

The 1<sup>st</sup> 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**:

### **B.03. Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion**

Convenors: Federica Santangelo (University of Bologna, [federica.santangelo@unibo.it](mailto:federica.santangelo@unibo.it))  
 Debora Mantovani (University of Bologna, [d.mantovani@unibo.it](mailto:d.mantovani@unibo.it))

Keywords: **Residential segregation; Scholastic segregation; Socio-economic status; Immigrant-origin students.**

In Italy, housing welfare policies have encouraged social groups heterogeneity, favoring the coexistence in the same neighborhoods of houses belonging to people of different socio-economic status. By promoting physical proximity, policymakers intended to develop forms of solidarity and social integration aimed at tackling with problems of poverty, isolation and social exclusion of disadvantaged people. Nonetheless, the outcome was not always as expected and situations of potential and real clash arises.

During the last 30 years, in our country ethnic inequalities have also appeared. Therefore, a new form of inequality has emerged, and it often overlaps socio-economic ones. It is not by coincidence that immigrants are more likely to settle in districts where it is less expensive to rent (or to buy) an apartment. Nonetheless, empirical findings – also developed in other European countries – stress that cities do not display high levels of ethnic segregation with the only exception of some tiny areas (census district, specific streets or buildings). Therefore, by and large, scholastic segregation should not be reported in our country thanks to the absence of severe forms of residential segregation of socio-economic disadvantaged people and/or migrants.

Nonetheless, preliminary studies carried out in Italy highlight the existence of scholastic segregation, which is mainly due to families' school choices. Parents are free to enrol their children in the school they prefer, and school selection often depends on the evaluation of several aspects, such as school prestige, quality of teachers, students' achievements, socio-economic and/or ethnic school composition. These criteria of school selection distinguish mainly the upper-middle-class families and are responsible for school segregation forms though in the absence of residential segregation. Furthermore, the spatial contiguity of different social groups might result in marginalization and isolation between and/or within schools.

This call for abstracts aims at collecting qualitative and quantitative research – focused on Italy or developed in a comparative way – able to explore:

- the relationship between residential and school segregation;
- the process and factors that lead families' school choices;
- if, and to what extent, segregation between and within schools affect students' achievement and

their social integration;

- schools' practices developed to encourage (or discourage) integration of students with low socio-economic and/or migrant background;
- educational practices, more or less formalized, adopted by school professionals to remove the mechanisms of reproduction of social and educational inequalities.

#### References

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Rangvid B.S. (2002), Living and Learning Separately? Ethnic Segregation of School Children in Copenhagen, in «Urban Studies», 7/2002, 1329-1354.

Raveaud, M., van Zanten, A. (2007), Choosing the Local School: Middle Class Parents' Values and Social and Ethnic Mix in London and Paris, in «Journal of Education Policy», 1/2007, 107-124.

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## 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*<sup>th</sup>... 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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