CALL FOR ABSTRACTS

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.17. Interventions for schools at the edge: Smaller schools between innovation and inclusion

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Keywords: **Inclusion; Small school; Marginalities; Innovation.**

Reflections on the "educational method" and on how valuing the concepts of "inclusion" and of "differentiation" is crucial for isolated and at risk of marginalization schools contexts, since school is a presidium of democracy.

Many of these schools, threatened for closure because of rationalization instances of human and financial resources, are often "small" in terms of enrolment rates. These schools receive pupils by buses from dispersed houses, while working towards preservation of local languages and cultures, participating and entering with an active role into traditions and initiatives which the reality on the ground historically suggests (Zavalloni, 2015). To close a school in a geographically isolated territory means forcing families to find elsewhere housing solutions, altering their own life plans. It means to expose this territory to the risk of abandonment and to marginalization and compromising its development capabilities.

One of the tasks of educational research is to offer to the policymakers' scenarios and tools helping them to read the complexity of contexts. Thus, the main categories that form this scenario should be as follow: educational quality, relationship with the territory, valorisation of organizational models of education such as multi-age classroom (Page, 2006, Comber, Reid & Nixon, 2007; Smit et al., 2015).

Understanding and acting for an educational equality means comprehend the territories. How schools could face the singularities in terms of spaces, services, cultural and productive activities, occupational, cultural and social conditions, (Beach et al., 2018)? The above features are able to affect the rules of engagement of the educational challenge themselves (Atlas Save the children, 2017 in Report on of educational failure contrast MIUR). Thus, which are the models of cultural inclusion that the small school is able to offer to the light of the role that the local context assumes in the society? Which difficulties and knots of crisis could draw the educational research for an intervention?

This track proposes to the scientific and scholastic community to open a debate aimed at understanding the main characteristic of the educational moments of smaller schools, marginalized or isolated for their geographical context, drawing the attention on those "interventions" that could

be taken as good practices and addressed to inclusion and differentiation needs.

The identification of replicable educational practices is the basis of the validation of learning experiences empowering the context of rural pedagogy, in a balance between the verticality proper of the method and the horizontality required for its local implementation.

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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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