Scuola democratica · First International Conference

Education and Post-Democracy
Cagliari, 6–7–8 June 2019

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**:

C.03. Youth educational transitions: challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

Convenor: Aina Tarabini (Autonomous University of Barcelona, aina.tarabini@uab.cat)

Keywords: **Youth; Educational transitions; Social justice; Neoliberalism.**

Youth educational transitions are one of the main sources leading to the reproduction of social inequality (Tarabini & Ingram, 2018), especially when young people have to make choices between vocational and academic tracks (Shavit & Muller, 2010). Most Western school systems maintain a clear distinction between academic and vocational education, featuring different forms of stratification according to different social groups (mainly social class, gender and ethnicity). Traditional inequalities in terms of access are associated with sources of horizontal stratification (related to institutional and course hierarchies) and with the fragmentation of students' experiences according to the different educational tracks (Furlong and Cartmel, 2009). Moreover, in late modernity, new forms of inequality are emerging as specific 'ways of being' and certain kinds of choices and choice-making have become more effective and better rewarded than others (Wyn, 2009: 100). This process is strongly related to the consolidation of a dominant discourse that highlights the centrality of individuals and biographical choices over social structures and institutions in explaining opportunities, trajectories and identities in contemporary societies. That means that the sources of collective identity that were characteristic of industrial societies are seen as less and less important compared with individual choices, in explaining modern social positions and inequalities (Beck, 1992; Giddens, 1991).

In this context, the objective of the panel is to discuss, from a social justice perspective, how youth educational choices and transitions are conceptualized, regulated, managed and channelled in different national, economical, social and institutional contexts, exploring how they mobilize different conceptions of students' abilities, subjectivities and aspirations that reinforce or challenge the dominant neoliberal rhetoric on individual choices and natural gifts (Bourdieu & Passeron, 1990). Papers in this panel are expected to deal with these topics in different countries, and educational institutions and across different transition points (but mostly transitions dealing with the selection of academic and vocational tracks). An explicit focus on educational and social inequalities should be included, being social class-based inequalities, gender-based inequalities or migrant-based inequalities and their intersectionalities

References
Beck, U. (1992), Risk Society: Towards a New Modernity, London: Sage

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Furlong, A., Cartmel, F. (2009), Mass Higher Education, in. A. Furlong (ed). Handbook of Youth and young adulthoot. New perspecties and agendas, New York: Routledge.

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Tarabini, A., Ingram, N. (eds, 2018), Educational Choices Transitions and Aspirations in Europe: systemic, institutional and subjective challenges, London: Routledge

Wyn, J. (2009). Educating for Late Modernity. In. A. Furlong (Ed). Handbook of Routh and young adulthoot. New perspectivas and agendas. New York: Routledge.

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.

CALL FOR ABSTRACTS

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