# CALL FOR ABSTRACTS

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.05. Education, Resilience, Democracy

Convenors: Elena Pagliarino (CNR-IRCRES, elena.pagliarino@ircres.cnr.it)
Patrizia Garista (INDIRE, p.garista@indire.it)

Keywords: **Resilience; Education; Environment; ethics.**

The promotion of resilience in educational contexts encourages the processes of empowerment, inclusion and socialization, cooperation and solidarity, as well as participation of individuals, groups, and communities. Thus, resilience education becomes an instrument of public policies to combat radicalization and social discrimination, fostering intercultural dialogue, active citizenship and legality, and environmental and sustainable development policies. For example, in environmental education, individual or community resilience is encouraged for the purpose of what Langer calls "ecological conversion", that is the active and conscious transformation starting from the environmental crisis, but including the complexity of connections among environmental, political, social, and economic issues.

The concept of resilience originated in physics as the ability of a material to absorb a shock without breaking, but it is in ecology that it was developed to theorize the aptitude of ecosystems for adapting and transforming after a traumatic event. In education, it defines the ability to create experience, knowledge and culture, turning negative episodes into new learning.

The current literature has described several aspects that often come together in educational practice involving formal, non-formal, and informal contexts, nurturing and connecting what Massa calls "the educations", i.e., emotional, food, health, and environmental education, which are included in the current objectives of Agenda 2030 and in institutional curricula.

Resilience has become a prism through which to deconstruct and revisit the link between mankind and the environment, the rational thinking of more formal learning and the experience of the world. However, a critical view of resilience found in the literature invites us to have a prudent attitude towards the affirmation of that "resilient thinking" which is meant to guide many educational practices. Foucault's biopolitics, for example, highlights the risks and abuses of an education to resilience that would make citizens more obedient and permeable to the powers that are democracy's enemies. It is therefore a question of understanding strategies, practices, as well as considering educational instances such as spaces, times, bodies, and narratives.

This track aims to explore the link among resilience, democracy, and sustainability, accepting theoretical reflections and empirical research, studies on factors and cases of empowerment, methodologies, practices, and ethical considerations. It intends to give voice to those who have already done research or to stimulate researchers to ask themselves questions on this topic. It

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intends to involve the scientific world and those working in the field, active in schools, art, associations, and intermediate organizations.

References

Garista P. (2018), Come canne di bambù Farsi mentori della resilienza nel lavoro educativo, Milan: FrancoAngeli.

IDEA (2017), Democracy and Resilience. Conceptual approaches and Considerations, [WWW] https://www.idea.int/gsod/files/IDEA-GSOD-2017-BACKGROUND-PAPER-RESILIENCE.pdf (last access 10 October 2018).

Langer A. (1996), Il viaggiatore leggero Scritti 1961-1995, Palermo: Sellerio.

Sterling S. (2010), Learning for resilience, or the resilient learner? Towards a necessary reconciliation in a paradigm of sustainable education, in: «Environmental Education Research», 16(5-6). 511-528.

## 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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