

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**:

A.08. Global Citizenship Competencies and Sustainable Development Education

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Keywords: **Global citizenship; sustainable development education; key competencies; teachers training.**

Since 2008, national education strategies for global citizenship have been promoted by many European countries on the basis of the Charter for Global Education for Council of Europe Member States (1997), the Maastricht Declaration on Global Education (2002) and of the Guidelines for a global education (of 2008) of the North-South Center. With reference to skills for work, the World Economic Forum (in the Sustainable Development Impact Summit, 24-25 September 2018, New York) emphasizes the importance of global citizenship skills for new economic models in order to build sustainable markets and finance, promote environmental sustainability and use science and technology for global common goods.

In the Italian context, the cultural movement supporting the skills of global citizenship, intended as a background integrating the curriculum and the disciplines, has been supported since 2012 thanks to the National Guidelines, while the Italian Strategy for Education Global Citizenship (2018) is a prerequisite for the multi-year Action Plan that promotes Global Citizenship Education practices in all contexts of education. In Italy, in order to effectively implement the objectives of the Agenda 2030, a three-years Education for Sustainable Development Plan was issued in 2016, by the Italian Ministry of Education and Research (MIUR) and ASviS (the Italian Alliance for Sustainable Development). The plan (n.3397 of 6/12 / 2016) is organized into 4 main areas and 20 objectives. Moreover, in the National Operational Program 2014-2020 of the Italian Ministry of Education and Research (MIUR) "Competence and environments for learning" the promotion of global citizenship skills is also foreseen.

As part of the context described above, the proposed panel focuses mainly (but not only) on the role of the secondary school in the training of Global Citizenship and Education to Sustainable Development and aims to discuss the following topics:

- Theoretical analysis of a school engaged in political-ethical socialization through the skills of global citizenship and sustainable development
- Educational strategies and experiences conducted in the development of global citizenship and sustainable development skills
- Teachers professional development for teaching global citizenship and sustainable development

educational

- Digital technologies for global citizenship and sustainable development skills
- Job-related didactics to support global citizenship and sustainable development skills

We expect proposals coming mainly (but not only) from in the sociological, psychological or pedagogical fields.

References

Council of Europe, North-South Centre, (1997), "Global Education Charter", in Council of Europe, North-South Centre, (2008), "Global Education Guidelines. Concepts and methodologies on global education for educators and policy makers", Lisbon

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Europe-Wide Global Education Congress, (2002), Maastricht, The Netherlands, 15-17 November, "Achieving the Millennium Goals Learning for Sustainability" – European Strategy Framework For Improving and Increasing Global Education in Europe to Year 2015 (The Maastricht Global Education Declaration)

MIUR (2012) National Guidelines for infancy and first cycle Gazzetta Ufficiale February 5th 2013, Serie Generale, n. 30

MIUR (2016) Piano per l'educazione allo sviluppo sostenibile, prot. n.3397 of December 6th 2016.

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Surian A., Berbeglia P., Delrio P., Vanoni F., eds. (2018), "Strategia Italiana per l'Educazione alla Cittadinanza Globale", http://asvis.it/home/46-2707/benvenuti-nel-21-secolo-ecco-la-strategia-per-educare-alla-cittadinanza-globale#.W_FTEeLSLIU.

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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