

Nello schema sono riportati i codici delle singole track e i numeri identificativi degli abstract. L'elenco dei titoli delle track e degli abstract, con gli autori, è riportato nelle pagine successive al calendario. In grigio le track con doppia sessione (mattutina e pomeridiana). Alcune track non sono ancora riportate nel calendario in quanto è in corso la valutazione degli abstract giunti ai Convenors. Tali track saranno a breve aggiunte al calendario. Sono possibili alcune sovrapposizioni tra il ruolo di convenor e quello di relatore in track diverse da quelle in cui si è convenor. E' possibile segnalare tali contraddizioni con una mail a: callfortracks@scuolademocratica-conference.net.

The scheduled program reports single track code and abstract ID number. A full list of track titles and abstracts titles, with authors, can be found in the following pages. Tracks split in double session (morning and afternoon in the same day) are in gray. Few tracks are not yet reported in the scheduling program since abstracts evaluation by Conveners is still in progress. These tracks will soon be added to the scheduled program. There might be possible overlaps between the role of Convener and that of relator: overlaps may be reported at: callfortracks@scuolademocratica-conference.net

5 JUNE DAY 0

17.00
19.30

Welcome drink and early registration

6 JUNE DAY 1

8.30
9.30

Welcome & registration

		1 AULA	2 AULA	3 AULA	4 AULA	5 AULA	6 AULA	7 AULA	8 AULA	9 AULA	10 AULA	11 AULA	12 AULA	13 AULA	14 AULA	15 AULA	16 AULA	17 AULA	18 AULA	19 AULA	20 AULA	21 AULA	
REGISTRATION video intervista Colin Crouch	9.30	A 01a	A 05a	A 09a	A 10	B 02	B 03a	B 05a	B 07a	B 08a	B 17a	C 03a	D 06a	D 09a	F.01a	H 02a	G 05a	I 05a	G 03	D 08			
		167	166	125	104	286	417	88	136	180	185	82	76	176	197	195	258	106	337	116			
		264	199	302	216	303	646	107	188	220	231	98	85	218	265	414	281	109	410	145			
		285	206	331	362	477	159	120	239	261	244	102	179	187	282	226	283	131	434	212			
		301	215	343	503	520	529	190	625	290	368	105	189	255	403	463	361	181	491	248			
		384	355	405	545	654	340	207	531	333	526	130	377	304	487	606	399	202	496	278			
				519	637				93										203	667	595		
		11.30				640									356		612			675	662		
		11.30 11.50	COFFEE BREAK																				
		11.50	11.50 Plenary Session: CONFERENCE OPENING. INSTITUTIONAL WELCOME FROM UNIVERSITA' CAGLIARI 12.30 Keynote speech: FRANCOIS DUBET 13.00 Keynote speech: ANNETTE LAREAU																				
	13.30																						
	13.30 14.30	BUFFET																					
	14.30	Semi-plenary session: <i>Training teachers for the frontline of educational inclusion</i>										Semi-plenary session: <i>Beyond literacy and numeracy: advancement in the assessment of adult competences</i>											
	16.30																						
	16.30 16.45	COFFEE BREAK																					
		1 AULA	2 AULA	3 AULA	4 AULA	5 AULA	6 AULA	7 AULA	8 AULA	9 AULA	10 AULA	11 AULA	12 AULA	13 AULA	14 AULA	15 AULA	16 AULA	17 AULA	18 AULA	19 AULA	20 AULA	21 AULA	
	16.45	A 01b	A 05b	A 09b	A 11	B 12	B 03b	B 05b	B 07b	B 08b	B 17b	C 03b	D 06b	D 09b	F 01b	H 02b	G 05b	I 05a	E 04				
		388	369	498	182	141	574	99	535	390	279	296	454	415	560	223	230	256	165				
		458	468	561	373	151	267	245	539	497	298	325	482	480	589	227	413	364	204				
		506	622	582	426	587	354	250	586	523	318	363	567	508	628	235	455	375	471				
		551	660	682	427	655	580	435	607	566	326	432	678	590	664	422	495	409	489				
		601	676	372	475	681	353	451	690	597	391	494	616	623	671	307	543	549	536				
	18.45			510	627			485			661			352		311		564	626				
													252		401				644				

7 JUNE DAY 2

		1 AULA	2 AULA	3 AULA	4 AULA	5 AULA	6 AULA	7 AULA	8 AULA	9 AULA	10 AULA	11 AULA	12 AULA	13 AULA	14 AULA	15 AULA	16 AULA	17 AULA	18 AULA	19 AULA	20 AULA	21 AULA	
REGISTRATION	9.30	A 04a	A 08a	B 01a	B 09a	B 16	B 18	C 01a	C 02	D 01a	E 02	F 03a	F 04a	G 04a	H 05a	I 02a	I 05a	I 06	I 07a				
		128	90	530	124	262	196	224	119	129	568	132	168	138	294	162	106	153	127				
		177	198	321	126	275	553	247	210	147	602	139	291	156	305	201	109	161	140				
		219	221	122	146	310	242	345	411	184	348	142	346	208	313	335	131	214	175				
		254	249	382	240	386	424	367	95	200	446	148	453	266	314	365	181	229	237				
		360	259	584	263	481	387	371	96	234	438	178	461	271	316	525	202	312	251				
	11.30		338			516	437	419	209	236	638	225	470				203	428	450				
	11.30	COFFEE BREAK																					
	11.45	11.15 Keynote speech: DIRK LANGE																					
	11.45	11.45 Keynote speech: ALESSANDRO CAVALLI																					
	12.45	BUFFET																					
	12.45	BUFFET																					
	13.45	BUFFET																					
	13.45	Semi-plenary session: <i>Education in a post-capitalist society</i>											Semi-plenary session: <i>Come si fa o si dovrebbe fare educazione alla democrazia?</i>										
	15.45	COFFEE BREAK																					
	15.45	COFFEE BREAK																					
	16.00																						
	REGISTRATION	16.00	A 04b	A 08b	B 01a	B 09b	B 14	C 01b	C 04	D 01b	E 01	F 03a	F 04b	G 04b	H 05b	I 02b	I 05b	G 06	I 07b				
			404	380	585	323	111	430	80	292	289	300	499	277	339	527	256	157	554				
			466	522	270	328	155	467	193	358	322	423	502	324	350	633	364	163	579				
		478	591	192	351	357	521	293	370	336	504	517	421	389	642	375	397	621					
		558	618	418	444	562	550	447	443	393	512	533	648	505	649	409	436	636					
		598	653	110	534	691	665	615	457	474	604	569	680	552	669	549	555	686					
			695				685	632	514	509	645					564	563						
18.00																							
18.00																							
20.30	best SD paper award																						
21.00	SOCIAL DINNER																						

8 JUNE DAY 3

REGISTRATION CLOSÉS

video intervista Colin Crouch

10.00	10.00 Keynote speech: LOREDANA SCIOLLA																				
10.30																					
10.30																					
10.45	COFFEE BREAK																				
10.45	Semi-plenary session: to be defined										Semi-plenary session: <i>Che fare per la qualità e l'equità dell'educazione?</i>										
12.45																					
13.45	BUFFET																				
	1 AULA	2 AULA	3 AULA	4 AULA	5 AULA	6 AULA	7 AULA	8 AULA	9 AULA	10 AULA	11 AULA	12 AULA	13 AULA	14 AULA	15 AULA	16 AULA	17 AULA	18 AULA	19 AULA	20 AULA	21 AULA
13.45	A 03	A 06	B 04	B 06	B 10	B 11	B 13	D 02	D 03	D 04	D 10	E 03	F 02	G 01	I 08	I 03					
	77	150	511	241	160	123	144	97	135	112	211	570	191	143	507	100					
	115	269	578	381	274	213	268	101	342	183	439	334	222	280	513	114					
	315	284	583	408	532	246	406	656	383	449	588	540	299	330	544	154					
	412	306	609	483	573	332	442	663	462	472	668	416	309	524	565	308					
	687	575	657	537	593	366	448	677	500	592	557	679	599	577	659	319					
				576		501	515	600	614	652	635		673	594	692	651					
15.45						630	617	297	243	689				613		674					
15.45																					
16.00	CONFERENCE CLOSING																				

A.01. Character skills for democratic life

Andrea MACCARINI (University of Padova), Mariagrazia SANTAGATI (University Cattolica del Sacro Cuore)

A.1.	167	Davide Azzolini	Beyond achievement. A comparative look into 15-year-olds' school engagement, effort and perseverance in the European Union
A.1.	264	Maurizio Merico	Competences and skills for youth participation and citizenship: the contribution of Erasmus+/Youth in Action
A.1.	285	Paolo Barabanti	Character Skills and Democratic Virtues. Meanings and Visions emerging from the Narratives of Immigrant Students
A.1.	301	Rita Bertozzi	Character skills for Young Citizens: a look on practices through a case study
A.1.	384	Daria Panebianco	AN EXPLORATORY STUDY ON SOCIAL AND EMOTIONAL SKILLS AMONG CHILDREN AND ADOLESCENTS IN ITALY
A.1.	388	Davide Girardi	NONVIOLENCE AND PEACE: KEY SKILLS IN PLURALIST AND DEMOCRATIC SOCIETIES
A.1.	458	Ilaria Pitti	"The throwing stones workshop is cancelled": character skills for radical activism
A.1.	506	Nina-Kathrin Wienkoop	African and European Youth on the move. Impact of social movements and associations for democratic citizenship building
A.1.	551	Monia Anzivino	Digital skills for a democratic culture
A.1.	601	Francesco Pisanu	The development of non-cognitive skills during the transition between middle and secondary school: a focus on students from foreign families in Trentino

A.03. Democratising Higher Education: European Societies and Fragile Citizens(hip)

Nicola INGRAM (Sheffield Hallam University)

A.3.	77	Alejandro Montes	Breaking the barriers? Unequal pathways to access to Higher Education in Catalonia
A.3.	115	Melis Cin	Can Higher Education be transformative for Refugees in times of Displacement, Despair and Crisis?
A.3.	315	Kirsty Finn	The narrowing of higher education as a social good and the fragile construction of the employed graduate citizen
A.3.	412	Sabina Licursi	University experience as an opportunity for social emancipation and identity definition? The results of a survey on young people in a region of Southern Italy
A.3.	687	Federica De Luca	Active citizenship increases the employability

A.04. Financial and economic literacy: Actors and vulnerable groups

Valentina MOISO (University of Turin), Luca REFRIGERI (University of Molise), Emanuela E. RINALDI (University of Milan "Bicocca")

A.4.	128	Anna Lo Prete	Financial literacy, civic engagement, and policy outcomes
A.4.	177	Dovaine Buschmann	In the Name of Gender Equality: Financial Literacy Education and the Restructuring of Social Reproduction
A.4.	219	Lucia Schiona	Financial exclusion in Italy: drivers and trend of the phenomenon between 2012 and 2016.
A.4.	254	Sergio Longobardi	Financial Literacy and financial experience of Italian adolescents: learning by doing?
A.4.	360	Galina Andreeva	Gender differences in credit literacy and debt behaviour of the UK millennials
A.4.	404	Emanuela Emilia Rinaldi	Cake economics: evaluating a financial education project to promote altruism among 8-10y old children
A.4.	466	Sandro Busso	Financial literacy and income support to poor families
A.4.	478	Annalisa Valle	From teaching to training: a psychological perspective of financial literacy at school
A.4.	558	Marcus Wolf	The Making of a Market Oriented Understanding of Financial Literacy
A.4.	598	Gian Paolo Lazzar	The (innovative) economic socialisation through the blockchain: from bitcoins to facing job insecurity

A.05. Homo politicus: A "citizenship competence"? Roots and challenges of an open question

Luana SALVARANI (University of Parma), Andrea GIACOMANTONIO (University of Parma)

A.5.	166	Janet Duke	Multicultural and linguistic citizenship competences and their challenges: the case of recognition and integration of heritage languages in education systems
A.5.	199	Amelia Broccoli	Community, Educating community and Cooperative skills
A.5.	206	Claudia Spina	"VERBAL QUALITY" IN VIEW OF A DEMOCRATIC SOCIETY
A.5.	215	Laura Madella	"It interferes wrongly, and in the wrong place" (J. S. Mill, On Liberty). Human freedom and education in liberalism and literary representation.
A.5.	355	Luca Tedesco	Against any order (not just the liberal one). For a rediscovery of the avalutative conception of the historical sciences

A.5.	369	Victoria Konidari	The transition from Aristotle's "φύσει ζῶον πολιτικόν" to homo politicus by competence. Evidence from the field.
A.5.	468	Cosimo Di Bari	Bildung and Democracy in Contemporary World
A.5.	622	Emanuela Susca	Political skills and political incompetence. Pierre Bourdieu and the link between education and politics
A.5.	660	Luana Salvarani	« Indépendants que possible de toute autorité politique » ? The paradoxes of Condorcet's Report on Public Education
A.5.	676	Daniel Boccacci	The cosmopolitan competent citizen of the Indicazioni nazionali per il curricolo (2012). For an archeology of homo civicus in contemporary Italian educational politics. Ke

A.06. Citizenship beyond crisis: Experiences of democracy of thinking in the educational curricula

Marina SANTI (University of Padova)

A.6.	150	Fabio Mulas	A Community of Philosophical Inquiry: an Experience between Philosophy for Children and Philosophy for Citizen
A.6.	269	Stefano Oliverio	Beyond the Technocratic Disfiguration of Democracy? Philosophical Inquiry and Education for a 'Thoughtful' Participation
A.6.	284	Maura Striano	Promoting a cosmopolitan citizenship through philosophical inquiry.
A.6.	306	Federico Zamengo	Philosophy for Children between social skills and education for democratic citizenship
A.6.	575	Cusin Fabio	School Leadership and Citizenship education: between need and emergence

A.08. Global citizenship competencies and sustainable development education

Maria Chiara PETTENATI (INDIRE), Luisa AIELLO (INDIRE), Isabel DE MAURISSENS (INDIRE)

A.8.	90	Yaobin Tong	Citizenship Education in a Chinese University: The Role of Ideological and Political Education
A.8.	198	Gabriella Calvano	Teachers training on global citizenship and sustainable development education: teachers' difficulties and perceptions. Focus on "Get Up and Goals"! Project
A.8.	221	Areta Sobieraj	Developing Global Citizenship Competences through an intercultural school project "Conecting Worlds"
A.8.	249	Mattia Baiutti	Intercultura assessment protocol: assessing and enhancing intercultural competence of international student mobility in secondary school
A.8.	259	Luisa Aiello	Work Based Learning, Global Society and the School as engaged in Political-Ethical Socialization
A.8.	338	Gloria Fiorani	ITALIAN SCHOOLS AND SUSTAINABLE DEVELOPMENT. A NETWORK APPROACH: THE ITALIAN CASE STUDY.
A.8.	380	Andrea Franzoi	The AFS-Intercultura Educational project: pupil exchanges to develop intercultural competence global citizenship.
A.8.	522	Francesca Farioli	The challenge of Educators Competences in ESD and in GE: the RSP proposal]
A.8.	591	Maja Antonietti	Education in nature: building a future
A.8.	618	olga bombardelli	Civic and citizenship Education and sustainable development in the teacher training
A.8.	653	Giovanna Barzanò	Global citizenship competencies and sustainable development education
A.8.	695	Maria Chiara Pettenati	Global citizenship competencies and sustainable development education]

A.09. Teaching to teach Social and Civic Competences in Italy

Gabriella AGRUSTI (LUMSA), Ira VANNINI (University of Bologna)

A.9.	125	Simon N. Leonard	Teaching for Tomorrow: Teacher education for an uncertain future
A.9.	302	Davide Capperucci	Inclusive approach and Authentic Assessment: the ARCA model
A.9.	331	Bruno LOSITO	Civic and citizenship education in Italy: results from IEA-ICCS 2016 on CCE conceptualization and delivery at grade 8
A.9.	343	Elena Luppi	Promoting key competences related to the sense of initiative through the development of Growth Mindset
A.9.	405	Luisa Zecca	How to teach to think critically: the teacher's role in promoting dialogical skills during classroom debates on social vivid matters]
A.9.	498	Francesco Pisanu	Teaching and assessing students' non cognitive skills inside curricular activities in middle school: insights form an action-research in Province of Trento
A.9.	561	Elisabetta Nigris	Towards Teachers development on citizenship education
A.9.	582	Andrea Pintus	Education in the city: young children, public spaces and participation
A.9.	682	Lucia Scipione	From Discussion to Argumentation: Perspectives on Teaching to Teach SSC

A.9.	510	Filomena Maria Rosalba Cecere	Inclusion through Inclusive didactics
A.9.	519	Antonella Coppi	TEACHING AND LEARNING FROM INSIDE OUT: INTROSPECTIVE STORIES FOR PROMOTING DEMOCRATIC EDUCATION IN THE ARTS
A.9.	372	Carmel Borg	From Prescription to Authentic Collaboration – Teacher Education for Democratic Encounters with Parents
A.10. <u>Ethical-political socialization</u>			
Fiorenzo PARZIALE (University of Rome “La Sapienza”), Sandra VATRELLA (University of Verona)			
A.10.	104	AALI HACENE	The democratic revolution is better than the technological revolution
A.10.	216	Daniel Pommier	What went wrong? The good school reform bill and the Italian school teachers
A.10.	362	Lorenzo Barbanera	The University between profit and democracy education: findings of an empirical research
A.10.	503	Maria Dentale	Social Capital, Associative Participation and Democracy. The voters' profile.
A.10.	545	Aline Almeida	The Non-Party School Program: the denial of the school institution as an agent of political socialization.
A.10.	637	Paola Marsocci	Schooling in Italian Constitution, Constitution within schools. The projects aiming at democratic practice and theory promotion
A.10.	640	Giuseppe Ricotta	Education trajectories and tolerant attitudes. Some results from European Social Survey
A.11. <u>Economic and financial literacy and economical citizenship</u>			
Luca REFRIGERI (University of Molise)			
A.11.	182	Gabriella Aleandri	Economic and Financial Education for a Global and Sustainable Citizenship and Lifelong Learning
A.11.	373	Emanuel Mizzi	Powerful knowledge in economic and financial literacy
A.11.	426	Olga Kitaitseva	Formation and implementation specifics of financial practices in modern Russian society.
A.11.	427	Carlo Di Chiacchio	Financial Education at School: An International Comparison from the OECD PISA Survey
A.11.	475	Luca Refrigeri	Economic citizenship: a new challenge for the Italian school
A.11.	627	Michele Aglieri	Financial education at school: Citizenship and wellbeing building
B.01. <u>Teachers and educational inequality</u>			
Carlo BARONE (Sciences Po), Gianluca ARGENTIN (University of Milan “Bicocca”), Moris TRIVENTI (University of Trento)			
B.1.	110	Decheng Zhao	The Development of Disadvantaged Students and Related Factors: Evidence from PISA2015 Beijing-Shanghai-Jiangsu-Guangdong (China) Data Analysis
B.1.	122	Igor Deiana	Do the CPIA's educational programs and teaching reproduce social inequality?
B.1.	192	Guido Salza	Equally Performing, Unfairly Evaluated: Does Social and Migration Background Influence Teachers' Decisions on Grade Repetition?
B.1.	270	Ilaria Lievore	Do high school teachers grade females more generously? A multilevel regression analysis on students-teachers matched data
B.1.	321	Giada Gentile	Observing and acting on inequality in an afterschool service
B.1.	382	Giuliana Parente	School guidance and school choice of students aged 11 to 14. Research Design
B.1.	418	Carlo Barone	Teachers' counselling and social inequalities in track choice
B.1.	530	Rosa Bellacicco	Push- and pull-out phenomena in Italian schools: a risk for equality?
B.1.	584	Antonia Verger	Teacher training and working conditions: what impacts on educational attainments inequalities in Madagascar ?
B.1.	585	Giovanni Abbiati	Socio-demographic characteristics of teachers and impact on the achievement of their students. Evidence from Italy
B.02. <u>Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation</u>			
Valeria FABRETTI (Bruno Kessler Foundation), Davide AZZOLINI (Bruno Kessler Foundation)			
B.2.	286	Mariagrazia Santagati	Through the lens of the biographical evaluation. Suggestions from the educational experience of successful immigrant students
B.2.	303	Maria Magdalena Isac	Cross-cohort Changes in Indicators of Tolerance among Italian Youth
B.2.	477	Viola Pinzi	SELMA (Social and Emotional Learning for Mutual Awareness) – Empowering young people and educators to hack online hate

B.2.	520	Emanuele Russo	Facing hate speech: the three circles approach to education in CIFA's project #iorispetto
B.2.	654	Lorenzo Raffio	Videoconference dialogue as a collective participatory practice for learning about tolerance and respect
B.03. Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion			
Federica SANTANGELO (University of Bologna), Debora MANTOVANI (University of Bologna)			
B.3.	159	Federica Santangelo	School Segregation and Home-School Proximity among Immigrant-Origin Youths: A Case Study in Bologna, Italy
B.3.	267	Jonathan Pratschke	Like with like or take a hike? Friendship networks in Italian schools
B.3.	340	Nura Resh	sense of justice in school and students' democratic orientationsense of justice in school and students' democratic orientation
B.3.	353	Alessandra M. Straniero	Segregated by choice: special schools and students with disabilities
B.3.	354	Emanuele Fedeli	Course-taking patterns in four educational systems
B.3.	417	Marta Cordini	School segregation in Milan: the "white flight" dynamic
B.3.	529	Gianluca De Angelis	Scholastic paths and territorial inequalities: what the school can do?
B.3.	574	Giuseppe Gargiulo	What I will do when I grow up: aspirations and future prospects for immigrant immediate descendents students
B.3.	580	Camilla Borgna	Divided we stand? Immigrants' and natives' decision-making processes at first tracking in Italy
B.3.	646	XAVIER BONAL	Catchment areas and school segregation in Barcelona: a counterfactual analysis]
B.04. Is it still the same school? Diversity management and the oblivion of differences			
Luca BOSSI (University of Turin), Stella PINNA PINTOR (University of Turin), Roberta RICUCCI (University of Turin)			
B.4.	511	Severine Chauvel	The role of « home culture » in the partnerships between families and school. Crossed analysis of two devices of intercultural mediation
B.4.	578	Giambattista Bufalino	Hostis - Hospes, Connecting People for a Europe of Diversity: a multiple case study approach on school leaders' and teachers' perceptions of intercultural education
B.4.	583	Isabella Pescarmona	Diversity and Early Childhood Education. Challenging professional practice and political 'discourses'
B.4.	609	Bruno Dionísio	Inclusion without hospitality? Rethinking ways of forging school social intervention
B.4.	657	Elisabetta Perone	Beyond Integration: students of foreign origins in a multilocal space
B.05. Femicide, Gender Inequality and Education			
Claudia Gina HASSAN (University of Rome "Tor Vergata")			
B.5.	88	Angela Taraborrelli	Gender (in)equality and migration: The new paradigm of civic integration
B.5.	107	Marina Calloni	Preventing Femicides
B.5.	120	Debora Tonelli	Religion and Education: Female Stereotypes and New Reading
B.5.	190	Claudia Gina Hassan	Femicide, a cultural tradition?
B.5.	207	Rossana Buono	Femicide in Visual Arts
B.5.	93	Carla Roverselli	WOMEN EDUCATION IN THE NEAR ARAB WORLD. INNOVATIVE PROPOSALS BY FATEMA MERNISSI, NAWAL AL SAADAWI, ASSIA DJEBAR
B.5.	99	Stefania Cavagnoli	Stereotype, language and education: the role of linguistic construction in the educational relation
B.5.	245	Eleonora Maglia	Gender Equality in STEM: a Pilot Project. 100esperte contro gli stereotipi
B.5.	250	Lisa Brambilla	Is teaching and educating with a gender sensitive approach still a challenge for educational contexts? Problems and suggestion from the field
B.5.	435	Pietro Demurtas	The field of anti-violence: an analysis of support services in Italy
B.5.	451	Andrea Vaccaro	Restrictive Abortion Laws between Education Levels and Women's Empowerment: An Empirical Analysis
B.5.	485	Valentina Tudisca	The gender issue in migrants representation: a case study on Italian school textbooks and European online newspapers
B.06. De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy			
Raffaele TUMINO (University of Macerata)			

B.6.	241	Flavia Stara	DIA-LOGUE OF CULTURES: READING “THE IN BETWEEN”]
B.6.	381	Rosita Deluigi	Challenging interculture: from decolonization of differences to experiences of educational creolization
B.6.	408	Stefano Casulli	Being-other-together. De-territorialize the Self for a transcultural future.
B.6.	483	Angela Maria Digrandi	[Analysis of multiculturalism through official statistical information
B.6.	537	Giancarlo Costabile	A Pedagogy of the Forgotten Ones to rebuild the social dimension of democracy
B.6.	576	Camilla Bellatalla	“Coming out of problems alone is greed. Together it is politics.” An approximation to the political pedagogical process of the Molacnats

B.07. Intercultural education, citizenship and democracy

Antimo Luigi FARRO (University of Rome “La Sapienza”), Simone MADDANU (Seminole State College, USA)

B.7.	136	Giulia Maria Cavaletto	The challenge of the multi-cultural teacher
B.7.	188	Giovanbattista Trebisacce	[Intercultural pedagogy: a methodology for contemporary society
B.7.	239	Maddalena Colombo	Communities of migrants, active citizenship in public spaces and potential effects of reframing in the intergenerational transmission of faith
B.7.	625	Yvan Gastaut	Rereading the history of Provence through intercultural for school audiences
B.7.	531	MIREILLE AL RAHI	IRAQI REFUGEE CHILDREN IN THE FINNISH EDUCATIONAL SYSTEM
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Beate WEYLAND (University of Bolzano), Kuno PREY (University of Bolzano)

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Anna Maria AJELLO (INVALSI/University of Rome "La Sapienza"), Nicoletta STAME (University of Rome "La Sapienza")			
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Mariano PORCU (University of Cagliari), Giancarlo RAGOZINI (University of Naples "Federico II")			
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Paola Maria TORRIONI (University of Turin), Simona TIROCCHI (University of Turin), Federica CRETAZZO (University of Turin/University of Milan "Statale")			
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Cristina PALMIERI (University of Milan “Bicocca”), Francesca OGGIONNI (University of Milan “Bicocca”)

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Roberto MOSCATI (University of Milan “Bicocca”), Stefano BOFFO (University of Naples “Federico II”), Michele ROSTAN (University of Pavia), Daniele CHECCHI (University of Milan “Statale”)

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Monica MINCU (University of Turin)

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Clementina CASULA (University of Cagliari), Marco SANTORO (University of Bologna), Izabela WAGNER (University of Warsaw)

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I.3. [Special session] Education, cultural heritages and the Mediterranean space: History and creative processes of intergenerational transmission

Alessandra BROCCOLINI (University of Rome "La Sapienza"), Stéphane MOURLANE (Aix-Marseille Université), Luca SALMIERI (University of Rome "La Sapienza")

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I.5. For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

Andrea BERNARDI (Istituto Comprensivo S. Martino di Lupari), Domenico NISI (MUSE Trento), Marta VILLA (University of Trento)

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Paolo SOMMAGGIO (University of Trento), Chiara TAMANINI (IPRASE)

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Giuliana MANDICH (University of Cagliari), Roberto POLI (University of Trento)

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Samuele CALZONE (INDIRE), Patrizia LOTTI (INDIRE), Nicola MALLOGGI (INDIRE)

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