

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**:

C.02. Adult education in times of economic 'integrated surveillance'

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Keywords: **Adult education; Neoliberalism; Governance.**

In an attempt to explain educational convergence (i.e. the consequence of integration within Europe) or policy harmonization (i.e. adjustment of differences in support of European integration) the study of domestic implementation of European policy has been slowly replaced by that of domestic adaptation, which uncovers direct and indirect effects exerting pressure on single countries towards European regional integration.

Among the direct effects is the adaptation of European regulatory frameworks at domestic level, like the Youth Guarantee Initiative aimed at young people under the age of 25 or the Up-skilling pathways targeting adults.

Among the indirect effects is increased cooperation, for instance, through the Open Method of Coordination to improve the exchange of information and mutual learning among, and well beyond, executive governments.

It is equally important, however, to recognise that the immediate surroundings of adults, even within a country, vary substantially. This is evident in Italy, a country historically characterised by large and persistent disparities in economic development between regions.

Against this backdrop, in the wake of the 2009 global financial crisis, policy coordination within the European Union (EU) has been strengthened.

The European Semester, an economic policy cycle that builds on the principle of 'integrated surveillance' of states' budgetary and structural policies, is exemplary in this respect. It aims at attaining the strategic objectives set in Europe 2020 regarding employment, social inclusion, research and innovation, education, energy and climate change, but consistently with the macro-fiscal constraints set by the Union's Stability and Growth Pact. Accordingly, all countries' macroeconomic policies are put under yearly scrutiny and EU institutions issue Country Specific Recommendations, which increasingly relate to general education and to skills and lifelong learning; yet are predominantly influenced by economic issues.

Such predominant economic influence aligns with neoliberalism that values adult education as any other goods that provide utility in a global market. This results in de-contextualised forms of provision that do not favour emancipatory learning.

This panel welcomes proposals that:

- Examine international-national-local dynamics, and how normative views on adult education are differently advanced, appropriated and (re)interpreted by social actors like governments, civil society organizations, social partners, educational providers and adult educators.

And/or

- Examine what physical, material or symbolic conditions create spaces for action that (re)interpret or resist the dominant neoliberal discourse in adult education.

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*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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