

The 1st 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.15. Schools facing challenges of inclusion and social justice. The case of homo-transphobia and gender-biased discrimination

Convenors: Chiara Sità (University of Verona, chiara.sita@univr.it)
 Beatriz San Roman (Universitat Autònoma, Barcelona, AFIN research group, beatrizsroman@gmail.com)

Keywords: **Gender-based discrimination; Homophobia; School community; Anti-bias programs.**

A school community that tackles gender-based discrimination and supports sexual minorities can contribute to reduce the negative effects of bias on pupils' wellbeing and academic performance (Unesco, 2014; Unicef, 2014). Anti-bias school programs starting from preschool have a crucial role in enhancing inclusion of all children and families in the community and in preventing sexual abuse and violent behaviors in adolescence (Espelage et al., 2015). However, this function is currently object of debate where few, but loud political and religious groups express worries about introducing gender issues in education and actively contrast anti-bullying programs addressing homophobia. Current forms of populism, widespread in several European countries, seem to support politically more separation than dialogue between school and families, worried to preserve the "authentic values" of the European society, and mostly inclined to make the school community a place of normalization instead of inclusion. The panel welcomes contributions from different European countries that address issues concerning the role of school and of school-family-community interaction in contrasting discriminations based on gender identity and sexual orientation, on three main axes:

- family-school collaboration, especially in dealing with LGBT+ parents and/or with gender non-conforming, transgender, or non-heterosexual children and teens;
- school policy and management involving decisions about equity, inclusion, safety concerning sexual minorities and adopting intersectional approaches;
- teaching practice aiming to include and support children and teens from LGBT+ families, pupils who do not conform to gender norms and/or express a non-heterosexual orientation; this area includes research on classroom activities or school programs that address topics concerning human differences, personal identities, family diversity, gender, sexual orientation, and are aimed to promote equity and to contrast bias and discrimination.

References

Espelage D.L., Basile K.C., De La Rue L., Hamburger M.E. (2015), Longitudinal Associations

Among Bullying, Homophobic Teasing, and Sexual Violence Perpetration Among Middle School Students, in "Journal of Interpersonal violence", 30(14), pp. 2541-2561.

Unesco (2014), Good Policy and Practice in HIV and Health Education - Booklet 8: Education Sector Responses to Homophobic Bullying

<http://unesdoc.unesco.org/images/0022/002276/227652ita.pdf>

Unicef (2014), Eliminating discrimination against children and parents based on sexual orientation and/or gender identity, in "Current Issues", 9:1-6;

AIP - Associazione Italiana di Psicologia, Sulla rilevanza scientifica degli studi di genere e orientamento sessuale e sulla loro diffusione nei contesti scolastici italiani ([http://www.aipass.org/files/AIP_position_statement_diffusione_studi_di_genere_12_marzo_2015\(1\).pdf](http://www.aipass.org/files/AIP_position_statement_diffusione_studi_di_genere_12_marzo_2015(1).pdf))

ABSTRACTS SUBMISSION

HOW TO SUBMIT

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

Abstracts should to 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*th... 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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