

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.3. The school-work alternance policy after the "good school"

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Keywords: **dual education system; inequalities; organization; skills.**

The main justification for implementation today of the school-work alternance is the strategic role that this would have in facilitating the professional insertion of students, the decline in unemployment and the adaptation of training to the needs of companies in terms of skills and qualifications. The dual education system recently introduced in Italy by law 107 of 2015 (the "good school") now involves all high school students.

Abstracts could respond to the need to deepen its study through international comparisons about similar systems in force for more time in other countries. About this, some scholars argued how these reforms constitute in France the pieces of a neoliberal political program to reducing the autonomy of the school field and to replacement a theoretical and professional quality education with "a training for job insecurity", through the early socialization of students to attitudes needful for disqualified and unstable jobs in the service sector (Tanguy, 2016). However, in a research perspective about the reproduction of inequalities, one might wonder if the school-work alternance allows to reduce them, or, on the contrary, it accentuates them, related to processes of school orientation characterized by the relegation of students of the popular classes in the technical and professional courses of study, considered less prestigious (Jellab, 2008; Palheta, 2012; Pitzalis, 2012). Anyway, the dual training model produces ethnic and gender inequalities in Germany (Granato & Ulrich, 2017) and in Switzerland (Lamamra, Fassa, Chaponnière, 2014).

Moreover, this track intends to explore the organizational evolutions of educational institutions and companies (Doray & Maroy, 2001) as well as the emergence of networks composed of schools, companies, experts, institutions, trade unions and entrepreneurship organizations engaged in the promotion and the managing of alternance. Abstracts could focus on the patterns of supervision of periods spent by students in the companies, on the tasks performed by them, on the role of tutors in promoting the alternance, on the planning between schools and companies, on the students' evaluation, also using the documents produced by the host subjects and schools (evaluation grids, etc.) The first studies conducted in Italy highlight the heterogeneity of implementation experiences and the risk of reinforcing the differences among schools and regions, the weak participation of companies and the possibility to counteract these trends by the involving of the social partners (Dacrema, 2018) and the territorial governance (Salatin, 2018).

At last, abstracts could be devoted to the study of the experiences lived by the students, according to their projects and strategies, and the impact that their involvement in the school-work alternance

would have on the processes of personal and professional identity building (Geminel, 1988; Zaouani-Denoux, 2002).

- Allulli G., Farinelli F. (2018), "Conclusion", focus Alternanza Scuola-Lavoro, *Scuola democratica*, p. 427-434.
- Dacrema F. (2018), "Il sindacato per la qualità dell'Alternanza Scuola-Lavoro", *Scuola democratica*, p. 409-418.
- Doray P., Maroy C. (2001), « La construction des relations entre économie et éducation : l'exemple de la formation en alternance », *Education et sociétés*, (n. 7), p. 51-65.
- Fourdrignier M. (2007), « Alternance et professionnalisation : le cas des métiers du social », *Marché et organisations*, (N° 5), p. 79-100.
- Geminel P. (1988), « Les jeunes en stage "16-18 Ans" : une approche des attitudes en termes de projet », *Revue française de sociologie*, vol. 29, p. 143-170.
- Granato M., Ulrich J.G., « L'alternance, une voie de réussite pour tous ? L'impact de l'origine ethnique en Allemagne », *Formation emploi*, 139 | 2017, 119-146.
- Jellab A. (2008), *Sociologie du lycée professionnel. L'expérience des élèves et des enseignants dans une institution en mutation*, Toulouse, Presses universitaires du Mirail.
- Lamamra N., Fassa F. et Chaponnière M. (2014). Formation professionnelle : l'apprentissage des normes de genre. *Nouvelles Questions Féministes*, vol. 33,(1), p. 8-14.
- Palheta U. (2012), *La domination scolaire. Sociologie de l'enseignement professionnel et de son public*, Paris, PUF.
- Pitzalis M. (2012), "Effetti di campo. Spazio scolastico e riproduzione delle disuguaglianze", *Scuola Democratica*, n. 6, p. 26-44.
- Salatin A. (2018), "Rafforzare la governance territoriale per vincere la sfida dell'alternanza", *Scuola democratica*, 2, p. 399-408.
- Tanguy L. (2016), *Enseigner l'esprit d'entreprise à l'école. Le tournant politique des années 1980-2000 en France*, Paris, La Dispute.
- Zaouani-Denoux S. (2005), « La transition professionnelle par l'alternance. Projets et stratégies du formé », *Carrefours de l'éducation* (n° 20), p. 123-138.

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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