

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**:

E.2. Inclusive Education: what challenges for the evaluation of educational systems?

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Keywords: **Inclusive Education; National Evaluation System; Disability Studies; Evaluation Practices.**

As part of the National Assessment System (Sistema Nazionale di Valutazione - SNV) regulated by the Presidential Decree 80/2013, since 2015, Italian schools have compiled a Self-Assessment Report (Rapporto di Autovalutazione - RAV). This is an important occasion where, among other aspects taken into account, schools can reflect on their inclusion activities, and on whether and how they work. Today, we know that more than 70% of public schools (I and II cycle) self-assess themselves very positive in the RAV Inclusion area (INVALSI, 2016), which defines the good quality of a school that «care the inclusion of students with special educational needs, enhances cultural differences, adapts the teaching to the training needs of each student through paths of recovery and empowerment» (INVALSI, 2014). The schools declare as effective both the activities carried out and the differentiation of the didactic paths implemented in function of the students' educational needs. This representation is confirmed also by the judgment given by the SNV's External Evaluation Units (Nuclei Esterni di Valutazione - NEV) to a national sample of schools (Freddano et al., 2018) during an evaluation visit.

Italy has a long tradition of school integration of students with disabilities, guaranteed by the Constitution and supported by a solid regulatory framework. Since the Seventies, a number of regulatory measures have tried to promote the implementation of school inclusion: from those related to students with learning disabilities and special educational needs, up to Legislative Decree 66/2017 Rules for the promotion of school inclusion of students with disabilities. However, the concept of inclusion is extremely complex and lends itself to different interpretations (Thomas & Loxley, 2007). In particular, it is often confused with integration that, rather, represents a 'reductive' version of inclusion. Indeed, although possessing the potential for the development of inclusive education, integration is based on a classificatory vision of students that may hinder their full participation in the education system.

According to the UNESCO (2016), inclusive education is a personal right, a global imperative to promote full participation in education regardless individual characteristics. In this respect, inclusive practices within the Italian context appear to be inspired more by an integrative policy than by a fully inclusive one. This is particularly exemplified by the hegemony of a medical/psychological approach – which has in classifications processes a key correlate – instead of a social one (Cologon e D'Alessio, 2015). On the one hand, classifications allow schools, students and families to access to specific resources and educational services, although limitations have been outlined (Treille,

Caritas e Fondazione Agnelli, 2011; lanes e Demo, 2015), on the other hand, the practices based on classification reflect the persistence of a separatist school culture that contribute to the production of phenomenon of micro-exclusions.

If we assume significant a 'systemic' interpretation of inclusions (Aniscow et al., 2006), – hence, as a process through which the entire education system is subject to change – new important challenges to evaluations systems need to be addressed. Indeed, if disability is understood and accepted as a natural, legitimate, expression of human diversity, the practices of standardization of educational processes and product (Ashby & Ferri, 2017) – generally constituting the necessary correlates of (mostly quantitative) evaluations practices – need to become objects of discussion.

Aim of this panel is to gather empirical and theoretical research contributes reflecting on the complexity of the processes and practices of inclusion within educational systems and on the challenges that these practices pose to evaluation processes and practices, hoping as well to favour an international discussion.

How to evaluate inclusive education? How to guarantees that evaluation outputs may be beneficial to inclusion processes? How to overcome a still ongoing label-based system that exclude certain 'categories' of students from large-scale student learning assessment? How the 'systemic' approach to inclusion can allow shifting the focus of attention from an emphasis on students' classification to a deeper reflection on didactic contents and methodologies opening possibilities for a change in the functioning and goals of the entire educational system?

Ainscow, M., Booth, T., & Dyson, A. (2006), *Improving schools, developing inclusion*, Routledge.

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Cologon K., D'Alessio S. (2015), Dall'ideologia alla pratica scolastica. Facilitatori per lo sviluppo dell'educazione inclusiva nei contesti scolastici italiani, in Vianello, R. e Di Nuovo, S. (a cura di), *Quale scuola inclusiva in Italia?*. Trento: Erickson.

Freddano M., Giampietro L., Poliandri D. (2018), *Le scuole alle prese con il contrasto alla dispersione scolastica e all'esclusione sociale: quali indicatori per l'autovalutazione?*, Paper presentato alla XI Conferenza ESPAnet Italia 2018 "Oltre la continuità – Le sfide del welfare in un mondo globale", Università degli Studi di Firenze, 13-15 settembre 2018.

lanes D., Demo H. (2015), Esserci o non esserci? Meccanismi di push e pull out nella realtà dell'integrazione scolastica, in Vianello, R. e Di Nuovo, S. (a cura di), *Quale scuola inclusiva in Italia?*. Trento: Erickson.

IBE-UNESCO (2016), *Training Tools for Curriculum Development – Reaching Out to All Learners: a Resource Pack for Supporting Inclusive Education*, disponibile al sito http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf (settembre 2018).

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Thomas, G., & Loxley, A. (2007), *Deconstructing special education*. McGraw-Hill Education (UK).

TreeLLLe, Caritas Italiana, & Fondazione Agnelli (2011), *Gli alunni con disabilità nella scuola italiana: bilancio e proposte*. Trento: Erickson.

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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