

REINVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>
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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**:

D.5 HIGH SCHOOL CHOICES IN TRACKED SYSTEMS. CAN SCHOOL GUIDANCE BE AN EFFECTIVE MEANS FOR REDUCING FAMILY BACKGROUND INEQUALITIES?

Convenors

Dalit Contini (University of Torino); Camilla Borgna (CCA - Collegio Carlo Alberto)

Keywords

tracking; school choices; inequalities; school guidance; school guidance

Inequalities in education across social backgrounds are an inherent feature of modern societies. However, the strength of these disparities varies across countries and institutional contexts. A crucial feature is when and how students are channeled into distinct educational pathways during secondary school. Systems that track students at a young age and where the pathways are more rigidly separated are associated with higher degrees of inequality in achievement and educational choices, compared to more comprehensive secondary school systems. Inequalities in track choices are particularly severe in Italy; nonetheless, differentials across social groups are viewed as being largely inevitable and the public debate on this issue is scant.

The different propensity to choose academic vs vocational tracks across social backgrounds, observed even when comparing children with similar school performance, are related in the literature to differences in aspirations, risk aversion, knowledge of the schooling system and of the future life chances associated with the different options.

In this panel, we solicit contributions around the following question: can school guidance play a substantial role in reducing inequalities in track choices? This question is relevant especially in tracked systems where school recommendations are neither binding nor subject to formal ability restrictions, leaving ample freedom of choice to families. School guidance – broadly defined as an ensemble of structured activities aimed at improving the match between students and school types – is still underdeveloped in many European countries.

By providing accurate information on the costs, contents, and opportunities associated with the different school types, guidance programs are potentially effective in reducing knowledge gaps on the intricacies of the school system, and as such be especially beneficial for underprivileged children. Effective school guidance might also bring individual students to reflect more thoroughly on their personal attitudes and interests, detaching their decision-making from the social influence of parents and peers, and possibly making disadvantaged students more confident about one's abilities and probabilities of success. On the other hand, by putting emphasis on children's abilities, interests and motivation, school guidance programs might instead even fuel inequalities, because these characteristics are heavily socially stratified.

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We encourage contributions on the link between school guidance and social disparities in school choices. A possibly relevant distinction is between targeted interventions and programs directed to the student population at large. While there is some evidence that targeted programs providing information to underprivileged groups can be effective in fostering more ambitious school choices among well-performing children (Barone et al. 2018, Carlana et al 2018), little is known on the potential of broader school guidance programs that are not directed to specific groups of children.

References

Barone C, Assirelli G, Abbiati G, Argentin G, De Luca D. Social origins, relative risk aversion and track choice: A field experiment on the role of information biases. *Acta Sociologica*. 2018;61(4):441-459
Carlana, M., La Ferrara E., Pinotti P. Goals and Gaps: Educational Careers of Immigrant Children. Harvard Kennedy School Faculty Research Working Paper Series RWP18-036, August 2018.

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.
