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**:

G.2. Logics and practices of school guidance

Convenors: Antonietta De Feo (Università Roma Tre, antonietta.defeo@uniroma3.it)
Marco Romito (Università Milano Bicocca, marco.romito@unimib.it)

Keywords: **lifelong guidance; inequalities; education choices; marketing.**

Guidance is one of the main themes through which national and European policy agendas build new visions of education. For the last two decades, both at school and at university, orientation has no longer been a means of struggling early school drop-out and excessive lengthening of studies. In fact, the term has taken on an important semantic extension that is linked both to the diversification of the education and training system and to the political and professional discourse on lifelong learning (De Feo, Pitzalis, 2017, Romito, 2017; Hooley, Marriott, & Sampson, 2011; Watts, Sultana, & McCarthy, 2010, Lawn, 2006).

In the former case, the concept and practices of guidance are blended with the processes of 'marketing' through which schools and universities are committed to increasing enrolment (Van Zanten, Legavre, 2014). From this point of view, orientation can be read as a symbolic activity of producing and guaranteeing the value of the services offered by educational institutions in order to attract potential users (students and their families).

In the second case, it is possible to see the emergence of a new paradigm of guidance where the concepts of 'lifelong learning' and 'lifelong guidance' - the subject of increasing policy interventions on a European and international level - overlap and complement each other. In this framework, orientation is increasingly being defined as a set of practices, devices, services and pedagogies aimed to foster each individual's ability to adapt, choose and improve skills and competences related to employment (Ball, 2006, 1998). In this context, schools and universities are required to play an important role in supporting the individual planning of students.

The panel intends to examine more closely the guidance arrangements, processes and strategies. In particular, we want to deepen:

1. the influence that orientation processes have on students' professional choices and social destinies, especially in terms of reproducing or reducing inequalities;

2. the weight that these new paradigms of educational guidance have on cultures and professional practices in different educational institutions

3. the role of private actors and marketing events (such as orientation fairs) in the organisation of the guidance activities, and in the transformation of the educational field into a competitive arena.

4. the professional field of guidance and its actors, with specific regard to the way in which different expertise and disciplines involve specific definitions of students' needs, dispositions and motivations

Proposals may focus on different types of guidance devices, processes and practices. Statistical and qualitative studies as well as mixed methods studies are equally welcome.

Ball, S. J. (2006), Education Policy and Social Class. The selected works of Stephen J. Ball. London: Routledge.

Ball, S.J., (1998) Big policies/small world: An introduction to international perspectives in education policy, in «Comparative Education», 34, 2, 119-130.

De Feo, A., Pitzalis, M., (2017), Service or market logic? The restructuring of the tertiary education system in Italy in «Rassegna Italiana di Sociologia», n. 2, 219-250

Hooley, T., Marriott, J., & Sampson, J. P. (2011). *Fostering college and career readiness: how career development activities in schools impact on graduation rates and students' life success.* Derby: International Centre for Guidance Studies, University of Derby.

Lawn, M. (2006), Soft Governance and the Learning Spaces of Europe, in «Comparative European Politics», 4(2/3), 272–288.

Romito M. (2017) Governing through guidance: an analysis of educational guidance practices in an Italian lower secondary school, in «Discourse: Studies in the Cultural Politics of Education», DOI: 10.1080/01596306.2017.1314251

van Zanten, A., Legavre A. (2014), Engineering access to higher education through higher education fairs, in G. Goastellec, F. Picard, eds. (2014) «The roles of higher education and research in the fabric of societies», Leuven: Sense Publishers.

Watts, A. G., Sultana, R. G., McCarthy, J. (2010) The involvement of the European Union in career guidance policy: a brief history in «International Journal for Educational and Vocational Guidance, 10(2) », 89–107

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 …nth… 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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