

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.10. The modernisation processes and the development of competence in adulthood**

Convenor: Micaela Castiglioni (University of Milano-Bicocca, [micaela.castiglioni@unimib.it](mailto:micaela.castiglioni@unimib.it))

Keywords: **Competence; Lifelong learning; Adult education; Inclusion/exclusion.**

In light of the complex and problematic scenario thematised at this conference in relation to key questions for our post-modern era, I believe that from an education and training perspective, it is imperative to examine the link between modernisation processes and the development of competence in adulthood, within the conceptual, methodological and procedural framework of contemporary adult education, which is my own area of research.

It is well known that European policy in the field of adult education, especially since the Lisbon European Council meeting of 2000, is to invest in continuing education, and particularly in what is known as lifelong learning - or learning that continues over the entire life span. In addition, following a meeting of the European Commission in Brussels in 2001 (European Commission, "Making a European Area of Lifelong Learning a Reality", Brussels, 21/11/2001 COM (2001) 678), the notion of lifelong learning has been supplemented by that of lifewide learning, defined as the opportunities for learning and growth offered by the multiple life contexts and varied range of experiences in which adults take part: situations which have not necessarily been intentionally set up and which are not necessarily institutional or professional in nature (De Carlo, 2014, p.19).

Adult education is both synchronic and diachronic, involving both time and space factors: the time and the space in which the personal and professional lives of adults unfold. This is especially true for the women and men of our contemporary era (ibid.).

Viewing learning as lifelong and lifewide leads to the major emphasis now being placed, in adult education policies and strategies, on the concept of competence and all that it entails, including the question of how competences may be certified. As we know, the certification of competence is a key issue for a range of institutions and community services including universities: an issue that partly concerns the teaching/learning of knowledge (ibid.).

In times of marked, or excessive, modernisation, which is not habitually subjected to critical analysis, what is meant by lifelong learning and adult competence? While these terms are neutral in themselves, they stop being neutral in an era of post-modernism and modernization, becoming warped as a function of political-economic pressures. This is why the urgent and inevitable challenge facing interpretative pedagogical and educational practice today comes in the form of a "crossroads": we are called to choose between a model of lifelong learning with an operative conceptualization of competence that includes adults; or on the contrary, a model of lifelong learning with an operative conceptualization of competence that excludes adults. All adults are implicated in this choice, even

those who are more protected from situations of fragility and vulnerability.

Thus, if modernisation constantly requires the development and certification of competences, precisely what competences are we talking about? And within exactly what paradigm of lifelong learning?

In this panel, theoretical and empirical proposals are both welcome. Interventions on projects and experiences activated in the field are also appreciated, as well as contributions focused on case analysis.

## ABSTRACTS SUBMISSION

### HOW TO SUBMIT

Abstracts should be submitted by **February 28, 2019** ([check Dates and Deadlines](#)).

Abstracts should 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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