

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.04. Neoliberalism and education

Convenor: Fabrizio Capocchetti (Study Center Movements, fabrizio.capocchetti@gmail.com)

Keywords: **Assessment; Skills; Governance; Lifelong learning.**

The crisis of the "great narrative" of globalisation has clearly revealed the active role of States in the construction of an "open" international economy (Gilpin, 2001). The State has withdrawn its intervention from many areas of social welfare, in order to take up the task of ensuring the proper functioning of the markets, based on the principle of competition. This mechanism, through which sovereignty is partially transferred to supranational bodies and organizations that influence the political economy has brought about a social order in which every area of individual and collective life is subordinated to the needs of the market economy, instead of facilitating both the overcoming of nationalisms and the formation of an open and democratic societies. This "graduated" sovereignty corresponds to an idea of citizenship in which rights are subordinate to the acquisition of certain skills (Ong, 2006). Different conceptions of Man and the World are here at stake, something that goes far beyond the clash between globalism and sovereinism. Rather, it must be verified whether the promised "knowledge society" does not risk precipitating into a mere economy of "investment", in which rights are subordinated. (G. Becher, 1964). The global spread of neoliberal policies is an extremely complex and fuzzy process (Harvey, 2005): the theory of human capital has become a quasi-institutional doctrine in different geographic and historical contexts, which have been crossed by postcolonial interests and logic of dominance, ready to subordinate the principles of pure economic theory to a real reconstitution of "class power" by the elites (Harvey, 2005; Duménil and Lévi, 2001). The democratic government of the polis has been substituted by good "governance", an empty and meaningless word suitable for the current technocratic and therefore "post-democratic", political phase (Crouch, 2003), a situation which is coherent with the reconfiguration of the State in terms of business efficiency (Denault, 2013). Education becomes a field in which to make investments in a very peculiar way, through the planning of the rationalization of resources, the set up of a space in which the individual life becomes valuable by making the citizen a "self-entrepreneur". The centrality assigned to the assessment procedures quantifies skills and competences - subordinating the qualitative dimension inherent to the learning process to the logic of calculation- and becomes "tyranny" (Del Rey, 2013); a disciplinary device that socially evaluates and punishes (Pinto, 2012) through the mechanism of measurement.

The track intends to welcome contributions that:

- Analyze guidelines, structure and implementation of school reforms from the Berlinguer Reform (2000) to date, to the light of the indications coming from supranational bodies (in particular the

European Union) and the debates related to them

- They correlate teaching skills and assessment methods with the changes occurred since the late seventies and with the emergence of neoliberal hegemony, also taking into account the declinations assumed in the various cycles of school education
- They investigate the historical and theoretical relationship between alternative proposals to the traditional teaching and development of the studies on governance and management of education
- They critically face the changes in the idea of citizenship conveyed by school education in the light of the tension between governance systems and references to the founding values of the States.

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*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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