

REINVENTING EDUCATION

second international conference

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The **2nd INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA "REINVENTING EDUCATION"** will be hosted online **June 3 through 5 2021**, by **Scuola Democratica, Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **il Mulino**. The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies, and practices. The question about education 'for what' as well as 'how' and 'for whom' has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections, and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes are centerstage topics at the Conference and will have a multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science, etc. We hope with this opportunity to confirm the participation obtained at the first edition of the conference. 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 evidence to educational policies.

We invite you to submit ABSTRACT/PAPER for your presentation at the **Panel session**:

C.7 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN SOUTHERN EUROPE

Convenors

Pinna Gabriele (Università Cagliari); Podda Antonello (Università di Cagliari)

Keywords

Technical and Vocational Education and Training (TVET); Southern Europe; skills; inequalities; rural education

In a global context characterized by an increase of inequalities, aggravated by the emergency of COVID-19, the issue of training and skills of workers focuses numerous debates. Inspired by countries characterized by a dual training model, such as Germany, Switzerland, Austria (Busemeyer, Trampusch, 2012), the institutions that embody neo-liberal thinking insist on the need to strengthen the vocational training in countries where the unemployment rate of young people is high. Influenced by the theory of human capital, educational policies are more and more frequently elaborated starting from the idea that citizens must be responsible for their employability in order to adapt themselves to incessant change in the labour market but also by the postulate according to which practical training on the job can guarantee the acquisition of skills to facilitate the entry into the labour market. The international agencies push the least performing countries in economic and employment terms to adopt policies that should reinforce TVET.

Yet it is important to remember that this model had been deliberately abandoned after the Second World War in order to guarantee a longer scholastic education to all young people, including those belonging to the popular classes, in the name of the democratic nature of societies (Tanguy, 2006). Furthermore, nowadays, the gender and racial inequalities that characterize the apprenticeship and vocational schools have been highlighted (Blossfeld et al., 2015; Granato, Gerd Ulrich, 2017). In many European countries, vocational paths are stigmatized within the educational system and teachers refer low-performing students there, in most cases originating from lower classes or families with low cultural capital (Palheta, 2012). Anyway, if vocational training generally guarantees a better orientation and professional integration of young people in countries that have historically adopted a dual model, it is part of an institutional framework characterized by considerable funding from the state and the enterprises and by a strong synergy between business associations and trade unions that participate, albeit in different ways according to the contexts, in the management of training centers for apprentices and vocational schools. Furthermore, one of the keys to the success of vocational training is the existence of a developed economic system that can receive students and apprentices during their training. Starting from these considerations, our panel pursues the objective of reflecting on the problem of vocational training in a comparative way in a macro-area, Southern Europe, characterized by regions and sub-regions where, especially in the rural ones, the labour market is not dynamic with a high unemployment rate and often by a lack of collaboration between the social partners. Numerous regions located in this macro-area are characterized by emigration and depopulation phenomena that paradoxically school can reinforce, as shown by research on education in rural and peripheral contexts (Corbett, 2007). Specifically, abstracts are expected to allow us to deepen the comparative study in Southern Europe countries and regions of the following issues:

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- The institutional framework in which the vocational training is inserted (state or regional; the influence of international institutions; relations between the state, trade unions and business associations...)
- The type of training promoted (work-based learning; vocational schools; post-secondary vocational education; apprenticeship; Lifelong learning) and the relations with the general educational system.
- The articulation between soft and hard skills, the construction of pedagogical and training projects, the certification of skills and the recognition of qualifications within the enterprises.
- The social characteristics of the students and their school careers.
- The careers and professional culture of teachers and trainers.

References

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- Palheta, U. (2012), *La domination scolaire. Sociologie de l'enseignement professionnel et de son public*, Paris, PUF.
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ABSTRACTS/PAPERS SUBMISSION

HOW TO SUBMIT

ABSTRACTS/PAPERS should be submitted by **April 4, 2021** ([check Conference Dates and Deadlines](#)).
ABSTRACTS/PAPERS should be submitted via the [pre-conference tool](#).

Please do not submit your ABSTRACT/PAPER by e-mailing it to the Convenor(s) of the Panel session you chose. Convenor(s) will receive submitted ABSTRACTS/PAPERS automatically from the [pre-conference tool](#) and they are going to reject ABSTRACT/PAPER submitted to their e-mail addresses.

Language for ABSTRACTS/PAPERS is English.

You can submit an ABSTRACT or in case you prefer a PAPER. **Be careful: DO NOT SUBMIT BOTH ABSTRACT AND PAPER. EITHER YOU SUBMIT THE FORMER OR THE LATTER.**

ABSTRACT/PAPER 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). In case you decide for the PAPER, text will be 3.500 words min. 5.000 words max. In the submission text, please write: ABSTRACT or PAPER after the title. Example: FAMILY BACKGROUNDS AND STUDENT ENGAGEMENT IN SECONDARY SCHOOLS. A CASE STUDY (PAPER).

The Conference formula is: **1 SUBMISSION = 1 FEE** ([check FEES webpage](#))

It is possible to submit a maximum of 2 ABSTRACTS/PAPERS per person (double submission must concern 2 different Panel Sessions). Each ABSTRACT/PAPER is eligible if it is backed by an **APP FEE**.

Co-authors who do not submit ABSTRACT/PAPER as first author may access to the Conference via the discounted P FEE ([check FEES webpage](#)).

The submitting and presenting author must be listed as the first author in the [pre-conference tool](#). Please note that the submitting author will receive all correspondence about the ABSTRACT/PAPER. Therefore, we recommend that the submitting author details that are entered are the same details as those of the presenting author.

ABSTRACTS/PAPERS may not be edited/uploaded after final submission.

Before you submit, please make sure the following requirements are met:

- ABSTRACT/PAPER must be allocated to a specific Panel session. Therefore, you must select the proper Panel when submitting. For a complete listing of Panel sessions please [click here](#).
- If possible, write your ABSTRACT/PAPER highlighting methods, outcomes, references. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted ABSTRACTS/PAPERS. Notification regarding acceptance and scheduling will be sent to the submitting author via the [pre-conference tool](#). Please note, if your ABSTRACT/PAPER is accepted, you will be permitted a maximum of 20 minutes for oral presentation.

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