrival. With the aim of deepening the knowledge of the reality of UFM, two qualitative research paths were carried out. In 2017, semi-structured interviews were conducted with 30 operators (16 men, 14 women) of 10 second reception communities, in 5 cities of the Emilia-Romagna Region . Several thematic areas were investigated: the interviewee's professional experience; the needs of minors; daily life in the host community; relations with families of origin; support for autonomy and emotional wellbeing; school and work integration; episodes of discrimination experienced by minors due to being foreigners and/or having dark skin; relational aspects between minors; relational aspects between minors and educators, with particular attention to possible gender-related differences. The same interview was repeated in 2023 with 18 operators (6 men, 12 women), from 11 communities in Bologna and province. In this tranche of research, 6 focus groups were conducted with 25 minors hosted in the communities: 6 girls, 19 boys, between 15 and 18 years, from Tunisia, Albania, Morocco, Ukraine, Gambia, Somalia and Iraq. The main topics in the focus groups included: reasons for the choice to migrate; travel arrangements; experiences in Italy; life in the community; habits linked to the origins maintained in the new context; relations with the family of origin; prospects and desires for the future; possible discrimination suffered in Italy; relations outside the community; relations with the operators, with companions with particular attention to gender. I will analyse fragments of the testimonies collected from which critical issues emerge in relations between young people and educators on the basis of gender. I will highlight the opinions on gender with which the young people arrive in the Italian context, the expression of stereotyped representations of the roles and characteristics attributed to gender and discriminatory behaviour particularly towards female educators. On the other hand, I will highlight the emergence also among educators of gender stereotypes and of behaviour conditioned by them. The "gender issues" challenge educational professionalism: that is, they constitute an area that can be problematic and that must therefore prompt reflection and transformations in individual action and at team level, involving first of all the work group and therefore the minors accommodated, in an educational project nourished by a perspective that is both intercultural and gender-based.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

European and National Policies Contrasting Cyber-GBV. First Insights From an Italian Study

Tatiana Motterle (IRPPS-CNR, Italy) · Angela Maria Toffanin (IRPPS-CNR, Italy)

cyber-gendered violence, gbv, public policies, cyber-vawg, youngsters

Our paper stems from an ongoing Italian study on GBV enabled by digital technology, aimed at delving into the continuity and shifts in the definitions and social representations of gender-based violence (GBV), with a specific focus (Gius & Lalli 2014; Lalli 2005; Moscovici 1984). Despite the recognition of its significance, cyber-gendered violence remains inadequately researched and conceptually framed, making it a pertinent subject for enriching both scholarly discourse and public policy dialogues (EIGE 2017; European Parliament 2021).

Our presentation focuses on a comparative analysis of European and national policies addressing cyber-GBV. In the national context, our scrutiny extends across three countries: Italy, France, and Spain. Within this comparative framework, we examine the prominent policies devised to combat and prevent cyber-GBV. Our analysis delves into understanding the primary frameworks through which cyber-GBV is conceptualized, evaluated, and criminalized within distinct legislative realms. Furthermore, we investigate the plethora of prevention programs and awareness campaigns launched by a spectrum of stakeholders, both institutional and non-institutional. Additionally, we shed light on the implementation of best practices in cyber-GBV prevention and harm reduction, showcasing the diverse strategies employed by various stakeholders.

A key objective of our research is to explore the continuum between violent and non-violent practices, as well as the interplay between online and offline dimensions of life (FRA 2018, Jenkins, Ford, Green 2006). We pay particular attention to the emergence of convergent or divergent representations to identify gender social norms delineating the boundaries between violence and non-violence, as well as "dangerous" versus "good" practices, especially concerning young people.

Moreover, we aim at evaluating the importance of intersectionality within policy frameworks and programmatic interventions (Collins 2019; Crenshaw, 2017), and at assessing the extent to which institutional responses engage with feminist movements and grassroots initiatives in addressing cyber-GBV (Busi et al., 2020, Toffanin et al., 2020). Additionally, we explore the alignment of national policies with overarching European programs and recommendations, seeking to identify synergies and gaps.

In sum, our presentation aims at offering a comprehensive exploration of policies and practices combating cyber-GBV, with a multifaceted lens that integrates scholarly insights, policy analyses, and grassroots perspectives.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Dynamics of Gender on Digital Platforms: Exploring Femcel Communities

Debora Maria Pizzimenti (Università degli studi di Messina, Italy) · Assunta Penna (Università degli studi di Messina, Italy)

cyber-vawg, femcel communities, gender dynamics

Digital violence perpetrated against women and girls, known as cyber-VAWG (Violence Against Women and Girls), represents a phenomenon that intensifies mechanisms of discrimination and female marginalization within the societal context (Gius, 2023). This phenomenon is identified as a manifestation of violence with significant implications on the social, cultural, and economic levels, as documented by various academic and institutional sources (EIGE, 2017; European Parliament, 2021; VOX, 2022; Goulds et al., 2020). Among the rifts of digital galaxies, the spheres inhabited by Incel (Ging, 2017) and Femcel (Kay, 2022; Ling, 2023) are digital environments symptomatic of manifest communicative violence. The term "Femcel" is a neologism derived from the combination of the words "female" and "incel" (involuntary celibate), referring to women unable to establish romantic or sexual relationships despite their desires and efforts. This research aims to explore the dynamics contributing to the intensification of gender-based violence and the adoption of self-deprecator behaviours among women who identify themselves as Femcel online. Specifically, the concept of "male gaze", as described by Capecchi (2022), represents a form of surveillance through which women internalize a continuous judgment of inadequacy. This phenomenon is not limited to the offline sphere but also permeates online communities professing active resistance against stereotypes and derogatory models. Through the methodological approach of digital media ethnography (Sumiala & Tikka, 2020), we focused the investigation on the Femcel discussion platform known as "Crystalcafe". The analysis focused on how patriarchy, gender-based violence, and lookism interact, shaping the experiences of its users. Preliminary results indicate the manifestation of unrealistic expectations regarding beauty and personal achievement through successful romantic relationships (Kay, 2022), leading women to blame themselves for their involuntary celibacy status. The research aims to contribute to the analysis of the complex interaction between gender dynamics, digital violence, and self-deprecating attitudes, promoting an understanding of digital contexts and their social implications. Through the analysis of gender dynamics on Femcel platforms, there arises a necessity to embrace an educational media approach that integrates a gender perspective into the formulation of literacy programs explicitly tailored for digital environments.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

Fighting Gender-Based Violence With Assia Djebar

Carla Roverselli (Università di Roma Tor Vergata, Italy)

women, violence, education

Assia Djebar (1936-2015) is an Algerian writer and filmmaker who experienced intellectual exile in its direct and indirect manifestations: she moved to France, away from her homeland; she did not want to belong to any Algerian institution; she chose to write in French rather than Arabic; and she experienced a strong contrast between being an insider and an outsider.

Even though she voluntarily chose to live in a marginal position in her country, there is no doubt that she has contributed to a significant change in the situation of Algerian women.

Assia Djebar argues that Algeria is a country where social justice is absent, and gender inequality is widespread. Algerian women have internalized a sense of subalternity to such an extent that they have become mute. It is challenging to develop theories of social transformation in Algeria, and those who have tried have paid a high price, even losing their lives.

Assia Djebar reads the dynamics of women's marginalization and exclusion by highlighting the relationship between different oppressions: gender, political thought, and social class.

Djebar focuses on women's family and work contexts, highlighting the different ways in which violence manifests itself about gender. Her proposal for redemption and liberation is not an external intervention but an action that must come from within.

It is women themselves who, through self-awareness and coalition, could break the reproduction of the dynamics of violence. The coalition of women makes them 'women on the move', and this personal transformation also brings about a social transformation.

H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics

What to Do? Everything You Wish You Had Known on Countering Gender-based Violence. The Intersectional Approach of Educare Alle Differenze

Giulia Selmi (University of Parma/Educare alle Differenze Italy) · Sara Marini (Scosse/Educare alle Differenze, Italy) · Alessia Ale* Santambrogio (Università di Enna Kore/Educare alle Differenze, Italy) · Chiara Antonucci (Università La Sapienza/Educare alle Differenze Italy) · Ivana Stellacci (Io sono mia/Educare alle Differenze, Italy)

intersectionality, gender-based violence, guidelines, highschool

Aim of this paper is to discuss the national guidelines Che fare?/What to do? launched in September 2023 by Educare alle Differenze1, the Italian network of NGO's that promotes gender and queer pedagogies to tackle sterotypes and discrimination since 2014.

In order to write these guidelines, between spring 2022 and summer 2023 we involved, through a participatory process, a multiplicity of actors living in school and educational contexts: teachers and principals of schools of all degrees, experts* in gender and sexuality studies, LGBTQI+ activists*, feminists, social workers in feminist shelters against gender-based violence, as well as a group of secondary school students. We asked them to explore together how, in their daily experience at school, gender-based violence takes shape, what counteracting actions were already implemented in their school contexts (if any), and what, on the other hand, was still lacking. Drawing upon this material and through a further participatory workshop during the 8th edition of the Educare alle differenze festival held in Pescara in 2022, we elaborate this set of guidelines.

Cha fare? offers a set of tools for high school contexts aimed at challenging gender-based violence in its various forms and outcomes -male violence against women, homolesbobitransphobic violence, and gender normativity – from an intersectional theoretical and educational framework. In fact, we share an understanding of the common heteropatriarchal and cisnormative ground of all gender-based violence that claim for both an holistic understanding and the development of violence-specific strategies of intervention.

Che fare? is a tool aimed at providing teachers with theoretical and practical keys to deal with concrete situations of violence that may occur at school, particularly in secondary and high school. The text is divided into three sections, each of which attends to a specific declination of gender-based violence. In each section we have identified a set of indicators to look out for, in order to recognize violence when encountered at school. The guidelines also provide relational skills aimed at practicing listening, consent and acceptance. Eventually, they highlight what is important to do, and to do not, in order to effectively deal with such situations both at the individual, collegial and institutional level.

Literature For Adolescents And Young Adults As An Opening Device

Federico Batini (Università degli studi di Perugia, Italy)

literature for adolescents and young adults, lgbtq+ characters, stereotype reduction

More recent young adult literature proposes plural models of identity development. Identity, gender role, sexual orientation are presented in a plural way through the narration of complexə, articulateə, realisticə, positivə protagonists. The analysis of some successful novels of recent years allows us to see character traits that do not respond to dichotomous normativity, often not even to what we can call 'the normativity of the exception'. There are many paths to follow in order to understand what this new literature can offer to broaden the horizon of educational research. In this contribution, an attempt is made to make a reconnaissance, without any claim to exhaustiveness, of some important novels belonging to this literature, almost always with an excellent response also in terms of the public, which give life to characters that do not respond to the traditional canons of children's literature. Some of these novels are already aimed at pre-adolescents. By presenting a non-typological but descriptive narrative analysis, a pedagogical reading centred on bibliodiversity and evidence will be proposed. In the light of the evidence gathered from research that tells us about the capacity of reading to enhance relational skills, foster understanding of others and prosociality, what will literary frequentation of queer characters determine?

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Queer Teachers in Schools: a "Case" Study

Sofia Boi (Roma Tre University, Italy) · Umberto Zona (Roma Tre University, Italy) · Martina De Castro (Roma Tre University, Italy) · Aurora Bulgarelli (Roma Tre University, Italy) · Ines Guerini (Roma Tre University, Italy) · Fabio Bocci (Roma Tre University, Italy)

queer, teachers, intersectionality, transexuals

Even today, despite the fact that more than fifty years have passed since the publication of Barbagli and Dei's book (1969), official statistics (Orizzontescuola, August 3, 2021) tell of a teaching profession that is almost exclusively female: out of 943,681 teachers of all ranks and levels, 81.5 percent (768,667) claim to be female and only 18.5 percent (175,014) male (MIM, August 31, 2023). Schools, therefore, continue to perpetuate those socio-cultural conditionings – described masterfully by Gianini Belotti as early as 1973 – that push women to take on caring roles to a greater extent than men, while MIM, solely in its choice to collect and disseminate workers' data according to binary parameters (male/female), is a spokesman for traditional power relations.

On the other hand, although institutions have the function of crystallizing social relations in order to fulfill specific tasks (Malinowsi, 2013), they are unable to stop-and fortunately, we would add-social changes. The school, for example, is now intersected by a multitude of bodies – not only conforming, conventional, expected bodies, but also hybrid (Haraway, 1995), excessive, queer (Burgio, 2012; Burgio & Lopez, 2023) and crip (McRuer, 2006; 2012) – capable of challenging hegemonic identity norms in the areas of gender, race, class, sexual orientation, (dis)ability and of conveying new cultural and political content. Indeed, different bodily expressions can be interpreted as forms of reappropriation and resistance to identity and cultural homogenization. If society and institutions – educational ones as much as prison ones (Gramsci, 2019; Foucault, 2014; Davis, 2009) – work in order to normalize irregular and imperfect bodies by bringing them back to standards of acceptability, performing one's difference (even in an excessive, almost parodic way) can serve to bring identity norms and, consequently, systems of power to the surface (Butler, 2014; 2017).

Given this theoretical framework, the questions from which our research moves concern teachers who do not identify with gender binarism and, in particular, with the sex they were assigned at birth. We wondered, in particular, how transgender people act out their role as teachers, but more importantly, how the context and school personnel perceive them and, possibly, incorporate them into a gestalt in which they are not expected.

Accordingly, the objectives of the research were:

- to understand through what processes transgender people are included or, conversely, excluded and marginalized in school settings;
- to know the motivations that led these individuals to swell the ranks of the school sector despite the fact that in the collective imagination the teacher is still female;
- investigate the political awareness of these individuals, who – with their nonconforming bodies – cross institutional spaces;
- to probe the presence of a network of teachers who belong to the LGBTQIA+ community.

Methodologically, our investigation took the form of a case study aimed at "describing, analyzing, and interpreting the uniqueness of real individuals and situations through accessible accounts" (Cohen, Manion & Morrison, 2011, p. 128).

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Alias career and non-binary students in the Italian Educational Institution

Richard Bourelly (Sapienza University of Rome, Italy)

alias career, pedagogy, transgender, non-binary

This contribution is part of a broader doctoral study aimed at analysing the experiences of transgender individuals within the Italian school context and the adoption of the carriera alias (alias career) in Italian secondary schools. In this text, the umbrella term transgender is used inclusively for individuals whose gender identity does not align with the sex assigned at birth, encompassing both binary and non-binary individuals.

Between April 2019 and February 9, 2024, approximately 329 Italian schools adopted the alias career, a confidentiality agreement recognising transgender students. This agreement allows for the use of a chosen name on unofficial documents, such as electronic records and school e-mail, but does not always address the challenges faced by transgender students due to bullying, violence, and harassment (Bourelly et al., 2022; Bourelly, 2023). The doctoral research aims to describe and analyse the school experiences of transgender students and the adoption of the alias career in Italian secondary schools, utilising a mixed-method approach.

Transgender students often encounter bullying, marginalisation, and systemic microaggressions due to a strongly cisnormative school environment (McBride, 2021). The adoption of the alias device addresses these issues by providing students the opportunity to live authentically. Still, challenges persist, including invalidation of gender identity and lack of respect for chosen names and pronouns.

The alias career operates as a normalisation device (Foucault, 1975), intersecting power and knowledge to regulate and control individuals. This aspect of the device raises concerns about adultism (Castañeda, 2014; Owen, 2014) and the risk of gatekeeping, especially in case the diagnosis of gender dysphoria/gender incongruence is required (American Psychiatric Association, 2022; World Health Organization, 2021). The lack of recognition and respect is even more evident for non-binary students due to binarism and cisgenderism (Johnson et al., 2020; Paechter et al., 2021). Indeed, non-binary pupils often lack essential support such as bathroom and locker room access and respect for chosen pronouns and are denied access to the alias device due to the necessity of providing the school with a diagnosis in most institutions adopting the device, which many non-binary youths do not wish to acquire.

In conclusion, the research highlights through the analysis of the alias career regulations and interviews with transgender students who obtained the device the need for transformative pedagogy, recognising and minimising the impact of cisnormativity in schools. Challenges related to binarism, normalisation, adultism, bodily autonomy, and gendered language (Johnson et al., 2020; Paechter et al., 2021; Manera, 2021) extend beyond the alias device and need to be addressed with the broader school community to acquire a real change. Indeed, it is necessary to advocate for policy changes to challenge institutional cisnormativity and call for a pedagogy of differences to address the unique experiences of transgender students by considering the many needs and issues faced by diverse members of the community by not treating its members as a monolith.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Exploring Perspectives Regarding LGBTQ+ Issues In School Curricula: Results Form A Systematic Review Of High School Teachers' Attitudes And Challenges

Valeria Bruno (Sapienza University di Rome, Italy) · Roberto Baiocco (Sapienza University di Rome, Italy) · Jessica Pistella (Sapienza University di Rome, Italy)

sexuality education, lgbtq+, teachers' attitudes, teachers' challenges, systematic review

The present work is the outcome of an in-depth analysis of the findings obtained through a systematic review on in-service high school teachers' attitudes and opinions regarding Sexuality Education (SE). Specifically, within the one hundred and three articles included and the four emergent themes categorized, 19 articles focused on teachers' perspectives towards LGBTQ+ issues and sexual identity. From the perspective of the Comprehensive SE (CSE) approach, the inclusion of LGBTQ+ issues is crucial for enhancing knowledge, awareness, and fostering a positive approach to sexual diversity. While international guidelines suggest introducing LGBTQ+ issues as early as ages 0-4 (FoSE, 2020; WHO, 2010) or 9-12 (UNESCO, 2018), discussions about these topics often seem more feasible with adolescents. Discussing sexual identity in early childhood aligns with the understanding that sexual identity begins to develop during childhood (Corbisiero & Nocenzi, 2022). However, most formal programs are designed for adolescents, to help them face the challenges of adolescence and become adults with positive sexual health (Goldfarb & Lieberman, 2016). Therefore, it becomes fundamental to prevent the consolidation of sexual false myths and stereotypes of any form by implementing CSE programs. The present work highlights a common opinion among teachers. Generally, they express challenges in managing LGBTQ+ issues due to social resistance and the prevailing cis-heteronormative culture (Hayes et al., 2022). Some view non-cis-heterosexual identities as unnatural, deeming classroom discussions on LGBTQ+ issues unnecessary, and preferring to address them only if students express interest (Francis, 2012; Sondag et al., 2020). However, other teachers recognize the importance of promoting respect for individuality in SE curricula (Sanjakdar, 2013). This study also uncovers a variety of viewpoints among teachers, with some advocating for inclusive discussions on non-cis-heteronormative sexual identities as a significant step toward fostering inclusivity and empowering all students (Sava et al., 2021). Furthermore, some teachers emphasize the need for SE to include gender equality, despite implicit cultural messages persisting in the classroom (Planting-Bergloo & Arvola Orlander, 2022). CSE curricula are essential for reducing bullying, minimizing coercion, and school dropouts, while increasing self-efficacy, knowledge, communication skills, positive attitudes toward sexuality, respect, and behaviors aligned with social norms (CDC, 2010; Soster et al., 2022). CSE integration in teacher training programs, both pre- and in-service, should be prioritized, investing to enable them to explore their values and become more aware of how to conduct CSE lessons (UNESCO, 2023). These findings provide evidence regarding teachers' challenges and opinions, thereby establishing a baseline for potential future research direction.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Breaking Taboos: An Exploratory Study on the University Training of Future Educators on Affectivity and Sexuality

Silvia Demozzi (University of Bologna, Italy) · Andrea Ciani (University of Bologna, Italy)

sex education, affectivity education, university training, holistic sex education

In 1997, the World Association for Sexual Health formulated a declaration asserting individuals' rights concerning sexuality, sexual health, and sexual well-being. The right to sex education is recognized as a fundamental tool in promoting gender equality, preventing sexually transmitted infections, and safeguarding sexuality. The WHO, ten years later (2010), proposed the "Standards for Sexuality Education in Europe," which became a framework for holistic sexuality education encompassing cognitive, emotional, social, relational, and physical aspects, promoting health, well-being, and relational skills (Landi, 2017; Marmocchi et al., 2018; Bruno, 2021; Corbisiero & Monaco, 2022; Ghigi, 2023).

In Italy, however, sex education remains one of the most contentious issues. The main reasons for the divergences revolve around whether and to what extent sexuality is solely a private matter or assumes public and social significance. There is no specific law regulating sex education and mandating it in Italian schools, but schools cannot ignore addressing themes such as gender, sex, and identity, which are areas of discrimination and disadvantage (Burgio, 2020; Roberti & Selmi, 2021; Demozzi & Ghigi, 2024). Until affective-sexual education becomes integrated into curricula, the responsibility will fall on individual school administrators and on the willingness of individual teachers. However, no previous generation has received education on these matters, especially the thousands of teaching professionals who do not feel adequately prepared for the task.

For these reasons, an exploratory study was conducted in the academic year 2022-23 with descriptive purposes aimed at capturing the expectations, opinions, beliefs, and socio-demographic data of students enrolled in "Education on Affection and Sexual Relationships" within the Bachelor's Degree in Social and Cultural Education at the University of Bologna. The objective, besides examining the prior knowledge of students on the topic, was to obtain initial feedback on the course (established in the academic year 2021-22), which enriched and enhanced the educational offerings with content scarcely explored in university education.

Specifically, perceptions of knowledge on affection and sexuality themes, the perceived competence in managing related educational situations, and opinions on the course, teaching strategies, and perceptions of knowledge and competence were assessed before and after the course. Data were collected through an online questionnaire administered to attending students. The questionnaire was completed anonymously and voluntarily by a total of 85 students at the beginning of the course and 66 at the end. It represents a convenience non-probabilistic sample characterized by a predominance of female respondents (86%), with a significantly smaller proportion of male respondents (8%) and those who do not identify in binary modes (6%).

The contribution will present the theoretical-methodological frameworks of the course and focus on the outcomes of both questionnaires. Specifically, it will propose some reflection on the perception of preparedness before and after the course, the effectiveness of the course regarding objectives and teaching strategies used, and the importance of these topics for educational professions.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Queer Theory, Popular Culture And Informal Education. Starting From "Low Culture" To Produce New Epistemologies in Educational Research

Antonio Raimondo Di Grigoli (University of Florence, Italy)

educational research, popular culture, queer epistemologies, lgbtqia+ identities

In recent decades, the potential of popular culture has taken on great importance in the educational research around the world. Entertainment coming "from below" or from "pop culture" can be an useful pedagogical tool for deconstructing systems of power (Giroux, 2020), such as heteronormativity.

Even today, there is a certain distrust towards popular culture. This diffidence has its roots in the spread of mass media (e.g. newspaper, radio, film and television) between late 19th and early 20th centuries, when there was a radical change in the way culture was made and enjoyed (Horkheimer, Adorno, 2010). When considering popular culture, the underlying tensions concerning its dual tendencies (repressive and emancipatory) must be pointed out (Edwards, Esposito 2020).

In pursuance of its critical gaze aimed at the oppressive and homogenizing potential, popular culture as an educational theory and practice can be useful in framing certain social issues (Stramaglia, 2012, 2016, 2019; Zoletto, 2020), such as bullying, homobitransphobia, racism, and sexism. Some researchers on the relationship between critical pedagogy and popular culture argue that the dialogue between these two perspectives can bring out the oppressive ideologies rooted in our society (Benson, Chik, 2014; Friedrich, Corson, Hollman, 2021).

In this regard, an example of the educational potential expressed by popular culture refers to the analysis of the new LGBTQIA+ identity representations in graphic novels (Aldama, 2021) and TV series (Caruso, 2020; Rosenberg, D'Urso, Winget, 2021). As far as the pop world is concerned, there are some models of new imaginaries referring to non-stereotyped gender identities, such as is the case of the new Netflix series breaking down the example of cis-gender world.

These researches have shown that there is a gap between cultural claims producing new gendered models for adolescents and a pedagogical and educational mode, often adult-centric and inherent to firm cultural instances, not fully open to the needs of the queer young community.

From these considerations and from the point of view of popular culture, as a means of deconstructing the oppressive potential imposed by society, this proposal aims to question the possible triangulation between popular culture, pedagogical and educational knowledge, and queer theory to promote new epistemologies (Burgio, 2012; Pérez, Trujillo-Barbadillo, 2020).

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

How Much Do Taboos Weigh? Affective And Sexual Education Through Books From The Fammi Capire Project.

Elena Fierli (Associazione Scosse, Italy; Universitat Rovira i Virgili, Spain) · Giulia Franchi (Associazione Scosse, Italy; Università Roma Tre, Italy) · Sara Marini (Associazione Scosse, Italy)

picturebooks, bodies, sexualities, gender, cisheteronormativity

Do picturebooks, used as mediating tools in educational practices, have the capacity to help build open and free imagery? And does educational practices, in the areas of identities, sexualities, growing bodies, have the capacity to listen to needs and ideas coming from little and adolescents persons?

The manuals on the changing body, which still segregate by gender, reinforcing a binary and hierarchical view of the world; the books on reproduction that propose motherhood as an unavoidable choice and only destiny; the white, healthy, able-bodied, and prosperous bodies that crowd the representations, how much do they contribute to change in and out of school and how much, instead, do they reinforce a deeply hegemonic, patriarchal, violent idea of relationships?

Is publishing for children and adolescents, the independent and militant kind that offers quality books, ignites curiosity and opens horizons, always brave and in step with the times?

How many (and which) taboos still persist in books that tell us about bodies, sexualities, identities and gender? (Brugeilles et al., 2002; Oltra-Albiach, Pardo, 2019; Blakemore et al., 2009; Allan, 2012; Fierli et al. 2020a) Are they powerful tools for change and transformation or do they eternalize (Turin, 2003) stereotypes and prejudices and perpetrate the reproduction of the cisheteronormative paradigm?

Hardly the reflection on the body is encouraged and fostered by adult reference persons, rarely it turns into an analysis referred to pleasure, emotions, sexuality, and is open to a gendered perspective that does not offer a merely binary and essentialist, sanitizing and reproductive view (Coats, 2018; Zanfabro, 2017; Fierli et al., 2020b).

With this contribution we present the research and reflection from the project Fammi capire. La rappresentazione dei corpi, dei generi e delle sessualità nei libri illustrati 0-18 anni (Let Me Understand. The Representation of Bodies, Genders and Sexualities in Picturebooks 0-18 Years), on books and picturebooks that explore different possibilities and visions. Born in 2016 from an idea of Scosse, Ottimomassimo Libreria and Maddalena Lucarelli, the project includes a itinerant bibliographic exhibition, in which some unobtainable classics stand out together with interesting new proposals from Italian and foreign publishing, selected thinking about the possibility of using them as tools of free knowledge and education starting from bodies. The research developed as an asystematic and at the same time articulate and reasoned reconnaissance of the existing, aimed at responding to professional needs and emerging questions. From being necessary and urgent, it has gradually assumed a systematic nature that over time has produced: several bibliographies devoted to specific thematic insights; transdiscplinary comparisons with other outlooks and other professionalism; the identification of different approaches present in this publishing field; and continuous stirrings of reflexivity that have led to revisions over time of selection and cataloguing criteria and research questions.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Athlete Activism: Negotiating Straight and queer narratives of allyship within sport

Michael Duncan Kehler (University of Calgary) · Gabriel Knott-Fayle (University of Calgary)

masculinities, allyship, sport, activism

This paper raises questions about cis/hetero-masculinity in education and specifically within in the sport context (Connell, 1995). Historically men's sport has been a space in which dominant heteronormative masculinity has been maintained and sustained (Atkinson & Kehler, 2012; Bridel, 2018; Burrell, 2021; Gill, Henwood & McLean 2005; Kehler & Atkinson, 2010; Kehler 2018, 2016; Lenskyj, 2012; Wellard, 2009). Drawing on qualitative research situated within Critical Masculinities Studies, we examine the alliance-building practices of a group of queer and cis-het athletes. With a focus on a sexually and gender diverse group of men, we shift the focus from allyship with to allyship between. We explore how both straight and queer narratives of allyship practices contribute to a shift in what has typically been considered a binaristic positioning of marginalized and privileged groups in sport. Building on previous research (Lapointe, 2015) of straight men involved in gay-straight alliances, this study extends ideas of disruptive practice that challenge normative masculinity and promote social justice (see Keddie et al 2022; Elliott, 2019; Stewart et al, 2023; Kirk, 2019) as well as makes space for queer voices in alliance-building activities. This research addresses the negotiation of sexualities and masculinities in a men's sporting context as well as the complications for (un)doing heterosexism in allyship spaces. We provide examples of both queer and straight voices in alliance-building activities to identify the tensions as well as the possibilities for reconfiguring relationships that can promote and support athlete activism. We conclude by providing examples and raising further questions about the messiness, if not the contradictions involved in the process of (un)learning how athletes become allies.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Creative Thinking and Queer Pedagogy

Anna Grazia Lopez (University of Foggia, Italy)

creativity, binarism, education

Queer theory promotes a conceptual revision of the heteronormative model on which our society is based, which tends to observe the other with a "normalizing" (Sassatelli, 2006) gaze aimed at maintaining the dichotomous male/female order. By subverting the binary culture, queer theory helps us to problematize the category of difference, shining the spotlight on those subjectivities that have claimed their right to express their identity beyond the schemes, inspiring the world of education to imagine educational models based on categories such as disorder, chaos, disorganization, the unprecedented, categories that, the writer believes that these categories can be an effective framework for forming a posture that recognizes the complexity of humans (Lopez, 2018). What contribution can queer theory make to the spread of a culture that emphasizes enhancing differences; how this theory can enter schools and help girls and boys to "undo" sexual and gender binarism and claim their right to an identity that is "out of binary" (Burgio, 2021; Di Grigoli, 2023). And if, starting from the meaning of the word queer – which derives from the Germanic oak which, in turn, means "transverse", diagonal, "oblique" (Bernini, 2017) – it is possible to identify in education to a non-linear, transversal, creative thought, capable of opening up to the possible and rejecting simplifications and forms of reductionist reasoning based on dichotomies (male/female, culture/nature, reason/affectivity, man/machine, natural/artificial), the pedagogical framework within which to promote queer pedagogy. The contribution intends to reflect on the relationship between education for creative thinking and queer pedagogy understood as a training model capable of promoting training in being authentic.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Unveiling the Layers: Exploring Adultism, Child Leading Approaches and Their Impact on the Experiences of Trans Youth in Elementary School

Maric Martin Lorusso (University of Bologna, Bologna) · Cinzia Albanesi (University of Bologna, Bologna) · Michela Mariotto (Università degli Studi Roma 3; Lis Research Group, Universitat Autònoma de Barcelona)

transgender children, vulnerability, school, adultism, cisnormativy

Today, being a trans youth and freely expressing oneself remains a complex and challenging experience, particularly within Italy, where institutional and political support for trans children is scarce. Specifically, within education, the absence of government regulations recognizing trans identities in schools is a pressing issue (Bourelly, 2022; Bourelly et al., 2022). This article aims to scrutinize parental and educational approaches concerning trans youth within Italian elementary schools. The insights presented stem from a comprehensive thematic analysis employing a codebook approach, drawing from data obtained through two research inquiries. Seventeen parents of trans children, aged between 6 and 12, participated in this study. The findings reveal a spectrum of practices. Nonsuppurative behaviours, influenced by cisnormativity (Ansara & Berger, 2016) and adultism (Flasher, 1978), are evident in actions taken by both parents and school figures. Conversely, affirmative practices emphasize the importance of parental and school support, inclusivity, open dialogue, and education, fostering an approach centred on the child's needs. In summary, this study exposes the hurdles faced by trans children within Italian schools, primarily stemming from adultism and entrenched cisnormative attitudes. It highlights the absence of comprehensive guidelines and adequate teacher training, resulting in the harsh treatment of trans students. Advocating for inclusive school policies, this research champions empowering children as decision-makers, aiming to dismantle restrictive norms and pave the way for a brighter and more liberated future.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Phantasmagoric Visions. For A Pedagogical Approach Between Visual Literacy And Queer Perspective

Sara Marini (Scosse aps, Italia) · Elena Fierli (Scosse aps, Italia; Universitat Rovira i Virgili - Tarragona, Spagna) · Giulia Franchi (Scosse aps, Italia; Università Roma Tre, Italia)

queer pedagogy, visual litearcy, picturebooks, educational projects

The contribution proposes a methodological reflection on queer pedagogy (Bryson, de Castell, 1993; Mayo, Rodriguez, 2019; Gonzales et al., 2019), as developed through the ten-year experience of the Scosse association, of which we are researchers and trainers in gender education. The contribution reflects on how a queer and intersectional perspective can shape educational and training interventions in practice.

Queer theory represents a critique of the norms regulating categories of gender, identity and expression, and sexual orientations, interpreting gender as a discursive social construction which is reproduced through social interactions (Butler, 1990; Sedgwick, 1990; Wilchins, 2014). This way ensures that the cis-heteronormative paradigm perpetuates and self-feeds.

Among the theoretical knots examined: the problematization of the relationships between sex, gender, and sexuality and the "de-essentialization" of sexual and gender identity categories; the deconstruction of stereotypes and roles, transmitted in embodied educational relationships, and the contingent and provisional reading of identity categories; the rethinking of boundaries between center and margins, legitimate and illegitimate, "normal" and "anomalous"; the rejection for the classification of people into universal binary cages; the perception of being epistemologically imperfect and contradictory.

Over the years, we have developed, once again preferring reading and analysing illustrated books and paying attention to visual languages (Fierli, Franchi, Marini, 2019), paths and tools that do not offer an explicit thematic deepening with regard to gender (Fierli et alii, 2020), but rather opportunities to practice the gaze in a dynamic way. This is what happens in the works of the American artist Tana Hoban, who uses photographic language to offer opportunities for re-semantization; or in those of the Canadian Keri Smith, who, starting from aspects dear to her such as re-functionalization, positioning, the open work, suggests stripping what is familiar of its apparent obviousness, or exploiting what appears different from expectations to question what we see or thought we knew (2011). Opportunities for shifting perspectives are also offered by the imagier of the French artist Katy Couprie, or prepared by polyphonic narratives such as the splendid Voci nel parco by Anthony Browne (2017), a title that, like few others, has the ability to illuminate the axes of an intersectional perspective, making them vibrate in narrative tension. The reading of different picturebooks , with and without words, aimed at very different or transversal age groups, allows criticizing identity categories, attribution processes, and the impact of labels on people. The centrality of the visual component in the proposed paths shows the formative and deconstructive value of presenting a plurality of artistic techniques, illustrative styles, and uses of colour, able to show contrasts and consonances with the perceptual level, to dismantle the assumption of objectivity.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Challenging Normativites by Creating Queer and Safer Spaces for Children, Teenagers and Younger Adults in Cultural Institutions

Nicole Moolhuijsen (University of Leicester, Italy)

queer heritage, art-based learning, museum activism, youth, queer pedagogy

This presentation takes an interdisciplinary approach that merges cultural studies, queer theory, and studies of education. Within cultural and museum studies, a rapidly expanding body of literature is examining and advocating for queering practices that challenge the hetero-cis-normativity of heritage institutions, like museums, both in terms of representation and approach (Sullivan and Middleton, 2019; Sandell, 2016). This body of scholarly work, which also corresponds to dedicated professional networks, argues for an increased representation of LGBTQIA+ histories and lives in cultural heritage and for the application of queer pedagogies and methods to knowledge-building in cultural spaces. It is worth noticing that most published articles on these issues focus on either anglophone contexts or European countries where the level of integration and acceptance of LGBTI issues in national legislations and policies is higher compared to Italy (Rowles, 2020). Hence, this presentation will consider the criticalities and opportunities for Italian cultural institutions to create queer and safer spaces where critical and queer pedagogies of gender and sexuality are offered and created with children, teenagers and younger adults.

Methodologically, I will critically analyze the participatory work I undertook with three different museums in Italy: MUDEC – Museo delle Culture di Milano, Museo Civico di Scienze Naturali e Archeologia di Montebelluna, and the network Bologna Musei, in the context of my PhD and consultancy work. The three case studies exemplify different strategies for interpreting gender and sexuality from queer standpoints through culture and heritage, creating spaces where people aged 5-21 can question these topics and express themselves beyond binary epistemologies and oppressive narratives that are often present in school curriculums and society (Denton, 2023). I will highlight the value of art-based and object-based education, both in terms of their potential to foster learning and connections across disciplines and topics (Yang and Kevin, 2020), but also to navigate the complexity of the educational realm through content that is institutionally perceived as reliable. I will discuss the different methodologies (guided visits, workshops, and group discussions) employed to engage various groups, considering their potential and limitations. I will conclude by emphasizing the complexity of building bridges between cultural institutions and formal institutional settings, such as schools, in the current political climate. Additionally, I will offer suggestions to strategically navigate this complex realm.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Learning About the Queer. Deconditioning Imaginaries and Education

Silvia Nanni (Università dell'Aquila, Italy)

lgbtia+, training, focus group, pedagogy, queer

Five years after the research study conducted in Italy and Spain by Vaccarelli, Fiorenza, Di Genova (2021), aimed at studying the attitudes of future teachers and social workers towards educational issues related to sexual orientation – my proposal intends to deepen and explore through a qualitative methodological approach (Salerni, Lucisano, 2018) how again the social background, the level and quality of the information possessed correlate with attitudes linked to educational issues related to sexual orientation. The research will be based on focus groups aimed at university students from the degree courses in Educational Sciences, Primary Education and Social Services at the University of L'Aquila.

The focus groups will collect qualitative data through comparison and open dialogue between male and female students of the indicated study courses on some specific themes regarding their level of awareness of the LGBTIA+ reality. We will also try to understand whether they are aware of the need for education to absume a queer perspective (Burgio, 2012) that takes the principle of complexity (Borruso, Gallelli, Seveso, 2023) as a shared basis and question ourselves about gender education (Butler, 2014; Nanni, Di Genova, 2023). The results of the analyses, presented through infographics and significant excerpts of text, will form the backdrop for useful reflections for the design of training programs designed to deconstruct stereotypes and prejudices. The deconstruction of binarism occurs through a process of decolonization of the imagination of professionals with the aim of deconditioning education from gender stereotypes and prejudices – even (or above all) implicit ones.

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Undoing Adultism in Education Research with Trans* and Non-Binary Adolescents. Practical Strategies for a Trans* Youth Affirmative Research Methodology.

Alessia Ale* Santambrogio (Università degli Studi di Enna "Kore", Italy)

adultism, education research, affirmative methodology, trans* youth

As transgender studies have successfully pointed out, in the Western World, cisgender people and, above all, clinicians have historically produced mainstream knowledge and narratives about trans* (Halberstam, 2018) and non-binary people (Bettcher, 2014; Höhne, Klein, 2019; Stryker, 2006). Deeply rooted in a cisgenderist framework (Ansara, Hegarty, 2012, 2014), these studies have produced epistemologies and theories about trans* and non-binary people, reducing them to objects of knowing. The force of this epistemological violence is even more intense in research involving gender expansive (Pastel et al., 2019) children and youth (Suess Schwend, 2023), where the cisgenderist framework intersects with adultist (Bell, 2010; Flasher, 1978; Langarita et al., 2023) and adultcentric (Florio et al., 2020) ones.

In this paper, I will focus on adolescence, considering it as a performative and discursive category (Owen, 2017) built through power and hierarchical dynamics based on age (Flasher, 1978; Bell, 2010), gender, and sexuality (Hall, 2021). The entanglement of adultism and cisgenderism makes adolescence readable as a stage of life where gender develops "naturally" in socially defined and acceptable forms, according to a linear, cisheterocentrist and normative temporality (Langarita et al., 2023). In this picture, the existence of trans* and non-binary youth is possible only through a normative gender and developmental model made and guarded by cisgender adults (Hall, 2021). All this has epistemological repercussions (Florio et al., 2020), even in scientific research about trans* and non-binary identity in adolescence. As Vasquez (2013) noted, the adultcentric power act through rationality transforms youth reality into an object that can be measured, controlled, and manipulated. In education research, this can translate into denying voice, power, and self-determination to trans* and non-binary youth, as McBride and Schubotz (2017) and Paechter et al. (2021) warn against.

Aware that the way researchers study a topic and the methodological choices they make function as a pedagogy (Keenan, 2022), in this paper, I will discuss some anti-adult and non-cisgenderist strategies tested during my doctoral research with 13 trans* and non-binary students (ages 18-22). Following methodological cautions suggested by Bertrand et al. (2020), I sought to deconstruct the adult I am and its perception by the youth involved in the research by surrendering power and critically reflecting on my role. Moreover, the choice to conduct biographical interviews (Bichi, 2017) and to adopt an ethic of listening and connection (Finlay, 2002) helped me to open up the research field by welcoming self-determination and embodied experience of trans* and non-binary adolescents, whose life narratives are considered emergent polyvocality (Stone, 2006) of legitimate trans* knowledge.

For educational research, adopting trans-affirmative and anti-adultist methodological attitudes means positioning oneself on the side of marginalized subjectivities, recognizing the entanglement between adultism and cisgenderism (Hall, 2021), queering the ideas of scientific knowledge and validity, questioning and seeking to subvert the social dynamics that create normalcy and diversity, and their hierarchical-oppressive relationships (Stryker, 2006).

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

The moral panic around queer pedagogy: Gender, Sexuality and Education in the Italian Public Discourse

Marco Cosimo Scarcelli (University of Padova, Italy) · Giulia Selmi (University of Parma, Italy)

gender education, sex education, queer education, public discourse, italy

In the last decade issues concerning the nexus among gender, sexuality and education gained growing interest in public discourse. This is partly due to the increasing visibility of claims of equality and diversity in educational contexts carried on by scholars in the field of gender and sexuality studies (Biemmi 2007; Gamberi et.al. 2010; Ghigi 2019), by feminist and queer activists[1], as well as – more recently – by parents and families of LGBT and gender-creative children (Bourelly et.al. 2022). However, this is also due to the growing impact of the so-called anti-gender movement, a conservative right wing transnational movement against gender equality, LGBT+ rights and women's reproductive rights that emerged across Europe and worldwide (Kuhar, Paternotte 2017; Prearo 2020) and that has targeted schools and educational contexts as key players in their campaigns (Kuhar, Zobec 2017). Moral panic narratives and emancipatory narratives then combine in public discourse.

Aim of this paper is monitoring the quantitative presence and analyzing the qualitative evolution of the public discourse on gender, sexual and queer education over the past decade to tackle the recurrent key words, the key actors and the turning points that increase and decrease the visibility of gender and sexuality-related issues in education. We argue that the way gender and queer education are framed in public discourse – as a 'threat' to youth identity, or as 'savior' to prevent gender and sexuality-related violence – contribute greatly to define the available space for pedagogical reflections and educational practices, either fostering or hindering innovation and change.

Methodologically, we used the platform TIPS – Technoscientific Issue in the Public Sphere, which collects and archives daily all articles published by the 8 major Italian newspapers between 2011 and 2023 by using the queries genere, educazione, educazione sessuale, bullismo omofobico, LGBT. TIPS is a multidisciplinary project originating from the Pa.STIS – Padua Science Technology and Innovation Studies research unit of the University of Padua, with the aim of developing, testing and implementing automated procedures for the acquisition, classification and analysis of digital content available on the web – mainly from newspapers and social networks.

[1] See among others the Piano femminista contro la violenza maschile contro le donne e la violenza di genere developed by the transfeminist network Non una di meno (http://nonunadimeno.wordpress.com) and the national network of NGOs Educare alle Differenze (www.educarealledifferenze.it)

H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and sociocultural normativities

Homosexual Sons and Daughters: Why Parents must Accept, Indorse and Love Them

Massimiliano Stramaglia (University of Macerata, Italy)

families, education, homosexuality, discrimination

Although society is changing, open-mindedness toward homosexuality is not yet widespread. In some Countries homosexuality is still considered a crime. Monotheistic religions deny the possibility of same-sex relationships. In Italy, homosexuals are discriminated both in terms of social policies and civil rights. Within this framework, the first problem we should solve is the psychological acceptance of the homosexual by his/her family, especially his/her parents. When a boy or a girl grows up, his/her point of reference are his/her parents. If parents communicate judjment, intolerance or fear towards homosexuality through the words and behaviours, children wil learn that homosexuals are unworthy and that we must be afraid of them. This will have repecussions in the future sexual orientation of the son or the daughter. In fact, they could develop feelings of guilt and shame in discovering their eventual homosexuality. Educating parents to love their children as they are can create the conditions for a healthier and inclusive society. Homosexuality is neither a choice nor a fault, but a “normal” (in the norm) variant of the human and the animal sexual behaviour.

Understanding the Pedagogical Challenges of Comprehensive Sexuality Education from Young People's Perspectives. Evidence from a Case Study in Italy

Carolina Trivelli Diaz (University of Verona, Italy)

comprehensive sexuality education, youth voices, critical pedagogy, diversity and inclusion, qualitative methods

Sexuality education is implemented as part of the school curriculum in many countries worldwide. In recent years, its focus has increasingly shifted from anatomy and prevention to the idea of "comprehensive" sexuality education (Miedema et al., 2020).

This research explores young people's perceptions regarding their experience in school-based Comprehensive Sexuality Education (CSE) programs in Italy, addressing the gap regarding implementation challenges as seen by youth. It identifies key elements operating as opportunities or obstacles to the adoption of CSE using a critical pedagogy approach, as well as exploring young people's views on power relations, diversity, and gender equality. The investigation is guided by the following research question: what are young people's perceptions regarding their experience undergoing school-based CSE programs in Italy?

Situated in the field of international development and education theory, policy, and practice, it adopts a case study design through qualitative-based methods using photovoice, focus groups, and semi-structured interviews as the primary data-gathering instruments. These methods have been proven to be advantageous and have been broadly used in youth sexuality research (Allen, 2003; De Meyer et al., 2017; Ringrose et al., 2013), with photovoice being an innovative participant-led visual method which has been advocated for when researching sensitive topics with youth.

Results show a dissonance between the ambitious programs and their empirical application in the classroom, pointing to the centrality of critical, feminist, and queer pedagogies (Britzman, 1995; Freire, 1973; hooks, 1994; Sanjakdar et al., 2015) as well as whole-school approaches (Vanwesenbeeck et al., 2016) for CSE effectiveness. Students perceive insufficient teacher training, which reflects on biases and lack of connection with their concerns, along with extensive adultcentrism and heteronormativity. Youth demand CSE to be grounded in critical thinking with engaging and participatory teaching and learning methods.

Findings from this research also provide valuable insights regarding current limitations and challenges for CSE, where young people assert their want and need for CSE to be sex-positive, inclusive, and relevant for their needs by addressing relationships, consent, and overall well-being from a credible and non-judgmental source. Students want to be considered legitimate sexual subjects (Allen, 2007) with the ability to gain critical thinking skills and make mindful, informed decisions about their well-being. For this to take place, CSE must be taught by sources that inspire credibility and foster the creation and management of safe spaces for learning.

A democratic analytical framework (Biesta, 2011; Dewey, 1916) that focuses not just on individual learning but also on the social experiences and the functioning of the school as a plural institution can help find a possible role of critical pedagogy in shaping CSE programs that can overcome the limitations experienced by students. By amplifying youth voices, this research contributes to the theoretical debate about the pedagogical underpinnings of CSE. It informs curriculum, policy, and program design related to current educational challenges, such as gender issues, SOGIE inequalities, social justice, and sustainable development.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Male Violence Against Women in the Italian Press: the Journalistic Representation of the Perpetrators

Rosalba Belmonte (Tuscia University, Italy)

gender-based violence, male violence against women, power inequalities, patriarchy, media discourse

The journalistic representation of gender-based violence is often permeated by sexist stereotypes and prejudices that favor the persistence of a gender order in which men have more social power and control compared to women, and that prevent these latter from breaking free from male violence.

This is what emerges from the research project STEP. Stereotypes and prejudice. Toward a cultural change in gender representation in judicial, law enforcement and media narrative, that analyzed a corpus containing more than 16,000 Italian newspaper articles on gender-based violence published over three years (2017-2019) and brought to light how the journalistic representation of such violence tends to mitigate men's responsibility and to empathize with the perpetrators.

In particular, in their narrative, newspapers use to eclipse the male authors of gender-based violence by depicting it as something that happens to women, thus concealing the relation between masculinity and violence. Also, when the violent man does not disappear from the narrative of violence, he is never depicted as completely guilty; his violence tends to be represented as something that he is unable to control or that has been provoked by the female behavior, or as the effect of a quarrel between partners, with the consequence that both of the protagonists are perceived as victims by the readers, shifting the empathy from the victim to the perpetrator.

Starting from these premises, this paper will present the updated data (years 2020-2022) about the journalistic representation of male violence against women, collected by the STEP Observatory on the journalistic representation of male violence against women and will focus in particular on the representation of the offenders. The purpose is to identify elements of continuity and/or discontinuity of the journalistic representation of male violence with respect to the past, and any new forms of empathy towards the violent men vehiculated by stereotyped narrations of violence.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Universities against gender-based violence: an analysis of the Gender Equality Plans

Giovanni Brancato (Sapienza University of Rome, Italy) · Giovanna Gianturco (Sapienza University of Rome, Italy) · Mariella Nocenzi (Sapienza University of Rome, Italy)

university, gender equality plan, gender-based violence, stereotypes, prejudices

In recent years, media coverage has accustomed the public opinion to an alarming persistence of male violence against women phenomenon, increasingly involving murders of young girls by partners or ex-partners. This trend is confirmed by the recent report published by the Criminal Analysis Service of the Central Criminal Police Directorate of the Italian Ministry of the Interior on crimes recorded in the period 2019-2023 regarding so-called "gender-based violence". It shows that the data related to the voluntary homicides involving female victims remains basically constant, while there is a slight but steady increase in female victims until 2022, which decreases in 2023.

This scenario has brought up in the public debate the issue about the cultural origin of this phenomenon and the need to put in place targeted interventions by bodies and institutions to counter it. Within this context, the role of the university as an educating community fits fully. Promoting gender equality through an inclusive culture based on diversity among students, researchers and professors, and administrative staff is a key and strategic item in the university's agenda. But like for all human organizations, gender equality in academia reflects broader changes in society, as well as being directly influenced by several interconnected factors such as norms, values, and beliefs. For these reasons, also in response to the European Commission's requests announced in 2020, all European university and research institutions were invited to adopt a Gender Equality Plan as a requirement for accessing the "Horizon Europe" funding program from the 2022, outlining several concrete and strategic actions aimed at achieving increased levels of equality in academic communities.

Against this background, the proposal aims at reflecting on the role of universities, as educational institutions but also as subjects capable of providing theoretical and practical tools useful to deconstruct sexist stereotypes and gender prejudices and to fight violence against women. In particular, the main objective of this paper is to discuss the results that emerged from a lexicometric analysis of the Gender Equality Plans drawn up by Italian universities, their first edition since the normative prescription, paid specific attention to the set of measures concerning male violence against women in order to identify common and good practices planned and applied in the Italian Universities.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Digital Systems of Shame: The Intersection of Femininity and Obscenification in Commercial Content Moderation

Corinna Canali (University of Arts Berlin/Weizenbaum Institute Berlin, Germany)

gendered moderation, feminine representation, obscenification of bodies, heteronormative digital censorship, inconsistency

In early 2023, Meta's independent Oversight Board ruled against the company's approach to moderating female-presenting bodies on Instagram and Facebook, deeming it built on binary gender norms and leading to unfair and subjective content assessments at scale (Oversight Board, 2023). The Board condemned Meta's policies as infringing on users' expression rights and hindering equal treatment of women, transgender, intersex, and non-binary users, urging the company to reform. The public report's critique revealed a pervasive and widely overlooked normative gender bias (Gerrard and Thornham, 2020) within Western-aligned Commercial Content Moderation (CCM), which influences the digital extensively. CCM systems employed by Big Tech (Financial Times, 2018) firms rely on a complex interplay of policymakers, moderators, algorithms, and users, shaping norms amid constant cultural and market fluctuations (Roberts, 2016; Gillespie, 2018; Suzor, 2019). Particularly so, in the regulation of adult nudity and sexual expression, classes of content mostly read as objectionable, inevitably juxtaposing nudity with sex and "sex with harm" (Are and Briggs, 2022).

Through seemingly fickle governance, platforms enforce systemic obscenification of bodies and identities routinely governed as sexual obscenities placed in binary categories of right or wrong expression, morality, and aesthetics. This ongoing investigation delves into the origins, stakeholders, and visual conventions that contribute to the gender-biased treatment and regulation of femininity. It argues that processes of objectification can be just as effective, if not more so, when they lack consistency, as evidenced by the historical censorship of images (El-Mecky, 2024). For instance, while uttering strict bans on sexual content based on the alleged pastoral protection of sensitive viewers, platforms simultaneously promote certain types of (semi-)nudity as desirable content (Kayser-Bril, 2020), remove less commodifiable bodies, and expose children to harmful content making little to no effort to change this (Shahzad, 2023; Stempel et al., 2023). The inconsistent enforcement of guidelines, oscillations between promoting and suppressing similar content, and the opaque nature of CCM processes all contribute to the normalization of femininity as inherently obscene.

Throughout history, feminine bodies have frequently been the focus of visual representation, conforming to standards that cater to an ideal male gaze and regulate both the feminine body and the viewer's perspective (Nead, 1992). Distinct canons of representation coincide with a socially ascribed gender bias turning subjects into more or less appealing sexual objects defined via a heteronormative logic discursively regulating the subject (Butler, 1999) where desire merges with moral superiority and simultaneous debasement of the nude feminine figure. Online, the ambiguity surrounding standards leads to the adoption of counter-speech (self-censoring) practices aimed at preventing the removal of content that simultaneously reinforce the performative heteronormativity inherent in Internet governance. Within tech corporations driven primarily by market logic, this results in the widespread automated performative obscenification of the feminine. This normative bias is often facilitated by visual censoring devices and techniques that inflate the perceived explicitness of content (Schankweiler, 2020). Through extensive genealogical and visual/digital ethnographic analyses, this investigation explores the underlying rationales, actors, and entrenched visual traditions contributing to the biased interpretation of femininity.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Stereotyped Social Representations of Gender Violence and Mafia

Sabrina Garofalo (university of calabria, Italy)

stereotype, violence, mafia

The objective of the proposal is to analyze how mafia power legitimizes and supports gender-based violence, based on the assumption of human rights violations as a problem of democracy.Gender violence is substantial and structural to mafia power, useful to the reproduction of dynamics and hierarchies. The paper will share the results of the research on subjectivities when crossed by gender-based violence and mafia violence, in different contexts, with a focus on “Casamonica Group”.The study also aims to contribute to the debate on actions and policies to contrast the mafia system, highlighting the relationships between the social dynamics of gender-based violence and those linked to the specificity of mafia violence, starting from the deconstruction of the imaginary and myths, to build paths linked to the liberation of bodies and the self-determination of subjectivities. The research was conducted with an intersectional approach, creating a specific “matrix of domination” to read and analyze the materials, through judicial sources, life stories and semi-structured interviews.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

The Role of Italian LGBTQ+ Centres Against Discrimination in the Public Sphere. A Case Study

Fabio Mostaccio (University of Messina, Italy)

public sphere, violence, lgbtq+, centers against discrimination

Gender violence represents a form of victimization, of patriarchal origin, which translates into producing and reproducing structural gender inequalities. It is exercised not only against women but also against lesbians, gays, transgenders, and gender non-conforming people. LGBTQ+ people, in addition to being the object of stereotypes and prejudices, increasingly suffer forms of physical violence (Tomsen Mason 1997; Mason, Tomsen 2001; Meyer 2015; Gahan, Almack 2021; Lund, Burgess, Johnson 2021). In Italy, this phenomenon is constantly increasing, but despite this, policies implemented to address these issues have, so far, been fragmented and rather weak.

The lack of specific laws to protect people from homophobic and transphobic violence in Italy encourages systemic discrimination and contributes to increasing the inequalities experienced by LGBTQ+ people, who are also denied access to resources and, in general, to citizenship rights (Mostaccio, Raffa 2022). For this reason, Italian LGBTQ+ communities have self-organized to create anti-discrimination centers and shelters for young victims of violence. The aim is to organize support and assistance for vulnerable people without social protection. These organizations, providing essential services to sexual minorities, carry out political action that enters the public sphere, helping to fight violence and raise public awareness, reaffirming the need for recognition of the rights of LGBTQ+ people. After a harsh political clash and pressure from social movements, 37 projects were funded across the country in 2022 to create Centers Against Discrimination (CAD) and 2 shelters for victims of violence.

The political role of these activities is at the center of this contribution: we show and present the first results of a research conducted with a qualitative approach (in-depth interviews, interviews with key informants) in a specific case study, a CAD in Reggio Calabria (Southern Italy), a particularly fragile area of the country from a political and economic point of view.

Since the rates of violence, alone, do not explain the violent experiences suffered by LGBTQ+ people (Ahmed,Jindasurat 2014; Herek 2009), the objective of this research is to analyze the actions and working methods of this organization to verify the political role and social impacts on the territory; identify how these activities contribute to the construction of a public sphere capable of unveiling asymmetric power relations and, finally, highlight appropriate policy indications to reduce gender inequalities.

This work represents the first step for a subsequent comparison with other case studies in Italy and Europe.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Democracy and Women's Freedom: The Political Role of CAVs in the Public and Educational Sphere

Valentina Raffa (University of Messina, Italy)

democracy, violence against women, anti-violence centers, social representation, education

Violence against women constitutes a highly relevant issue in Italy. Starting from 2019, the relevant indicators have significantly worsened, with an increase in femicides and the number of reports from victims which saw a 60% increase in 2020 and a 13.7% increase in 2021 (Istat, 2022). In 2022, there is a concerning rise in sexual violence and a percentage of femicides occurring within the family environment exceeding 80%, 48% of which are perpetrated by partners or ex-partners (Istat, 2022; Semia Women's Fund, 2023). This depicts the situation of a social phenomenon in a country, Italy, characterized by a still considerable gender gap, especially concerning women's economic participation and pay parity (Semia Women's Fund, 2023), and extreme vulnerability in women's sexual and reproductive health. The current government's effort to counter gender-based violence materialized in the development of two main instruments (the parliamentary commission of inquiry into femicide and all forms of gender violence, and the Roccella-Piantedosi-Nordio bill) and the approval of a draft law aimed at strengthening preventive measures. However, public policies supporting awareness, prevention, and education against violence remain scarce, compounded by the persistence of a stereotyped representation of women victims of violence in media, judicial, and law enforcement spheres, exposing them to a process of revictimization (Saccà, 2021). Analyses on the representation of violence against women in the political discourse of populist leader Giorgia Meloni (Raffa, 2022) also reveal a lack of socio-political and cultural understanding of the issue of violence and its instrumental use to construct a nationalist discourse and legitimize xenophobic struggle against Islamism (Farris, 2017).

Building upon this framework, the paper aims to analyze the political actions of anti-violence centers (Cav), which, within a constellation of feminist organizations, 50.24% of which have as their main mission the fight against gender-based violence (Semia Women's Fund, 2023), operate within the political and educational sphere playing a crucial role in public assistance to women victims of violence or threatened (Demurtas, Pieroni, 2022; Dominelli, 2022). The analysis will focus on good practices in prevention, education, and awareness-raising, with particular attention to their effectiveness in deconstructing stereotypes related to the representation of gender-based violence and developing a counter-narrative capable of bringing the discourse back to the political plane of gender power asymmetries and the weakening of democracy (UN chief, 2018). The analysis will use data collected through in-depth interviews with some Cav belonging to the Italian network D.i.Re., also focusing on the geographical variable (where they are located) and the relationship with the reference territory. The data were collected as part of the research activity of the Prin 2020 project "Stereotypes and prejudices: the social representation of gender-based violence and contrast strategies ten years after the Istanbul Convention" (coordinated by Prof. F. Saccà, Sapienza University, Italy).

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Combating Sexist Stereotypes in the Public Sphere for the Prevention of Gender Based Violence

Flaminia Saccà (Università Sapienza di Roma, Italy) · Luca Massidda (Tuscia University, Italy)

gender-based violence, stereotypes and prejudices, public sphere, democracy

The preamble to the Istanbul Convention stated that, historically, "unequal power relations between women and men have led to domination over, and discrimination against, women by men", which is at the base of gender violence and of the limited advancement of women. Back in 2011 the Council of Europe made it clear that in order to tackle gender violence all Countries "shall take the necessary measures to promote changes in the social and cultural patterns of behaviour of women and men with a view to eradicating prejudices, customs, traditions". (Chapter III, article 12.1, Istanbul Convention). Unfortunately, this has proven to be a task that many Countries have not obliged. While laws are crucial, on their own they are not enough to allow rights to become solidly entrenched in the present, let alone in the future. For this to take place, education and cultural change are also needed. In order to reveal the stereotypes and prejudices underlying the social representation of gender-based violence and lurking in its journalistic and judicial narration, with a research team from Sapienza and Tuscia universities we have analyzed over thirty thousand Italian newspaper articles on male violence against women and almost eight hundred court judgements on the matter (years 2017-2023). Indeed, in seeking to solve problems, societies start by framing them. If the framing is wrong and distorted, the solutions will be inadequate, too. The results of our research projects were quite striking. Transversally the material we analyzed showed that our culture is filled with what philosopher Kate Mann called "himpathy": the flow of compassion, understanding and empathy that is removed from the victim, in favor of the perpetrator. Distributing responsibilities between the two. Narrating the violence as at least partly physiological to any romantic relationship. Even in court. In fact, it is in such a cultural climate, one that represents women socially more as culprits than as victims, that they -who have suffered violence – must go on to face a painful trial, for this will be the cultural humus in which the players in the trial – police, lawyers, magistrates, and witnesses – will operate. This is why it is so important to tackle sexist stereotypes in the public sphere, for they diminish the role and quality of our institutions and the democratic fibre of our nation. This paper will present the results of our research projects and how these stereotypes operate both in the journalistic and in the judicial narration of gender violence.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Discrimination As A Form Of Gender-based Violence: Consequences Of Sexist Stereotypes On The Transgender Community

Michel Sterbini (University of Bologna, Italy)

transgender community, gender discrimination, heterosexism, normativity

The Council of Europe defines gender-based violence as «any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity» (Council of Europe, 2019). Gender-based violence happens in many contexts and takes different shapes, depending also on other axes of oppression such as race, disability, class, and neurodiversity and it has the function of "correction" to maintain hierarchical social orders. The heterosexist ideology, that is at the roots of these acts of violence, affects the everyday life of all those TGNC (transgender and gender non-conforming) subjectivities who challenge the dominant binary division of society. Sexist stereotypes, in combination with transnegativity and heteronormativity (Rich, 1980), produce specific forms of discrimination like, for example, transmisogyny (Arayasirikul & Wilson, 2019), a pathologized and binary view of trans* experiences, "monstrous" representations in the media, health disparities, and high risks of facing assaults or invalidation both in personal relationships and in social spaces. Gender-based violence is part of the various institutionalized mechanisms of regulation, control, and teaching of the gender binary that sustain power relations through categorization and systematization of the real. Public and political discourses, medical standards and psychological criteria, legislations and legal procedures, and the educational world (Bourelly, 2022) all reflect and reproduce a system that shows the right directions to follow and the "natural" roles to play and discourages, when not prohibits, alternative paths. This becomes very clear when we analyse the role of shame and stigmatization (Goffman, 1963) in teaching and learning gender coherences: what is possible, "intelligible" (Foucault, 1976), and what would cause humiliation and violent responses. In this state of "surveillance" (Butler, 1990), the voices of TGNC people and activists are marginalized, preventing them from talking about their realities and the concrete effects of the prejudices that underpin our institutions, and, by doing so, their knowledge is downplayed.

The paper will discuss some experiences of the systematic oppression of the trans* community – like gatekeeping, minority stress (Scandurra et al. 2020; Hunter et al. 2021), and impostor syndrome – as examples of gender-based violence. Who writes will be reflecting on these topics using both literatures to connect different concepts and formulations, and qualitative data gathered from ten semi-structured interviews with non-binary activists in Italy about their experiences of gender restrictions and identifications, one with an activist who is part of an Italian trans* association that delivers trainings in schools on the topics of gender identity and stereotypes, and a participation to one of these in a high school. The aim is to raise awareness of hurtful prejudices that the educational system can, and in some cases is already trying to, dismantle. The introduction of the so-called "alias career" (Bourelly, 2023) in universities and high schools is an example of this effort, but there is still a lot that can be done learning from queer experiences and allying with the work of activist collectives.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Towards a Pedagogy of Paternal Educational Care. A Critical Essay

Alessandro Tolomelli (University of Bologna, Italy)

fathers, parenting, family pedagogy, social pedagogy, patriarchy

In the contemporary scientific and cultural debate, the perception of the crisis of the paternal figure has now become established (Recalcati 2014, Zoja 2000) understood as a sort of social and behavioral superego indispensable for the formation of the personality of the children. Furthermore, new typology of families (Gigli 2007) and feminist studies have highlighted how family relationships have been transformed and the role of women within the family has radically changed, in an anti-oppressive way, dynamics and relational category while the dominance of the patriarchal model remains (Diotima 2023). In this context, the parental role and educational functions of parents, and in particular of the father, are being reconfigured, also taking into account the redefinition of male identity according to parameters more suited to the social evolution and cultural achievements of our time (Messerschmidt 2022). Many "caring fathers" – this objectification would be absolutely superfluous, but unfortunately it is necessary to underline it as a model of fatherhood based on the delegation of care towards the offspring remains – paradoxically find themselves having to face stereotypes and prejudices with respect to their way of interpreting the parental role based on presence, emotional harmony, responsible, dedicated to the care and educational accompaniment of offspring (Burgio et al. 2023). Behind the neologism "mammi" are hidden resistances, fears, hypocrisies that prevent a paradigm shift thanks to which paternal and maternal cultures can converge into a single shared parental educational culture, capable of going beyond the parent's gender (Bellassai 2000). This contribution aims to underline some pedagogical critical ideas to encourage the creation of a field of research and study capable of also impacting culture and widespread public opinion.

H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society

Social Conflicts and Public Sphere. The Use of Gender Stereotypes by Political Parties and Movements in Italy

Antonio Tramontana (University of Messina, Italy) · Milena Meo (University of Messina, Italy)

gender stereotypes, manosphere, mens rights activistm, violence against women, far-right parties

In a critical review of the model of the public sphere elaborated by Habermas, in Rethinking the Public Sphere (1990) Nancy Fraser invites us to read the conflictual feature that is determined by the plural context that characterizes contemporary publics. In taking up Fraser's suggestion to study rival public spheres based on unequal power relations and aiming to establish hegemony, we want to analyze the constant and dynamic formation of misogynist and sexist spheres of influence that operate through forms of exclusion.

With respect to the progressive demand for the recognition of new civil rights, there is not only what is in some ways an angry response to the loss of privileges taken away by the advancement of gender claims. Despite the fragmentation and atomization of the public sphere, real convergences can be observed between movements and political parties whose aim is to re-establish cultural hegemony in the context of civil rights. On the one hand, stereotypes based on a traditional, hierarchical view of gender roles are employed in social communication by far-right leaders and are equally present in their respective political manifestos and election programs. On the other hand, what comes from the articulated galaxy now known as the manosphere contributes to the process of constructing masculinity through the use of gender stereotypes.

As partial result of the research activity conducted under the PRIN 2020 entitled "Stereotypes and Prejudices: the Social Representation of Gender-BasedViolence and Contrast Strategies Ten Years after the Istanbul Convention" (Coordinated by Prof. F. Saccà as P.I.), our analysis aims to show how such convergences not only contribute to new forms of conflict, if not even political radicalization, but are based on a principle of exclusion and the maintenance of social inequalities. For this purpose, we will analyse on the one hand the imaginary of the manosphere in Italy, focusing in particular on the Men's Rights Activism (MRA), on their anti-feminist, misogynist and sexist imaginary that coagulates around very precise gender stereotypes and that identifies the image of women (especially feminist organizations) as the cause of most of the problems affecting our society. On the other hand, the political leaders of the Italian far-right will be examined and, in particular, we will focus on Meloni and Salvini, their imaginary based on the naturalization of gender differences and the defence of women's traditional roles.

STREAM I.
Digitalization and Technology in the Educational Field

I.01. Digital Reputation and Social Injustice. Tools and Strategies for Media Education

Digital Reputation: Family Responsibility and Digital Challenges

Chiara Bellotti (Università Telematica Pegaso, Italy)

digital, family, education

We live today in a globalized and hyper-technological society that start a general process of increasing instability, including in the area of family relationships. Numerous research on the analysis of the most significant Italian socioeconomic phenomenon highlights how today's family contexts are always more digital, and the technology is integrated into the daily routine. ICT, domestic and edutainment technologies, and act to initiate family relationships by building and negotiating rules, norms, roles, identities and values, both individual and family. The time spent by children online, through the use of their smartphones, is a potential risk factor for parents and one of the main sources of worry. Children's use of technology requires parental mediation in a way that promotes safe and educationally relevant virtual experiences. The family with its relational unique stands on the side of real experience, but it cannot stand in opposition to the virtual. In these relational dynamics, it can confirm its authority presence and be able to orient its members to explore new contexts, offering new languages, meanings, and new routes so that the child can develop the ability to know how to consciously construct his project of life, even with the presence of new media. Parents must educate the child's autonomy and development of critical thinking; They are required to present themselves as credible educators, active mediators, able to dialogue with their children in a participatory way about the risks and opportunities offered by the Web. Today's family challenge consists in the ability to sustain the educational relationship with children in the continuous technological transformations. The family has an important educational role in the responsible and safe use of media. Parents need to know how best to understand and deal with children's vulnerabilities so that they can protect themselves from danger and enjoy the opportunities offered by the digital world.

Imagination's Immersive Tools: An Evolutionary Strategy for Increased Empathy, Inclusivity, and Social Equity in the Post-Digital and (Possibly) Post-Human Era.

Matteo Ficara (Happiness For Future Srl, Italy) · Cristina Pozzi (Happiness For Future Srl, Italy)

digital reputation, social injustice, immersive imagination, post-human

Our aim in this context is to discuss the relationship between digital reputation (Hearn, 2010) and future to understand the benefits of managing digital reputation and the tools available to achieve this goal. An innovative strategy involves the use of immersive imagination®. Imagination is the ability to shift attention from a proximal element to a distal one, which can be a memory, a future event, or a completely imagined reality, and then return to the present (Zittoun, 2017). Our intervention aims to explore the connection between imagination, immersive practices, digital reputation, and identity in the social context, investigating possible future scenarios. It aims to propose immersive imagination® (Ficara, 2023) as a media education strategy to address the theme of "social distance" in all its forms: injustice, inequality, and marginalization exacerbated by the transition to a global pandemic, the impacts of which will be observed (Saladino et al., 2020). Possible future developments of the increasing human-machine integration and its impact on self-perception, also in relation to others, will also be explored. Imagination is conceived as a universal practice capable of providing flexible tools for a reappropriation of one's real identity and an increase in social empathy. It is also capable, as a future practice, of guiding individuals to explore possible scenarios and emotions. Rooted in sensory stimulation, narrative immersion, and community participation (Gui, 2018), immersive imagination® draws inspiration from various sources: theories of mind, neuroscience (Rastelli et al., 2022), and also draws observations from the world of video games, which have played a fundamental role in the evolution of the concept of immersiveness (McGonigal, 2011). From a neuroscientific perspective, immersion involves sensory stimulation (Bohil et al., 2011), which elicits physical, physiological, and emotional responses, activates emotional centers, and fosters empathy (Damasio, 1995), enhances cognitive engagement and decision-making. In the context of digital reputation and social injustice, immersive imagination® assumes strategic relevance. Through structured preparation of the immersive experience, anticipation, and narrative guidance, immersive imagination® allows individuals to experience otherwise inaccessible experiences. By harnessing its potential to imagine future scenarios (Seligman, 2019), promote empathy, and guide decisions, institutions and educators can develop effective strategies to empower individuals and communities in the digital age.

I.01. Digital Reputation and Social Injustice. Tools and Strategies for Media Education

Online Risks And GenZers' Strategies Of Web reputation Management In Social media

Rosanna Marino (Università degli Studi di Napoli Federico II, Italy) · Miriam Matteo (Università degli Studi di Salerno, Italy)

web reputation, online risk, gen z, social media, media education

Web reputation is a recent topic in the field of sociology of communication. Largely used as an interpretive category in economics and marketing, web reputation has gradually emerged in the field of studies and research related to the digital risk society (Lupton 2014) and platform society (Van Dijck et al. 2018), which highlights the technological, cultural and social variables that intervene directly or indirectly in the reputation construction processes, in close connection with the management of identity, privacy and online relationships.

In particular, research that investigates the issue of web reputation in relation to the online behaviors of new generations also goes in this direction, both in reference to the processes of popularity construction and personal branding (Marwick 2013), as well as the psychological and social distress caused by cyberbullying phenomena, sexting, revenge porn, privacy violations, identity theft, and many others, which have negative effects on the reputation and dignity of the person (boyd 2014; Livingstone 2009). In this sense, web reputation management analysis proves very useful in intercepting young people's ability to "learn from mistakes", activate problem-solving strategies and increase their digital awareness (Savonardo, Marino 2021).

Starting from this premise and considering the debate on Internet risks and opportunities for young people, the paper focuses on the topic of web reputation in social media, and analyses GenZers' web reputation management strategies on social network sites in relation to online risks such as cyberbullying, sexting, revenge porn, privacy violation and many others.

The study, based on an exploratory survey conducted in the Campania region (South Italy) during the COVID-19 pandemic (2020-2021), describes the most relevant practices adopted by 500 young people aged between 14 and 23 to cope with risky online experiences with the aim of minimizing the harm received, and the role of key agencies (family, school, peers) in mediating risks and supporting coping strategies. This work is intended to be useful for reflecting on the possibility of viewing young people's web reputation management strategies in relation to media education, drawing new considerations from the logic that rules the opportunities and risks dialectic arising from the use of social media.

Digital Reputation: A Multidisciplinary Comparison

Eleonora Sparano (Università Nicolò Cusano) · Nicola Strizzolo (Università di Teramo, Italy)

reputational society, digital, social inequality, multidisciplinarity

From a sociological perspective, reputation is crucial for recognition processes, constantly balancing between the value we attribute to ourselves and the value that others collectively assign (Conte, Paolucci 2002; Mutti 2007). This field of forces, which shapes social interactions, can be both the origin and the result of inequalities (not all individuals have the same power as "reputation entrepreneurs") and can determine discriminants in access to resources and roles, and even in various forms of marginalization (Cavazza 2012; Conte, Paolucci 2002). In this dynamic model, the origin of people, the physical places where they were born and lived (Pizzorno 2007; Mutti 2007), the organizations they have frequented, the ideas they have adhered to, conditions either ascribed or acquired, also have their influence: elements with relational, social, and economic consequences on individuals. If reputation-related recognition practices contribute to maintaining a certain social order, those who represent the entrepreneurs of reputation, capable of defining both the qualifying elements and the qualified subjects, have the power to impact individuals' lives, regulating tensions and conflicts, creating scapegoats, indexing personal and institutional paths associated with a good or bad reputation (Pizzorno 2007; Mutti 2007). With every new dominant technology, the power system within society is also reorganized: the web's disintermediation, its network structure translated into virality, like free access, have not only made global fame possible through self-promotion but also the possibility of casting discredit on a global level, of condensing attacks, discontent, grievances, increasing or causing serious damage to an individual's reputation, with even dramatic outcomes.

Based on these premises, the contribution aims to expand the analysis of the impacts of new technologies on the social construction of identity, emphasizing the results from a multidisciplinary comparison that involved 24 experts, including scholars and professionals, on the theme of the reputational society in the digital age. The focus of this journey, which aims to identify the strategies of digital resilience that individuals and communities can adopt in the complex web of online reputation, centers on the different representations and practices of the self that, in the age of interconnections, where it is complicated to distinguish between online and offline, make reputation a relational good, in turn associated with social capital. The variations of the same concept in different fields should highlight the importance of an approach that takes into account the emerging ethical and social challenges, in an attempt to reflect on how digital practices influence the perception of self and others in a space that, albeit through aspects of continuity with the universe before the web, shows unprecedented characteristics, often at the origin of self-generated attacks and failures, which individuals increasingly exposed to the risks of a violation of identity, extensively, with reference to both the public and a potentially unlimited temporal period.

I.01. Digital Reputation and Social Injustice. Tools and Strategies for Media Education

Ubiquity, Equalization and Omni-switchability of the Traces. The Degeneration of the Nature of Identity in Digital Era

Andrea Velardi (University of Messina, Italy)

real-life identity, web-identity, documentality, new pattern of personal identity

The aim of the talk is to address the issue of the web reputation beyond the perspective of the "right to oblivion" or "right to be forgotten" more restricted within a juridical account. The question to answer is not only how to address web reputation after it is undermined. There is indeed something that is radically changed in the perception of the nature of the personal biography and consequently it is necessary to analyze web reputation within a more philosophical perspective.

Firstly we analyze the problem through the triple distinction between the real life identity RLI (or off-line identity), Media Identity (MI) and the Web identity WI (or on-line identity in the two meanings of 1. a temporary identity emerging from the activation of a specific, goal-directed and manipulable set of traces switched on by all new media, social network, web and real-life communication channel or 2. more generally the pattern of our identity generated by the recollection of traces and events available or accessible, displayed or displayable in the web domain).

Secondly we analyze web reputation within the philosophical theory of Documentality (Ferraris 2009) in order to emphasize the role of the universe of the traces thereby it is continuously registered in our mind's world and in our life and the pervasiveness of this traced universe in the construction of our permanent and temporal RLI and WI1 and WI2. We will show that there is instrumental changement in the concept of digital identity that is affected by 1. traces ubiquity and availability without filtered and audience-sensitive accessibility; 2. traces equalization (traces of different period and different episodes of a life are equalized without any contextualization); 3. traces ad libitum and anytime switchability, displaybility, reawakening 3. digital information and data over-abundance in which is missed the relevance and the organization of the knowledge of the identity generating information overload and information relevance indifference; 4. Overexposure of traces of biography.

The more human and proper nature of biography is normally perceived and lived by subjects like a temporal evolution with many zones of different relevances and developments. It is also normally displayable in a gestaltic way with a figure-ground arrangement of events, action and contexts, a multi-layered arrangement of more hidden and more explicit sides, more private and more public dimensions. WI cancels totally privacy and life is externalized as a whole in whatever details and any sides can be exposed with the same level of importance, consistency and priority according to the necessity of communication and manipulation of the moment.

Eventually we remark that biography flipped and twisted from that gestaltic, more human arrangement to an a-gestaltic, overexposed, atemporal perspective in which every trace could be reawakened as a potential threat. This a-gestaltic overturn of identity is the effect of the back-impact of the features of the WI to the RLI. Therefore we have to more deeply analyze this a-gestaltic overturn of identity. This overturn is very suitable for the moralistic and instrumental use of traces by mass- and web-media.

I.02. Digitalisation processes in Italian schools: lessons from the pandemic and vision for the future against social inequalities

Experiences Of University Inclusion And Critical Issues During The Pandemic Period. Research Results

Carlotta Antonelli (University of Rome "La Sapienza", Italy)

digital inclusion, ict, universal design, barriers and facilitators, students with disabilities

This proposal aims to bring to the academic community's attention the first research outputs of the doctoral thesis: "Universitabile: indagine sull'inclusione universitaria degli studenti con disabilità e DSA nel contesto universitario romano", based, specifically, on the relationship between educational inclusion (Ainscow and Miles, 2009) and ICT (Information and Communication Technology). Starting from a review of the literature on the role of universities as places of inclusion and confrontation with diversity (Bolt and Penketh, 2016; Moriña and Gavira, 2015), the proposal analyses the inclusion strategies by three main universities in Rome: La Sapienza, Tor Vergata and RomaTre. Through a mixed method approach, the contribution analyses the answers to the interviews administered to the operators of the dedicated services, facing the issue of barriers and facilitation mechanisms, and students' answers to surveys. ICT, during the Covid-19 emergency, acted as a facilitator allowing people with disabilities to benefit from distance learning by presenting new perspectives for the realisation of the learning process, a point that emerges from the voices of the professionals involved as shown in the following extract: "We have young people who have studied and finished their thesis with the tutor from home, sharing the Word file of the thesis in the drive and editing it in real time". In this sense, as Tsatsou (2020) found, the inclusion of people with disabilities can be facilitated by the use of digital technologies. The author emphasises how these help to alleviate stigma in several ways:

assisting in performing daily tasks and overcoming difficulties;

enabling connection with those who have the same type of disability, increasing their sense of belonging and improving their social integration;

facilitating processes of self-identification and technology-mediated communication with others.

Opinion also found in Valentini (2008), who emphasises how the use of digital technologies is a prerequisite for the development of concrete solutions, these, in fact, "break down boundaries and create a new deterritorialised space that can be accessed by a wider range of users than that represented by traditional students" (ibidem:17). The author goes on saying that deterritorialisation "creates the prerequisites for carrying out actions and accessing services related to didactics and university training from different places: from home, from the workplace, from other centres that do not coincide with the university's seat, such as decentralised poles" (ibidem:22). This process is considerably accelerated by the Covid-19 emergency, which provides the basis for rethinking technology in terms of Universal Design, that is "an approach to the design of technologies that pays greater attention to the concept of universal usability: buildings and tools must be conceived, designed and constructed in such a way as to be usable by all" (Fiocco and Martinati, 2002:232). Despite the evidence presented, it is useful to remember that technology if conceived as a facilitator but designed only on the characteristics of able-bodied users, can represent a barrier because, by replacing classic socialisation methods, it risks to become a powerful instrument of exclusion.

I.02. Digitalisation processes in Italian schools: lessons from the pandemic and vision for the future against social inequalities

Lessons Learnt from the Italian Experience of Distance Learning: Some Useful Indications for Future Policies on ICT in School Systems

Cristina Calvi (University of Eastern Piedmont, Italy) · Domenico Carbone (University of Eastern Piedmont, Italy)

distance learning, digitisation, educational policies

During the Covid-19 pandemic the majority of the states instituted measures to close schools and shift them to virtual platforms. This change happened in school systems that could rely on different infrastructures and levels of digitisation achieved so far. Starting from an analysis of the literature on distance learning, the paper will reconstruct the effects of this phenomenon on the Italian school system and will give indications useful for the development of digital educational policies. In particular, with regard to the first aspect, the focus will be on the consequences of distance learning on three important dimensions that characterise school systems and directly involve teachers and students: school inclusion (Aroldi, Zaffaroni, Cino 2021), learning processes (Giancola, Piromalli 2020) and digital skills (Castellana, Rossi 2021). Distance learning has functioned as a great amplifier of both the criticalities and opportunities offered by the digitisation of the education system. Overcoming the former in order to strengthen the latter should be the starting point for the re-calibration of educational policies which, as we shall see, must be implemented starting from the centrality and relevance of the relational dimension in educational environments on which not only a successful learning process depends, but also the well-being of students and teachers. The need to take a bottom-up perspective (Tirocchi, Taddeo 2019) in the construction of digital education policies that take into account the inequalities that permeate society, together with the adoption of a critical perspective (McLuhan 2015) in the choice of technological tools to be adopted could be the lesson learned from the Italian experience and useful for European school systems.

I.02. Digitalisation processes in Italian schools: lessons from the pandemic and vision for the future against social inequalities

Assessing Digital Transition and Inclusion in Schools: a Twofold Level Survey

Claudia Marcellan (University of Padua, Italy) · Davide Zanardi (University of Padua, Italy) · Barbara Arfé (University of Padua, Italy) · Paola Milani (University of Padua, Italy)

digitalisation, inclusion, schools, disadvantages

Since the late 1970s, the integration of Information and Communication Technology (ICT) into educational settings has emerged as a significant trend in the innovation of teaching and learning processes (Ahn, 2020). The ICTs, encompassing a broad array of tools such as the internet and mobile phones, have transformed the accessibility to the information and emphasized the importance of communication in the educational landscape (Ratheeswari, 2018). Within this context, policymakers have actively sought to promote and guide the digital transition in learning environments. Highlighting this, the European Union Council's 2020 declaration underlines that digital technologies enrich learning and teaching experiences, substantially ensuring inclusive and high-quality education accessible to all. Narrowing the focus to a national perspective, Italy is among the European countries that include (at a regulatory level) the development of specific digital skills by teachers, recognizing them as a fundamental component for maximizing investments in digital technologies and ensuring that educational systems keep pace with the needs of the 21st century (Eurydice, 2019).

However, the pandemic crisis has magnified the complex nature and profound influence of 'disadvantage' and 'poverty' on children's developmental opportunities. Amid these challenges, the 'digital divide' concept has evolved to encompass more than just access to Information and Communication Technology (ICT). It now includes a secondary level, which concerns the skills required for effective ICT use, and a tertiary level, focusing on the ability to leverage ICT for tangible benefits, highlighting the necessity for advanced digital competencies (Gremigni, 2019; Pasta, 2021). These shapes of the digital divide underscore the risk of perpetuating and exacerbating existing social inequalities. Such disparities can lead to exclusion, diminished community engagement, restricted access to educational resources, and disproportionately impact students from lower socioeconomic backgrounds, though not exclusively (Marangi et al., 2023).

As the integration of ICT in education continues to evolve, bringing opportunities and challenges (Kormos, 2021), the necessity to critically assess the impact of digital teaching technologies in schools has never been more pressing. Our study seeks to delve into this by examining the digital transition processes within schools, evaluating the inclusivity levels experienced by students, and scrutinizing the strategies and policies employed by teachers and principals toward ICT. We designed a bespoke questionnaire to achieve these objectives, allowing for a comprehensive analysis across various educational settings. Our research methodologically explores principals' attitudes and policies towards ICT, classroom dynamics, and teachers' pedagogical approaches to integrating digital tools. Additionally, we assess students' experiences with hybrid education (Rivoltella, 2019), their sense of well-being, and their encounters with potential exclusionary practices, paying particular attention to those with disabilities or from socio-economically or culturally disadvantaged backgrounds (l. 104/1992; l. 170/2010; DM 27/12/1; MLPS, 2017).

Adopting this holistic approach, our study aims to portray the digital educational landscape in selected Italian schools. It aims to unearth both the limitations and prospects presented by ICT, providing targeted recommendations to enhance student inclusion and the effective integration of ICT within educational frameworks.

I.02. Digitalisation processes in Italian schools: lessons from the pandemic and vision for the future against social inequalities

The Role of Digital Technologies in the Mediation of Institutional Relationships and Learning Processes in Italian Schools

Francesco Orazi (Polytechnic University of Marche) · Davide Lucantoni (IRCCS INRCA)

distance learning, institutional relationships, quality of learning

Digital technologies have made massive inroads into the education system during the pandemic, not only for learning purposes but also as tools for mediating institutional relationships between school, family, teachers and students, however, the debate on the topic had already been developing for several years. Some authors have claimed that the use of smartphones and computers would discourage studying and learning processes in favor of a communicative ecosystem of entertainment (Spitzer, 2012), also weakening the ability to socialize in reality (Nass & Yen, 2012). Other authors pointed out that learners could acquire richer information and resources beyond teaching materials included in the curriculum, to enhance the learning effect (Lin et al., 2017). In the same way, the dialogue between the actors involved in the educational process seems to be influenced by the tools through which it is realized (McLuhan, 1964). Within this context, the research was carried out – between 2019 and 2020 – in a school complex in the Marche region, to investigate how the use of new technologies can impact both the institutional relationships between school and family and the quality of learning by developing skills and attitudes of students (Benassi 2013). Following Pacinelli (2008), both qualitative and quantitative methods were used. In-depth interviews were realized with experts in the field of learning technologies and the cognitive transformations they brought, as well as focus groups with educators, psychologists, social workers and community workers. Also, questionnaires on a reasoned sample of teachers and parents were administered. Results showed that the interpolation of physical and virtual spaces to mediate social relationships and methods of interaction between private, public and institutional contexts, turns out to be problematic. This, due to the great stratification of information, languages, practices and representations, causing a condition of fragmentation within which schools, families and teachers try to transmit consistent values and knowledge to children. In this regard, the difficulty of exercising control over what information to make available to young people and when, has undermined traditional family and school roles. As a consequence, such control seems to be implemented, within the educational environment, through a more stringent orientation towards performances evaluation. Although it has been underlined that digital technologies can also represent a solution to these critical issues, allowing the creation of more inclusive and immersive learning environments, these are currently hindered by organizational limitations and lack of resources within the education system. Such limitations results into a widening of material and cultural inequalities (e.g. between those who have greater access to technological devices, or greater knowledge/ability to use them, and those who do not). This, will have to be the subject of careful political planning both at national and European level, also considering the possibility of introducing professional figures (e.g. educators, psychologists, social workers) to mediate in the dialogue between schools and families, and dedicated to consultancy and support for students, which could have positive effects on the process of integrating digital technologies within an increasingly complex and precarious educational context.

I.02. Digitalisation processes in Italian schools: lessons from the pandemic and vision for the future against social inequalities

Educational Innovation Digitalization in the Italian Education System: Return to Normalcy?

Mariella Pia (Università degli Studi di Cagliari, Italia) · Silvio Marcello Pagliara (Università degli Studi di Cagliari, Italia) · Gianmarco Bonavolontà (Università degli Studi di Cagliari, Italia)

remote learning, ict, digital competencies, teacher professional development, educational innovation

Within the Italian educational landscape, the augmentation of mainly referred to remote learning, digitalization, has profoundly altered the organizational processes of schools, having significant impacts on both social dynamics and educational practices (Farina, 2022). This evolution, considered as a potential agent for change, innovation, and transformation of teaching processes, affects both the planning of activities by teachers and the learning modalities of students (Pireddu, 2019).

However, it is evident that within school settings, the implementation of mainly referred to remote learning, in presents certain challenges. These include issues arising from the rapid evolution of digital tools, which pose risks of exclusion for those who, whether learners or educators, struggle to adapt to the constant technological change (Bazzoli et al., 2021). Concurrently, it is pertinent to emphasize how the pervasive spread of Information and Communication Technologies (ICT) can generate a digital dependency, affecting emotional, relational, and professional aspects of individuals' lives (Crafa & Rizzo, 2019).

The resulting digital divide is an extremely relevant issue that necessitates a thorough analysis, especially due to phenomena occurring during the Covid-19 pandemic. These have highlighted pre-existing social inequalities, such as the exclusion of students with disabilities and those from socio-economically disadvantaged backgrounds (Ianes & Bellacicco, 2020; Selva, 2020), in addition to highlighting criticalities in the professionalism of teachers, such as a lack of familiarity with using digital tools.

This scenario appears to outline a condition that does not favor adequate processes of school integration and does not support the well-being of students, teachers, and families (Zurru et al., 2021).

With the much-desired "return to normality" and to face-to-face teaching, it is pertinent to question whether and to what extent teachers can actually leverage the competencies acquired during the lockdown, despite adversities.

In what terms, then, do virtual lessons adopted to respond to immediate needs retain their relevance in the current structure of educational pathways?

How do teachers conceive and incorporate technologies into their teaching practice: are they considered merely as occasional tools, or as essential didactic mediators that influence the design process?

These questions highlight the need for a broader and more reflective perspective on the posture of teaching professionalism in the digital age, emphasizing the continuous development of skills and knowledge towards a meaningful integration of technologies within the educational sphere.

In light of these considerations, the contribution – an integral part of a broader action-research project employing a mixed quantitative-qualitative approach (Creswell, J. W., Clark, V. L. P., Gutmann, M. L., & Hanson, 2003; Guba & Lincoln, 1994; La Marca, 2014; Picci, 2012) – offers a preliminary evaluation of data pertaining to the conditions of ICT use, on one hand, and to the potential prospects for professional development that teachers are capable of achieving, on the other, in primary schools in Sardinia (Niederhauser & Perkmen; 2008Benigno et al., 2013).

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

Investigate The Representations Of Young Adolescents Through Digital Storytelling

Fabiola Camandona (Università degli Studi di Torino, Italy) · Melania Talarico (Università degli Studi di Torino, Italy)

digital storytelling, high school students, prevention risk behavior

The themes of social injustice and educational inequality resonate strongly in a world where individuals grapple with pervasive uncertainty (Nuzzaci, 2020; Di Profio, 2022). Particularly vulnerable are young people, who may develop extremist viewpoints in response to these challenges. We define extremism as any form of rigid and inflexible personal identity with total and uncritical adherence to an ideology, intolerant of different points of view (Böttticher, 2017). It is essential to remember that the minds of adolescents and young adults exhibit physiological modes of functioning that tend toward radical thinking (Tkhostov et al., 2020). If radicalization is viewed as a process, it is conceivable that socio-environmental and psychological risk factors characterize a pre-radicalization phase. These factors would be represented by specific episodes that affect the individual during identity formation, typically during late adolescence and early adulthood (Borum, 2011; Beelmann, 2020). These indicators are not direct precursors to the experience of violent radicalization; the presence of these elements in a person does not guarantee that he or she will follow an extremist pathway extremist path. Instead, they should be understood as a risk profile and, therefore, a warning sign to pay attention. Proactive measures are essential, necessitating a nuanced understanding of the interplay between equity and quality of education in navigating today's multifaceted linguistic landscape, which encompasses not only language but also emotional literacy (Nuzzaci, 2020a). In alignment with this perspective, the "Radicalization and Extremism in Adolescents" project, spearheaded by the Gruppo Italiano Studio Terrorismo (GRIST) in collaboration with the Department of Philosophy and Educational Sciences, and recipient of the CRT 2020 call for proposals, seeks to address these issues. The project's primary goal is to uncover manifestations of social extremism among youth through digital storytelling (Lambert, 2013). Digital storytelling is a methodology widely used in various fields that, through a narrative process, consists of creating video stories with images, voice, music, and text (Rodríguez, et al.,2021). It places emphasis on identifying risk factors and fostering self-awareness among fourth-year secondary school students in two schools in Turin.

Comprising six meetings throughout 2023 and involving 62 participants, the project utilized narrative workshops to prompt students to reflect on their experiences by crafting video stories around researcher-selected themes. Concurrently, alongside digital storytelling, questionnaires on future self-perceptions were administered to explore students' representations of themselves in prospective scenarios. Qualitative and content analyses of Digital Storytelling (DST) narratives and imagery reveal prevalent themes of fragility across three dimensions: individual (pertaining to self-acceptance, depression, and coping with emotional stress and anxiety), social (encompassing prejudice, social oppression, and apprehension about the future), and a sense of powerlessness in the face of change (whether positive or negative, and the imperative for meaningful decision-making) (Lamonica & Bartolini, 2023).

While the processing of questionnaire data is ongoing, preliminary findings underscore the imperative of implementing listening strategies and fostering dialogue among youth. This approach aims to equip them with the necessary tools to navigate challenges and cultivate constructive, well-being-oriented pathways forward.

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

Digital Transformation in Mongolian Higher Education: A European Perspective for Lifelong Learning

Ylenia Falzone (University of Palermo, Italy) · Alessandra La Marca (University of Palermo, Italy) · Savannah Olivia Mercer (University of Palermo, Italy)

dgital education, e-learning, higher education, lifelong learning

Recently, e-learning within higher education institutions (HEI) has received much attention for its ability to increase accessibility to online learning resources, utilising technology to enhance learning processes (La Marca & Falzone, 2022; Regmi & Jones, 2020). E-learning is considered as one of the global driving factors for the development of education and economy in many countries. The recent development of e-learning methodologies characterized by the diffusion of MOOCS, Open Educational Resources (OERs), such as apps for gamification, and other elements have improved the effectiveness of the HEI courses and reduced costs. According to the European-wide e-Learning Recognition Review Report (2015), throughout Europe the top three perceived important advantages of e-learning were greater satisfaction in the learning, job related skills and variety of choices.

Despite growing evidence claiming that e-learning is as effective as traditional means of learning, there is very limited evidence available about what works, and when and how e-learning enhances teaching and learning. There are, also, still several issues that restrict the use of e-learning on a global scale (Degner et al., 2022). Our interest is limited to the Mongolian context, starting from an analysis of best practices at European level on pedagogical-didactic practices for effective e-learning.

Lifelong Learning for Mongolia: Occupational Health & Safety project (3L4MOHS) aims to transfer know-how from the European part of the project to Mongolia, in order to develop and implement Lifelong Learning Centres at University level (in the selected 4 University Mongolian partners, covering the whole country). The digitalization of learning and teaching delivery methods of curricula (including video/moving training materials, augmented and/or virtual reality), ensures not only the modernization of the respective curriculum, but also accessibility and access equity to Lifelong education for a large number of beneficiaries in the vast and sparsely populated country of Mongolia (Barati et al., 2023). To achieve this aim, it is important to conduct a review on the EU best practices on Lifelong Learning (LLL) and e-learning at HE level with the aim of identifying:

- Trends and best practices from higher education institutions for the quality management of digital study programs;
- Effective training methodologies;
- Innovative digital tools for content sharing.

This literature review of best practices at the European level represents a crucial starting point for elevating the standards of teaching and assessment methods utilized within Mongolian institutions. Within the realm of digital education, this review has the potential to facilitate the seamless integration of technology into teaching and learning processes, thereby modernizing educational practices and enhancing accessibility (Staring et al., 2022).

Indeed, this endeavor will serve as a foundational step towards embarking on a collaborative educational journey with Mongolian partners. It will not only improve the training of teachers and promote continuous professional development, but also aims to have a lasting impact on the overall quality of the Mongolian education system.

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

E-government, Digital and Financial Literacy

Anna Lo Prete (University of Turin, Italy)

e-government, platform society, digital literacy, financial literacy

In early 2000s the first e-government platforms (EGP) were introduced to strengthen the collaboration between citizens and governments online. What the United Nations defines e-participation is a new form of civic engagement which, in principle, should foster open and participatory governance through ICTs – Information and Communications Technologies (United Nations, 2020). Since the commitment of Barak Obama's Administration to an "open government" model in 2009, governments around the world have increases the number and scope of internet-based platforms to facilitate public engagement of citizens (United Nation, 2020). This rapid growth creates new opportunities and challenges.

This study aims at providing insight on the inclusiveness of this new form of civic engagement. In theory, EGP should increase transparency and help individuals to accomplish civic duties, producing benefits for the entire society (McDonald, 2008; Khazei and Stockemer, 2013; Campante et al., 2018; Ceccarini, 2021). In practice, whether EGP integrate all groups of citizens, without leaving the most vulnerable segments of the society behind, is an empirical question.

Exploiting the few data available for cross-country comparisons, this study will compare data on the development of EGP with data on the average levels of competence arguably needed to the reap the benefits of the digitalization of national governments. In particular, it will focus on digital literacy, defined by the UNESCO as "the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship" (UNESCO, 2018). And on financial literacy (FL), defined by the OECD as "a combination of awareness, knowledge, skill, attitude and behavior necessary to make sound financial decisions and ultimately achieve individual financial wellbeing" (Atkinson and Messy, 2012), and more recently used as a proxy for citizens' understanding of the content of public policies, an element needed to inform public decisions (Lo Prete and Fornero, 2019 and 2023).

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

Exploring E-tutor Perceptions and Practice in Online Education: Insights from a Case Study

Andrea Nardi (Istituto Nazionale di Documentazione Innovazione e Ricerca Educativa - INDIRE, Italy) · Massimiliano Naldini (Istituto Nazionale di Documentazione Innovazione e Ricerca Educativa - INDIRE, Italy) · Giorgio Cecchi (Università Telematica degli Studi - IUL, Italy)

e-learning, e-tutoring, online higher education, telematic university

Online universities have witnessed significant growth in recent years, necessitating a closer examination of the role and significance of e-tutors in facilitating effective learning experiences. There has been a growing emphasis on redefining the role of tutors in e-learning and online education, especially in response to the changes brought about by the COVID-19 pandemic (Raviolo, 2022). E-tutors serve as crucial facilitators of online learning, providing guidance, support, and feedback to students navigating virtual learning environments (Youde, 2020; Ferrari et al., 2021). This study presents preliminary findings from an ongoing research project focused on tutoring at IUL Telematic University. The project aims to explore the community of e-tutors, examining their perceptions with respect to the role they play and their practices in terms of responsibilities, relationships with students, teaching and support activities, platform tool usage, and orientation strategies (Nardi, et al., 2023). The research adopts a mixed-method design (Creswell & Clark, 2007): the quantitative aspect, encompassing surveys and questionnaires, primarily aims at mapping the community, while the qualitative dimension, involving focus groups and interviews, seeks to delve profoundly into the community's perceptions, needs, preferences, and habits. This work presents the results based on questionnaire administered to IUL e-tutors (n=57) and qualitative insights from focus groups. The questionnaire covers various dimensions, including the educational background of e-tutors, their professional experiences, perceptions, and expectations, as well as their competencies in disciplinary, methodological, and socio-relational aspects. The same dimensions of the questionnaire were investigated in the focus groups. The findings contribute to a deeper understanding of the dynamics of e-tutoring in online education and inform future efforts to optimize e-tutoring practices.

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

Inclusive Digital Horizons: Navigating Policy Crossroads in EU and Italy for digital provision of continuing training in the AI era

Alessandra Pedone (INAPP, Italy)

digital training, workforce inclusion, digital transition, microcredentials, ai

This contribution intricately examines the synergy between digital policies, workforce inclusion dynamics, and the evolving landscape of digital continuing training in the European Union (EU) and Italy. Set against the backdrop of rapid technological advancements, our research endeavours to map the multifaceted trajectory of the digital transition, shedding light on pivotal crossroads where policies intersect to shape the socio-economic landscape. Taking a comprehensive approach, the study analyses the nuanced policies implemented by the EU and Italy, with a particular focus on their impact on workforce integration within the digital realm. Notably, attention is directed towards the domain of digital continuing training, as a crucial component for nurturing adaptability and resilience among workers facing technological disruptions, considering opportunities and challenges. The study examines the evolving landscape of digital training, highlighting the importance of addressing challenges in digital and transversal competencies. It explores the potential of microcredentials and digital badges in recognizing and certifying skills acquired through targeted short courses. The paper delves into the growing interest in microcredentials and short learning experiences, accelerated by the post-pandemic landscape's demand for new or renewed skills in education, vocational training, and continuous learning. It aligns with the EU's digital transition initiatives, focusing on skill development policies outlined in the Digital Compass 2030 strategy. The study combines qualitative analysis of policy documents, legislative frameworks, and institutional strategies with quantitative data on workforce participation and digital training initiatives. This interdisciplinary approach provides a holistic understanding of the challenges and opportunities inherent in the digital transition, elucidating key factors influencing the effective integration of workers. In conclusion, the study underscores the pivotal role of continuous training in navigating the digital and AI-driven future. It advocates for a proactive approach to skills development, acknowledging the intersection of human values, ethics, and technological innovation. Continuous training emerges as a strategic resource for individuals and organizations, ensuring a resilient and adaptable workforce in the face of evolving technological landscapes.

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

When Education Becomes Open: the Experience of the Ola Project

Claudia Pennacchiotti (CNR-IRPPS, Italy) · Valentina Tudisca (CNR-IRPPS, Italy) · Adriana Valente (CNR-IRPPS, Italy)

digital-platforms, inclusion, competences, stereotypes, open-education

Ten years after the European Recommendation "Opening up education" and the UNESCO Declaration on OERs it is increasingly evident how strategic digital technologies can be in enhancing more accessible learning environments, but, at the same time, how a concern for equity and inclusion is crucial not to exacerbate educational and social inequalities between those who have access to quality education and those who do not (OECD 2021). As underlined by UNESCO Agenda 2030 and reaffirmed by the Digital Education Action Plan (EU-2021-2027), the quality and inclusiveness of education systems is crucial to enhance a fairer and sustainable society, social cohesion, economic growth and innovation.

These hopes and worries are at the basis of the Open Education (OE) movement (Blessinger e Bliss 2016), born well before the COVID-19 Pandemic with the aim of making quality learning accessible, abundant and customizable for all (dos Santos et al., 2016; Croft, Brown, 2020; Ossiannilsson E., 2022). Embedding digital technologies in the OE perspective could help to reach these goals and OERs (UNESCO 2019) represent one of the most iconic results of this match. But a more inclusive, equitable and sustainable educational environment is not an automatic consequence.

There are many critical issues that still need to be questioned. Among them: as teachers (and students in some cases) become themselves OERs creators, which new competences are needed (technological methodological and pedagogical) to fully realize openness and inclusiveness? How to spread shared quality standards and enhance an easier access to OERs? What do we actually mean by "inclusive education"? Indeed, even if there is a wide agreement on the importance of inclusion in theory, a large debate is still ongoing in policy and research sectors: some restrict the discourse to special-educational needs, others adopt a wider perspective, acknowledging that students fall behind at school for several reasons, most of them having nothing to do with special needs or disabilities but with the existence of the right conditions for learning (Thomas 2013 and Messiou 2016)).

This contribution questions these issues starting from the research process realized in the Open Learning for All (OLA) project, which enhanced the creation and use of qualitative and inclusive OERs in the secondary school system at European level with the following aims:

- fostering the idea that inclusion is a matter of schools' capacity to meet the different learners needs learners, without focusing only on specific target groups, which requires new approaches, pedagogies and practices;
- widening accessibility and quality of OERs, creating an open repository, designing and testing OERs;
- improving teachers' competences in designing and implementing inclusive and quality OERs through open courses (MOOCs): using and menage digital tools, interacting with digital platforms, enhancing inclusion not just in terms of technological accessibility, but also taking into account the variety of students' learning strategies, backgrounds, perspectives, personnel histories;
- widening the definition of digital literacy promoted by EU (DigiCompEdu framework 2016) by including students' and teachers' capability to detect stereotypes and values explicitly and implicitly conveyed by educational resources

I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

Digital and Virtual Reality Escape Rooms as Educational Contents

Manuela Repetto (University of Turin, Italy) · Barbara Bruschi (University of Turin, Italy) · Melania Talarico (University of Turin, Italy) · Fabiola Camandona (University of Turin, Italy)

digital educational escape rooms, educational e-content, game-based learning, immersive learning

In recent years, Digital Educational Escape Rooms (DEERs) have become increasingly prevalent within university settings. These encompass DEERs established by universities themselves for institutional, educational, or guidance purposes, as well as those developed by faculty members or students for didactic aims. Broadly defined, escape rooms entail live-action, team-based games where participants confront a series of challenges with the objective of completing a mission or unraveling a mystery within a specified timeframe (Nicholson, 2018). Upon successful completion of the mission, involving a blend of hands-on and minds-on activities (Fotaris & Mastoras, 2019), participants may exit the enclosed space. The immersive and interactive nature of escape rooms, alongside the cognitive demands inherent in deciphering clues and solving puzzles, has prompted numerous faculty members to adapt the entertainment-focused escape room concept for educational purposes within their respective disciplinary domains. Recognizing this approach as an innovative and inclusive method to engage students, they have embraced it as a novel means to enrich and invigorate the learning experience.

Transforming a teaching resource in a DEER involves the incorporation of gaming elements such as structure, narrative development, and puzzle construction. These elements, as highlighted by Veldkamp et al. (2020), must be closely aligned with the learning or guidance objectives. Moreover, achieving this alignment necessitates the integration of game mechanics with pedagogical methodologies, thereby demanding a design approach that is not only guided by pedagogy, but also informed by fundamental game design principles.

The objective of this contribution is to outline an approach for designing Digital Educational Escape Rooms (DEERs) from a pedagogical standpoint.

I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/for Social Justice

Reframing AI in Education: A Social Justice Approach to Technological Mediations

Valeria Cesaroni (Università di Perugia, Italy)

ai, social justice, neoliberalism

The current debate on the relationship between Artificial Intelligence and Education (AIED) revolves around pivotal themes such as the potential for personalized learning (Tapalova 2022), aiding educators in diversifying instructional materials for inclusivity (Mehta et al. 2023), and enhancing student performance assessment and monitoring, including predictive analysis (Mouta et al. 2023). These topics are often examined through two theoretical lenses: instrumentalism (Pitt 2014), viewing technology as neutral, devoid of moral or political values and influence, and technological determinism, attributing an inherent power to technological artifacts to steer innovation. Technologies are therefore supposed to be used as mere teaching aids, they are automatically associated with innovation or with improving or worsening teaching (MIUR 2015). Closely related to this view is also the idea that the only role envisaged for teachers is to be trained in the use of such technologies with a markedly technicist perspective (Gonnet 2001), neglecting a formation on themes related to the ethical, social, and psychological impacts of technologies (Miao et al. 2021).

This contribution, drawing from a postphenomenological perspective on technology (Verbeek 2006, Winner 2017, Coeckelbergh 2019), aims to reframe the AIED debate within a social justice framework (Fraser 2008b). By understanding technologies as "political phenomena", therefore only fully comprehensible by considering the sociopolitical assemblages of technologies, humans, organizations, and processes (Latour 2005, Winner 2014), a deeper insight into the socio-technical transformations of education is presented, arguing for transformative democratic participation in the governance of these technologies (Giroux 1986).

To clarify this perspective, the contribution examines the concept of personalized learning, a term denoting various machine learning-based techniques, from customized interfaces to "adaptive tutors" and learning management systems (Bulger 2016). Current discourse often perceives these technologies as drivers for inclusive education, promoting equal access to learning opportunities and democratizing education. By exploring the operational characteristics and underlying epistemological assumptions of these technologies, this contribution argues that the promoted "personalization" aligns with a neoliberal governmental vision of knowledge and education (Foucault 1991) rather than with a democratic and inclusive view. The socio-technical imaginary of "one-to-one education" or "an Aristotle for every Alexander" (Hillis 2000) indeed embodies the educational ideal of an individual whose understanding would be objectively ensured through statistical data analysis, shaping education around a corporate, instrumental mindset rather than a democratic, inclusive ethos (Brisset, Mitter 2017).

Therefore, by conceptualizing technologies as socio-political mediators, the contribution will propose to understand this AI-based personalisation of education and learning as individualized standardization through the datafication of education, a concept that also sheds light on the evolving nature of the teaching profession.

Hence, the contribution emphasizes that an AI approach grounded in socio-political mediation theory fosters the need for democratic governance of such technologies, advocating for a social justice approach as participatory parity (Fraser 2008a) calling the entire educational system (Mitchell 2018) to devise transformative methods for the potential democratic utilization of these technologies, potentially serving as a valuable support for inclusion if governed democratically and responsibly.

I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/for Social Justice

The Anthill Model of Collective Intelligence in AI systems: some critical concerns for Social Justice and Democratic Education

Pietro Corazza (University of Bologna, Italy)

artificial intelligence, collective intelligence, edtech, critical pedagogy, platformisation

The recent developments in AI technologies are contributing to deeply transform the processes of knowledge production and circulation, including learning. This intervention will therefore start considering the following questions: "Where is the most significant and influential learning happening in our societies, and what kind of systems are undertaking learning? How is 'our' learning (as citizens, students, workers) intermingled with the ways that machines learn? Who is ultimately benefiting from the outcomes?" (Selwyn et al., 2020, p. 3).

Such questions will be addressed by referring to the concept of "collective intelligence", which has recently acquired a significant role in the debate around AI, connected to the claim that machine learning systems would be able to generate an innovative and extremely powerful form of collective intelligence (Mulgan, 2018). However, the concept of collective intelligence in itself is quite vague, therefore it is crucial to analyse how it is interpreted and materialised in actual AI systems.

In particular, I will claim that today's AI systems, and the tech companies that control them, in most cases appear to embody a conception of collective intelligence that could be defined as "Anthill Model" (Corazza, 2022). This model consists in a system that as a whole exhibits an intelligent behaviour, even though the individual participants contribute to it mainly being unaware of the way the systems functions and of the role they play in it. The fundamental objective of the anthill model is not the learning or the personal growth of its members, but rather the continuous improvement of the centralised processes of data collection and analysis, which are closely linked to strategies of economic exploitation of collective intelligence.

The perspective of the expansion and strengthening of such a model entails some deeply problematic implications in terms of social justice and democratic education. Indeed, an education system coherent with the anthill model would not be oriented to the promotion of critical and autonomous thinking, because individuals would be, on the contrary, encouraged to delegate more and more decisions to the AI systems, since those are considered capable of elaborating a knowledge that is 'superior' to that generated by human beings. Moreover, the increasing automation of manual and cognitive labour makes the majority of people appear less and less useful in the eyes of the anthill model: this would induce to provide a high quality education only to the minority of people who is entrusted with the management of digital platforms, while reducing substantially the investments destined to the majority of population, whose education does not appear to be indispensable anymore. The pursuit of such a vision would obviously outline a scenario of extreme widening of inequalities.

The contribution will therefore conclude by attempting to sketch some answers to the following questions: is the presented scenario an inevitable doom, or is it still possible to act trying to promote a different future? Is it possible to use digital technologies to design forms of collective intelligence which are not conceived as an anthill, but rather as a dialogic community?

I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/for Social Justice

Educational Robotics Timescapes: an analysis of the EdTech imaginary

Emiliano Grimaldi (University of Naples Federico II, Italy) · Jessica Parola (University of Naples Federico II, Italy)

educational robotics, socio-technical imaginary, timescape, future of education

In contemporary debates, AI and robotics are presented as technologies that will revolutionise the future of education. Promoted by an increasingly powerful industry, iterative cycles of hypes and hopes are boosting the creation of an imaginary that makes their introduction into the field of education a 'desirable necessity'. This presentation deals with the analysis of this imaginary to understanding the different educational timescapes that are enacted through it. Our analysis focuses on the envisioning of AI-based educational robotics within that industry. Theoretically, we draw on Taylor's notion of imaginary and Kitchin's analysis of digital timescapes to explore emerging forms of robotically-mediated educational temporalities. Following Kitchin, we explore educational robotics timescapes by mapping out the fluctuations in pace, tempo, rhythm and synchronicity. Consistently, our research questions are:

- What are the forms of temporality that are enacted in the imaginary of robotics in education?
- What kind of pace, tempo, rhythm, synchronicity are distinctive of those forms of temporalities?
- What relations and ethics can be detected on those forms of temporalities?

To address them, we analyse EdTech companies' work of envisioning through a quantitative and qualitative composite methodology, to map and understand the social making of temporalities imbued with the emerging imaginary. We, in fact, combine the use of Network Text Analysis (NTA), to extract semantic networks/galaxies and to identify the influential pathways for the production of meaning within texts, with a qualitative interpretation of this networks through the time-conceptual grid inspired by Kitchin's work on digital timescapes.

Methodologically, we selected a corpus of emerging EdTech companies providing AI-based robotics services and related communication, marketing and technical materials available on the public websites. Data were initially extracted using the T-LAB software. The textual material was previously normalized and then imported into Gephi. NTA and, specifically, a community detection algorithm based on the Louvain method was carried out to map distinct clusters. This procedure, allowed to explore specific semantic networks, which are then interpreted as time-conceptual cores.

The presentation discusses five heterogenous traits of an envisioned robotically-mediated educational temporality that are enacted in the educational robotics imaginary. Specifically, the NTA allowed us to identify the centrality of five temporal concepts in the emerging educational robotics imaginary, such as potentiality, adaptiveness, automation, improvement, and efficiency and a set of related semantic networks. We will show how each of these semantic networks, combined with a qualitative interpretation of texts, allows us to discuss the rhythms of such an envisaged temporality, the forms of calculation of time, the temporal relations that are designed and the enacted modalities that establish a particular relation between present, past and future. Finally, we discuss how the various forms of temporalities linked to the educational robotics imaginary have significant cultural implications for how educational time is mediated, embodied, placed and experienced by teachers and students. We also reflect on how temporal envisioning can be related to similarly paradoxical educational problematisations, promises, solutions, and goals.

I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/for Social Justice

Augmented Teachers for Augmented Students: Preparing Educators And Innovating Education For Symbiotic Future With AI

Cristina Maria Roberta Pozzi (Edulia, Italy)

digital era, augmented student, brain, aied, augmented teachers

Enhancing human's physical and cognitive abilities is an ancient dream, rooted in our culture that has shaped the imagination and development of computers and AI.

Since computers have appeared in society and in the workplace, many have expressed the desire to exploit their potential in the educational field giving rise to tools and new teaching approaches with a dual objective: to best prepare the workers of tomorrow and to increase the productivity and personalization of the educational sector(1, 2). With the increasing discussions about digital school, debates imprinted in companies' point of view instead of that of the educating community are flourishing.

However, education cannot be measured in terms of productivity.

It is a complex relationship that aims to give individuals the opportunity to grow and to develop attitudes and skills, and to build the character useful for understanding the world in which they are situated locally and globally, therefore making it possible for future citizens to exercise their freedom within the space and time they are living in(3).

Based on these considerations, we can hypothesize which tools to use in the classroom and how to use them.

When we talk about AI, and genAI there are still grey areas that ask for slow pace: hallucinations, biases, security, privacy, copyright, incompleteness are just some of the things that risk making these tools harmful both from a learning point of view and in terms of social justice. In addition to that comes the problem of accessibility: to the tool and to the knowledge for using it. As hoped for by Engelbart (4), we must aspire to a system with adequately trained humans embedded. That's why some scholars are proposing to slow AIED(5).

It is critical balance the use of AI in education to protect individuals and their growth path, prevent inequalities, and prepare youngsters to face the present and the future including a dimension that is part of our lives.

The question arising is epochal: how can pedagogical models be rethought to make them fit for digitally augmented students and their need for a «bilingual» brain able to tackle both analogical and digital contexts(6)?

Drawing on our experiences in Edulia since 2021, and the initiatives we've embarked upon, I aim to explore and provide insights into some potential solutions for this complex issue. We have encountered numerous lessons and challenges that have shaped our approach. We will delve into these learnings to outline possible directions and answer the difficult questions at hand. As we still navigate uncertain waters, having only just begun to skim the surface of the impact of digital media on brains (especially the symbiosis with AI), we can only proceed with caution. The answer must emerge incrementally from an active approach that focuses on the two terms of the relationship: students and teachers, or, better said in this context, the new augmented students and their need to interact with trained augmented teachers.

I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/for Social Justice

Digital Citizenship and Data Literacy. The Challenges of the Artificial Intelligence Era

Veronica Punzo (Università di Pisa, Italy)

artificial intelligence, edtech, digital educational poverty, rights and social responsibility

The future is a promise, unpredictable by definition; facing some tangible and manifest trends, however, we can learn how to adapt our choices and organize our behaviors to move forward and even shape what the future holds (Margiotta, 2019).

Artificial Intelligence benefits and threats are currently the innovation that impact actuality more than any other ones.

The AI-driven technological revolution is characterized by an unusual speed of technical progress and the pervasiveness of its use in every aspect of political and social life.

In particular, the techniques that support Generative AI (GenAI) can influence real and virtual contexts through predictions, suggestions, and decisions based on human-defined goals.

Within this framework is the relationship between AI and education (UNESCO, 2019), which can be articulated in the three dimensions:

- educating with AI, using it to support teachers the AI and interact with students;
- educating AI, empowering the programmer in the training of the model and inserting criteria that allow the algorithm to act in a fair manner (fair);
- educating to AI, developing critical thinking and promoting knowledge and use of AI languages and logic (Panciroli & Rivoltella, 2023, pp. 7-9).

The issue is crucial in the European Commission's policy agenda, as reflected in the "Digital Education Action Plan" (2021-2027) and in the "Digital Compass 2030: The European Model for the Digital Decade".

Italy, by adopting the "School Plan 4.0," interpreting the European frameworks about computational thinking, AI, and robotics in learning, has relaunched the school curriculum including the field of digital technologies with a focus on the implications of AI for the students and teachers education.

A new literacy is required to affirm the inescapability of human intentionality as a key factor in interaction with AI and to guide teachers and students to the correct and profitable use of languages related to the flourishing of new technologies.

To reach new literacy goal the educational action must necessarily sensitize teachers and students to the issues inherent in the ownership and protection of the data contained included in the information collected and re-used by AI applications. This is necessary to face digital educational poverty, since the failure to acquire digital skills, as new alphabets (Pasta & Rivoltella, 2022) needed in postmedial society to analyze and master the production and enjoyment of different digital content, aimed at the full exercise of rights and enjoyment of equal opportunities, both in the digital and physical dimensions, promoting every potential and resource for autonomous and individual growth.

The proposed case study relates to the experimental introduction of the AI discipline within the Computing and Telecommunications Address, in the fourth and fifth classes for one hour a week at the Marconi-Pieralisi Secondary High School in Jesi (AN, IT).

The survey, still in progress, follows a qualitative approach and focuses on some transversal and recurring focal points relating to the development of plural competencies in science, technology, and engineering, but also to the intersection between AI and humanistic disciplines around education to rights to social responsibility.

I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/for Social Justice

Non-humans at School. From Blackboards to Robots

Assunta Viteritti (Sapienza - Università di Roma, Italy) · Letizia Zampino (University of Trento, Italy) · Leonardo Piromalli (IREF - Istituto di Ricerche Educative e Formative)

object-centered, sociomateriality, sts, education

Educational places are relational and material spaces (Nespor, 2012; Roehl, 2012; Fenwick and Landri, 2014; Landri and Viteritti, 2016; Viteritti 2020), unstable and changing sociomaterial settings (Orlikowski, 2007) produced by the interaction between humans and non-humans. An entanglement that is inextricable and requires conceptual tools beyond the humanist perspective of education (Braidotti 2013; Ferrante 2016; Landri 2018). The relational field is acted within sociomaterial ensembles that shape and distribute effects and consequences in time and space. Humans are part of these entanglements and by/with these are contained and produced. Specific and plural co-acting interweavings that cannot be analysed a priori as matter of facts but only in their relational and performative emergence. In the educational field, spaces, objects, technologies, have played a minor role, but the need to encourage a change of perspective has recently arisen. Humans and non-humans are analysed as reticular textures, heterogeneous networks that act and incorporate changes in practices and policies. The missing masses placed at the centre by Latour (2006) request voice and co-construct educational action in every sphere. Looking at objects, material and digital, does not mean considering them as substitutes for the human, but as participants in human action, capable of intervening in the premises and consequences of actions. This paper is in the line of STS (Science and Technology Studies) and the study of materiality in education (Fenwick & Edwards, 2012; Decuypere, 2019; Gorur et al., 2019). In this vision, space, desks, blackboards, technological objects such as computers, electronic registers, interactive whiteboards, platforms, and robots are placed at the centre of the analysis, as a glance at materiality enlightens and makes visible the articulated and dense daily work of the educational worlds. The power of materiality relations acts and has many effects. On policies – since there is a widening, multiplication and differentiation of the institutional arenas that place the private actors of the technology market in the central zone; on curricula – which incorporate new knowledge and new standards; on everyday learning practices – increasingly influenced by the relationship with objects and devices; on spaces – continuously subject to structural and cultural transformations and arrangements; on management processes, etc. By adopting the perspective of sociomateriality, it is possible to observe how these objects establish and prescribe old and new moralities, social and political orders, power relations, new and old forms of inequality and (in)justice. The contribution intends to propose an empirical reflection around a plurality of objects that act simultaneously feeding, amplifying, diverting and transforming educational action. We will see in action more traditional objects, such as the blackboard and the class register, following their digital transformation, and new objects that are helping to redefine the educational environment in schools and universities: robots and digital platforms. In the conclusions, we present some theoretical reflections on how this object-centred perspective could enrich interdisciplinary research in education.

Empowering Digital Teachers: A Study on Assessing Media and Data Literacy Skills Among Secondary School Educators

Nicola Bruno (Università di Modena e Reggio Emilia, Italy) · Annamaria De Santis (Università di Modena e Reggio Emilia, Italy)

media literacy, data literacy, teachers education, sources evaluation, disinformation

Introduction. Digital tools are an integral part of the daily lives of teenagers immersed in online environments for a consistent number of hours per day (Rossi et al., 2023; Common Sense, 2022). According to the DigComp 2.2 and DigCompEdu frameworks, there is a growing need to integrate digital skills in educational settings, especially for the ability to navigate and find information online that is verified and reliable (European Commission, 2022).

Yet, a significant gap exists in media/data literacy competencies among students (Breakstone et al, 2021) and teachers (Erdem et al, 2018).

Some studies (McNelly, 2021) suggest that secondary school teachers possess skills in integrating digital technologies in the classroom, while other studies indicate that they have a low level of information literacy (Erdem et al, 2018) and it is important to improve current teacher education (Ranieri et al, 2018).

Objectives. Our study aims to evaluate the current state of media and data literacy skills among a group of Italian secondary school teachers attending a training course aimed to enhance their skills in evaluating the reliability of digital sources. By focusing on the ability to critically assess websites, social media accounts, images and data visualizations, we seek to foster a more informed and discerning approach to digital information among educators (Jones & Shao, 2011).

Methodology. The research is performed using a one-group pretest-posttest design (Air et al., 2010). We administered a pre- and post-test to secondary school teachers participating in a 40-hour online training course titled "Alla prova dei fatti" organized in the project "Digital Active Schools", promoted in the framework of Scuola Futura teachers' training offer. The course content covered the changing landscape of digital information, methods for verifying websites, techniques for identifying manipulated images, and strategies for assessing data sources and visualizations.

In the study presented here, we analysed the results of the pretest administered to 78 teachers to provide a depiction of their entrance levels of media and data literacy.

The questionnaire, inspired by similar instruments by Stanford University (Breakstone et al, 2021), (Breakstone et al., 2022), collected data in four areas: general information, media habits, knowledge on course-specific topics, and the ability to evaluate the reliability of textual/visual sources and data.

Our sample's responses were then compared with findings from other studies to provide a broader context (Smith & Duggan, 2016; Dupont, 2019).

Conclusions. Preliminary analysis of the questionnaire results reveals a pressing need for enhanced media and data literacy among secondary school teachers. Our study highlights the effectiveness of targeted training in bridging this gap, underscoring the importance of continuous professional development in the digital age (Livingstone, 2012; Greenhow & Lewin, 2016; Ranieri et al, 2021). By equipping teachers with the tools and knowledge to discern and evaluate digital sources, we can foster a more critical and informed approach to digital consumption, thereby contributing to the broader goal of creating a more adaptive and forward-thinking educational system.

Future analysis will regard the comparison between pre- and post-tests to evaluate the variations in teachers' literacies after the training.

Strategic Digitalization: Transforming Education from Within

Luisa Conti (Friedrich Schiller University Jena, Germany)

inclusion, participation, transformative education, gamification, digital tools

In the post-digital global society, the digital realm is seamlessly intertwined with our analogue lives, becoming an integral extension of our lifeworld. Negroponte's vision that "like air and drinking water, the digital will be noticed only by its absence, not by its presence" (Negroponte 1998) has come true. This hyper-digitalisation of our lifeworld has had a significant impact on the way we perceive and engage with learning, even though educational institutions do not appear to be changing.

In this paper we will focus on the strategic use of digitalisation to 1) transform education by stimulating a change in the role of the teacher; 2) increase motivation to learn by making learning more engaging and participatory; 3) foster key competences to contribute to a sustainable transformation of society in the onlife era.

To this end, we will link the theoretical framework embedded in the Onlife paradigm with concrete examples of funded concepts for innovative educational practices in schools and higher education.

Rethinking Onlife Education in the Third Sector. An Extracurricular Inclusion Project from the Pandemia to the Reorganisation of Good Practices

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onlife education, pandemia, inclusion, third sector, after-school

Starting from the testimonies of a group of volunteers of a social promotion association in the Florentine context, this contribution analyses the experience of a multicultural after-school service realised in online mode during the pandemia and its onlife transformation in the post-pandemic phase.

As emerged from the literature (Nuzzaci et al. 2020; Lucisano et al. 2020; Ghighi and Piras 2021), the emergency period highlighted the problems and fractures related to the school sector, as well as amplifying them, starting from the general unpreparedness of schools on the use of integrated digital education (DDI). Students (and families) with migrant backgrounds and in conditions of socioeconomic vulnerability experienced digital schooling more critically due to the lack of skills, cultural resources, and technological tools (Save the Children 2020). A significant aspect has concerned and still concerns the centrality played by the educating community in its entirety in the scholastic and formative success of the student (Ranieri 2020), starting from the role of the Third Sector or 'social private sector' (Donati 2004), which sees the possibility of integrating with the actors of informal education an educational experimentation (Colombo, Rinaldi, Poliandri 2020) and a greater involvement of families. During the pandemia, the Third Sector addressed new projects and intervention actions with respect to the countless forms of "new poverty of isolation and marginality" experienced by every student subjected to emergency education (Ghigi and Piras 2021). The Third Sector seems to have been a promoter in terms of action and support, above all in the support of basic needs, in the structuring of activities aimed at socio-psychological and educational assistance.

These reflections are based on exploratory research conducted within a Florentine social promotion association that designed and organised an entirely online after-school service during the pandemic (2020-2021). Already active since 2018, this service involved a total of 45 subjects between the ages of 8 and 13, almost all with a migrant background and from conditions of socioeconomic fragility, and 35 volunteers from the association of different origins (including cultural mediators). The research involved two time phases: the first concerned observation and data collection through a questionnaire (2020-2021) in order to analyse the perspectives of the volunteers involved on the potentialities and criticalities of the after-school programme; the second phase, based on the analysis of semi-structured interviews (with the support of NVivo software) with the main volunteers involved in the first research phase (2024), investigated the after-school programme's reworking and transformation in the post-pandemic period (Floridi 2014). The research results show the potential of the Third Sector in the construction of good educational practices, despite the limited resources it often has at its disposal, characterised by informality, immediacy, and bureaucratic simplification in its relationship with families and schools. The case study presented, moreover, shows a certain awareness matured on the onlife condition of young students' daily life, hence of school and extracurricular interactions, which must be taken into consideration to develop effective educational strategies in synergy with the educating community in its socio-cultural complexity.

Higher Education Between Digital Transformation and Organizational Challenges. A Comparative Research

Maria Chiara De Angelis (Link Campus University, Italy) · Stefania Capogna (Link Campus University, Italy)

digital transformation, higher education, quality assurance, digital competencies

The future learning contexts – formal, non-formal, and informal – can only be faced by considering the so-called infosphere in which we are immersed, both in the dimensions of public and private life (Florida, 2017). According to this disruptive scenario, digital transformation in Higher Education (HE) is a major priority for the European Union (EU). By adopting the Digital Education Action Plan (2021-2027), the EU targets a high-quality, accessible and inclusive digital education supporting the Member States' entry into a digital era. Implementing learning and training have been considered key factors to allow modern societies and economies to face the challenges of globalization and technological progress. By 2030, university students worldwide should reach 414 million, and to meet their needs, the current rigidity of education and training systems will have to be overcome. Developing digital skills has become essential in this framework to foster lifelong learning and reduce inequalities. However, how can digital technology guarantee inclusion, equality, and opportunities for all? How does this promise materialize in the real contexts of our universities? These changes require that Educational Institutions review teaching paradigms, organization, management, evaluation processes, relations systems and competencies framework for teaching-learning processes (Johnson et al., 2016; EE.UU., 2013).

In this challenging scenario, our work describes the main research results of the Erasmus+ project ECOLHE – Empower Competencies for OnLife Learning in Higher Education. The work is inspired by the principle of "circularity" between theory and empirical research (Lewin, 1946; Merton, 1967; Merton, 2000; Ardigò, 1988) and adopted a mixed method to realize an exploratory and comparative analysis based on a collection of six transnational case studies (Yin, 2003; Zack, 2006), aimed at understanding the similarities and differences between the cases and exploring the object of the study with a replication strategy.

The main research goal was to observe how the shift towards digital processes and the adaptation of supranational indications took place, to capture differences and similarities in addition to the development and risk trajectories matured within this complex process of building a common space for Higher Education in Europe and its growing emphasis on digital resources as a key to innovation and competitive development. The research contributed to examining national public policies for e-learning in Higher Education, aimed at understanding the transformation of critical concepts to understand the translation process (Callon, 1986; Latour, 1987) into practice from the supranational level to the national level.

The six transnational case studies have been analyzed, exploring the opaque organizational processes and actual outcomes produced by the Bologna Process, focusing on the dominant rhetoric, orientations, legacies, obligations, risks and opportunities, expectations and educational paradigms concerning the digital transformation in action.

Marshall Mcluhan's Electronic Education, an Original Document for Rethinking Learning in the Digital Age

Simone di Biasio (Università Roma Tre, Italy)

marshall mcluhan, electronic age, education, digital life, school

«Our kids have no goals because they understand the world they are living in and you can't have goals in an electronic total-field world. You cannot have fixed objectives. What do you put in their place? Roles! Involvement – participation in depth – in processes. Our youngsters [...] understand that the new kind of world in which they live demands absolute participation in processes. [...] Under electronic conditions everything becomes a service industry, including education. Education is the biggest service industry in the world and it is only beginning».

So said Marshall McLuhan in 1967 at a conference with Ontario secondary school teachers organized by the Provincial Committee on Aims and Objectives of Education about national education. In those years, the Canadian scholar was very popular: his opinion on pedagogical issues is so crucial that he can range, in his own way, from one discipline to another, from nascent mediology to the history of education, literature, and even the sciences. A close final discussion ensues with the teachers present, who pose questions and seek clarification directly from McLuhan. In his talk, the thinker and author of "Understanding media" touches on several crucial and topical issues, such as what we would call digital identity today, but above all he seems to prophesy the advent of the Internet as an "extension of our nervous system," a sort of collective consciousness: «In our kind of electric world you can't have that sort of organization of human energies any more. [...] In our time there has been this tremendous hassle about identity. "Who am I?" Remember that the adult sense of alienation in our world is another form of drop-out on a much bigger scale than anything that has happened so far in the schools».

The transcript of the talk is published, with postscript and final debate, in the review "Interchange" in 1970, within a dossier entitled The Best of Times, the Worst of Times, now translated into Italian for the Ets publisher. The paper is of great relevance because it surfaces pedagogical and educational issues that are still alive for a world that has become, with the advent of the media, a great "global village" and a huge service industry, now challenged by artificial intelligences. The final discussion with teachers deserves particular attention in this context since it allows us to reason about the new role they assume in the age of complexity, reasoning about key concepts such as that of involvement in the educational process.

Embodied Learning: Exploring Physical Education Practices – A Literature Review

Pierluigi Faella (University of Cassino and Southern Lazio, Italy) · Simone Digennaro (University of Cassino and Southern Lazio, Italy)

embodiment, embodied learning, physical education

The conceptualization of body has evolved significantly over time, transitioning from Descartes' mind-body dualism to a more nuanced understanding. While Descartes' dualism relegated the body to a secondary role, subordinated to the primacy of mind, the embodiment theory has emphasized the active and meaningful role of corporeity. According to this perspective, widely discussed in both Foucault and Merleau-Ponty's philosophies, body becomes the conduit through which individuals can experience the world, exerting influence and being influenced in a continuous loop. The recognition of body's integral role has profound implications for educational practices, particularly in disciplines like physical education (PE) where body plays a central role. Therefore, this review aims to investigate the intricate relationship between embodiment and education, examining how the embodiment theory has shaped educational approaches and its potential to enhance embodied learning.

Utilizing three prominent databases—PubMed, Web of Science, and Scopus—a comprehensive search strategy was devised employing the terms "embodiment" OR "embodied" AND "physical education" AND "school". Following rigorous screening processes, aligned with predetermined inclusion and exclusion criteria, a total of 27 studies were identified for inclusion in the review. Thematic analysis of the selected studies revealed three overarching topics: "embodied identity," "physical literacy," and "embodied multidisciplinarity".

The section on Embodied Identity delves into methodologies that probe the multifaceted nature of the body, encompassing entrenched perceptions such as body image and body ideals, alongside critical facets such as emotional literacy, self-awareness, and gender dynamics.

Regarding Physical Literacy, it addresses a nuanced construct whose definition resists simplistic interpretation. It is acknowledged as a pivotal factor in fostering individuals' adoption of active lifestyles, enriched by bodily experiences. This section encapsulates methodologies focusing on motivation, confidence, physical competence, knowledge, and comprehension to instil a sense of value and responsibility for sustained engagement in physical activities throughout life.

Lastly, "Embodied Multidisciplinarity" centres on methodologies that intertwine PE knowledge and embodied experiences with other academic disciplines. This integration aims to tackle intricate issues and challenges, thereby facilitating the process of embodied learning.

Although only few works in scientific literature delve into the practical application of the relationship between embodiment and educational methodologies, this review has offered multiple perspectives on the embodiment construct. It has provided intriguing insights into the development of novel methodologies to facilitate embodied learning and foster meaningful experiences within the domain of physical education. Future research endeavours should delve into a more detailed examination of the implementation of technologies such as artificial intelligence and immersive virtual reality, which hold promise as effective tools for enhancing the learning experience.

Me, Myself And (Virtual)I. The Use of Social Media Among Pre- Teens And Its Body-Related Consequences. An Exploratory Study

Alice Iannaccone (University of Cassino and Southern Lazio, Italy) · Simone Digennaro (University of Cassino and Southern Lazio, Italy)

preadolescents, education, social-media

Contemporary society has witnessed the emergence of an existential dimension known as "onlife," wherein the individuals navigate a way of life where the demarcations between the real and virtual realms become increasingly ambiguous (Floridi 2014). Younger generations have become increasingly intertwined with digital platforms, resulting in the fusion of online and offline identities. Thus, the onlife paradigm denotes a state wherein individuals experience a transformative mode of living characterised by blurred boundaries between the real and virtual domains. The pervasiveness of digital technologies, such as the internet, and the assimilation of virtual experiences into the fabric of daily existence underpin this phenomenon, necessitating an expanded scope of analysis and a deeper understanding.

Even though the onlife dimension is a result of a complex interaction involving technology, digital opportunities, and smart devices, it is undeniable that social media platforms play a crucial role in shaping this dimension as they represent one of the most significant elements of contemporary digital culture (Caba et al., 2022) and a means that can impact individuals' identity profoundly. The adoption and usage of social media platforms commence early in individuals' lives, regardless of the age limitations that many providers have set. Recent research (Lacroix, 2023) has indicated that the preadolescent phase is a pivotal period regarding social media engagement and its subsequent impact on identity formation (Livingstone et al., 2011; Rideout et al. 2018). Thus, there is a need to investigate further the impact of social media usage on the youngest to establish a solid foundation for policy development and educational considerations to ensure individuals' well-being and safety in the digital realm.

Pre-teens (10-12 years) are prolific media users, yet it is still being determined whether the different types of social media engagement are impacting their body.

Therefore, this exploratory study seeks to contribute to a deeper comprehension of the nuanced relationships between types of social media engagement, attitude to alter one's physical appearance, dualism, and body satisfaction.

A sample of 2378 Italian preadolescents (Mage= 12.02 years; SD= 0.82; 52.81% boys) was recruited. The data collection strategy implemented in this study employed a sequential administration of two anonymous and self-administered questionnaires providing a foundational understanding of participants' general social media behaviours and dealing deeper into body satisfaction and the level of dualism.

The findings highlight that pre-teens who exhibit a higher inclination towards manipulating their physical appearance and engaging in image-centric interactions on social media platforms are at an elevated risk of developing bodyrelated issues and concerns.

Moreover, the study underscores the pivotal role of schools in fostering a protective environment, where open discussions about media ideals and their impact on self-perception of the body can occur, thereby reducing misconceptions. Encouraging pre-teens to engage in offline activities that cultivate a positive sociocultural model of the body and foster an active lifestyle can contribute to their emotional well-being (Smolak et al. 2005) and enhance their social skills, thereby mitigating the negative effects of social media use.

Media Education for Teacher Training on Gender Representations in the Media: the eMerge Project

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teacher training, media education, media literacy, gender and media, stereotypes and representations

The paper aims to present the teaching resources implemented within the Erasmus+ European project e-MERGE, e-Media Education about Representations and Gender. Conducted in four EU countries (Belgium, Italy, Greece and Romania) over the three years 2020-2023 according to a participatory research-action perspective, the project focused on the following objectives: (a) contribute to the training and professional development of teachers on gender issues in media, through a series of online educational media resources co-constructed by researchers and teachers participating in the project; (b) promote media education as a meaningful approach to valuing diversity and gender equality as foundations for inclusion and active, digital citizenship (c) develop media education skills of critical analysis of gender representations and stereotypes in media and pop culture; (d) foster awareness about the effects of such stereotypical representations within interpersonal relationships, at school, in the family and the local community; and (e) stimulate students' creativity through media productions of various kinds.

To foster inclusion and equality in learning contexts, didactic-educational action should consider diversity in all dimensions. Among these, reference to the perception of gender, rooted in family traditions and social contexts but also in media practices, vectors of stereotypical representations, appears significant. The aim was therefore to train teachers to take a media-educational posture in the design and implementation of teaching practices on representation and gender stereotypes conveyed by the media, moving from a preliminary investigation of their students' media and cultural practices.

Therefore, the paper will present evidence-based resources for the Secondary School available in 5 languages (English, French, Italian, Greek, and Romanian), created during the project: (a) a methodological kit for investigating students' media habits; (b) an online training module for teachers on gender issues in media and pop culture; (c) a media education toolkit on gender issues in media and pop cultures, adaptable to any diversity learning context; (d) an online guide to Media education to improve gender equality in school.

Synthographies. The Educational Challenges Posed By AI Generated Images

Lorenzo Manera (UniMoRE, Italy)

image education, synthesized images, digital photography

In the essay "The reconfigured eye" (1992), Mitchell described the transition into the post-photographic era, retouching is entirely consistent with professional photographic procedures, and manipulating visual content is just as necessary as controlling the audio information in recorded music. With the advent of digital images, the decrease in the documental value of the images went to the advantage of other values, such as the association of the act of photography with connectivity and communication (Fontcuberta, 2015).

Firstly, this contribution addresses how post-photography substituted the value of memory with hyper-visibility and the idea that photography is no longer the process of "writing with light" associated with documentary and conviction aspects but rather a universal language everyone uses daily. Secondly, it tackles the emergence of synthographies, images generated through softwares that involve linguistic prompts, processed by encoded semantic systems able to capture compositional aspects of arbitrary language text inputs (Saharia 2022).

Thirdly, this contribution argues that the decrease in the documental value of the images went to the advantage of other values, such as the association of the act of photography with connectivity and communication. If the advent of digital photography re-defined the image – which moved from a permanently marked surface to a transient surface (Meo 2018) – the possibility to easily create synthographies almost indistinguishable from real photographies might separate the interaction between the detective and the depictive functions to the advantage of the latter. A particularly problematic aspect is that in the case of synthographies generated with text-to-image technologies, as opposed to depictive forms such as painting and sculpture, it is very hard to distinguish between an image that performs a detective function and one that does not perform such a function.

Furthermore, we argue that the broader process of erosion of what remained of the visual reliability and documental value of the images is redefining the status of images and the relationship we establish with them. Finally, this contribution presents and discusses recent experiences of image education aimed at sustaining visual competencies and critical reflection on the impact of text to image technologies.

Identity and social media addiction in the Onlife era: a Social Media Diet proposal

Gianfranco Rubino (Luiss Guido Carli, Italy)

onlife, social media addiction (sma), social medias diet (smd), identity, education

In the processes of constructing, deconstructing, and reconstructing the digital self, along with its public and private externalizations, social media addiction (SMA) emerges as a genuine pathology with diverse manifestations. The digital revolution within the infosphere not only encompasses technological advancements but also influences how we conceptualize and perceive our identities, increasingly characterized in computational and digital terms. With hyperconnectivity defining the prevalent linkage between artifacts, information, and individuals in Western society (Hoskins, Tulloc, 2016), proposing a Social Media Diet to contrast forms of SMA is essential, particularly as newer generations struggle increasingly to differentiate between online and offline activities (Floridi, 2014). Identity requires a greater adaptive skill, because the virtual environment invades every social and personal sphere, forcing us to manage our "user agenda" (Costa, 2018). In reality, digital technologies are imposing themselves; In this sense, (Floridi 2014) argues that the current technological (r)evolution is of such magnitude as to determine a re-ontologization of our world. Consequently, OnLIFE Education embraces concepts such as the society of life (Floridi, 2015), hypercomplexity, and sympoiesis (Haraway, 2016), thus engaging in a journey of invention and transubstantiation within education (Di Felice, 2020). This journey leads to the development of inventive, sympoietic, and gamified pedagogical practices as a counterbalance to SMA. ICTs have ushered in widespread feelings of emptiness, disconnection, and a sense of unreality of self (Turkle, 2016). Phenomena like FoMo (Fear of Missing Out), JoMo (Joy of Missing Out), and FoJi (Fear of Joining In) require deep exploration within the pedagogical realm to understand how hyperconnectivity shapes the identity-building process for young people within the OnLife horizon and promotes critical awareness. The objective is to codify guidelines and best practices that mitigate addiction, overexposure, or any behavior that impedes the healthy development of an autonomous, confident, and empowered "self" in terms of both thought and action (Boyd, 2014). ISTAT data from 2023 reveals that the daily use of mobile phones among the 11-17 age group increased from 86.6% in 2018/19 to 89.2% in 2021/22. The implementation of a SMD, complemented by behavioral therapies, operates at two levels: i) At the user level, it involves integrating emotional AI to monitor and correct the user's state using device sensors, while also enhancing algorithmic awareness. ii)At the network level, encompassing both family and peer groups, strategies range from monitoring screen time to addressing social disparities (such as gender-based differences in usage or new forms of exclusion arising from disconnection). Protective factors, including support from school, family, and social networks, are crucial, as are interventions targeting vulnerability factors in identity formation (e.g., self-disclosure, uncritical consumption of personal data, and the need for validation). Established therapies such as the "Reality Approach" (Young, 1999), emphasizing activities independent of smartphones, and "Mindfulness" techniques (Chan et alii, 2022) are integral components of the Social Media Diet. Additionally, promoting an active lifestyle emerges as a successful strategy, as evidenced by a recent study (Digennaro, Iannaccone, 2023) highlighting the positive coping mechanisms of physically active pre-adolescents in stressful situations.

Social Media and Youth: Navigating the Complex Terrain of Beauty Standards and Body Image Distortion". A Systematic Review

Alessia Tescione (University of Cassino and Southern Lazio, Italy) · Lidia Piccerillo (University of Cassino and Southern Lazio, Italy)

social media, body image, preadolescence, adolescence

In recent years, the pervasive force of social media has dramatically altered the perceptual landscape for young individuals, subjecting them to content steeped in conventional beauty norms, thinness ideals, and the relentless pursuit of flawlessness. The escalating prevalence of social networks has become a formidable influence, shaping the self-evaluations of users, particularly pre-adolescents and adolescents. This influence often fosters distorted notions of beauty, establishes unrealistic standards, and cultivates negative self-perceptions. The consequence of this paradigm shift is a central role played by body image concerns, further exacerbated by the immersion of young individuals in a virtual realm saturated with carefully curated, filtered, and idealized images that perpetuate unattainable beauty standards.

The objective of this study is to attain a profound understanding of the intricate interplay between social media use and the body image of preadolescents and adolescents. Recognizing the gravity of this issue, a meticulous systematic review was undertaken, incorporating insights from 16 studies. The synthesis of findings from these studies provides a comprehensive overview, revealing a prevailing consensus that underscores a notable correlation among key variables.

One significant variable explored is the duration of social media usage. The extended exposure to these platforms has been identified as a contributing factor to the distortion of body image perceptions. Preadolescents and adolescents spending prolonged hours on social media are more likely to internalize the prevailing beauty standards, leading to increased body dissatisfaction. The relationship between problematic patterns of engagement on these platforms and body image concerns is another crucial aspect. Individuals exhibiting addictive behaviors or excessive comparison tendencies in their social media use tend to experience heightened levels of dissatisfaction with their own bodies. The specific activities conducted within the social media sphere also play a role, with a focus on appearance-related content and constant exposure to beauty-centric posts correlating with increased body dissatisfaction.

Moreover, the impact of social media extends beyond the virtual realm, influencing real-world behaviors and attitudes. The pressure to conform to societal beauty standards propagated on these platforms can lead to detrimental consequences, such as the adoption of unhealthy weight control practices and a higher risk of developing eating disorders among preadolescents and adolescents.

While the correlation between social media use and body image concerns is evident, it is important to note that the relationship is multifaceted. Social media can also serve as a platform for positive body image promotion and self-expression. Understanding the nuances of these dynamics is crucial for developing targeted interventions and educational programs that harness the positive aspects of social media while mitigating its negative impact on body image.

In conclusion, this study delves into the complex relationship between social media use and the body image of preadolescents and adolescents, shedding light on the intricate web of factors contributing to distorted beauty perceptions. As social media continues to play an influential role in shaping societal norms, the findings underscore the urgent need for comprehensive strategies to mitigate the negative impact on young individuals and promote a healthier relationship with their bodies in the digital age.

Nurturing Body Literacy: Fostering Positive Body Image in the Virtual Reality Era

Angela Visocchi (University of Cassino and Southern Lazio, Italy)

body literacy, children, virtual reality, research invervention

The advent of the virtual reality era has brought about profound shifts in the way children and young individuals construct their identities. Among the myriad influences shaping their self-perception, social media stands out as a potent force, potentially affecting the development of body image. This abstract encapsulates an exploratory research intervention aimed at understanding the correlation between social media usage and body image development in 9-10-year-old children.

Employing a qualitative research-intervention design, the study unfolds across three distinct phases. Initially, focus group discussions provide a platform for elucidating children's perceptions and experiences concerning body image within the context of social media exposure. These discussions serve as a springboard for crafting an educational intervention tailored to address identified concerns and foster a positive body image.

The intervention phase witnesses the implementation of targeted educational activities aimed at enhancing body literacy among the participating children. Rooted in the foundational elements of body awareness, interception, perception, and comprehension, these activities strive to equip children with the skills necessary to navigate the complex landscape of body image in the digital age.

Following the intervention, post-intervention assessments offer insights into the efficacy of the educational intervention in influencing children's attitudes towards their bodies. By gauging changes in self-perception, awareness of media influence, and confidence levels, these assessments shed light on the potential of educational interventions to mitigate the negative impact of social media on body image.

Conducted with a sample of 50 children from a primary school in Cassino, Italy, the research findings underscore the imperative of nurturing a positive body image from early childhood. Central to this endeavor is the cultivation of body literacy, wherein educators play a pivotal role in empowering children to engage critically with media representations of the body.

In emphasizing the significance of body literacy, the study advocates for a holistic approach to body image development, one that transcends superficial ideals and embraces a deeper understanding of self. By fostering an environment conducive to body literacy within the school setting, educators can proactively counteract the pervasive influence of social media on children's perceptions of their bodies.

In conclusion, this research intervention underscores the pivotal role of education in shaping children's attitudes towards their bodies in an era dominated by virtual reality and social media influences. By fostering body literacy from an early age, educators can empower children to navigate the complexities of the digital world with confidence and resilience, thus promoting holistic development and well-being.

I.08. Schools and universities facing open artificial intelligence: Perspectives, Opportunities, and Risks

Large Language Models at University: Pedagogical, Ethical and Interactive Implications

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artificial intelligence, university education, pedagogy, ethics, prompt quality

Large Language Models – LLM as Chatgpt constitute, today, a challenge involving not only the so-called hard sciences, but also social and human sciences (Adeshola & Adepoju, 2023; Caligiore, 2023; Cristianini, 2023).

The proposed research aims to analyze the impact of artificial intelligence (AI) on university education with a focus on its ethical and pedagogical applications (Baidoo-Anu & Ansah, 2023). The study intends to contribute to a better understanding of the ongoing debate on integrating AI technologies in university contexts. The main focus of the paper is to examine the interactions between professors and students when using AI, going beyond simple technology adoption and usage. When examining the interaction between AI, lecturers, and students, it becomes clear that the quality of the prompt given to the AI is crucial.

This research intends to investigate how both subjects (professors and students) interact with Chatgpt, as well as how they derive useful information for educational goals from this technology.

The analysis provides a qualitative perspective on how AI-based tools like Chatgpt 3.5 can improve learning experiences and help to develop academic skills if used appropriately. Furthermore, the study addresses the ethical dimensions accompanying the incorporation of AI in university education, and deals with issues such as algorithmic transparency, accountability in decision-making processes, and privacy protection of students and lecturers (Cristianini & Scantamburlo, 2019; Guleria et al., 2023).

The proposed investigation, with a purely exploratory direction, contributes to the ongoing debate on the responsible implementation of AI in university education, offering an articulate perspective that goes beyond the surface, inviting debate on the transformative potential of AI and acknowledging its ethical imperatives.

I.08. Schools and universities facing open artificial intelligence: Perspectives, Opportunities, and Risks

From Propp to Prompt: collaborative writing games with Midjourney

Claudia Cantale (Università degli Studi di Catania, Italy) · Guido Anselmi (Università degli Studi di Catania, Italy)

artificial inteligence, midjourney, digital methods, gender stereotypes, imaginary

The philosopher Stephane Vial (2019) defines “digital ontophony” as the technologically mediated and produced aspects of our lives, as an effect of digitalization. Through the processes of platformization (Van Dijck, Poell, De Waal, 2018) and mediatization (Couldry, Hepp 2017) our daily behaviors are in fact firmly intertwined with media and technologies. Recommender algorithms and platforms affordances contribute to forms of discrimination, symbolic and physical violence. Furthermore, the recent diffusion of linguistic models (LLM) for the production of images, such as Midjourney or DALL-E, forces us to reflect on how artificial intelligence can be a tool to influence the collective imaginary. It directs our choices and our tastes in the direction of the majority, also shaping our “aesthetic self” (Manovich 2018). Midjourney, as a sociomaterial artefact, collaborates in the confirmation of gender, racial and ableist stereotypes because it draws on an imaginary that we ourselves have provided it. As Esposito (2021) writes, the problem relating to bias is more related to the machine’s inability to see, and therefore create, beyond its own preconceived. From this point of view, we take the perspective of digital methods considering algorithms “epistemological machines”. Meaning we can use errors and hallucinations to chart biases in the training set, hence in the imaginary produced by LLM tools..

We present the preliminary results of empirical research carried out within secondary school classes. In the broader framework of the research that this working group is conducting on LLM technologies, in fact, the construction of methodological tools to bring into school classrooms is useful for understanding the relationship between AI Aesthetic and the aesthetic and imaginary baggage of the students.

During the laboratory activity, students are asked to create the set of characters, objects and places intended for writing a fiction. We made use of Propp’s cards generated with Midjourney. We asked the students to outline the characteristics of the characters starting from the image represented, following Propp’s scheme. Hallucinations and stereotypes emerged through photo-elicitation (see Harper 2002). To these responses, the participants contributed with great creative investment, since the final objective was the creation of a work of fiction. On the one hand the cards generated by AI are used as a strategy to collect qualitative data, on the other they are teaching material for media literacy.

As a first result we can observe that the initial enthusiasm with which the images were welcomed gave way anxiety caused by the “excessive beauty” of the representations, considered detached, austere, devoid of empathy. These elements then played a role in defining the characters’ storylines. Starting from these first instances it is possible to outline the themes on which to build the next steps of the research.

I.08. Schools and universities facing open artificial intelligence: Perspectives, Opportunities, and Risks

Are we already there? Digital Platforms for Enhanced Lesson Plan Creation and Personalization

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artificial intelligence, personalisation, lesson content creation, ethics, teachers' perception

Background The digital transformation of education, through artificial intelligence (AI), offers improvements in teaching and learning. The role of AI is crucial in designing interventions that meet the needs of individual learners, highlighting the importance of personalised education amidst its complexities and potential risks (EC, 2023). The emergence of generative AI technologies, as seen in platforms such as MagicSchool (https://www.magicschool.ai/) and EduAide (https://www.eduaide.ai), enables educators to customise lesson plans, teaching/learning materials and assessments. Such personalisation capabilities of AI aim not only to improve educational outcomes, but also to ensure student well-being; a promising shift towards more responsive and adaptive educational practices (Molinaar, 2021).

Research This study is embedded in a project that aims to refine teaching methods towards personalised education that fosters individual student growth. 37 Institutes of all school grades participated in this research activity, with at least 2 teachers involved in each school, for a total of 135 teachers (Mori et al, 2024). The work examines whether the shift from content creators to evaluators improves the personalisation of educational content, including the importance of educators being aware of the ethical implications of using AI in the classroom (EC, 2022). This awareness is crucial for making informed, responsible decisions about the use of these technologies to ensure that they contribute positively to personalised learning environments. The research and training course is now underway and is scheduled to end in May 2024. The purpose of this contribution is twofold: to illustrate the course taken with the teachers and to report an initial analysis of the teachers' final evaluations.

Methods A final survey and interviews were used to gather feedback from teachers on their experiences, challenges and perceived benefits of using these platforms. An exploratory mixed methods approach (Trinchero & Robasto, 2019, p. 14) was used, incorporating both quantitative and qualitative data collection techniques. The research design used a mixed methods approach (Creswell and Plano Clark, 2011) of an explanatory sequential type, characterised by an initial quantitative data collection that will be deepened using a qualitative approach. The qualitative analysis will follow a grounded theory approach (Kuckartz, 2014).

Results From the analysis of the data, it will be possible to present initial findings and illustrate the perceived strengths and weaknesses of the use of the proposed tools to enhance teaching and learning activities to support the development of students' skills. The results will contribute to a better understanding of the potential of integrating these AI driven technologies in the design of teaching for the different school orders to support the unique needs and potentials of each learner.

Conclusion The role of human oversight in generative AI-driven curriculum creation is essential to ensure educational quality, ethical standards and relevance. Generative AI has the potential to help create educational content more efficiently. However, human oversight is necessary to verify the accuracy of the generated educational material, maintain ethical standards, and ensure that it aligns with the intended learning objectives. (Hutson & Lang, 2023)

I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence

Empowering Teachers in the AI-driven Educational Landscape: Fostering Self-efficacy and Familiarity with AI Tools

Matteo Borri (INDIRE, Italy) · Samuele Calzone (INDIRE, Italy)

critical thinking, generative artificial intelligence, relevant questions, teacher preparedness, indire ai model

A topic that is becoming increasingly important in the technological and social landscape concerns the relationship between critical thinking and the formulation of relevant questions in the use of generative artificial intelligence. If we understand critical thinking as a mental process that allows us to analyze facts, situations, or statements objectively and evaluate them in a logical manner to arrive at a well-considered judgement, it then appears to us as a methodical approach that implies the ability to recognize prejudices, unverified hypotheses as well as fallacious arguments (think of fake news).

Formulating well-structured questions is a skill that becomes possible when a person uses critical thinking to investigate a given topic more deeply (Graesser & Person, 1994; Brookfield, 2012). Well-worded questions are clear, direct, and constructed with a specific purpose in mind. They can direct discussion or inquiry toward deeper understanding and can delve into information that might otherwise remain unexplored.

All this highlights the importance of asking good questions, especially if we want to use AI (Wegerif, 2002). Content generated by AI is a direct reflection of the queries provided. If what we ask is vague or ambiguous, the result provided will be too.

A relevant question in the AI context is a question that leads to accurate or creative answers (Gunning, Aha & Zhu, 2019). This is why a beta version of an AI model made by a research group at INDIRE has been tested in the classroom. Knowing the structures that underlie the functioning of a generative artificial intelligence, understanding how it works and “thinks” are moments that allow you to interact with this technology. All these aspects will be presented to facilitate the use of the INDIRE AI model.

The focus of this contribution is based on two pivotal issues: fostering self-efficacy as well as enhancing teachers’ familiarity with AI tools (Passey, 2019). During the speech teachers will be given the opportunity to discuss and to interact with the INDIRE’s model. Testing (and interacting with) it, will be a formative moment to assist teachers to confidently embrace and utilize AI in the classroom (Bandura, 1994; Ventura & Shute, 2013).

In essence, this speech aims to empower teachers to effectively navigate the digital age, thereby enhancing the overall learning experience. It underscores the critical need for teacher preparedness in the evolving AI-driven educational landscape.

I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence

Empowering Educators with Generative AI: The Govern-AI Program for Adult Education Governance

G. Luca De Luca Picione (University of Naples "Federico II", Italy) · Domenico Trezza (University of Naples "Federico II", Italy)

governance, adult education, chatbot assistance, participatory approach

Generative Artificial Intelligence (GAI) presents a significant opportunity to revolutionize the governance of social and educational services. Digital technologies, widely acknowledged as advantageous for the public sector (Noveck, 2015), facilitate the creation of organizational networks and foster collaborative governance (Fischer, 2006). GAI, in particular, has the potential to permeate all sectors of personal services in a short period. For instance, in education, it is already influencing the adoption of automated tools for assessment, customization of programs and educational materials, implementation of automated tutoring systems, and analysis of predictive indicators for the risk of school dropout (Guan, Mou, Jiang, 2020). Furthermore, exploration is underway regarding the use of GAI to promote inclusivity in schools, through the adoption of multisensory technologies that enhance learning and interactions among children with autism spectrum disorders, students with Special Educational Needs (SEN), and Specific Learning Disorders (SLD) (Grimaldi, 2022). However, it is essential to recognize potential negative repercussions and unintended effects for both institutional and non-institutional actors utilizing or potentially utilizing GAI systems. Specifically, transparency in data construction processes is crucial if GAI becomes a key strategy for governing social and educational welfare.

In response to these challenges, this contribution presents the experience of Govern-AI. Govern-AI is a research and innovation program developed by the University of Naples Federico II, aimed at experimenting with GAI in the governance of social and education services. It also initiates an action dedicated to adult education, involving a Provincial Center for Adult Education (CPIA) in Campania and its faculty. This initiative aims to personalize support provided to educational staff through the implementation of a generative artificial intelligence-based chatbot. The chatbot is designed to adapt to the specific needs of learning units, thereby facilitating access to highly specific and personalized educational resources, supporting teachers in the teaching process. The goal is to enhance the effectiveness and inclusivity of adult education while promoting active involvement of teachers and CPIA officials in the decision-making process and continuous system creation. This action reflects Govern-AI's commitment to promoting educational innovation through a participatory and interdisciplinary approach, placing teacher and educational staff empowerment at the center.

I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence

Training Teachers for School Self-Evaluation: Data, Digital and Artificial Intelligence Literacy

Michela Freddano (INVALSI, Italy) · Miriam Mariani (INVALSI, Italy)

school evaluation, data literacy, digital literacy, artificial intelligence literacy, teacher training

Artificial Intelligence is, nowadays, at the center of many research studies in the educational field that share its potential for improving the education and training sector (European Commission, 2022). Artificial Intelligence Literacy in Education, or AILE (Wilton et al., 2022) is a set of skills that educators should possess in order to «understand, create, use, apply and evaluate AI applications in an educational context» (Wilton et al., 2022, p. 181).

As in the rest of Europe, Italy has also witnessed the technological adjustment of public administration systems. In the field of school evaluation (Freddano & Pastore, 2018), digitization and "platformization" have made it possible to update evaluation activities keeping up with new tools and new digital environments in order to facilitate evaluation procedures (Freddano & Buoninconti, 2023). In addition to the opportunities, however, several critical issues have emerged from the use of these new systems, first and foremost the difficulty for users to interact with digital tools, to read and interpret data and to make strategic use of artificial intelligence. Particularly on this last issue, Long & Magerko (2020) point out how in platforms users often fail to recognize that they are interacting with an artificial intelligence, limiting their opportunities to collaborate and act effectively as AI consumers.

The new operational challenges opened up by these transformations focus, therefore, on the issue of the competences needed by those who face evaluation processes: we speak, in fact, of the so-called "triad" (Kreinsen & Schulz, 2023) Data Literacy, Digital Literacy and AI Literacy. These three competences are complementary and interconnected, just think of the need to use digital tools to interact with an AI or the use of data as a resource itself for AI, a consideration that necessarily leads to reinterpret the processes according to an integrated reading of competences and thus according to a new set of training needs for the users involved.

The research proposed here starts from the elaboration of an integrated theoretical model of process and competences (Freddano & Mariani, 2023) that stems from the overlapping of an inquiry model (Mandinach & Gummer, 2016), a New Generation Digital Learning Environment model (Brown et al., 2015) and a digital competence system (Vuorikari et al., 2022), from which a selection of specific training areas for the evaluation process is derived. In order to map the training needs of those who carry out self-evaluation, a survey was planned addressed to the members of Internal Evaluation Teams of 159 Italian schools, selected according to stratified random sampling (by geographic macro-area and, in cycle II schools, also by school address). The purpose of the survey is to collect data on the sense of self-efficacy with respect to the proposed competences and the training needs of the users. The first results of the survey will be presented at the conference, allowing a discussion on the opportunities of a competence-based approach in the self-evaluation of schools in an integrated view of both evaluation and learning.

I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence

Teachers' Perception And Attitudes To Harness The Potential Of Artificial Intelligence In Education

Emiliana Murgia (University of Genoa, Italy) · Filippo Bruni (University of Molise, Italy)

teachers' perception, aied, inclusion

Since the launch of ChatGPT in November 2022, the debate and interest in using artificial intelligence (AI) in education (AIEd) technologies have increased. When talking about the integration of generative artificial intelligence (AI) in educational settings, the debate is even more lively and polarized, with at least two parties, the concerned and the enthusiasts (Berendt et al., 2020).

As the educational landscape continues to evolve, it is essential to understand teachers' sentiments regarding the use of generative AI in the classroom, as they are crucial to successfully promoting innovation with AIEd in schools (Timms, 2016). Researchers' investigations went to different aspects, such as ethical implication, positive/negative impact on learnings, and possible applications (in the Italian context, Panciroli & Rivoltella, 2023 and Ranieri, Cuomo, & Biagini, 2024). Still, to the best of our knowledge, more investigations need to be into teachers' perceptions of these technologies.

This preliminary study explores the sentiments of in-training teachers regarding the use of generative artificial intelligence (AI) in educational contexts and their perceptions of utility, efficacy and user-friendliness. Moreover, it investigates if Generative AI, such as ChatGPT, is perceived as a technology that can potentially transform or arm education. We aim to provide insights into these professionals' sentiment on opportunities, challenges, and ethical considerations associated with integrating generative AI into teaching practices.

The survey was conducted in January-February 2024, using CAWI methodology (Computer Assisted Web Interview). Students self-compiled a questionnaire generated with Google Forms and answered closed-ended questions. The participants were 91 in-training pre-school and primary school teachers at Università del Molise – a course for educational support activities for pupils with disabilities.

The first results highlighted the participants' awareness of AI and, generally speaking, a positive attitude toward its use in education and their teaching practice. Moreover, they are optimistic about adopting AI, particularly for inclusion.

Data analysis revealed a gap between the declared knowledge and interest in AI and its actual and conscious use. The prevailing application foreseen is the drafting of documentation for teachers and research activities for students. Furthermore, teachers perceive AI as beneficial for inclusion, but its main potential is related to information retrieval. In conclusion, the ambivalence that has emerged is also confirmed by the gap between the awareness of the need for AI-related skills and training courses to acquire them on the one hand and the perspective, which appears to be the majority of not using tools such as Chat GPT at school.

The findings of this research are expected to provide valuable insights for educational stakeholders, policymakers, and teacher training programs, guiding them in harnessing the potential of generative AI while addressing the associated concerns.

I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence

Using Artificial Intelligence to Boost Autonomy in a More Inclusive Society: The AMBRA Approach

Christian Pilato (Politecnico di Milano, Italy) · Ambra Di Paola (Fondazione Artos, Italy) · Serena Muraro (Fondazione Artos, Italy) · Roberto Marinelli (Fondazione Artos, Italy)

generative ai, autonomy, inclusion, educational material

Augmentative and Alternative Communication (AAC) techniques are designed to support individuals with communication disabilities, enabling them to effectively convey their thoughts, needs, and emotions [1]. These methods are especially used to consolidate the autonomy levels of the individuals, for example, teaching them how to behave in every context. However, to be effective, AAC requires a personalized approach based on the cognitive level of the individuals. For example, individuals can understand symbols differently, demanding a huge effort from educators, caregivers, and speech-language professionals to create the material.

To create a personalized learning environment in AAC, we propose to use foundation models [2]. Foundation models are large pre-trained machine learning models that can generate complex texts or images. When fine-tuned for AAC, they offer educators efficient tools to craft personalized learning materials, making them indispensable for supporting autonomy. Indeed, they can create material that is tailored to the specific cognitive level, use AI-based methods to obtain suggestions for personalized content and create additional material that follows the progress of the individuals, making their learning path as smooth as possible.

Our approach is called AMBRA (Pervasive and Personalized Augmentative and Alternative Communication based on Federated Learning and Generative AI) [3]. AMBRA leverages a cloud-based system to create a shared space for the learning material that each educator can further customize. AI-based methods can also help create suggestions based on previous experience. This material can be accessed from modern devices (e.g., smartphones, tablets, laptops, etc.) in every context.

While this approach has great potential, it also opens several challenges to be discussed with the community. Our approach is built on top of free solutions, lowering the barriers and the costs to access AAC methods. Educators may exchange material more easily, creating a virtuous cycle that can boost the adoption of AAC methods. Also, low deployment costs allow shops, public places, and community places to adopt such solutions and allow for a seamless transition between school and society, creating a more inclusive environment around the individuals. For example, QR codes allow users to download specific material, which is later personalized based on specific user's information and symbols. It will become the perfect application of the autonomy concepts that have been acquired in class. An approach based on fine-tuned foundation models demands a combination of skills that are hard to find in modern educators. AMBRA advocates the creation of interdisciplinary environments where, for example, pedagogical and linguistic skills are combined with ICT skills. Finally, the use of personalized material and its flexible creation allows educators to approach sensitive topics (e.g., sexuality) in a way that is appropriate for everyone. Also, it can lower the cultural and language barriers when used with immigrants, facilitating their integration into a new community.

In conclusion, we believe that using artificial intelligence and generative AI opens the possibility of creating new learning paths that can empower all students to obtain complete autonomy and make society more inclusive.

I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence

Teachers' Perceptions and Attitudes Towards the Use of Artificial Intelligence: Evaluating the Impact of Training in an International Project

Francesca Storai (INDIRE, Italy) · Sara Mori (INDIRE, Italy) · Jessica Niewint (INDIRE, Italy)

attitudes, artificial intelligence, evaluation model

Introduction Accompanying schools in the implementation of innovative didactic models is an important factor in gaining confidence in the use of both innovative teaching and organisational practices (Capperucci et al., 2021) and in rethinking their role in the use of technological tools such as artificial intelligence in the classroom (Gillani et al, 2023). This paper aims to contribute to the debate on didactics with AI and possible training paths for its application in education. (Panciroli&Rivoltella, 2023). The paper presents the results of the pre-test used for the large-scale investigation the AI4T project impact evaluation model: a counterfactual research design to explore the AI4T professional learning experience (Guskey & Anderman 2013), considering the constructs in the Technology Acceptance Model (Davis & al., 1989; Kemp at al., 2019). The paper includes findings on key issues that emerged from the pilot phase of the project, which involved 3 headmasters and 16 teachers, which guided the revision of the final assessment instruments

Methodology The main objective of the small-scale pilot phase was to test the entire research protocol and evaluation tools for quality assurance in large-scale applications. Each partner country was to recruit between two and eight schools. In the case of Italy, was identified 8 schools, within which there were one/two volunteer mathematics and English teachers to answer the questionnaire, in addition to the school headmaster, who were divided between the experimental and control group. The choice of schools was based as far as possible on the criteria also adopted later in the large-scale management phase: Region, Type of schools (academic/professional), An indicator of the social composition of the school, The number of volunteer teachers, Personal information of the teachers (gender and teaching experience). The questionnaires to teachers were administered before and after the training they received on artificial intelligence tools through a MOOC prepared and managed by CNR:ITD in Palermo. The tool consisted of closed and open questions. Each teacher and headmaster was then assigned a code and then the questionnaire was administered via a limes survey. Following the completion of the questionnaires, a special section was provided for the evaluation of the instruments.

Results School Leaders stated that the questionnaires clearly addressed the main aspects concerning IA. Of particular interest to them were the questions concerning the possibility of integrating these tools into the school and the ethical implications. The opportunity to respond to the questionnaire made it possible to trigger a useful reflection to highlight the readiness of school leaders to stimulate teachers to train on these aspects

As far as teachers are concerned, the level of satisfaction with the questionnaire is also high. Most stated that it was of particular interest to reflect on emotions and their own sense of self-efficacy with respect to the use of artificial intelligence in the classroom.

The reflections of the headteachers and teachers on the instruments were useful for reviewing the two questionnaires, going into greater depth in ethical aspects for the former and in areas related to attitudes for the latter.

I.10. The pervasive-persuasive relationship between education and technologies

Educational Opportunities And Challenges. Artificial Intelligence In The Hands Of Teachers And Students To Make Meaningful Change

Alessandro Barca (Università Pegaso, Italy) · Maria Concetta Carruba (Università Pegaso, Italy) · Valentina Paola Cesarano (Università Pegaso, Italy)

artificial intelligence (ai), education, educational technology

In the digital era, new technologies have become an integral part of contemporary society, a sort of 'prosthesis' where man, to make up for his deficiencies, has set up tools to enhance his ability to control, modify, and improve his surroundings (Calvani, Bonaiuti, Menichetti, 2021). This extraordinary prosthetic proliferation has increasingly involved the communicative and cognitive dimension: we are witnessing, in fact, an unstoppable explosion of devices, sometimes tiny, that insinuate themselves into everyone's daily life, regardless of age, modifying behavior, relationships, and learning modes (Rivoltella, Rossi, 2019). The international scientific literature highlights Artificial Intelligence (AI) in education as a particularly emerging field in educational technology (Baker, Smith, 2019; Hinojo-Lucena, Aznar-Díaz, Cáceres-Reche, Romero-Rodríguez, 2019; Pedró et al, 2019) involving multiple disciplines to promote the development of adaptive, flexible learning environments and other AIEd, inclusive, personalized, engaging and effective media, exploring their potential pedagogical opportunities (Zawacki-Richter, Marìn, Bond, Gouverneur, 2019).

Interest in new educational-didactic applications related to AI has grown exponentially (UNESCO, 2021; 2022; Goksel, Bozkurt, 2019; Panciroli et alii, 2020; Pham, Sampson, 2022), especially in educational institutions, which see the adoption of AI systems in the educational context as a challenge but at the same time an opportunity: the possibility of establishing an active partnership with emerging technologies to support and expand the skills of teachers and students.

The European Commission itself (2022), through the DigComp 2.2, emphasizes the importance of knowing how to approach emerging technologies and in particular AI-based systems in a safe, critical, and responsible manner to assume a critical attitude useful for reflecting on the benefits and assessing the risks of using AI in different social contexts and to promote a conscious interaction with AI systems within the educational community or peer group.

The importance of investing in the development of transversal digital competencies necessary to build an epistemological model of a school that is in step with the times, equitable, and inclusive (Fabiano, 2016) is therefore strongly outlined.

With this contribution, therefore, we intend to reflect on the complex role of AI in education (Chen, Zou, Cheng, Xie, 2020; Hwang, Xie, Wah, Gašević, 2020; Ouyang, Jiao 2021), its opportunities, advantages and possible disadvantages.

I.10. The pervasive-persuasive relationship between education and technologies

AI at School: what are the Teachers' attitudes and Competencies?

Maria Concetta Carruba (Università Telematica Pegaso, Italy) · Scuotto Chiara (Università Telematica Pegaso, Italy) · Stefano Triberti (Università Telematica Pegaso, Italy)

ai, teachers' competences, teacher's attitudes, digital innovation

Artificial intelligence is making rapid progress in all sectors of society as well as in the field of education by becoming a major educational technology (Carvalho et al., 2022). Artificial intelligence in education has four main areas of application:

1. profiling and prediction,

2.assessment and evaluation,

3. adaptive systems and personalization, and

4. intelligent tutoringsystems (Zawacki-Richter et al., 2019).

Since attitudes and personality are relevant to the adoption of new technology (Park & Woo, 2022) the present study aims to investigate teachers' attitudes toward the use of AI in education concerning their perceived knowledge of AI (self-reports on course attendance and usefulness), some individual characteristics assessed through the Big Five Inventory (Fossati et al., 2011), and a self-efficacy scale related to the ability to recognize the originality of a paper done by a student and to recognize a paper done by an AI. The questionnaire consists of 74 items of which 3 with open-ended questions, the other items are multiple choices. The questionnaire was administered online and addressed only to secondary school teachers (first and second grade). The research tool used to administrate the survey is Qualtrics and the data were analyzed using Mixed-method methodology to identify quantitative-descriptive and qualitative-anecdotal information related mainly to the frequency of words recorded in the open-ended questions. In total of 58 replies were collected. Although the sample is random and not representative of the entire country, the data allow for a meaningful analysis of teachers' attitudes, at present, on AI. Especially the multidisciplinary approach, pedagogical and psychological, gives the study an original setting.

Invisible AI Investigation of Emotional Perception and Self-efficacy in Dyslexic Students Using Compensatory Tools Powered by AI

Francesca Rita Loi (Università di Udine, Italy) · Gabriele Luigi Pia (Università di Bologna, Italy)

generative ai, compensatory tool, dyslexia, personalized learning, inclusion

Since the public advent of ChatGPT in November 2022, there was immediate discussion about the impact that Artificial Intelligence would have in the educational context. Most of the scenarios featured AI in the role of Tutor (positive scenario) or actual substitute for the traditional teachers (dystopian scenario). However, little has been discussed about the gradual implementations of AI in the academic context and how these "almost invisible" implementations can benefit students. In this sense, a possible application, consists in the improvement of the compensatory tools indicated for BES and DSA students who – through the implementation of AI – could further improve the students' personal study experience thanks to their high level of personalization.

Among these new technologies, we can add Reasy, an all-round study support application based on scientific research from the European Vrailexia project on dyslexia and created by Tech4All, a university spin-off of the University of Tusciain Viterbo. Powered by generative AI, the application allows the student total customization of texts, the creation of summaries, concept maps, as well as the text to speech function. But how can we evaluate the impact that these new compensatory tools have on DSA students? In previous introductory research, we focused on the immediate cognitive results, quantitatively evaluating whether the student had immediate improvements in understanding the text using the compensatory tool. We soon realized that this method of analysis was not valid as a cognitive analysis includes too many subjective variables, including time: each student learns at his own pace. If we want to draw a parallel, it's like the metaphor of eyeglasses: putting on glasses allows the patient with blurry vision to focus on the world around him, allowing him to see better. This does not create an immediate cognitive improvement but a psychological and emotional situation that will allow him to improve over time. Likewise – from the study – the Reasy application seems to put the subject at ease with the written text, giving him the possibility of entering a more "proactive" mental state towards the text. Starting from these assumptions we decided to evaluate the efficiency of the compensatory tool based on a qualitative and quantitative analysis on the constructs of "emotional perception" and "self-efficacy" of the dyslexic student in a context in which he is asked to read without and with compensatory tool. To do this, a sample of DSA high school and university students with certified dyslexia was used and the survey was conducted with the GEW (Geneva Emotion Wheel) instrument, which is a theoretically derived and empirically tested instrument to measure emotional reactions to objects, events, and situations.

I.10. The pervasive-persuasive relationship between education and technologies

Active Triangle Kids: The Design of a Children Videogame to Foster Manipulation Through the Use of Geometrical Shapes

Juanjo Mena (University of Salamanca, Spain) · Juan Miguel Lorite (Independent Researcher) · Daniel Hernández (Sciling Company)

videogames, augmented reality, internet of things, artificial intelligence in education

We present a techno-pedagogical ecosystem of Active Triangles Kids (ATK) (Mena & Lorite, 2022), an interactive game in which 3- to 6-year-old children connect real objects with digital avatars through the use of Augmented Reality (AR). It consists of a physical component: a set of geometric figures: triangles, circles, squares, and hexagons that, depending on certain combinations, act as interfaces that prompt digital avatars called 'genies' in the AR goggles. This is achieved through the coordination of technologies based on the Internet of Things (IoT), Artificial Intelligence (AI) Augmented Reality (AR), and mechanics and physical components of the ATK serious game ATK. The 162 possible manipulative combinations (color and shape) activate different learning situations on technological devices such as augmented reality glasses, computers, tablets, or electronic whiteboards. The game fosters different patterns of interaction with two objectives set: (1) Promote interactive learning (manipulation) in remote and IoT environments (learning) and (2) create automatic and interactive digital support for teaching at early ages.

ATK is also aimed as a children's game for family use as well as a technological complement to digital whiteboards that are now commonly used in most nursery and primary schools.

Most educational games on the market aimed at the child population from 3 to 6 years old have two essential characteristics: (1) they are digital (e.g. watching animation on video) and are usually (2) interactive (e.g. video games) (Avvisati, Borgonovii & Young, 2023). However, few of them allow the manipulation of real objects that can be combined with the digital plot offered by the electronic device. We argue that manipulation should be the third functional characteristic for these materials to guarantee meaningful learning in the early stages as shown by the theories of discovery learning and social constructivism (Brunner, Jolly & Sylva, 1977; Vygotsky, 1979) as they facilitate the acquisition of knowledge previously to the activation of the figurative and abstract representation phases.

A product with these characteristics is guaranteed a market niche by combining the manipulation of physical objects with digital projections based on IoT and AI. The ATK's added value is that it allows the digital world to be combined with the real world to adapt to children's experiential learning patterns. ATK, through the symbiosis between the methodology of Game-Based Learning and the IoT, allows us to move from passive virtual learning to active self-regulated virtual learning.

Currently, the game is technologically finished. The recognition of physical combined elements (e.g., geometric shapes) has been developed with YOLOv5 and it is sufficiently trained to be able to activate the AR animations. The next step ahead is to try the game with a sample of five 5-year-old children to test the usability, gameplay, and learning outcomes. Also, 5 parents will be interviewed to test their reactions towards the game.

I.10. The pervasive-persuasive relationship between education and technologies

Demining Foundations of the Teaching-learning Process. A Critical Synthesis on Opportunities and Risks of Training Teachers Within Intelligent Tutoring System

Loredana Perla (University of Bari, Italy) · Laura Sara Agrati (Pegaso University, Italy)

ia, intelligent tutoring system, teacher training

It has been predicted that AI will have an increasingly impact on the education of people, in general, and on the training and professionalization of teachers. The proposal intends to focus, in general, on the change in perspective that implies the transition from teacher training conducted through technologies to one carried out within technologies – such as the scenario that looms with the entry of the metaverse as AI technology. Specifically, the work intends to prefigure a rereading of the 'relationship' – as an elective mediator of educational action – in light of the potential, in terms of challenges and opportunities, posed by the metaverse as an immersive training environment governed by the Intelligent Tutoring System (ITS).

The process and the first results of a critical synthesis with the CLAS-WE approach (Efron & Ravid, 2019) of the systematic reviews on the relationality characteristics of intelligent tutoring in an immersive learning environment are presented.

The aim of the study was to present current systematic reviews on an emerging topic with the aim of identifying possible elements for further investigation; specifically, it aimed to clarify and define the key terms and concepts linked to the teacher-student 'relationship', associated with intelligent tutoring processes provided in immersive learning environments (extended reality, metaverse etc.) and used in thematic studies. Through the study, the following research question was posed: what characteristics does the concept of teacher-learner relationship present in systematic reviews on intelligent tutoring in immersive training environments?

The synthesis of the systematic reviews carried out allows to highlight some potential (such as on-demand feedback and personalization) as well as risks (such as alienation from the curriculum) with respect to the teacher-student 'relationship' associated with intelligent tutoring processes.

The work therefore allows to extend the debate on the potential and risks associated with teacher training conducted within immersive contexts, such as the metaverse. It raises awareness of structural elements of teaching-learning processes (such as the teacher-student relationship, the curriculum, personalization) which could be affected if the design of immersive training environments lacks careful pedagogical guidance.

I.10. The pervasive-persuasive relationship between education and technologies

Developing AI Literacy as a Tool for Social Reflection: a Proposal for Algorithmic Ethnography

Gabriella Taddeo (Università di Torino, Italy)

ai literacy, algorithmic imagination, algorithmic ethnography, young people, citizenship

Artificial intelligence, a field that has been developing since the 1950s, encompasses technologies designed to emulate human intelligence or to perform tasks traditionally entrusted to humans (Mitchell 2022, Natale 2022). The impact of these technologies extends beyond the world of work, profoundly affecting culture, education, scientific knowledge and, more recently, popular culture and communication (Taddeo 2023).

As a result, there has recently been a need to integrate analysis and experimentation on the development of AI literacy into the already established frameworks for digital literacy development. This rapidly expanding field of study involves disciplines such as computer science, education, psychology, sociology and ethics, with the main aim of equipping people with the skills needed to understand, communicate and use AI technologies critically and responsibly.

According to a literature review by Long and Magerko (2020), 16 key competency areas for AI literacy have been identified. These include recognition of AI, understanding of different forms of intelligence (human, animal, artificial), the ability to use and interpret data critically, awareness of the strengths and weaknesses of AI, and its more or less obvious role in influencing decision-making processes or modelling reality through prediction and feedback (Beer 2009; Gillespie, 2014; Pasquale 2015; Airoldi 2021).

In this respect, existing frameworks for the analysis of digital literacy, such as Digicomp, which includes up to 80 items dedicated to this literacy, have been updated, but specific tools have also been developed to support its implementation, such as the "K-12 AI Guidelines" of the AI4K12 project (https://ai4k12.org/).

In addition to the creation of theoretical models and operational tools for the implementation of this emerging competence, numerous training initiatives have been launched by public and private bodies with the aim of experimenting concretely with training, especially for the younger generation, as documented by UNESCO (2022), which carried out a worldwide comparative analysis of formal curricula on the subject.

In this dynamic context, the paper examines a concrete experience of AI literacy training among young people in Turin. The workshop, conceived within the PNNR Changes research project, explores the use of text-to-image generative AI tools (such as Stable Diffusion, Dall-E, Midjourney) to stimulate creativity and critical reflection on the concepts of "elsewhere", "far away" and "exotic".

Through prompts and image generation, we aim to encourage young people to reflect on social imaginaries related to the concept of "elsewhere", but also on individual stereotypes and the dynamics of standardisation and cultural homogenisation triggered by algorithmic logics (Broussard 2018, Eubanks 2018; Noble 2018).

The aim of the experiment is therefore twofold: to reflect on the role of AI tools in supporting young people's creativity and civic participation, and to activate AI literacy processes as innovative ethnographic tools for the exploration and analysis of the society.

I.10. The pervasive-persuasive relationship between education and technologies

Synergies Between New Technologies And Educational Methodology: Exploring The New Frontiers Of Learning With AI Mediated Technologies And Design Thinking

Mariella Tripaldi (Università degli Studi "A. Moro" BARI, Italia) · Alessandro Barca (Università Telematica Pegaso)

design thinking, human-centred approach, technologies mediated by artificial intelligence

Increasing digitisation has revolutionised approaches to education, with new multimedia technologies increasingly integrated into teaching and learning processes.

Design Thinking (DT) has over time become a pervasive approach to innovation that has had a major impact on the basic constructs that characterise the innovation process (Beckman and Berry, 2007; Martin, 2009; Brown, 2009; Cross, 2011; Liedtka and Ogilvie, 2011; Liedtka, 2015; Elsbach and Stigliani, 2018). Although it did not originate as a teaching methodology, it is still used in the educational field to support creative and innovation processes. Design Thinking is an active methodology capable of solving a complex problem in an innovative way, using creative management of the tools at one's disposal. But Design Thinking is much more: it is a way of seeing the world and approaching it (Woolery, 2019). What really distinguishes the Design Thinking methodology from previous methodologies is its human-centred approach, i.e. its being built around the needs of the individual. The concept behind this approach is to put oneself in the shoes of the 'product' user, empathising with the context in which he or she is inserted and prioritising his or her needs. Design Thinking is a human-centred innovation process that emphasises observation, collaboration, rapid learning, visualisation of ideas, experiential learning and prototyping of concepts that become tangible artefacts (Liedtka, 2011).

But with the advent of new technologies mediated by Artificial Intelligence (AIEd) that in some ways redefine the way students learn, teachers teach and institutions operate, (Baker, Smith, 2019; Hinojo-Lucena, Aznar-Díaz, Cáceres-Reche, Romero-Rodríguez, 2019; Pedró et al., 2019) it is incumbent to think carefully about the challenges and opportunities emerging from this educational revolution. This contribution will analyse the opportunities that new technologies, mediated by Artificial Intelligence, through innovative methodologies such as Design Thinking, can offer students and teachers for improving the teaching-learning process. A study carried out on 250 students of the Single-Cycle Degree Course in Primary Education Sciences at the University of Bari 'A. Moro' will also be presented. These students, future primary school teachers, designed and created cross-media digital artefacts during a teaching innovation workshop using the Design Thinking methodology. The objective was to design and create highly inclusive digital products that would facilitate the learning of the young pupils for whom they were intended. At the end of the workshop, the students also filled out an online questionnaire to analyse the strengths and weaknesses of the digital methodologies and tools used, the impact of Design Thinking on their learning process and, finally, to evaluate the digital products created during the workshop.

The results of the survey show how new AI-mediated technologies and Design Thinking represent a winning combination, an innovative resource, for teaching and learning processes today.

I.11. The process of digitalization in the education field: opportunities and inequalities within schools and universities

The Digital Transformation of Formal and Non-formal Learning Spaces from the Perspective of Young People

Sandra Biewers Grimm (University of Luxembourg, Luxembourg)

digital education, school, non-formal education, digital divide, qualitative research

The social changes brought about by digitalisation are having a profound impact on all areas of life. The lives of young people are particularly affected. For the institutions of growing up, such as educational landscapes, this means preparing young people for the challenges of digitalisation in the best possible way and positioning themselves accordingly with their structures and educational offerings.

It is already clear that schools and school-based learning are changing fundamentally as access to information and resources has expanded enormously and will continue to do so. Students in all kinds of schools can now access online platforms and digital media to deepen their knowledge and learn individually. In addition, digitalisation enables a more interactive learning environment and opens up new opportunities for teachers to personalise teaching and respond to the individual needs of students.

Digitalisation also has a significant impact on educational opportunities in non-formal education. Through the use of digital technologies, new learning formats and tools can be developed that widen access to education and make it more flexible. For example, the use of apps opens up new learning opportunities in clubs, youth organisations and youth work, as well as providing better opportunities for networking and communication. Digitalisation can also help to make non-formal education more inclusive.

However, the risks of digitalisation are also growing. Many students use digital media excessively, access age-inappropriate content or have negative experiences with cyberbullying. In addition, access to digital resources is not equally available to all learners. In this sense, studies suggest that the educational inequalities highlighted, for example, by the Pisa study, may be exacerbated by digitalisation in schools (Paus-Hasenbrink, 2017; Kutscher, 2020).

Based on a qualitative youth study on the digital transformation of education that is currently being conducted in Luxembourg, the presentation will address the question of how young people themselves perceive the digital transformation in formal and non-formal educational institutions (schools, universities, non-formal education institutions) and evaluate it in relation to their life plans and life chances.

The theoretical basis of the study is Bourdieu's concept of life chances (Bourdieu, 1993), which analyses the relationship between social background and educational success. In addition, the theory of the digital divide (Van Djik, 2012) is used to analyse existing differences in access to and use of digital technologies.

In up to 60 guided interviews with young people between the ages of 12 and 30, the following questions, among others, will be addressed

- What access do young people have to digital media? What technologies, structural and personal support, etc. are available to them?
- How and why do they use the Internet? What are their motives, styles of use and content? What skills do they bring with them and what skills are they acquiring
- Where does digitalisation increase or decrease educational inequalities and what is or can be done in the educational system to counteract this?

The presentation explains the context, the theoretical concepts and the methodology of the study and presents the first preliminary results for discussion.

I.11. The process of digitalization in the education field: opportunities and inequalities within schools and universities

Activating Processes of Youth Participation and (digital) Citizenship.The Online/Onlife Project Diritti in Internet.

Mariangela D'Ambrosio (UNIMOL, Italy)

partecipation, onlife, sociology, (digital) citizenship, rights

As part of the PCTO – Percorsi per le competenze trasversali e per l'orientamento promoted by the Ministry of Education (in the field School-Work Alternation), last school year (2022/2023), a project entitled: "Online/Onlife – Diritti in Internet" was experimented between EDI Onlus, a social cooperative born as a Save the Children spin-off to work as an operational partner in local education services and to develop innovative training according to the methodology of the rights approach and positive education, and Liceo F. D'Ovidio located in Larino, a town near Termoli on the Adriatic Sea in the Molise Region. 14 three-year students were reached from November to May 2023, for 30 hours. All the activities were implemented online and in face to face "laboratories" thanks to the socio – constructivist approach where the construction of knowledge takes place within the socio-cultural context in which the individual acts and thanks to the rights approach where each participant is put at the centre of learning through cooperation, collaboration (from different points of view such as cognitive, emotional, relational), in order to increase student involvement through the civic sense, the interest in community (Laffi,2014) and the concept of (digital) citizenship (Marshall,1950;Vuorikari,2022;COE,2023) for present and for future.Workshops were co-conducted with the facilitator, involving students in interactive activities through the use of technological devices, videos, specific material, slides where each of them touched upon the issue of "being a citizen in a digital way". Especially in this project was used, as crucial tool, the Convention on the Rights of the Child: the socio-relational map of the all the educational activities regarding citizenship and active participation. Among the project's goals: to promote the digital citizenship through the active socio-pedagogical approach and to strengthen the sense of responsibility of young net-users (in a positive and participative key); to reflect on the "digital skills", on the privacy and online safety through the conscious use of new digital media and social networks, on the online relationships between opportunities and risks (cyberbullying; sexting; revenge porn; online reputation; online violence), on the Democracy and on the social inclusion/exclusion. In this sense, the transformative intervention of reality from a sociological integrated point of view on these issues (Mills,1959) allowed not only to actively reflect on digital-related social phenomena between risks and opportunities, but also to make children protagonists by making them experience digital citizenship. Also, an ex ante, in itinere and ex post evaluation was conducted throughout the course, with the last meeting summarising what the students had done over the months. This experience could be one of that educational intervention focused on the social and civic participation to the "onlife" dimension (Floridi,2015) and one of tools capable to contain traditional, new social inequalities and social exclusions. Especially in the "inner areas" such as those of Molise Region.

I.11. The process of digitalization in the education field: opportunities and inequalities within schools and universities

Teaching Innovation And The Skills Gap In Connected Learning Environments. A Study Of Higher Education Teachers From Four European Universities

Veronica Lo Presti (Department of Communication and Social Research, Sapienza University Rome) · Maria Paola Faggiano (Department of Communication and Social Research, Sapienza University Rome) · Maria Dentale (National Research Council of Italy) · Alfonsina Mastrolia (Department of Communication and Social Research, Sapienza University Rome)

teaching innovation, soft skills, digital learning environments, academics, international comparative research

The digititalization of educational processes – impacted by the Covid-19 pandemic – has raised a number of critical issues and nodes around which the Higher Education system has always questioned itself. First of all, the elevation of teaching quality standards stems from a perceived need to innovate teaching methods and techniques through the assimilation of student-centered pedagogical practices. These teaching practices are coherent with the need to supply training for soft skills, which are considered crucial for joining the knowledge society. Secondly, it highlights the importance of providing training for Higher Education Teachers, centered on the acquisition of technical and interpersonal skills, which are increasingly in demand within connected learning environments. Starting from this premise, the goals of the ADVICE (Erasmus+)/Advancing digital competence in Higher Education project emerge, a scientific enterprise involving a network of four European Universities: University of Rome Sapienza; Collegium Civitas Polnska; University of Northampton; Agricultural University of Athens. The project raised reflection around methodological innovation implemented in the learning digital environments. Considering the specificities of the governance of the four university contexts, the research included a qualitative analysis of strategies and practices related to educational innovation policies of the European universities involved, started in the 2021-2022 biennium. In particular, the research units of the partner universities included: i. innovative teaching managers of the University and ii. Higher Education Teachers, expert in the field of digital communication, digital innovation, evaluation of digital policy. The semi-structured interviews were aimed to explore the following thematic areas: a) digital infrastructure of classrooms and spaces where blended teaching is delivered; b) training opportunities provided by University governance to reduce the gap in technical and relational skills within learning connected environments; c) teaching and relational strategies in use by teachers. The technical and socio-relational skills gap, complained by the teachers interviewed, was assessed against a set of questions that reconstructed the context in which the learning had been delivered (e.g., participation in innovative teaching training courses, specificity of the University's teaching offer, etc.). This represents an interesting result from which evaluative guidelines and recommendations to be provided to stakeholders and decision makers involved in the European Higher Education system.

I.11. The process of digitalization in the education field: opportunities and inequalities within schools and universities

The Digital Divide: a Challenge for the Schools

Rita Marzoli (Istituto nazionale per la valutazione del sistema di istruzione e di formazione INVALSI, Italy) · Ornella Papa (Istituto nazionale per la valutazione del sistema di istruzione e di formazione INVALSI, Italy) · Lorenzo Mancini (CROS NT, Italy)

computer and information literacy, digitalization, digital divide, educational poverty, inequalities

The importance of digital skills was highlighted in Italian schools during the Covid19 pandemic; in fact, the implementation of distance learning has been difficult, demonstrating and increasing educational poverty and inequalities (OECD, 2020). In 2018, the International Computer and Information Literacy Study (ICILS), sponsored by the International Association for the Evaluation of Educational Achievement (IEA), found that most Italian students do not have adequate digital and information literacy skills (Fraillon et al., 2020). Computer and information literacy (CIL) was defined as 'an individual's ability to use computers to research, create and communicate in order to participate effectively at home, school, work and in society' (Fraillon et al., 2019). Internationally, as well as in Italy, CIL scores have been found to be associated with students' socio-economic and cultural backgrounds and to increase accordingly (Fraillon et al., 2020). The aim of the present study is to deepen this relationship, taking into account the characteristics and differences in the digital domain of Italian schools. By deepening for Italy what emerges from the international report, we intend to show that schools are effective in reducing the digital divide, in the presence of specific resources and teaching practices. This study refers to Italian data collected by INVALSI in the framework of the IEA ICILS 2018 project, integrated by the INVALSI Statistical Service with the school ESCS index (socio-economic and cultural background). The sample consisted of 150 schools selected by probability proportional to size sampling; for each school, 20 eighth grade students were sampled, for a total of 2810 students with an average age of 13.26 years. Analyses were carried out using R and SPSS software. The variables and indices included in the database were analysed in relation to socio-economic and cultural background; the ESCS is categorised on the basis of quartiles: Low, Medium-Low, Medium-High and High. Territorial location was divided into three macro-areas: North, Centre and South. The results show that two thirds (67.7%) of the schools with low ESCS are located in the South macro-area, where other unfavourable conditions for digital literacy are more common. Differences were found not only in the proportion of 'connected' computers at school, but also in the availability of technical and pedagogical support for the use of ICT. However, students from 'disadvantaged' backgrounds perform better when digital and information literacy skills are learned in the school environment. These results highlight the role of schools in combating the digital divide, especially in geographical areas with 'disadvantaged' catchment areas in terms of ESCS.

I.11. The process of digitalization in the education field: opportunities and inequalities within schools and universities

Inequalities and Psycho-social Well-being in Italian Universities: What Has Changed After the Pandemic?

Matteo Moscatelli (Università Cattolica di Milano, Italy) · Michele Bertani (Ca' Foscari University of Venice)

inequalities, wellbeing, university, digitalization

How has the life of young university students changed after the digital revolution brought about by the pandemic?To navigate through the new galaxy of university student life, it is necessary to consider first and foremost the perspective of the students, after the recent events of the Covid-19 pandemic. This important challenge has been taken up by a group of researchers from various Italian universities who have embarked on a third national quantitative survey to investigate various specific aspects of student life in universities. As emerged in recent scientific works (Arenghi et al., 2020; Garcia Morales et al., 2021; Aristovnik et al., 2021), the forced use of digital teaching during strong lockdown conditions has indeed caused numerous problems for students, not only in terms of knowledge and learning, but also in terms of psychological and social health. The Covid-19 pandemic has effectively fragmented and deconstructed university learning environments, turning them into multi-centric spaces compared to the classroom, and this sudden dematerialization of the university and personal relationships, along with the need to quickly adapt to the use of technologies necessary for distance learning, has had a negative impact on the motivation to study for some, as well as influencing their emotional states and satisfaction. The reduced possibility of physical interaction between students and teachers, and among students themselves, has also marked a negative point in relational terms for those who habitually attended universities.To investigate the complexity of the changes that have occurred in this dynamic period, two quantitative studies have been conducted (the first in 2020 involved over 241,000 students, the second in 2021-22 involved over 23,000), and a third is ongoing, all carried out in collaboration with the National Council of University Students, using a CAWI methodology, leveraging various internal and external networks for sample recruitment, involving students distributed throughout the entire Italian territory. The questionnaires investigated structural aspects of university life, evaluations of teaching, social capital, networks, well-being, values, life priorities, and allowed participants to recount their degree path, amidst obstacles, transformations, and possibilities (Monteduro, 2020; Monteduro, Nanetti, 2022). The data collected through the research, particularly in the second study, have allowed the identification of emerging clusters of highly differentiated students, considering them in relation to their value/dimensionality and their psychological and structural well-being. The identified trajectories require differentiated responses from the university system and political decision-makers. In particular, differences in services and subsidies entail inequalities in studies that need to be reconsidered, given that some students would like to attend in-person classes but do not have the material possibility. For this reason, some local committees have called for the full continuation of distance learning (in its various forms). Regarding the psychological dimension, the context of uncertainty has impacted the openness to socialization and the positive vision of the future. The strengthening of psychological support in almost all Italian universities and the psychological bonus are some immediate response. The sense of loss among students requires new interventions that can help them overcome the discomfort experienced in recent years.

I.11. The process of digitalization in the education field: opportunities and inequalities within schools and universities

Challenging the Crisis: the Future of Education Between Catastrophism and Hope

Davide Ruggieri (Università di Padova, Italy)

education, relational sociology, critical theory, normative reciprocity

The last four years have been characterized by unexpected and deep changes in educational institutions and policies due to several crisis disruptions on the global scenario: climatic, pandemic and war crisis have been lacerated the social and brought to knees individual psychic systems, institutional policies, but also deeply questioning values and crumbling symbolic sphere. Increasing social and psychological malaises have been registered: anxiety and depression have been uncontrolled and widespread features of many young students' life (mainly within secondary schools and universities). Unprecedent sense of oppression and limitation has been felt by young generations. This impact has deconstructed space and time (symbolic sphere), particularly emptying horizons of meaning into individual and collective lives. Only digital devices, old and new media have been nurturing the line of conduct of social life. The digitalization of education has been experienced on the one hand as a fundamental anchor of salvation (so that in the immediate of pandemic it has permitted to many educational institutions to connect members of the educational community); on the other hand, it has been considered as the ultimate fatal blow to the school and universities. Future, social justice and the idea itself of education has been basically mined by this situation. Exploring recent studies on the shift given by this scenario, this paper tries to relaunch the idea of education between relational sociology, morphogenetic approach and critical theory, namely stressing the notion of reflexivity as a very core issue to understand the possible future idea of education beyond the crisis "earthquakes". Relations are the very "stuff" of the social, as relational sociology basically maintains, and human relations flourish through internal conversation of its members. The future of a healthy educational relations depends on the common project of a (future) society which is capable to shape new forms of relations and to encourage individuals to fix and to aim their own purposes in regard with a relational view and a reflexive impulse. Finally, this paper engages social justice and education issues which are consolidated topics of agendas across world policies, but they seem to disintegrate under the beats of changing social, economic and political conditions. The first aim for the fulfillment of social justice into educational polices is the equal access to resources and informations; but it doesn't only mean access to material elements, it rather implies that psycho-social and existential designs must be assumed into individual lives. The more complex is the scenario, the more several subjects are involved into social process toward educational policies; it means not only that more and more stakeholders are required into defining new lines, but it means that a reflexive coefficient is necessary in order to fix and to grasp new aims. Pluralism (the paradigm for the global scene) implies more reciprocal actions and also more engaged subjects which are active parts. I use normative reciprocity as possible theoretical and analytical tool in order to engage this view.

STREAM J.
Space and Art in Education

J.01. «The comicization of academic knowledge»: the sequential and invisible artification of science?

Do Comics « Popularize » Social Sciences?

Thomas Alam (Univ. Lille, France) · Nicolas Bué (Univ. Artois, Lille, France)

sociology of science, comicization, editorial field, knowledge transfer, epistemology

The world of comics in France has been witnessing a growing trend for the last decade : the comicization of academic research. More and more comics and graphic novels are being scripted by authors who had not traditionally used this medium to disseminate their work. In addition to journalists, social science researchers (including anthropologists, sociologists, historians, economists and political scientists) are entering the comics field as authors with products adapting specific scientific works, written for the occasion, or the outcome of a synthesis by "politically engaged" comics writers.

Based on a survey begun in the autumn of 2021, our paper examines the work involved in adapting social science works to the comics format. What practical constraints do researchers – and cartoonists – encounter in the comic-book economy of academic knowledge? What compromises can be made to translate (betray?) the aridity of academic work into comics? What are the realities of scientific work portrayed in comics? What do authors hold as benefits and drawbacks in putting their academic production into images?

Our research aims at reconstructing the conditions of this "comicization" of scientific works. Based on over 20 interviews with researcher-writers, publishers and cartoonists who put research into pictures, as well as on a reception survey still in progress, our paper will focus the underlying assumptions that sustains this trend: that is to say, turning research into comics would enable it to be disseminated to a wider audience. This presupposes a simplification of discourse that contrasts with the attention to details and nuances of academic work. It also means condensing the information to fit shorter formats. Finally, it requires the translation of scientific language into ordinary, visual language.

Our survey shows that the expected popularization is not always achieved, both quantitatively (sales figures) and qualitatively (the sociological broadening of the readership is often only partial). Above all, it shows that while the comic strip format removes some of the barriers inherent in academic publications, it also creates new and unexpected ones, specific to comic strip reading (difficult conceptual theorization, uncertain generalization, active contribution of the reader in decoding, etc.).

J.01. «The comicization of academic knowledge»: the sequential and invisible artification of science?

To Disrupt to Exist, Exploring "comicization" in Social Sciences

Verena Richardier (Institute of Federalism, Switzerland)

comicization, drawings, art-based research

This proposition aims to fuel reflection on the production of comics based on academic work by looking at the researchers involved in this process and the place of drawing in social science over time. I will base my thinking on my experience of drawing up scientific work. I have been involved in various processes going from personal drawings (mostly online) to one official publication (Richardier et al., 2023) and various other related experiences. I intend to build my presentation through two avenues of reflection: comics as a tool for differentiation for researchers and its consequences on the production of "scientific comics" in my work.

Drawings and comics are subjects of a so-called boom in anthropology and social sciences (Tondeur, 2018) linked to visual anthropology and art-based research (Leavy, 2019). However, comicization has been for me on one hand the result of this favourable context and on the other the result of a differentiation strategy. Comics are in social science a way to respond to new norms regarding the production of sciences but can also be seen as a solution to become more noticeable in a system under stress with very few careers' opportunities. In this regard, comics are often used and produced by young scholars and very established researchers. In results, comics are both praised and slightly disregarded. I will discuss situations I encountered where various figures of precarity and power met through drawings, and how we reinforced or weakened each other.

This process is directly impacting the type of drawings "allowed" in social science and push for the development of criteria still very much unconscious and not well explored. I will explore how I have attempted to label my drawings as "scientific" to gain more recognition during the process of "comicization". Drawings and comics are already recognized in science, as they allow many things: they can express subjectivity at work during research (Nocerino, 2016), they help to access to people's representations, and they can be a way to do cooperative research where people can immediately comment on the researcher's interpretation and not only be captured by a scientific gaze (Calandra, 2013; Ingold and Krier, 2021; Payet et al., 2022). However, not all forms of comics are equally acknowledged, and their use can illustrate the scientific standards behind the writing of articles and scientific work in general (Marc and Richardier, 2023).

J.01. «The comicization of academic knowledge»: the sequential and invisible artification of science?

Graphic Based Sociology? Methodological and Ethical Reflections

Alice Scavarda (Università di Torino, Italy) · Barbara Gruning (Università Milano-Bicocca, Italy)

comics-based research, sociology, comics studies

The aim of this talk is to discuss the comicisation of sociological research, i.e. the use of comics as a research method in sociology, particularly in the Italian case, focusing on specific research areas: Health and Illness, drawing on the research experiences of the interdisciplinary collective Graphic Medicine (Czerwiec et al. 2020); Gender Studies (Gibson 2016); Migration and Postcolonial Studies (Mehta, Mukherji 2015); Youth Studies and Subcultures (Aldama 2018). Although comics-based research is a fairly established field internationally (Kuttner et al. 2017, 2021; Moretti 2023), a specific analysis of the role of comics in sociological research is currently lacking, especially in Italy. We aim to fill this gap in the literature, exploring the various possibilities of conducting sociological research through comics. Using concrete empirical cases drawn from the authors' and others' research studies, we will discuss and compare the use of comics within more traditional research techniques such as participant observation (Forde 2022), in-depth interviews and visual socio-semiotic analysis, to participatory research techniques such as graphics-based workshops.

We argue that comics can make an original methodological contribution to social research, as a document for analysis, but also as an investigative tool to elicit reactions or memories, visualise lived experiences or co-construct narratives in a participatory perspective. From an ethical point of view, comics are particularly useful when dealing with sensitive issues or stigmatised behaviours. More specifically, they allow complex and abstract meanings to be conveyed, sometimes in indirect ways, and they provide a channel of expression for people who are often marginalised in qualitative research, such as children, migrants, queer and disabled people. Studying (or analysing) comics and graphic narratives make also possible to identify new marginalised groups, especially focusing on their difficulties to communicate through more traditional symbolic systems. The added value of comics as a research tool is the combination of words and images in the same panel, which helps to represent different levels of communication simultaneously and is particularly fruitful for the analysis of field notes. The latter refers to interaction, the different aspects of which are easier to grasp and understand with graphic research tools.

J.01. «The comicization of academic knowledge»: the sequential and invisible artification of science?

Considering the Publication Cycle of Research Comics

Elizabeth Allyn Woock (Palacky University, Czech Republic)

comics-based research, applied comics, ethics

This paper addresses the practical considerations which are created when comics-formatted research is included in the academic publishing cycle. The author has recently published two articles on the topic, “The Graphic ‘I’” (Inks: The Journal of the Comics Studies Society, 2023), and “Rubric and Metrics for Peer Reviewing Research Comics”(The Comics Grid: Journal of Comics Scholarship, 2023), has organized a conference and several workshops related to the topic, and is currently acting as a guest editor at The Journal of Graphic Novels and Comics, co-curating as special issue focused on research comics (expected to be published in 2025). In the current state of the field, it is increasingly urgent to clearly and directly examine practices governing the creation, editing, and distribution of research comics, in order to make a concerted effort to move towards best practice.

From the perspectives of a creator of research comics, an editor of research comics, and a scholar reflecting on the practice in the field this paper will outline both the pitfalls and examples of best practice for: submission guidelines in calls for papers, editing workflows, peer review workflows, publication and printing formatting, publisher limits, dissemination of research in comics format, and, finally, reception of research in comics format. Issues related to the particularlities of research ethics in comics-based research methods will also be outlined, as illustrations become sensitive in the data collection phase, the write up phase, and the peer review and publishing phases. Examples of current practice are drawn from the work of Neil Cohn, Eszter Szep, Lydia Wysocki, Patrick Murphy, John Swogger, Stuart Medley, Paul Fisher Davies, Nick Sousanis, Marcus Weaver-Hightower, Rachel Marie-Crane Williams, Bruce Mutard, Kay Sohini, and others. Examples of editorial practice are drawn from fully or partly anglophone journals, including Studies in Comics, Inks, The Comics Grid, The Journal of Graphic Novels and Comics, ImageText, European Comics Studies, and others. In addition to offering examples of current best practice, this paper will aim to highlight which parts of the process are perhaps in greatest need of debate and reflection, in the hopes of generating fruitful discussion for both this conference and beyond.

Empathy and Cinematic Sound: An Educational Proposal For Primary School

Stefania Bonelli (University of Tor Vergata Rome, Italy)

primary school, empaty, cinematic sound, movies

This study shows how movies can be used in their auditory component to build a feeling of empathic sharing, the basis for the formation of a sense of community in a primary school class. In Wall-E movie (2008), by Walt Disney Pixar Animation Studios, a short image/sound sequence is analyzed and a series of activities are proposed, in which relations among corporeal entities are central.

Within the guidelines for teaching Civic Education is the conceptual node of Sustainable Development, which aims to enhance inclusive ways of living. The focal point is the presence of the Other, that builds up the dimension of "meaning", an Other that shows itself through its own corporeity. The main references are Edith Stein and Gerda Walther for empathy; Marc Leman and some empirical studies of music psychology for the sound and most of all Merleau-Ponty's theoretical paradigm; Antonio Iannotta gave a remarkable contribution to the audiotactile cinema and fundamental have been neuroscience studies in the relationship between cinema and empathy; finally Jert J. Biesta is the reference for pedagogy.

Walter disserts on experiential sharing, as the main principle for the development of communities, the first level of which is empathy. In shared experience, one is not only aware of the other's experience but also identifies with and incorporates the other's perspective; it is understood as an integral part of one's own: it is not felt as private and singular, but as shared, as a co-ownership of a plurality of subjects. This feeling of sharing is what is mean when talking about cinematic sound since:

1. It activates motor patterns mentioned by Leman in embodied music cognition that entrain and cause such a high degree of absorption to generate a feeling of union with reality. The reference is to Merleau-Ponty, who speaks of a corporeality embedded in a continuous process, in which perception is a function of action. The sense-motor basis of sound is represented by the bodily gesture that produced it in a circular system: energy produces an action whose perceived physical qualities are those relevant to the action.
2. It develops ubiquitous (thanks to Dolby) and tactile spaces. The haptic quality, as Iannotta states, acts as a perceptual glue by transiting the film experience from the theoretical paradigm of the eye to that of touch and skin. The Inter-Subjectivity Correlation of film experience that Uri Hasson identifies with neuro imaging during film viewing showed simultaneous activation in multiple subjects of the same brain areas.

J.02. Art Education and social justice: New ways for the development of democracy

Creativity And Interactive Narratives To Foster Inclusion And Participation: The Effects Of Immersive Education

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narrative-based education, social learning, innovation, engagement, applied art

Immersive Education (IE) is a highly inclusive pedagogical methodology that stems from 'Immersive' and 'Experiential' Theatre, a performing approach developed over the last 20 years in several countries. This approach gathers under these terms several forms of interactive theatre focusing on audience agency and multi-sensory stimulation (Machon, 2013; White, 2012), stemming from the idea developed throughout the 20th century of art as experience. Thus, starting from the Deweyan assumption that "all genuine education comes about through experience" (Dewey, 1934/1980; p. 25), the methods and principles of Experiential Theatre are transferred to the educational-didactic field to facilitate learning through the interaction with a narrative where the students play a central role. The term immersive, within this methodology, does not refer to the use of technological 'virtual worlds', but identifies educational-didactic narrative- and game-based projects that take place inside the school. These IE projects use spatial installations, set-ups, transmedia content, and props to stimulate the senses; to explore emotions through the body; to foster group work; to venture through the relationship between space, narration, and creativity. The aim is to enhance the pupils' personal and social skills through a holistic embodied approach, at the crossroads between art, education, space installations, and hands-on experiences. This approach is guided by the pedagogical literature that considers socio-emotional education, within formal education pathways, as a protective factor for students' mental health, school performance, employability, by stimulating prosociality and reducing disruptive attitudes (Cefai et al., 2018). This contribution will present the results of an IE intervention with 127 6th grade pupils (10-12 yrs; 5 classes) in a Comprehensive Public School in the periphery of Rome, Italy. Qualitative-quantitative data were collected through questionnaires and interviews addressed to different participants and beneficiaries (school headmaster, teachers, pupils, families, school psychologist), according to the Whole-School Approach (Cefai et al., 2021). The results show how the IE methodology had a significant impact on indicators relating to the area of social, emotional, and relational competences: it specifically represents a useful working tool in strengthening the key-competence "Personal, Social and Learning to Learn", as defined in the recent LifeComp framework (Sala et al., 2020; Sorrenti et al., 2020). In line with this conceptual framework, IE has been defined, at a national level, as an innovative pedagogical practice. Finally, this contribution, through the evidence gathered, aims to share with the scientific community the reflection on the use of the IE methodology as "good practice" for inclusive education, highlighting the role of school "as a democratic community capable of realizing the development of all, and thus participating in the promotion of a radical democracy, in which every human being can find an aim in herself, and can fully expand her own personality" (trad. Baldacci, 2017 pag. 36).

Aesthetic education and children's literature: Analysis of *Paper Cut* by Rébecca Dautremer

Maria Filomia (Università degli Studi di Perugia, Italy)

childhood, die-cut book, aesthetic education, children's literature

Aesthetic competence identifies in humans a complex capacity, in which perception, emotion, attention, a self-reflective component, and a comparison with an "otherness" (the aesthetic object, so to speak) come into play, according to a polar dynamic of activity and passivity. It is a dense and layered human trait, on the threshold between biological predispositions and cultural acquisitions. Research in psychological and neuroscientific fields has highlighted the potential of beauty and the experience of beauty in influencing individual well-being. Beauty in this sense is considered a holistic and all-encompassing experience involving emotions, cognitive abilities, reflective capacities, and socio-relational skills. As Morris Weitz argues, " aesthetic education concerns the child as a developing total human being …it is an implication about the whole child-that his body, including his senses as well as his physical movements, is as important as his mind" (Morris Weitz, 1972). Educating aesthetic sense in children means creating conditions for them to enrich their imagination and engage in artistic creation, while simultaneously developing their sensitivity and aesthetic preferences. Children's books and their iconic narration offer precious opportunities to enrich young readers' perspectives by cultivating an aesthetic gaze. The book is simultaneously an art form (Marciano, 2023), with its multiple choices of narrative techniques, devices, and stylistic aspects of existence as aesthetic behavior (Macé & Cavarretta, 2017). In children's literature, in recent decades, there have been converging lines of experimentation leading to a greater performative dimension of the book. This has led to increased attention to materiality, interactive or three-dimensional nature, the relevance of design, and the use of different languages, as well as strategies that seek to provide the reader with an artistically significant experience. Among the various examples of experimentation, we find "object books" (Ramos, 2017) such as cut-out books, which allow young readers to cultivate imagination and nurture aesthetic sense through the experience of exploring "emptiness." These works, through their cutouts, offer readers openings in their pages, spaces that allow exploration and discovery. In some cases, these openings traverse the entire book, fostering textual play between the pages. Gaps that allow for a better understanding of characters, provide information, and multiply their functionalities, giving these works a markedly engaging character for the reader. The contribution focuses on the relationship between "object books" and the experience of beauty education, analyzing two works by the artist Rebecca Dautremer: "Il piccolo Teatro di Rebecca" and "Ti aspetto." These "die-cut books", akin to theater books or dioramas, offer a physical and emotional journey through Dautremer's creative universe

J.02. Art Education and social justice: New ways for the development of democracy

(Re)discovering the Art of Narration as Inclusive Opportunity: A University Laboratory of Intermedia Autobiography

Laura Invernici (University of Padova, Italy)

art, autobiography, democratic languages, inclusion, higher education

Nowadays, a dignified social existence requires adept navigation skills to flow in the dynamic and elusive nature of contemporary times effectively, as described by Bauman (2013).

This involves embracing each experience optimally and staying absorbed in the moment, what Csíkszentmihályi (2013) calls "state of grace," akin to the situation in which an artist feeds his imagination by giving light to personal ideas. In this sense, the act of flowing becomes a practice of freedom and democratic liberation. Consequently, educational institutions begin to bear a new but eternal responsibility: educating for freedom, social justice, and equity. Acquiring both moral and aesthetic dimensions, education guides individuals toward ethical actions in society while nurturing sensitive experiences.

However, the contemporary capitalistic pursuit of freedom often leads to unsustainable aspirations, resulting in a progressive individualization that may leave citizens feeling without a story, detached from any collective belonging (Rosales, Frangioni & Marroccoli, 2019).

The imperative to reconsider educational trajectories arises, aiming to transcend the paradox of freedom and oppression.

One potential avenue, as articulated by Nussbaum (1997), is the concept of "narrative imagination" – the capacity to interpret one's own history, empathize with others, and envision improved life scenarios collectively. Specifically, self-narratives can serve as a catalyst for cultivating a flourishing society, promoting individual awareness and interpersonal creativity in education (Demetrio, 1996, 2012).

Aligned with these principles, Professor Elisabetta Ghedin and I envisioned and established a University Laboratory, called "Intermedia Autobiography", which was integrated in the course of Inclusive Didactic, engaging Master Degree students' in Pedagogy at the University of Padua. The pressing need for a paradigm shift in higher education – from academic performance to individual fulfillment as the primary learning objective (Volstad et al., 2020) – underscores and justifies our focus on university students' voices.

In addition, the connection between the course and the lab deeply reflected a shared look for generative scenarios of learning. The course, in fact, aims to build revealing knowledge on accessibility and inclusion as democratic properties in education, stimulating the creation of flourishing communities. The lab, in turn, welcomes and follows these footsteps, intending to propose enabling environments, activities and tools in which every human narration freely enhances personal differences and affinities with others.

The laboratory was realized from April to June 2023, and it has been approved also for this year, starting from April 2024.

The experiential path was divided in six different workshops, each deepening a specific medium, as well as a specific technique, of narration: from autobiographical paintings to inanimate object self-writing, from collective poetry to introspective musical storytelling, from ecological autobiography to the creation of living syllogisms.

Thanks to Intermedia Autobiography, students enthusiastically explored their stories as live-giving forces and in-depth vehicles to retrieve and enlight personal and collective meanings (D'Olimpio, 2022).

Therefore, our proposal has led to the emergence of unique and diverse expressive manifestations, transcending individualized boundaries and resonating together with communicative and imaginative processes that started from oneself and moved towards creative ways to foster everyone's potential to flourish.

J.03. Educating for sustainability through the arts

On The Thread Of Stories: Art, Nature And Narration

Maria Laura Belisario (Florence University, Italy)

textile metaphor, autobiography, ecological thought

How can art and, in particular, textile art, be able to promote self-narration and, at the same time, consolidate the bond with others and with the surrounding environment?

The existence of every human being is made up of stories and the studies concerning the biographical – narrative field tell us that the narration of such stories allows on the one hand to attribute meaning to one's life paths and on the other to imagine and construct new ones (Demetrio, 1996; 2012; Smorti, 2007, Mancino, 2020).

As St. Claire (2019) explains, there is a strong link between writing and weaving. This link, which has always combined fabric and the written word (St. Claire, 2019; Mancino, 2021) shows how it is possible to leave a trace of oneself and one's history both on a sheet of paper and on fabric (Mancino, 2020).

This contribution therefore intends to promote a reflection on the use, in the pedagogical and training field, of the intertwining of textile art, autobiographical writing and ecological thought. In particular, we will talk about the participatory art workshop "Tree Man", conceived and promoted by the fiber artist Giovanna Del Grande and by Daniele Delfino, an artist who has been engaged for years in research focused on prehistoric art and "Mother Earth", both members of the "Trame educative" research group of the University of Milan – Bicocca, directed by Emanuela Mancino. A workshop whose aim is to enhance self-narration in adults, also promoting contact and dialogue with their natural environment, and which has also repeatedly involved students from the University of Milan – Bicocca.

The great protagonist of this experience is the Tree Man, a sculpture awarded the UNESCO Partnership in 2018, created by Daniele Delfino.

Through the interweaving of two languages destined to leave a trace, the language of words and the language of needle and thread (Belisario, 2023), participants are invited to enter into dialogue with this sculpture, which represents the nature with which, in our modern society, dominated by speed and technology (Bauman, 1995), contact has been lost. Each participant is involved by Giovanna Del Grande in the creation of strips of fabric obtained from textile waste, then transformed into pieces which, sewn together, cover the Tree Man, giving life to a textile and narrative sculpture (Idem).

Writing is a tool to give meaning to the emotions felt during this experience and to give voice to the pieces, on which everyone is called to write a message, shared in the group, to be "donated" to nature, carefully covering the Tree Man.

I wish to highlight how the intertwining of art, writing and nature can be an important pedagogical tool to give space to and enhance the stories that each individual carries, sometimes unaware, opening the way to new narratives and imagination of new future paths, but also to generate contact and respect towards one's physical and social environment of reference: an environment in relation to which each individual grows and evolves.

J.03. Educating for sustainability through the arts

Educating for Sustainability in and Through Art. An Analysis from Montessori Art Education.

Antonietta De Feo (Università Roma Tre, Italy)

education for sustainable development, art as agency, montessorian educational context

Since the 1980s, sustainability and environmental protection have been consolidated among the fundamental values of various public policy areas (Martone, De Feo, 2014).

Due to the progressive institutionalisation of 'environmental sustainability' as a policy priority, the educational field is asked to address its knowledge and pedagogical relations within this framework.

The Council of Europe assigns educational institutions the important role for the achievement of all the Sustainable Development Goals (Smaniotto et al., 2021) in order to implement the "UN 2030 Agenda for Sustainable Development". By 2030, it will be necessary to "ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles [...]" (COE, 2019).

Education is therefore the starting point for promoting widespread awareness of sustainable development and lifestyles in harmony with nature; and for implementing behaviours aimed at preventing environmental risks, taking action on protection of natural and urban ecosystems, and sustainable use of public spaces.

While not immediately obvious, art can "provide powerful means" to "connect learners with sustainability and cultural issues using materials and nature" (Unesco, 2023).

In a perspective concerned with "art as agency" (Acord, DeNora, 2008; Tota, De Feo 2022), the paper draws attention to how art comes into action to empower teachers and students with the knowledge, values and attitudes 1) to address the challenges of climate change and human-nature relationship in general and 2) to use creative expression to bring sustainability to life (Unesco, 2023).

Starting from an ethnographic research, the author focuses on 'pedagogical enactment' of Montessorian art education aimed at empowering a sense of responsibility toward environment.

The (Im)possible Forms Of Sound: Sound Research And Exploration In The Park

Annalisa Liuzzi (Università degli Studi di Modena e Reggio, Italy) · Elena Sofia Paoli (Fondazione Reggio Children) · Matilde Teggi (Università degli Studi di Modena e Reggio, Italy)

sustainable lifestyles, pedagogy of listening, sound, art, digital technologies

In light of the complexity and urgencies that characterize contemporaneity, it is no longer possible to ignore the need for a profound cultural renewal (Mortari, 2020). In this process, pedagogy bears the responsibility of contemplating how to guide new generations towards the development of more sustainable lifestyles. The concept of sustainability should be considered in an extensive manner, focusing towards relationships in the pursuit of new balances, way of thinking and acting (Bo̎hme, Walsh, Wamsler, 2022).

Listening to relationships entails engaging with oneself and being open to welcoming the other, risking crisis and instability, while recognizing the value of difference as a possibility for enrichment and development (Rinaldi, 2017). Listening does not merely involve the auditory dimension. Simultaneously, connecting with one's surroundings, relating to the environment and its elements through the senses and body, is a fundamental prerequisite for developing an ecological perspective on the world (Mortari, 2020).

Despite sound constantly permeating our lives, especially in contemporary Western cultures, visual aspects still tend to prevail over auditory ones (Lèvy, 2013; Shafer, 1977). Shifting the point of observation, or rather, the listening perspective of the world, can deepen the understanding and the connection with other aspects of reality (Malaguzzi, 1996; Chieli, Filippini, Maccaferri, 2022), expanding imaginaries and possibilities of knowledge according to an acoustemological perspective (Feld, 2019; 2015).

Living experiences of deep listening, facilitated by the use of technological tools capable of capturing interaction with the environment, also allows for broadening perceptions and interfacing audibly with the complexity of reality, fostering an active relationship with sound (Grande, 2013).

The workshop The (im)possible forms of sound. Sound research and exploration in the park was conducted as part of the Scintillae project – play and learning in the digital age, born from the collaboration between Fondazione Reggio Children – Centro Loris Malaguzzi and The Lego Foundation. The experience was designed in four phases: park exploration, research and recording of the most interesting sounds using technological and digital tools (I), listening and analysis of the collected material (II), reworking the material using various types of graphic and pictorial supports and tools (III), sharing with the large group what was experienced and hypothesized during the research (IV).

By listening to the natural environment using microphones, participants had the opportunity to search for its hidden sounds: amplifying sounds inaudible to the naked ear allowed for a deeper immersion into the sound environment, perceiving the presence of life even where, apparently, relying solely on the visual channel, nothing seemed to move or happen. Re-elaborating the collected sound material through graphic and pictorial language brought the experience into a heightened dimension of complexity, offering more avenues for research, stimulating reflections then shared with the group.

The contribution presents the outcomes of the field research through the analysis of the material collected during the laboratory (transcriptions of conversations, audio recordings, graphic works, photographs) and the activated processes will be presented with the intention of evaluating the contribution of the experience to the development of greater ecological awareness and sensitivity.

Fashion, Art and Social Responsibility: the Challenge of Sustainability in Training Programs

Lia Luchetti (University of Rome III, Italy)

fashion, art, sustainability, circular, training programs

In the field of sociology, there are perspectives that can contribute to shape an emancipatory discourse on education. In this direction, the concept of sustainability works as a powerful methodological and epistemological tool to produce changes in the educational context and in the public discourse.

This paper aims to explore this topic in the worlds of fashion and art, focusing on the performative nature of dressed bodies (Barthes, 1967) and artistic languages (Tota, De Feo 2020). These are crucial areas where identities are shaped (Crane, 2000; Crane, Bovone, 2006) and where opportunities for innovation that positively influence learning processes are created (Tota, De Feo, 2022; Kaya et al., 2022). In other words, art can become a resource for the exercise of power and human rights (Zolberg, 1990; Dekel, Tota, 2017), as well as fashion a symbol of belonging to a social group and a space in which to articulate practices of resistance and social protest (Hebdige, 1979; Doerr, 2016; Almila, 2020).

Fashion, in particular, in recent years has been moving towards areas that previously seemed to be exclusive domain of artistic codes and, even by incorporating some trends of contemporary visual and performing art – i.e. the works of Vanessa Beecroft, Christian Boltanski, Michelangelo Pistoletto, Charles LeDray and the Italian "CircuIART" project for responsible and sustainable fashion – has decided to play its public role as agency by addressing the categories of social values (Luchetti, Tota, 2012).

Clothing, after all, is a powerful device, which can also produce pollution that is both environmental and visual (Tota, 2023) and urgently requires a change in the direction of "responsible sustainability" (ivi). In fact, the fashion industry, as underlined by international policies (The Fashion Industry Charter for Climate Action, 2018; The EU strategy for Sustainable and Circular Textiles, 2022), also following the 2013 Rana Plaza disaster in Bangladesh, implies "unsustainable" human costs and is among the major causes of global pollution, both in terms of water exploitation, the release of microplastics into the environment and carbon emissions, and the production of textile waste linked to the shortening of product life cycles and overproduction.

The impact of the fashion industry is, in fact, very high and imposes a reflection about where the clothes we buy come from and under what economic conditions they are made, which is intertwined with the analysis of human resources education/training programs within corporate contexts in relation to sustainability and social responsibility.

In this perspective, the paper will explore the most recent trends in ethical and sustainable fashion (Mora 2010; Mora et al., 2014; Clark, 2008; Black, 2012; Gardetti, Larios-France, 2023) and focus on art and fashion as a space of inclusivity and social justice (Tota et al., 2023).

Narratives for Interspecies Education

Ludovica Malknecht (Università Europea di Roma, Italy)

interspecies education, human-animal studies, ecology, narratives, otherness

The complexity of relationships and forms of cohabitation in the global era implies a reconfiguration of values, behaviours and interactions that invest not only inter-human relationships but also those with the natural environment and non-human animals. Even species differences are encompassed into dynamics of recognition, inclusion, exclusion, and oppression that involve the processes of constructions of otherness (Borkfelt 2011; Mahlke 2014; Nimmo 2016). The relationships of care, responsibility, and solidarity that value both the constitutive relationality of human beings and what they share with other living beings become moral, political, and educational alternatives to relationships based on power and instrumental, oppressive, and hierarchical social constructions (Pulcini 2009; Freeman 2016; Tota 2023; Nussbaum 2023). This leads to rethink species relationships from an ecological perspective (Tota 2023, 2024) capable of abandoning "discontinuity-based" approaches in considering humans' relationship with other animals. Recognizing proximity and what is common with other animals allows to withdraw these relationships from processes of reification that translate into practices and systems detrimental to the dignity and well-being of non-human individuals (Taylor and Twine 2014; Almiron, Cole, and Freeman 2016). Starting from this point of view, interspecies education (Andrzejewski, Pedersen, and Wicklund 2009) requires considering non-human animals in an inclusive perspective that recognizes them as significant subjects (Pedersen 2013), bearers of rights (Regan 2004 [1983]; Nussbaum 2006) in their individuality beyond species characterizations (often stereotypically constructed). Interspecies education thus shares many fundamental assumptions of anti-racist, anti-sexist, and anti-ableist education (Nocella et al. 2017; Horsthemke 2018), included their critical purpose (Russel and Spannring 2019). Even the educational tools and strategies in these fields can be considered in line with the goals of interspecies education, especially those aimed at promoting empathetic relationships with various forms of otherness and supporting processes of recognizing and narrating vulnerable subjectivities (Bruno and Peruzzi 2021). Alternative representations of otherness, particularly those provided by literary works, can serve as a 'reflexive exercise' capable of laying the foundations for alternative interspecies relationships. On the one hand, such narrative practices can effectively fulfill a delegitimizing function regarding processes of normalization and legitimization of oppressive behaviours that emerge in mainstream communication (Malknecht 2018, 2021). On the other hand, the same narrative structure unfolds its critical potential in the rehabilitation of cognitive faculties and emotional dimensions that make literature, as well as other arts, "schools of complexity" (Morin 1999), enabling "sympathetic imagination" and the imaginative extension of experience (Nussbaum 2010) beyond individual and species boundaries, activating processes of self- and otherness-recognition.

J.03. Educating for sustainability through the arts

The Use Of The Arts In Medical Education To Promote Humanistic Values, Thought And Sustainable Practice In Medicine

Chris Mathieu (Lund University, Sweden)

medical education, sustainable healthcare, medical humanities, alumni survey

Under the mantel of Medical Humanities, attempts have been made to promote valued capabilities such as compassion, empathy, human connection and person-centred communication in medical and care practice leading to both socially sustainable working-life and healthcare (Bernhardsson, et al. forthcoming; Patel, et al. 2019; Post & Wentz 2022; Smydra, et al. 2022). Central to Medical Humanities is not just the exposure of students (and later practitioners) in healthcare professional education programmes to humanities (various arts, usually painting, literature, and music as well as philosophy and history), but to give them practical skills and knowledge to be able to not just appreciate but also use humanities-based resources in sustainable occupational and personal contexts. At Lund University's medical programme, students have had the opportunity to take an elective course in Medical Humanities for 15 years. In Spring 2023, an online alumni survey was conducted (by a research group including the author) of the alumni who have taken the course. The survey was anonymous and included demographic questions as well as questions about what and how the content, perspectives and competencies acquired during the course have influenced and been applied in both medical practice and the personal lives of the former students. There were 71 respondents to the survey out of approximately 200 alumni contacted. The analysis for this paper focuses on the open, free-text answers obtained, which indicate that the course has functioned as a "resilience" resource in dealing with emotionally taxing work; that exposure to the arts has provided a deep source for empathetic understanding of patients and vulnerability; it has provided a more tools for a more fulfilling leisure leading to relaxation and recharge; as well as both skills and content for reflection and communication with patients and colleagues.

Muholi's Visual Activism as a Public and Critical Pedagogical Practice

Olga Solombrino (Università Roma Tre, Italy)

visual activism, muholi, intersectional identities, social justice

The importance of mobilizing artistic languages as a means of activation of transformative processes toward a more sustainable present, also in its symbolic dimension, has assumed increasing consideration in recent years (Tota and De Feo 2022). What this paper intends to examine, however, is not the transformative potential of art in the context of educational practices, but whether artistic practice can be considered a public and critical pedagogical practice in itself (Zorrilla 2014). Especially for marginalized groups, art can be a tool for resisting oppressive structures and articulating and exposing social and cultural identities (hooks 1998; Hall 2003). Still, it can also be a tool to create a zone of contact and a space of dialogue, for the unlearning and re-learning of issues related to identities and cultures, and it can be vital for raising a critical consciousness toward social justice (Zorrilla 2014).

This contribution aims to analyze the work of South African artist Muholi (they/them). Muholi's artistic practice combines photography, video, and installation with human rights activism. Their focus lies in exploring documentation and representation as tools capable of providing a different narrative of the black queer community in South Africa (Tyali 2014). Muholi's work not only strives to counteract misrepresentation in the media but also illuminates the complexities of intersectional identities, providing them with visibility and contributing to the formation of an alternative archive of narratives and identities (Poulain 2019; 2020). By weaving aesthetics and social reflection, their works can be interpreted as useful sources for a process of learning through differences. In this light, I consider their form of visual activism (Mirzoeff 2016; Bryan-Wilson et al. 2016) not only as a form of intervention and subversion in the field of representation but also as a form of public pedagogy in service of critical common literacy on social issues, one that originates and speaks of the lived experiences of marginalized groups. While regimes of visuality enforce racism, and sexism, here Muholi's interpretation and their act of gazing back (Poulain 2019) seem to activate a pedagogical practice that emphasizes a reciprocal relation with the viewers, inviting them to engage in a reflexive analysis, broadening their perspectives (Peters 2016). Thus, the critical value of Muholi's visual activism as a counter-discourse expands beyond the geographical boundaries of South Africa. What kind of social dialogue can Muholi's work activate with respect to issues of inclusion and diversity in the Italian context?

Based on ethnographic research and interviews conducted at Mudec (Museum of Cultures, Milan), on the occasion of the solo exhibition Muholi. A Visual Activist (March-July 2023), this paper argues that art practice can be articulated and perceived by viewers as a means of public critical pedagogy. This occurs in the way that it provides a ground for the recognition of the Other, emphasizing the educative nature of representations (Peters 2016) and constituting an invitation to the recognition of intersectional plural identities and their struggles, helping to shape a more sustainable imaginary in terms of equity, diversity and visibility of marginalized subjects.

J.03. Educating for sustainability through the arts

Enhancing Cultural Heritage through Extended Reality and 3D Printing for the Creation of Inclusive and Sustainable Experiences

Alessia Sozio (Università telematica Pegaso, Italy) · Stefano Di Tore (Università degli Studi di Salerno) · Lucia Campitiello (Università degli Studi di Salerno) · Tonia De Giuseppe (Università telematica Giustino Fortunato) · Alfonso Amendola (Università degli Studi di Salerno)

museum education, inclusion, extended reality, sustainability, 3d printing

The contribution outlines the creation of a virtual environment called the “Inclusive Virtual Museum,” which harnesses the potential of Extended Reality (XR) technologies and 3D printing to promote inclusive and sustainable museum experiences. The project involves the establishment of a virtual museum hosting digital assets of archaeological artifacts acquired through 3D scanning in museums across the Campania region. The digital assets of these archaeological artifacts have been further replicated using biodegradable material through 3D printing, allowing students to manipulate artworks and providing additional sensory information, particularly for visually impaired students, to fully grasp the history and significance of museum pieces. Moreover, the virtual environment enables detailed study and analysis of artifacts without safety or fragility concerns, offering a meaningful experience for students with disabilities to actively engage without real-world risks. Consequently, the combined use of the virtual museum and 3D printing of archaeological artifacts serves as an effective tool to promote student self-determination by enabling independent and meaningful exploration and knowledge creation. These innovative technologies support a pedagogical vision of community-based education, where schools and local areas interact, creating alternative educational spaces enriched by museum experiences for visitors and students alike. Additionally, the environmental implications of these technologies are considered, identifying opportunities to reduce environmental impact through resource optimization and the use of biodegradable materials in 3D printing archaeological artifacts. Therefore, this paper examines the challenges and future opportunities in the adoption of these technologies, highlighting their potential to revolutionize the museum sector and promote greater accessibility and sustainability in cultural heritage preservation.

J.03. Educating for sustainability through the arts

Eco-Visions of the Future: Sustainability and the Role of the Arts

Anna Lisa Tota (University Roma Tre, Italy)

sustainability, arts, education, future, environmental turn

There is a very long tradition of scholars who, even in the variety of the perspectives, have documented the relevance of the arts for education. Among them, the most significant contribution is due to Friedrich Schiller (1795), according to whom only the arts are capable of educating human beings in harmony, sociability, freedom, happiness, and goodness. In his Thoughts on Art Education, Rudolf Arnheim (1989) has contended the key role of the arts in any educational and teaching plans: "since the components underlying art involve the workings of mind as a whole and art is an outstanding instance of the class of structural problems, which arise in many fields, (…) art education gives a meaningful contribution to personality development." In this paper the theoretical debate on "arting education" (Tota and De Feo, 2022) will be placed in dialogue with the environmental turn and the environmental humanities. Among the most recent contributions, Emanuele Coccia (2018; 2021a; 2021b), but also Byung-Chul Han (2022), Tim Ingold (2001) and Arne Naess (2005) have documented, even in the variety of the perspectives and approaches, how educating for sustainability requires a new paradigm of relations between the human being and the world. We will need "eco-words" (Tota, 2023b), and "eco-thoughts" (Tota, 2023a) to be able to transform ourselves even before, or at least together with, the external environment, offering a new way of considering boundaries. How can we contribute to the education of new generations in this direction? Artistic languages can become a very relevant resource in this respect. Several examples will be considered in relation to alternative pedagogical approaches, such as these of the Waldorf schools (Tota, 2018; Barbanti, 2019). These empirical examples will be used to illustrate to what extent artistic languages can contribute to nourishing and growing "eco-visions of the future" (Tota, 2023c) among the new generations. We need new forms of social narration able to regenerate reality for us through our daily experiences. "Eco-visions" can be defined as embodied images, because they can neither ignore nor do without the situated gaze that produces them, the "flesh of the body" that hosts the gaze which literally establishes them. Eco-visions are the opposite of polluting images, they require citizens to take responsibility and develop awareness. The arts are called to draw for us the boundaries of new perceptive imaginaries, those same visual thoughts that Arnheim spoke about many years ago, but which now become indispensable tools for rethinking our relationship with the surrounding environment and for reimagining our future in terms of sustainability. Educating through the arts represents a unique opportunity to deeply transform the pathological relation established with the environment, and to offer to new generations the opportunities, the spaces and the places for a new ecological awareness.

Existing School Network and Teachers' Sense of Self-efficacy and Agency as Stepping-stones to Enhance the Socio-educational Ecosystem

Erica Biagini (Università di Modena e Reggio Emilia – Fondazione Reggio Children-Centro Loris Malaguzzi) · Laura Landi (Università di Modena e Reggio Emilia)

education outside the classroom, participatory research, socio-educational ecosystem, self-efficacy, agency

Small and Rural Schools (SRS) are a key component of the Italian school system. According to INDIRE they are 33,1% of all pre-, primary and lower secondary schools. Presence of schools in remote and marginalised territories has a strong effect on social cohesion and depopulation. SRS usually have tighter connections with their communities, both because they need support to provide quality service and because the small size allows for personal connections built through multiple venues of encounter. SRS can explore the concepts of Education Outside the Classroom (EOtC) and Open School at a deeper and more immediate level. The smaller size implies proximity between inside and outside, an osmotic skin that has to be planned and organised in a larger context. In SRS standard curriculum is often naturally enriched by the local curriculum, creating great opportunities for meaningful learning based on authentic tasks, socio-emotional connections and familiar learning situations. A natural development is moving from research carried out by the school on its surroundings, to research co-conducted by the school with part of the communities, to community involvement as co-responsible in the educational process. The process can change both school and community.

Relationships among students, teachers, principals and different actors have a strategic importance in developing school projects and creating an educational community. The concept of socio-educational ecosystem can guide us in identifying current and future networks at school disposal.

This ongoing research analyses the socio-educational network surrounding the Istituto Comprensivo "G. Gregori", municipalities of Casina and Carpineti, located in the mountain area of Reggio Emilia province. The IC encompasses 4 pre-primary and 2 primary schools with multi-age classrooms, that follow into Indire Small School definition; 2 border line primary schools and 2 low secondary schools, that are located into the main towns.

The study focuses on primary and lower secondary schools and investigates the connections, established in the post-pandemic period, between each school and social service, educational and cultural associations, municipalities, and private citizens. A desk research based on the institute official reports and on school projects creates a preliminary vision of the socio-educational community.

Using an interactive participatory approach school staff and leaderships together with researchers design each school specific mesogram and the one that encompass the whole institution. During the sessions the staff from the same building together with researchers reflect on the type and quality of the connections with the territories. The researchers facilitate the discussion also referring to the overall vision gained through the desk research. A further purpose is to focus on connections that could be strengthen or newly forged in order to orient school future choices. The comparison between different schools' mesogram, even within the same overall institution could shade light on the different socio-educational ecosystem and support collective improvements and developments.

A possible explanation for these differences could also be traced in specific teachers' sense of self efficacy and of agency, captured through a survey. Confirmation of this hypothesis could orient the school inclusive pedagogical leadership.

Small and Rural Schools as Learning Hubs. Inventive methods for identifying the grammar of educational futures.

Stefania Chipa (INDIRE – Italy) · Serena Greco (INDIRE – Italy) · Lorenza Orlandini (INDIRE – Italy) · Giuseppina Rita Jose Mangione (INDIRE – Italy)

learning hubs, small and rural schools, inventive methods, educational futures, imagination laboratories

Cultural Framework

How will the future of schools look like?

The OECD (2020) has identified the school scenario as a learning hub as one of the possible forms of the school for the near future. UNESCO calls upon actors within the educational system to frame «education as a common good» (2022, p. VII). INDIRE within the National Movement of Small and Rural Schools identified the educational experiences proposed by Small and Rural Schools as examples of open schools able at offering educational and community service activities through formalized alliances (educational pacts) (Mangione e Cannella, 2021; Chipa et al., 2022).

By drawing on the current interest about 'the future' in sociology (Levitas 2013; Poli 2017) INDIRE and IRPPS-CNR started in 2023 a research study to identify in the context of Italian Small and Rural schools the characterizations of the learning hub proposed by the OECD that can be applied also at the context of standard schools. The following research questions guided the research:

RQ1: Are there examples of small and rural schools that can be considered as learning hubs?

RQ2: To what extent can the experiences of small schools help to imagine the future of schools, i.e. the redesigning and re-proposition of a new grammar of school?

Method

A research-intervention process based on multiple case study has been set up. The research protocol included an exploratory phase with the sending of the questionnaire to all school registered (560) with the Movement. The cases were identified by selecting educational experiences focused on three aspects: (1) educational activities carried out outside the school building; (2) community services the school offers in response to local needs; (3) the presence of the educational pacts.

The three identified cases (North, Centre and the South of Italy) were analysed through a set of dimensions characterizing the Learning Hub scenario derived from OECD's reflection: (1) Open learning environments; (2) Multi-agency partnership; (3) Emerging curriculum; (4) Professional development for teachers; (5) Community services; (6) Tools and levels of governance.

The research protocol is based on inventive methods (Lury, Wakefor, 2023; Giorgi et al., 2021) and imagination laboratories with school leaders, teachers, students, families, local authorities and stakeholders. Inventive methods and specific identified tools (focus groups, interviews, video storytelling) were chosen with the purpose of: (1) identifying the definitions of school as a learning hub; (3) mapping the educational activities and experiences that connect school and territory; (2) promote among the actors of the educational community the generation of ideas on the image and characteristics of the school of the future.

Outcomes

The creative-participatory research phase centered on the production of video-narratives stimulated processes of self-narration and self-reflection towards a bottom-up definition of the concept of School as a Learning Hub. Analysis of the video-narratives will identify possible scenarios for applying this concept of schools, localizing experiences nationwide and in the context of small schools. The research will identify the recurring dimensions (grammar) of the school as a learning hub and educational approaches for developing this vision.

Exploring OECD's "School as a Learning Hub" scenario in Small Italian Schools: a qualitative-inventive inquiry

Giuseppina Rita Jose Mangione (INDIRE) · Paolo Landri (CNR – IRPPS) · Fabio Maria Esposito (CNR – IRPPS)

educational futures, inventive methods, small and rural schools, school as a learning hub

In recent years, debates about the future of school and of schooling have increasingly populated the educational discourse (Facer 2021). While the future can be addressed through diverse epistemological and ontological approaches, one important aspect of this debate revolves around the possibility of (more or less) radical transformations of the current 'forme scolaire', i.e., the set of protocols, materialities and devices (roles, spaces, times, curricula, body disciplines, forms of assessment, etc.) that help define educational institutions and their form (Maulini and Perrenoud, 2005). Many international organizations, such as UNESCO and OECD have approached this issue by developing conceptualizations and scenarios about the future of education, portraying different possible paths. However, these scenarios are often based on normative 'top-down' definitions, not intercepting the voice of educational actors 'from below'. Moreover, these conceptualizations don't really consider territorial differences (e.g., rural vs. urban schools), nor specific school settings, such as Small schools.

By drawing on the current interest about 'the future' in sociology (e.g., Levitas 2013; Poli 2017) and on an ongoing investigation in small Italian schools resulting from a collaboration between INDIRE and CNR-IRPPS, in this paper, we are interested in discussing educational futures (and futures in education) of small and rural schools. We intend to do so by exploring one of the future-school scenarios proposed by OECD, "School as a learning Hub", where future schools will retain most of their current functions, but "Opening the 'school walls' connects schools to their communities, favouring ever-changing forms of learning, civic engagement and social innovation." (OECD, 2020). Basing on the experiences of three Small Schools selected in Italy, the research here presented aims to empirically map the practices, experiences and organisational processes that can be approached to the concept of 'school as a learning hub' and to intercept their local translations, possibly enriching the concept 'from below'. In a perspective of collaboration with schools and with the actors of the educational community, a participatory-inventive pilot research protocol is carried out, in which research activities (interviews, observations and focus groups) alternate with inventive educational activities. The small schools included are invited to think, narrate, and rethink themselves, using the school as a learning hub scenario as a guideline. Through a phase of inventive-participatory research (Giorgi et al., 2021) focused on the development of video stories, schools are then involved in a reflective processes of self-narration oriented to their definition and experiences of the concept of School as a Learning Hub and to their idea of possible future(s).

Through the data gathered, we intend to describe the different forms of futures at stake and to illustrate how schools live in multiple temporalities that escape the simple and dominant linear past-present-future logic. Moreover, we want to illustrate how methods matter in studying educational futures, where deterministic and positivist orientations risk limiting the mapping of future-making activities. Thus, engaging in new methods may enable the voices of small schools to be de-marginalized and considered in the public debate.

Small and Rural Schools as the Chronotope of Studenting and Educational Encounter

Stefano Oliverio (University of Naples Federico II, Italy)

small and rural schools, educational time, existential education, place-based education

In this paper, I will address the issue of the future of small and rural schools (SRS henceforth) from an educational-theoretical perspective. In particular, the thesis that I am going to explore is whether and to what extent SRSs may represent a model to oppose to what has been recently defined as "product-orientated education" and whether they may embody "an alternative vision incorporating sufficiency, homonomy and emancipation" (Barrow, 2024).

My argumentation will unfold in two steps. First, I will suggest understanding the typically modern view of the future of/in education at the crossroads of three interpretive trajectories: Klaus Mollenhauer's (1986) concept of Bildungszeit as dominated by the logic of progress; Thomas Popkewitz's (2008) notion of cosmopolitan time; and Robbie McClintock's (2012) idea of modern schooling as ruled by the "area-mapping" mindset. The educational temporality that thereby emerges arguably finds its contemporary expression in the aforementioned product-orientated education, which frames the future in terms of "expected outcomes" and, more generally, according to principles of manageability.

And, secondly, in the more constructive (or simply visionary?) part of the paper, I am going to intimate that SRSs could (or even should) be construed as the chronotope of education taking place and of studenting. Through the phrase "taking place," which I draw from McClintock, I want to convey a double meaning: on the one hand, the idea of a temporality intimately linked with a sense of place and with that philochoria which Noddings (2013, p. 85) recommends in contemporary scenarios; and, on the other, an existential and lived sense of educational temporality that the project of modern schooling tends to sidestep or repress. In this wake, I will indicate the possibility that SRSs may represent privileged sites of that interweaving of existential and place-based education that Giles Barrow recommends in opposition to product-orientated schooling.

In this reading, we should recoil from construing SRSs as learning hubs but we should rather re-conceptualize them as sites for studying and studenting, insofar as the very notion of learning is arguably accomplice with a specific view of temporality.

In conclusion, redescribing place in the Latourian terms of "a collective in the process of expanding", I will raise the question of whether, in their configuration as sites of studying and studenting, SRSs may represent, in a Deweyan vein, the contemporary outposts of creative democracy, which is always a "task ahead of us".

A small Mountain School: inhabiting the Community and the Territory through a School Cooperative Association

Cinzia Zadra (Free Uiversity of Bolzano, Italy) · Elisabetta Tomazzolli (Free Uiversity of Bolzano, Italy)

small mountain school, school cooperative association, community and place-based pedagogy

The Covid-19 pandemic and the educational policies of recent years have contributed to an increase in the number of hours that children spend within the walls of educational institutions, highlighting the potential harm of childhood spent in places that make it difficult to have outdoor experiences, opportunities to meet and relate to people, animals, plants, natural and cultural phenomena, and to interact, communicate and act with the community of the territory (Gruenewald & Smith, 2008). This proposal presents the results of a qualitative empirical research study involving a small mountain school located in a border area and expressing its organisational and pedagogical principles in the management of a school cooperative association. The aim of the research was to describe how children, teachers, parents and stakeholders in the area deal with issues of social and environmental sustainability when involved in activities and projects in and with the community, and how they act to promote an inclusive and democratic community.

The framework from which the research originated refers to community pedagogy (Tramma, 2009; Shannon & Galle, 2017) and pedagogical approaches that promote community experiences by rethinking the relationships between in-school and out-of-school in a dimension of innovation and, in particular, place pedagogy. The empirical material considered and analysed consists, on the one hand, of phenomenological vignettes (Ammann et al., 2017) and, on the other hand, of ethnographic observations (Charmaz & Mitchell, 2014). The results describe a new educational landscape in which a small school that knows how to open up to the surrounding community and other partners can establish a fruitful relationship with the children's living environment and "find a way to expand its social space" (Böhnisch, 2002, p. 118). Daily pedagogical practice begins at the heart of the school, in the school cooperative, and expands into active exploration of the world, while remaining ready to return to the classroom for reflection, redesign and transformation of practices and places of learning.

The Game Designer Is Present. Revealing The Cultural Role Of Game Creators Within Social Change

Tiziano Antognozzi (IMT School for Advanced Studies, Lucca) · Alessandro Crociata (Università degli Studi d'Annunzio, Chieti-Pescara) · Alessandro Giovanucci (Università degli Studi di Teramo)

game design, behavioral change, lifelong learning, cultural participation, cultural policies

Games are today recognized as effective tools for synthesizing a real-world experience through an abstract set of rules, physical or virtual components to interact with and a finite number of outcomes that represent a value for the player. As such, games are already great tools for teaching didascalic content in a thoroughly interactive fashion, providing an embedded feedback system that further powers the learning endeavor. Recent developments in behavioral sciences are also pointing out that games absolutely belong to the field of cultural experiences as a source of behavioral changes for individuals, communities and societies. Whereas games' strengths and weaknesses are different from those of other cultural experiences, the act of playing a game holds relational, risk, symbolic, identity and experiential incentives which retains a transformative potential within key issues related to social development. Pro-activity, pro-sociality, empathy and creativity are some of the most well-known positive impacts which can be brought over through a gaming experience. Yet, in a lifelong-learning society the educational potential of games seems untapped, both in a positive and a negative way. In order to address a clear area of intervention for the wide array of stakeholders who are considering the use of games as a tool for fostering positive social change, this paper would like to focus on the role of game designers as crucially relevant and powerful agents in shaping society and its functioning.

Far from being an add-on, learning is indeed a foundational characteristic of games. Our willingness to play games finds its base as a human need because of the more or less intense learning processes embedded with every game experience. What we consider a "fun" activity is actually an intense session of what cognitive psychologists call "chunking", a process in which our brain generates positive stimuli because it is learning new informational patterns. The more this novelty is kept alive alongside a challenge which we perceive as feasible, the more "fun" persists and tunes us within a learning process while we play. However, we are actually learning more than what we think we are actually doing. The relationship between an actual challenge (ie: throwing dice in a wargame) and the abstract symbolism of games' formal content (ie: fighting a war) is never linear.

This leads us to a question: can the game designer hold larger responsibilities towards social challenges than we collectively and institutionally recognize, a role that is often dissociated from its political potential? If games are powerful means to indirectly learn from an experience, creating a game should be highlighted as a subtle yet potentially crucial

political act, one that should be very clear in its intentions and finalities in order not to engender a dangerously manipulative experience. In this work we review a large body of interdisciplinary research and relevant case studies in order to delineate a research perimeter in which the role of the game designer is aptly included within social design agency and accountability.

J.05. Leveling Up: The influence of Game Design on Education and Social Justice

TTRPG and Language Learning: From Game Design to Classroom Play

Alessia Caviglia (Alma Mater Studiorum Università di Bologna, Italy) · Camilla Zamboni (Wesleyan University, USA)

role-playing games, language learning, game design, playtest

This presentation aims to explore the use of role-playing games (ttrpgs) in foreign language teaching, specifically in relation to the practice of playing in the target language to stimulate spontaneous oral production and ease anxiety related to foreign language use. Starting from Jonathon Reinhardt's writings on games and language teaching, we will reflect on the process of creating games that are specifically designed with a learning goal (in our case, language learning), discussing the skills necessary to design a playful teaching activity, test its effectiveness, and facilitate it in the classroom.

Within the category that Reinhardt names "Game-based L2 Teaching and Learning," or games explicitly designed for educational purposes, we will present the tabletop role-playing game Planétes, which we designed, as a case study.

Planétes is multi-table, map-drawing, and city-exploring tabletop roleplaying game aimed at fostering L2 proficiency among language learners. It encourages players to think creatively about topics that often figure in elementary and intermediate L2 courses, such as urban life, traveling, migratory processes, and interacting with new cultures and places.

Designed to be played by the whole class with a single facilitator and to reduce the difficulty of playing in a foreign language thanks to visual supports and map-drawing activities, Planétes provides a clear distinction between moments of conversation in the mother tongue and moments of interaction in the target language. The game encourages peer interaction and promotes scaffolded independence from support tools as the game progresses, allowing players more agency to practice the target language in a protected context.

In our presentation, we will delve into the different phases of game creation, with particular focus on the choice of design objectives compatible with the specificteaching context, the major sources of inspiration, and the playtest experiences that highlighted different areas of improvement – a pivotal part of our iterative process

We will conclude by discussing some future developments for the project, which include the creation of a set of language support tools designed to facilitate role-playing in a foreign language.

J.05. Leveling Up: The influence of Game Design on Education and Social Justice

How Edu-larp Can Promote Social Justice in Legal Education: the Case of "I Soliti Sospetti"

Chiara De Robertis (University of Turin, Italy) · Costanza Agnella (University of Turin, Italy) · Cecilia Blengino (University of Turin, Italy)

legal education, role playing, edu-larp, game-based education, social justice

In the field of legal education, playful teaching aims to facilitate the understanding of the complexity of social reality and the relationships among the different actors in the legal field (Bourdieu, 1986).

The teaching experiences gained over the past few years in the context of undergraduate courses at the University of Turin – including the Legal Clinic "Carcere, diritti fondamentali e vulnerabilità sociale" (Prison, Fundamental Rights and Social Vulnerability) – and in orientation activities for legal studies aimed at upper secondary school students have provided the authors with the opportunity to verify the ability of game-based education to combine a theoretical approach from the perspective of law in action (Frank, 1933; Kruse, 2012) with the objectives of pedagogical pragmatism (Dewey, 1916).

The edu-larp (educational live-action role-playing) (Gussoni, 2020; Castellani, 2020) I Soliti Sospetti (Blengino et al., 2021) was specifically designed by the authors to improve critical thinking in law students, and also to foster in people who are not legal experts an understanding of inequalities in the criminal justice system in order to promote social justice.

The edu-larp, through a simulated but realistic experience, projects participants inside a courtroom, causing them to identify with the condition of defendants or in the role of lawyers within the context of a morning of criminal hearings. The game cards contain the personal stories of the LARP characters as well as the legal and social elements of the legal cases discussed. Participants make decisions and choices that stimulate socio-legal reflections with respect to the issues of law interpretation, selectivity of criminalization processes (Hester – Eglin, 1992), deviance and social marginality.

The game has been tested in school, university, and active and inclusive citizenship education contexts, constituting a valid methodology for teaching law from the perspective of interactive competence-based teaching (Zullo, 2019).

Through the analysis of the reflections of those who have participated in the editions of the game carried out so far, collected through specially developed reflective practice sheets (Gibbs, 1988), the contribution dwells on the potential of LARP in promoting the understanding of the functioning of law as a social practice (Viola, 1990) and in the creation of shared knowledge among participants that fosters the overcoming of stereotypes and prejudices (Pennazio, 2020).

J.05. Leveling Up: The influence of Game Design on Education and Social Justice

Game-Based Leadership Development for Occupational Stress Reduction in Correctional Settings: A Social Change Approach

Salvatore Fadda (University of Sassari, Italy) · Francesca Brembilla (University of Sassari, Italy) · Carlo Andrea Pensavalle (University of Sassari, Italy)

game design, social change, stress

In correctional settings, where occupational stress and interpersonal tensions run high, the need for innovative approaches to leadership development is vital. This abstract promotes innovative ideas centered on developing game design for social change activities tailored to enhance leadership competences among correctional staff. The primary objective is to prevent occupational-chronic stress and anxiety, to improve organizational health, resiliency, emotional intelligence, safe and prejudice-free learning environment, for diverse and vulnerable learners, and foster harmonious relationships among staff, inmates, and their families. The understanding that effective leadership is pivotal in cultivating a conducive atmosphere within correctional facilities, requires to equip staff with enhanced leadership competences, addressing underlying stressors and tensions prevalent in these environments. Through a game-based approach, the goal is to engage participants in immersive learning experiences, where they navigate various scenarios mirroring real-life challenges they might encounter in correctional settings. Central is the recognition of the interconnectedness between staff well-being, institutional dynamics, and the potential for rehabilitation among inmates. By targeting stress reduction and conflict resolution through leadership development, the initiative tries to trigger a triple effect: positively impacting staff morale, institutional culture, and ultimately, the outcomes of rehabilitation efforts. Key components of the game design modules aim to address communication skills, conflict resolution strategies, empathy-building exercises, and stress management techniques. Crafted to be interactive, adaptive, and reflective of the nuanced complexities inherent in correctional work, their goal is to encourage the participants to experiment with different leadership styles, collaborate with peers, and devise creative solutions to common challenges faced in their professional roles. The efficacy of the game- based approach is evaluated through pre- and post-intervention assessments, qualitative feedback sessions, and longitudinal studies tracking indicators such as absenteeism rates, staff turnover, and inmate-staff interactions. By fostering a supportive and inclusive work environment, the initiative not only may improve staff well-being, but also enhanced the quality of interactions between staff and inmates, laying a foundation for effective rehabilitation practices. In conclusion, the development of a game-based intervention for leadership development in correctional settings represents an effective novel approach to addressing multifaceted challenges prevalent in these environments. By leveraging game design principles to promote social change and enhance leadership competences, we aim to offer a promising avenue for fostering positive transformation within correctional institutions.

J.05. Leveling Up: The influence of Game Design on Education and Social Justice

Transformative Game Design: Fighting Social Media Risks and Driving Social Change

Christian Gardoni (European University of Rome, Italy) · Carlo Andrea Pensavalle (University of Sassari) · Tiziano Antognozzi (IMT School for Advanced Studies) · Giuliana Solinas (University of Sassari) · Federico Alessio (European University of Rome, Italy)

media education, game design, social change, life skills, addiction

Daily use of Internet and social media as essential tools for both leisure and work can entail various dysfunctional aspects and potential dangers to our social and psychological well-being. Various schools of thought, including Media Education, New Media Education, Social Media Literacy and many others, have developed paradigms that focus on essential skills needed to navigate the digital world consciously, and protect us from its pitfalls. These constructs highlight skills such as cognitive, affective, and technical abilities, in conjunction with critical thinking, analytical skills, and creativity. Surprisingly, none of them places emphasis on the importance of spending time in equally productive real-world activities, fundamental to reach these skill levels. Not to mention the Social Media Addiction, risk associated with an excessive, incorrect, and uncontrolled use of social networking sites. Along with this, there are other dysfunctional sociopsychological elements that lead to detrimental effects on mental health, such as the fear of missing out (FOMO), increased feelings of isolation, heightened anxiety or depression, aggressive conducts, and a potential decline in overall well-being.

Given this framework, the field of game design offers a unique avenue for instigating social change, cultivating an inclusive, democratic, and socially conscious educational environment, seeking to nurture positive societal transformation. By recognizing that being exposed, especially at a young age, to aptly designed gaming activities is a way to address the pervasive issue of social media addiction, we also develop and promote a more creative and alternative relationship with the digital world, which can therefore instill awareness as well as prevent and reduce the risks mentioned. The overarching goal is to enhance individuals' understanding of complex systems, elevate real-life interactions, facilitate the communication of ideas in a dynamic and engaging manner, which promote social justice and stimulates the strengthening of the democratic model.

Game Design for Social Change provides a platform for users to actively shape and contribute to develop their own understanding of digital systems, learning to navigate them consciously and responsibly, and at the same time becomes a tool for enhancing real-life interactions. Through this approach, individuals are encouraged to a paradigm shift in how to engage with the digital world. By leveraging the power of game design for social change, the aim is to create an educational system that not only counters social media addiction, but also cultivates a generation of individuals equipped with the life skills needed to navigate the complexities of the modern world and contribute positively to a more just society.

J.05. Leveling Up: The influence of Game Design on Education and Social Justice

Board Games at School: Ludo Teaching

Andrea Ligabue (University of Modena and Reggio Emilia, Italy)

game-based learning, game mechanics, experiential learning, effective teaching

Ludo teaching entails a methodology of learning and instruction wherein board and role-playing games serve as tools for fostering personal, relational, social, and cognitive-disciplinary skills throughout one's lifelong learning journey.

In Ludo Teaching, the utilization of board game mechanics and role-playing games extends beyond mere entertainment, serving as pivotal components in educational contexts. Drawing upon well-established theories of Game-Based Learning, games stand out as potent instruments in educators' arsenals, offering effective avenues for skill development and content delivery. Indeed, in this era often characterized as the 'playful century,' games represent both a widespread and influential medium.

Within scholastic and educational settings, structured play and gaming exhibit varying degrees of efficacy, primarily contingent upon the comprehensive planning and management of instructional units. This entails selecting the most appropriate game to align with teaching objectives, providing adequate introduction and preparation, implementing precise methodologies for activity facilitation, and incorporating structured debriefing sessions. The value of the playful learning experience, akin to a laboratory activity, centers on the principles of experiential learning, where students engage in meaningful decision-making and evaluate the outcomes of their actions.

Moreover, the mechanics of games directly intersect with the learning process, demanding the ability to modify and adapt them—a crucial aspect of effective teaching.

Let's Play with a Board Game from the EduSpace Lernwerkstatt: Gaming Experiences and Their Educational Potential

Stephanie Mian (Free University of Bolzano, Italy) · Daniele Morselli (Free University of Bolzano, Italy) · Susanne Schumacher (Free University of Bolzano, Italy)

gaming experiences, learning as experience, phenomenological vignettes, vignette reading

Introduction

Games to promote specific learning content and interdisciplinary skills are part of the pedagogical concept of the EduSpace Lernwerkstatt at the Faculty of Education of the Free University of Bozen-Bolzano. This article is part of a larger study on the application of the board game called "The next generation of Change Maker" (NGoCM) with fourth grade students at an upper secondary school in South Tyrol. Within a phenomenological theoretical framework, the research question of this contribution is to explore the learners' experiences facilitated by gaming in a school context.

Literature Review

Panigua and Instance (2018) emphasize that playful experiences must be seen as potential learning experiences that are driven by self-motivation and interest. In this sense, it would be important to make game mechanics support learning. If pedagogy is seen as at the core of teaching and learning (ibid.), why not bring a pedagogical understanding of learning into play? After all, if learning is understood in the phenomenological tradition of educational sciences as an experience (Meyer-Drawe, 2012) in which a learner responds to a foreign claim (Waldenfels, 2011), then the students' experiences become visible, perceptible, and can be scrutinized for educational potential.

Methodology

The data used for this paper was collected using the phenomenological vignette (Schratz et al., 2012), which is theoretically based on Husserl's (1983) descriptive phenomenology and Merlau-Ponty's (1962) phenomenology of the body. The vignette is a qualitative research tool that has proven effective in exploring and making student´s experiences visible by capturing moments of experience in short written narratives. As dense descriptions (Schratz et al., 2012), vignettes go beyond what is said and make the lived atmosphere tangible by focusing on the bodily articulations. The linguistic fixation of the co-experiential experiences enables a reflexive approach to the experience and thus its analysis, for example through a so-called vignette reading (Schratz et al.) as planned in this contribution.

Results and conclusions

The vignettes and their reading, with the underlying understanding of learning, shift the focus away from learning outcomes, such as the competences acquired, and make the learning experiences that students have during the game visible. This reveals educational spaces that arise first and foremost through learning that goes beyond what was planned or intended to be learnt. The students' engagement, as shown in the vignettes, is not due to their own initiative but rather the expression of their connection and involvement with the world. As learners respond to the world's claims, they become part of a responsive educational process, in which the learner gains a new understanding of him-/herself, of those involved in the experience and of the world.

Developing a Sense of Initiative and Entrepreneurship in VET Through a Table Game from the EduSpace Lernwerkstatt.

Daniele Morselli (Free University of Bolzano-Bozen, Italy) · Susanne Schumacher (Free University of Bolzano-Bozen, Italy) · Stephanie Mian (Free University of Bolzano-Bozen, Italy) · Giovanna Andreatti (Free University of Bolzano-Bozen, Italy)

sense of initiative and entrepreneurship, gamification, vet, sustainability, case study

Introduction

Games to promote specific learning content and interdisciplinary skills are part of the pedagogical concept of the EduSpace Lernwerkstatt at the Faculty of Education of the Free University of Bozen-Bolzano. This article is part of a larger study on the application of the board game called "The next generation of Change Maker" (NGoCM) with fourth grade students at an upper secondary school in South Tyrol. The explorative research questions in this presentation inquire on: 1) the students' entrepreneurial learning; 2) of this learning, what can be generalised to other contexts in a lifelong learning perspective: school life, future work, private life.

Literature Review

In Italy, entrepreneurship is understood as a key competence for lifelong learning (European Commission, 2019). The TRIO model (Lidner, 2018) suggests entrepreneurship as civic education at the level of compulsory education. An active pedagogy is necessary to put the students at the centre of the learning process. In a review Panigua and Instance (2018) find 6 clusters, one of which is gamification. This term includes the educational kernel of gaming with the pros of using playful settings to develop well-being and engagement. One of the challenges of this pedagogy, however, is how to integrate this pedagogy into regular teaching and transfer learning occurred during the game.

Methodology

This study deploys the case study methodology, with a in depth study of a small unit contextualised in time and space (Yin, 2009). The game was applied at the beginning of February 2023 in 4 Grade 4 classes with 86 German speaking students at a VET school in South Tirol. In each class, a researcher was present to introduce the game and assist the students. The game has four phases: at the beginning the students form groups of 4-5 components and take specific roles. They subsequently choose the mission; they then brainstorm and consider diverse perspectives, and eventually pitch their idea to the rest of the class. This process lasted three hours, subsequently the students filled in an online questionnaire with open-ended questions on group work and on the entrepreneurial idea.

Results and tentative conclusions

Preliminary results suggest that students learnt most groupwork, although it was difficult for them to rate their degree of participation in the game. It was also difficult to reflect on what they learnt during the game (with answers like "nothing", sometimes "everything"). Other answers suggest that students learnt to present, to work on innovative ideas, and think sustainable. For some the game was a good way to break the monotony of the curricular lesson. In a scale from 1 to 5, learners rated their appreciation of the game 4, probably because while they liked the part of the table game, they sometimes disliked holding a presentation in front of the class. It can be hence tentatively concluded that this game represents a very first step so to acquaint students with sustainable entrepreneurship.

Learning Experiences With A Board Game From The EduSpace Lernwerkstatt. Preliminary Results Focussing Participatory Practices

Susanne Schumacher (Free University of Bozen-Bolzano, Italy) · Daniele Morselli (Free University of Bozen-Bolzano, Italy) · Stephanie Mian (Free University of Bozen-Bolzano, Italy)

participatory practices, learning experiences, game-based learning, entrepreneurship education, explorative research

Introduction

Games to promote specific learning content and interdisciplinary skills are part of the pedagogical concept of the EduSpace Lernwerkstatt at the Faculty of Education of the Free University of Bozen-Bolzano. This article is part of a larger study on the application of the board game called "The next generation of Change Maker" (NGoCM) with fourth grade students at an upper secondary school in South Tyrol. The explorative research question focuses on the learners' perceived experiences of participatory practices in the context of collaborative activities whilst gaming.

Literature Review

Playful experiences are driven by self-motivation and interest (see Lester & Russell, 2008; Dewar, 2014; Paniagua & Istance, 2018) and thus draw parallels with the characteristics of a learning process from a constructivist perspective. In this viewpoint, learning takes place as an active (1), self-directed (2), constructive (3), situated (4), emotional (5) and social (6) process (Reinmann-Rothmeier & Mandl, 2006, p. 638). Considering the prerequisites of learning processes as well as the advantages and challenges of collaborative learning Austrian scientists developed a board game (Lindner, 2020) addressed to basic personal and social issues of responsibility and autonomy to foster a culture of solidarity in our society. Amidst the backdrop of the board game's objective, this study can be linked to the discourse on the eight key competencies for lifelong learning (European Commission, 2019) or the 4K model of learning (P21, 2019).

Methodology

The game was applied at the beginning of February 2023 to 86 German-speaking students at an upper secondary school. By demonstrating the structure of the game, its 4 stages covering 23 milestones, the gaming cards with questions and tasks that guide players systematically to the pitch of their innovation. Firstly, the learners were asked to form groups of four. Then they were asked to elect specific roles and fulfil it in accordance with both the role description as well as the needs of collaboratively improvement. The game ended with pitching the idea. In a final step the students reflected on their experiences filling in an online questionnaire on the quality of group work and on different levels of democratic interaction according Mayrberger (2012)

Results and conclusions

Learners in all classes agree that the second and third phases of the game (Idea Generation and Entrepreneurial Design) provide the greatest opportunity for participation. Statements such as "it takes a lot of patience because everyone has a different opinion on the subject" or "if you want to achieve something then you have to take the matter seriously so that you can achieve a result" illustrate the individual learning experiences. A role-specific analysis shows that learners in the role of Chief Process Officer, followed by Chief Executive Officer, consistently rate participation opportunities higher compared to learners in the role of Chief Documentation Officer and Chief Happiness Officer. It can tentatively be concluded that this game is an appropriate method empowering students to better manage the opportunities and limitations of group work.

Outdoor Mobile Education as an Opportunity to Democratize Relations in Higher Education

Dorota Bazuń (University of Zielona Góra, Poland)

mobile education, outdoor education, democratization

Contemporary higher education is a space of constant changes regarding structure, working methods, and programs. Researchers of HE systems point out that higher education has problems adequately responding to the changing needs of the modern world. The approach in which knowledge dominates is questioned. Holistic education emphasizes that studies should equip graduates with knowledge, competences, and skills. However, there is, therefore, a kind of paradox. Academic teachers often teach about how to teach others from a holistic perspective, but they do not use this approach in practice.

The literature analysis on the subject showed a significant discrepancy between the latest social sciences' achievements and academic practice. In teaching, trends such as the "relational turn", "mobility turn" (Urry 2009), "m-learning", "walking methodologies" (O'Neill 2020) are not adequately reflected.

There are many ideas for changing university teaching to make it more engaging for students. One of the ways is outdoor mobile education.

We have identified some essential benefits of using mobile methods outdoors.

Firstly, it can help to sensitize content – during fieldwork; new content appears due to joint observations of behaviour, relationships, and spatial manifestations of social phenomena. Learning about social phenomena in motion brings important cognitive values (O'Mara 2019).

Secondly, education in the form of research walks, study visits, and educational games on the move is used in educational practice to help achieve a specific effect by increasing social awareness, engagement, and responsibility.

Thirdly, outdoor mobile education allows participants to take on new roles in the education process. Best practice examples show that students are co-organizers, guides, experts, and collaborators during such classes. Being together in the field, in motion, also flattens the hierarchy in the student-teacher relationship, making them more partners in the educational process.

P.Bourdieu emphasized that the student-teacher relation is based on symbolic violence because only one party, i.e. teachers, significantly influences the interaction. Bourdieu's concept leaves us with questions about what a teacher should do to avoid the use of symbolic violence. We will also not learn what a student should do to avoid becoming a victim of this violence. This approach has a specific dimension; the teacher does not want to be a symbolically violent person, and the student does not want to be a victim of symbolic violence, but they depend on the teacher, so it is more difficult for him to reject his narrative. This approach puts us in a deadlock from which it is difficult to get out.

Education on the move does not solve all the problems of teacher-student relations. Still, it provides an opportunity to democratize it by reducing differences in the hierarchical university structure.

An Artistic Project To Go Beyond The Standardization Of The Schoolchildren's Bodies

Dominique Gillet-Cazeneuve (Université de Bordeaux, France)

body, discipline, school form

In France, the inclusive paradigm is put in place with practices established over time, in a school form (Vincent, 2008) which is translated into classroom arrangements, pedagogical practices (Perrenoud, 2017), and the conformation of student's bodies (Foucault, 2003). The student's body is at stake in the medical discourse (Morel, 2014, Savournin, 2016, Kohout-Diaz, 2017) and neo-liberal (Bruno, Clément, Laval, & Clément, 2010), which spreads across the school. At the heart of teaching practices, one element remains behind pedagogical concerns: the body of the schoolchildren. What is the importance given to the body of the student, as support of his singularity (Dizerbo, 2016)? Has the normative dimension of the school form been exceeded to take into account the physical needs of students (Macherey, Pirone, Ottavi, 2020). In class, what is the importance given to listening to the needs and desires of schoolchildren, as well as to their bodily needs (need to move, rest, drink, speak with a comrade, etc.)?

Our communication will be based on the results of our thesis work in educational sciences which concerns research conducted in a primary school hosting a ULIS device (class reserved for students belonging to the category of disability, these students must spend at least a few hours in an ordinary class as part of their «inclusive schooling»). For this research, we participated in the life of this school, and we used a qualitative methodology of ethnological orientation. We implemented a participant observation, interviews with each teacher, observations in each class, two questionnaires and a focus group.

The results show that the physical manifestations of schoolchildren remain mostly negatively perceived by teachers, as hindering learning. The classical schoolform always the majority, waits for pupils' silence and stillness. The elementary bodily needs, even if they are recognized by the teachers during the interviews, are finally not taken into account once in class, the body of the student and his needs remain overlooked in the inclusive approach.

Faced with this observation of a normative pedagogical functioning, constrained by a school form difficult to question, we will propose a way to question this rigid school organization by using cultural and artistic mediation. We will report on an artistic project whose methodology consisted in leaving the school and moving around the city, to be able to question the pedagogical organization of classes. This project took place in a college and several primary schools.

Technology as a Path to Social Justice and Dehumanization: Towards One of the Contemporary Antinomies of Democracy

Jiří Kropáč (Charles University, Faculty of Arts, Czech Republic) · Martin Strouhal (Charles University, Faculty of Arts, Czech Republic)

antinomy, dehumanization, democracy, technology, social justice

The rapid advancement of technology in contemporary society has sparked debates surrounding its role in fostering social justice and dehumanization. This paper explores the complex relationship between technology and societal values, focusing on one of the modern antinomies of democracy „(…) Pillar of Social Rights is a shared responsibility for the EU institutions." EU (2024).

Technology, often hailed as a tool for social progress and equality, has the potential to bridge gaps in access to information, education Warren (2002), and opportunities. It can empower marginalized communities, amplify their voices, and facilitate democratic participation. However, the indiscriminate use of technology can also make worse existing inequalities and perpetuate social injustices Warren, D., & Khan, Z. (2023).

Moreover, technological innovations have facilitated movements for social justice, enabling widespread mobilization, activism, and advocacy. Social media platforms have allowed marginalized groups to share their stories, raise awareness, and demand change. In addition, technologies such as artificial intelligence (AI) and big data analytics hold promise for identifying and addressing systemic biases within institutions and decision-making processes.

Furthermore, the pervasive influence of technology poses significant challenges to democratic principles „(…) human capabilities is valuable not only because of its practical potential for reducing the need for human labor" Brynjolfsson (2022) and human dignity. The rise of surveillance technologies, algorithmic discrimination, and data exploitation threaten privacy rights and individual autonomy. Moreover, automation and digitization have led to job displacement, economic insecurity, and widening disparities between the affluent and the marginalized „(…) no country has yet succeeded in constructing a school system that lives up to the ideals and intentions of inclusion, as defined by different international organizations." Haug (2017).

The paper critically examines the dual nature of technology as both a catalyst for social justice and a driver of dehumanization. It emphasizes the importance of ethical considerations, regulatory frameworks, and public discourse in shaping the trajectory of technological development. By addressing these complexities, we can strive to harness the potential of technology to foster a more equitable and humane society while safeguarding democratic values and human rights Susskind(1986).

Respect on the Move. Anti-Stigma Potentials of Mobile Methods

Mariusz Kwiatkowski (University of Zielona Góra, Poland)

respect, stigmatization, mobile methods

The aim of the article is to present the concept of preventing and overcoming stigmatization through the use of mobile methods, especially exploratory walks.

Stigmatization of vulnerable persons is a growing socio-economic problem. It contributes to limiting the life chances of individuals, groups and communities. Researchers of this problem, such as Imogen Tyler (2020), emphasize its systemic nature. Members of various minorities, immigrants, refugees and the poor fall victim to stigmatization and discrimination. Countermeasure strategies and intervention programs are being undertaken that show promising paths for change (Nordstorm, Goodfriend 2022). One of the key conclusions from the research conducted so far is to focus attention on positive actions, searching for allies, creating conditions for positive contact, rather than condemning perpetrators and focusing attention on the destructive aspects of stigmatization. This is the main premise of the research and activities described in this article.

The attention here is focused on potential factors of change from stigmatization towards an increase in mutual respect in intergroup relations. The normative, spatial, communicative, operational and narrative potentials of transformative change are taken into account.

The article is theoretical, methodological, empirical and practical in nature. On the theoretical level, it provides arguments in favour of adopting a transformative perspective as adequate in the analysis of the determinants of expected changes in overcoming stigma and strengthening respect in intergroup relations (Mertens 2021). On the methodological level, it contains the characteristics of mobile methods, with particular emphasis on exploratory walks as the preferred method of action research on ways to overcome stigmatization (Bazuń, Kwiatkowski 2022). In the empirical dimension, the article offers a description and interpretation of research results on shaping intergenerational relations in the local community through the use of mobile methods. The practical aspect of the article consists in proposing a set of recommendations for researchers, academic teachers and everyone involved in activities aimed at reducing stigma in intergroup relations.

Walls on the outside and on the Inside: invisible in Plain Sight

Gabriele Marino (Università di Torino, Italy)

semiotics, heterotopia, urban space, memory, puzzle

The paper explores the concept of urban knowledge and ownership through the lens of two distinct urban heterotopias. It questions the familiarity and entitlement individuals feel towards the cities they inhabit, considering the restrictions and permissions urban spaces impose.

The first case study delves into a decade-long phenomenon in Turin, where an anonymous individual has plastered the city center with culturally insightful sticky notes. This "Turin Pasquino" engages in a unique form of communication that blends various unconventional styles, like sticker-bombing and manuscriptism, to comment on the city's public life through a media-influenced lens, despite lacking a tangible audience.

The second study recounts the Abbey of Thelema in Cefalù, Sicily, once a commune for Aleister Crowley's followers, now a dilapidated but revered site. It stands in contrast to preserved landmarks, decaying yet continually attracting visitors seeking a connection with its historical and mythological past. The abbey represents an organic monument, continually changing and offering diverse experiences with each visit, unlike static heritage sites.

Together, these cases challenge traditional notions of urban space interaction, suggesting that cities are dynamic entities shaped by both visible and unnoticed narratives that influence collective and personal identities. The proposal suggests that these spaces, whether through active engagement or passive decay, hold the power to create complex layers of meaning and memory, contributing to the ever-evolving urban tapestry.

Locative Media, Urban Space, and the Perception of Social Justice

Federico Montanari (University of Modena and Reggio Emilia, Italy) · Giulia Conti (University of Modena and Reggio Emilia, Italy)

locative media, urban space, social justice perception, urban space perception, mapping

Locative media, a term encompassing various digital technologies that integrate geographical location with multimedia content, have become powerful tools in shaping our engagement with urban spaces and influencing our perception of social justice within these environments (Tierney, 2013; Elwood & Leszczynski, 2012). These technologies, such as augmented reality apps and geotagged social media platforms, allow us to interact with our surroundings in new ways and provide opportunities for social activism and awareness(Nitins & Collis, 2013).

This paper examines the intricate relationship between locative media, urban spaces, and the perception of social justice. Locative media, encompassing a spectrum of digital technologies that integrate geographical location with multimedia content, have emerged as powerful tools for reshaping our engagement with urban environments and social issues. Through an interdisciplinary lens drawing from media studies, urban sociology, and socio-semiotics, this study explores how locative media platforms influence our understanding and experience of social justice within the cityscape.

Using locative media in urban spaces can have a profound impact on our perception of social justice (Tierney, 2013). By layering digital information onto physical locations, locative media can reveal invisible social issues and inequalities, making them more visible and accessible to a wider audience

In contemporary urban contexts, locative media applications such as augmented reality (AR) apps, geotagged social media platforms, and location-based storytelling initiatives offer novel ways for individuals to interact with and interpret their surroundings (Sutko & Silva, 2011). These technologies mediate our encounters with urban spaces, facilitating the dissemination of narratives, perspectives, and socio-political messages that shape our perception of social justice.

Central to this analysis is an examination of how locative media interventions can amplify marginalized voices, highlight spatial inequalities, and foster collective action for social change. By enabling users to map and share their lived experiences, concerns, and aspirations in real-time, locative media platforms challenge dominant narratives and power structures within the urban landscape, thus reshaping notions of justice, equity, and belonging.

Furthermore, the paper investigates the role of locative media in mediating encounters between physical and virtual realms, blurring boundaries between public and private spaces, and redefining notions of community and civic engagement. Through case studies and critical analysis of locative media projects from diverse global contexts, this research illuminates the potential and limitations of these technologies in advancing social justice agendas and promoting inclusive urban futures.

In conclusion, this study underscores the transformative potential of locative media in shaping urban discourse, fostering civic participation, and catalyzing collective efforts towards more just and equitable cities. However, it also highlights the need for critical interrogation of power dynamics, privacy concerns, and the ethical implications of locative media practices to ensure their alignment with democratic principles and social justice imperatives.

J.07. Spaces for education, Places of knowledge: the spatial architecture of the educational process, between agency and organizational constraints

Spaces of Protest: Ethnographic Insights into Student Activism and University Transformations

Fabio Bertoni (Instituto de Ciencias Sociais, Universidade de Lisboa, Portugal)

social movements, student welfare, student identity, pandemics, ethnography

An extensive body of critical literature has explored the changes in the university during the neoliberal era, focusing on the impact on students' roles and identities (see, for example, Brooks, 2022; Antonucci, 2016). However, there has been limited investigation into the everyday, ethnographic, and geographical dimensions of these changes, which significantly influence students' experiences of university (as education institution, and as architectonical space).

This contribution stems from an ethnographic study within a university student movement in Cagliari (Mobilitazione studentesca) advocating for the right to education. The movement began during the COVID-19 pandemic, aiming to improve living conditions within student residences. The pandemic, as a total social phenomenon (Petrillo, 2021), raised questions about the day-to-day aspects of university spaces, revealing issues such as perceived service quality, declining user numbers and funds, and a corporate approach to the right to education during institutional stress.

In comparison to previous discussions (cf. Cuzzocrea et al., 2023), this contribution delves deeper into these structural aspects, examining how university spaces (both as services and architectures) are experienced. The student movement's conflicting and political perspective allows us to analyze the interplay between the crisis of the student welfare state, student identity, the sense of belonging, and the daily realities of university spaces.

The Cagliari student movement begins as a rection and a protest related to the management of student residences during the pandemic and policies of access and exclusion from spaces. Expanding its focus during the pandemic, the movement began addressing issues in dining halls, study rooms, and libraries, defining a geography of the (denied) student welfare (Smith and Hubbard, 2014). This emphasis on study and living spaces provides a fresh perspective on the construction of student identity and the ability to envision oneself as a student, evolving during protests and challenging moments in academic journey.

In their protest, students distanced themselves from the binary representation of students as either passive and privileged or hypersensitive and fragile (cf. Finn et al., 2021). Throughout the protest, participants began to define themselves as 'students,' grounded in an understanding of their material needs and desires, in relation to educational and university life spaces. This exploration, from a cultural standpoint, sheds light on the processes of subjectivation within the university institution and the role of post-austerity policies in a context of poly-crisis.

J.07. Spaces for education, Places of knowledge: the spatial architecture of the educational process, between agency and organizational constraints

Transforming Spaces For Interaction Within The University

Lauren Beth Clark (University College London, United Kingdom)

built pedagogy, social space, places for knowledge production, interaction

Discussions about space and architecture within the university often seem to focus more on the student and how changes to architecture influence learning and pedagogy (Boys, 2015; van Merriënboer et al., 2017; Berman, 2020). However, universities are not only spaces for teaching and learning, but also spaces of knowledge production. This production occurs in the classroom, lecture hall or lab, but it also occurs in more informal spaces in the university such as lobbies, cafes, canteens, and common rooms. University buildings around the world are in a constant state of flux as spaces are updated, redesigned, or purpose-built.

Based on my own experience of ongoing and extensive renovations to the building I work in, architects (and possibly university management) seem to undervalue the interactions that take place in these informal, transitory spaces, meaning that they are often neglected or being erased from the university campus. Staff and student social spaces are being co-opted and turned into teaching spaces that are often not fit for purpose. Staff are losing their offices and being moved into open-plan areas that are not conducive to academic work or supervision of students. Transformations to the space and architecture of the university is fundamentally shaping how students and staff members interact with each other, creating a situation in which staff must adapt to maintain their pedagogical and professional practices within institutional constraints.

This presentation draws on questionnaires (n=18) and interviews (n=5) with master's level tutors about their experience of returning to the physical university campus after the Covid-19 pandemic. This period is of interest because it highlights the way that we might use physical spaces differently post-pandemic as a result of new technologies, approaches and skills learned when we were forced to be physically distant from each other. Some staff have adapted to use technology as a novel way to break down barriers between staff and students in tutorials. For example, Ameena has developed a new approach to tutoring her students that allows her to break down hierarchical power dynamics by "appearing as another box on the screen" rather than a teacher at the front of the classroom. Others reported that meeting virtually means more flexibility and more chances to 'check-in' rather than waiting to meet in person for longer periods of time.

However, several participants also mentioned the isolation that comes with reduced time on campus, missing the spontaneous and informal interactions they had on campus with colleagues and students. Data suggests that how staff work has been changed by the pandemic, with some staff embracing the flexibility that has come with increased technology use (Smith, Plum, Taylor-Smith, & Fabian, 2022), and others impacted more negatively by the lack of suitable office space.

J.07. Spaces for education, Places of knowledge: the spatial architecture of the educational process, between agency and organizational constraints

An Artistic Project To Go Beyond The Standardization Of The Schoolchildren's Bodies

Dominique Gillet-Cazeneuve (Université de Bordeaux, France)

body, discipline, school form

In France, the inclusive paradigm is put in place with practices established over time, in a school form (Vincent, 2008) which is translated into classroom arrangements, pedagogical practices (Perrenoud, 2017), and the conformation of student's bodies (Foucault, 2003). The student's body is at stake in the medical discourse (Morel, 2014, Savournin, 2016, Kohout-Diaz, 2017) and neo-liberal (Bruno, Clément, Laval, & Clément, 2010), which spreads across the school. At the heart of teaching practices, one element remains behind pedagogical concerns: the body of the schoolchildren. What is the importance given to the body of the student, as support of his singularity (Dizerbo, 2016)? Has the normative dimension of the school form been exceeded to take into account the physical needs of students (Macherey, Pirone, Ottavi, 2020). In class, what is the importance given to listening to the needs and desires of schoolchildren, as well as to their bodily needs (need to move, rest, drink, speak with a comrade, etc.)?

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The results show that the physical manifestations of schoolchildren remain mostly negatively perceived by teachers, as hindering learning. The classical schoolform always the majority, waits for pupils' silence and stillness. The elementary bodily needs, even if they are recognized by the teachers during the interviews, are finally not taken into account once in class, the body of the student and his needs remain overlooked in the inclusive approach.

Faced with this observation of a normative pedagogical functioning, constrained by a school form difficult to question, we will propose a way to question this rigid school organization by using cultural and artistic mediation. We will report on an artistic project whose methodology consisted in leaving the school and moving around the city, to be able to question the pedagogical organization of classes. This project took place in a college and several primary schools.

J.07. Spaces for education, Places of knowledge: the spatial architecture of the educational process, between agency and organizational constraints

"Movement in Between" as a Gender-inclusive Movement Program in Everyday School Life

Carla Schwaderer (TU Wien, Austria)

school architecture, gender-inclusive planning, space for movement, movement in between

Body and movement are essential aspects for children and young people to find their identity. As people position themselves in space with their bodies and how they deal with their own bodies is crucial for their personal experience and appropriation of space (Löw, 2013). While the gender ratio in terms of enjoyment of physical activity is still balanced at primary school age, it changes from the onset of puberty: children whose body perception is associated with more shame mention at first reaction that they enjoy exercise and sport at school less – this mainly affects girls and TIN* people (trans, inter- and non-binary). This aspect should be viewed from an intersectional perspective, according to which several discrimination mechanisms (such as gender, social origin, ethnic origin, religion, physical and/or mental disability, language, etc.) of a person work together (Crenshaw, 1989).

Physical activity in everyday school life mainly takes place as part of PE lessons and is usually based on the principle of competition, in which personal performance is assessed annually with school grades. Some children can lose the joy of exercise in the process. Yet this is incredibly important for their mental and physical health, especially when pupils spend almost the entire day in the school building as part of all-day schooling, as well as for their cognitive performance, which is expected of them in class (Ostermann, 2009).

35 pupils of compulsory school age were asked about their exercise preferences, among other things, as part of 18 group interviews. Their interview transcripts were analyzed using Mayring's summarizing qualitative content analysis (Mayring, 2012). The results of the interviews made it clear that girls definitely have a need for more movement, but that they often lack the opportunities to do so. As desirable movement units during the breaks, they mentioned small-scale play opportunities such as hula hoop, ball and jumping games, but also space-consuming games such as tag, hide and seek, etc., for which there is often a lack of space in the current situation.

One approach that addresses this need is the Danish concept of "Movement in Between", which focuses on informal and unjudged movement in breaks. Activating elements in the classroom offer pupils in different settings the opportunity to move in a non-competitive and playful way (Friis & Moltke n.d.). Ideas from gender-specific design of open spaces (Studer 2002, ÖISS, 2004) are adapted for the school building. Movement in Between is also an easy concept to implement for existing schools, as it does not require a lot of space and the non-combustible play elements can also be used in corridor zones.

In this way, children can approach and develop movement and body awareness in accordance with their respective nature and their physical and psychological development, they can test out the movement possibilities unobserved, at their own pace and without judgment, and develop the self-confidence necessary for the active appropriation of space based on these experiences.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

The Upturned School: an Interdisciplinary Educational Co-design Experience for 'Educating Furnishings' and Unconventional Learning Environments

Marina Block (University of Naples "Federico II", Italy) · Antonella Falotico (University of Naples "Federico II", Italy)

co-design experience, interdisciplinary approach, learning environment, pedagogical models

This contribution aims to explore the pioneering vision of the 'upturned school' as an innovative educational paradigm for the learning of children and young teens.

This vision is rooted in anti-authoritarianism, individual freedom, and participation, in a perspective, still relevant today, that invites us to rethink the school as a contemporary environment, freed from ministerial rigidity and capable of reflecting the evolution of educational needs (De Carlo, 1968). Aware that the education of children can shape a future society that is more or less free and creative (Munari, 1977), and that this formation can take place through that "very serious business useful for understanding the world" that is play (Mari, 2011), the upturned school promotes an unconventional learning environment. This environment is designed so that young people can innovate and transform thinking into reality. Inspired by the ideas of 'prepared environment' (Montessori, 1931) and environment as a 'third teacher' (Malaguzzi, 2010), it is rooted in a fundamental question: if teaching aims to train and teach how to think, how to live in today's world, «how can school train people, if it does not pose the question of bringing young people closer to the very concept of happiness?» (Santoianni, 2016).

In this complex framework of positions, questions, and expectations, a didactic workshop experimentation was launched involving students and teachers of the CdL in Community Design of the 'Federico II' University of Naples, joined by lecturers from the Humanities Department, in the development of a co-design process with the 'Europa Unita' State Comprehensive Institute in the Salicelle district of Afragola (NA). The interdisciplinary approach supports an operational methodology where the pedagogical design of learning environments coexists with the architectural design of spaces, furniture, and educational objects. The latter were co-designed starting from the needs and desires of the school community and based on pedagogical criteria that revolve around certain keywords relating to the current experimental models of education, which promote the idea of interaction, flexibility, and open to the world of the implicit.

The design outcomes – presented in November 2023 as part of the 3rd edition of the "Afragola Film Festival of Architecture and Design – Beyond the Vision" – are proposed as evolving answers, versatile containers for nurturing thought, "elastic" containers that expand the spatial dimension, opening the school to places, territories, the world, cultures. These environments are conceived as labs where nature and artifacts mix and coexist dynamically, where the interior is an intimate space that becomes plural as it opens up relationships. Within this framework, the construction of a more inclusive, sustainable educational future inspired by children's creativity takes a bold step forward and welcomes «the non-conformist utopia, which gives backspace to the pleasure of life» (Vittoria, 1987). In this way, children and young people, as social innovators, become the protagonists of peer experimentation, capable of challenging the adult world, and can play the role of 'pattern destroyers' and activators of visionary 'models' of a desirable future.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Interspecies Educational Environment: a Participatory Action Research to Promote a Fair Space for Education.

Giusi Boaretto (Free University of Bolzano-Bozen, Italy; University of Applied Sciences and Arts of Southern Switzerland)

interspecies educational environments, participatory action research, plants and humans relationship, interdisciplinary and trandisciplinary approach

In 1997, David Orr in his article Architecture as Pedagogy argued that "The curriculum embedded in any building instructs as fully and powerfully as any course taught in it" (p.212). Decades of research on learning environments have shown how the architecture of the classroom and, generally, of educational institutions speaks of the pedagogies that shaped and inhabit it, as a representation of the communities that move within it (Giardiello, 2009; Di Palma & Sigillo, 2020). Space is, therefore, a powerful pedagogical device (Weyland & Falanga, 2022), which must be placed at the center of educational inquiry. The advancement of reflection on the assumption that schools and universities are not learning environments but educational environments is therefore not a coincidence (Biesta, 2022). Indeed, if learning takes place everywhere and in every environment in which we are socialized, educational institutions need to develop an awareness that it is within their environments that well-being and a sense of belonging to the community (Hughes, 2019), learning (Barrett, 2019) is promoted and that certain values, behaviors, competencies are educated.

To design an educational environment capable of being flexible (multifunctional and versatile, for hosting different types of educational activities in several thematic areas, even specific ones), beautiful (because an aesthetically attractive place fosters the cultural growth of those who use it), but also innovative (acting with the aim of improvement, able to be personalized and adapted to the student body to foster imagination and creativity), a study was conducted involving several members of the community at a Faculty of Education in Switzerland.

This article presents the results of a participatory action research (PAR) aimed at creating an accessible, shared, and inclusive educational place: an interspecies educational environment.The transdisciplinary research involved the university community of the Department of Teaching and Learning – University of Teacher Education of the Swiss University of Applied Sciences and Arts- i.e. students, lecturers, librarians, administrative staff, apprentices – and the local community – the Professional Centre for the Green World.

The emerging community of practice had and still has the purpose of creating an educational context in which to be at ease, live active experiences, and experiment a new interdisciplinary didactics in which the plant world is the educating subject that supports the development of GreenComp (Bianchi, Pisiotis, Cabrera, 2022).The process of domestication of educational spaces through greenery is built on the recognised role of participation in promoting attachment to the place and rootedness to the spaces which, through the actions of modelling and personalising them, become safe places, perceived as beautiful and designed ad hoc starting from the learning/teaching/working styles of those who live those spaces.

The educational environment set up in a participatory manner has thus been constituted, on the one hand, as a 'gymnasium' for didactic innovation oriented towards experimenting with new interdisciplinary teaching practices and, on the other, as a research area in which to gather scientific evidence relating to the presence of plants in the process of domestication of educational spaces (Weyland & Boaretto, 2023).

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Inside-out Schools

Massimo Faiferri (Università di Cagliari, Italy) · Samanta Bartocci (Università di Sassari, Italy) · Lino Cabras (Università di Sassari, Italy) · Laura Pujia (Università di Sassari, Italy) · Fabrizio Pusceddu (Università di Cagliari, Italy) · Lara Marras (Università di Sassari, Italy)

school, boundary, public space, knowledge square, educational environment

The attempt to undermine the narrow perspective often associated with the school space, which is conventionally structured by the repetition of independent units and static environments, reverberates in strengthening relationships between different components; between the act of teaching and its space, between the building and its surroundings, between inside and outside, between formal and informal activities. In this spirit, learning spaces acquire a distinct urban connotation, and the above traditional categories are redesigned as new forms of articulation, appropriation and inhabitation of public space as a new square of knowledge.

“Thinking of the school as a pluriverse, which includes multiple subsystems interacting with each other and multiple groups of subjects, who find themselves communicating to carry out the primary task for which the school exists as an institution, immediately means entering into a complex perspective.” (M.G. Riva, 2015)

Such a complexity can only manifest itself in different ways, site by site, territory by territory, making education a unique and personal experience inextricably connected with the place in which it is practiced. In doing this, it become necessary to replace the standardization of teaching-learning principles with an experiential consciousness inherent in the mechanisms that regulate our cognitive and perceptive system, both in children and adults.

Starting from the experiences and inputs that emerged from the ILS Innovative Learning Spaces editions, it is clear that learning spaces act as relationship instigators on multiple scales and various contexts.

The purpose of this contribution is to explore the results of the ILS 2023 “inside-out schools” that intended to open an interdisciplinary debate on the school of the future, and the future of schools, by bridging the distance that still exists between the space of the school and the outside world, that is, the urban environment in which our daily lives take place. The most radical and rapid changes of the contemporary times are also part of this world, that is social condition and democratic educational environment.

Following a transversal and interdisciplinary approach, students have challenged to rethink education from the of teaching-learning dynamics and processes to the fundamental role played by the space designed for this purpose.

ILS Innovative Learning Spaces “inside-out schools” was the 6th edition of the Scientific School organized by the Department of Civil-Environmental Engineering and Architecture of the University of Cagliari together with the Department of Architecture, Design and Urban Planning of the University of Sassari, the national network PRIN ProSE – Prototypes of Schools to be lived (IUAV, UNICA, Polimi, UNIVPM, Uni Campania, INDIRE), with the support of Regione Sardegna and Fondazione di Sardegna.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Re-designing Schoolyards through Photovoice. A Participatory Experience with Preschoolers

Monica Guerra (University of Milano-Bicocca, Italy) · Letizia Luini (University of Milano-Bicocca, Italy)

participation, co-designers, photovoice, schoolyard, early childhood

The International Convention on the Rights of the Child (1989) emphasizes the importance of listening to children's perspectives and including them in decision-making processes. Also, Agenda 2030 declares the need to develop democratic practices that enable children to be involved in community decisions: this progressive focus on participation led to research processes with children to promote social change.

Relating to the design of children's play contexts in the 3-6 age, the international literature highlights that the most interesting affordances for children are those discovered and experimented according to free child's initiatives. In light of this, there is a lack of understanding regarding children's preferences in how to use and explore outdoor contexts, in fact some play environments reflect adult ideals and are different from children's desires (Moore, 2015). So, it emerges the need to explore the youngest point of view, starting from an involvement in design processes of their outdoor contexts (Muñoz, 2009), and encouraging the spread of spaces and experiences that they can fully appreciate and exploit. In this sense, children are conceived as playful designers with agency (Kangas et al. 2014), experts in their play and competent affordances creators, capable of making contribution in the space design, increasing the fit between their needs (Sivertsen, Moe, 2021) and the physical/socio-cultural context.

In light of these premises, the contribution intends to reflect on preschoolers' involvement in participatory design and transformation of schoolyards through photovoice methodology (Wang, Burris, 1997): it is a participatory action-research methodology that allows documenting contexts, discussed within dialogic processes in order to promote awareness, empowerment and transformation (Luini, Guerra, 2023).

The research involved two kindergartens groups in the municipality of Milan that implemented the methodological protocol to document through self-produced photographs and group discussions their schoolyard, in order to tell what they feel they can do, cannot do, want to do, do not want to do (Waters, 2017), and to transform it according to their needs and expectations.

The collected data, made by photographs, captions, transcripts of conversations and group discussions, analyzed through a thematic analysis (Braun, Clarke, 2022), shed light on affordances that can actually be experienced, and those appealing but constrained by physical and socio-cultural limitations. Data makes clear, through snapshots and dialogical exchanges, how children actually use and imagine their yard, in order to respond to their play desires and exploratory expectations: these suggestions represent the starting point for a collective schoolyard redesign, in accordance with reported conditions and the transformative proposals suggested by children.

In conclusion, photovoice turned out to be a participatory, dialogical and transformative tool, capable of allowing children to describe strengths and weaknesses of their schoolyard from transformative point of view: the possibility of making photographic documentation, then discussed with peers and educators, can represent a participatory experience capable of allowing them to take an active role in redesigning processes, proving to be at the same time an interesting tool for adults to observe the outdoor affordances from children's perspectives.

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BiB-Lab: Setting Up Educational Space Innovations

Karin Harather (Technische Universität Wien, Austria)

learning environments, co-creation, test settings, participation, art based research

The BiB-Lab / Innovation Lab for Educational Spaces in Motion is run by a multidisciplinary research team from the Faculty of Architecture and Planning at the Technische Universität Wien and headed by Karin Harather.

BiB-Lab is funded by the Innovation Foundation for Education and carried out by the Austrian Research Promotion Agency as part of the "Innovation Laboratories for Education" programme.

New models of creative thinking, action and design spaces are being developed in Vienna's largest municipal housing estate, the Per-Albin-Hansson-Siedlung, to complement the range of existing (educational) structures. With the mobile BUS-LAB, the SCHULRAUM-LAB (in partner schools nearby) and the GRÄTZL-LAB (interim use of former business premises in a small shopping centre), there are three different types of laboratory. Different test settings for accessible, shared and fair educational spaces are developed in a creative participatory manner and tested as part of innovation projects.

The significance of spaces and environments in school and informal educational processes is focussed and researched using aesthetic-artistic methods and tools (Harather 2021). To sensitise learners and teachers to the spaces physically surrounding them is an important first step. Stimulating playful methods must be developed and used to create awareness of existing (spatial) qualities and potential, but also of deficits.

BiB-Lab makes it possible to integrate university teaching and research in a very practical way in order to create different school and extracurricular laboratory situations in which innovative collaborative spatial appropriation and spatial design processes can be initiated and tested. University teachers and students work together with children, young people and their teachers to identify (spatial) needs, develop temporary, cost-effective test settings and develop further design measures based on the experiences of use and the feedback from the school community.

On the one hand, the low-threshold, playful and yet analytical approach is used to explore the existing spatial conditions (e.g. schools have too little space, are not equipped for afternoon supervision, are not feel-good spaces). On the other hand, (spatial) strategies against the various disadvantages to which the children and young people living here are exposed are tested (e.g. strategies for appropriating space, shared use of space, co-creation, acting as equals, learning with and from each other). BiB Lab's aim is to change mindsets, to raise awareness and rethink processes, to question routines and values, and to recognise the right to grow up in a democratic and fair space for education (Harather et. al. 2023).

As Anne Bamford has analysed, the arts promote holistic thinking as well as the free flow and creative merging of ideas – and these are important prerequisites for future developments and innovations. Seen in this light, the arts in education are a fundamental means of equipping (young) people with the social and intellectual skills they need for the unpredictable future (Bamford 2010).

So the setting-up and expansion of the BiB-laboratories is very consciously designed as an open artistic-experimental process and the co-creative development of innovative educational space designs is intended to have a lasting learning effect.

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From Muddy Path to Existential Meaning: A Student Competition Reimagines Space and Self

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philosophy, pedagogy, spatial planning, participation

Imagine a muddy road, its once promising trajectory now marred by neglect. This seemingly mundane sight, nestled beside the bustling Faculty of Architecture in Prague, becomes the unexpected catalyst for a unique student competition. The competition, conceived by the author, transcends the boundaries of mere problem-solving, weaving together the seemingly disparate threads of existentialism, Moroccan pedagogy, and the yearning for belonging within a built environment. It let students to not only think about big concepts as participatory democracy, but experience it as well.

At its core, the competition delves into the profound questions posed by existentialism. It asks students to confront the absurdity of the human condition, the inherent meaninglessness of our existence, and the responsibility we hold in shaping our own reality. But it doesn't leave them adrift in this philosophical quagmire. Instead, it offers a practical path forward, urging them to find meaning through action.

This is where the muddy road steps in, transformed from a neglected passage into a potent symbol of existential angst. The competition challenges students to reimagine this space, not just as a physical pathway, but as a microcosm of their own existential journey. They are tasked with understanding the needs and desires of the users – their fellow students – and designing a space that fosters a sense of belonging, purpose, and engagement.

But how does Moroccan pedagogy enter this equation? Drawing inspiration from the unique educational approach practiced in Moroccan universities, the competition emphasizes experiential learning. Students aren't simply presented with a problem to solve; they are actively involved in the process of defining it, understanding its complexities, and proposing solutions. They engage in workshops, discussions, and site visits, immersing themselves in the lived experiences of those who navigate the muddy road daily.

This participatory approach fosters a sense of ownership and responsibility among the students. They are no longer passive observers, but active agents of change. Their voices are heard, their ideas are valued, and they are empowered to shape the space that will impact their lives and the lives of their peers.

But the impact extends far beyond the redesigned space itself. The competition becomes a transformative experience for the students involved. By grappling with complex philosophical concepts and translating them into tangible action, they gain a deeper understanding of themselves and their place in the world. They experience the power of collective action and the profound satisfaction of creating something meaningful.

The "blessing feeling of being a part of something" becomes a potent reality. The students are no longer simply traversing a muddy road; they are co-creators, shaping not just the physical environment, but also their own sense of belonging and purpose. This, in essence, is the true essence of the competition: a journey from existential angst to empowered action, from muddy paths to meaningful spaces, and ultimately, from individual isolation to a shared sense of community.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Reconstructing the Campus of the National Somali University of Mogadishu: the Vision for a Park of Knowledge

Laura Montedoro (Politecnico di Milano, Italy) · Alessandro Frigerio (Politecnico di Milano, Italy)

somalia, international cooperation, university campus, access to education, climate change

Mogadishu, the capital of Somalia, is a city shaped by conflicts and climate change, struggling to rebuild the conditions for safety and livability (UN-Habitat, 2019; Abulkadir, 2020). The paper presents the case study of a project for the regeneration of the main university campus of the city as an occasion to research about the evolving concept of contemporary universities' compounds (Taylor, 2016) and their contextualized role in envisioning a better urban future in a social justice perspective.

The Gahayr Campus of the Somali National University was among the public facilities foreseen in the 1970s urban development plan and the result of the cooperation between Italian and Somalian technicians. The original spatial layout was developed at the Faculty of Architecture in Rome by Ludovico Quaroni and Salvatore Dierna in 1976 as part of an intense research activity about university campuses and urban design tools (Terranova, 1985; Puglielli, 1996). The structure remained in operation until the outbreak of civil war in 1991 and for the following two decades, it has then been used for military operations and highly damaged by the persistent state of urban guerrilla (Sheppard, 2017). Since 2020, the project "Infrastructural and Strategic Strengthening of the Somali National University Reconstruction of the Gahayr Campus", financed by the Italian Agency for Development Cooperation and coordinated by Politecnico di Milano, has been dealing with the restoration of the remaining campus buildings and the development of a new masterplan that will guide the reconstruction and expansion of the entire premises.

The design strategy moves from the study of the history of the campus and of its current conditions, with the aim of strengthening its identity by triggering a process of regeneration and reappropriation, resulting in a contemporary pleasant, inclusive, safe, and accessible environment for learning and socializing. The new campus is imagined as a forested park of knowledge, where testing sustainable urban and architectural solutions to improve living, teaching, and learning conditions while facing the effects of socio-economic unpredictability and climate change. The vision of the campus as a park interprets the metaphoric concept of 'growing the future', imagining the rebirth of the Gahayr Campus, as a garden that has suffered hard times, but that is ready to reborn, full of new plants, new seeds that germinate, a campus full of students moving the first steps of a new personal and collective life under the trees' shadow. The campus itself, it's a seed for Mogadishu's rebirth.

The strategy articulates the vision in a clear structure, building on the original Quaroni's meta-design approach to allow a contextually appropriate and progressive design development and construction. The case study allows to discuss the role of contemporary education facilities as common goods and common grounds in fragile contexts, investigating how urban and landscape design could integrate and combine justice and beauty (Mass, 2019) in strengthening the present and future civil society.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Educational Equity In Pedagogical Architecture: The Study Hall As The Key To Equal Opportunities

Petra Regina Moog (Sophia::Academy, Germany)

educational justice, pedagogical architecture, study halls, participation

Educational justice stands as a paramount concern in the European Union's democratic societies (1). Schools situated in socially disadvantaged areas hold untapped spatial potentials that strategic interventions can activate. The architecture of school buildings transcends mere material and construction considerations, evolving into a robust research field that extends beyond construction alone, offering a pathway to foster justice within the education system.

Inclusive pedagogical architecture, when infused with participatory, neuro-didactic, and architectural sociology-based interventions, serves as a catalyst for positive change. Amid the pandemic, 16 hotspot schools in the Ruhr area, a heavily urbanized industrial region in western Germany, became real laboratories, implementing study halls of diverse designs for all types of schools.

In this paper the analysed case studies providing insights into the significance of pedarchitecture (2), showcasing the impact of study halls by teacher and learners participation (3) therefore leading to the following conclusions to be discussed:

Accessibility and Orientation for Inclusion: School space design significantly shapes the learning environment. Inclusive pedarchitecture, featuring wide corridors, barrier-free access, and elevators, goes beyond convenience; it becomes a fundamental prerequisite for equal opportunities, signaling that everyone has the right to education, regardless of physical or linguistic limitations (4).

Flexibility for Individual Learning Styles: Pedagogical architecture supports different learning styles: Flexible classrooms consist of flexible and different furniture for e.g. for large, small or overweight students. They are acoustically well adapted for individual and group work, lectures and discussions – an essential prerequisite for learning the surrounding national language.

Community Spaces as Social Hubs: Beyond being physical spaces, auditoriums, libraries, and playgrounds serve as places for encounter, exchange, and social learning. Successful pedagogical architecture consciously creates and fosters these spaces, promoting social interaction and cohesion.

Sustainability as an Educational Mission: Schools, as role models, shape students' awareness of sustainable practices through choices in building materials, energy efficiency, and renewable energy use. Sustainable pedagogical architecture not only imparts knowledge about environmental and climate protection but also embodies these principles.

Aesthetics, Appreciation and Co-Creation: Aesthetically pleasing school buildings co-created in participatory processes signal appreciation to learners and staff, positively impacting learning motivation. This has a positive effect on the learning motivation. Therefore, schools should not only prioritize functionality but also incorporate thoughtful design elements decided by the pupils.

Study Halls as In-School Learning Spaces: More than physical spaces, study halls embody a concept allowing students to learn according to their needs, regardless of their personal life situation. Particularly crucial during the pandemic, study halls provide a protected space for undisturbed learning, accommodating various situations where students may lack optimal conditions at home. Some share small apartments with many family members, have no own or quiet space to learn or no technical equipment. Study halls become places of equal opportunity.

Recognizing this potential, pedagogical architecture becomes a transformative force for educational justice when synergized with pedagogy, architecture, authorities, and policies. It shapes schools into inclusive spaces, ensuring that every child and youth has equal opportunities in their educational journey, transcending barriers related to background, gender, or abilities.

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Eco-Inclusive Play Spaces for Children: Reflections on Institutionalized and Non-Institutionalized Environments in Cantabria and Catania

Roberta Piazza (University of Catania, Italy) · Giusy Pappalardo (University of Catania, Italy)

eco-dependency, interdependency, inclusion, urban planning, pedagogical spaces

This article presents the outcomes of a research project involving pre-service teachers from the University of Cantabria (Spain), kindergarten educators, students, and urban planners from the University of Catania (Italy). The investigation focused on institutionalized play spaces (school playgrounds) and non-institutionalized spaces (urban parks). The objective was to analyze the extent to which spaces designed for childhood recreation and free play adhere to the principles of eco-dependency, interdependency, and inclusion, which were proposed as key analytical axes.

Conducted jointly by teams from the University of Cantabria and the University of Catania, this research benefited from the collaborative framework provided by the European University for Customised Education (EUNICE). Aligned with the geography of childhood studies, the research explored how children experience, interpret, and (re)shape the spaces they inhabit. At the same time, this work connects with the field of urban studies that investigates the most appropriate principles to pursue the quality of public spaces for children (Derr & Tarantini, 2016).

Scholars (Francis & Lorenzo, 2006) have highlighted the limited connection between urban playgrounds and children's needs, often characterized by standardized designs that prioritize adult preferences over child-friendly features These spaces, enclosed and protected from traffic, may not fully address children's diverse interests and capacities, potentially catering more to adult caregivers than to the children themselves.

The research underscores the decline in children's outdoor time due to speculative urban planning prioritizing economic profitability and private transportation. Consequently, child-friendly outdoor spaces have been marginalized, leading to an increased reliance on indoor spaces linked to consumerism and technology-based recreation.

Examining playgrounds reveals their significance in children's daily lives. School playgrounds emerge as versatile spaces accommodating diverse interests and abilities, offering opportunities for free play and diminished adult authority. However, challenges arise from the underutilization of playgrounds as pedagogical spaces.

From a methodological standpoint, this research adopts an eco-social perspective (Hirvilammi et al., 2023) to analyze children's play spaces in Santander, Cantabria (Spain), and Catania (Italy). Pre-service teachers assess these spaces through self-produced images to determine their alignment with childhood play, interaction, and connection with the natural environment. This led to identify elements shaping the eco-social quality of these recreational spaces and evaluate various spaces accordingly. Students' active involvement in producing and analyzing images fosters proposals for improvement, enhancing their capacity to design play spaces in line with eco-social principles.

J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design

Designing Inclusive Outdoor Spaces: An Advanced University Training Course

Michela Schenetti (University of Bologna, Italy) · Francesca Thiebat (Politecnico Torino, Italy) · Anna Costa (University of Bologna, Italy)

learning outdoor environment, green area design, innovation, weelbeing, interdisciplinary approach

Outdoor education has been a recurring theme in educational and school services in Italy over the last fifteen years. This is demonstrated by the considerable increase in scientific publications on the subject and the renewed interest of practitioners, which have led to the organisation of numerous conferences and seminars; the demands for initial training, which have led to the creation of specific university specialisation courses, and those for in-service training, which have involved numerous educational services throughout the country. The recognition of outdoor education within the recent Pedagogical Guidelines for the 'zero-six' integrated system (Ministerial Decree 22 November 2021, no. 334) and the Guidelines for crèches (Ministerial Decree 24 February 2022, no. 43), promoted by the National Commission for the Education and Training System (MIUR), has made the need for training even more pressing (Schenetti, Petrucci, 2023).

The environment provides learning opportunities in a rich and meaningful context and represents, together with teachers and peers, the third educator (Weyland, Galletti, 2018; Tosi, 2019); it allows access to less structured contexts and exposes children to learning opportunities that support their early development (Antonietti et all, 2022).

We know how important it is for educators and teachers to 'lay a solid intellectual, psychological, emotional, social and physical foundation for development and lifelong learning' (Samuelsson and Kaga, 2008, p. 12) by utilising all the opportunities available to them, yet international research highlights that outdoor spaces are still underutilised (Ernst and Tornabene, 2022). Intentional and conscious outdoor education requires rethinking spaces, environments, materials, but also time and relationships, offering the opportunity to make well-being and quality of life central to the aims of educational services, starting with the youngest children. For this reason, a University Advanced Training Course 'Designing Inclusive Outdoor Spaces', co-financed by ARPAE, the Emilia Romagna Region and the Municipality of Bologna, was set up in 2023 to support the training of professional figures capable of co-designing green spaces by focusing on the theme of inclusion and the rights of children and adolescents. Among the lecturers: pedagogues, psychologists, ecologists, architects, landscape architects, institutions, associations dedicated to the design of green spaces will address the topic from their own point of view with the aim of creating a framework and a common language around the planning and care of outdoor spaces, from school gardens to urban parks. The course between participative lessons and workshops welcomed 46 professionals, among which, environmental educators, pedagogical coordinators, green technicians from municipal administrations, urban planners. At each session they were involved in Thinking Routines (Ritchhart, Perkins, 2008), designed to make the thought and point of view of each one visible and shareable and to keep heuristic track of the evolution of different professional thoughts. The contribution intends to give space to those Project Works that have been able to find opportunities for realisation through interdisciplinary approaches and participatory planning with the common objective of generating fairer and more democratic educational spaces.

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The Role of Building Culture Mediation in Achieving Social Justice in School Space Design Issues – Relevance, Methods, Examples

Katharina Tielsch (Vienna University of Technology, Austria)

mediation of building-culture, education, participation, school-space-design

Life is better and more satisfying when we begin to understand the built environment that surrounds us architecturally (1).

Relevance ... from the school's point of view As an educational institution, school is an organization, an institution and a learning environment. As such, it is a place whose central pedagogical task is to promote children in a legally secure space on an equal footing so that they can develop the ability to lead an enlightened, responsible and self-determined individual life (2). Appropriate premises must be made available for the corresponding locations of the didactic measures for imparting knowledge and skills that best meet the requirements of everyday school life and the needs of the various user groups.

The majority of pupils in Vienna attend schools that were built in the 19th century during the industrial revolution and whose floor plans already convey the order and discipline required for life in an industrial society (4) or attend existing schoolbuildings, which were constructed lateron. In particular, these existing schools need to be redesigned or rebuilt to meet today's social requirements and the pedagogical demands on knowledge transfer.

As children and young people spend a significant part of their time in school buildings and the demands on schools are expanding from teaching and learning spaces to living spaces, it is obvious to start participation processes for the redesign of existing school buildings. In addition to pupils, teachers, management and other school staff (such as the "school caretaker") should also be involved. These users can be regarded as experts on the school buildings.

Relevance ... from the perspective of architecture Building culture education is cultural education that, with different focal points and in various formats with partly artistic means and methods and always based on the STEM subjects, also brings about environmental education, sustainability education, political education and democratic skills. The aim of early education in building culture is to provide young people with the competence to assess high-quality architecture and design and thus contribute to increasing the social value of our designed living space. (4)

Participation In order to enable project-oriented participation processes for children and young people, they must be motivated, enabled and empowered. In addition to targeted thematic information (in relation to design issues concerning the living environment), it is important to clarify how and in what way participation can take place. The brainstorming and creative processes require support and guidance and, last but not least, the visible results are essential for the children and young people (5).

Implementation In various course formats ("Learning in educational institutions – architectural mediation/architectural research (3 ECTS) and design programs (10 ECTS), architecture students at TU Wien have developed different mediation formats on the topic of learning, teaching and living space since 2017 and have conducted them with classes in different schools (elementary school, middle schools and high schools). A selection of interesting mediation programs and the results achieved will be presented. The question of social justice is explored on the basis of the examples.

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Bringing Schools Among Plants: A Case Study From The Botanical Garden Of Florence

Giulia Torta (Università degli Studi di Firenze, Italy)

botanical garden, plants, museums, schools, wellbeing

According to the definition given by the Botanic Gardens Conservation International (1), a botanical garden is an institution open to the public that preserve well-documented collections of living plants for conservation, research, recreational and educational purposes. Botanical gardens in the XXI century are places where, unlike classrooms or labs, scientific research, wellbeing, beauty and education can coexist, working in synergy. They are a unicum in the cultural landscape, where often each form of knowledge stands alone and does not communicate with the others. Established mostly on cities' boundaries, the oldest botanical gardens have gone through urbanisation processes that, if in one hand limits their expansion and complicates their management, in the other hand allow citizens to experience plants, nature and open spaces in a context that is both instructive and enjoyable. For this reason, botanical gardens occupy an absolutely privileged position in the field of education, both in terms of research potential and relations with the public: they are spread mostly all over the country, they are a bridge between academia and schools of all levels, people enter them willingly, with the precious opportunity to relieve themselves of everyday troubles and with a state of mind that could be more suitable for learning. They are, or at least should be, strongly connected to their communities and territories, as is required to any cultural institution. In other words, they can represent both physical and cultural connections between society and plants. For ancient botanical gardens such as the one of Florence, it is essential to find a key to be relevant in today's world, not only as a tourist site, a symbol of a glorious history, but as a living and vital institution, open to the society's needs. To answer these questions, there is no recipe that applies to all cultural and organisational contexts: in Florence, the present (but also the future) of the Botanical Garden can be represented by a constant dialogue with its audiences, especially the school groups.

The contribution therefore examines the activities dedicated to different school groups, from kindergartens to secondary schools, during the school years 2022/2023 and 2023/2024. What comes up is a complex ecosystem, created by many different events and paths, all aimed at reinforcing the identity of the Botanic Garden as an educative place, in which the generated by the contact with plants and green spaces fosters healthy relationships and the development of global skills. In this case study, plants do not enter the pedagogical context (2), but is that context entering the vegetable space. What ensues is always a new relationship with plants, both outdoors and indoor in the greenhouses. And it is from this relationship that a new awareness of the indissoluble bond that binds human beings to plants can arise.

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Fostering Interconnectedness Between Children And Nature: From Auto-ethnography To 'Feeling As A Tree'

Seçil Uğur Yavuz (Free University of Bozen-Bolzano) · Michaela Honauer (University of Twente, EEMCS / HMI) · Kristi Kuusk (Estonian Academy of Arts, Design) · Andrea Righetto (Independent Researcher) · Beate Weyland (Free University of Bozen-Bolzano)

human-nature, play-kit, diary studies, design process

Children are growing up within an environmental crisis that is a result of the Anthropocene – the epoch where human's impact has been causing irreversible damage on earth. Education is one of the important pillars of coping with this crisis to create awareness and foster "response-ability"1 in children. Winograd2 ddefines children and young people as "agents of change" that can take actions towards environmental care and therefore understand human-nature entanglements through nature-focused educational activities. Children can learn "the arts of living on a damaged planet"3 and reconnect with nature through gathering embodied and experiential knowledge about their interconnectedness through play. This paper addresses the outcomes of a one-year design project that can be used in educational settings with children to enhance human-nature relationship. The Treesense project's initial idea was creating a play-kit to bring the sensation of being a tree as an embodied experience to children to empathize with nature. Within the project, the 'tree' serves as a metaphor symbolizing nature, functioning as an archetype to familiarize children with the concept of the natural world. The design process embraces co-design workshops with children and adults, and involves diary studies done with university students (EdenLab,unibz) in order to get a thick understanding of what a tree might feel. This paper delves into the design process of the Treesense project, highlighting the two outcomes (diary-on-board and play-kit prototype). The first one is a diary-on-board designed as an educational tool to observe and make sense of human-nature relationship through an auto-ethnography. While the diary logging takes a more personal and reflective approach, the play-kit prototype emphasizes an embodied experience achieved through a collective, bodily play activity. The prototype was created with a round carpet as a base, wearable textile probes that can be paired with bluetooth electronic modules and interaction cards giving indications of play possibilities. The carpet is a centerpiece on which a child acts as a tree with the playful support of other children around the carpet, engaging through interaction cards and probes. During the project, we collaborated with Education Faculty students who could be the potential facilitators of such tools in the future. After having logged their diaries, the students played with the first mock-up of the play-kit in order to bring their personal reflections from the diary studies to a collective embodied play experience. Thereby, the diaries functioned as a preparation stage for pretend play and helped the students engage with nature through a first-person perspective. This paper sheds light into these two formats that follow four stages of engaging with trees: observing, changing perspective, sensing and feeling as a tree. While diaries give space for reflection over time, the play-kit provides a more spontaneous experience in which the body becomes the main medium. The paper reflects on how new ways of engaging with nature for children can emerge through collaborations between design and education. In the intersection of disciplines, design manifests abstract concepts with creative methods, while education delineates the parameters and confines of these ideas.

STREAM K.
Young People in/and Education

K.02. Becoming adult. Higher education impact practices to ensure an equitable and quality transition

Self-efficacy In The Internship Environment For Educators And Pedagogists: Some Reflections

Roberta Bertoli (Università di Parma, Italy)

internship, self-efficacy, educator, pedagogist, professional identity

Among the transition processes that characterize human life, the shift from university to the work environment is marked as one of the most important. In a period of life defined as emerging adulthood, defined by uncertainty as well as an opportunity for the exploration of identity and the attainment of goals that allow for social recognition (Biasin, 2019; Wood et al., 2018), university students find themselves making important decisions related to personal and professional life plans.

The opportunity of curricular internship for the initial training of future educators and pedagogues gives individuals the exceptional chance to experience and mold themselves as future professionals. As a strategic bridging device between theory and practice, pivotal for the development of competences and skills and essential for the orientation and development of professional identity, the internship assumes a central role in training pathways (Bowen, 2018).

It is for these reasons that in Europe, the internship is considered a strategic tool for the placement of young adults, as well as for the promotion of soft skills that underpin the employability of individuals entering the world of work (Council of the European Union, 2021; Assemblea Generale delle Nazioni Unite, 2015; Santoro, 2015).

In the process of constructing professional identity, understood as a multidimensional construct involving the individual and the context in which one is embedded, the progressive awareness of one's potential and the personal commitment to promoting development in view of a life project are fundamental elements (Pellerey, 2021).

In this paper we intend to bring out several observations related to the process of professional identity construction in the internship context, as well as to consider the construct of self-efficacy in relation to students' expected competences of the degree courses. Within the framework of a broader mixed method research project (Trinchero & Robasto, 2019), a portion of the data analysis on the proposition of a self-efficacy scale in relation to the internship experience will be introduced.

Through a longitudinal quantitative study proposed to final-year students of the two degree courses in pedagogy it is intended to investigate how the students' perceptions of their own efficacy evolve during the internship. Thus, considering self-efficacy as the conviction that individuals can deal with social or professional situations depending on how they feel about completing the task (Bandura, 2000), the aim of the study is to understand how this perception varies from direct experience.

In addition, it gives prominence to their perception of the importance attached to the competences identified through the learning outcomes of the degree courses, thus contributing to the identification and reflection on latent educational needs. The study is realized in three waves through the administration of a questionnaire comprising three sections (self-efficacy, importance attached and professional identity).

The comparison with everyday educational practices within different kind of services allows students to recognize the competences, skills and knowledge needed to operate within them; therefore, the concept of identity evolves because of personal and social experiences, depending on environmental and interpersonal conditioning that influences its development.

K.02. Becoming adult. Higher education impact practices to ensure an equitable and quality transition

Employability Of Young People In Iefp And Ifts Training Courses

Andrea Carlini (INAPP, Italy) · Claudia Spigola (INAPP, Italy)

labor market, educational and vocational training systems, learning outcomes

Italian labor market has often shown a certain rigidity about inclusion of young people, difficulties in accessing which are often characterized by precariousness and contractual fragility. Youth employment and the skills necessary to reduce the mismatch between job supply and demand represents a priority for the Italian political agenda, also in relation to the investments included in the National Recovery and Resilience Plan. The function of professionalizing training systems takes on a central role providing that these training systems will be able to respond to the need for skills, with a high technological content, expressed by the production systems.

To understand how these training systems are able to meet the demand for professionalism in the territories, it is essential to lead some actions: monitoring the training courses participation, identifying any corrections that should be implemented in terms of young people orientation, to guarantee a better matching between training courses and business needs. These actions should be implemented in order to increase the employment rate of young people with a certification.

The main goal of INAPP surveys, carried out every two years, is assessing the occupablity of VET and IFTS training courses. Moreover the transition to work of former course participants, these surveys allow to analyze many aspects connected to the training experience, such as: the satisfaction of the participants with the training course completed; the role of the training internship; the access mode into the labor market; the matching between the training path and the job found; the most frequent contractual cases and the post-pandemic introduction of new job organization.

The collected data show a good ability of both training systems to get, often in few months, young people into the labor market: about 67% is occupied after a year the IeFP qualification, 71% concerning IeFP graduates and 72% specialized in IFTS courses. Therefore, if work transition is one of the main factors of these training courses, some critical points must be underlined, for example the lack of supply of courses in some Italian regions, the fourth year IeFP is not planned throughout the national territory and IFTS courses are limited in few regions, especially in the North of Italy.

These territorial disparities represent critical issues of the system, which have an impact to potential beneficiaries of the courses, who doesn't have a training opportunity, and an impact to companies that cannot find specialized personnel.

The aim of the contribution is to illustrate the evidence emerging from field research, underlining the potential and possible lines of development that characterize IeFP and IFTS systems.

K.02. Becoming adult. Higher education impact practices to ensure an equitable and quality transition

Designing Experiential, Inclusive, and Intercultural Learning Environments. Participatory Methodologies, Plural Languages, and Technologies for University Teaching

Rosita Deluigi (Unimc – Università di Macerata, Italy) · Laura Fedeli (Unimc – Università di Macerata, Italy)

intercultural openness, interdisciplinary approach, interprofessional dialogue, experiantial learning

The proposal presents the experience of a 'Blended Intensive Programme' (BIP), within the framework of Erasmus +, aimed at promoting the exchange between teachers and students in online and face-to-face learning contexts. The project 'Intercultural and interdisciplinary collaboration for more inclusion', implemented in the academic year 2023/2024, involved students from NTNU/The Norwegian University of Science and Technology, TUB/Technische Universität Berlin and UNIMC/University of Macerata. The BIP programme is the result of the interdisciplinary scientific collaboration of the partner universities, which have planned a didactic-training pathway oriented towards the acquisition of intercultural competencies of educators and teachers, applied from a didactic-relational point of view in school and social contexts. The involvement of two reference teachers from each university started from previous research and co-teaching collaborations, within the individual institutions and in previously co-created projects. This is a meaningful element as having already shared experiences between colleagues allowed for a better definition of the aims of the course designed for bachelor's and master's degree students in education, master's and specialisation courses for teachers and PhDs in education.

The course covered 75 hours of training, from 27 October 2023 to 5 February 2024. The first part was organised in 3 online seminars (co-led by the different universities). Following this, there was a week-long in-presence at NTNU, Norway, in which seminars, visits to cultural centres/schools, workshops using participatory strategies, experimentation with VR technologies, a final conference and various socialising moments were organised. The BIP project ended with an international online conference organised by the students, who dealt with the topics most relevant to them through presentations, group activities and participatory dynamics. During the training course, heterogeneous, highly complex environments were analysed from a theoretical perspective and explored from an experiential and narrative point of view. In addition, also thanks to the collaboration of an Italian educational agency, Cooperativa Lella 2001, already involved in learning and training projects for teachers and educators, attention was paid to the welcoming, learning and inclusion processes of unaccompanied foreign minors and young refugees.

The final evaluation by the organisers, the collection of feedback from the participants and the in-depth analysis with Unimc students through focus groups revealed the high impact significance of the experience. This presentation will propose some interpretative lines of the transition from the inclusive approach to the inclusive impact of the BIP. The first area concerns the inclusive design of the project: the online-presence-online combination made it possible to organise seminars, teamwork, workshops, and social activities offering an Inclusive Learning Environment. Subsequently, the importance of the Inclusion for cooperation approach will be emphasised: the encounter with several communities and collective processes of learning and understanding the "Otherness" made it possible to deepen processes of Learning and Discovering Together. Finally, the last area concerns the importance of knowing how to cross the border: from the content – competencies for teachers and educators in multicultural contexts – to the experience – between personal/professional postures in the group/community, generating Active Reflexivity and Awareness.

K.02. Becoming adult. Higher education impact practices to ensure an equitable and quality transition

Narratives and Biographies in Employability Discourse

Gigliola Paviotti (University of Macerata, Italy)

employability, fcareer development, future of work, genz

The meaning of work has changed over the centuries, shifting from a normal daily activity in the pre-industrial era (Polanyi, 1947) to the expression of self-fulfilment and skills deployment in the second part of the 20th Century (Méda and Vendramin, 2017). Universities were consequently asked to contribute to society's growth and well-being through Third Mission activities and by preparing employable graduates (Hillage and Pollard, 1998; Brown and Hesketh, 2004; Tomlinson and Holmes, 2017). Universities then increased relations with external players, arranged new support services, e.g. career services (Kretovicks et al., 1999), and revised curricula and teaching and learning (Pegg et al., 2012) to support the acquisition of employability skills. Transversal and soft skills are considered enablers of the "employable individual" to access, stay, and re-enter the world of work in a continuous life design process (Savickas, 2012). Experiential learning is thought as effective for developing generic skills in higher education (David, 2008; Mergendoller et al., 2006). Additionally, work-based learning experiences could serve students' professionalisation needs and the university's needs to strengthen the links between academia and its region (Healey, 2005; Cyert and Goodman, 1997). Globalisation and digitalisation also pushed universities toward significant changes. In this rapidly evolving scenario, there was the 2020 Covid-19 shock. Concerning pedagogies for employability, the most remarkable impact was on work-based learning. Involved players were not prepared for online internships previously limited to specific fields (Ruggiero and Bohem, 2016). New forms of work-based learning and new career development skills (e.g., online interviews) were suddenly essential.

Just after the pandemic, against the narrative of "normality", it became clear that structural changes had happened in the work environment. In 2022, Eurostat statistics reported an increase in the share of workers from home (8% on average; peak 33% in Sweden). The Eurofund (2021) noted there will be "no looking back" about telework. Also, phenomena such as the Great Resignation, emerging attitudes such as the Quite Quitting, and the spread of the YOLO (You live only once) economy showed a rising evolution of the social conception of work – and possibly a revolution of the meaning of work. Narratives still look at work as a crucial identity component: debates revolve around the potential validity of working from home, and focus on innovative companies and start-ups. Concurrently, a new generation of graduates is entering the labour market, and their attitude towards work does not necessarily align with this widespread narrative.

This work presents the results of an exploratory survey carried out at the University of Macerata in June 2023, addressed to students enrolled at the university (across all departments). The survey was formulated to better understand students' needs for career development, following the decreasing participation in typical career development events (e.g., career workshops, CV drafting courses, etc.) and lowered interest in online internships. Explored dimensions included expectations for future jobs, interest in topics related to the work environment, and the preferred geographical location for working life.

Social Robotics And Virtual Environments To Prepare Adolescents With Autism For Employment

Valentina Pennazio (University of Genoa, Italy) · Rita Cersosimo (University of Genoa, Italy)

autism, social robots, social skills, employment, job

Social robots are predictable, emotionally simple, and controllable. For these reasons, they can be employed to assist adolescents in the autism spectrum disorder in learning social, emotional, and imitative skills (Tapus et al., 2007), with the aim of transferring the acquired knowledge to interactions with human partners in real context, such as the school or the work environment.

This contribution aims to present part of a research project funded by the FIA-ONLUS Association that is currently being carried out at the University of Genoa. The objective is to test how the use of a social robot can help enhance the communication and relational skills necessary for students with autism in secondary education to enter the job market (from the ability to adequately support a job interview, to the capacity to interact with appropriate relational modalities with potential employers and colleagues). Studies in the field (e.g., Tapus et al., 2012) have shown how a social robot can more easily, compared to a human interlocutor, open a communicative channel with individuals with autism, acting as a mediator within a social situation.

The chosen social robot is Nao, which has been largely used with people with autism, showing benefits in terms of interaction, social and emotional skills (Shamsuddin et al., 2012; Tapus et al., 2012; Miskam et al., 2013; Cao et al., 2020).

To facilitate the generalization of skills learned in interaction with the robot, our experimental design also includes the use of virtual environments where learners can practice the skills learned in an initial social context before ultimately applying them in a real-life setting.

A preliminary phase introduces participants to the upcoming robot-assisted program in their usual learning environment with their therapist and educator. Subsequent phases are organized into short sessions where the robot asks the participant questions about various social interaction scenarios and suggests appropriate responses. In presenting different social scenarios (for example, how to introduce oneself to an employer? How to present one's skills?), we will use the guiding principles of social stories (Gray, 2021), short narratives that help understand how to behave appropriately in various social situations.

After the in-person activities with the robot, we will transition to the use of virtual environments. In these environments, diverse "virtual" relational situations will be designed and implemented (interviews for working in a library; interviews for working in a supermarket, etc.). A final phase replicates the previous ones in the participants' school environment. The learning path begins with only one peer, and continue by involving two, then three, then four peers. The work, in rotation, will engage all classmates.

This framework, piloted in Pennazio et al. (2020) and currently under extensive testing, seems to be effective in developing communicative and social competences. By honing these skills, adolescents with autism can gain confidence and better navigate social scenarios (both real and virtual), ultimately contributing to their success in various aspects of life, including employment opportunities.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Don Lorenzo Milani and Maria Maltoni: two experiments of democratic school

Rita Baldi (University of Palermo, Italy)

don lorenzo milani, maria maltoni, inclusion, democratic education, rural teachers

Don Lorenzo Milani with the Barbiana school and Maria Maltoni with the experience of the school in San Gersolè are two representative figures of the twentieth century because they proposed and implemented an alternative education with a democratic purpose. Both, although they didn't know each other, worked in Mugello; Maltoni was from 1920 to 1956 in the Municipality of Impruneta; Don Milani created his own educational community in Barbiana. Maria Maltoni was a militant teacher, whose commitment to innovation in childhood education and theaching was appreciated by intellectuals such as Lombardo Radice, Italo Calvino and Francesco Bettini. Education was inspired not by an authoritarian educational model, but by a democratic paradigm that aimed through knowledge and direct experience of things, at a self-education that transformed children from spectators to protagonists of their own education. For this reason, she adopted a new methodology which involved the use of notebooks and diaries where children wrote and drew, expressing and recounting their daily lives. Don Lorenzo Milani, like Maltoni, was also interested in developing critical thinking and promoting social justice through his pedagogy of word to the the poor, developing an unprecedented educational method that enhanced discussion, understanding, collective writing, a method that it was the opposite of the one used in those schools that valued only the best and excluded others. Don Milani was very critical about the traditional school that welcomed members of the elite social class, the only social class that possessed the use of the language. In the Barbiana school he took care of restoring the dignity of the poor, teaching them words and encouraging reflection, criticism and autonomy. Barbiana anticipated the concept of inclusion, that means caring and having an interest in everyone, by developing authentic relationships, valuing differences, committing ourselves to becoming sovereign citizens: the slogan "I care" means, in fact, "I will work to ensure that social injustices are eliminated". The comparison between the two teachers, which is made through the interpretation of different direct and indirect sources, wants to clarify how both, building a democratic school, are interested in the development of the critical and autonomous thinking of each student.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

The Future Reimagined by Generation Z in the Face of the Crisis of Democracy

Francesco Bearzi (Università del Salento – Espéro, Italy)

new social contract for education, critical pedagogy, 2022 italian general election, social justice, tiktok

UNESCO and Critical Pedagogy both recognise the need for a radical re-imagination of a just, sustainable, and peaceful future (ICFE, 2021; Bearzi, 2023) in response to the dis-imagination produced by capitalist neoliberalism (Giroux, 2020; Marcuse, 1991). As educational practice is inherently political (Freire, 1996), promoting continuously and creatively reconstructed participatory experiences can help overcome the crisis of democracy (Dewey, 1988, 1916). In the perspective of a permanent and transformative education (Secci, 2012; Mezirow, 2016), we must not, at any age, lose critical thinking, capable of resisting the 'liquid culture' (Bauman, 2021) of neoliberal training (Freire, 1996). However, young people in particular are the ones that take the lead in transcending the gerontocracy, ideally supported by competent adults (ICFE, 2021; Miscioscia, 2021). A 'political and non-politicising pedagogy' (Giroux, 2004) must humanise technology and engage in dialogue with the hybrid media system that regenerates values and identities (Chadwick, 2013; Barberis, Giacomini, 2020) to respond to postmodern educational challenges.

In this context, an action research project (Michelini, 2013), which has some similarities to the emergent design mix methods (Trinchero, Robasto, 2019), has been carried out between September 2022 and July 2023. The project aimed to investigate an epoch-making phenomenon observed during the Italian general elections of 25 September 2022. According to pre- and post-election polls conducted by leading research institutes in the field (SWG, 2022; IPSOS, 2022a), the voting patterns of Generation Z (18-26 years) have significantly diverged from other age groups. The reasons for this divergence were explored in focus groups (Cyr, 2019) conducted with 66 high school and technical institute students (aged 17-19) from central and southern Lazio between 12 and 18 September 2022. The focus groups were structured as in-depth group interviews (Merton, 1987). Further focus groups, recursive individual interviews with upper secondary school students and teachers, both in-depth and brief, were conducted. Additionally, the involvement of 10 university students (aged 20-23) provided valuable support in bridging the intergenerational gap.

The targeted young people describe their self-identified 'progressive' identity primarily in terms of their sensitivity to civil rights and sustainability (SWG, 2022; IPSOS, 2022b). However, there are some grey areas that need to be considered. Among students in technical institutes, there is a prevailing disinterest and distrust of the political class. In the more politically engaged high school student community, the concept of social justice is not as prominent. This community demonstrates a considerable understanding of the political parties' policies. Among the sources of information used exclusively by this age group, the role of TikTok should be emphasised. Similar to the case of the invasion of Ukraine (Bearzi, Tarantino, 2022), this social medium contributed significantly to the edification of adolescent socio-political identity and promoted penetrating insights. On the other hand, the platform's algorithm inevitably produced conformist effects.

In conclusion, to address the crisis of democracy in the context of the New Social Contract for Education (ICFE, 2021), it is a priority to promote the principles of social justice by adequately attuning to the semiosphere of Generation Z.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Public Schools in Brazil: History and Struggles for Democracy and Social Justice

Kátia Augusta Curado (Universidade de Brasília, Brazil)

democratic school, government policy, social justice

This work aims to point out some elements, still on a preliminary basis, of the history of the struggle in defense of public and democratic education in Brazil in the period between the 1990s and the 2000s. The conditions generated from above in the context of world politics and the process of resumption of democratization made the 1990s fruitful for the political organization of the working class in general and for the educational field, in particular, resulting in an organization of collective strength in the history of Brazilian education. From the 1990s onwards, in different governments – José Sarney, (1985-1990); Fernando Collor (1990-1992); Itamar Franco (1992-1995) and Fernando Henrique (1994-1998), supported the educational reforms implemented within the neoliberal State and the advance of the offensive of the dominant classes by the hegemony of capital, there was a process of curbing its capacity for collective struggle. Between 2003 and 2016, Brazil experienced important social and economic changes that directly affected the well-being of the population, especially the poorest. These changes took place after the arrival of Luiz Inácio Lula da Silva and Dilma Roussef (Workers' Party – PT) to the presidency of the republic, who, although he continued some economic policies of the previous government, established as a priority the social policies of tackling poverty and South-South regional integration processes, recovering the role of the State as an inducer of economic growth. After a political, legal and media coup by the Dilma government, educational policies suffered constant tension in their laissez-faire led by the governments of Michel Temer and Jair Bolsonaro in the years 2016 to 2022, converging with the denial of scientific knowledge guided and based on assumptions of the invisible hand of the market that intentionally hid the political dimension for a segment of Brazilian society. National education was emptied of content aimed at emancipation that would have concrete chances if implemented within education policies and materialized in the school institution, having the effect of not individualizing or mitigating the emancipatory possibilities of education and teacher training that would bring about transformations. The resumption of forms of collective resistance and confrontation, capable of altering the historical conditions of Brazilian education, requires, among other things, an in-depth understanding of the specificities of this history of educators' struggle to learn lessons that indicate what are the fundamental elements in current situation of development of capitalism crises and reaffirm the fight for public schools, social justice, secular and democratic.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

The "Same Migrant Community Programme": An Inclusive Approach To Science Education That Changes Attitudes Towards Science And Multilingualism

Francesco Guarracino (Native Scientists, Portugal) · Afonso Bento (Native Scientists, Portugal) · Hania Tayara (Native Scientists, Portugal) · Joana Moscoso (Native Scientists, Portugal)

pedagogical culture, justice, interculturalism, migration, science capital

In the context of a rapidly growing and multicultural Europe, addressing the educational needs of youth emerges as a pivotal challenge, with nearly 1 in 4 students having migrant backgrounds. Despite the growth of this population, European school systems lack innovative pedagogical approaches that foster the achievement of their full potential and address these students' needs, valuing those skills that can be an asset for career opportunities, social cohesion, and personal and professional development..

Extensive European data and broader research reveal that children from migrant families often face exclusion, a low sense of belonging, and a lack of tailored programs that meet their unique needs. This underserved condition is well displayed by the academic underachievement of migrant children when compared to their non-migrant peers, posing huge concerns about the pursuit of justice and equity within the European schooling systems.

Hence, new insights regarding alternative education practices and new pedagogical cultures are needed.

We will present an innovative pedagogical approach to science education aimed at driving positive social change that actively engages the scientific and education communities to improve the educational outcomes of migrant children. Drawing from feedback surveys and our experience in implementing the Same Migrant Community programme (SMC) with 6,000 children across 9 countries, we will show how the initiative fosters linguistic diversity and resilience, while also increasing the scientific capital of migrant children through role model exposure.

The programme connects migrant children and scientists through science outreach activities in a shared heritage language and is carried out through hands-on workshops on multiple scientific topics. We will further examine how exposure to such role models can elevate aspirations for higher education, enhance scientific capital, and simultaneously nurture cultural resilience and bilingualism.

Our discussion will extend to the opportunity of developing the SMC programme in Italy in consideration of its growing migrant population.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Education for Democratic Citizenship Through Simulation Games at Secondary Level

Marco Lupatini (SUPSI, Switzerland) · Andrea Plata (SUPSI, Switzerland)

education for democratic citizenship, simulation games, critical thinking, argumentative dialogue, secondary school

In a global context of rapid social, economic, political and environmental changes, democracies are facing major challenges and have to deal with legitimacy and efficiency problems. In this specific context, education for democratic citizenship plays an important role in shaping active future citizens and became for this reason an important pedagogical objective all over the world. Education for democratic citizenship can be defined as "education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law." (Council of Europe, 2018a, p. 72). Education for democratic citizenship happens in the political, conceived as the space between humans being generated by human speech and action (Arendt, 1998; Arendt, 1950) where different conceptions of common life in the society meet (Mouffe, 1993). To handle efficiently in this space, it is important to develop competences. Among them an important role is played by critical thinking and argumentative dialogue.

In our presentation we would like to contribute to the reflection on the role played by simulation games (Raiser & Warkalla, 2011) in developing these competences. This in the context of a three-year international and interdisciplinary research project in which institutions from Switzerland and from Germany are involved. The aim of the project is the development of simulation games aimed to train the competences mentioned above. The presentation focuses on the analysis of the data collected in secondary I and II school classes in Switzerland during the test phase of the draft version of the simulation games (February-April 2024).

Data will be collected at the end of the game by questionnaires, interviews and focus groups with students and teachers involved in the experimentation. The information collected will focus on the experiences by playing the game and the difficulties encountered in understanding the materials, rules, roles and positions to be defended, as well as those encountered in the single phases of the game (preparation, discussion, decision-process, institutionalization of knowledge), etc. The interviews with the teachers will also serve to understand and evaluate any adjustments made by the teachers to the predefined versions of the game and the possible use for formative and summative assessment of the studied competences offered by the Reference framework of competences for a democratic culture (Council of Europe, 2018b). The information collected will then be used for the development of a final version of the game which will then be promoted in 2025 in Swiss secondary schools in Italian, German, French and English language.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Building Co-responsibility To Fight Educational Poverty: Teachers And Parents In Dialogue According To The Reggio Emilia Approach

Piera Maresca (Unimore, Italy)

co-responsibility, educational poverty, reggio emilia approach, dialogue, primary school

This contribution, inspired by the Reggio Emilia Approach and focused on the primary school, is part of a larger doctoral dissertation project and starts from a literature analysis about educational poverty and educational co-responsibility. The aim of this work is suggesting a possible path where dialogue, families' generative resources and capacitation are put at the center and become the fundamental premises to concrete actions against educational poverty at school. Educational co-responsibility calls into question two actors of the educational community, parents and teachers, that need to re-build an educational partnership by sharing values and responsibility and by mutually respecting their competencies (Albanese, Cappuccio 2021). Both actors are required "to respond together to the growth and training needs of the new generations" (Dusi, 2014, p. 7) and to share the idea of a co-responsibility that takes place in co-design. The establishment of the mass school in Italy carries with it the Gentile legacy of "the school for all" that feeds the false myth of equal opportunity and perpetuates the great injustice of "making equal parts among unequals" as denounced by Don Milani (1967, p. 55). The first fundamental reform needed by our school is ideological-foundational in the direction of what Rossi-Doria calls "positive discrimination" (2015, p. 117) whereby it must not be afraid to give more to those who start with less and must cease to make itself an instrument of an unequal social system that "convinces those who have no 'merits and virtues' that the responsibility is theirs" (D'Auria, 2023, p. 211). In order for schools to make themselves emancipatory once again, there is a need for a political-normative and pedagogical cultural renewal that is not lowered from above, but one that can leverage responsibility "from within" (Maresca, 2024, p. 11). When schools are asked to support the participation of families in a co-responsible perspective, in order to make it also a tool for combating educational poverty, it means asking teachers to "open the doors" to dialogue, to welcome as educationally relevant the perceptions of each family, to value and integrate within school life the background of each person and to not be afraid of sharing responsibilities with them. In this way, the school would make itself a regenerative place for the whole community, "the heart of the civil community and democracy that needs to step out of its boundaries" as stated in the Charter "Quality Education, a Global Challenge" drafted by the Reggio Children's Foundation (2022, p. 6). This paper after the theoretical analysis, based on a classic literature review, presents partial data about an ongoing phenomenological mixed-method research, involving primary school's parents and teachers by collecting their voices through online questionnaires and focus groups. Initial results seem to suggest that "opening doors" could be thought as a strategy to allow parents to be an effective part of the educational community and teachers to feel this alliance not as at risk of role confusion or loss of authority, even when experienced in the planning stages of the educational journey.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Eco-Operative Learning: An Educational Model With An Ecopsychological Orientation

Silvia Mongili (Ecopsiché – Scuola di Ecopsicologia, Italy)

ecopsychology, eco-operative learning, experiential education, affective ecology

To recover a good relationship with our Planet we need to reawaken biophilia, that is, the feeling of affiliation that binds us to all living and non-living beings in Nature. Strengthening a worldview based on ecological relationships requires educational models capable of developing an awareness of how important contact with nature is for the balanced growth of the individual. In contemporary scientific circles, in the 1990s, the term 'Ecopsychology' made its appearance in reference to a new transdisciplinary practice born to respond to the emerging existential and social malaise induced by man's loss of connection with his earthly roots. In the twenty-first century, affective ecology, a new discipline concerned with studying the affective and cognitive relationships that human beings establish with the living and non-living world, also made its appearance.

Ecopsychology aims to reinforce the emotional and spiritual bond that exists between every human being and the natural environment, which is currently forgotten and little cultivated, and proposes exercises and attitudes that broaden the scope of environmental education from a purely didactic and cultural sphere, to an experiential and also emotional one. Since it is not only necessary to give theoretical knowledge, but to generate a sense of belonging, co-participation and responsibility, it is necessary to create an emotional connection between children and nature, and adults and nature: through the contact resulting from direct experience, they can love nature and become responsible citizens.

Starting from these considerations, the article emphasises the importance of basing educational and training processes on the principles of relationship and interdependence, thus on an ecosystemic and transdisciplinary approach that looks at the complex unity of the subject's knowledge and consciousness. After having analysed, in the second part of the discussion, the models of reading the world offered by ecopsychology and affective ecology, the author presents and analyses the educational model of Eco-operative learning, developed within the framework of applied ecopsychology activities and the Ecopsiché-Scuola di Ecopsicologia training courses, as a model capable of acting simultaneously on three levels, the inner, interpersonal and environmental dimensions.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Citizenship, Equity and Democracy: the Role of Civic Competences in Higher Education Innovation Processes

Antonella Nuzzaci (University of Messina, Italy) · Paola Rizzi (University of Sassari) · Elzbieta Mach (Uniwersytet Jagielloński w Krakowie)

higher education, citizenship, civic skills, civic engagement, democracy

Based on the results of the international project #ShareEU, the paper aims to describe the research activities that have contributed to a better understanding of the democratic social processes at work in higher education in the EU, focusing on the surveys and research products that have focused on the value of civic and citizenship competences as fundamental tools for the renewal of teaching practices for the construction of a future shared responsibility of the European higher education system. Starting from a systematic reflection of the literature on educational and social activities related to citizenship and civic competences in the university context, the paper describes some researches and products carried out by the Italian partner, focusing on the analysis of the objectives, contents and values of a multicultural European identity citizenship as elements of curricular continuity at all levels, contributing to the fight against inequalities and ensuring "civic wellbeing in higher education and professional contexts" in order to stem anti-democratic and extremist cultural drifts of any kind. Higher education is often described as a training space where civic and citizenship competences are not considered central. Today, however, there is a growing recognition that they can be seen as true indicators of equity and social justice, also in relation to equal opportunities and cultural and professional literacy processes. The importance of interpreting the civic dimension as transversal in relation to the educational processes in the university field, in terms of cultural rights, active citizenship and democratic culture, contributes to reinterpreting teaching and disciplinary knowledge in the process of building students' cultural and professional profiles and in the path of professionalisation, also through specific programmes. Civic competences make use of transversal competences (critical thinking, problem solving, social responsibility, cooperation, open-mindedness, self-reflection), acting as a link between different types of competences and strengthening the internal coherence of educational pathways. Improving the distribution of civic opportunities in higher education is an important upward factor, which gains further relevance due to its widely recognised correlation with upward mobility, where education is considered one of the main ways to escape the vicious circle of poverty (Peragine & Serlenga, 2008). Therefore, education policies that improve civic opportunities should lead to a higher average level of education among the population and a more equal distribution of education, with the consequence of improving the overall well-being of individuals and reducing social and cultural inequalities within educational processes, increasing accountability, civic engagement and participation. However, if in the past education has rarely given citizenship and civic skills the place they deserve (Beiner, 1995; Heater, 2004; Lawton, 2000), today these types of skills are reserved a key function with reference to the value they play in defining the cultural profiles of the university population and in the cultural framework outlined by the EU, which is responsible for promoting them (Nuzzaci, 2021), also following the changes that have occurred in relation to the process of cultural democratisation that has involved the university system.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Democracy and Social Justice from an Early Age. Beyond the Democratic Crisis with Children's Ideas

Laura Pinna (Università di Cagliari, Italy)

democracy, education, pedagogical culture, poverty, social justice

Mutually learning to feel the reality of the other as an essential component of orientation towards care means knowing how to wait to feel the other empathically (Mortari, 2013). One can think, that in the apparent dis-order of multiple identities the order generated by sharing finds and can find space: the teacher shares the intellectual and spiritual growth of his students (B.Hooks, 2022), migrants and non-migrants; professional educators share the need and responsibility to ask themselves questions about the idea of citizen, or rather, of Person that society has in mind (Malaguzzi, 1994), be it refugee or legal refugee. Families, but also public/private institutions that deal with children must learn or meta-learn to listen to the little ones, before making any political choice, in the awareness that they have the right to express their opinion every time make decisions that concern them and their opinion must be taken into due account (Art. 12 UN Convention 1989), whether they are unaccompanied foreign minors or Italian citizen minors. Taken as paradigms, or rather as pedagogical devices, listening, observation and care find regulatory space within Law 107/2015 when in art. 3 regulates the establishment of childhood centers which must be characterized as permanent laboratories of research, innovation, participation, and openness to the territory, having a clear understanding of one of the most important strategic objectives of the integrated 0-6 system: the inclusion of all girls and all the children. It therefore appears clear that in a dimension of social justice the role of the educator, the parent, the teacher, the political decision makers is, first of all, to take the participatory principle as a reference in the relationship with the boy/girl, that is assume the belief that the latter has an unprecedented and personal point of view and, as a present and active citizen, has the right to participate as much as an adult in the definition of educational dynamics. This contribution investigates this perspective of the democratic participation of children in political life in an active, generative, and committed way (Mortari, 2008). To this end, a participatory, qualitative research is presented, initiated with a narrative-play approach; an experiential investigation which in its practical implementation focuses on the creativity and personal development of children (Knowles, 1973), with the aim of understanding in depth the emotions and consequent ideas of the little ones, on two areas connected to education democratic: the choices of adult decision-makers or, to use the children's words, "those in charge" and social justice.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Rethinking Citizenship Education

Carla Podda (University of Cagliari, Italy)

democracy, citizenship, participation, pedagogy, education

How can we respond to the crisis of democracy and, at the same time, guarantee a full personal engagement to each citizen on a social and political level?

Nowadays, several remarkable changes are leaving a profound mark on society, the most relevant ones being globalization; the increasingly unequal distribution of resources; the rapid growth of powerful companies and multinational corporations; the complexity of global migratory phenomena; the exclusion of a large part of the population from productive, economic, social, and political processes. These changes have generated unstable and precarious identity bonds: not only is closeness to the other associated with their acceptance and understanding, it can also trigger frequent divergences and often conflicts. These processes can have negative consequences on the way people participate in the life of their community, on both a political and cultural level. That is why they are closely connected with the pedagogical issues related to human formation and the development of a democratic conscience as citizens.

Before being the best form of government ever theorized and experienced, democracy is the way a community conceives life, and its crisis can perhaps find a solution in active citizenship. Democracy, education, and citizenship are so closely interconnected that the education of man cannot exist without the education of the citizen. In democracy, the development and education of a community are not based on the conflict between social and individual goals, they rather coincide with the enhancement of each citizen. Everyone's experience helps find suitable methods for developing positive behaviours that respect human rights and citizenship; it also improves feelings of belonging to the community and implements participation in political life. The educational models reflect upon the person's belonging to a territory and a social context and tend to orient themselves towards a broader sense of the term citizenship, which include geographical social and cultural perspectives: in this regard, Edgar Morin extends the concept to terrestrial citizenship. Therefore, the need to rethink citizenship education emerges once again to configure broader scenarios and possibilities, since no aspect of political and social life is foreign to citizenship, at local and planetary level.

This paper aims to investigate how pedagogy can support a transformation in this sense, in different educational contexts, with a peculiar focus on schools.

There is no doubt schools are undergoing a severe crisis and are far from fulfilling the educational needs of the new generations on their own. However, they play a key role for community development: despite school projects are often hindered by numerous issues, they represent a useful tool for citizens' fulfilment and for positive change, since they activate a connection with daily experience and the living environment and stimulate a deeper sensitivity towards the other.

These aspects will be explored, paying attention to the thematic issues, problems, and methods, suitable to promote the full participation of citizens, in community life both from a territorial and global perspective.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Citizens of Now: The Need to Reimagine Education

Deborah Ralls (Newcastle University, United Kingdom)

redefining education, critical pedagogies, citizens of now, social justice, becoming relational

In recent years, there has been increasing recognition of the levels of uncertainty facing children and young people and the urgent need for our national and local governments to become more responsive to the interests of the young, as demonstrated by initiatives such as the EU Strategy on the Rights of the Child (2021). International policymakers working in the field of social justice and the economy have been calling for education "to focus on learning environments and on new approaches to learning for greater justice, social equity and global solidarity" (UNESCO, 2015, p. 3), and for the balance of power to shift towards young people, enabling them to help build flourishing, sustainable and inclusive communities that foster notions of social justice and solidarity (IEA, 2016; OECD, 2018).

Given the current global context of increasing populist, nationalist political movements, the need for pedagogical approaches and educational perspectives that support such learning environments is more important than ever. However, whilst the rise of populism has raised questions about issues of belonging, solidarity and democratic engagement (Archick, 2017), there has been a growing recognition that, despite being offered few formal opportunities to participate in democratic and political life (European Commission, 2021), children and young people have been at the forefront in raising awareness on matters of global injustice and instigating positive change (Ralls et al, 2022).

There is a need, therefore, for policymakers to recognise the power of children and young people's own actions and their potential to advance innovative developments for an inclusive future (UN IANYD, 2020)—and to better understand the role that pedagogy has in supporting this aim (Ralls et al, 2022). This paper discusses findings from a 42-month international comparative research study that took place across four educational case studies; learning spaces in Barcelona, Berlin, New York and Rio de Janeiro. The research explores urban examples of pedagogical cultures and alternative educational perspectives that explicitly set out to build a sense of relatedness and human collectivity (Amin, 2006) between children and young people and the communities in which they live.

The study uses relational theory (Holland et al, 1998) to understand the different identities and associated notions of power and positionality that emerge in urban education contexts. In doing so, it explores how socio-educational relationships can be constituted to generate the relational goods' (interpersonal trust, emotional support, care and social influence) (Cordelli, 2015) required for a fundamental shift to a more reciprocal relationship between the state, civil society and citizens (Mulgan, 2012).

The case studies come from diverse spaces and places, yet all their approaches clearly illustrate the belief that education is critical, relational and change-making, with a deliberate blurring of the boundaries between formal spaces of education and the students' experiences in their wider community. The paper highlights the ways in which redefining education and pedagogical cultures offers hope in a time of democratic crisis, repositioningchildren and young people, not as future citizens to be empowered, but as "power-full" citizens of now (Ralls, et al, 2022, p.28).

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Moving Forward with Transformative Education: Examining School Initiatives for Societal Change

Pablo Rivera-Vargas (Universidad de Barcelona, Spain) · Diego Calderón (Universidad de Barcelona, Spain) · Pablo Neut (Unviersidad Autónoma de Barceloba, Spain) · Mercedes Blanco-Navarro (Universidad de Barcelona, Spain) · Raquel Miño-Puigcercos (Universidad de Barcelona, Spain)

transformative agency, school, communities, social change, students

Education systems are facing a world in constant and accelerated transformation, including challenges related to inclusion and diversity (Erstad et al., 2021; Rajala et al., 2023). Innovative approaches are needed to build new imaginaries and reinforce transformative capacity for action, empowering young people as agents of social change (Jenkins & Ito, 2015; Fardella et al., 2023). Transformative agency, defined as "the link between people who not only change the world, but are also transformed in this very process" (Stetsenko, 2019, p. 3), is key in this context.

The project 'Educational Roadmap for Transformative Agency – Connecting School, Community and University for Social Change' aims to foster transformative experiences in secondary education through coordinated action between schools, communities, and universities. Implemented in Austria, Chile, Spain, and Norway, the project works with secondary schools implementing projects for educational and social transformation.

In the first phase, schools, communities, and universities assessed existing projects and associated needs, potentials, and difficulties. Universities conducted interviews, observations, and surveys involving principals, teachers, and students to understand contributions to social change and multi-stakeholder collaboration.

This paper presents the initial phase results in Spain, focusing on a public secondary school pioneering educational transformation. The school integrates interdisciplinary projects addressing social issues like sexuality, pollution, colonialism, and human rights. Collaboration with extracurricular communities is crucial, culminating in an annual exhibition to the local community.

To comprehensively analyze needs and concerns, three teacher interviews and a focus group with the management team were conducted. Additionally, a detailed online questionnaire gathered perspectives from 286 students on personal and collective concerns, knowledge about social change, project work opinions, and the influence of digital technologies (Chaves, 2018).

Observations reveal the school's innovative approach but raise questions about project effectiveness and engagement, especially in higher grades. Challenges include assessment alignment, cross-curricular integration, and balancing social justice aims with academic demands.

Despite promoting critical thinking and social awareness, the practical effectiveness of projects and alignment with student and family perceptions remain uncertain. The school must navigate aspirations for social change while considering educational capacities and student expectations.

In conclusion, while the school demonstrates a commitment to transformative education, it faces challenges in bridging educational ideals with practical realities and student concerns. Balancing these aspirations is crucial for effective educational transformation.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Teaching French between Fascism and democracy. An investigation into the history of education and didactics of French as Foreign Language

Livia Romano (University of Palermo, Italy) · Mariangela Albano (University of Cagliari, Italy)

french grammar books, history of didactics of french as foreign language, education, fascist school, linguistic analysis

Knowledge of languages in Italy and the possibility of accessing content conveyed in a foreign language is still lower than the European average (Rapisarda, 2015). It seems that the historical root of this anti-democratic situation and in contrast with the growing multiculturalism that characterizes our post-modern societies, can be traced back to the fascist school and the ideological representations on foreign languages that were conveyed in that period. It is, in fact, a common opinion that the Gentile reform (1923), the School Charter (1939), the Bottai law (1940) and De Vecchi law (1943) contributed to a worsening of language teaching compared to the previous period. In this paper the interest is to understand the origins of this trend, but also the methods and concepts conveyed, starting from the twenty years of fascism, regarding the teaching of languages and, in particular, of French language. To do this, two paths will be followed: the first concerns a historical-pedagogical approach and the second a linguistic and historical-epistemological approach. The growing fascistization of culture and education during the twenty years of Mussolini's regime also had consequences on the teaching of languages in the school. Through ministerial laws, programs and a comparison with the school publishing of the period examined (Mandich, 2002), the fascist government's approach to language education in schools is investigated, towards which it had an ambiguous and inconsistent strategy of intervention (Balboni, 2009). Thanks to an investigation into the teaching of the French language, it emerges that fascist school policy wasn't so unitary and that the political will for autarky aimed at eliminating foreign languages sometimes found support but other times obstacles in the new tools of cultural diffusion and of propaganda (Rapisarda, 2015). Through a linguistic and historical-epistemological perspective (Chevalier, 1968; Coffey, 2021) we want to examine the discursive traces on the forms and symbolisms of domination, the foreigner and colonialism (Bhambra et al. 2018). These traces are to be found in the grammar books of the French language published in the period from 1920 to 1945 (Malfatti, 1929; Gerace, 1932; Caricati, 1944) as the grammar books show an ideological state apparatus, that is to say that they represent an essential tool in the practice of power (Althusser, 1970). Grammar books, through mechanisms of denotation, connotation and supernotation, become the totalizing place of the different expressions of the language and represent a practice linked to certain social contexts (Chevalier, 1976). To reflect on linguistic education starting from a historical-educational research on the French language during fascism offers new tools of understanding and new educational strategies to address the current crisis of the democratic cultural model.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Between Gesture, Silence, and Words: the Dancephilosophy Labs

Enrica Spada (Università degli Studi di Cagliari, Italy) · Giovanna Frongia (Università degli Studi di Cagliari, Italy)

dance, philosophy, body, education

The work we present refers to the epistemology and practice of dance philosophy labs, which are part of an alternative philosophical-pedagogical-educational perspective that looks towards new paths of thought in motion. The hypothesis is that through the dancing actions of the body, one can acquire a new ability to understand and interpret the world. Participants are guided through the methodologies of Philosophy for Children (Lipman 2005; Cosentino 2008), and contemporary dance on a sensory and kinetic journey (D'Ambrosio-Spada 2021; Aldred &Aldred 2023), fostering awareness of communicative and creative movement towards new paths of thought processing. Somatic-choreographic practices, starting from the smallest sensations and kinetic possibilities such as the heartbeat, breath, and body weight, up to the minimal gesture that transforms into a choreographic sequence, aim to facilitate the independent emergence of questions and reflections stemming from newly 'embodied' awareness. Through a Socratic-maieutic methodology, the birth and acceptance of new words to express sensations, emotions, and concepts born from the moving body are promoted. These are later shared in 'dialogue circles' where participants learn to engage in democratic dialogue, respecting their turn, akin to a dance, sharing emotions and feelings with spontaneity and immediacy, without overpowering the voice of others. In summary, the labs shape small 'communities of philosophical research,' which, starting from the awareness of one's own movement and kinesthetic feelings, enhance and 'cultivate' sensitive listening skills and profound choreo-somatic semiotic hermeneutic competences, opening up to the acceptance of diversity and the multiplicity of communicative styles and qualities. The space opened up by dance becomes fertile ground for a dialogical thinking that, despite its strong and intense expression, remains attentive and allows engagement to find new paths of recognition and encounter. Therefore, the dance philosophy lab gives life to a philosophical dialogue in which words find space amidst the silent expression of the body, gaining weight and elasticity, lightness and substance, density and suspension.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Cooking Workshops In The Intercultural Education: Active Learning For Raise Awareness of Complex Values

Andrea Spano (Università degli Studi di Cagliari, Italy)

intercultural education, cooking workshop, capabilities, personal development, plurality

This abstract introduces the Cooking Workshop as educational setting, aimed to the development of knowledge and skills in intercultural education interventions for children. From a first qualitative study this setting can adequately support the process of raising awareness regarding the complex values of interculturality.

The preparatory activities for this study required to base the educational project on some essential factors, similarly to the Philosophy for Children model: the participants' characteristics; the object of awareness raising; the symbolic object that represents the object of awareness in the participants' concrete experience.

The participants of the workshop are children between the ages of five and seven, or rather children who do not have a solid skill in reading and writing yet. At these ages children normally cannot use the written text to process complex thoughts, despite they already have the cognitive resources that are useful for comprehend those thoughts.

The object (the scope) of awareness, is the concept of plurality in the human identity dimension, that is one of the pillars of intercultural education.

In Hannah Arendt's philosophy, in which Humans are constantly engaged in a inner dialogue with the 'other' who inhabits it, suggests to distance ourselves from the narrative of accomplished, self-sufficient and singular Human.

Nussbaum talks about Capabilities. Among these she collects together "senses, imagination and thought", that is non-self-determined thought, but generated by the perception by and the sensitivity towards the of the alterity, and by the imagination, which is also identification with others and empathy.

In accordance with the Philosophy of the Alterity (Buber, Ricoeur and Levinas), Rita Fadda, a pedagogist of the Cagliari school of critical pedagogy, suggests us to "recognize the stranger who inhabits us in other to welcome the foreigner we meet outside of us", pointing out that the openness towards otherness is necessary to undertake subjective journey of self-discovery and development.

Which symbol can summarize, at least at an introductory level, this emerging?

It was decided to implement a cooking workshop, based on the creation of a product with a strong identity: tiramisu. This dessert, known by people of all ages and present in the tasting experience even outside of Italy, immediately evoke the identity dimension of Italianness. However, it has some features that make it suitable for representing the theme of the plurality of human identity: its ingredients. In fact, the coffee and cocoa, that are necessary for the dessert to be recognizable as tiramisu (its identity) are not Italian products nor could they ever be produced in Italy. Tiramisu, therefore, turns out to be the symbol useful to express that uniqueness and singularity are actually made up of different elements, as well as identity is the result of complex interactions between these elements. In the presentation, the theoretical foundations of the pedagogy of plurality will be explored in depth and the first results obtained from the implementation of the cooking workshop in a group of children will be discussed.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Addressing The Crisis Of Democracy And The Escalation Of Conflicts: Philosophy for Children Paths In The Autonomous Province of Trento

Chiara Tamanini (Collaborator of "Antonio Rosmini" Study and Research Center, University of Trento Italy) · Paolo Bonafede (Researcher of Department of Humanities, University of Trento)

philosophy for children, conflicts, justice

Unlike Debate, which has become widely practiced in our country as a useful method to overcome transmissive teaching and make students active protagonists in the teaching and learning process, Philosophy for Children (P4C) is less practiced and is confined to specific educational contexts. P4C also aims to promote critical and argumentative thinking in young people with the aim, among others, of spreading democratic communication and a concrete practice of active citizenship. Its peculiarity, though, lies in non-competitive argumentation, continuous problematization, and the "circulation" of thought. P4C refers to philosophy understood as a reflective and pedagogical practice important for the community. M. Lipman – who is credited with the development of the foundations of P4C – and subsequent generations, from Matthews to Kohan to Scotton, emphasize the concept of a "community of inquiry" to be implemented with both school students and adults. The aim is to promote reflection and self-reflection abilities, critical thinking, activation of rational thoughts, and the capacity for non-hostile dialogue with others. All of these skills are more necessary than ever in the contemporary context characterized by conflicts, media chaos, and the emergence of complex global situations that cannot be interpreted using established categories. We live in the pervasive era of the post-digital, which requires the experimentation of teaching/learning processes that focus on developing in learners a habit of constantly subjecting stimuli and information from technology to critical and reasoned reflection. Technology not only engages and envelops thought but also lifestyles. From childhood, young people are subjected to continuous heterogeneous stimuli from social media, relying precisely on the unconscious action of users providing data that is used for commercial and political purposes. The ability to critically manage such intrusive stimuli must be inclusively provided to students from primary school onwards. These considerations are the basis of a P4C program promoted during the 2023/24 school year in 11 classes of the first cycle (primary and secondary) in Trentino, aimed at addressing a crucial contemporary issue: conflicts. The project aligned with Goal 16 of the Agenda 2030 "Peace, Justice and Strong Institutions," dedicated to promoting peaceful and inclusive societies for sustainable development. The educational path was achieved through actions involving universities, local institutions, schools in the Autonomous Province of Trento, and associations. Faced with images of wars, violence, and growing inequalities, educators have the task of addressing these realities, albeit cautiously, by working on emotions, their management, and ultimately leading to more mediated and shared reflections within the classroom group. Through the coordination of the "Antonio Rosmini" Study and Research Center at the University of Trento, a series of 5 sessions per class was organized, managed in parallel by 6 P4C Teachers. These sessions provided gradually articulated discussion stimuli, aiming to reason about internal conflicts, relational conflicts, and social and global conflicts. The contribution presents the main results of the experimentation along with an initial qualitative evaluation of the data collected from the sessions.

K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives

Educating to Democracy by Physical Education

Michele Zedda (University of Cagliari, Italy)

democracy, game, physical education, self-government

Physical education is very fit to educate to democracy, especially when didactics includes situations of self-government by students, in addition to traditional lessons. Students have valued experiences in assembling teams, in assigning roles, in following each other in turns, in umpiring, in respecting rules of the game, in organizing a tournament and in choosing shared activities. To this end, the teacher has to promote a playful, inclusive atmosphere and has to avoid forms of hero worship, exaggerate competition and mistaken self-government that can cause chaotic situations.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Promoting Youth Entrepreneurship Through Student Cooperatives. First Results Of A NEET Prevention Program

Alessia Maria Aurora Bevilacqua (University of Verona, Italy) · Claudio Girelli (University of Verona, Italy) · Giorgio Mion (University of Verona, Italy) · Irene Gottoli (University of Verona, Italy) · Michela Cona (Hermete Social Cooperative) · Camilla Pirrello (University of Verona, Italy)

student cooperatives, student entrepreneurship, democratic citizenship, whole school approach, student inclusion

Educational literature emphasises the efficacy of the whole-school approach (European Commission, 2015), in fostering the establishment of educational communities within which students live. This approach fosters active citizenship empowerment and democratic values and principles in young people, preventing and tackling the spread of NEETs (not in education employment or training) (Bevilacqua et al., 2024).

Bell'impresa! (https://percorsiconibambini.it/bellimpresa/) is a multi-year project (2020-2024) funded by "Con I Bambini" Foundation in the Northwest area of the Province of Verona. It involves 13 municipalities, 10 Comprehensive Institutes, 5 non-profit organisations, and 1 for-profit organisation. The project aims to prevent school dropout by fostering entrepreneurship and promoting personal responsibility, initiative, and creativity among children aged 8 to 13. The project entails the creation of a student cooperative during both curricular and extra-curricular hours, with the perspective of simulating a business environment. These cooperatives encourage teamwork among students, who share tasks and assume responsibilities towards their peers, the school, and the community under the guidance of educators and through the activation of the local community. A total of 3142 students and 425 teachers took part in the project. 25 student cooperatives, 48 cooperative workshops, 61 skills workshops, 72 events for students and population and 74 information meetings with companies and experts were created.

The objective of this presentation is to introduce the outcomes of the first evaluation phase of the Bell'Impresa! project, realised according to Kirkpatrick's four-level model (2009). The study – aimed at understanding the perceptions of project participants (students, teachers, educators, school principals, and local authorities) and the students learning achievement in terms of knowledge, attitudes, and competencies – can be contextualised within the constructivist paradigm (Lincoln & Guba, 2016). For data collection, exploratory focus groups (Hevner et al., 2010) were held with 62 primary school students, 52 secondary school students, 7 teachers, 7 school educators, 8 cooperative educators, and 5 local authorities. Data, analysed through an inductive content analysis (Elo & Kingäs, 2008), stressed how student cooperatives and workshops have been considered learning environments established within schools to acquire knowledge and attitudes further. Through the school's openness to the community, facilitated by educators, it became possible to support students in acquiring and developing competencies. Activities adopted a student-centred capability approach: students learned by doing, exercising significant agency and experiencing democratic principles. Experiential learning was accompanied by reflective activities that prompted students to reflect on themselves, the world, and their place and role within it. Through this project, they were able to develop communicative-relational, organisational-managerial, problem-solving, decision-making, and entrepreneurial skills. The project's impacts encompass not only improvements in learning outcomes and career guidance but also the student's presence within their communities through civic services and events, the development of partnerships with local services, and the integration of school cooperatives into the agendas of local administrations.

The results overall highlight how, through cooperatives, students created products and services as a concrete response to a real need of community members, thus becoming active and responsible agents of their own and others' futures through service-oriented action.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Is The School A Democratic Learning Enviroment? A Research Project On The Whole-School Approach (Wsa) To Cee

Andrea Ciani (Alma Mater, Università di Bologna, Italy) · Alessia Bevilacqua (Università di Verona,Italy) · Valeria Damiani (LUMSA, Italy) · Alessandra Rosa (Alma Mater, Università di Bologna, Italy) · Claudio Girelli (Università di Verona,Italy) · Gianluca Salamone (Alma Mater, Università di Bologna, Italy) · Camilla Pirrello (Università di Verona, Italy)

civic and citizenship education, whole school approach, case studies

The re-introduction of civic education (Law 92/2019) in Italy gained new impetus to this curricular area and poses new challenges to schools for its delivery. These challenges are mostly related to the implementation of civic and citizenship education (CCE) as a cross-curricular subject, to the adoption of a competence-based approach and to the delivery of extra-curricular activities. The need for a competence-based, transversal curriculum for CCE, aimed at enhancing students' citizenship competence, urges school to re-think their organisation and instruction, in order to provide meaningful opportunities to learn and practice citizenship. In this view, the whole-school approach (WSA) to CCE considerably contributes in developing and practicing citizenship competence because it integrates the democratic values and principles into 1) teaching and learning, 2) school governance and in the overall atmosphere of the school; 3) in the local community, taking advantage of the many opportunities offered by the school experience as a whole for civic and citizenship education, beyond the curriculum (Council of Europe, 2018a;2018b).

In relation to this premise, this contribution present the first findings of the PRIN project "The school as a democratic learning environment: promoting a whole-school approach to civic and citizenship education in the first cycle of instruction", created in collaboration between the University of Rome LUMSA, the University of Bologna and the University of Verona. The project aims at fostering civic and citizenship education and democratic learning environments through the adoption of a whole-school approach in the first cycle of instruction and includes two specific objectives: 1) Conducting an in-depth analysis about the dimensions of the whole-school approach in six first cycle schools through multiperspective case studies; 2) Providing the six schools with continuing professional development (CPD) using the Ricerca-Formazione (R-F) approach in order to implement the WSA for CCE in all the aspects of school life.

The contribution will present the initial findings of the multiperspective case studies (Stake, 1995; Yin, 2003) that will be carried out in schools in Spring 2024. In addition to this, it will delve into the instruments development process (student and teacher questionnaires, focus groups and interviews protocols), highlighting the challenges in measuring the multidimensionality of CCE at the school level.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Empower Youth Leadership in Rural Areas of South Western Europe. The YouLeaders Action Research

Maria Chiara De Angelis (Link Campus University, Italy)

leadership, young students, rural areas, action research, community-based learning

Youth leadership has been promoted as both a fundamental right and an opportunity for personal and organisational development: this means that children have the right to be heard and taken seriously in matters affecting them (United Nations, 1989).

From a European point of view, the EU Youth Strategy 2019-2027 wants primarily to enable young people to be architects of their own lives, support their personal development and growth to autonomy, build their resilience and equip them with life skills to cope with a changing world. This main objective involves providing young people with the necessary resources to become active citizens in their communities, have a concrete impact on policy decisions across all sectors and, last but not least, contribute to fighting youth poverty and promoting social inclusion of young people. Accordingly, with these disruptive challenges, the YOULEADERS action research project was born in the framework of the Erasmus+ Programme to promote the active citizenship of young people and their sense of initiative, starting from a community-based study (Lewin, 1946; Stenhouse, 1975; Argyris et al. 1985; Hopkins, 2002) on young people leadership needs (Chow et al. 2017; Hornyak et al. 2022; Mortensen et al. 2014).

The project used the action research methodology to acquire knowledge, co-design a hybrid Leadership Learning Program, and pilot and adapt it to a different national context according to a situational leadership approach (Ayman, 2004).

Along with co-designing a training path to develop individual competencies as young leaders) one of the main goals of the educational program was to create a collective impact from schools to the territory through creating and implementing project works created by and for the community. To this aim, a part of the co-building program has been devoted to realising project works aiming to generate a positive impact at a local level. Based on a previous desk analysis, the action research involved 3 South-Western European countries – Italy, Spain, and Portugal – and is aimed at 30 students per country aged between 14 and 19 (secondary school level) who live in rural or peripheral areas with fewer opportunities.

The community, made of younger, local institutions and other stakeholders, such as educators, political representatives and civil society organisations, has been involved through focus groups and co-design sessions to identify, validate, and adapt the main learning outcomes for the community building program.

The focus groups investigated cultural values, essential skills, knowledge and abilities for young leaders and learning outcomes. The main results of the young students and stakeholders focus group sessions were analysed and discussed with the community involved using a comparative perspective and according to the action research self-reflective circle (Carr, 2006; Kemmis & McTaggart, 2000). The co-building programme is actually in its pilot phase, and it is providing the selected beneficiaries with the tools to improve their entrepreneurial skills, face the challenges at the educational and labour market level, and enhance their skills to be leaders of social initiatives starting from their communities of reference.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

The Development of Citizenship Skills in a Multicultural Context: PCTO in the San Siro District (Milan)

Claudia Delia Fredella (University of Milano-Bicocca, Italy)

citizenship education, intercultural skills, student agency, pcto, thematic analysis

Within the research-intervention project, MUSA Spoke 6 Action 3.1.3 “Contrast and prevention of school dropout in disadvantaged urban neighborhoods” were activated 20 PCTO pathways, entitled “Social Cohesion and Urban Sustainability”, that involved students from six different high schools. The research question investigates how participation in a community service-learning activity (Gallop, Guthrie & Asante, 2023), carried out within the ETS network “after-schools” of the San Siro district in Milan, supports the development of key competencies for lifelong-learning (European Council, 2018), particularly multilingual, personal and social skills and the ability to learning to learn, from an agency-based citizenship education perspective (McLaughlin, 1992). The research framework refers to the urban anthropology model of Learning cities (Biagioli et al., 2022) to promote in a multicultural and multiproblematic suburban context, social cohesion and enhancement of the differences (Benhabib, 2006). The path has been monitored in itinere through co-assessment of the learning goals, by several observational tools used by the students (Guba & Lincoln, 1989). The contribution presents an initial exploratory analysis of the experience of eight students involved in the after-school program activated in Dolci school (IC Cadorna) and illustrates a thematic reflexive analysis (Braun & Clarke, 2021) of their diaries, the descriptive self-assessments written at the end and of a focus group in which they were invited to examine the strengths and weaknesses of the project from the point of view of their agency (Manyukhina & Wyse, 2019, Pastori 2022) and to reflect on the process of developing the expected citizenship skills (Santerini, 2010, Zecca, 2018). The results of the data analysis show how all the students became aware of their initial representations and sometimes prejudices regarding a socio-cultural context very distant from their own experience. A diachronic reading of students’ diaries reveals an ongoing assumption of awareness of their role in supporting learning processes of the children they helped with individualised educational tutoring and development of their ability to identify the difficulties students encountered, e.g. ‘memorising’, dealing with textbooks’ vocabulary, that was often incomprehensible to children, in particular those with a migrant background, and maintaining concentration on exercises that were not meaningful to them (Sorzio, 2020). This last aspect points to the theme of the cultural nature of the school curriculum (Sorzio, 2022) and how the link with one’s past and present experience enables the attribution of meaning necessary for learning (De Vecchi & Carmona Magnaldi, 1999). Another fundamental aspect that came out is the potential of the multicultural context, of the encounter and recognition of ‘the other’, and how this affected the development of new skills. On the other hand, also emerged difficulties in dealing with some “problematic” children and the acknowledgment of the need for support from the professionalism of educators and teachers. Also concerning the theme of the relationship with all the actors involved in the context – teachers, educators, researchers – they report how it has fostered the development of their ability – defined by some of them as ‘problem-solving’ – to implement more active and inclusive teaching methods.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Producing Media in Classrooms to Struggle Digital Educational Poverty: a Research in Lower Secondary Schools

Michele Marangi (Università Cattolica Milano, Italy) · Stefano Pasta (Università Cattolica Milano, Italy)

digital divide, digital educational poverty, digital literacy, media making, onlife citizenship

Since 2021, the Research Center on Media, Innovation and Technology Education (Cremit) of the Catholic University has proposed using the new construct of "digital educational poverty" (Pasta, Marangi, Rivoltella, 2021) to update and broaden the concept of "digital divide". The phenomenon is therefore not only understood as the deprivation of devices and access to the Internet, but also refers to the failure to acquire digital skills, understood as new alphabets (Rivoltella, 2020) necessary in the postmedia society to analyze the production and use of different digital content by the "viewers" of the social Web (Pasta, 2021). In this perspective, the ability to design, create and disseminate media content and formats is central.

This strategy is the basis of the Digital Connections project (2021-2024), created by Save the Children together with the Cremit and Edi Onlus. The project, which involved 99 schools, over 6,000 students and 400 teachers, developed the fight against digital educational poverty in the civic education curriculum of the second and third year of lower secondary school, through the activation of 7 participatory newsrooms in the classrooms: two for digital writing, to create entries for Wikipedia and online petitions; two for the production of podcasts, to create a report and a review; two for the construction of digital storytelling, both video and visual and one for the development of social marketing strategies, aimed at disseminating online content to promote digital wisdom among peers.

In the first part of the contribution, the theoretical and methodological framework will be provided that has oriented the design and production of digital formats according to the logic of cultural convergence (Jenkins, 2006), digital plenitude (Bolter, 2020), multimodal semantics (Kress, 2010) and Peer&Media Education (Ottolini, Rivoltella, 2014; Rivoltella, 2021), in a logic of cross-media protagonism (Marangi, 2021).

In the second part of the contribution, the data referring to a selected sample of 100 products created in the classes will be presented, analyzed with the PRODACT (PROmote Digital Analysis and Competences in Transmedia) tool, created by the authors to evaluate the products according to different parameters.

The artefacts were analyzed using the indicators of the aesthetic, critical and ethical dimensions of digital competence, typical of New Literacy (Rivoltella, 2020) together with the references of DigComp 2.2 and the four areas of Digital Educational Poverty, in an integrated perspective which takes as background the concept of "Onlife Citizenship" (Pasta, Rivoltella, 2022)

The analysis shows that this type of productive practices not only implement digital skills in students, but also develop teaching and educational practices that combine formal and informal skills and facilitate participation and protagonism, even in complex or problematic socio-cultural contexts, according to the logic of third-party learning (Potter, McDougall, 2017) and in a perspective of digital citizenship that allows us to develop updated and expendable educational media skills (Buckingham, 2020) and to develop the ethical sense necessary to consciously inhabit the mediapolis (Silverstone, 2006).

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

What do Student Think About Participation in School? Data from a Pre-test Survey in Three Secondary Schools in Milan

Giulia Gabriella Pastori (University of Milan-Bicocca, Italy) · Valentina Pagani (University of Milan-Bicocca, Italy)

student leadership, democratic citizenship, well-being, empirical research, secondary school

In recent years, various international studies (Berger et al. 2011; Borgonovi & Pál, 2016; Govorova et al., 2020; Mazzoni & Cicognani, 2009) have emphasized the importance of well-being, participation, and active citizenship in the pedagogical and educational discourse addressed to school. These studies have highlighted that these concepts are not only closely related to each other, but also significantly impact learning and academic proficiency. This shift in perspective is evidenced by the latest OECD-PISA tests (Borgonovi & Pál, 2016), which for the first time integrated the assessment of learning with the detection of the perception of well-being and the quality of the social climate at schools, believed to be central variables in influencing the motivation to learn and, consequently, also school performance. The circular relationship between participation, agency, well-being in school, and learning, which places school experience in a broader, more holistic, and multidimensional framework, has been recognized also by students involved in participatory research experiences (Pastori, 2022; Pastori, Pagani, 2021; Pastori Pagani, Sarcinelli, 2020). This contribution presents preliminary data obtained from a questionnaire completed by 1118 upper secondary school students from three schools in Milan participating in the project “La scuola siamo noi!” (i.e. We are the school).The data collected highlights critical issues noted by the young participants in their school experience. These issues include the limited space allowed for student involvement and active participation in school life and decision making, as well as the prevalence of a transmissive idea of education, which is focused solely on imparting notions and completing curricula, rather than promoting critical thinking and the active role of learners. The discussion will focus on possible strategies to support teachers in reinterpreting their role through the perspective of students and towards the transformation of the school into a community of research and democratic participation, thereby providing a more engaging and fulfilling learning experience for students, which in turn can lead to better academic outcomes and overall well-being.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Strengthening Student's Participation: A Challenge Within The School Governance And Educational Practices

Maria Sole Piccioli (ActionAid Italia, Italy) · Corinne Reier (ActionAid Italia, Italy)

student engagement, democracy, educational inequalities, right to be heard, civic education

In the actual context of persistent educational inequality challenges in Italy, this contribution explores the transformative potential inherent in enhancing student participation within school governance and practices. The objective is to ameliorate students' well-being and consequently address inequalities.

Numerous references underscore the significance of student engagement and leadership in co-design processes and decisions that impact them. Notably, the UN Convention on the Rights of the Child and Adolescent was the pioneer in enshrining the right of underage individuals to be heard and to have their voices considered in matters concerning them. This commitment has recently been stressed by the European Child Guarantee[1]. This recognition extends to Italy, where schools are constitutionally mandated to play a pivotal role in fostering active and proactive participative citizenship. Furthermore, the Civic Education Teaching Act of 2019 recommends that educational institutions revise their curricula to enable them to act as responsible citizens and participate fully and consciously in the civic, cultural and social life of the community.

However, field evidence[1] and student testimonies highlight limited opportunities for leadership and agency, particularly in schools situated in more vulnerable contexts or serving students from low socio-economic backgrounds[2]. Analyses from notable sources (Liche 2010[3]; Unicef 2017[4]) indicate that approximately 20 percent of the responsibility for varying levels of engagement at school and school drop-out can be attributed to the characteristics of the school attended, including the possibility for students to participate in its decision-making processes. The potential transformative link between active participation and countering educational inequalities remains quite underexplored. This involves understanding how empowerment processes can influence policy or practice, thereby contributing to the mitigation of existing inequalities.

The contribution will present evidence and data collected over the past three years with the support of the student's movement Unione degli Studenti, focusing on secondary school participation initiatives and student's perspective on school participation. Subsequently, insights from in-depth reflections on the revitalization of participation tools and spaces in schools will be proposed. Finally, the exploration will extend to integrated processes involving high degrees of participatory scaling (Lundy[1]; Hart[2]) and transversal participatory approaches and methodologies (Project Ripartire, OP-ED, Educaction). These endeavors aim to foster empowerment processes and counteract inequalities[3].

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Student Voice and Data Hermeneutic to foster Collective Leadership. The Monitoring, Evaluation and Learning of Teach For Italy

Antonio Piscopo (Teach For Italy)

leadership, data, hermeneutic, capabilities, democracy

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.

My contribution to this panel aims to illustrate a 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.

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.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Ensemble: a Participatory Methodology for University Student Collaboration within a Bachelor's Degree Course

Andrea Plata (CIRSE, DFA/ASP, SUPSI, Switzerland) · Laura Di Maggio (ISIN, DTI, SUPSI, Switzerland) · Michela Papandrea (ISIN, DTI, SUPSI, Switzerland)

digital citizenship, participation, collaboration

International organizations have long pursued the idea that schools should become an example of democratic and inclusive decision-making processes (Council of Europe, 2018a). To achieve this goal, the Whole School Approach (WSA) was proposed (UNESCO, n.d.). The WSA is a multidimensional model of school governance and management that aims at promoting education through inclusive and democratic participation by the school community to school life. This approach ensures that all aspects of school life (curricula, classroom activities, leadership and decision-making structures and processes, staff and staff-student relationships, extracurricular activities and link with the community etc.) reflect democratic principles. It promotes leadership and active participation of staff and students, involves transversal competences such as collaboration, critical and analytical thinking, communication, conflict resolution skills, and allows to experience democracy and democratic processes at school level. Experiencing school life in such a learning and working environment might positively influence among others the sense of belonging to the community, school connectedness, individual and social well being, and student achievement (Council of Europe, 2018b).

To promote active participation, well-being, inclusion, and democratic citizenship in educational contexts, the Ensemble project aims at identifying a methodology, supported by a digital tool, consisting of two components: i) LiveSmart-Campus, a proximity-based application (Papandrea et al., 2021), firstly released in 2021 at SUPSI and further developed with the aim of involving the university community in the campus life, and ii) Decidim, an open-source participatory democracy infrastructure (Decidim, n.d.), already used in many universities, companies and municipalities all over the world. The combination of the two will allow to increase the active community participation and contribution to the development of the campus and the adoption of a more inclusive and democratic approach in an academic context.

Besides presenting the Ensemble project as a whole, the contribution aims at presenting a participatory use-case tested in a tertiary education school for future teachers. The use-case, tested within a teaching module of a Bachelor's degree course (approximately 120 students), will be carried out between February and May 2024. It involves several phases and is used to test some of the platform's functionalities. The objective of the use-case is to foster a participative process for the creation and launch of thematic working groups for the final certification of the module, which consists in the elaboration and presentation of groups' research project.

Quantitative and qualitative data will be collected regarding the use of Ensemble for the above-mentioned purposes and regarding Ensemble's potential to promote participation and collaboration within groups. The expected results should witness an improvement in student's perception of learning quality as a result of the facilitated peer collaboration, and an increased transparency of the whole decision process.

The use case will also launch the platform, which is currently under experimentation, within the institution, giving not only students, but also lecturers and managers to launch initiatives and surveys on topics of interest to the community.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Student Autonomy: Practices and Experiences of Democratic Participation in School Decision-making and Management

Inês Sousa (Centre for Research and Intervention in Education - CIIE; University of Porto) · Elisabete Ferreira (Centre for Research and Intervention in Education - CIIE; University of Porto)

democracy, student autonomy, participation, democratic school management, educational policy

Student autonomy and their democratic practices and experiences of participating in school decision-making are the result of the revolution of April 1974, the conquest of freedom and the start of a democratic government in Portugal, and since then, they have been recurrently referenced in political discourses in Portugal and highlighted in national and international studies in the field of school administration and management. The revolutionary process made students visible (Sousa & Ferreira, in press), and today we can highlight the concern to listen to students and learn about their practices of participation and influence in school environments in the exercise of credible and solidary autonomy (Ferreira, 2004, 2007, 2012; Correia, 2021), where they make informed and shared decisions (Melville, et al, 2018) and which more or less influence the dynamics of the school. There could be a management of consent (Apple & Beane, 1995) or a democratic management of public schools (Lima, 1988, 1998, 2014, 2018). In fact, in Portugal, the democratic participation of students in school governance has been provided since the Constitution of the Portuguese Republic (1976) through participation in collegial school management bodies, which, despite the advances and setbacks it has undergone in its implementation, persists to this day in the representation of students, with the right to vote, in the General Council (Decree-Law no. 75/2008), heard regularly in the Pedagogical Council and through the Students' Association.

Based on this framework, a research project is being carried out, which seeks to identify and understand experiences of autonomy and democratic practices in schools through the voice of secondary school students, where students recognize and are recognized as having opportunities to participate, take initiative and influence decision-making in school management. The current study is being carried out in Portugal, adopting a mixed methodology, where the qualitative study is carried out in several schools through participant observation at student meetings and associations, focus groups with students and semi-structured interviews with school principals and teachers involved in the projects and initiatives. As far as the quantitative study is concerned, it is being developed through a questionnaire survey of all secondary school students, with the aim of finding out, from a national perspective, about student autonomy, identifying their democratic practices and experiences, initiative and participation in school decision-making and management.

From the research already carried out and the data collected, we can see that students distinguish between different systemic levels of participation: (1) at school, through student assemblies and student associations; (2) in municipalities, participating in Municipal Youth Assemblies and municipal councils; and (3) nationally, with different proposals from the Ministry of Education (Sousa & Ferreira, in press). In this communication, we will attempt to report on the partial results of the quantitative study – of the responses to the online questionnaire survey of students attending secondary school in Portugal (school year 2023-2024) – as an exploratory cross-section of the data collected, including different practices and experiences of student participation and autonomy in schools.

K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school

Leadership, Inclusion, and Social Theory: Articulating Our Commitments to Inclusion by Understanding Exclusion through Gramsci

Shirley Ruth Steinberg (University of Calgary, Canada)

inclusion, exclusion, authenticity, leadership, social theory

As leaders and educators, we should be committed to societal practices and improvements that are created to support inclusion through equity and diversity. Educational institutions often create goals that are appropriate to current political control or that support the trendy and latest terms promoted by supervisory offices. Many times this support is to substantiate grants and positive attention, in that if one claims to be inclusive in their leadership and pedagogies, that claim should open channels, attention, and funding. However, it is important to understand that those in power often reach out for the latest educational buzzword and practice but not authentic commitment. While a cynical view of leadership and new paradigms in education, it is important to engage with inclusion with sincerity and clarity. Integrating social theory and Gramsci within this engagement demands that we are clear in our intent and goals to create a more equitable and socially just environment for ourselves and our students. Included in this clarity is a declarative statement of our understanding of how we stand and understand inclusion, and by this understanding, also understand exclusion. Often leadership errs in lacking narrative research and observational, personal understanding of our engagement or non-engagement with inclusion. While it is simple to espouse a commitment to inclusion, we often create exclusion by categorization and lack of personal evidence by those we hope to be inclusive. Creating a safe and inclusive pedagogy and environment demands we understand the difference between declaring inclusion and being inclusive. To authentically teach and create inclusion should not be declared as a hegemonic fete accompli, but an effort that includes an input for those who need inclusion, an analysis of how power continues to replicate exclusion while claiming inclusion, and the personal commitment of each leader and educator in creating a safe, authentic inclusive environment, creating consent with those who deserve inclusion.

Exploring the Impact of an Afterschool Program on Motivation and Educational Aspirations: a qualitative study integrating Nel Noddings' Care Ethics

Anna Ambrose (Södertörn University, Sweden)

afterschool programs, motivation, nel noddings, care ethics

This presentation aims to investigate the influence of an afterschool program particularly targeted towards pupils in schools located in socioeconomically strained areas. Drawing upon the American feminist philosopher Nel Noddings' care ethics (1999; 2002; 2005; 2013) as a theoretical framework I explore how caring encounters within the afterschool program contributes to young pupils' motivation and aspiration for further studies.

The afterschool program under scrutiny involves students from a nearby university and teachers aid providing academic support during afternoons to pupils in middle-school pupils. Through micro-analysis of everyday practice and in-depth interviews the study reveals the role of caring encounters in enhancing pupils' motivation and engagement in schooling. It emphasizes the importance of creating a supportive educational environment where pupils feel seen, heard, valued, and listened to, aligning with Noddings' emphasis on an ethics of care and a relational pedagogy in general.

Furthermore, the study emphasizes broader benefits of working with relations in educational settings as well as the role of support programs for fostering agency. It highlights the transformative potential of caring encounters in nurturing young individuals dreams and aspirations, suggesting that afterschool programs can contribute to young individuals' personal development and a more holistic educational attainment.

Additionally, the study addresses the impact of a homework support program as a tool in a broader widening participation initiative. Utilizing Nodding's' framework, the analysis shows how the program fosters an environment conducive to recognition and acknowledgment among participating pupils, and that this recognition can make higher education seem more attainable. However, challenges related to insufficient academic support are identified, underscoring the importance of integrating both academic proficiency and compassionate engagement in educational interventions.

Overall, this study contributes to the understanding of educational interventions by advocating for a holistic approach that prioritizes care alongside academic support. It underscores the potential of afterschool programs not only to increase access to higher education but also to foster pupils' holistic development and aspirations for the future.

K.05. The role of informal and non-formal education in fostering youth agency

Train Adults to Support Youth Empowerment: Evidence from European Case Studies

Maddalena Bartolini (CNR, Italy) · Valentina Lamonica (CNR, Italy)

youth empowerment, agency, focus group

This contribution intends to shed light to some training and artistic paths aimed professionals involved in European projects. The purpose of these projects is to train professionals who support young people in their growth path, in order to generate social change through their agency. This paper is interested in analysing whether and how the investment in adult education can impact on the growth of soft skills and socio-educational inclusion of young people involved. We will focus on the analysis and evaluation of some European projects trying to answer to specific questions: What are the educational and training interventions that have most favoured the strengthening of the educational relationship and the empowerment of young people? Which paths have increased professionals' soft skills, in order to stimulate the agency and protagonism of young people? The concept of empowerment is linked to changes for people, groups and communities and defines the transition from a situation of lack of power to a situation in which these actors gain control over their lives, as real agents of change (Martinez et al., 2017). In general, it is a process that aims at developing the ability to make decisions, also contributing to the improvement of the conditions of the social and political environment, in terms of social justice, equity, access to resources (Lodigiani & Vesan, 2017). The analysis we will describe are based on qualitative methodologies of data collection, and through our reflections we want to give particular emphasis to the participatory evaluation methods applied. These tools were in fact capable of grasping the perspective of the participants, involving them in the definition of meaning and understanding of social phenomena.

K.05. The role of informal and non-formal education in fostering youth agency

The Perception of Cyberbullying and Its Impact in the Educational and Sports Context: the Guard 2 Project

Maddalena Bartolini (IRCRES – CNR) · Lisa Sella (IRCRES – CNR)

cyberbulling, bulling, agency, participatory education

Cyberbullying is a complex phenomenon that requires reflections and analysis as it involves social dynamics and online interactions in continuous evolution, due to fast digital transformation. This aggressive behaviour reflects power dynamics, in which bullies seek to subdue and control victims through the use of digital means.

The Erasmus+ project Guard 2 we present aimed to investigate how these dynamics develop and how they are rooted in social relationships and informal educational contexts.

In this analysis, we will reflect on how different educative figures perceive and represent the phenomenon of cyberbullying.

Furthermore, the Guard 2 project developed a training addressed to educators in informal contexts. This work reflects also on how the training supported educators in identifying methodologies and educational strategies to recognise and deal with the phenomenon of cyberbullying.

K.05. The role of informal and non-formal education in fostering youth agency

Working With Hard-To-Reach Youths in Brussels in Neoliberal Policy Context

Andrew Malcolm Scott Crosby (Université Catholique de Louvain, Belgium; Vrije Universiteit Brussel, Belgium) · Géraldine André (Université Catholique de Louvain, Belgium)

neet, inequalities, organisations, youth policies, neoliberal policies

With the financial crisis of 2008, the school-to-work transitions of the least qualified fractions of youth have become more unstable than they had been since the 1990s (Wolbers 2014). Consequently, following the European Union's recommendations, the public authorities of the Brussels Capital Region (Belgium) developed policies to combat early school leaving and youth unemployment. This paper analyses the work of organisations that work with disadvantaged Brussels youths, in particular targeting young people aged between 18 and 30 labelled as "NEET" (neither in education, employment or training).

Drawing on cognitive approaches to public policy (Muller 2000) and on the street-level approaches to implementation (Lipsky 1980), we analyse how the perception of youth contributes in shaping the organisations interventions (choice of working methods) and how this affects the most disadvantaged youths.

Our findings suggest that the interventions of these organisations can be divided into two large categories according to the type of approach they adopt to work with these young people. On the one hand, organisations that adopt educative methods that emulate formal school culture, struggle to reach or maintain the most disadvantaged youths. However, they are better equipped to obtain funding from the authorities within the EU's Youth Employment Initiative (YEI), based on quantitative indicators. On the other hand, organisations that adopt more informal methods aimed at (re)establishing contact and with "discarded" youth, manage better to work with them. However, they have much greater trouble obtaining funding for such informal work. In turn, this leads organisations to adopt coping strategies to combine financial survival with their primary social goal of reaching out to and helping the most disadvantaged youths in Brussels.

This fragmentation affects the effectiveness of the Region's social policies, and consequently the opportunities of the most disadvantaged youth in their transition to adulthood. The analysis of the social relations between the various types of organisations, and their relations to funding mechanisms, suggests that to overcome this fragmentation funding mechanisms should include more qualitative indicators in their assessments of programmes eligible for funding, so as to recognise the value of non-formal approaches to youth. It also suggests that funding mechanisms should foster collaborations across organisations instead competition in order to provide more holistic approaches to the various situations in which youth are embedded. As such, this paper wishes to contribute to the relations between educational models and neoliberal social policies.

Beyond Information: Professional Development in Cultural Heritage Engagement

Marianna Di Rosa (University of Florence, Italy) · Sara Maccioni (AIEM - Italian Association of Museum Educators)

museum educators, heritage education, training, ludodidactics, lifelong learning

The contemporary museum, as outlined by the ICOM (International Council of Museums) last definition of 2022, assumes a crucial societal role in fostering shared spaces and dialogues, aiming to cultivate active citizenship through community involvement. At the heart of this mission lies the pivotal role of museum and heritage education, strategically deploying participatory and active methodologies (Hein, 1998) to establish nuanced relationships with, on, and for cultural heritage (Branchesi et al., 2020).

Museums, evolving into educational hubs within the tripartite framework of formal, non-formal, and informal learning, engage with diverse publics. This perspective aligns with the overarching concept of LifeLong Learning (Gibbs et al., 2007), fostering the emergence of "new" professional roles and innovative projects in education. Within this dynamic context, museum educators and heritage professionals assume a central role, currently under scrutiny for recognition by the first Italian professional association (AIEM, 2022).

Functioning as conduits between cultural heritage and audiences, these professionals orchestrate transformative dialogues, facilitating active audience participation with the intrinsic narratives of heritage objects. Their mandate extends beyond knowledge dissemination, encompassing the augmentation of motivation, nurturing of interest, and encouragement of personal expression, stemming from individualized encounters with cultural artifacts (Tamanini, 2015).

Heritage education professionals significantly contribute to interpreting reality by forging connections between diverse knowledge sources and the cultural context enveloping all citizens. This intricate dialogue necessitates a grasp of research tools, allowing for continual reassessment and redefinition of professional skills and competences, particularly concerning younger visitors (Panciroli, 2016).

As part of the European project Erasmus+ Move your mind, representatives of the Italian Association of Museum Educators (AIEM) have designed and executed a series of workshops aimed at honing fundamental skills requisite for museum educators, addressing the multifaceted demands of this evolving educational landscape, designed through the lent of Ludodidactics approach (Renger and Hoogendoorn, 2019). The ongoing project aims to apply this specific approach to assess its effectiveness in the educational and training contexts of the various partners, with a direct and/or indirect impact on young adults. The Ludodidactics approach, proposed by HKU University of Art in Utrecht, focuses on the development of educational pathways that operate across formal, non-formal, and informal educational settings and it stimulates the validation of educational practices through continuous feedback.

The training program, crafted by AIEM and implemented through the Ludodidactics approach, concentrated on pivotal subjects essential for museum and heritage educators. These topics encompassed skills like active listening, formulating open-ended questions, and educational design. The training culminated in a reflective examination of the competency profile inherent to the heritage educator profession, aligning with the broader European discourse (Corr et al., 2022). The workshops served as catalysts, prompting metacognitive reflections among both participants and facilitators, fostering a heightened awareness of their professional roles. Consequently, this introspective process facilitated the development and acquisition of indispensable competencies vital for the effective execution of the museum educator profession.

Rationale and Proposal for Accompanying the Development of Youth's Sense of Agency and Civic Identity: Enabling Contexts and Agentic Qualities

Marta Beatriz Esteban Tortajada (University of Barcelona, Spain) · Ana Maria Novella Cámara (University of Barcelona, Spain)

agency, citizenship, participation, youth, children

Childhood and youth have historically been characterised as 'becoming', as stages without their own ontology, whose value lies in what they will become. This has meant that in terms of citizenship and agency, children and adolescents have been conceptualised as 'semi-citizens' or 'citizens-in-waiting' (Elsey, 2011; Jones & Wallace, 1992; Lister, 2007; Moosa-Mitha, 2005) and as people with 'potential agency' (Bratman, 2017; Griffin, 2002). In Mayall's (2006) words, this leads to a situation of social exclusion as they are not seen as full and valid members of society. This paradigm of childhood and youth as 'becoming' is opposed by the paradigm of 'being', from which voices are raised (Liebel, 2021; Pavez Soto and Sepúlveda Kattan, 2019) claiming that children and youth are socially competent agents with their own ontology, in no way inferior to that of adults. Thus, in 1989, the Convention on the Rights of the Child was adopted, which recognises the right to civic and social (but not political) participation, and thus citizenship, for those who have not yet reached the age of majority. Furthermore, General Comment No. 20 on the implementation of the rights of the child during adolescence (UN Committee on the Rights of the Child, 2016) urges States to adopt policies to increase opportunities for youth participation, as the exercise of participation fosters a greater sense of agency.

The research we have carried out is a qualitative meta-synthesis analysis that integrates the results of three studies on the perceptions of children and adolescents aged between 8 and 17 about the opportunities and forms of participation and the participatory experiences of children and adolescents in environments that include formal education (schools and institutes), non-formal education (leisure centres and children's and adolescents' councils) and informal education (family, digital and local environments). The results obtained allow us, firstly, to delimit the environments in which participation leads to the development of a sense of agency and citizenship, which are mainly found in the non-formal and informal spheres, and secondly, to provide some keys for all those who accompany educational processes with children and young people to lay the foundations for the development of their sense of agency, organised in two dimensions: on the one hand, the creation of enabling contexts and, on the other, the promotion of the development of what we have called agentic qualities.

As present and future lines of action, we are immersed in a European project (IMCITIZEN, CERV-2022-CHILD) whose aim is to create Child Participation Platforms in schools, conceptualised as 'a form of citizen association that enable children and adolescents to get involved and take a stance on issues of their concern and motivation' (Novella, 2024, p. 1). The Platforms are also promoters of the development of a sense of agency through the exercise of genuine democratic participation based on the consideration that this is the prelude to the development of a civic identity.

European Discourses on Non-formal Education for Young People – Questioning an Overly Economic Rational

Carolina Valente Jardim (University of Minho, Portugal)

lifelong learning, non-formal education, youth

Over the last two decades, the EU policies towards education and training consider lifelong learning a priority, specially in the youth sector. The EU has published several documents that express the need to encourage young people to embark on non-formal learning experiences. For instance, one of the main actions of the EU Youth Strategy (European Commission, 2018) is to encourage young people's participation in youth organisations, as well as volunteering and learning mobility programs, both of which are recognised as important forms of non-formal learning. This position is not surprising, given that there are various contexts beyond the school institution where meaningful learning can take place, such as in civil society organisations, associations and leisure activities, as well as in family and everyday professional life (European Commission, 2001). In fact, nowadays there is a proliferation of "educational peripheries" based on "logics of complementarity and/or supplementation of the school curriculum" (Palhares, 2014: 54).

The EU emphasises that non-formal learning allows young people to acquire essential skills that not only contribute to their personal and socio-educational development, but can also improve their employment prospects (European Commission, 2023), especially among young people with fewer opportunities. At the same time, the EU assumes that one of its main priorities is to increase the recognition and validation of skills and competences acquired in non-formal and informal contexts, given that it can play an important role in promoting young people's employability and mobility in the educational system (Cedefop, 2023; Council of the European Union, 2012).

Considering that it is important to debate less saturated spheres of educational knowledge, I propose to present a critical analysis of EU policy documents regarding lifelong learning. More precisely I intend to discuss some ideas related with the utilitarian and economic inclination of the European perspectives on non-formal education, which appears to be advocated mainly due to its importance to the acquisition of skills for employability. I hope to present some social and economic factors that may explain this economic emphasis, such as the European context itself, which is marked by slow economic growth, high levels of youth unemployment and demographic ageing.

K.05. The role of informal and non-formal education in fostering youth agency

"Rasa" of Informal STEM Education: Feeling, Capacity and Agency among Rural Young People

Aizuddin Mohamed Anuar (Keele University, United Kingdom)

stem education, aspirations, informal education, rural youth, development

How might rural young people utilise the opportunity to engage in informal education in science, technology, engineering and mathematics (STEM) to enact their aspirations for development in their community? This presentation chronicles my collaboration with a group of rural young people in one Malaysian secondary school through a participatory action research project, which was submitted to a STEM innovation competition organised by a university in their region. The design of this project followed the Feel, Imagine, Do, Share (FIDS) framework by the global "Design for Change" movement (Gudipati & Sethi, 2017). The project provided a space for young people to enact their aspirations for development through STEM education outside of the confines of the formal curriculum, tied to a problem located in their school community on plastic pollution and the lack of infrastructures.

I describe the young people's preparation and learning as part of this new experience in school supported by a group of teachers. In this process, they engaged in informal STEM education which we sought to connect with their formal curriculum. This collaboration opened up the space for the young people to articulate development concerns related to their immediate surroundings, whilst also situating their project within the bigger picture of environmental issues. Preparation for the project was followed by the trip we made together from their rural community to the university in the state capital to participate in the STEM innovation competition. This provided an occasion for these rural young people to temporarily experience a new environment among their peers from various backgrounds.

Guided by the young people's own use of the term "rasa" (thinking, feeling, intuition) to reflect on their participation in this project (Lim, 2003; Yaapar, 2005), I deploy it as the overarching concept to analyse the tentative, emerging nature of young people's aspirations and agency forged through a novel, informal education experience in a rural location. "Rasa" also points me to the ambivalent swirl of emotions encompassing hesitancy, doubt, nervousness, excitement, and fear expressed by the young people in the course of this collaboration and competition. In analysing this emergent feeling, I bring "rasa" into dialogue with Appadurai's (2004) "capacity to aspire" and Sellar & Gale's (2011) new configuration of "structure of feeling" for equity in education.

I argue that this instance of informal STEM education rooted in the day-to-day experiences of young people and applied to their immediate problems signals a kind of embodied, affective strategy where they are able to practice enacting aspirations in their immediate surrounding and beyond. To conclude, I bring together insights from the young people, their teachers, and the university's STEM competition organiser to suggest that an informal education programme sensitive to place, associated resources and young people's own emplaced concerns is critical for the development of their agency and capacity to aspire. Such a programme must also recognise the need for collaboration between teachers and other external actors amidst the constraints and pressures of formal education in schools.

Life in Nepal's Lhotshampa Refugee Camp through the Lens of its Youth: Capturing Multiplicity

Jessica Moss (University of Wroclaw, Poland; University of Leipzig, Germany; Erasmus Mundus Global Studies)

refugees, youth agency, redignification, postcolonial studies, visual analysis

This research addresses the case of the Lhotshampas/Bhutanese student-refugees living in the Beldangi Refugee Camp in eastern Nepal. After decades in Nepalese camps following Bhutan's revocation of the group's citizenship, more than 100k refugees have been resettled to third countries since 2007 (UNHCR 2023). However, group resettlement has since concluded (in 2016) and due to a lack of repatriation prospects, 6,365 refugees who did not voluntary resettle remain suspended in the remaining camps, approximately one-third of whom are children (Rizal 2004).

Out of the turmoil of statelessnesss, liminality, and political violence, the children of the Beldangi Refugee Camp in eastern Nepal have put into view the multidimensionality of refugee experiences often overlooked in a milieu of narratives on refugees as passive victims or threats to social cohesion. This research locates the multiplicity of child refugee experiences in the Bhutanese refugees' own photography and writings (referenced below) in the NGO-funded Voices in Exile project, which provides 3000 refugee youth in Nepalese camps with photography, journalism, and editorial resources to express themselves, as well as the children-run newspaper, The Child Creation, in which young camp residents produce and print their own newspaper on camp events, Bhutanese politics, and even their own art. Alongside this community's assertion of political agency, self-representation, and meaningful community projects, the residents' publications showcase individuated subjectivity, communality, and quotidian humanness.

Paired with secondary literature on "redignifying" refugees (Ashley 2020) and dominant depiction of refugees as nonpolitical, nonagential subjects (Johnson 2011), this paper conducts a visual and discourse analysis of the published photographic and editorial material as examples of how refugee youth can leverage NGO-funded educational projects to self-empower via political action, self-representation, and community engagement.

K.05. The role of informal and non-formal education in fostering youth agency

Empowering Youth through Entrepreneurship Education: Fostering Critical Thinking and Lifelong Learning through the Assessment Process

Aurora Ricci (University of Bologna, Italy) · Elena Luppi (University of Bologna, Italy) · Flavio Brescianini (University of Bologna, Italy)

youth agency, entrepreneurship education, learning to learn, critical thinking, soft skills assessment

Youth agency encompasses the ability of adolescents and young adults to assert their autonomy and effect meaningful changes, spanning their personal spheres, local communities, and broader societal contexts. This entitlement inherently empowers young individuals to actively shape the course of their personal development trajectories. Aiming to ensure equal opportunity, access to the labour market, and inclusion, entrepreneurship competences can be considered as potential facilitators of youth agency. According to this, entrepreneurship education is focused not only on promoting the creation and growth of businesses but also on fostering sense of initiative (Blenker et al., 2011; Gibb, 1993, 2002; Hoppe, 2016), enabling learners to act on ideas and opportunities and turn them into financial, cultural, or social value for themselves and others. In fact, there has recently been a growth of educational programs on entrepreneurship worldwide, particularly within tertiary education institutions such as business schools (Kuratko, 2005; Mohamad et al., 2015) and non-business faculties (Solomon et al., 2002). Furthermore, entrepreneurship education has extended its reach to primary and secondary schools (Kyrö, 2015; Hoppe, 2016) as well as non-formal educational contexts (Debarliev et al., 2022), and informal educational contexts.

To enhance economic performance and social cohesion, it is crucial to provide all citizens, especially those at higher risk of exclusion, with high-quality opportunities for formal, non-formal, and informal learning throughout their lifespans, alongside encouraging self-reflection to enhance their learning experiences. Acquiring the skill of learning to learn is a lifelong effort. Functioning as a substantial driver of transformation, in adulthood, it holds the capacity to augment employability and competitiveness (Sala et al., 2020). This capability can unleash transformative potential within both individuals and communities, thereby fostering societal well-being and facilitating adaptation to the dynamics of a swiftly evolving global landscape. A key competence emphasized across various European frameworks is critical thinking, encompassing awareness of one's knowledge limitations and biases, as well as the capacity for creative thinking to generate novel ideas. In particular, critical thinking is encapsulated within the creativity skill in the "Ideas & Opportunities" domain of the EntreComp framework (2018); in the "Personal" domain of the LifeComp (2020); in the "Embracing complexity in sustainability" domain of the GreenComp framework (2022); and, finally, in the integration of "Dimension 4" of DigiComp 2.2 (2022) concerning interaction with A.I. systems.

The present study aims to present a set of tools and instruments for the assessment and self-assessment of soft skills within entrepreneurship education environments characterized by informal learning and challenge-based learning pedagogical approaches. Specifically, a selection of tools tested and used to assess critical thinking will be highlighted, and several results will be shown to explore the role of this competence in guiding young individuals through transitions and in the search for individual trajectories.

Beyond Resilience: Assessing the Effectiveness of Third Sector Educational Support Strategies in favour of Foreign Students in the Post Pandemic

Emanuela Varinetti (CNR – IRCrES, Italy)

minors with migratory background, third sector intervention, distance learning effects

The government's limitations in containing the virus during the COVID-19 pandemic have had unfavourable repercussions, particularly for those living in socioeconomically disadvantageous areas (Mickelson, 2015; Sani, 2021; Morabito C. et al., 2022). A cluster is represented by minors with migratory backgrounds to whom associations of volunteers provide support, reducing the linguistic and digital divide and providing educational support (Save the Children, 2019; Tageo et al., 2021; Levine AC et al., 2023). A previous study titled The support of the third sector to foreign students on virtual learning platforms during the coronavirus pandemic and presented at the International Mid-term Conference of the AIS-Sociology of Education Research Committee in April 2023 focused on the effort of diocesan Caritas organisations during the COVID-2019 pandemic, which offered various forms of support, including afterschool on e-learning platforms and economic and human help. Using an integrated approach, the questionnaire and interviews revealed that 74% of Caritas initiated distance learning support actions, especially for foreign students in primary school. Volunteers invested human and economic resources to ensure student participation and addressed shortcomings during the transition to distance learning. However, concerns arise about the possibility of student marginalisation due to distance learning. The first monitoring of the COVID-19 pandemic's has unveiled significant insights, prompting a proposal for a comprehensive follow-up study. This proposed study aims to delve deeper into various critical dimensions of the issue, spanning longitudinal effectiveness assessment, integration outcomes analysis, and horizontal subsidiarity evaluation (Sen, A. K., 1999; Nussbaum, M., 2011; Bianchi, P., 2020). The research avails of the integrated qualitative-quantitative method: a) online questionnaire b) interviews with diocesan operators and foreign student targets of the interventions. Firstly, the proposed follow-up aims to longitudinally assess the sustained effectiveness of the strategies implemented by Caritas in response to the pandemic. Given the dynamic nature of the crisis and its prolonged effects on education, it is crucial to understand whether the support measures introduced during the initial phase continue to address evolving needs over time. Furthermore, the study intends to explore the well-being of foreign students in the aftermath of prolonged periods of distance learning. The extended isolation and disrupted social interactions resulting from remote education may have profound implications for students' sense of belonging, warranting a comprehensive investigation and targeted support measures. Lastly, the follow-up study aims to evaluate the scalability and replicability of successful Caritas initiatives across different geographic regions and beneficiary groups. Identifying best practices and lessons learned from the pandemic response will enable policymakers and practitioners to enhance the resilience of educational support systems for vulnerable populations and better prepare for future crises. This study endeavours to provide a comprehensive assessment of the long-term impact and sustainability of Caritas interventions in supporting foreign students beyond the COVID-19 pandemic. By addressing key research questions across multiple dimensions, this study aims to generate actionable insights to inform evidence-based policy and practice in the fields of education and social welfare.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Mapping Out Layers of Disadvantages and Possibilities of Social Mobility in Pakistan's Education System

Amal Hamid (University of Manchester, United Kingdom)

linguistic power, postcolonial context, critical race theory, community wealth, funds of knowledge

Due to Pakistan's post-colonial history, English plays a crucial role in social mobility by acting as a gatekeeper to access Higher Education (HE). Students from socially and economically disadvantaged backgrounds with lower English language skills struggle to access quality education (Mustafa, 2011). While English is not widely spoken in Pakistan, it is used in education, workplaces, bureaucracy, and courts as the country's official language (Tayyaba, 2014). Access to English is a privilege only a few can afford, making it a form of linguistic capital (power) that holds symbolic value.

I apply Bourdieusian lens to understand the experiences of first-generation university students from disadvantaged backgrounds in relation to English linguistic capital and HE. For my PhD, I interviewed students who are studying at universities across Karachi. They all attended the same preparatory college in Karachi that aims to help students from disadvantaged backgrounds access HE. The research questions explore the role that students linguistic and cultural capital plays in their educational attainment, as well as the impact of factors such as socioeconomic status, social class, and ethnicity on their educational journeys.

My findings show that students' experiences are shaped by post-colonial influences of English, differential prior experience of studying subjects such as mathematics and science in Urdu, and their status as first-generation university students. These themes are investigated using Bourdieu's conceptual tools as participants shared how they felt out of place, how they felt their self-confidence shake due to a lack of linguistic and economic capital, and how they did not feel fully prepared for HE (Bourdieu, 1986, 1991). However, my participants also took pride in their background and in the struggles they faced to enter higher education.

Wanting to steer clear from a deficit lens, I studied at academics who argue against using Bourdieu's theory of practice to understand inequities in education (Laura et al., 2021; Tara & Tara, 2005). According to these academics, Bourdieu's concept of capital assumes that people from minority groups "lack the social and cultural capital required for social mobility" (Tara & Tara, 2005, p. 70). The balance is unfair to begin with and it seems to carry on as the dominant group has more chances of acquiring even more capital and continuing to unbalance the scales. I use critical race theory to understand how my research participants are impacted by the lack of dominant/mainstream cultural capital they may be bringing to their educational institutions. When applied to educational contexts, CRT "refutes dominant ideology" (Tara & Tara, 2005, p. 74) and this angle allows me to critique the deficit theory that Bourdieu's concept of capital highlights. This means exploring Yosso's concept of community cultural wealth in my research participants to understand how this angle tackles the deficit theory that Bourdieu's concept of capital highlights. This angle of deficiency in marginalized groups places blame on students and their families for not having acquired the required cultural capital needed to perform well academically – the required cultural capital being that of the dominant student population that occupies HE.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Highlighting The Issues of Habitus For Female Students From Single-headed Households in South Africa

Kim Heyes (Manchester Metropolitan University, United Kingdom) · Shoba Arun (University of Essex, United Kingdom) · Mariam Seedat-Khan (University of KwaZulu Natal, South Africa)

habitus, gender-based abuse, single-headed households, social status

Female students from backgrounds that qualify for full financial support at universities in South Africa have complex lives that do not disappear just because they have gone to university. Females from rural areas, who are predominantly Black and are from single-headed households, are often caregivers (and protectors) to other children in the household, provide ongoing financial assistance, and conduct household chores. Additionally, they have experienced hardships such as lack of food and sustenance, housing issues, and they navigate sexual abuse, violence, and bullying. Despite all of this, they have succeeded in getting an education sufficient to be accepted into university. The financial support given is enough to provide accommodation, food, and course-specific costs. This is where the support for students from low economic backgrounds begins and ends. Most of these female students do not know other people at university and are first-generation students. They are expected to adapt to their new environment and be able to navigate academia as well as the rest of their peers. Drawn from the HEAPS study, we interviewed 30 women from single-headed households. This presentation will discuss the barriers and issues these women faced to get to university. They gave an honest and open account of their childhoods, which are harrowing and difficult to hear. Therefore, this presentation will have trigger warnings, but we believe that these stories should be told so that we can recognize the struggles of gaining an education for female students in South Africa (and replicated around the world), and make changes to support their needs. We propose that taking into account a Bourdieusian perspective of habitus, female students can be supported better at university, reducing the likelihood of withdrawal, and increasing self-confidence, self-efficacy, and well-being, leading to higher rates of completion, and higher degree classifications.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Habitual Nuances and Their Impact on the Career Choice Process of First-generation Students

Michael Holzmayer (KPH Vienna/Krems, Austria)

first-generation students, habitus, field, career choice, bourdieu

In my contribution, I would like to present results, implications and perspectives from a project that offers an alternative approach to career choice processes from a Bourdieuian perspective (Holzmayer, 2023). The project investigated the fit between habitus and field in primary school teacher trainees in order to make the Bourdieu perspective fruitful for researching the career choice process. With the help of the newly developed method of sequence-analytical habitus reconstruction (Kramer, 2019), the individualized habitus of the students can be researched and contrasted with the requirements of the field. The reconstruction of students' professional habitus has shown the importance of matching habitus and the practical logic of the field for a successful career choice process (Holzmayer, 2023).

Simply looking at the sociological level of social background is not sufficient to explain social trajectory. The two different categories of social background and gender do not have a deterministic effect on habitus and career choice processes. Not all first-in-family students develop the same professional habitus. In addition, the subjective perspective of these students makes it clear that being FiF student is often not an issue for them. Not every FiF student develops a so-called cleft habitus, as suggested by current popular literature on the subject (Baron, 2020; Eribon, 2016; Ernaux, 2019; Louis, 2022). This may be due to the "degree generation", as Bathmaker et al. (2016) call it, which makes studying a matter of course. Or it may also be due to the specific characteristics of the primary school teaching profession. In any case, these findings support the view of Miethe (2023), who contradicts the perspective of an inevitable "cleft habitus" of FiF students.

The results show that first-generation students are not a homogeneous group, but offer a wide variety of habitual orientations, which therefore also move very differently in the field. These nuances in the experiences of first-generation and working-class students point to the diversity and changeability of the habitus and to the fact that the field allows a fundamental space for change (Bourdieu, 1999, p. 372).

According to Bourdieu (1998, pp. 55–66), career choice can be seen as the exploration of the universe of possibles and boundaries that are shaped by capital, habitus and field. The intersectional view of career choice allows gender to be included in the analysis. In connection with social background, gender is responsible for whether the primary school teaching profession appears in the universe of possible options. In this article, I would like to look at various aspects that have led to the opening of professional opportunities for students.

This is particularly evident in the case of Markus, for whom the primary school teaching profession as a male working-class child is far removed from the professional universe of possibles. Only various moments of crisis and the recognition of the need to adapt his professional orientation open the fixed boundaries of possibles for him. An accumulation of circumstances finally allows him, as a man from the working class, to take up a female-dominated profession (Holzmayer, 2023).

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Picking the Habitus Apart and Putting it Back Together Again: On Making Theoretical and Conceptual Compromises with Bourdieu

Biörn Ivemark (Stockholm University, Sweden) · Anna Ambrose (Södertörn University, Sweden)

bourdieu, habitus, social class, first-generation students

While Bourdieu's conceptual tools have proved useful for studying both processes of social reproduction and social mobility, some theorists have pointed to the empirical limitations of Bourdieu's conceptual synthesis of objective and subjective social structures. At the most critical end of the spectrum, concepts like habitus have been described as 'black boxes' that conceal the underlying social mechanisms that truly explain social action (Boudon, 1998). More nuanced critiques, while generally supportive of Bourdieu's theoretical framework, have sought to amend his concepts to make them more amenable to study individual biographies by for instance disaggregating the habitus into unique sets of dispositional complexes with specific propensities to respond to a variety of social contexts (Lahire, 2003, 2011, 2019). Yet other scholars acknowledge the validity of some of these mild critiques, but tend to dismiss efforts to amend or change Bourdieu's framework, seeing these as fundamentally misunderstanding the flexibility of his conceptual tools (Atkinson, 2021). Regardless of the legitimacy of these position-takings, the Bourdieusian research on social class, education and social mobility in recent years and the rich conceptual elaboration it has generated is a testament to the value of these debates.

This presentation builds upon our recent experiences using Bourdieu to study variations in educational aspirations, affective drives, and habitus outcomes among first-generation and working-class students (Ivemark & Ambrose, 2021, 2023; Ivemark, 2023, 2024). This research has occasionally necessitated an integration of other theoretical perspectives or a 'loosening' of Bourdieu's concepts to elucidate otherwise obscured underlying processes. By presenting some concrete empirical cases from our work, we aim to show how these compromises with Bourdieu's framework have provided us with a more nuanced understanding of experiences of social mobility and the educational choices individuals make as a result of their social background. We conclude by reflecting upon whether these compromises raise any concerns about the usefulness of Bourdieu's thinking tools, or whether the flexibility of these tools ultimately accomodate them.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Promising Young Academics: Social Magic In Academic Mentoring And The Role Of Social Class

Maria Keil (University of Tuebingen, Germany) · Flora Petrik (University of Tuebingen, Germany)

first gen students, academic mentoring, social class, social magic

The sociology of education has studied comprehensively the experiences of first-generation students and, to a lesser degree, of working-class academics. But how do first-generation students become academics? With our paper we contribute to this question by offering a multi-perspective lens on academic mentoring. By triangulating results from two research projects, we aim to unmask the way class is knit into meritocratic ideals and to shed light on social magic in academic settings.

Applying the relational praxeology of Pierre Bourdieu (1977a, 1990) and the concept of social magic (Bourdieu 1977b, Ingram & Allen 2019, Threadgold 2020) in particular, we ask in what moments and phases in academic careers do sticky affinities create a match between habitus and field, especially from the perspective of students, and what characterises a candidate for promotion from the perspective of professors. Consequently, we investigate how capitals in the field of academia are transfigured as social magic and what role social class plays for the realisation of academic mentoring relationships.

The empirical analysis is based on data from two research projects: First, a dataset of 17 biographical-narrative interviews and seven autobiographical texts by first-generation students from Austria and Germany from the study "Doing Class Transitions – First-Generation Students in Austrian and German Higher Education" (duration: 2019-2024; cf. Petrik 2022a; 2022b). Second, a sub-dataset of 12 professors of the social sciences, derived from a grounded theory study of the academic field of the social sciences in Germany (Keil 2020; 2023). Both datasets were coded according to the grounded theory methodology (Strauss & Corbin 1990) and triangulated for the interpretation (Flick 2018).

With our analysis, we can show how characteristics of promising young academics are based on class-specific understandings of education and field specific cultural capital. However, we also find that lesser volume of cultural capital is not necessarily determining academic experiences of first-generation students. In fact, university studies may be perceived as an enriching, empowering experience that opens up the space of possibilities. What is more, relationships to professors and lecturers from non-academic family background may promote academic advancement and lead to considering further academic studies, such as a doing a PhD. Social magic hence can happen, when students' and professors' working-class habitus match, but also when first-generation students adapt to the field and develop academic strategies and performances that match with those of professors from academic family background.

Our relational theoretical and methodological design allows us to look at promotion within academia from different angles. By illuminating both the perspectives of professors and students, we can depict mentoring relationships as ambivalent practices, situated within specific academic fields. However, these relationships do not unfold seamlessly or follow a linear logic. We can show, how social magic takes place in promotion settings based on and despite social gravity. In doing so, we not only contribute to a critical discussion on experiences of working-class academics, but also to a Bourdieusian analysis of the entanglement of social class and fields.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Working with Bourdieu and Beyond to Explore First-in-Family Students' Perceptions of University in Austria

Franziska Lessky (University of Innsbruck, Austria; Institute for Advanced Studies - IHS)

first-in-family students, student experience, bourdieu, student equity, hermeneutics

While the persistence of educational levels has been extensively studied in the past, little is known about how individuals break the intergenerational cycle and what enables them to do so (Labede et al., 2020). Recent research in the sociology of education argues that exploring the dynamics within the family and their role in shaping educational pathways has been neglected in higher education studies so far (O'Shea et al., 2024; Lessky, 2023). For the school context, these dynamics have been illuminated more prominently. In this regard, scholars in this field argue that focusing on milieu and social class, as dominant factors influencing educational pathways, is important, but it simplifies the complexity of the social and cultural contexts in which students are embedded (Silkenbeumer & Wernet, 2017; Stahl & McDonald, 2022).

This study addresses this issue by shedding light on how familial dynamics shape First-in-Family students' perceptions of university and what studying means to them. By drawing on the narratives of 31 students from four Austrian public universities (conducted between 2018 and 2024) and applying a theoretical understanding of familial interactions (Labede & Thiersch, 2014) and Bourdieu's habitus theory (Bourdieu, 1990), this study illuminates the complex nature of familial dynamics and the ways they contribute to shaping the educational pathways of First-in-Family students and their perception of university.

Using a hermeneutical methodological approach (Wernet, 2014) to analyse the empirical data, a typology of what studying subjectively means to First-in-Family learners will be presented. In this presentation I will critically reflect on the potential challenges and opportunities that combining a Bourdieusian perspective with other theoretical and analytical tools present. By highlighting the importance of gaining a nuanced picture of First-in-Family students' experiences and perceptions of university, I hope this study enriches discussions about which interdisciplinary theoretical and methodological approaches can be used for comprehending (educational) mobility.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

First In Family Learners And The Capability To Participate In Higher Education.

Sarah O Shea (Charles Sturt University, Australia)

first in family students, social theory, capabilities approach

In the last decades, many countries have seen significant growth in the diversity and numbers of students attending university (OECD, 2022). This increasing volume of participants and apparent greater educational accessibility is largely perceived in positive ways, considered to evidence opportunity for social mobility and an assumed equitable capacity to achieve academic success. This presentation seeks to interrogate the ways in which attending university is experienced by learners from more disadvantaged or under-represented groups. Drawing on interviews and surveys with near completing undergraduate students all of whom were first in their family to attend university, the focus will be on the ways in which the students themselves considered the interplay of access and exclusion in their engagement with higher education, particularly the ways in which academic success and persistence was measured and articulated.

Drawing upon sociological perspectives (Bourdieu, 1986; Yosso, 2005) combined with philosophical understandings of social justice (Nussbaum, 2006; Sen, 1992), the session will provide rich insight into what individuals 'actually do' (or the capabilities and freedoms able to be accessed) that enables persistence at university. This theoretical framing usefully combines the concepts of capital, field and habitus with the capability approach's three key elements: functionings, capabilities and agency. In summary, functionings relate to outcomes (which may be both tangible and intangible) and capabilities are the actual freedoms that enable individuals to achieve what they value (Sen, 1999). Agency is then regarded as the ability or capacity for individuals to achieve their desired goals and objectives. When combined with concepts of capital, field and habitus, the capability approach can offer a deep understanding of how individuals activate cultural and social 'conversion factors'. This capital can be economic, social or cultural in nature, the latter including symbolic, educational and linguistic capital (Bourdieu, 1986). Individuals have different capital packages and capitals have different values depending on the field in which the individual is operating. The proposed theoretical fusion enables exploration of both what learners bring to this field (capitals) and how capabilities are actioned to enable success within the HE sector.

This focus provides an opportunity to foreground alternative and perhaps, hidden, understandings of valuable 'fertile functionings' within the HE persistence space. Such functionings may or may not fit with meritocratic or dominant understandings of what 'successful persistence' looks like nor how this is measured within the sector (O'Shea & Delahunty, 2018). Instead, any understanding of persistence needs to be situated closely within students' own perspectives of how individual 'fertile functionings' are enacted and achieved. In other words, how learners themselves considered achievement is key to this theorisation particularly what it was that each individual valued, regardless of whether this value was recognised by the university they attended (Delahunty & O'Shea, 2019).

This theoretical framing is further contextualised by richly descriptive interview and survey data that draws upon the reflections of the students themselves. These perspectives provide alternative ways of thinking about how university participation is enacted, at a lived embodied level.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Social Frictions at University: Swedish Students Experience Hysteresis-effects in a Transformed Higher Education System

Magnus Persson (Linnaeus University, Sweden)

cleft habitus, higher education, hysteresis, social friction

Despite that higher education (HE) has been accessible to most social classes in society, HE continues to be a propellor for reproduction of social inequality. Numerous studies have demonstrated how social differentiation, whose previous demarcation line was whether to pursue HE or not, has penetrated into the HE system (Bathmaker et al., 2016; Ingram, 2023; Persson, 2022).

This study (Persson, 2022) explored how a group of novice students navigated through an academic professional program positioned in the social mid-level of the Swedish HE hierarchy at one of the post99 universities. The students had different class backgrounds and different acquired educational capital (grades, SweSAT-results), which reflected the fragility of their positions as university students. In empirical terms, this meant that the students experienced social frictions both in relation to the HE field they entered and in relation to their social background. Four different combinations of frictions crystallized. Firstly, students who didn't experienced any social frictions (Fish in Water), secondly, students who experienced social frictions both in relation to HE and social background (Two-Front Battle), thirdly, students who experienced social friction regarding their social background but not in relation to HE (Voluntary Exile), and fourthly, students who experienced social friction in relation to HE but not in relation to their social background (Behind Enemy Lines).

The study demonstrates how social frictions can be traced back to the chosen educational program and university's social position in the Swedish HE field, a field that is not as overtly hierarchically organized as, for example, the British (Bathmaker et al., 2016) or French (Winkler & Sackmann). The results of the study show how social class differences are reproduced through the HE, even when formal barriers of a social nature have been eliminated. The study's panel design further illustrates how class-related frictions and conflicts change as students gain experiences from university life. This involves both social frictions that are eliminated as well as amplified.

The observed social frictions and how they change can be understood as an expression of what Bourdieu has presented as hysteresis (e.g. Bourdieu, 1977[1972]; Bourdieu, 2000[1997]; Bourdieu & Wacquant, 1992), a concept borrowed from physics that describes how individuals continue to act as if they are living in a past social condition despite entering a new one. This type of behavior generates friction and conflict because the individual's actions do not align with the social expectations and norms surrounding the individual. Bourdieu (2008[2004]) has described this state as the individual being equipped with a cleft habitus and which has since been used and developed within the sociology of education (e.g., Abrahams & Ingram, 2013; Decoteau, 2016; Friedman, 2014; Ingram, 2011; Persson, 2022; 2024).

The study also makes a scholarly contribution to how habitus can be used in empirical research without disregarding its inherent inertia or changing potential. Social frictions related to the social fields that individuals move between and how these changes over time (a temporal perspective) are a promising avenue in understanding how students approach an expanded and socially differentiated HE field.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

'From my Comfy Corner'. Amina's Story and the Social Boundaries of the University Field

Marco Romito (University of Milano-Bicocca, Italy)

first-generation students, bourdieu, intersectionality

Starting from a research started in 2017 on the transition to the university world of first-generation students, this contribution explores the experience of Amina, an Italian-born girl of Senegalese origin, whose biographical journey I have been able to follow longitudinally over the last 6 years. The aim is to show, through her trajectory and narrative, the social and symbolic boundaries that divide the university space and the way in which these boundaries are marked by elements that bring into play the emotional and affective dimension and, therefore, the processes of identity construction and projection into the future. Amina's story also provides multiple elements to explore how such boundaries can be negotiated, circumvented and overcome and, above all, what resources and conditions make this possible.

From a theoretical point of view, the contribution interweaves two different sensibilities. On the one hand, the Bourdieusian concepts habitus, cultural capital and field are used in order to highlight the dominant ways in which the university field defines legitimate criteria of inclusion/exclusion with reference to both the strictly academic and the social and relational dimensions (Bourdieu 1979, 1993; Bourdieu and Passeron 1964). These concepts are fundamental for introducing the dimension of power within the sociological reflection on educational transitions and in particular for the analysis of learning processes related to them (Collier and Morgan 2008; Coulon 2005). On the other hand, the contribution dialogues with the perspective of intersectionality (McCall 1992, 2005) by recognising the importance of looking at the specific ways in which Amina's different positioning along axes defined by gender, ethno-racial and class dimensions are combined. From this perspective, taking up and adapting for the research context the concept of Community-Wealth elaborated in the United States by Tara Yosso (2005), the intersectionality perspective also constitutes a starting point for looking at the ways in which Amina's intersectional identities and affiliations also represent spaces capable of generating resources ('non-dominant' forms of cultural and social capital, cf. O'Shea 2016) that are used to negotiate with the more or less visible rules, expectations and boundaries that characterise the university field.

The contribution examines three 'scenes' that are evoked in Amina's narrative and that constitute three particularly crucial moments in the definition of her study trajectory. These 'scenes' will be examined for what they reveal about the relationship between Amina and the academic field she is traversing. On the one hand, they highlight the different social and symbolic boundaries that define her 'place' at university. On the other, these scenes are used to show the intertwining of emotional and affective dimensions and how, therefore, the boundaries of the academic field construct Amina as an intersectional subjectivity simultaneously limited and enabled by her multiple social placements.

K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities

Proto-mobility

Ryan Wattam (University of Manchester, United Kingdom)

proto-mobility, social ties, educational mobility, first-generation he students

In the last two decades of HE expansion, a larger proportion of working-class young people are encouraged and happy to pursue Higher Education (HE). In analysis of interviews with educationally successful working-class FE students, who comprise 'the degree generation' (Bathmaker et al., 2016; Ingram et al., 2023), I analyse factors which inform young people's attitudes to HE. I draw upon and qualify Ball et al.'s (2002) typology of contingent and embedded choosers. My key argument is that contingent choosers, hailing form working-class backgrounds and often without a family legacy of HE study, construct HE aspirations partially on the back of a capability to make new friends and invest in new practices at FE. I argue that they gain a sense of 'moving on' in doing so. This sense of 'moving on' that the making of new friends and practice represents is tantamount to what I advance as a proto-mobility.

This felt sense of movement has the effect of alerting to participants, or reinforcing to them, the idea that university in particular is a place where 'fit' can be found. It has an active force as a precursor to educational mobility, providing in particular the working-class, often would-be first-generation university students with an air of reassurance in regard to the alien world of (often high-ranking) universities. Here, I draw on Reay et al.'s (2010) distinction between social identities and learner identities. Whilst educational success thrusts these working-class students into A-level study, educational success alone does not amount to FE belonging. Finding a fit socially, amongst peers, is shown to be a requirement, too, for the confident pursuit of HE.

Glimpses of this argument are present in Bourdieu, but not central to his argument. For instance, he writes of the petit-bourgeoisie that their break from the working-class represents a 'psychological boost [...] a thrust inscribed in the slope of the past trajectory which is the precondition for achievement of the future (1984: 332). I argue that this 'psychological boost' can be garnered in the felt sense of mobility that new friends and practices constitute. In this vein, and especially in the context of educational transitions, concrete ties are given an explicitly more central role than Bourdieu often allows for (Bottero and Crossley, 2011). In contemporary times, this is part of the picture when making sense of social mobility and social reproduction.

K.07. Which (public) space for young people's engagement in contemporary urban areas

A Research About Young People's Vision on the Future (and the Present) of Youth Participation Spaces

Daniele Morciano (University of Bari Aldo Moro, Italy) · Diego Mesa (Catholic University of the Sacred Heart, Italy)

future, youth participation, youth spaces, e-delphi method

Non-formal education in youth policy traditionally have physical locations as "base camps", e.g. the Youth Aggregation Centres (L. 285/1997) or the socio-educational centres for adolescents (L. 328/2000) in the Italian context. With the increasing role of the regions in youth policy, a new idea of "spaces created by young people for young people" has become particularly popular in Italy (Morciano, 2021). The growing attention of public policy for the culture-based regeneration of urban spaces also sees an important participation of youth and young adults.

In exploring such emerging 'public spaces' for young people, a number of factors should be considered that could jeopardise young people's effective participation in the political, cultural and economic arenas, such as the increasingly blurred boundaries between work and leisure, the pervasive influence of the entertainment industry, the mediatisation of social interaction and the growing influence of digital technology on individual and social life. Youth spaces are also at risk to depend on decisions and expectations of public institutions, based on a vision that focuses on "what young people should be" rather than "who young people are and want to become" (Rosina, 2013). Political narratives about youth participation may indeed conceal subtle forms of decorative or manipulative participation (Hart, 1992).

In the face of these risks, the following crucial questions arise: How do young people imagine such public, open-access spaces in the context of their lives? How should such spaces be designed in order to fulfil their needs, expectations, wishes and inner boost for action for themselves and the society?

To investigate young people's views on these questions panels of young people in five countries has been involved in the research project "Youth Participation – A Key to an Inclusive Society" (Finland, France, Iceland, Germany, Turkey and Italy). The study used the e-Delphi method, which involves several rounds of questioning, comments and interactions via an online platform The method is characterised by anonymity, iteration, controlled feedback and statistical "group responses" (Rowe & Wright, 2001).

The formulation of utopian or dystopian future scenarios was chosen to encourage participants to express themselves on different levels (cognitive, emotional and value-based) and to stimulate critical thinking about the issues related to each topic. In particular, the presentation will focus on the panellists' reactions to the following utopian-dystopian scenario: In a society where Artificial Intelligence is widely used for mass control, the majority of young people will create spaces where they can meet in their free time and grow as individuals free from the conditioning of digital technology.

Research findings on other thematic scenarios will also be included in the presentation, particularly in connection with youth participation issues. Other future possible scenarios in the e-Delphi platform included, for example, a growing political power of young people, the crucial role of digital skills for youth agency (albeit the majority of young people will not have access to digital media) and a growing alliance between migrants and the host youth community for a more inclusive society.

Renovating School Spaces with Teachers, Children, and Parents. Some Reflections on Participatory Action Research in Urban Primary Schools

Nicola Nasi (University of Bologna, Italy) · Rachele Antonini (University of Bologna, Italy) · Federica Ceccoli (University of Bologna, Italy)

participatory action research, primary school, school spaces, dilemmas

Participatory research methods have grown in recent years across a range of disciplines, including education. This growing interest is linked to the challenges of urban and educational contexts that are increasingly characterized by social inequalities and processes of marginalization. Recognizing the need to involve stakeholders in the transformations that bear on their social life, participatory research designs have been adopted with the aim of empowering participants and giving prominence to their knowledge and ideas (Call-Cummings, 2018; Cammarota & Romero, 2011).

This study discusses data from a pilot action in a primary school in Northern Italy, exploring the challenges and opportunities of a participatory approach to the transformation of school spaces. The pilot action was part of the Horizon 2020 NEW ABC project, which involves academic institutions, non-profit associations, and public schools in nine European countries (newabc.eu). The project is based on the framework of participatory action research (Kemmis & McTaggart, 2005; Lawson et al., 2015), and aims to facilitate an effective process of co-creation and implementation of good practices for the inclusion of children and young people in formal, non-formal, and informal education.

The pilot action at the center of the analysis revolved around participants' 'ideal school'. The focus was on children's and teachers' ideas regarding the transformation of school spaces and everyday life. In one class, children insisted that an 'ideal' school would have more spaces for laboratories and everyday activities. Therefore, researchers, teachers, and children set out to renovate a room that was abandoned in the school basement. After having involved the headmaster, the local council, children's parents and various local associations, this heterogeneous team renovated the room and decorated its walls according to children's ideas. The room is now available to all classes for a wide range of activities.

The analysis of the co-creation process and of participants' post hoc evaluations shows that the activity had a positive impact on everyday school life, facilitated participation and public engagement, and helped children and parents develop a feeling of belonging to the school community. However, we faced several challenges during the co-creation process. For instance, children's ideas were at times misaligned to the institutional context of a public school and several teachers criticized our level of involvement in the co-creation process, maintaining that their workload was too heavy. Overall, our participatory approach was effective in involving all participants and promoting change, but it confronted us with numerous challenges and dilemmatic choices between equally relevant alternatives (see also Meyer Reimer & Bruce 1994, Ravitch & Wirth 2007, Zimmermann Nilson et al. 2018). Thus, we argue that the engagement of multiple participants and their different perspectives and expectations calls upon researchers' sensitivity in navigating the dilemmatic and polyphonic social nexus that inevitably arises. The findings can help other researchers develop a greater awareness of their posture in the field and of the challenges and opportunities of participatory methods in education.

Sita And The Great Absence: Adolescents, Decision-making and Participation in Public Space

Alessandro Pepe (Università di Milano-Bicocca, Italy; LAB300, Università di Milano-Bicocca) · Stefano De Francesco (Sigmund Freud University, Austria) · Eleonora Farina (Università di Milano-Bicocca, Italy; LAB300, Università di Milano-Bicocca)

participation, youth, public space

The interest in the participation of adolescents in public space has experienced a substantial increase in recent years, as society progressively acknowledges the value of including the perspectives of young individuals in decisions that impact their everyday lives (Checkoway, 2011). This phenomenon reflects current social trends and acknowledges the significant impact that young people can have on shaping society. The involvement of adolescents in public spaces is essential for nurturing a sense of engaged and accountable citizenship (Biffi, Pippa & Montà, 2023). Engaging in decision-making at an early stage can foster a community of informed individuals who recognize the value of what they think in shaping a diverse and welcoming society.

The study included 559 adolescents, consisting of 66.5% males and 30.9% females, who were secondary school students in an urban area of Northern Italy. The average age of the participants was 16 years, with a standard deviation of 1.52 and a range of 14-19 years. 25% of students attend a linguistic high school, 27% attend a scientific high school, and the remaining 48% attend an industrial technical institute. The research design employed a mixed quantitative-qualitative matrix to gather information on the participation processes of minors. They were asked to recall a specific instance from their direct experience in which they felt they had participated in a decision that impacted them. The qualitative data were subjected to content analysis, as outlined by Krippendorff (2018), and lexical specificity analysis, as proposed by Brie and Hopp (2011). The study was carried out in compliance with the ethical guidelines for psychological research (AIP, 2022). The research was conceived within the MUSA – Multilayered Urban Sustainability Action – ecosystem, funded by the European Union – NextGenerationEU, under the National Recovery and Resilience Plan (NRRP) Mission 4, Component 2, Investment Line 1.5: Strenghtening of research structures and creation of R&D "innovation ecosystems", set up of "territorial leaders in R&D".

The analyses reveal that participation in decision-making processes is primarily limited to the private sphere, encompassing choices related to education, leisure activities, and food. Conversely, participation in the public sphere is only observed in a few instances. Within this context, the examination of linguistic features reveals a distinction in participation based on the age of boys and girls. Ultimately, the participation of young individuals in the arena of decision-making is an essential factor in generating resilient and all-encompassing communities. Fostering a culture that acknowledges and values the contribution of young individuals is a strategic investment in the future, as it contributes to the development of proactive, knowledgeable, and committed members of society.

K.07. Which (public) space for young people's engagement in contemporary urban areas

Pedagogy of Urban Areas: from Crisis Spaces to Relationship Places for Youth. Research Paths through the City of Florence

Maria Grazia Proli (University of Florence, Italy)

pedagogy of urban areas, youth, 'learning cities', art-based and participatory approaches, visual methods

The urgencies posed by the contemporary world challenge pedagogical, educational, and formative research to carefully reflect on the evolution of issues affecting young people, in all contexts of life and at a global level. Topics such as the inclusion and enhancement of other cultures, deeply concern the education and life of youth as protagonists of the changes taking place. Thus, the possibility for them to approach public space as a common good, in favour of social inclusion, can foster new interpretations of urban contexts of increasing complexity (cf. Biffi, 2023).

The contribution proposes a pedagogical reflection on the city as context and educational subject, starting from the valorisation of cultural places as spaces of relationships for youth. It concerns two research projects that investigating the topic from different perspectives, starting from a common interest in art-based and participatory approaches, and visual methods. The international Project "CommUnity – Build CommUnity Create Peace!", with its "Harmony CommUnity" campaign, developed the theme of intercultural dialogue through the creation of communities of young people sharing a passion for the arts and music. The participatory video-research workshop "The City in Three Minutes", instead, involved students from the Universities of Florence and Seville to bring out their vision regarding the city they inhabit.

In the first case, a group of seven students from the University of Florence, under the supervision of the research team RESILIENT coordinated by Prof. R. Biagioli, realised a musical and theatrical video performance in the city's historic center. The subject addresses public space as place for intercultural dialogue between peoples, through the implementation of methodological art-based approaches and design thinking (Brown, 2008).

In the second case, the empirical research, 'in progress', considers the possibility that participatory research experiences, oriented at narrating the places of the city, promote lifelong learning and the interest of young people to public space. For this reason, the aim of the "The City in Three Minutes" project is to map the urban places narrated by the students in order to highlight the points of strength and the issues of weakness of the town itself. In addition, the workshop refers to the need to stimulate in young people a critical view of life contexts to foster awareness of their own reality as a first possibility to act on it (Freire, 2014 [1996]).

From a methodological point of view, the Video-Research Workshop is based on the Video-Voice research strategy (Gola, 2021), which adopts the strengths of the Photo-Voice method (Wang, Burris 1997) and incorporates video and digital audio technology.

Both investigative experiences reveal the importance of having young people exercise their observation and storytelling skills through images, to enhance their point of view on the theme of the transformations taking place in the city. This perspective also relates to the SDGs of the 2030 Agenda (UN) and the 'learning cities' model (Longwort, 2006; Boffo, Biagioli, 2023; Osborne, Piazza, 2023).

The B-Youth Forum Research Lab: Youth Emancipation Through Research. Fist Reflections On Research Approaches And Methodologies

Maria Ratotti (Università degli Studi Milano-Bicocca, Italy) · Chiara Buzzacchi (Università degli Studi Milano-Bicocca, Italy)

youth, participatory approach, urban areas, art-informed methods

This contribution traces the initial phase of a research conducted in Milan, focusing on youth participation and public spaces in urban areas. It aligns with the broader framework of the MUSA project (Multi-layered Urban Sustainability Action), funded by the PNRR and dedicated to regenerating urban spaces. Among the various actors who inhabit our cities, young people represent a component to which urban policies today devote more and more attention (UN, 2015). Youth geographies (Jeffrey, 2012) are an ever-expanding area toward an attempt to understand the world of young people, their ways of being citizens, and the spaces and forms of youth participation (Pippa et al., 2021). Pedagogical reflection also questions the role of young people in the contemporary process of transformation of urban areas, with a specific focus on urban public spaces as centers of relationship and democratic participation for young people (Biswas, 2021; Biffi, 2023). The spaces of the urban dimension, in fact, are essential contexts for continuous learning through formal, nonformal and informal education. In particular, within the horizon of public pedagogy (Biesta, 2012), public spaces in urban contexts are significant spaces where (new) forms of democratic citizenship are being created (Cammaerts et al., 2016). In fact, they are often considered spaces in which young people's actions, practices and narratives – even those of underaged people – are seen as multiple political acts (Arendt, 1958).

Within the outlined theoretical framework, the B-YOUth Forum research lab has been created. Employing a participatory, intergenerational and interdisciplinary approach, it utilizes scientific research to support youth in understanding ongoing transitions in societies and their territories. It is, in fact, open to young people aged 16 to 25, alongside university students, PhD students and scholars. Specifically, this group explored the themes and the meanings of youth participation and public space with a specific focus on the squares of the Bicocca district, which are undergoing continuous transformations. Among the different public spaces in the district, some new squares are of great interest, places with a changing nature, with apparently different characteristics and uses. The research approach combined qualitative methods such as observation, audio recordings and interviews with the adoption of multiple artistic languages which not only enriched conventional research methods for data collection and analysis but also provided an authentic avenue for youth to communicate their experiences and perspectives (Groundwater-Smith et al., 2015). The utilization of arts-informed methods merged the power of artistic expression with participatory research principles, facilitating young people's exploration, understanding and reflections on issues relevant to their lives (Biffi & Zuccoli, 2006). These methods transcended cultural and language barriers, promoting diversity in communication and creating a sensorially rich experience.

To conclude, the research approach presented here promotes the cultivation of research competencies equipping the participants with the ability to critically investigate reality, promoting their emancipation (Appadurai, 2006). As the project advances, it may contribute to provide valuable insights to enhance youth participation and foster inclusive urban environments, emphasizing the dynamic role of young people in shaping urban landscapes through research itself.

K.07. Which (public) space for young people's engagement in contemporary urban areas

Young People And Fondazione PInAC: Reappropriating Heritage To Transform The Museum

Alessia Trivigno (Università degli Studi di Milano-Bicocca, Italy; Fondazione PInAC – Pinacoteca Internazionale dell'Età Evolutiva Aldo Cibaldi)

young people participation, children's archive, children's drawing, public space

This contribution aims to present the virtuous experience of involving young people in public space carried out by the "Fondazione PInAC – Pinacoteca Internazionale dell'Età Evolutiva Aldo Cibaldi" in Rezzato (BS). This educational intervention took place in a museum dedicated to children's expressiveness which collects and catalogs children's and young people's drawings by displaying them to the public through thematic exhibitions.

During the 26th ICOM General Conference held in Prague in 2022 the definition of museum was updated, highlighting, among other aspects, that it is a space open to the public, accessible and inclusive, operating with community participation. Indeed, the importance of Fondazione PInAC lies not only in the custodianship of the material cultural heritage produced by children and young people (Iuso, 2022), but also in their continuous involvement in heritage work (Zuccoli, 2022). Today, in fact, critical heritage studies affirm the need to include more of the underrepresented groups in the cultural heritages of nations, among them the social group of youth (Harrison, Dias, & Kristiansen, 2023; Sparrman, 2022).

In the process of building the exhibition that will open in the fall of 2024, Fondazione PInAC has chosen to undertake a participatory design process together with two third-grade secondary school classes, called upon to work on the heritage – fully digitalized – of drawings and propose a reasoned selection starting from their own knowledge, experiences and interests (Sparrman, 2019) with respect to the given theme. This project is part of the path for the achievement of transversal skills and the development of the ability to orient themselves in personal life and in social and cultural reality, as established by current Italian ministerial regulations.

The students were first invited to the museum to visit the archives and were trained on the evolution of the graphic-expressive language, in order to provide useful tools to implement a selection not only guided by their own aesthetic taste. They will participate in the reorganization of the exhibition space – also transforming it according to their idea of the exhibition – and then conduct guided tours with children and their families.

Giving young people the chance to design a cultural proposal aimed at their peers but also at children and adults means recognizing their dignity of existence in an institutional context, highlighting the need to enhance the meanings they attribute (Colazzo, Del Gobbo, 2022) to an international and historical heritage, on which adults have worked over time, and on which adults have mainly contributed their point of view.

This participatory process (Colazzo, Del Gobbo, 2022) within a public institution opens the door to the activation of young people as citizens and invites them to care about cultural heritage. This reminds the role of schools and cultural institutions such as museums to place themselves in dialogue with young people to accommodate their conceptions with respect to the uses and functions of public space in the cultural sphere as well, as affirmed by the UN Convention on the Rights of the Child and Adolescent (United Nations, 1989).

K.07. Which (public) space for young people's engagement in contemporary urban areas

A Need to Nurture Public Nature: Urban Public Space as a Co-educator for Youth

Sander Van Thomme (Ghent University, Belgium) · Sven De Visscher (University college Ghent - HOGENT, Belgium) · Lieve Bradt (Ghent University, Belgium)

public pedagogy, democracy, public space, citizenship

Traditionally, the urban landscape has often been reduced to a background in which education takes place. As such, existing research does not pay much attention to the city and public space as an active agent in its own way (De Visscher, 2015). Within this presentation, however, I report on the findings of a study focusing on public space as a co-educator, acting as a fourth pedagogical province (De Visscher, De Bie & Verschelden, 2012) and shaping the relationship between children and youth and society (Hämäläinen, 2013). Through a combination of observations, focus groups and interviews with young people (N=53), professionals and policy makers (N=9), I studied free spaces for youth in three distinct neighbourhoods in Brussels: a social highrise estate in a green environment (Peterbos), an ethnically diverse 19th century blue collar neighbourhood (Brabant district) and a suburban commercially oriented district (Stockel). The results reveal that public space shapes young people's everyday experiences of citizenship (Biesta, Lawy & Kelly, 2009) in various ways and offers them a picture of what society is about and what their own place in it might be. This pedagogical significance of public space is inextricably linked to processes of exclusion, privatisation and parochialisation. In some neighbourhoods, public space is sparsely used by youth and if so, mainly for private and commercial functions. Other ways of being present are often questioned, resulting in exclusion. In other neighbourhoods, spatial claims of some (male) users of public space turn it into a parochial space, characterized by a sense of community amongst acquaintances, yet resulting in exclusion of others such as youth and girls. This is further illuminated by the presence of a strong subjective feeling of insecurity (Van Kelecom, 2021), resulting in some youth feeling welcome whilst others feel excluded. In both cases, there are clear signs that public space does not only lose a public, but also the public. It loses its public nature as it loses its significance as a place that enables political action. Additionally, this loss of the public nature of public space also implies a loss of social life and common interest (De Backer, 2016). As a result, a lot of youth grow up without a sense of public good and experiences of democracy in public space (Biesta, 2012). Based on these findings, I will argue that there is a need for a public pedagogy which interrupts the existing order in public space (Biesta, 2012) and which is concerned with nurturing the public nature of public space.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

The Challenges Of Education And Training For Uams: Between Inequalities And Resistance Practices

Alessandra Barzaghi (Fondazione ISMU ETS, Università Cattolica del Sacro Cuore, Italy) · Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy)

migration, educational inequalities, uams (unaccompainied minors), intersectionality, agency

Unaccompanied Minors (hereinafter UAMs) represent an emblematic case to observe challenges and disadvantages linked to access and participation in the education and training system in Italy. Even if they are a small number of people (23,226 in December 2023) compared to the total number of students with a migratory background in Italy (around 872 thousand units, Ministry of Education data for the 2021/22 school year), the UAMs are a population of minors among the most vulnerable, due to the intersectionality of multiple obstacles to integration in education. It's important to consider, for example, the lack of family relationships and of economic and cultural resources; the linguistic and cultural barriers; the temporal proximity to multiple traumatic events; the loss of legal protections once they are 18+.

UAMs therefore belong to a sort of "global underclass of minors in migration", marked by the main socio-educational inequalities, i.e. socio-economic disadvantage, migration, age (often close to the end of compulsory school/training), experimenting also a negative social perception due to the fact that they are mainly male. In public debate they are indeed often considered a group of almost adult migrants to be controlled, rather than minors to be protected and included.

With UAMs, teachers and practitioners, we conducted a study on access to education in Italy (ISMU ETS, 2020/22), financed by the Ministry of Education. Through a survey on a probability sample of reception institutions and a census of around 4 thousand UAMs, we could observe that their integration in schools in Italy is far from fulfilment (only 21% of the minors registered are in ordinary school). With a qualitative approach (case studies and focus groups with social practitioners and teachers), were highlighted educational institutions' not easy to solve dilemmas, for which schools find themselves making choices that are not always in line with what is defined by the regulations.

With the aim to understand the link between the social structure and the attempts of the subjects involved to escape from subordination conditions, emerge practices of resistance by the subjects involved in the educational relationship, especially in 50 interviews carried out with the UAMs. The agency in subjects (UAMS, practitioners and teachers) who act in a strongly conditioning context, that gives them few possibilities and strongly influences their actions, can be identified also in the decision "to stay inside the system" and "to do your best", maybe finding creative ways despite the available options' range.

The results achieved until now with this study are the basis for new research and intervention paths, that aim to investigate further mechanisms that produce differential inclusion of UAMs and to observe the agency of subjects, that are actors in social change processes.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Sinti Youth and School: Context of Reproduction and Change

Rita Bertozzi (Università di Modena e Reggio Emilia, Italy)

sinti, counter-model, inequalities, camouflage, ethnic minority

The Roma, Sinti and Caminanti populations are among the most marginalised linguistic-cultural minorities in Italy, as in the rest of Europe. The data on school attendance seem to confirm processes of reproduction of social inequalities: the high drop-out rates that these pupils show are often explained by their parents' lack of recognition of the value of education, which contributes to passing on between generations an implicit and explicit rejection of school continuity, seen as a threat to the maintenance of traditionalist models.

However, a growing number of international surveys show that even in these communities it is important to grasp a change underway, albeit a minority one, whereby alternative models of investing in study as a means of building a different future, shared or not with families, are spreading among young people.

Methodological framework

The qualitative research conducted aimed to investigate the school experiences of a group of 23 young Sinti in Reggio Emilia, focusing on the biographies of those who decided to continue their studies after secondary school, and on those of some parents. This research contributes to explore and interpret the intertwining manifestations of social reproduction and social change in young people Sinti's lives, and how these relate to participation in education.

Main results

The comparison shows some signs of change in young Sinti's approach to school and choices that overcome stereotypes and define possible new collective models. However, elements of reproduction of value models and social distances also emerge from the young people's stories.

For many young Sinti going on to secondary school means entering a new world, with many unknowns, many fears and without the example of people around them who, having had a positive school and work experience, can encourage and stimulate. Parents feel inadequate and lack the tools to support such choices. In school, young people find no reference to their own cultures. These reasons may be at the basis of the most widespread choice, i.e. to reproduce models of distancing from school culture and gagè, and thus to drop-out.

However, some young people continue their studies, making choices that 'break' with traditional (family and/or community) models. They see study as an opportunity to improve their future and introduce paths of individual and social change. For some this means alienating themselves from family and friends, for others the decision is supported by them. Not experiencing a normalisation of school continuity, these young people go beyond stereotypes and are the first members of the family unit to invest in education, becoming in turn, role models for others, which is important to recognise.

However, the manifestations of social reproduction and social change can also be influenced by the views held by the teachers and practitioners with whom these young people come into contact. The materials collected from the interviews were used in a research-training project with teaching staff and socio-educational workers and the transcripts of the group discussions also allow us to reason about the influence of educational contexts on the lives of young Sinti

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Young refugees have big dreams: Perspectives from England and Brasil

Jáfia Naftali Câmara (Centre for Lebanese Studies; University of Cambridge, United Kingdom)

education, migration, refugees, england, brasil

Young refugees, including asylum seekers, are entitled to education in England; however, they are invisibilized by a lack of policies aimed at educational provision for them (McIntyre et al., 2020, p. 395). The national invisibility of young refugees in government planning and funding can threaten their full rights to education. Procedural issues related to the asylum system, such as ongoing age assessments and dispersal procedures, also pose barriers that delay young people's access to a school place and their schooling experiences after enrolment. In addition, England's education system's exclusionary procedures may further delay young people's access to timely education due to long waiting lists, school staff being unprepared to support their needs and schools' reluctance to accept youth who arrive mid-year. After accessing a school place, young people may encounter surveillance due to integrationist policies such as PREVENT. They may also find Eurocentric curriculum content that does not reflect their backgrounds, languages, communities, cultural and religious practices.

Similarly, all "migrant, refugee, stateless and asylum-seeking children, and adolescents" have the right to enrol in Brasil's public education system (Resolution CNE/CEB nº 1/2020 – Ministério da Educação, 2020). However, this recent policy may not be implemented as intended across the country. Further, young people face barriers to accessing education and remaining in school due to precarious housing and living conditions. The right to education is essential but insufficient to guarantee their access to other essential rights.

I adopted an ethnographic research approach in both contexts to investigate how young people's education and migration experiences affect their realities and aspirations. Considering England's increasingly anti-migration and refugee policies and its colonial past and present, I examined how (im)migration and integration policies may affect young people's educational experiences and opportunities. In contrast, Brasil appears more welcoming to the arrival of people from Venezuela and Haiti, for example. Nevertheless, I considered educational and migration regulation policies and socioeconomic issues that may exclude young people and affect their material conditions.

Considering that my work focused on young Black, Arab, Latin American and Indigenous youth, I followed critical, anti-racist and resource-based theoretical perspectives to make sense of their experiences and perspectives of education and their living conditions. Despite facing various barriers, I found that young people are active agents who built networks and supported their families in their new environments. In this presentation, I will share findings from England and Brasil to amplify young people's voices, including Indigenous youth, who often find themselves trapped between their aspirations and realities and how they navigate the contexts encountered.

The Languages of Intercultural Childhood: Analysis of the Mamma Lingua Project in the City of Florence

Negest Castelanelli (University of Florence, Italy)

reading for children, native language, children with migratory background, intercultural competencies

Today's childhoods differ due to sociocultural, educational, affective, psychological, linguistic, and relational conditions, but also due to gender, age, geography, religion, etc. (Silva, Deluigi & Zaninelli, 2022). As Contini (2010) emphasizes, the faces of childhood are in perpetual transformation: precisely for this reason, it becomes necessary to valorize every nuance of the individual, cultivating from the earliest years of life an educational approach attentive to individual diversity.

Building on these premises, this contribution aims to emphasize the recognition of linguistic pluralism inherent in our communities. In the last twenty years, studies and national and international documents ((Zanzottera, Cuciniello & D'Annunzio, 2021) have increased, calling for the need to promote the knowledge and protection of all languages spoken by children at school and home. Although often with non-binding indications, on the one hand, they aim to encourage the process of acquiring the national language and, on the other hand, recognize the importance of languages of origin.

In this context, reading emerges as a useful tool to safeguard the identity prism of all boys and girls, offering them the opportunity to know, recognize, and identify themselves (Favaro, Negri, & Terucci, 2018). By reading quality illustrated books that tell stories from around the world and in many languages, all children, even those with a migratory background, can have their need for reading satisfied in their native language and develop linguistic and intercultural competencies.

This contribution fits within the studies of intercultural pedagogy and it focuses on the experience of " Mamma lingua. Storie per tutti nessuno escluso," an Italian national project aimed at promoting reading in the native language in families with children aged 0-6. The goal is to make these texts accessible, free of charge, at some municipal library services, encouraging their use and fostering both individual and social recognition of multilingualism, which children with a migratory background often experience, and exposure to multilingualism for all children (IBBY, 2022).

Specifically, the focus is on the implementation of the project carried out in the Metropolitan City of Florence, an interesting case study, that has proven capable of intercepting the specific needs of the community through surveys and educational and training interventions aimed at children and parents, educators, and library staff.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Entering the School as a Refugee Minor: An Analysis of School Admission in Italy and Sweden

Gül Ince Beqo (University of Milan, Italy) · Eduardo Barberis (University of Urbino, Italy)

refugee minor, skill assessment, entry learning

Education is a constitutionally protected right in the democratic legal systems of many European countries. Then, ideally speaking, regardless of legal status, all have access to schools. However, since the grounds on which equality is advanced against a certain state, which is the "contractual guardian of its citizens" (Lui, 2004: 120), the school access and placement of some differ from others. Like other governing apparatuses, schools act and organize themselves according to an inside/outside arrangement (Lui, 2004), and different phases characterizing school life are implemented under formal and hierarchical differentiation of rights (Morris, 2003). Under this perspective, in this paper, we look at how the very first phase of refugee schooling is organized.

Assessment of entry learning levels is essential to address new arrivals to appropriate grades. Analyzing practices and policies adopted in assessing pupils' prior educational attainment is also useful to disentangle how education-related migration policies are conceptualized and implemented in institutional settings. We investigate refugee education policies of Italy and Sweden, focusing on the first phase of schooling: skill and knowledge assessment and placement into school classes. The analysis relies on in-depth policy text analysis, semi-structured interviews and focus groups with teachers and social workers. As expected, these two countries present remarkable differences in newcomers' skill assessment and school admission policies. While Sweden adopts a centralized assessment test on students' previous schooling, aiming to address new arrivals into mainstream classes as fast as possible through mother tongue assistance, in the absence of a national framework (and definition of refugee minors as a policy target), school admission is spatially fragmented in Italy. Despite these differences at the macro-policy level, however, in both contexts, school leadership and the agency of involved actors have substantial importance in the first phase of refugee pupils' school placement.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Navigating Identity Boundaries: Bilingual Education as an Act of Rebellion in Israel's Ethnic Conflict

Maria Medvedeva (Lund University, Sweden)

ethnicity, identity, multicultural education, israel, politics of belonging

In the reality of Israel's educational system, it is highly unlikely that Arab and Jewish students will ever meet at school. The country's geo-socio-political situation and the prolonged ethnic conflict, which escalated to another extreme level with the events of October 7th, 2023, have resulted in almost complete socio-economic, spatial, and linguistic separation between the two populations. This separation is reflected in the educational system, divided into 'Jewish' and 'Arab' streams. In fact, public education reflects a strong case of institutionalized discrimination and has been systematically used by the State of Israel as an instrument of control, creating a cultural hegemony of national Jewish values (Al-Haj, 2002; Agbaria, 2015).

Within this state-segregated context, there are only 8 bilingual multicultural schools that exist at the intersection of these two opposing educational sectors, one of which is dominant and the other vernacular. Having appeared as bottom-up initiatives and united by their strive for co-existence, they present a unique example of education that has the potential to foster a more inclusive and equitable society in contemporary Israel, distinguishing them from purely linguistic bilingual educational models. While the separate Jewish and Arab educational streams are well studied by Israeli and Palestinian researchers, bilingual multicultural education initiatives remain on the brim of not only governmental but also academic interests. It is alarmingly evident how the sphere of bilingual education does not catch much of the attention of European scholarship and remains understudied.

The purpose of this study is to examine the complex interplay of power dynamics within the Israeli state educational system, focusing on bilingual schools as contested spaces that reflect broader societal tensions. By analyzing the construction of belongings and their borders within the framework of Nira Yuval Davis theory (2006, 2011), the research explores how social categories of ethnicity, language, culture, and class contribute to the construction of state-created national narratives of 'the other'. Data collected from semi-structured interviews with bilingual schools' principals and teachers reveals intricate connections between language and ethnicity in the State of Israel's political project of belonging. Opposing this project are bilingual multicultural schools whose alternative perspective on belonging and identity is itself "an act of rebellion" (Participant 4).

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Minority Ethnic and Religious Identities Between Tensions and Resignification

Berenice Scandone (Università degli Studi di Urbino Carlo Bo, Italy)

minority ethnic identities, religious identities, he participation, british-bangladeshi women, islam

This paper engages with the narratives of British-Bangladeshi young women in UK Higher Education around their ethnic, religious and national identities to shed light on the multiple meanings of these identities and on the range of factors and processes that inform them. Research on minority ethnic identities indicates that while holding a positive conception of one's ethnicity contributes to individuals' well-being, those of minority ethnic origins experience tensions as their ethnic identity is attributed lesser value in mainstream social and institutional settings such as schools and workplaces (Phinney, 1990; Yip, 2016). In the UK, this has been compounded by the policy shift from a multicultural approach to the promotion of shared British values and community cohesion that has taken place over the last two decades (Home Office, 2001; Kundnani, 2002; McGhee, 2003). Within this context, policy and media representations of Muslim communities and identities have portrayed them as particularly problematic, which has been reflected in widespread perceptions of Islamic values and practices as antithetic to those embodied by 'British society' (Casey, 2016; YouGov 2019).

This paper draws on qualitative research with 21 young women of British-born Bangladeshi background who attended university in London to explore the significance and the meanings that these women attributed to their ethnic, religious and national identities, and how they are shaped by participation in education. The research used in-depth interviews and photo-elicitation techniques, where participants were asked to take or select a picture which represented what it meant for them to be Bangladeshi, British and Muslim. The data were analysed through a Bourdieusian conceptual lens combined with an intersectional perspective, considering the multiple fields that these women engaged in and how the mutual interplay of class, ethnicity, religion and gender informed their outlooks and practices.

The findings reveal that the significance and the meanings that these women attribute to their ethnic, religious and national identities are variable, experientially informed and relationally constructed. They evidence the complex identity work that these women are involved in as they navigate their multiple belongings. In this process, existing representations of what it means to be Bangladeshi, British and Muslim are taken up, contested and negotiated, and the boundaries and content of these categories are redrawn. Participants' stories show that intersecting racialised and classed hierarchies of status and stereotypes of those of Bangladeshi and South Asian origins can lead to self-distancing from one's ethnic background. Yet, participation in HE can favour a re-evaluation and assertion of minority ethnic identities through exposure to new and valued interpretative repertoires of what it means to be Bangladeshi, which enables symbolic re-signification. Islam also functions as a framework through which multiple inequalities are contested and challenged. It provides a source of identity that is constructed at the same time as alternative to identification as British where this is perceived to entail racialised hierarchies of power and as progressive.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Refugee Minors and Socialization Through Civic Values at School: Socialty or Domination?

Vittorio Sergi (Università degli Studi di Urbino, Italy) · Gul Ince Beqo (Università degli Studi di Milano, Italy) · Eduardo Barberis (Università degli Studi di Urbino, Italy)

civic education, school, refugee minors, values, domination

In this article, we sociologically analyze the Italian school context as a place of socialization through the lens of "civic education" when the refugee minors are the recipients. In this specific and narrow scope, we ask whether civic education, including "the founding values of the EU", which is compulsory in all school orders in Italy as of A. A. 2020/2021, turns into a desired sociality (following Mead's symbolic interaction) between refugee minors and the "host" society or, following what the radical interaction approach (Athens, 2017) suggests, it leans more toward the dynamics of power and domination between the parties involved in its implementation. We do so by drawing on in-depth policy analysis and qualitative data collected as part of the Erasmus + project "Continugee" on the schooling of refugee minors in several European countries through semi-structured interviews and focus groups with teachers (in some cases with refugee backgrounds), refugee minors, and social workers in shelters who follow up-even informally-the minor's schooling in different Italian regions. Results show that civic education, particularly regarding European values, can become a litmus test to comprehend how migration and asylum are institutionally conceived. In line with what previous research (Dryden-Peterson, 2020) illustrated, refugee minors and their stories are excluded from national and European imaginaries while included formally in national education systems. In such exclusion, civic education towards refugees, rather than an inclusive educational response based on a relational approach, becomes a tool through which nation-state-based values and needs are reproduced.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Negotiating Boundaries: Racialized Youth and Difference Contestation in Parma Secondary Schools

Kombola T. Ramadhani Mussa (Università degli Studi di Parma, Italy) · Annavittoria Sarli (Università degli Studi di Parma, Italy)

boundary events, racialized young people, difference contestation, schools, forum theatre

Literature largely documents how, in contemporary Italian society, myths of ethnoracial homogeneity have driven a division between a monolithic national 'self' and 'the others', foreigners, who comprise both first generation migrants and their Italy-born descendants (Marinaro and Walston 2010; Pesarini and Tintori 2020). However, only few research works focus on the specific ways in which young Italian people with a migration background can claim belonging in their everyday interactions (Sarli 2023; Frisina and Agyei Kyeremeh 2022).

This paper presents the participatory research action we carried out within some secondary schools in Parma. On the one hand, the research process aimed at examining how racialized young people react to exclusionary behaviours, and how such reactions are influenced by their surrounding discoursive environment. On the other, it intended to explore collectively the possible ways in which processes of difference reproduction can be challenged in everyday interactions.

Key in this work is the concept of "boundary events" (Twine 1996): everyday life encounters (Wilson 2017) in which, through the interaction between the subjects involved, social boundaries become evident and can be reiterated or contested.

The research process consisted of two stages. First, through focus groups with young people of migrant descent, we collected narrations of boundary events, with special focus on those occurred at school. Attention was paid to the way different axes of differenciation (race, migration background, religious belonging, class, gender) interacted in the boundary events narrated. In particular, descriptions of the responses to acts of boundary construction were elicited, as well as explanations of the reasons behind such reactions.

Secondly, some theatre workshops inspired by the narrations collected were performed in different secondary schools, strongly characterized by the social class of the pupils who usually attend them (i.e. "licei" and "istituti tecnico-professionali"). The workshops were based on forum theatre, a methodology developed within the theatre of the oppressed, that conceives theatre plays as spaces of collective learning. After some actors performed a paradigmatic boundary event, students from the audience were invited to take part in the dramatizing process, by performing their suggestion to overcome the critical issues at stake.

On the one hand this research experience allowed for an exploration of the discourse around boundaries, with insights into discoursive variations connected to differing class belongings. On the other, it prompted a multi-voice reflection over the available opportunities for social change, towards a renegotiation of boundaries and the generation of more inclusive representations of collective self.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

From the Past to the Present: Awareness of the Construction of Prejudice Among Young Roma and Adolescents Through an Action-research.

Maria Teresa Tagliaventi (University of Bologna, Italy)

roma teenagers and youths, history, discrimination, identity, arts

What does history have to share with the promotion of social change and empowerment of young Roma and Sinti youth? How is it possible to talk about discrimination through art?

Starting from TRACER (Transformative Roma Art and Culture for European Remembrance), an international project funded under the European Commission's Citizens, Equality, Rights and Values (CERV) Programme, I would like to introduce data of an action-research that involve groups of Roma and non-Roma youths and teenagers in Italy, Portugal and Poland, in the construction of a shared memory of the holocaust of Sinti and Roma minorities in Europe (Porrajmos) and in peer education activities.

Reconstructing this moment in history means retrieving part of unknown events about the persecution of these populations in Europe and to transpose a population, which is still subject to discrimination and prejudice and to policies of marginalization, to the centre of European History. For young Roma and Sinti, being aware of the cultural process that led to the creation of the extermination camps and how the concept of diversity defined on the basis of 'race' spread throughout Europe, allows them to deconstruct the stereotypes of the present and contributes to rebuild a culture of respect and rights. This culture of respect for rights is based on the awareness that the discrimination affecting the Roma community today has a long history, on which relations with host communities and widespread institutional racism have an impact.

Tracer action-research develops through a series of consequential steps. One of the basic principles of action-research is the autonomy and empowerment of social actors through a process of investigation, action, reflexivity and (trans)formation. The main actors in Tracer project Roma and non-Roma youth and adolescents, in a process of co-construction of knowledge and change. This approach makes it possible also to retrieve the unpublished sources of information (art, music, orality), which are still the most widespread forms of telling stories in the Roma community, and to relate them to institutional sources (written documents, laws, regulations), which on the other hand represent the way in which the majority society has described the Holocaust and the European history, often without recognising the role of the Roma people.

The Porrajmos's history becomes the tool that keeps generations of young and old linked, through the collection of interviews with Roma and Sinti families who have had relatives deported in the concentration camps and who describe a process of racial discrimination that reaches the present day. Similarly, history becomes a tool that joins young people, adolescents and Roma and non-Roma pre-adolescents through participation in workshops aimed at the creation of various types of artistic performances (graffiti, murals, music, theatre, video/documentary, etc.), aimed at a wide audience. The performances are a tangible example of the results of the action-research.

K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change

Biographical Portraits Of Fatima And Sadia, Afrodescendant Teachers: Between Intersectional Constraints And Educational Engagement

Marta Visioli (Università Cattolica del Sacro Cuore, Italy) · Alessandra Caragiuli (Università Cattolica del Sacro Cuore, Italy)

teachers, engagement, intersectionality, social change

This contribution highlights the intertwining between social reproduction and change in the biographies of Fatima and Sadia, two Afrodescendant teachers, whose paths allow the analysis of their experiences with an intersectional approach (Crenshaw et. al., 2013; Collins, 2019), as they are subjects characterized by the intersection of structural factors, in this case gender (women), race (two different kinds of blackness) and middle-low social status.

While structural factors are usually seen mainly as constraints that reproduce social inequalities (Bourdieu & Passeron, 1972), however, these women turn their intersectionality into a kind of advantage, fighting victimization, as they make these factors the focus in their engagement for social change. This latter aspect has been underemphasized in the literature, which has mainly focused on the constraints, especially with respect to migrant women, although there have been some studies highlighting their agency in charting their own trajectories (Aldeen, 2019; Romito, 2021).

Using this interpretative framework, this contribution addresses the following research question: how does the biographical approach explore the intersection between structural factors and social change in the biographies of two Afrodescendant teachers in Italy?

To answer this question, a qualitative methodology is used, in particular the biographical method (Lahire, 2016; Apitzsch, 2015), which develops in depth, from a socio-historical perspective, the contribution of migratory capital and its role within private and public education. In particular, biographical portraits of racialized women are built, allowing us to narratively interpret how their common features of teachers and black women in the Italian education system make their different educational spaces transformative ones, firstly through their presence. With these portraits, it is also possible to analyse how these teachers, who are active in education in different ways, reflect on their biographical trajectories, from their youthful upbringing to transition to adulthood. Below are two extracts from these biographical portraits:

Fatima, a religious activist of Moroccan origin who arrived in Italy as a teenager, recounts her experience of university education in northern Italy and her commitment against the religious illiteracy of women and children as a teacher of Islamic religion in a mosque.

Sadia, teacher and writer of Somali origin, after a complex period due to her illness, in 1993 passed the teaching competition: to date she has been teaching in primary schools for almost 30 years. She also continues to pursue her passion for writing, as a tool for change.

By investing in both public and private education systems, Fatima chooses to positively overturn gender constraints in Islam to find in girls' and children's education the autonomy that leads to the professionalisation of the teaching and leadership roles.

Sadia, instead, starts from the constraints of disability, colonial past, and blackness to personally define herself primarily as a teacher and writer, using her positionality to change the representation of Black Italian women.

In conclusion, this proposal aims to contribute not only theoretically, but especially methodologically, as biographical portraits aim to emphasize how these women manage their social constraints and make them the core of their engagement, focused especially on education.

K.09. Young people's experiences and lives: embodying, experiencing, and challenging neoliberal policies and discourses

How Individuals Understand And Make Sense Of Their Own Social Mobility: The Role Of Higher Education

Éireann Attridge (University of Cambridge, United Kingdom)

social mobility, social class, higher education, mixed methods

This paper reflects on the preliminary findings of a research project situated within a mixed-methods PhD, to answer the research question: In what ways do individuals understand and make sense of their own social mobility or lack thereof, and how do they perceive the role of higher education within this? The experience of social mobility across multiple routes is personally and socially complex (Reay et al. 2009, Hurst, 2010, Lee & Kramer, 2013, Attridge, 2021). This research will employ a workshop methodology that enables participants to co-create and explore meanings, narratives and experiences of social class, social mobility and participation (or not) within higher education. These will be followed by 1-1 semi-structured narrative interviews with a subset of participants. This method allows for detailed 'thick and rich' descriptions (Ahmed & Asraf, 2018, p.1504), offering insights into the ways such concepts are socially constructed (Lincoln and Guba, 1985), collectively understood (or not) and their assigned meaning. Participants of the study will be in their mid30s – this aligns this qualitative component of the wider study with its quantitative counterpart which explores trajectories and social mobility for a similar cohort. Once the research data has been collected, it will be analysed using a narrative, inductive approach allowing for the co-creation of understandings and conceptions (in NVivo). This research paper will present initial findings including the harmonies and tensions apparent in participants' understandings of their own narratives. Considering the role of higher education in particular, this study seeks to explore how participants situate their own trajectories alongside wider neoliberal narratives of social mobility via higher education. Furthermore, this paper will end with considerations of the wider mixed methodologies. It will discuss the ways in which the findings presented are situated as part of a larger research narrative where interconnected themes are explored through varied large scale, longitudinal quantitative data and in depth, rich and personal qualitative data.

K.09. Young people's experiences and lives: embodying, experiencing, and challenging neoliberal policies and discourses

The Digital does not mediate. Educational Mediation in the Digital Territory

Ezequiel Passeron Kitroser (Universidad de Barcelona, Spain) · Judith Jacovkis (Universidad de Barcelona, Spain) · Pablo Rivera (Universidad de Barcelona, Spain)

mediations, digital platforms, individualization, institute

The present article addresses educational mediations between an institute and digital platforms. In a context marked by an increasing individualization of human experience through the use of digital platforms it reflects on the role of the educational institution as a social good and an entity that safeguards the common good. Through a case study and critical school ethnography, it observes and analyzes the main mediations that emerge within the educational community based on the testimony of students and teachers. The findings are structured into three categories: "digital self", which refers to the challenge of constructing identities; "self with others", focusing on the violence in socio-digital interactions; and "self as a consumer or user", addressing the phenomenon of information personalization. Finally, it identifies specific pedagogical strategies such as fostering connection through authenticity from a common vulnerability and utilizing artistic education as a resource for critical media education.

K.09. Young people's experiences and lives: embodying, experiencing, and challenging neoliberal policies and discourses

Choosing by Vocation? Youth Experiences Between Reproduction and Individualisation

Aina Tarabini (Autonomous University of Barcelona, Spain) · Sara Gil (Autonomous University of Barcelona, Spain) · Javier Rujas (Complutense University of Madrid, Spain)

bourdieu, educational transitions, educational choices, vocations youth

In late modernity, the discourse of individualisation is of paramount importance to understand young people educational transitions and choices. Within the dominant paradigm of lifelong learning (Dale & Parreira do Amaral, 2015), individuals become entrepreneurs of themsselves and their choices are viewed as the result of a reflexive process based on their individual capacities, needs and desires. Despite the dominant rhetoric of transitions and choices as rational and free, sociological research demonstrates that they need to be approached as socially embedded processes that reflect young people's classed, gendered and ethnically informed constrictions and identities (Tarabini & Ingram, 2018). The notion of vocation is indeed a key discursive tool in sustaining dominant narratives about young people's life trajectories and choices (Tarabini, Rujas & Gil, 2022).

Despite this, there is scarcity of sociological research that has addressed the concept of vocation as a "sense of calling" (Hansen, 1995), that is, as those activities linked to the sense of self, of personal identity and personal fulfilment (Dubois, 2019; Lahire, 2018). The objective of this paper is to reinforce the sociological understanding of vocations by exploring its association with the notion of choice and its impacts in terms of (re)production of social inequalities. We understand vocations as a particular form of taste (Bourdieu, 1984), which is generated within specific social positions, trained through social situations along individuals' biographies and a way of classification that classifies the individual according to its preferences. With this idea in mind, we aim at exploring how young people use the notion of vocation to explain their transition to upper secondary education and, particularly, to different academic and vocational programmes. We also aim at identifying the social factors influencing the genesis of vocations, as well as differences between students (in terms of gender and social class) and upper secondary tracks. The analysis is based on 95 in-depth interviews with first-year upper secondary students in Barcelona and Madrid (Spain).

K.09. Young people's experiences and lives: embodying, experiencing, and challenging neoliberal policies and discourses

Navigating Transitions: Unraveling School Trajectories, Agency, and Structure in the Lives of Young Adults

Liliana Zeferino (Institute of Education of the University of Lisbon, Portugal) · Natália Alves (Institute of Education of the University of Lisbon, Portugal)

young adults, neoliberalism, educational experiences, agency, structure

(1) Aims: This article analyzes the school experiences and lives of young adults facing multiple disadvantages, aiming to understand their choices and perception of themselves as active agents shaping their lives within societal changes.

General framework: Youth, as a life phase, emerges as a transitional time marked by changes (biological, psychological, social, and cultural), uncertainties, and vulnerabilities. Resulting from various and rapid social, technological, political, and economic changes affecting society, the market, and forms of work. Several studies (Pikkarainen et al., 2022, among others) emphasize the importance of education and training in promoting equity, social cohesion, and active citizenship in this ever-changing social landscape. In this context of uncertainty and increasing risks where education plays a strategic role as a shaper of awareness, citizenship, and critical thinking, we aim to analyze the experiences and lives of young adults with a background of school failure/dropout.

The focus is on problematizing the school as a reproducer of social inequalities (Bourdieu, 2007) and on exercising agency as an adaptive strategy adopted by young people when faced, on one hand, with the freedom of choice amid a variety of options, and on the other hand, with a series of constraints, limitations, and obstacles offered by the structure they are part of (Elder et al., 2003; Giddens, 2003).

Theoretical/conceptual framework: We adopt a critical approach to problematize the role of the school in reproducing social and cultural inequalities, following the thoughts of authors such as Philippe Perrenoud (2002) and Pierre Bourdieu (2007). We analyze how educational structures may perpetuate and even exacerbate social inequalities, becoming a vehicle for the reproduction of social hierarchies that will shape the life trajectories of young people, influencing the opportunities they will have access to, their choices, and actions throughout their life course. This leads us to the analysis of the dynamics of individual and structural agency, incorporating the critical contributions of theorists such as Anthony Giddens (2003) and Glen Elder (2003), highlighting the interdependence between agency and structure as a way to analyze the choices, opportunities, and challenges faced by young people in a neoliberal context. Thus, we present a nuanced understanding of the interaction between agency and structure and the intentional actions, rules, and pre-existing resources that shape these actions, problematizing the hegemonic neoliberal narratives

Methodology: The research aligns with a qualitative approach anchored in the use of the biographical method. Eighteen biographical interviews were conducted with young adults aged between 18 and 29 years old with a history of school failure/dropout.

Results/Conclusions: Ongoing research suggest (1) the school's inability to engage and captivate young people in learning processes; (2) employment opportunities strongly conditioned by low educational attainment; (3) a shortage of local job opportunities; (4) development of adaptation strategies by young people, enabling them to nurture their aspirations within a neoliberal context, and (5) the influence of neoliberal policies on the availability of local opportunities.

(1) The presented data were collected as part of the CLEAR Project, funded by Horizon Europe under Grant Agreement No. 101061155

STREAM L.
Ecological Justice in/and Education

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Sustainability Education: a Pedagogical Responsibility That Aims to Create Inclusive and Sustainable Environments

Fabio Alba (Università di Palermo, Italy)

sustainable development, training and transformative orientation, multicultural school, intercultural skills

Sustainable Development Goal (SDG) 4.7 of the 2030 Agenda includes promoting quality education and lifelong learning opportunities while promoting inclusion and equity. Sustainability education is an interactional promotion process that combines skills and opportunities, allowing individuals to implement their skills by interacting significantly with the facilitating context. Law 92 of 2019 made sustainable education an integral and fundamental part of the transversal teaching of civic education, reflecting its importance.

In 2023, field research was conducted with 20 teachers from the Provincial Centers for Adult Education (CPIA) and secondary schools in Palermo, Termini Imerese and Agrigento. The objective was to identify significant aspects linked to developing environmental sustainability education practices for migrant students through the transversal teaching of civic education.

The field investigation was conducted using the phenomenological-hermeneutic research paradigm and according to the research-training methodology. The participating subjects were treated as co-researchers to improve their skills and ability to act. Starting from some fundamental aspects of educational interventions, through the curricular teaching of civic education, this report will delve into the curricular teaching of civic education. The training strategies teachers adopt to encourage students to cultivate a culture of sustainability will be explored in depth. The goal is to provide students with knowledge and skills that promote environmental sustainability. Particular attention will be paid to the inclusive potential of these schools which intend to promote educational paths aimed at Green Economy issues as the fundamental context for creating inclusive and sustainable development models to promote employability.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Reimagining the Future with Adolescents: The Transformative Role of Ethnographic Tools

Francesco Bearzi (Università del Salento – Espéro, Italy)

narrative learning, focus group, reimagining our futures together, generation z, pandemic

Intergenerational and intercultural awareness of the co-evolution and co-emergence of the living planet is essential for building a just, sustainable, and peaceful future (ICFE, 2021; Dewey, 1929; Bateson, 1972; Bearzi, 2022a). This calls for a holistic transformation of learning that addresses the cognitive, socio-emotional and behavioural domains (UNESCO, 2015). In order to make this change more radical, we need to create the conditions for a different functioning mode of the whole organism, both individual and social, that is no longer dominated by 'intentional relationality', based on a sense of subjective autonomy, but by 'ecosystemic relationality', based on a sense of interdependence (Bearzi, 2021; ICFE, 2021; Pope Francis, 2015). It is important to reconsider the transversal competencies for sustainability and global citizenship (UNESCO, 2017; UE, 2022) from this perspective (Bearzi, 2022b).

The ability of young people to challenge gerontocracy is crucial for reimagining the future (Miscioscia, 2021). Adolescents are engaged with the relational dimension of identity in the face of change, the search for one's paths, choices, and commitment. Commitment involves choosing a direction to remain faithful to. Schools and educational contexts should provide places and structured ways of listening to young people, so that they can make their voices heard, talk about their experience of the present, and plan the vision of the future together (Zanazzi, Marescotti, 2023).

The purpose of the present paper is to showcase the efficacy of a transformative approach that utilises ethnographic tools in a synergistic and recursive manner. This is done by reviewing a series of action research processes (Michelini, 2013) undertaken by the author, who is a researcher and secondary school teacher.

Narrative learning, particularly autobiographical, can be a powerful and refreshing experience that reshapes one's sense of self, of others, and of the ecosystem (Ricœur, 1990; Demetrio, 2017; Smorti, 2018). This is true for adults (Marescotti, 2022) and adolescents (Bearzi, 2022c). Both the writer and the reader are free to slow down and transcend the pressures of a system driven by productivity and performance. Such détournement typically occurred during the pandemic, especially during the long lockdowns (Bearzi, Rodolico, 2021). Notable results in terms of moral coherence and faithfulness to the self and the ecosystem can be found in a long-term series of autobiographical narrations by Generation Z authors (high school and university students aged 17-20) covering the period from April 2020 to January 2023 (Bearzi, Bonafede, Colazzo, in press). In a broader sense, the creative reimagination of the future takes the form of an eutopia that allows us to appreciate what is real, what is truly essential (Ricœur, 2016), with an 'ecosystemic relationality'. Similar findings have been reported (Bearzi, 2022d; Bearzi, Tarantino, 2022; Bearzi, Usai, 2022) in the context of focus groups (Cyr, 2016, 2019; Acocella, 2008) structured as in-depth group interviews (Merton, 1987).

The combined and transformative use of these ethnographic tools serves the essential function of active listening and provides a crucial piece of the puzzle for developing articulated and flexible pathways for sustainable development and global citizenship education.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

The Six Italians: the Influence of Socio-economic and Educational Background on the Environmental Awareness of Italian Students

Alessandro Bozzetti (University of Bologna, Italy)

environmental awareness, climate change, adolescents, sassy, youth commitment

Unlike their peers of the 1980s and 1990s, who were mostly characterized by a retreat into the private sphere (Ginsborg 1998), today's youth show their commitment through a more fluid engagement, oriented towards specific causes that are closely linked to the individual's personal interest in a particular issue or problem (Pitti 2018).

Not unlike in the past, albeit with new focuses, specific goals, and a more intersectional approach, environmental issues are attracting the largest following among the youth population. Phenomena of eco-anxiety, eco-phobia and climate depression, linked to feelings of powerlessness, are increasingly present among young people in the face of the climate crisis. Climate change is one of the key issues that, from an intergenerational justice perspective, directly affects the youngest generation: green and climate-friendly youth movements have spread around the world, driven by a shared vision of the key role that young people could play in protecting the environment (Martiskainen et al., 2020). A clear example is provided by movements such as Fridays for Future and Extinction Rebellion: although rather vague in terms of concrete solutions (Svensson & Wahlström 2021), for some scholars (see deMoor et al. 2021) they represent an innovative form of engagement, not only from a demographic perspective.

The dimension of young people's awareness on environmental issues will be investigated through the results of a survey conducted among secondary school students in Italy, which collected 12,658 responses. In particular, the presentation investigates the adaptability of the Sassy – Six Americas Super Short Survey, developed by the Yale Program on Climate Change Communication (Chryst et al. 2018), to a context such as Italy: can the proposed typology – which distinguishes unique groups that perceive and respond to global warming in different ways, from the Alarmed, who are very concerned about global warming, to the Dismissive, who do not believe the problem is real, with some intermediate positions – be applied to the analysis of the Italian youth population? In order to examine the possible adaptability of this survey (Richardson 2023), the main characteristics of students belonging to the different categories identified are highlighted, with particular attention to students' social and educational background as a possible predictor of youth commitment, given the role it can play in personal value systems.

Given the heterogeneity of the youth condition, the paper asks whether belonging to a lower social class and having followed a short-term educational path (such as vocational training) can be a constraint on young people's commitment, or whether, on the contrary, mass access to secondary education (Bourdieu 1979) has blurred these possible differences. If the forms of environmental awareness of school-age youth depend on the capital with which young people are endowed, do educational institutions encourage or repress them? The question of how class and educational background (but also gender and origin) structure youth commitment is relevant for defining the ways in which this commitment is articulated and the dimensions it addresses.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Global Citizenship Education: A Research-Training In Piedmont

Paola Ricchiardi (Università di Torino, Italy) · Emanuela Maria Teresa Torre (Università di Torino, Italy) · Federica Emanuel (Università di Torino, Italy)

global education, teacher education, global competence

The actions of teachers at all grades are crucial for schools to become the place to prepare citizens to meet global challenges (Bourn, 2022). Specifically, the role of teachers in promoting global competence equally in all students is central (Goren and Yemini, 2019), as it is defined in Goal 4.7. of the 2030 Agenda, in which education for sustainable development and education for global citizenship are integrated to form future citizens. To this purpose, however, it is necessary to activate appropriate teacher training programs, taking into account the transformative nature of the two educations that require primarily a change in the teachers who will implement them (ASVIS, 2022, p. 16). A systematic review of the literature conducted by UNESCO identifies the main factors for the effectiveness of teacher education pathways: the organic integration of GCED and ESD; the active involvement of teachers in the recognition of global competence and its subsequent enhancement in a given context; and the use of constructivist-inspired teaching strategies that start from teachers' own conceptions and misconceptions (Bourn et al., 2017). The training course promoted by the University of Turin within the Project "Region 4.7 – Territories for Global Citizenship Education" funded under an AICS call was structured on this basis. The course involved in a research-training program 282 teachers and indirectly more than 4.000 primary (N = 1.284), secondary (N = 1.670) and high school (N = 1.323) students, on which entry and final surveys were conducted and integrated GCED and ESD interventions were activated. Teacher training entailed: a reflection on the GCED and ESD models, an analysis of students' starting level (semi-structured test administration) and effectiveness factors to be taken into account in classroom interventions. In addition, reflection focused on the stages of the process that from acquiring knowledge, cognitive skills, affective dispositions (empathy, sense of efficacy, motivation) and global citizenship values leads to activating behaviors aligned with them (PISA, 2018, Green Comp, 2022). Specific insights have been devoted to issues of migration, including in connection with climate change. This paper will present the research-training model and the components of global competence on which the surveys and interventions have focused, and will discuss the initial outcomes of the activities.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Promoting Sustainable Assessment Among Future Primary Education Teachers

Rosanna Tammaro (University of Salerno, Italy) · Deborah Gragnaniello (University of Salerno, Italy) · Iolanda Sara Iannotta (University of Salerno, Italy)

transitions, sustainability, sustainable assessment, lifelong life-wide and life-deep learners, descriptive analysis

Existing economic, social and cultural changes are pushing for a new arrangement of school system and lifelong learning. The transition requires a well-structured project into two complementary areas, which support each other: an inclusive and protective dimension, which guarantees access, participation and the development of skills needed to deal with transition; the other oriented towards sustainability, focused on the education of those who, in different roles, guarantee inclusion, social justice and moral development (Boffo et al., 2023).

Schools play a key role in promoting the development of transversal competences, which are indispensable for a sustainable transition of individuals (EU, 2020). The GreenComp is the framework for lifelong learning and for the development of sustainability competence that «empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures» (Bianchi et al., 2022: 12).

In the context of sustainability, the Sustainable Assessment (SA) approach (Boud, Soler, 2015) is widely used in school assessment. This last, referring to more general Assessment as Learning (AaL) (Earl, 2003) focuses on the impact of evaluation processes on future reality, rather than exclusively on immediate results. It is an assessment that «meets the needs of the present and [also] prepares students to meet their own future learning needs» (Boud, 2000: 151).

Among other features, the SA promotes in learners the ability to make judgments about their own performance and that of others (meta-learning) (Boud, 2000), beyond the task to be addressed. In this perspective, the AaL and SA approaches aim at developing in students the skills of management, self-regulation and quality assessment of products and learning processes own and others, preparing them to be lifelong, life-wide and life-deep learners (EU, 1995). On this basis, in September 2023, an empirical research was started to know the opinions of future primary school teachers about school assessment, with particular reference to SA: a structured questionnaire was administered (Brown, 2006; Brown et al., 2019) to a non-probabilistic sample of third-year students of the course named 'Modelli e strumenti per la valutazione', as part of Science of Primary Education (LM-85bis), at the University of Salerno. This paper illustrates the descriptive analysis of data collected. What emerged from the survey has taught a training course aimed at the activation, in future teachers, of reflective thinking (Schön, 1987) and metacognitive processes (Flavell, 1977), useful to overcome misconceptions, as for example, the primacy of summative assessment over that of formative (Vannini, 2012; Brown et al., 2019), and to foster awareness on the practices of formative and sustainability assessment. Promoting awareness about the use of these evaluative practices represents an investment for the future, in terms of arrangement of the school system, able to accompany learners in the process of growth and make them responsible citizens, capable of facing the challenges of contemporary.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Ecosophy And Philosophy For Children: Accompanying Models For The Planning Of Possible Futures

Oscar Tiozzo Brasiola (Università degli Studi di Padova, Italy) · Jessica Soardo (Istituto Femminile Don Bosco delle F.M.A.)

community, ecosophy, integral ecology, philosophy for children, responsibility

In Laudato Si' Pope Francis invites us to join forces to face the ecological crisis in continuity with what was decided by the UN within the 17 goals of the 2030 Agenda. Laudate Deum (2023) draws the attention of the international community to what little is being done in the ecological field and how a radical paradigm transformation is necessary that puts the common good and man understood as part of a nature that includes him back at the center (GreenComp, 2022): «life, intelligence and the freedom of man are inserted into the nature that enriches our planet and are part of its internal forces and its balance" (LD, 26). Having lost the status of an emergency condition due to the diachronicity of the debate created, Jonas already envisaged an "ecological catastrophe" (2002) dictated by the technocratic paradigm; it becomes necessary to rethink the environment as a man-nature relationship according to an ecosophical model. Humanity participates both in the dimension of action and in that of reception, in a reciprocity that has as its motivating pivot the relationship of care (ecosophical paradigm) or mere power (technocratic paradigm). Education fulfills the task of accompaniment between generations, where the adult and the young recognize themselves as parts of a land that is mother (or stepmother) and consequently together they create and attempt actions of custody (or exploitation) in the time of the present, the only time of concrete exercise of thought and possibility of action. The educational responsibility of adults and the sustainable responsibility of adolescents emerges as an urgent need in the face of the demanding reality. The place of accompaniment seems to be this perpetual, confused and unresolved oscillation between question and answer, between the appeal of the earth (the cry of the poor, of nature, of young people) and the search for always precarious and provisional solutions. It is not possible to assume any practice of investigation and political participation that has the characteristics of methodological rigidity, of the mere vertical transmission of knowledge based on the private auctoritas of dialogue and of intellectual asymmetry.

Philosophy for Children (P4C) represents an innovative approach in planning, risky and revolutionary because it is capable of making complex thinking flourish (Lipman 2005) which is simultaneously critical, creative and caring and which only makes sense in a community sense in a progressive democratic protagonism which knows no hierarchies except that of free thought.

In 2023, an Integral Ecology Laboratory was created in Padua with a group of teenagers and two secondary school teachers who, starting from the practice of P4C, questioned themes such as sustainability, ecology, responsibility, commitment and citizenship which generated actions recognized within the Festival of Sustainable Development promoted by AsVIS. The adult's posture in this specific practice is dedicated to listening and facilitation, within a context where each member is free and confident in being able to make their own specific contribution, knowing that their point of view will be valued by translating it and in enabling actions (Sen 1994).

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Adolescents and sustainable learning. The practice of Outdoor Education

Maria Tiso (Università degli Studi di Salerno, Italy) · Concetta Ferrantino (Università degli Studi di Salerno, Italy) · Alessia Notti (Università degli Studi di Salerno, Italy)

adolescents, outdoor education, sustainable development, sustainable learning

The concept of sustainable development has changed considerably in recent years, taking on increasingly complex meanings over time. A document that contributed to its definition is The Global Agenda for Sustainable Development and the relative 17 Goals to be achieved by 2030, approved in 2015 by the United Nations. The concept of sustainability, as defined in the document, is characterized by three definitions: economic, environmental and social. These three concepts should allow us to «transit from anthropocentric ethics, which attributes to nature an instrumental value measurable in economic terms, to ecocentric ethics which is recognized as having an intrinsic value» (Dozza, 2019:195). For this to be possible, it is necessary to promote a real cultural change capable of supporting a sustainability mindset (Kassel et al., 2016; Hermes, Rimanoczy, 2018; Rimanoczy, 2021), i.e. a radical change of views, attitudes and behaviors in relation to the ecosystem.

The promotion of a sustainability mindset by teachers requires the initiation of learning that meets the criteria of lifelong, lifewide and lifedeep learning to develop strategies and offer adequate educational responses to current problems, adopting paths capable of directing behavior of learners towards a personal and collective commitment (Bornatici, 2021). To achieve these objectives, it is appropriate for the territory to become a shared space of permanent learning in which formal and informal experiences become conditions for well-being (Pignalberi, 2021); it is therefore essential to first deconstruct and then reconstruct the place of learning. It is about promoting an 'ecological conscience' capable of reflecting on the indissoluble link that exists between the identity of the individual and the surrounding environment (Quarta, 2006: 134).

The intent of this contribution is to analyze the relationship that exists between one of the educational methodologies with a high connective potential, Outdoor Education (OE) and adolescents. For years the outdoors, not to be considered as simple open-air teaching, but as the possibility of producing new relationships, has been put aside to favor training courses carried out strictly indoors, thus denying its high educational value (Xodo, 2019).

The affinity between OE and adolescent evolutionary dynamics are quite evident, in this regard we refer to a suggestive and fascinating image «going out, [...] represents the identifying feature of this age of life» (Bortolotto, 2020:115). The attempt to 'get out' symbolically represents the difficulty of adolescents in finding their own space, their own identity, therefore, their own range of action; they experience firsthand the contradiction of the terms 'inside/outside', on the one hand the certainties of the inside, but at the same time also the dissatisfaction that derives from it, on the other the desire to explore the outside which, however, is accompanied by fear of misunderstanding. The definitions of Outdoor/Indoor should not be understood according to a relationship of alternation, but rather of contiguity; therefore, the OE approach must be understood as an educational path capable of guaranteeing interactive and integrated development between man and nature.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Against Teenagers Ethnicization. The Political Role of Pedagogy in the Italian Case Study

Alessandro Tolomelli (University of Bologna, Italy)

adolescence, social pedagogy, critical pedagogy

Young people and teenagers especially had paid the heaviest fees to the pandemic restriction policies in every European country even if there are many other different characteristics as social class, gender, insisting on this topic (Meherali at. al., 2021, Panda et. al, 2021, Oosterhof et. al, 2020).

Many scholars have enlightened that covid-19 virus did not have had the same consequences over every kind of citizens and oh this regards they preferred to use the concept of syndemic in order of clarify how health care aspects need to combine with social aspects to provide a proper image of the different effects of the virus dissemination based on social, age, gender, geographic living location of European citizens (Horton, 2020).

This dimensions caused a different capacity to cope or suffer the consequences of this phenomenon. In the post syndemic period many datas underlines the difficults of teenagers on getting back to the in-presence social life (i.e. at school, with the peers, about the dialogue with parents) (Le Breton, 2016). The most diffuse kind of behavior in response to those difficult, are oriented to a depressive mode (hikikomori, early school leaving, psychiatric episodes) or to a reacting anti-social mode ("baby ganging", violence between peers, conflicts against adults). In response to these. In the Italian case, to cope these attitudes by adolescents in the media debate and from Institutional policies it can be notice a binarian approach. From one hand, the leading idea rising up especially from the media, is that adolescence is an illness which needs a therapeutic approach. From another hand, the institutional decision seams address by an authoritarian approach de-juvenilization of adolescents (Laffi, 2000). The hypothesis is that adult society way of thinking is starting to watch to adolescents as a new ethnic minor group in competition with adults. Leaded by dis-valors like competition, education aimed to the development of skills useful only for the labor market, misunderstanding concept of merit, social and cultural devices are working to build up an image of teenagers as weak, dangerous and not homologated. In this scenario, the role of education in put under discussion as well. If the long process lasting almost one century of democratizing education and supporting it with a scientific framework represented by the sciences of education, have forged a consolidated idea of separation between education and politics power on change, today this epistemological consciousness is under attack. It seems to rising up from the past the "black pedagogy" (Miller, 1990) which allow repression and punishments as ways to put under control deviant adolescence. Moreover, education seems to get back to the role of institution aimed to transfer knowledge and confirm social status quo and not anymore as a pedagogical agency to reduce social and cultural disadvantage and as a democratic workshop. In order to avoid the affirming of this dystopia, it is important reinforce the epistemological basis of education as well as scientific vision of education (Tolomelli,2029).

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

Decide Your Print: A Workshop For Systemic Declination Of Sustainability Literacy

Monia Torre (CNR-IRPPS, Italy)

sustainability, education, public engagement, gender, fast fashion

Providing knowledge and skills necessary to promote sustainable development, is among the goals of the 2030 Agenda (4.7). If the promotion of "sustainability literacy" goes through transdisciplinary and participatory approaches (UNESCO), the same is true in education measures related to textiles and apparel, where it is also necessary to provide critical tools to recognize the use of sustainability as a marketing tool (Rodriquez et al. 2020).

Despite this, Italian teachers are still little inclined to integrate sustainability topics into their teaching hours (Smaniotto et al., 2022) and also in informal science communication venues, such as science festivals, the topic is mainly dealt with in a techno-centric perspective.

CNR-IRPPS researchers developed and tested a workshop for the engagement of a high school audience on this topic, allowing participants to deal with issues related to 4 sub-systems (socio-ecological, technological, political, economic), discussing their choices at the level of individuals and the implications of the choices made in each sub-system at the macro level.

Here we discuss how this tool can provide a useful basis for approaching the topic of fashion sustainability in a systemic way for a school-age audience.

The case of textiles, and especially of fast fashion, is particularly interesting when it comes to education and social justice, for several reasons: the environmental impact, the intersection of social justice issues related to labour rights and gender issues, and also because, as in many other areas of sustainability, political, economic and technological choices are intertwined with the level of individual consumer choice. Choices that do not necessarily consistently reflect the principles and values of the subjects.

L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education

"I Am What I Eat". Education Must Support Adolescents' Sustainable Food Choices

Silvia Zanazzi (Università degli Studi di Ferrara, Italy)

adolescence, intergenerational relationships, sustainability, food choices, education

Interest in plant-based diets has grown among various age groups in industrialized countries, including adolescents (Eurispes, 2019; Cramer et al., 2017; Mensink et al., 2016; Ponzio et al., 2015). These dietary regimes often represent a philosophy of life: ethical vegetarians are mainly supported by moral reasons, such as animal welfare, nonviolence, equality, respect for differences, and the idea that they can contribute to reducing environmental pollution or world hunger.

Despite the increasing rates of vegetarianism in industrialized countries, there are few studies analyzing the phenomenon with specific reference to adolescents (Del Ciampo & Lopes Del Ciampo, 2019; Patelakis et al., 2019; Orlich et al., 2019). One of the first studies on this topic (Wright & Howcroft, 1992) found that emotional reasons associated with animal welfare, rather than health, are the basis of being vegetarian among adolescents.

Adolescence is a critical developmental period characterized by transitioning from a diet controlled primarily by parents towards a more self-directed diet. Food choices allow adolescents to assert themselves, build their identity, and form their values.

Numerous studies have investigated the relationship between vegetarian nutrition and health in developmental age, demonstrating that if the diet is well monitored and managed balanced, there is no risk associated with vegetarian regimes (Tosatti, Doria, 2021; Eurispes, 2019). Several studies showed benefits such as reduced overweight risks, diabetes onset, cardiovascular diseases, and some cancers (Lemale et al., 2019; Lee & Park, 2017; Matthews et al., 2011; Sabaté & Wien, 2010; American Dietetic Association, 2003). Moreover, findings suggest that adopting a vegetarian lifestyle during adolescence, characterized by a diet abundant in fruits, vegetables, legumes, eggs, and milk, can yield lasting benefits for bone health in adulthood (Movassagh et al., 2018).

On the other hand, concerns have surfaced regarding potential nutritional deficiencies in vegetarian diets (Ferrara et al., 2017; McEvoy et al., 2012). In response to these concerns, numerous scientific pediatric associations warned that successfully providing a complete vegetarian diet for young people requires substantial commitment, expert guidance, planning, resources, and supplementation (Kiely, 2021).

From everything explained, it follows that adolescents who adopt a vegetarian diet must be guided and supported by their adult reference figures. Supporting adolescents who choose vegetarianism involves understanding and respecting their decisions, providing information, addressing nutritional concerns, and creating an environment that respects and accommodates their dietary preferences.

Education can contribute to the development of well-informed and empowered adolescents who are capable of making conscious and healthy dietary choices, including vegetarianism.

The contribution aims to reflect, in particular, on the potential role of schools in accompanying adolescents in making conscious choices regarding nutrition, respecting their health, the environment, and living beings.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Acting in the Micro. Possibilities of a small park for Sustainability Education with Students at the University of Parma.

Maja Antonietti (University of Parma, Italy) · Andrea Pintus (University of Parma, Italy) · Elena Nardiello (University of Parma, Italy)

sustainability, university teaching, exploration, interdisciplinary approach, outdoor

The 2030 Agenda, among its numerous objectives for the coming years, includes, within "goal 13," the commitment to combat climate change. In the section on targets and implementation tools, there is an expressed intention/need to "Enhance education, awareness, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning" (13.3). Within "goal 4" we find the necessity to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", for example ensuring "that all learners acquire the knowledge and skills needed to promote sustainable development" (4.7) through education.

Universities are heavily involved in promoting pathways related to sustainability, both through their curricula and their organizational practices.

In this sense, it is considered that the field of study and research that contributes to the realisation of Goal 13 and Goal 4 of Agenda 2030 implies the role of universities in promoting and supporting, through diversified actions of didactic innovation, the development of environmental attention and awareness throughout the academic community (students, teachers, administrative staff).

So, the development of student-centred learning and the continuous improvement of teaching practices in the university teaching development (Anvur, 2023) – oriented to sustainability – is a pathway that needs to be invested in.

Within the Master's degree course at the University of Parma "Design and Coordination of Educational Services", and specifically in the courses "Design and Coordination of Educational Services" and "Principles and Methods for Environmental Education" students are called upon to explore (Guerra, 2019) the outdoor and "green" environments of university spaces. Students are called upon to explore (Guerra, 2019) the outdoor and 'green' environments of university spaces, establishing a relationship with them, observing and learning about them, rethinking and designing (Weyland, 2017) outdoor places of experience and learning for the university community and citizens.

The goal is to promote a look at understanding the possibilities for sustainability education for students and future coordinators in university settings and teaching – through an interdisciplinary perspective including pedagogical, ecological, sociological, architectural, biophilic aspects (Barbiero et al, 2021) -. The contribution will propose the theoretical framework of the training device, its implementation through the documentation realized, also by exploring the point of view of the students and teachers involved in the project, putting in evidence the impact of the project on sustainability.

L.02. Climate change, education, social justice: main characters, processes, educational implications

"It hurts when they don't listen to you": Young People's Perceptions and Experiences Engaging in Youth-led Climate Activism

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youth led climate activism, climate crisis, participation, activism education

Well-known Swedish environmental activist, Greta Thunberg and Canadian Chief Water Commissioner of the Anishinabek Nation, Autumn Peltier, have acknowledged that youth-led climate activism has led to little or no change in terms of how adult decision makers respond to the climate crisis (Thunberg, Neubauer and Valenzuela 2019). In order for climate conditions to improve, they have highlighted the importance of being taken seriously by adult decision makers (The Canadian Press 2019). In addition to being tokenized and silenced, young climate activists are frequently misunderstood, universalized, and misconceptualized by politicians, government officials, and other adults in press conferences, print and online media platforms, and at international conferences and climate-related events. As a result, many young climate activists experience an emotional conundrum: their future jeopardized by prior generations, while at the same time, they may feel misunderstood and powerless to make a difference in their own lives (Ojala 2012). While research exists on youth-led climate activism broadly (Cuevas-Parra and Stephano 2020; Hoggett & Rosemary, 2018; O'Brien, Elin & Hayward, 2018; Trott, 2021), limited literature has explored young people's perceptions and experiences of what constitutes youth-led climate activism, and young people's understandings of participatory involvement in climate activism.

This research analyzes young people's perceptions and experiences of what constitutes youth-led climate activism, and young people's understandings of participatory involvement in climate activism. Drawing on qualitative interviews with youth climate activists aged 18 to 24 from across Canada, findings reveal the complexities associated with the intersectional realities of youth-led climate activism. For instance, the participants outline that they are tasked with balancing their education and engagement in activism, while at the same time, are navigating dismissal and skepticism from adults, systemic barriers that impact their engagement, as well as issues surrounding equity, diversity, and inclusivity. The activists' insights probe interesting discussions surrounding the notions of voice, participation, and engagement within youth-climate activism. Further, they enable a critique of the portrayal of youth led climate activism and the education/knowledge that is produced about youth activists via news and social media outlets. These viewpoints unveil the importance of understanding the impact of identities on climate activism engagement.

Findings ultimately uncover a range of challenges associated with activism engagement, portrayal, representation, knowledge production, and with navigating the climate crisis. These sentiments shape important take-away messages that highlight how adults and youth-serving institutions (including the education system), can meaningfully acknowledge, understand, and support young people's efforts to engage as activists, with the climate crisis.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Citizenship and Sustainable Development. Civic Education in the Schools of the Aosta Valley Region (Italy)

Fabrizio Bertolino (University of Aosta Valley, Italy) · Lorena Palmieri (University of Aosta Valley, Italy) · Anna Perazzone (University of Turin, Italy)

civic education, global citizenship, education for sustainable development, aosta valley

Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) are simultaneously called for under Target 4.7 of the 2030 Agenda (UN, 2015), while subsequent UNESCO documents (2017, 2019, 2023) confirm their complementarity. In the Guidelines (Annex A of Ministerial Decree No. 35/2020) to Law No. 92 of 20 August 2019, which introduced civic education into Italian schools, the fundamental tenet of sustainable development is defined as extending beyond the preservation of the environment and natural resources; specifically, it entails a concurrent emphasis on equity and social justice and the adoption of inclusive and respectful lifestyles that prioritize key human rights, especially health, mental and physical well-being, food safety, equality among individuals, dignified employment, quality education and the safeguarding of tangible and intangible community heritage (ibid., p. 2).

We find this concept of integration and cross-cutting relationships between areas traditionally viewed as unconnected to be of particular interest. Indeed, to fully grasp the ongoing socio-environmental crisis, we believe that it is crucial to reconsider our educational objectives and, most importantly, to revitalize the school system by bringing to bear an inter- and transdisciplinary perspective.

How have sustainability and global citizenship been integrated into, and fostered within, the Italian school system? What contribution has been made to date by the inclusion of civic education in Italian school curricula?

Research on civic education is currently underway in the Aosta Valley Region. The aim of this project is to examine and compare the 2019/22 and 2022/25 three-year education plans of 18 groups of schools (each encompassing a variable number of infant, primary and lower secondary schools under a single head teacher), focusing on how, at least at the formal level, these schools have been implementing the contents of Law 92/2019, especially in relation to the core tenet of sustainable development.

Recognizing that the foundations for building a sustainable society rest on the competence of educators (UNECE, 2012), we plan to extensively examine all professional development initiatives for teachers organized by the Regional Authority during the 2022/23 and 2023/24 academic years.

Finally, we will also administer questionnaires and interviews to identify – in relation to sustainability and global citizenship – key staff members within the schools, noteworthy projects slated for the 2023/24 academic year, and salient partnerships with local organizations.

In observing how ESD and GCE are perceived within educational institutions, we aim to identify the implications of these concepts for teaching programmes. Our goal is to move beyond mere labels and to foster a transformative approach to building sustainable futures.

L.02. Climate change, education, social justice: main characters, processes, educational implications

A Reflection For An Ecological Transformation: Looking For New Educational Approaches

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ecological thinking, nature, educational approaches

In her essay on ecological education, Professor Mortari (2020) emphasises the importance of all scientific disciplines to integrate the concept of nature, human beings and their interconnection. Furthermore, she encourages the identification of dedicated spaces to initiate innovative education aimed at promoting an ecological perspective on the relationship with the environment.

Living beings are intrinsically interconnected in the system of life, as «beings ecological» (Morton, 2020). The design of promising itineraries aims to promote a harmonious and respectful growth of mutual relationships (Guerra, 2020), leading to a more attentive awareness of the elements of the world and stimulating the observation of their specificities, even in the most nuances, in recognition of the intrinsic value of each entity (Guerra, 2021).

There is a gap in the literature. Children already have systemic ecological thinking that includes all living things on the planet. They recognise and value all other species as well as humans. They see them as active and fundamental parts of the ecosystem. In the light of this, the question arises as to which educational scenarios should be adopted to draw out this kind of ecological thinking.

In this contribution to a research context in a primary school in Reggio Emilia, children were actively involved in the research with the aim of understanding whether they already had innate systemic thinking. The research was conducted through conversations in which the children shared their ideas about the environment and their relationship with nature. Using picture books, the experience encouraged the formulation of questions rather than the search for immediate answers, thus highlighting critical issues and doubts on various topics. Subsequent group activities promoted an open dialogue about shared choices for behaviour that protects the whole living system.

The continuous design collaboration (Pastori, 2017) with the teachers initiated a solid work process aimed at documenting and strengthening the teachers' proposals and the children's voices. Pedagogical documentation and observation supported the teachers in their work process, while providing the children with the opportunity to visualise their elaborative and reflective practices.

The data shows that the children already showed systemic thinking when observing the environment and living things. In addition, the open sharing of their perplexities and doubts, without feeling obliged to give immediate answers, actively involved all the children. Research suggest that education has a crucial role to play in promoting practices that emphasise active listening, experience, and the living questioning of things (Guerra in Mortari, Ubbiali, 2021). This approach would promote open dialogue and encourage critical thinking (Mortari, 2020).

L.02. Climate change, education, social justice: main characters, processes, educational implications

The Urgency of education for sustainable development: Concerns about climate change in the Laudate Deum

Paola Dal Toso (Università degli Studi di Verona, Italy)

sustainable development, climate change, laudate deum

The paper aims to analyse the apostolic exhortation Laudate Deum, published on 4 October 2023, in which Pope Francis returns to the concern for "the care of our common home" by drawing attention to the effects of climate change, which is causing a global crisis with a range of consequences that were probably not even imagined a century ago.

There is an urgent need to respond to this cry of alarm by going beyond a 'purely ecological approach' and considering it as a global social problem: everything is connected, because what happens in one part of the world affects the whole planet. It is also important to recognise that no one is saved alone (cf. 19) and that there can be no lasting change without cultural change, without the maturation of lifestyles and social beliefs, without the transformation of people (cf. 70).

It is a matter of overcoming the logic of appearing sensitive to the problem of climate change and having the courage to make substantial changes in human experience: if the measures we could take now have a cost, it will be all the greater the longer we wait (see 56).

In the face of this emergency, it is necessary to take responsibility for the legacy we leave behind when we pass through this world. It is a matter of social justice. Increasing environmental awareness requires a commitment to change personal, family and community habits that foster a different, sustainable lifestyle. Although the unaccountability of political sectors and the disinterest of the 'powerful' are there for all to see, efforts to pollute less, reduce waste, consume wisely, even if they do not immediately have a major effect, are creating a new culture.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Exploring the Future: Learning and Re-acquiring Knowledge Necessary for Well-Being and Living Well

Antonia De Vita (University of Verona, Italy)

ecological transition, prefiguration politics, sustainable community movement organizations, collective knowledge, conviviality

The paper will focus on the hypotheses of ecological transition and coexistence emerging from many groups, networks and movements worldwide that have long been "envision the future" by reconsidering production, consumption, dwelling and living. They embody both theoretical visions and concrete communities of practice that indicate to a radical shift in direction to imagine, design and implement ecological and social transition. Through the construction of "sustainable and responsible communities", intended as meso-level bodies with connect and overlap people and their communities, these actors represent concrete laboratories of ecological and democratic citizenship where individuals can learn and/or re-acquire knowledge necessary for well-being and living well (or good). They are informal groups of young and adult people who "learn together to transgress" to disobeying certain dogmas of capitalist accumulation. These groups, by placing human and living relationships back at the center, become forges of an elemental and basic politics that retracts sociality and the fundamental elements of citizenship: learning, thinking critically, participating, deciding, and acting. These collective experiences reclaim the dimension of knowledge and learning constructed with others, engaging in practices of self-education and peer-to-peer participation across generations. They circulate knowledge and expertise that are non-commodified and non-commodifiable because they are anchored to the subjects who produce this knowledge by exercising control over the tools employed. In these experiences, convivial tools are constructed, drawing inspiration from Ivan Illich's thought. Mindfully borrowing from the contributions of feminist, ecological, pacifist and libertarian movements, in these school/labs, the knowledge created and freely circulated is inspired by starting from the oneself, valuing experience, politicizing the private sphere, practicing relationships, emphasizing the centrality of everyday practices, highlighting the importance of community building as a lever to make utopias and prefiguration politics more concrete, seeking new harmonies with the living, and eventually, embracing the enjoyment and taste of the present.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Education for Sustainable Development and Climate Change as a participatory challenge

Rosaria Parisi (Department of Soil, Plant and Food Sciences, University of Bari) · Rosa Colacicco (Department of Earth and Geo-Environmental Sciences, University of Bari)

climate change, education for sustainable development, participative process, community of practice

The climate and ecological crisis is getting worse and worse, generating reactions of denial and underestimation of the problem. According to the IPCC AR6 Synthetic Report (IPCC, 2023) anthropogenic climate change is underway and constantly threatening nature and the planet but with the right actions a sustainable world is still possible. As reported in Chapter 36 of Agenda 21, education plays a crucial role in promoting and enhancing the ability of individuals to take an interest in environmental and sustainable development issues. It represents the tool through which to activate processes of empowerment of all citizens so that they assume lifestyles marked by respect for the environment, for themselves and for each other. Alongside education, public participation is considered a necessary pillar for achieving the Sustainable Development Goals of Agenda 2030. Participation allows to activate effective localization paths of the 2030 Agenda (Florini, 2018) and represents an inclusive tool, based on listening, comparison and sharing of knowledge. Engaging communities through participatory processes can help raise awareness of climate change risks, explain causes and impacts, and promote understanding of adaptation and mitigation actions put in place by governance so that community engagement in combating climate change can be increased. Involving communities plays a decisive role in the transition to sustainable cities (Kraas et al. 2016), which is why participation finds itself playing a dual role of disseminating knowledge and skills (shaping itself as a site of transgenerational learning) and a tool for transforming communities toward more sustainable lifestyles. Starting from the concept of community of practice, understood as groups of individuals who share interests in a certain issue and interact by comparing experiences and sharing knowledge, skills and methodologies, which thus hinges on the social theory of learning, the work will focus on the study of participatory processes activated within the Regional Sustainable Development Strategy as a tool for lifelong learning. The connections between participation and communities of practice will be analyzed, investigating especially the educational potential of participatory experience in relation to issues such as climate change and sustainable development, and how these processes can educate and contribute to the spread of sustainable lifestyles.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Education in the Ecological Paradigm for Humanity's Future "With the Earth"

Monica Adriana Parricchi (Libera UNiversità di Bolzano, Italy)

education, ecological paradigm, complexity, care, humanity

The existence of humans is characterized not only by being in the world but also by being in relationship with the world. Every living species, in order to survive, establishes a connection with its environment and other forms of life from which every other experience will be constituted. Consequently, human existence is conditioned (by the relationship with the environment and social relations) and conditioning for the same "being-in-relationship" with oneself, the world, and other forms of life (Changeux, Ricoeur, 1999). The redefinition of cultural relations between humans and their living space requires recognition of the living subjectivity of nature and anthropized territory. The territory is in relation to a community aware of the place where it lives and therefore must take care of it (Bonesio, 2012), educating each generation for its revitalization. Connecting community and territory is the nature of the common good (Loiodice, 2017), which embodies the relational, holistic nature of being in common, expressed both in the environment and in the community responsible for it and therefore must educate itself and others.

The challenge is to educate to preserve both, without the activities that enable human well-being disrupting the planet's natural balances. The ecological crisis increasingly takes on the character of a moral issue, with significant social and educational implications, prompting pedagogical reflection and promoting and supporting the transformation of intentions into educational projects, envisioning a change in worldview to contribute to a new planetary civilization today and tomorrow (Malavasi, 2018).

In the current context of discussion, pedagogical reflection stands as a promoter of innovations in processes and systems, placing the individual and the community, education, and reciprocity at the center. Nature, territory, and the environment, considered as a collective good, constitute a set of non-renewable resources, whose management must involve all actors, citizens of the world, according to socially defined roles and modalities. It is imperative to reconsider and value the pedagogical role in the face of challenges, navigating between the capital of tradition and the threats of global homogenization, between the advance of innovation and the desire for conservation, between the responsibility of teaching and the involvement in learning in all formal, non-formal, and informal settings (Parricchi 2023). Pedagogy represents the science aimed at understanding the world, unraveling the complexities, and assisting the individual in being a conscious citizen, actor, and beneficiary of a natural and environmental heritage that contributes to shaping and reshaping.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Fostering Green Skills, Climate and Social Justice among Teachers: A Quali-Quantitative Research into the Paths Proposed by Future Education Modena

Marta Salinaro (University of Bologna, Italy) · Marta Ilardo (University of Bologna, Italy)

teacher training, educational practices, green skills, sustainability, climate and social justice

With the aim of including sustainability education into education programmes, the New European Sustainability Competence Framework, known as GreenComp (Bianchi et al., 2022), constitutes an essential reference for students and a valuable resource for teachers, providing a clear definition of the necessary skills and outlining a meaningful path to develop an in-depth understanding of the principles of sustainability.

The proposed contribution is based on qualitative research conducted as part of the three-year PON Green project (2022-2025), entitled "The ecological challenge: innovative educational practices".

The research examined the results gained by a sample of teachers involved in innovative training curricula proposed by FEM (Future Education Modena), an international center for innovation in the educational sector. These curricula focus on sustainability issues and are integrated into the School ReGeneration Plan.

The aim of the research was to investigate teachers' opinions regarding the green areas of competence and the possibility of integrating them into disciplinary paths (Cebrián & Junyent, 2015; Mulà et al., 2022; Marescotti, 2022). This contribution will highlight some results that emerged from the analysis of three focus groups and from the questionnaires administered before and after the training. In particular, we will focus on teachers' representations regarding sustainability education in the classroom, highlighting the importance of their role and the practices adopted, as well as the definition of their values related to sustainable development and climate, ecological and social justice (Ilardo & Salinaro, 2023; Rowan et al., 2020; Borgerding et al., 2023).

The analyzed data will provide interesting insights for the development of teacher training programs in sustainability education, carefully considering their interconnection with climate and social justice (Damiani, 2021; Corres et al., 2020). These programs aim to encourage the development of skills related to green issues (Birbes 2018; Ricciardi, 2021) supported by pedagogical principles that promote a democratic and inclusive school, thus contributing to the formation of global citizenship in the direction of real ecological justice (Lozano et al., 2017; Tarozzi & Mallon, 2019; Nigris & Zecca, 2023).

L.02. Climate change, education, social justice: main characters, processes, educational implications

Little Picture, Big Picture: the Resource of Children's Literature for an Ecology of Global Education and Cosmic Belonging

Marcella Terrusi (University of Bologna, Italy)

picture books, children's literature, education, ecology, body

In children's literature, especially in picture books, there are multiple horizons and irreplaceable opportunities for developing educational reflections and practice from an ecological, democratic, and global perspective.

Picturebooks can raise body knowledge and awareness and nurture conversations through different languages, ages, and abilities of readers. Picture books mediate relationships that improve the quality of life in school and community.

The contribution offers an overview on relations of wordless books and inclusion at school, "botanical" or "movement" selections in relation to body education, through the lens of "multiplicity", "tenderness", "cosmic education" The central perspective is the phenomenological one, interested in both sides of education: material and symbolic. Children's literature and libraries act as ecological mandalas, capable of fostering exploration as educational experience and sensitive connection with the world and the community through the humble and tiny space of picture books.

L.02. Climate change, education, social justice: main characters, processes, educational implications

Sharing Lessons: Learning, Changing and Envisioning Together

Francesco Vittori (University of Verona, Italy)

ecological transition, social movement organizations, education, critical pedagogy, community of practice

In the ongoing discourse about ecological transition, several unyielding pillars come to the forefront: the ideology of growth, the central role of business and the market, the defense of the Western lifestyle, unwavering faith in technology, depoliticization, and a technocratic inclination—all underpinned by fundamental anthropocentrism (de Sousa Santos, 2022). Within the confines of this predetermined framework lie the proposals and official policies. The crux is that genuine socio-ecological transformation is unattainable within this scope. What is being presented is not a transition project but rather an adaptation and conservation—an endorsement of "green" capitalism (Felli, 2021).

Therefore, It is imperative to carve out space for novel questions and perspectives, venture beyond habitual trajectories, and nurture new "heresies" around which to conceive and facilitate a comprehensive socio-ecological transformation. This is all the more necessary as the ongoing ecological crisis and climate changes are becoming increasingly evident, as is the connection between human activities and the depletion of ecosystems (WMO, 2023).

To instill a sense of shared responsibility and cultivate care for the "common home," it is essential to establish a new ecological ethic (Mortari, 2020). Thus, we urgently need "shared lessons" (Vittori, 2022) – experiences of collective self-learning, the establishment of spaces and contexts for intergenerational and interdisciplinary exchanges, between formal and informal learning and knowledge, between human and non-human beings (Gadotti, 2005; Guerra, 2020) – to envision feasible socio-ecological transition pathways.

Therefore, in this contribution, starting from the insights gained from some experiences of critical consumption and contemporary social movements, such as the Bilanci di Giustizia Association (De Vita & Vittori, 2015) and Landless Rural Workers Movement (Borsatto & Carmo, 2013; da Silva et al., 2018), the transformative and prefigurative nature of these initiatives will be highlighted (Monticelli, 2022; MST, 2021). Indeed, while on the one hand, consuming and producing food sustainably constitutes a direct action against climate change and the depletion of ecosystems (Ravn Heerwagen et al., 2014), on the other hand, these initiatives imply a clear pedagogical element aimed at shaping citizenship that transcends boundaries and lays the foundations for ecological and global citizenship based on the principles of care (Mortari, 2020; D'Antone & Parricchi, 2020; Antonietti et al., 2022), fostering good relations between generations, living and non-living beings (Alessandrini, 2022), as well as diverse identities and genders (Borghi, 2020; De Vita, 2022).

L.02. Climate change, education, social justice: main characters, processes, educational implications

Sensing with Plants: a Logbook to Promote Planetary Awareness

Beate Christine Weyland (Libera Università di Bolzano, Italy) · Giusi Boaretto (Libera Università di Bolzano, Italy) · Andrea Righetto (Libera Università di Bolzano, Italy)

awareness, plants, education, logbook, planetary consciousness

At the Faculty of Education of the Free University of Bozen/Bolzano since 2022, an interdisciplinary laboratory called EDEN – Educational Environment With Nature – has been set up with the aim of operating at the intersection of pedagogy, architecture and design with a dual purpose: to create educational spaces capable of generating well-being in pupils and teachers (Hughes et. al. 2019, Weyland Falanga 2022); and to develop an authentic planetary consciousness with educational communities (Clement 2014) through the development of proximity relations with plants.

As such, we document, host and stimulate educational activities, action-research with schools and implementations on the topic of appropriation, transformation and/or creation of educational space with the help of plants. Indeed, we believe that it is possible to generate green educational landscapes through a new and different way of interacting with plants: cooperation, playfulness and sensoriality (Weyland 2022).

One tool we are using to foster active and emotional-affective interaction with plants is the logbook 'Sensing together with plants', created especially for students in which we guide them to choose, observe and listen to an outdoor tree and an indoor plant. The diary is developed with open work tracks in which we urge a change of perspective: from anthropocentrism to planetary consciousness. We start by going in search of a tree and recounting this encounter. We proceed by observing the tree at different times of day and in different weather situations. We then proceed to the process of choosing an indoor plant, a plant to be given a name in addition to the botanical one, a plant to be observed, adjectivized and described. We then proceed to the change of perspective, imagining how plants can observe the writer. Finally, the last prompt concerns the process of identification with plants: how do they feel? What do they feel? What could they tell and tell each other?

The logbook is the result of interdisciplinary work between a pedagogist and an architect and eco-designer and is the subject of a part of a doctoral study that aims to establish active relationships between pre-service teachers and plants by designing a curriculum for initial teacher education (ITE) that fosters their GreenComp (Boaretto, Weyland 2023).

This instrument was compiled by Primary Education students enrolled in the General Didactics course in both the years 2022-2023 and 2023-2024, allowing 130 logbooks to be collected. The presentation focuses on analysing what emerges from the diaries using the grounded theory approach (Tarozzi 2008) to develop interpretive hypotheses, content analysis (Losito 2007) to identify interpretive categories and autobiographical research to understand meanings in greater depth (Demetrio 2018).

Interesting reflections emerge from the stimulation of green memories that proceed in the direction of a progressive awareness and discovery of plants as active and interactive subjects. If the overall goal is to open up to planetary consciousness, this tool seems effective in overcoming the phenomenon of plant blindness and disconnection from nature (Mancuso 2023, Jones 2020) and in finding in plants valuable allies to change perspective and begin a process of authentic awareness.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Out of School: in Touch with the More-than-human World

Evi Agostini (University of Vienna, Austria) · Stephanie Mian (University of Bozen-Bolzano, Italy) · Cinzia Zadra (University of Bozen-Bolzano, Italy)

out-of-school experiences, more-than-human world, phenomenological vignettes

Being a child and becoming an adult is a process of socialization, subjectification and qualification, in which learning experiences take place in different contexts (Biesta, 2014, 2020), inside and outside educational institutions, in interaction with people but also in relationship and interaction with the more-than-human world, represented by both animate beings and inanimate things.

The out-of-school experience is not just about interactions between teachers and children, but about a complex web of interactions, relationships and connections between people, animals, plants, artefacts and other natural elements.

The data used for this paper was collected using the phenomenological vignette (Schratz et al., 2012), a qualitative research tool that has proven effective in exploring and making children´s experiences visible.

This research tool captures moments of experience in short written narratives, drawing inspiration from Husserl's (1983) descriptive phenomenology and Merleau-Ponty's (1962) phenomenology of the body. As dense descriptions of experiences (Schratz et al., 2012), vignettes go beyond what is said and make the atmosphere tangible. Consequently, they not only describe the researchers' experiences but also make them perceptible, raising awareness of bodily articulations and enabling a reflexive approach to them.

After a brief introduction of an exemplary vignette, this paper presents a selected vignette reading (analysis) that describes the experience between a child and the more-than-human world: As the vignette shows, a relational quality can develop between children and the entities of the more-than-human-world in which it is not only central what the children do with them, treating them as objects of observation, reflection and manipulation, but also that the children respond to the "claims" (Waldenfels, 2011, p. 37) of that world. In their responses, children immerse themselves in the more-than-human, realizing that "things are not things" (Morin, 2007, p. 42), but rather that they are with the things, which become a source of discovery, relationship and creativity. Children's creative and physical responses to the claims of the world arise from their being affected and part of it, from their involvement and sense of wonder, so that a new horizon can open up by grasping something specific as something new or different (Meyer-Drawe, 2012). A new understanding of the self, the other and the world emerges, as does an attitude of receptivity, listening and looking.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Educating to Generate New Eco-centric Wor(l)ds. Precarious Scaffolding and Imperceptible Cracks

Camilla Barbanti (University of Milan, Italy)

ecological crisis, social justice, ecocentrism, education

The ecological crisis and increasingly self-evident social injustices, which are spreading globally and which we have been witnessing for quite some time, warn us that we live in a more-than-human world.

For more than two decades, scholars from different fields have been reporting a conceptual (Neil, 2021), material-discursive (Barad, 2003) shift that, for those who are inclined, does not allow us to continue to think of the world in terms of ordered and separate substances, essences, static, and objects – of which the human being is in control. Rather, we live in uncertain realities: indeterminate outcomes of unstoppable processes, events, and transformations.

If we are to continue to live on Earth, a complex and intricate ecosystem, the result of interactions between agent and heterogeneous elements, new wor(l)ds, research, and actions in everyday work and private life are not only necessary but urgent – even for educational practitioners to continue to set up educational experiences for possible future Earth societies and subjectivities. Therefore, how do we re-think and enact sustainable and ecological ways of inhabiting the Earth? How can we initiate those changes that would provide the well-being and prosperity of human and nonhuman life on the planet on which we live, considering ourselves as always and already part of nature (Barad, 2003)? How can we shift from ego-centric to eco-centric thinking and acting?

In the paper, we will see how some theories and research help, more than others, to move in that direction. Namely, Sociomaterial approaches to research – ANT in particular (Latour, 2005; Fenwick and Edwards, 2010) – and the theories of scholars such as Deleuze and Guattari, Braidotti, and Haraway (to name a few), help to rethink and transform how, in the field of education, research, educational experiences and subjects are crafted. Through unusual wor(l)ds and lenses, educational subjectivities and practices, in fact, are re-read and enacted as heterogeneous and complex events, associations, and assemblages, neither inert and unchangeable, nor finite and rationalizable in taxonomic arrangements and predefined and applicable techniques, but the outcome of the combination of a myriad of human and non-human intra-acting elements (Barad, 2003).

The challenge, then, even in education, becomes to create new ways of being in the world, transforming human beings' ways of being and existing in relationship with themselves, other critters (Haraway, 2016), and the Planet that will be not only life-sustaining but also life-enhancing (Plotkin, 2021). Achieving this requires learning to stay with the trouble (Haraway, 2016) in a non-ideological but radical way (Braidotti, 2019) and putting at the center of educational pedagogical research the sociomaterial connections that create what we call educational experience. That is to say, it is about «finding an order that the multiplicity really does» (Deleuze and Guattari, 2017 p. 62, translation modified). It is about learning how to move by «imperceptible cracks rather than by meaningful cuts» (Ibid., p. 65). It is about replacing progress that changes nothing with new possibilities in the form of «new precarious and pragmatic scaffolding» (Ibid).

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

The Strangeness of Educational Life And Ecological Survival

Jesse Thomas Bazzul (University of Regina, Canada)

speculative philosophy, ecological justice, strange pedagogies, posthumanism

This paper lays the groundwork for a theoretical project that explores the strangeness of 'educational life', and the personal, political, and ecological importance of coming to grips with the weird nature of a life spent working within educational institutions. The paper addresses the very strange predicament of being an educator in modern institutions that must promote the imperatives of advanced capitalism and a colonial world order. Survival here means literally surviving a life of working within educational institutions, but also to draw attention to the fact that education, the way it is currently structured and conceived, is unable to contend with the large-scale economic, spiritual, sociopolitical, and ecological changes needed for multispecies flourishing (Haraway, 2016). Explorations into the strangeness of educational life can expose the perplexing contradictions and pleasurable aporias that characterize a life working in educational institutions. To explore this strangeness I draw from contemporary philosophy, educational theory, social theory and labour studies, as well as my experience as an elementary school teacher and professor in a Faculty of Education in Canada. Most people living in modern industrialized nations have experienced the strangeness of educational life, however all of us have quite a different understanding of what this strangeness entails. It is time to speak more openly about this strangeness as an educational community.

This paper follows three separate theoretical trajectories into the strangeness of educational life. The first trajectory involves exploring 'ecological strangeness' using the work of ecological philosopher Timothy Morton. Essentially, to 'exist' is to always already be ontologically strange, withdrawn, yet shimmering. In order to move past Anthropocentrism and engage the climate crisis (certain) human beings must learn to look beyond human-human relations and realize that most of the wondrous ecological relationships that sustain life are nonhuman-nonhuman relationships (Morton 2016). Educators of all callings and backgrounds stand to deepen their ecological awareness by embracing this strangeness. The second trajectory has to do with the strangeness of institutional life: drawing from labour studies and educational philosophy I highlight the fact that institutions inevitably alienate all those who labour and exist within them. What makes this alienation incredibly strange is that strong, functioning institutions are absolutely necessary to engage our shared ecological crisis. The third trajectory involves looking at how educators might begin to embody this strangeness pedagogically in the everyday work they do (beier 2023). How indeed, when the industry of education has its practitioners and researchers invest in the capitalist/colonial goals and imperatives? How might educators acknowledge and nurture this necessary strangeness as we move toward ecological and social justice?

While the topic of this paper/presentation is somewhat wide open and grand, it's usefulness lies precisely in what it allows other educators to think about the strangeness of education life (as they see it), and how thinking with this strangeness is essential for fostering ecological awareness and justice.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

An Ecocritical Perspective on a Doctoral Study Aimed at Educating in a More Than Human World

Giusi Boaretto (Free University of Bolzano-Bozen, Italy; University of Teacher Education, University of Applied Sciences and Arts of Southern Switzerland)

ecocriticism, doctoral research on educational environments with nature, hidden figures of thoughts in ecological project

Despite the urgent need to envision the interdependence between humans and the planet through the lenses of sustainability, a dualistic view of such a relationship is still rooted in our society. Therefore, pedagogical research can help restore our connections with the more-than-human by developing novel curricula and educational environments aimed at overcoming this dualism (Wals et al., 2022).

Consequently, the study relies on an interdisciplinary framework that places education in dialogue with psychology, geography, critical plant studies, and architecture.

This doctoral study aims to establish active relationships between pre-service teachers and plants by designing a curriculum for initial teacher education (ITE) that fosters their GreenComp (GC) (Bianchi, Pisiotis, & Cabrera, 2022). The concept of educational environments, operationalized as a physical, relational, and activity space, informs the creation of three university classrooms with plants needed to further develop the curriculum. The research builds on the theory of transformative learning, draws from recent studies on ITE (Bamber, 2020), and is oriented by the general questions: "How is it possible to foster the development of GC in pre-service teachers by setting up educational environments with plants and formulating an interdisciplinary co-constructed green curriculum (IGCC)? The design and methodology align with the state of the art on curriculum development and EfS in tertiary education (Pritchard et al., 2018): the case study is multiple, vertical, and descriptive and is conducted through a mixed-method approach. Students and professors from two Universities participate in the study for eighteen months. The output of the project is a tool that supports the creation of interspecies educational environments in which plants represent the living variable in the physical, relational, and curriculum spaces. Timothy Morton, a radical philosopher, points out how "Se c'è qualcosa che siete in grado di comprendere, allora ne siete responsabili" (If there is something you can understand, then you are responsible for it) (Morton, 2019, p. 25). Through contact with plants, supported by their presence in educational spaces and curricula, the study promotes a reacknowledge of these living beings, the development of new relationships, and, therefore, the assumption of responsibility towards them. One moves, hence, from a generic 'green' to a 'you-alterity' that I respect and to which I listen.

In the doctoral research outlined above, the researcher tried to keep her perspective decentralized from her everyday cognitive, affective, and moral habitus. Overcoming such habitus to create studies that truly support alternative and sustainable visions is not easy. Therefore, this paper presents an eco-critical reflection (Herbrechter et al., 2022) on the research process to uncover the hidden figures of thought (Garrard, 2012) that may have influenced this ecological education project.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Biodiversity and Intercultural Education. Reflections From a Workshop Experience at The University of Catania

Giambattista Bufalino (University of Catania, Italy) · Gabriella D'Aprile (University of Catania, Italy) · Glenda Platania (University of Catania, Italy)

biodiversity, intercultural education, green education lab, sustainability education

Environmental education is intercultural in nature, and it leads to the recognition of variety and diversity as values that should be respected and promoted. On the one hand, it raises awareness of the importance of respecting and valuing natural biodiversity and the interconnections that maintain ecological balances; on the other, it promotes the establishment of relationships founded on mutual support and the recognition of different perspectives. Hence, a comprehensive understanding of the biological mechanisms operating in nature highlights positive instances of essential interconnections, patterns of social behaviour, and reciprocal growth. It also enables the establishment of a distinctive connection between safeguarding the environment, intellectual advancement, and the cultural heritage of individuals (Bridgewater & Rotherham, 2019; Cortes-Capano et al., 2022; Lenzi et al., 2023).

The concept of biodiversity, in particular, effectively shows the intricate nature of reality and systematic planning inherent in life and the environment. This notion stimulates research and enhances comprehension of the relationships and interactions among various components, phenomena, and fields of study. Indeed, the theme of biodiversity enables the connection between environmental education and intercultural education, as there seems to be a strong correlation between understanding others and acknowledging differences. Integrating biodiversity and intercultural aspects entails prioritizing ecology, connections, links, and relationships as the focal point (Shiva, 1993; Bateson, 2002; Elamè, 2002; Calvano, 2014; Tomarchio, D'Aprile & La Rosa, 2018).

This contribution presents a critical and reflective analysis of a training experience involving 250 students who attended the "Intercultural Pedagogy with Laboratory" course (Bachelor's in educational sciences) during the academic year 2022/2023. The course included workshop activities developed by the "Green Education Lab", which is part of the Department of Educational Sciences at the University of Catania (D'Aprile & Bufalino, 2022). Using the expressive and symbolic features of photography as a research tool, the participants engaged in didactic visits to the Botanical Garden of the University of Catania. They explored the notion of plant "biodiversity" and its importance in the natural world, as well as the complex network of connections that supports an "ecosystem" – a truly intercultural system. This study utilizes an inductive thematic analysis to identify the underlying themes that link environmental education and intercultural education. The students' photographic and reflexive investigations clearly demonstrate these interconnecting themes. The objective is to showcase ecologically ways of thinking and comprehending, through the utilization of systemic methodologies and perspectives. From this point of view, environmental education can be understood as an educational approach that emphasizes the inherent qualities of human beings, their connection to nature, and the distinct experience of being a human within the natural environment.

Lights And Shadows Of Green Comp. The Contribution Of The Sociomaterial Perspective In Reviewing The European Competence Framework For Sustainability

Chiara Buzzacchi (University of Milano-Bicocca, Italy) · Guendalina Cucuzza (University of Milano-Bicocca, Italy)

green competencies, sustainability, sociomaterial approaches, ecology, interconnections

To implement the environmental sustainability goals of the 2030 Agenda, the European Green Deal identified a framework of competencies – the Green Comp – resulting from an agreed definition of what sustainability as a competence entails. The elaboration of such a document is underpinned by the idea that a EU common framework might act as a catalyst for a shared strategy for learning sustainability, in order to face environmental crises by promoting the leadership of the whole community.

Although the framework intends to have a systemic and complex approach, its analysis reveals a need to better understand some key concepts such as complexity, values, sustainability, to clarify what they actually refer to and the assumptions that drive them. They, in fact, are not "neutral" categories but need to be contextualized in their specific contexts.

In this regard, the sociomaterial approaches offer an interesting contribution for the critical reading of the document, tracing the social and material elements considered in it and reconstructing the concrete dynamics that led to its genesis.

Such a perspective, in fact, makes it possible to trace all the human and non-human actors involved within a phenomenon, conceiving it as a network of heterogeneous elements that collectively and contextually act, surpassing a human-centered view in favor of a look at complexity that allows considering all the forces present in the context.

Building on these considerations, this paper aims to explore the Green Comp framework from a sociomaterial perspective, to offer some insights into rethinking the institutional approach to ecological education.

The analysis shows that, although the framework states the importance of promoting a holistic view of the world system, it is indeed rooted in a cultural substrate that is still human-centered and neo-liberal, presenting criticalities at several levels.

From an onto-epistemological point of view, the agency of the nonhuman is not recognized and thematized, while perceived as the object of attention and protection by the human who establishes its interests and acts on it.

Consequently, from an ethical-political point of view, values and strategies are interpreted from an anthropocentric perspective likely, moreover, to consider a very small portion of the world population. In the same perspective, it should be clarified what model of sustainability is involved, since the multidimensional view of such a concept seems too often to bend to an idea of progress interpreted more with economic rather than social parameters, in which even human become "capital".

Finally, from a methodological point of view, the idea of a competency framework offers an interpretation of knowledge that is quantifiable, "ready to use", generalizable and, therefore, uprooted from the subjects' concrete experience and the complexity it claims to embrace.

Hence, the analysis reveals the importance of a paradigm shift able to go beyond centering on the self, on a "competent" human who alone can define the fate of the Planet, in favor of human-world interconnectedness

This challenges institutional education to set up concrete experiences allowing people to experience the connections in order to promote the development of an embodied ecological consciousness.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

A Radical Pedagogy of Relation for a more-than-human Future

Michele Cagol (Free University of Bolzano, Italy)

pedagogy, relationality, responsibility, ecology, more-than-human future

In this theoretical contribution I attempt to show what are the necessary steps to start thinking—a necessary step, this, to then attempt to realise—a radically relational pedagogy (Cagol, 2022). By 'radically relational pedagogy' I mean a pedagogy that aims to shift its focus—of interest, reflection, and intervention—from subjects, in their individualities, to relations (on relational educational perspectives, see Bingham & Sidorkin, 2004; Gravett, 2023; Sidorkin, 2023). I argue that a radically relational pedagogy is the only feasible way to address the ecological (and, formerly, political and social) crisis that increasingly threatens to cancel a 'sustainable' future for the biosphere and, consequently, also for human beings (IPCC, 2023; Smil, 2022). Pedagogy, thus conceived, should teach to think and act in a transformative (for the future) and collective (for a more-than-human future: a future that includes biotic and abiotic elements) perspective, on the basis of the awareness that we organically belong to a network of relations and of a radical responsibility towards others—nodes in the mesh (Morton, 2011) with which we ontologically form relations, which epistemologically (and politically), as relata, remain otherness, and which ethically demand our responsibility into relations (a responsibility that establishes social and environmental justice). At least three theoretical questions need to be addressed. First, which relational ontology to adopt? In fact, there are many different relational ontologies: Nagarjuna's Buddhist thought, Carlo Rovelli's relational interpretation of quantum mechanics, James Ladyman's ontic structural realism, Gregory Bateson's theory, the proposals of the new materialism (within which we can distinguish at least three different approaches: vitalist, negative, performative), etc. Secondly, the relational ontological perspective is linked to ethical issues concerning personal identity. If an aim is the weakening of the subject—in the sense that it is no longer seen as permanent, substantial, but rather conditioned—I think it is relevant to discuss Parfit's (ethical) theory of personal identity (1971; 1984/1987) and its educational implications and applications. A (radically) relational ontology and a 'substantial' weakening of the person are compatible to each other (and I think they should be thought of from a more-than-human perspective). The third issue, perhaps the most complex and highly relevant for pedagogy (and, at first sight, difficult to integrate with a radically relational perspective), concerns ethical responsibility. There are two working hypotheses that I intend to outline: (i) responsibility originates from the relational encounter and awareness, and from an understanding of the dynamics of the mesh of relations; (ii) a radical responsibility—not reciprocal, not symmetrical, like the one theorised by Lévinas (1961; 1974; 1982)—towards otherness, but extended to all forms of otherness, is necessarily 'good': it is an (ethical) value that can allow us to build an ecological future together.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

The "Work that Reconnects": a Collective Process to cultivate Hope and promote Action, facing the Eco-Climatic Crisis

Pietro Corazza (University of Bologna, Italy)

active hope, environmental education, climate activism, ecology, environmental justice

The eco-climatic crisis is one of the most urgent and enormous issues of our time, the scenarios of ecological and social collapse that loom if we continue with business as usual are of unprecedented magnitude and severity. Today we have little time left, irreversible processes are already underway, yet it is still possible to act, and indeed it is critical to do so now more than ever.

This article starts from the belief that a wide-ranging popular mobilisation is needed to disrupt the system that is leading us to collapse, because a turnaround cannot be expected from the elites who currently govern and benefit from the present state of affairs. In recent years in several countries there have been widespread popular mobilisations, in others – such as Italy – mobilisation is more limited, in any case at a global scale the extent of mobilisation is still not sufficient. This raises a question: why there is not more significant activation by more people, despite the crucial importance of the issue?

Several authors argue that the answer is to be sought not only on a cognitive level, but also and above all on an emotional and existential level. Indeed, the eco-climatic crisis generates powerful emotional reactions, such as grief, fear, and despair, which can often be paralysing and inhibit action.

Therefore, it appears essential to build spaces in which to process these emotions: the "Work that Reconnects" (WTR) is a particularly interesting and fruitful example of this (Macy & Brown, 2014). It is a collective process of emotional sharing, reflection and meditation, which aims to elaborate the most difficult emotions aroused by the eco-climatic crisis and to overcome attitudes of closure, paralysis and despair, in order to cultivate an active, realistically grounded hope, capable of motivating action. It is based on a spiral movement that goes through four steps: coming from gratitude, honouring our pain for the world, seeing with new eyes, going forth.

The purpose of this talk is to present the theoretical foundations and practical activities of which the WTR is composed, in order to highlight some significant nodes and to argue why it would be desirable to promote its dissemination in different types of contexts. The WTR can in fact be practised with groups of various kinds: it is widely used in activism and has also been experienced successfully in educational contexts. It is suitable not only for young people, but also and perhaps above all for today's adults, without whose contribution it is unthinkable to succeed in countering the crisis in which we find ourselves.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

"Toxic Bodies" and the Ecology of Beauty in a Rural Area of Sicily

Gabriella D'Aprile (University of Catania, Italy) · Davide Bocchieri (University of Catania, Italy) · Cristina Trovato (University of Catania, Italy)

envirìomental education, toxib bodies, beaty, ecology

As humans, we are increasingly deeply mixed with a thousand other non-human worlds, to the point that "we cannot encounter the natural untouched or uncontaminated by human remains" (Yaeger, 2008, p.332). In the Anthropocene (Crutzen, 2005), the filth of culture infiltrates every cavity of the natural world, leading to the emergence of novel interactions between humans and non-human entities. We can understand cultural and social messages, power differentials, contaminations, and the scars of inequalities on the body, which is "an interface, a threshold, a field of interestin materialand symbolic forces" (Braidotti, 2009, p.243). These are 'toxic bodies' (Serpil Opperman 2015), described as a 'material text in which cultural practices, political decisions, economic and natural are intertwined with questions of justice, health, and ecology' (p.122). Small ecological systems, such as bodies, are frequently deformed and exploited, serving as mere components in the neoliberal production machinery.

This proposal intends to focus on the bodies of boys and girls who live in the 'Fascia Trasformata' of the province of Ragusa (a rural territory spanning tens of kilometers between Acate and Ragusa), as well as the world told in their 'hundred languages' (Malaguzzi, 1983), in order to reflect on how social justice and environmental justice are inextricably linked.

Based on the strong belief that education is an ongoing process, this reflection suggests new possibilities for a project that focuses on human development. This article aims to prioritize the importance of nurturing environments that promote healing and emphasizes the cultivation of desire. Additionally, it encourages the establishment of renewed and cooperative connections between humans and non-human entities. Thousands of foreign workers of Tunisian, Romanian, and Albanian origin live in this country with their families, working in greenhouses under harsh conditions and without access to basic services. They live in a land of fires, where discarded plastic is burned, buried in sand dunes, and dumped in the sea. The presence of plastic factories (Sanò, 2018) is evident in a landscape that has been severely damaged by "ghosts of nature" (Van Aken, 2020, p.17). Educators in the "periphery of the empire" (Sanò, 2018, p.81) are responsible for promoting beauty and becoming "witnesses of beauty" (Simone, 2019). Some social projects attempt to sow seeds of potential change by beginning with the materiality of everyday experience. For example, the purpose of the photography course organized by a local association is to capture images of the user's territory that has been affected by plastic pollution, and to encourage a reevaluation of the environment with the goal of making it cleaner and more equitable. The course aims to inspire a sense of wonder and appreciation for the beauty of life. Other environmental educational projects were implemented as effective strategies to promote an ecosystem of diversity, where diversity is recognized as vital to the overall well-being (Iovino, 2020, p.103). By incorporating and sharing small signals and everyday practices, we can refer to the materiality of education in its active dimension, aiming to establish educational relationships that reconnect humans to their own kind.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Pre-Service Teachers' Attitudes and Confidence towards Sustainability: A Case Study on Complutense University Students in Madrid

Stefania Falchi (University of Cagliari, Italy) · Juan Peña-Martínez (Complutense University of Madrid) · Antioco Luigi Zurru (University of Cagliari, Italy)

student teachers, teacher education program, stem, mixed methods, sustainability development

The goals of sustainable development (UN, 2015) requires a radical renovation across various areas, where primary education assumes an important role (Common Worlds Research Collective, 2020; UNESCO, 2021). Therefore, initial teacher training calls University's teaching curricula and courses for promoting and developing knowledge, awareness, attitudes, and competencies (Bianchi et al., 2022) in the field of sustainability.

Regarding these considerations, in the context of a doctoral program's period conducted at the Faculty of Education – Center of Teacher Training of the Complutense University of Madrid, this research work is focused on pre-service teachers. The primary objective is to investigate both their behavioral attitudes toward sustainability and their desire-confidence to incorporate sustainability topics into their future teaching work.

Structured as a comprehensive case study, this research encompassed three distinct subjects in the pre-service teacher training program for future educators in Science for Primary or Elementary Education. Two of these subjects, namely 'Essentials of Geology' and 'Science Education,' included approximately 60 students and were designated as the experimental group with specific sustainability themes into the curriculum (atmospheric pollution, climate change, global warming, environmental education). In contrast, the third subject, 'Essentials of Physics,' with approximately 18 students, served as the control group without incorporating sustainability topics in its curriculum. According to the mixed-methods approach (Lingard et al., 2008; Trinchero & Robasto, 2019), this paper will focus on the results obtained from pre- and post-intervention questionnaire, based on existing literature (Biasutti & Frate, 2016; Kennelly et al., 2008), and brief interviews with the students. Part of the questionnaire, consisting of twenty 5-point Likert scale questions, was analyzed using statistical methods; the additional open-ended questions and interviews, instead, were examined through thematic analysis (Braun & Clarke, 2006, 2021; Pagani, 2020).

Preliminary findings suggest a noticeable upward trend in the discourse surrounding sustainability, evident in both attitudes and a growing desire to incorporate these themes into education. Moreover, there is a potential to identify variations in perceptions and predispositions between individuals engaged in specific educational activities and those who are not. This datum prompts the intriguing question of whether these attitudes are inherently connected to educational dimensions or influenced by social-economic factors, and environmental awareness.

Ongoing analyses are anticipated to shed light on the barriers and facilitators impacting confidence and the desire to integrate sustainability into education processes. Understanding how teacher education at the university level can initiate transformative processes is a crucial aspect (Blake et al., 2013). Thus, careful attention to instructional design ensures that teachers are equipped with the necessary tools for the integration of sustainability into their educational pathways.

These reflections extend to future research, underscoring the need for further exploration, including pivotal aspects like the potential shift to social sustainability. This fosters a critical inquiry about whether, in this scenario, a significant opportunity for environmental preservation is being overlooked, signaling a departure from a radical anthropocentric standpoint (Kopnina, 2014). This study also aims to serve as catalyst for the development of educational tools that stimulate awareness and action in the realm of sustainability.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Citizenship, Gender and Ecological Transition. Proposals for a Systemic Educational Approach towards a Sustainable Society

Marta Ilardo (University of Bologna, Italy) · Silvia Demozzi (University of Bologna, Italy) · Eleonora Bonvini (University of Bologna, Italy)

ecological transintion, citizenship, gender and sex education

The neoliberal development model, characterised by unrestrained exploitation of both human and non-human resources, presents challenges for ecological and social transition. Supported by a patriarchal culture, this model contributes to the reinforcement of socio-cultural norms that shape and regulate subjectivities, often neglecting them (De Vita, 2022).

The solutions proposed by the 2030 Agenda's goals for quality, equitable, and inclusive education (Goal 4) and equal opportunities (Goal 5) aim to "ensure a better present and future for our Planet and the people who inhabit it" (ASviS, 2022, p. 1). Despite these goals are interconnected, the Agenda lacks a systemic approach oriented to understanding how environmental degradation and gender, economic, and social inequalities are related aspects of a single issue: the unsustainable premises and structures of our society (Bateson, 1972; 1979; Kopnina, 2020).

How can pedagogical reflection shed light on these aspects? In other words, how can it contribute to a systemic understanding of reality, while fostering a paradigm shift that amplifies the voices of marginalized people? (Monroe et al., 2019)

One critical domain for educational intervention is citizenship, where individual and collective rights intersect and where the most severe forms of inequality and oppression, linked to the impacts of climate change, become evident (Tarozzi & Torres, 2016). Rights of marginalized groups like migrant women and children or individuals from the LGBTIQ+ community are at risk, threatening their access to essential protection, healthcare, and support services (Fox, Griffin, Pachankis 2020; Martorano, Prearo, 2020).

Recognizing education's role in promoting diversity and creating opportunities for all, we affirm that an ecologically sensitive vision should intertwine discussions on citizenship and the environment with those addressing gender issues (Bateson 1972; 1979). In particular, we highlight the concepts of intimate and sexual citizenship (Plummer, 2001; Gusmano, Selmi, 2023) to address the complexity of the challenge (recognising the interconnections within it).

International documents, acknowledging sex and gender education as universal human rights (WAS, 1997; WHO, 2010; UNESCO, 2018), emphasize the significance of incorporating these elements into education. This presentation aims to reflect on the potential of sex and gender education to deconstruct the dominant neoliberal model through an intersectional perspective (Crenshaw, 1989; 1991; Davis, 1981; hooks, 1994; 2010) and to counteract the climate crisis.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Eco-literacy Between Theory And Practice: The Experience Of FIERi In Catania (Sicily)

Emanuele Liotta (University of Catania, Italy)

eco-literacy, environmental education, post-human thinking, community engagement, sustainable practices

In an era characterized by urgent environmental challenges, ecology education (eco-literacy) emerges as a fundamental area to promote active and responsible citizenship towards the environment.

The link between eco-literacy and a reflection on the human and the post-human is rooted in the need to rethink the role and identity of man in the era of ecological crisis and growing interaction with a new "history of things". This connection highlights a paradigm shift in how we understand ourselves and our place in the world, prompting a reconsideration of the boundaries between the human, the non-human, and the post-human.

Eco-literacy challenges anthropocentrism, the conception that sees man at the center of the universe, proposing a more holistic and integrated approach that recognizes the interdependence of all living beings and systems. This perspective is in line with post-human thinking, which criticizes human hegemony and promotes a more inclusive view of ethical action, extending it to non-humans and ecological systems. Both eco-literacy and post-human thinking promote the understanding of more fluid and dynamic identities, which transcend the dichotomies human/non-human, nature/culture, physical/virtual. This vision encourages greater responsibility towards the environment and an awareness of the complex networks of relationships that define existence on the planet.

With this in mind, the study aims to explore the integration between theory and practice in ecological education through the analysis of the theoretical framework of reference and the experience of FIERI (Fabbrica Interculturale Ecosostenibile del Riuso, Eco-sustainable Intercultural Factory of Reuse), a project launched in Catania to promote eco-literacy in suburban neighborhoods. Through a qualitative approach that includes interviews, participant observations and analysis of documents, the work investigates how FIERI has translated the theoretical principles of eco-literacy into concrete educational practices, involving the local community in experiential learning activities.

The FIERI project stands out for its holistic approach to environmental education, which integrates the understanding of ecological issues with the development of practical skills and ethical values. Key initiatives included recycling workshops, educational gardens, and citizen science projects, which allowed students to explore sustainability through direct experiences, fostering an emotional and responsible connection to the environment.

The analysis of the results highlights significant impacts on students' perceptions and behaviors regarding sustainability, demonstrating how eco-literacy can foster greater environmental awareness and action. In addition, FIERI's experience illustrates the importance of collaboration between associations and local communities in promoting environmental education, emphasizing the key role of educators as mediators between ecological theory and educational practice.

This study contributes to the debate on eco-literacy, offering insights on how environmental education theories can be effectively implemented in pedagogical practice, and suggesting strategies to strengthen the integration between learning and community engagement towards sustainability. FIERI's experience in Catania represents a replicable model that highlights the potential of ecology education to transform environmental awareness into concrete action, thus contributing to the construction of more sustainable and resilient societies.

Playing the Sustainability Game or Being Played? Critical Reading of Educational Policies in Sweden and Poland (ESDEUS project)

Adrianna Maura Nizinska (University of Gothenburg, Sweden, Sweden) · Ewa Anna Kurantowicz (University of Lower Silesia, Poland)

sustainable development, universities, educational policies, governmentality

Several international and European organizations have highlighted the role of universities in promoting ESD : UNESCO, the European Commission, the European Centre for Development Policy Management (ECDPM), the European Association for International Education (EAIE), the Association of European Universities (CRE), and the International Association of Universities (IAU). Most of them have issued reports and guidelines outlining the importance of ESD in higher education and how universities can take the lead in promoting sustainable development. All reports stated the need to address existing challenges European universities face in promoting ESD. But is it really about the tools, instruments and engineered solutions?

Using Carrol Bacchi framework WPR (Bacchi 2012) we would like to interrogate and analyze, how is the problem (of universities lagging behind ESD efforts) represented to be ' in educational policies in Sweden and Poland. Through problem representation we will try to grasp the process of forming 'realities' through which universities are governed in their attempts of tackling sustainability challenges. Data used has been gathered as a part of international project ESDEUS, European Universities as Community Leaders of the Education for Sustainable Development , funded by Erasmus + (2023-1-PL01-KA220-HED-000156638). We believe that the academic and social debate on the notion of sustainable development is the necessary condition for the critical thinking and informed actions.

There are many controversies and discords around the term sustainable development and its companion, ESD, to begin with, and those are silenced and tamed for the purpose of building consensus and allowing for actions to take place. The need to act is being prioritize, without reflecting on who is expected to act in a first place and who will benefit from it? Depoliticizing the problem produces new type of governmentality, where moral responsibility has been shifted from states and systems and bestowed upon individuals, a process called responsibilization, where the individual subject is expected to fin individual solutions to structural problems and contradictions by means of consumer choice, self-regulation, and mobilization of entrepreneurial competence(Knutsson, 2013p. 108).

So, one may ask, to what extend universities see themselves as allies in the task of shaping such responsibilization? Or can they move beyond engineered, instrumental solutions to tackle the crisis we are collectively facing as humanity in a discursive and political way? Can the debate on the notion of SD and ESD be revive or is it a futile enterprise, if we accept that as concluded by Helena Kopnina and Frans Meijers (2014), ESD became mainly a policy project, unable to let go the mantra of 'constant development' and tainted with neoliberal agenda? Following Sheila Jasanoff, one may ask, is there actual space for universities to engage in the normative questions such as concern for the social determinants of inequality and injustice (Jasanoff 2021, p. 36)? What realities for universities' engagement has been shaped by policies? We will compare the Bacchi's problematization in policy of Swedish and Polish partners of the ESDEUS project, to explore these questions.

Playful and Inclusive Science Communication for Childhood Learning

Sergio Passanante (University of Modena and Reggio Emilia, Italy)

science communication, inclusion, social justice, playful activities, visual literacy

Science communication is essential in fostering inclusion and social justice, creating a fair and sustainable future for all children, including those from minority backgrounds that often face marginalization and discrimination due to cultural and social stereotypes and prejudices [1]. Effective science communication can help challenge these stereotypes and promote equal opportunities that are accessible to all, regardless of cultural, linguistic, or technological barriers.

To ensure that children feel accepted and able to reach their full potential, it is crucial to foster a sense of inclusion [2]. This necessitates the flexibility of thought and active listening skills to understand and welcome the needs and aspirations of the younger generation. Recognizing that their perspectives hold unique value, children are the key to building an inspired future [3].

The Reggio Emilia Approach emphasizes the importance of teachers recognizing children's potential for development, their ability to learn through different forms of communication and their inclination to develop relationships with others [4]. This philosophy promotes a collaborative relationship between teachers and students, characterized by active listening and practical experimentation [5].

Inquiry-Based Science Education (IBSE) is recognized as an inclusive method for sustainable and effective science communication [6], fostering a direct and playful approach to scientific concepts while promoting exploration and understanding based on evidence [7].

Introducing playful activities in contact with nature is crucial in facilitating children's learning [8], since they can enhance intellectual capacity and engage young students in scientific investigation [9], not only linking formal and informal education but also enhancing visual literacy and critical thinking skills, enabling a better understanding of the world [10]. Such activities allow children to actively play, explore, learn and develop enthusiasm for natural sciences [11] and ecology; this emotional engagement helps children understand the importance of respecting and preserving nature, thus promoting environmental justice [12].

By actively participating in environmental initiatives, children can enhance their visualization abilities, which are crucial in interpreting and comprehending visual information, essential to construct meaning and make sense of the surroundings [13]. The development of visual literacy skills can greatly assist learners who struggle with spoken or written language comprehension [14]; this is particularly true for individuals facing language barriers or those with specific learning disorders [15].

This ongoing research aims to explore how methods and strategies of science communication [16] can promote social and environmental justice. The objective is to focus on strategies that encourage children's engagement with nature and scientific topics through play [17], as well as facilitate participation from diverse marginalized groups, including those with special educational needs, specific learning disorders and diverse ethnic backgrounds. The research goal is to understand how it would be possible to sensitize a wider audience to ecological issues, with a change of the narration but not of the contents.

L.03. Educating in a more-than-human world: ecological crisis and social inequalities

Educating for Symmetrical Relationalities: Sociomaterialism and Ecological Posthumanism

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socio-materialism, ecological posthumanism, eco-didactics, democratic education, eco-feminisms

The historical and social conjuncture we are experiencing makes visible all the limits of the anthropocentrism that has determined the characteristics of an "age of human". However, it is very different from that envisioned by humanism because what we are experiencing is the anthropocene as an ecological and life-form disaster (Crutzen & Stoermer, 2000). Scientific perspectives inspired by the principles of rationality and progress do not prove effective in outlining epistemological frameworks and practices that can ensure understanding of these scenarios with a very high complexity (Morin, 1977; 1986). In these scenarios of sharing the state of vulnerability between human and non-human, the essay aims to investigate some of the lines of continuity between two different perspectives that define the need to downsize the role of humanity: socio-materialism (Gamble et. al., 2019; Fenwick, Edwards & Sawchuk, 2011) and posthumanism (Braidotti, 2014).

The research adopts an analytical educational method of inquiry for investigates the dynamics between human and nonhuman in educational contexts with the perspective of social materialism; in particular, the research investigates educational aspects related to the grounding of knowledge and learning in action and also with respect to the importance of material, as a set of documents, objects, tools, technologies and spaces (Massa, 2002; Ferrante, 2006). The fact that subjects are not to be considered at the center of the educational situation is the element that links the analysis of social materialism with the instances of posthumanism; the second is considered as a deconstructive paradigm of separations also in a feminist sense. Based on these elements, the research conducts an analysis of the scientific literature on plant intelligences (Mancuso & Viola, 2013) and gender representations (Llyod, 1984; D'Eaubonne, 1974; Mies & Shiva, 2014) to show how the tendency toward separation presents both conceptual and procedural limitations that dictate its rejection in an ecological education in a systemic sense (Bateson, 1972; 1979).

The analysis and identification of the points of contact between sociomaterialism and posthumanism in education leads to the proposed design of educational practices and of relational learning environments (Strongoli, 2023) that can foster the connection between human beings and the rest of the world through the primacy of relationship and interdependence. In particular, the essay defines the contribution that the ecodidactic perspective (Strongoli, 2021) can make to the methodological and didactic shift from function to transactional and symmetrical relationality.

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Cagliari, June 2024