

The 1<sup>st</sup> INTERNATIONAL CONFERENCE of the JOURNAL [SCUOLA DEMOCRATICA](#) will be hosted at the [University of Cagliari](#) (Italy), **June 6 through 8, 2019**, by Scuola Democratica, [Centro Interuniversitario per la Ricerca Didattica](#) (University of Cagliari and University of Sassari), [Il Mulino Editore](#).

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education. The focal theme of the Conference is a trend currently affecting many countries invested by processes of globalization: the advent of what Colin Crouch called «post-democracy» ([check Keynote speakers list](#)). Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidences to educational policies.

We invite you to submit abstracts for your presentation at the **track session**:

### **B.02. Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation**

Convenor: Davide Azzolini (Bruno Kessler Foundation, [azzolini@fbk.eu](mailto:azzolini@fbk.eu))  
Valeria Fabretti (Bruno Kessler Foundation, [fabretti@fbk.eu](mailto:fabretti@fbk.eu))

Keywords: **Diversity; tolerance; citizenship; public policy.**

In European societies the manifestation of intolerance and hostility towards cultural, ethnic and religious minorities, which has deep roots in history, seems on the rise in our time. This resurgence goes hand in hand with the diffusion of an idea of democracy as a form of direct and 'immediate' expression by individuals and groups of their own will or even their own feelings; think of the manifestation of disgust or hatred towards individuals or specific social groups and categories. This challenges the idea of democracy as a process in which goods emerge, instead, from encounter, conflict and mediation between different interests, needs and identities. Going backwards, the thinning of counterweights to the overflowing of subjectivities and of forms of action merely inspired by the immediate exigency of individual requests has among its reasons the process of de-politicization and the scarcity of 'gyms' able to exert people to a more reflective approach to the public sphere. Being the latter, a form of agency based on the knowledge and the encounter with the otherness, and on the difficult search for balances to live together differently.

In this scenario there is the need to deeply question the role - responsibilities and possibilities - of school systems and educational policies at the international and local level.

The session welcomes empirical studies from different disciplines (sociology, anthropology, pedagogy, political science, statistics, demography, economics) aimed at producing concrete policy indications and informing the policy making about which programs and practices work in order to:

- enhance young people's global citizenship through the development of key competences such as knowledge of democratic processes, civic participation, human rights awareness, critical attitude, social responsibility, etc.;
- preventing and contrasting forms of intolerance and hatred towards cultural, ethnic and religious minorities or social categories (eg migrants), giving an especial attention to the role played by social media;
- experimenting new contents and methods for teaching religions and / or religious and non-religious world views in the field of intercultural education.

Of particular interest are contributions concerning programs and practices involving the role of artefacts - objects, spaces, devices and technologies - as components of educational processes

and policies in the areas mentioned above.

Although requiring an empirical and policy-oriented analytical approach, there is no restriction to specific methods, ranging from quantitative (e.g., counterfactual approach) to the qualitative (ethnographic observations, etc.) ones. Yet, all contributions are expected to provide a detailed description of the practices and programs analysed and the theory of change underlying them. Systematic reviews of existing policies, programs and practices are also welcome.

#### References

Coleman, E. B. and White, K. (2011), *Religious Tolerance, Education and the Curriculum*, Sense, Rotterdam.

Geert, T., D., and Volman, M. (2007), *Educating for Adulthood or for Citizenship: Social Competence as an Educational Goal*, "European Journal of Education", 42 (2), 281-298.

Reimers, F. et al., *Empowering Global Citizens: A World Course*, North Charleston, Create-Space Independent Publishing Platform, 2016.

Rossi P. H., Lipsey, M. W., and Freeman, H. E. (2003), *Evaluation: A systematic approach*, Sage publications.

Seligman, A. (2016), *Religious Education and the Challenge of Pluralism*, Oxford University Press, Oxford.

## ABSTRACTS SUBMISSION

### HOW TO SUBMIT

Abstracts should be submitted by **February 28, 2019** ([check Dates and Deadlines](#)).

Abstracts should be edited in the **template form** ([click to download](#)) and then submitted via the [submission platform](#).

Please do not submit your abstract by e-mailing it to the Convenor(s) of the track session you chose. Convenor(s) will receive submitted abstracts automatically from the [submission platform](#) and they are going to reject all the abstracts sent to their e-mail addresses.

Abstracts should include:

1. Title (limited to 20 words in UPPER CASE);
2. author's name and surname, institution and email address;
3. five keywords;
4. abstract's text (limited to 500 words).

- The presenting author can submit **only 1 abstract** at the Conference.
- You may be co-author of a second, third ...*n*<sup>th</sup>... submitted abstract only in case you are not the submitter of this latter.
- Submitters that are accepted for oral presentation will be permitted to give only **1 oral presentation**.
- The submitting and presenting author must be listed as the first author in the [template form](#).
- Please note the submitting author will receive all correspondence about the abstract so we advise that the submitting author details that are entered are the same details as those of the presenting author.
- Abstracts may not be edited/updated after final submission. You are welcome to bring an updated abstract onsite with you at the Conference.

Before you begin, please prepare the following information:

- Abstracts must be allocated to a specific track session and therefore you have to select and report track session's code and title in the [template form](#). For a complete listing of track session please [click here](#).
- Abstract layout in the [template form](#) has the following sections: Methods, outcomes, references. However, suggestions are not obligatory. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted abstracts. Notification regarding abstract acceptance and scheduling will be sent to the submitting author
- Please note, if your abstract is accepted for oral presentation, the presenting author will be permitted a maximum of 20 minutes oral presentation in the program.

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