

LEARNING

for democracy

DEMOCRACY

for learning

BOOK OF ABSTRACTS

SEPTEMBER 1-4, 2026 • SAPIENZA UNIVERSITY OF ROME, ITALY

PROMOTERS

**Scuola
democratica**
learning for democracy



SAPIENZA
UNIVERSITÀ DI ROMA

 **il Mulino**

PARTNERS



ANTIMAFIA POP
Academy

BE FOR EDUCATION
FOUNDATION

 **Fondazione
per la
Scuola**

 **Fondazione
Intercultura**
ets

INDIRE ISTITUTO
NAZIONALE
DOCUMENTAZIONE
INNOVAZIONE
RICERCA EDUCATIVA



actionaid
—REALIZZA IL CAMBIAMENTO—

 **IREF**
ISTITUTO DI RICERCA EDUCATIVA E FORMATIVA

MEDIA PARTNER

Rai Radio 3

Fourth International Conference of the journal *Scuola Democratica*

Learning for Democracy / Democracy for Learning

SAPIENZA UNIVERSITY OF ROME, ITALY

SEPTEMBER 1-4, 2026

BOOK OF ABSTRACTS

IN MEMORIAM

This conference is dedicated to the memory of children killed in contemporary wars.

It recalls the more than 20,000 children who have died in the Gaza Strip since 7 October 2023 and the 38 children killed in Israel during the terrorist attacks of that same day.

It also remembers children whose lives have been taken or shattered by violence in Iran, Lebanon, Ukraine, Syria, Yemen, Sudan, the Sahel, Somalia, and Myanmar, as well as those who died while attempting to cross the Mediterranean in search of safety from war, drought, and poverty.

According to UNICEF, approximately 473 million children today — one in six worldwide — live in areas affected by armed conflict. For them, there was no democracy, and there will be no education.

PUBLISHED BY



Associazione "Per Scuola Democratica"

Via Francesco Satolli, 30 — 00165 Rome, Italy

OPEN ACCESS

EDITED BY

Leonardo Piromalli

<https://leonardopiromalli.it/>

APA CITATION FOR THE VOLUME

SCUOLA DEMOCRATICA (2026). *Book of Abstracts of the Fourth International Conference of the journal Scuola Democratica. Learning for Democracy / Democracy for Learning*. Rome, Associazione "Per Scuola Democratica".

TO CITE AN INDIVIDUAL ABSTRACT

Author, A. (2026). «Abstract Title». In SCUOLA DEMOCRATICA (Eds.), *Book of Abstracts....* Rome, Associazione "Per Scuola Democratica".

This book is digitally available at:

<https://www.scuolademocratica-conference.net>

ISBN 979-12-985016-1-4

PROMOTERS



PARTNERS



MEDIA PARTNER



TABLE OF CONTENTS

Conference Venues — Campus Map	57
STREAM A · DEMOCRACY, GOVERNANCE AND EDUCATION POLICY	58
SPECIAL EVENT · A.00. Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025)	59
Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025)	59
Costanzo Ranci Ortigosa (Politecnico di Milano) · Marta Cordini (Politecnico di Milano) · Gianluca Argentin (Università di Milano-Bicocca)	
SPECIAL EVENT · A.01. A Passion for Education Policy: The Research Journey of Luciano Benadusi	60
A.02. Alphabets of Peace As Transformative Devices	60
The other's history. Pedagogical reflections about Shoah and Nakba memories	61
Alessandro Vaccarelli (Università degli Studi dell'Aquila, Italy) · Lorenzo Zaffram (Università Sapienza di Roma, Italy)	
Third Narrative, Joint Grief, and Shared Future: Symbolic Disarmament in Israel-Palestine	61
Ilaria Olimpico (Università La Sapienza, Rome, Italy)	
Pacifism and Nonviolence: Limits, Aporias, and Political Control	62
Michele Longo (Università degli Studi di Napoli (Federico II), Italy)	
Peace Education and Unaccompanied Children with Migratory Backgrounds in Italy	63
Filippo Iapadre (Università La Sapienza di Roma, Italy)	
Reinventing Language as a Tool of Nonviolent Practice in Various Educational Settings	64
Paola Rigoni (Università di Bologna, Italy) · Carmel Berendi (University of Pecs, Hungary)	
A.03. The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn	65
Higher Education Priorities Engineered by the Trump-Musk Phase of the Second Trump Administration	65
Iryna Kushnir (Nottigham Trent University, United Kingdom) · Sujith Kumar (King's College London, United Kingdom)	
Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out?	66
Franziska Lessky (University of Oxford, United Kingdom) · Xuedan Yan (University of Oxford, United Kingdom) · Rachel Brooks (University of Oxford, United Kingdom) · Tom Fryer (University of Manchester, United Kingdom) · Rille Raaper (Durham University, United Kingdom)	
Undoing Democracy in Education in Ontario, Canada: From Policy to Governance	67
Sue Winton (York University, Canada)	
Popular Education Against the New Right: Grassroots Experiences and Democratic Struggles in Post-Authoritarian Chile	68
Diego Cabezas Bravo (Universidad Metropolitana de Ciencias de la Educación, Chile)	
The Social and Economic Conditions for Democratic Education	69
Hugh Lauder (University of Bath, UK, United Kingdom)	
New Right Narratives on Teachers' Role in Education in Argentina: Symbolic Convergences, Negotiations and Tensions in Secondary Education Policies	69
Juana Sorondo (Universitat Autònoma de Barcelona, Spain) · Silvia Alucin (Instituto de Ciencias de la Educación de Rosario, Argentina; CONICET, Argentina)	
Education as a Culture War Arena: The Conservative Assault on Knowledge Institutions in the Trump Era	70
Mattia Diletti (Sapienza University of Rome) · Alice Fischetti (Università della Tuscia, Italy) · Luca Massidda (Università della Tuscia, Italy)	
Delegating Educational Justice? Neoliberal Governance and the Transformation of Inequality Policies	71
Cintia Indarramendi (université paris 8, France)	
Emotional School Regimes in Neoliberal Times: Conceptions, Practices and Resistances over Student Wellbeing at Madrid's Public Secondary Education	72
Veda Krüger Ruiz (Universitat Autònoma de Barcelona, Spain)	
A.05. Education, Democracy and Resistance in Occupied Palestine	73
When School Becomes a Space of Silence: Democratic Costs of Suppressing Palestinian Identity Learning in East Jerusalem	73
Safaa Debs (Hebrew University of Jerusalem (Jerusalem))	
Co-designing Inclusion: A Participatory Model for Evaluation and Empowerment in El Salvador, Palestine, and Cameroon	74
Alessandro Soriani (Department of Education Studies, Alma Mater Studiorum - University of Bologna, Italy) · Elena Pacetti (Department of Education Studies, Alma Mater Studiorum - University of Bologna, Italy)	
Reframing Education Systems in Settler Colonial Contexts: Lessons from Area C, West Bank	75
Mahmoud Soliman (Coventry University, United Kingdom)	
SPOCs for Gaza: Designing Community-Oriented Online Learning as Resistance to Scholasticide	75
Carmelo Presicce (Massachusetts Institute of Technology, United States of America) · Ayat Abodayeh (Massachusetts Institute of Technology, United States of America)	
Art and Resistance	76
Mohammed Timraz (University of Parma, Italy) · Emanuela Pettinari (University of Bologna, Italy)	
Democracy Under Restrictions: A Phenomenological Study of the Experiences of Teachers and Students in Palestine	77
Nidaa Jibril (Al-Quds University, Palestinian Territories) · Buad Khales (Al-Quds University, Palestinian Territories)	
Resistance through Education: Experiences of Palestinian Schools in Jerusalem	77
Nihad Abu Irmeleh (Al Quds University, Israel)	
Refusing Erasure: Gazan Women Engaging in Educational Resistance	78
Ayat Abodayeh (Massachusetts Institute of Technology, United States of America) · Carmelo Presicce (Massachusetts Institute of Technology, United States of America)	

When Play Becomes an Act of Resistance: Informal Education and Democratic Agency in Aida Camp	79
Dario Ruggieri (Primary school teacher, Italy) · Sofia Torresani (Sapienza, University of Rome)	
Digital Bridges for Civic Peace: Virtual Exchange as a Catalyst for Pan-Palestinian Democratic Education	80
Rawan Tahboub (Friedrich Schiller University Jena, Germany)	
International Cooperation For Inclusion And Empowerment: A Participatory Research Framework For Inclusive Education In Emergency	81
Ilaria D'Angelo (University of Macerata, Italy) · Arianna Taddei (University of the Republic of San Marino, San Marino) · Tommaso Santilli (University of Macerata, Italy)	
Learning Palestine Solidarity: The Jewish National Fund as pedagogical case study	82
Eurig Scandrett (Queen Margaret University, United Kingdom)	
Meaningful Learning as a Pathway to Democratic Education: Evidence from English Language Classrooms in the Jerusalem Suburbs	83
Raneen Alkhanafsa (Al-Quds University, Palestinian Territories) · Prof. Buad Khales (Al-Quds University, Palestinian Territories)	
From Independent Living to Rethinking Humanitarian Response: Beyond “Leave No One Behind”. Disability, Participation, and Inclusive Humanitarian Action in Gaza	84
Yousef Hamdouna (EducAid, Italy)	
The Daily Journey: A Phenomenological Study of Students' Lived Experience Crossing Military Checkpoints as an Everyday Democratic Act and Resistance to Enforced Ignorance	85
Haneen Bostanje (Al-Quds University, Palestinian Territories) · Bu'ad Muhammad Al-Khalis (Al-Quds University, Palestinian Territories)	
A.06. Learning to Learn for Democracy, Empowerment and Equity	86
From Study Skills to Learning to Learn: Evidence-Informed Approaches to Inclusion in Lower Secondary Schools	86
Marianna Valente (Università degli Studi Roma Tre) · Marina Chiaro (Università degli studi Link) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre)	
Learning to Learn in the School-to-University Transition: Educational Counselling as a Context for Observing and Supporting Strategic Autonomy	87
Sofia Torresani (Sapienza, University of Rome, Italy) · Carlotta Casacci (Alma Mater Studiorum, University of Bologna) · Massimo Marcuccio (Alma Mater Studiorum, University of Bologna)	
Teacher Professional Development For The Use Of Evidence-Informed Teaching Strategies: A Quasi-Experimental Study In Primary School	88
Marianna Traversetti (Sapienza, Italy) · Alessio Schiavone (Università degli Studi Roma Tre, Italy) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre, Italy)	
Learning To Learn Within Research Infrastructures: Transformative Training For Community Building In FOSSR	89
Serena Fabrizio (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · Rita Giuffredi (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · Erica Rizziato (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy)	
Fostering Learning to Learn in Preschool and Primary Education: An Investigation of Teachers' Conceptions, Practices, and Professional Needs	90
Annamaria Gentile (Università degli Studi di Modena e Reggio Emilia, Italy) · Lucia Scipione (Università degli Studi di Modena e Reggio Emilia, Italy) · Agnese Vezzani (Università degli Studi di Modena e Reggio Emilia, Italy)	
Observing Learning to Learn in Higher Education: Perceived Study Strategy Gaps and Educational Support in Initial Teacher Education	90
Sofia Torresani (Sapienza, University of Rome, Italy) · Marianna Traversetti (Sapienza, University of Rome)	
A.08. Nonviolent Education and Demilitarization of Schools: Practices, Tools, and Pedagogical Perspectives Towards Universalist Humanism	92
Reopening History: Capitini's Intergenerational Antifascism and Nonviolent Pedagogy for Democratic Civic Education	92
Gabriella Falcicchio (University of Bari Aldo Moro, Italy) · Daniele Taurino (University of Bari Aldo Moro, Italy)	
Non-Collaboration with War as Pedagogical Praxis: Aldo Capitini's Nonviolent Framework for Peace and Disarmament	93
Emanuele Follenti (Liceo Scientifico Lorenzo Respighi, Piacenza, Italy)	
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools	94
Pamela Giorgi (INDIRE) · Rubina Bazzani (INDIRE) · Alberto Biondo (Centro per lo sviluppo creativo Danilo Dolci) · Tiziana Rita Morgante (Centro per lo sviluppo creativo Danilo Dolci) · Annabella Coiro (Rete ED.UMA.NA.) · Gabriella Fanara (Rete ED.UMA.NA.)	
Disarming Education: Transformative Pedagogy, University Public Engagement, and Practices of Active Citizenship	95
Federica Zanetti (University of Bologna, Italy)	
Fostering Peace and Nonviolence Through School-Community Partnerships: A Case Study Of Best Practices.	96
Tiziana Landra (Energia per i diritti umani, Italy) · Dino Mancarella (Mondo senza guerre e senza violenza)	
Autobiography: A Device at the Service of Peace and Nonviolence	97
Dino Mancarella (Mondo senza guerre, Italy) · Caterina Benelli (Università degli Studi di Firenze)	
Peace Education In The Discourse Of Education Policy Of Lithuania	98
Vidmantas Tūtlys (Vytautas Magnus University, Lithuania) · Povilas Dievaitis (S. Ignacius of Loyola College, Lithuania)	
Mapping Changes: The Theatre of the Oppressed as a Transformative and Emergent Practice in a Nonviolent Training Pathway.	98
Maria Sangaletti (University of Bergamo, Italy) · Agnese Graticola (University of Bergamo, Italy)	
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices	99
Lucia Irene Porzio (Università degli Studi di Napoli Federico II) · Jacopo Postiglione (Università degli Studi di Napoli Federico II) · Filomena Carillo (Università degli Studi di Napoli Federico II) · Elisabetta Fenizia (Università degli Studi di Napoli Federico II) · Andrea Baroncelli (Università degli Studi di Perugia) · Enrica Ciucci (Università degli Studi di Firenze) · Valentina Grazia (Università degli Studi di Parma) · Ilaria Grazzani (Università degli Studi di Milano Bicocca) · Santa Parrello (Università degli Studi di Napoli Federico II)	
From Rigid Identity to Narrative Identity - Nonviolent Education as a Condition for Reconciliation	100
Vito Correddu (Centro Studi Umanista Salvatore Puledda, Italy)	
Pedagogy Of Nonviolence Between Theory And Practice: The Significance Of "Energia Per i Diritti Umani"	101
Vittoria Suriano (Energia per i Diritti Umani aps, Italy) · Francesca De Vito (Energia per i Diritti Umani aps, Italy) · Mirko Vecchiarelli (Sapienza University of Rome, Italy)	
Nonviolent Teacher Training: A Narrative Review	102
Agnese Graticola (Università degli Studi di Bergamo, Italy)	

Nonviolence as a Public and Political Category of Education: Collective Reflections Annabella Coiro (rete EDUMANA, Italy)	103
A.09. Citizenship, Social Justice and Playful Learning for Economic Awareness and Social Change	104
Enhancing Financial Literacy Through Board Game-Based Learning Duccio Martelli (University of Perugia, Italy)	104
A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools Lori Caudle (The University of Tennessee, Tennessee, United States) · Cathy Grist (Western Carolina University, North Carolina, United States) · Hannah Thompson (Texas A&M University, Texas, United States) · Frances Harper (The University of Tennessee, Tennessee, United States) · Margaret Quinn (Texas A&M University, Texas, United States)	105
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children Cristiana Angelini (University of Florence, Italy) · Ennio Bilancini (IMT School for Advanced Studies Lucca, Italy) · Roberto di Paolo (University of Parma, Italy) · Folco Panizza (IMT School for Advanced Studies Lucca, Italy) · Lina Rinaldi (IMT School for Advanced Studies Lucca, Italy) · Dario Menicagli (University of Florence, Italy)	106
A Framework For An AI-Supported Design Of Game-Based Learning Units Aimed At Enhancing Prosocial Behaviour And Recognition Of The Others Francesco Claudio Ugolini (Università degli Studi Guglielmo Marconi, Italy) · Flavia Di Donato (Università degli Studi Guglielmo Marconi, Italy) · Domenico Morreale (Università degli Studi Guglielmo Marconi, Italy) · Alessia Travaglini (Università degli Studi Guglielmo Marconi, Italy)	107
How Play Develops Beauty, Skills, and Belonging Paolo Lucattini (University of Molise, Italy) · Krystina Castella (ArtCenter College of Design Pasadena, California, United States of America) · Ivana Rivero (Universidad Nacional de Río Cuarto (UNRC), Argentina) · Marcelo Ducart (Universidad Nacional de Río Cuarto (UNRC), Argentina)	108
A.10. Privatization of Education, Segregation and Inequalities	109
Private Education as an Exit Strategy in a Gentrifying City: School Choice and Educational Transitions in Barcelona Sheila Gonzalez Motos (University of Barcelona, Spain) · Xavier Bonal (Autonomous University of Barcelona, Spain)	109
The Secret Garden of School Segregation in the UK: Private Schools, Social Class and Geography Hakan Forsberg (Uppsala University, Sweden) · Sol Gamsu (Durham University, United Kingdom)	110
Spatial Inequalities of Educational Opportunity and Political Discontent: Longitudinal Evidence from Urban Chile Maela Guillaume Le-Gall (Nuffield College, Oxford University, UK) · Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile)	111
Enabling Residential Mix, Reinforcing School Segregation? Private School Choice in Gentrifying Working-Class Neighbourhoods in Paris Metropolitan Area Lise Lecuyer (Sciences Po Paris, France)	112
The Emergence of a New Private Higher Education Path : the French “bachelors” Tristan Ingrao (Université de Bourgogne Europe, France)	113
Private Logics in Public Schools: Marketisation and School Segregation in Bologna Irene Giunchi (University of Bologna, Italy)	114
Are Public and Private Schools Urban Amenities in French Regional Cities? Audrey Chamboredon (Sciences Po Paris, France)	115
A.11. School Evaluation For Improvement, Equity, Inclusion And Well being	116
Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts Fabiola Palmiero (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Davide Di Palma (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Gianluca Gravino (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Giovanna Scala (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Generoso Romano (Università degli Studi di Napoli "Parthenope")	116
Gamification Inclusive Teaching Methods And Participatory Democracy Giovanna Scala (Università degli studi della Campania Luigi Vanvitelli, Italy) · Davide Di Palma (Università degli studi della Campania Luigi Vanvitelli, Italy) · Gianluca Gravino (Università degli studi della Campania Luigi Vanvitelli, Italy) · Fabiola Palmiero (Università degli studi della Campania Luigi Vanvitelli, Italy) · Giovanni Tafuri (Università degli studi di Napoli Parthenope, Italy)	118
Systematic Quality Work As A Tool For Improving Equity? A Study On Local Educational Authorities In A Decentralized School System Anna Maria Swärd (Stockholm University, Sweden)	119
Evaluating Inclusion Quality In Early Childhood Education And Care: Tools And Reflective Practices For a Democratic Community Claudia Lichene (Università degli Studi di Bergamo, Italy) · Nicole Bianquin (Università della Valle d'Aosta)	120
The 4+2 Education Pathway as a Multilevel Governance Framework: A Design-Based Analysis of a Cascade Professional Support Initiative Francesca Storai (INDIRE, Italy) · Paola Nencioni (INDIRE, Italy) · Antonella Zuccaro (INDIRE, Italy)	121
From Distal RAV to Proximal RAV: Peer Review for Actionable School Improvement Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Diego Boerchi (Università Cattolica del Sacro Cuore, Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy)	122
Graduate Students' Views on Infrastructure and Teaching Stuff in Greek Secondary Education System Christos Militopoulos (University of Thessaly, Greece)	123
Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino Francesco Pisanu (Provincia Autonoma di Trento, Italy) · Paolo Pancheri (ITT Marconi Rovereto, Italy) · Daniela Depentori (ITT Marconi Rovereto, Italy) · Francesco Rubino (Provincia Autonoma di Trento, Italy) · Giuseppe Rizza (Provincia Autonoma di Trento, Italy)	124
How do Secondary Schools in Liguria Assess the Well-Being of Students? Possible Paths of Equity, Participation and Reduction of Socio-educational Risk. Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)	125
School Self-Evaluation Data in 'Scuola in Chiaro (Open School)' Platform between Rigor and Participation: the Students' Perspective Michela Freddano (Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione (INVALSI), Italy) · Beba Molinari (Università degli Studi di Roma Tor Vergata, Italy)	126

A.12. When Research Becomes Policy Instrument: Academic Knowledge in Educational Governance and Possibilities for Resistance	127
Research-Based Support in a Cité éducative: Navigating Uncertainties and the Demands of Public Commission	127
Laurie Genet (Cergy Paris Université, laboratoire EMA) · Julie Pelathe (Cergy Paris Université, laboratoire EMA; Insei, laboratoire Ghrapes) · Audrey Boulin (Cergy Paris Université, laboratoire EMA)	
Educational Policy Instruments and Territorial Attractiveness: The Political Dimension of Educational Action Tools	128
Aude-Line Gervais (Aix-Marseille Université, France)	
Academic Research as an Additional Partner in Local Educational Action: Instrumentalization vs. Reflexivity?	129
Cintia Indarramendi (université paris 8, France)	
Playing Both Sides? Between Requests For Expertise And Sociological Research: Opportunities And Constraints For Education Researchers	130
Renaud Cornand (Aix Marseille Université, France) · Ariane Richard-Bossez (Aix Marseille Université, France)	
Collaborative Research Approaches – Opportunities for the Practical Implementation of Recommendations	130
Haxhere Zylfiu (Kosovo Pedagogical Institute, Kosovo)	
Ecosystemic Mapping As A Democratic Research Practice: Beyond The Legitimation Of Educational Governance	132
Alberto Righi (University of Macerata) · Arianna Taddei (University of the Republic of San Marino)	
Researching an Elite Institution from Within: A Reflexive Perspective on Sciences Po Paris	133
Alice Pavie (Université de Nantes, CREN, France) · Mathieu Rossignol-Brunet (Université Bourgogne Europe, IREDU, France) · Marco Oberti (Sciences Po Paris, CRIS, France)	
Ordering The Research, Researching The Orders. Turning Funding-related Obstacles Into Heuristic Elements	134
Raphaël Godefroid (Aix-Marseille Université, France)	
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme	134
Lea Wistuba (University of Siegen) · Livia Jesacher-Rößler (Friedrich-Alexander University Erlangen-Nuremberg) · Sebastian Hösch (Friedrich-Alexander University Erlangen-Nuremberg) · Charlotte Assmann (Friedrich-Alexander University Erlangen-Nuremberg) · Anne Julia Klein (Friedrich-Alexander University Erlangen-Nuremberg) · Nina Bremm (Friedrich-Alexander University Erlangen-Nuremberg)	
Governing Skills Through Quality: Knowledge, Data Infrastructures And The Politics of European VET Coordination	135
Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Eleonora Zecca (Luiss, Italy)	
A.13. Which (Democratic) Professionalism in Neoliberal Times?	137
Research And Education, An Integral Approach To Democracy	137
Mieke Vos - Van der Linden (Utrecht University of Applied Sciences, Netherlands, The)	
AI As Policy Instrument: Technocracy, Data, And Democratic Legitimacy In Public Administration	138
Dimitri Ruggeri (Independent Researcher, Italy)	
Professionalised School Governance and the Evacuation of Politics: Reclaiming Parental Voice in Multi-Academy Trusts in England	139
Karen Healey (University of Manchester, United Kingdom)	
Professionalism, Social Services and the Political Role of Social Workers in Welfare Organizations	140
Maria Pia Castro (University of Catania, Italy)	
Governing Suffering. Genealogy Of Neoliberal Rationality In Territorial Mental Health Services: The Emilia-Romagna Case	141
Leandro De Padua (Univesrity of Bologna, Italy)	
Social Work Education at the Crossroads: Professional Identity, Neoliberal Governance, and the Challenge of Democratic Professionalism	142
Alessia Brunetto (University of Turin, Italy)	
Crises, Uncertainty and Risk – the Role of Democratic Professionalism	143
Jane Lethbridge (University of Greenwich, United Kingdom)	
A Decentralised Tutoring Model in Initial Teacher Education: A Case Study on the Democratic Governance of the School-Based Tutor Role	143
Giovanna Malusà (Free University of Bozen, Italy)	
Professionalism, Resilience and Sharing: the Case of a Community of Practice at the Time of COVID-19	144
Fabio Lucchini (eCampus University, Department of Human and Social Sciences (DiSUS), Novedrate - Como, Italy)	
A.14. Citizenship, social justice and quality in education since early childhood	145
Quality in Family Childcare Services. An Empirical Study	145
Alessio Schiavone (Università degli Studi Roma Tre, Italy) · Concetta La Rocca (Università degli Studi Roma Tre, Italy) · Arianna Lodovica Morini (Università degli Studi Roma Tre, Italy) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre, Italy)	
Quality of Ecec Settings, Services and Systems: Theory and Measurement Challenges in Italy.	146
Cristina Stringher (INVALSI, Italy)	
Promoting Peace and Citizenship Education. From School to Community.	148
Carla Podda (University of Cagliari, Italy)	
Measuring Parental Play Attitudes in Early Childhood: What an Imperfect Quasi-Experimental Design Can Still Tell Us	148
Marco Spampinato (VoisLab - Istituto degli Innocenti, Italy)	
Wellbeing in Schools: Lessons from the Italian National Evaluation System.	150
Cristina Stringher (INVALSI, Italy) · Michela Freddano (INVALSI, Italy)	
Educating the Imaginary: Narrative, Childhood, and Symbolic Disarmament in Peace-Building Processes	151
Silvestro Malara (Università Mediterranea degli Studi di Reggio Calabria, Italy) · Fabiana Milardi (Università Mediterranea degli Studi di Reggio Calabria, Italy)	
Education: a Tool for Peace in Times of Genocide	152
Emanuela Pettinari (University of Bologna, Italy)	

STREAM B · DEMOCRATIC SCHOOLING AND PEDAGOGICAL INNOVATION

153

B.01. Building Inclusive and Democratic Schools Through Students' Psychological Resources

154

Beyond National Canons: Japanese Literary Narratives as a Resource for Emotional Regulation and Democratic Citizenship in Italian Schools

154

Rosa Tiziana Bruno (Universidad "Complutense" Madrid, Spain, Italy)

The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background

155

Serena Verbena (University of Florence, Italy) · Giuseppe Corbelli (UniNettuno University) · Di Brango Noemi (University of Roma La Sapienza) · Virzi Alessia (University of Roma La Sapienza) · Mariotto Michela (University of Roma Tre) · Igor Marchetti (University of Florence, Italy) · Di Bari Cosimo (University of Florence, Italy) · Ioverno Salvatore (University of Roma Tre) · Antonio Zuffianò (University of Roma La Sapienza) · Benedetta Emanuela Palladino (University of Florence, Italy)

Looking To The Future: A Comparison Of Adolescents' And Parents' Experiences And Opinions On Comprehensive Sexuality Education

156

Valeria Bruno (Università degli Studi dell'Aquila, Italy) · Roberto Baiocco (Sapienza Univeristà di Roma) · Jessica Pistella (Sapienza Univeristà di Roma)

Can Social Support Buffer Inequality? Evidence from PISA 2022 on Objective-Subjective Status Gaps and Perceived Social Mobility

157

Althea Bianca Dal Ben (University of Milano-Bicocca, Department of Sociology, Italy) · Marta Branda (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab, Italy)

Youth Political Disengagement and Socio-Political Attitudes: Findings from a Croatian National Study of Political Literacy

158

Jelena Matić Bojić (Institute for Social Research in Zagreb, Croatia) · Nikola Baketa (Institute for Social Research in Zagreb, Croatia) · Lorelaj Lukačin (Institute for Social Research in Zagreb, Croatia)

Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents

159

Simone Zasso (Sapienza University of Rome, Rome, Italy) · Giulia Sailis (Sapienza University of Rome, Rome, Italy) · Lucia Manfredi (Sapienza University of Rome, Rome, Italy) · Giulia Gaggero (University of Trento, Rovereto, Italy) · Lavinia De Marco (Sapienza University of Rome, Rome, Italy) · Stefania Sette (Sapienza University of Rome, Rome, Italy) · Enrico Perinelli (University of Trento, Rovereto, Italy)

Caring for Others in Late Childhood: Self-Regulation, Reward Sensitivity, and Cultural Values as Predictors of Prosocial Behavior in Rural Schools.

160

Eleonora Palliccia (Sapienza University of Rome, Italy) · Laura Di Giunta (Sapienza University of Rome, Italy) · Clementina Comitale (Sapienza University of Rome, Italy) · Giuseppina Cannella (INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa)

B.02. Participatory and Challenge-Based Learning for Educational Innovation, Active Citizenship and Democratic Transformation

162

Convergent Tasks As A Means Of Integrating Biological, Mathematical And Digital Knowledge: A Systematic Approach And Monitoring Of Achievements

162

Dinara Chkambayeva (NIS, Kazakhstan) · Anar Tayapbergenova (NIS) · Anar Sovetova (NIS) · Yekaterina Vyushkova (NIS)

Piloting And Evaluating Challenge-based Learning In Vocational Education A Socio-anthropological Participatory Approach

163

Marta Villa (University of Trento, Italy) · Chiara Bassetti (University of Trento, Italy)

Photovoice and Participatory Democracy: Promoting Agency and Empowerment in the University Community

164

Iva Marino (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy) · Gaetano Di Napoli (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy) · Cinzia Novara (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy)

GEOCIVIS – Geography and Socially Acute Questions for Democratic Citizenship in Primary Education

164

Giacomo Zanolin (University of Genoa, Italy) · Marco Lupatini (SUPSI, University of Applied Sciences and Arts of Southern Switzerland) · Matteo Puttilli (University of Florence, Italy) · Angeliki Kokkoni (University of Florence, Italy)

Monitoring Inference Generation: An Exploratory Study in Paper-Based and Digital Text Comprehension.

165

Agnese Vezzani (University of Modena and Reggio Emilia, Italy)

Building a European Consortium for Intercultural Prison Education: The SPARK Erasmus+ Project

167

Candelas Bayón Cenitagoya (University of Alcalá, Spain) · Andrea Sanz de la Rosa (University of Alcalá, Spain) · Sofía Antequera Manzano (University of Alcalá, Spain) · Carmen Merino Cabello (University of Alcalá, Spain)

From Classroom to Civic Action: Challenge-Based Learning and the TEACH Experience in Democratic Education

167

Claudio Tagliabue (Trentino Social Tank soc. coop., Italy) · Elisa Poletti (Trentino Social Tank soc. coop., Italy)

What Drives Erasmus Mobility Choices? EU vs. Non-EU Destinations Among Italian Students

168

Valeria Caviezel (Università di Bergamo, Italy) · Anna Maria Falzoni (Università di Bergamo, Italy) · Mara Grasseni (Università di Bergamo, Italy)

Third Mission, Interreligious Dialogue And Transversal Pathways To Counter anti-Semitism, Anti-Gypsyism, And Islamophobia: A Historical-religious, Socio-political, And Intersectional Perspective

169

Bernadette Fraioli (Sapienza University, Italy)

Challenge-Based Learning in Practice: A First-Person Reflection in Higher Education

170

Elena Mazzaccara (Università degli Studi di Trento, Italy)

Challenge-Based Learning as a Catalyst for Social Innovation and Agency

171

Francesca Odella (University of Trento, Italy) · Alessandra Scroccaro (University of Trento, Italy)

Queering Educational Spaces: The Intersection of Futures Studies and Challenge-Based Learning for Active Democratic Citizenship

172

Gianpiero Monittola (Univeristy of Trento, Italy) · Stafano Turrini (Univeristy of Trento, Italy) · Lorenzo Angeli (Univeristy of Trento, Italy)

Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education

172

Valerio Pasquazi (ISIA Roma Design, Italy) · Giovanna Merialdo (ISIA Roma Design, Italy) · Sara Andreozzi (ISIA Roma Design, Italy) · Sonia Massari (Università di Pisa) · Massimiliano Datti (ISIA Roma Design, Italy) · Tommaso Salvatori (ISIA Roma Design, Italy)

B.03. Childhood and Democracy in the Digital Age: Building the Foundations of Active Citizenship

174

Emotions In Digital Environments: Building Critical And Preventive Educational Practices In Sardinian Schools

174

Laura Pinna (Università degli Studi di Sassari, DUMAS, Italy) · Maria Luisa Lasio (Università degli Studi di Sassari, DUMAS, Italy)

Building Interpersonal Trust in Digital Contexts to Enhance Democratic Engagement. The Role of Gender

175

Isabella Quadrelli (Univeristy of Urbino Carlo Bo, Italy) · Maria Gabriella Pediconi (Univeristy of Urbino Carlo Bo, Italy) · Michela Brunori (Univeristy of Urbino Carlo Bo, Italy)

Connecting Generations. Using Grandparents' Memories to Build Classroom Community	176
Stefano Costantini (Dipartimento di Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) - Università degli studi di Firenze, Italy)	
Cultural Heritage and Active Citizenship: Transmedia Ecosystems for Democratic Education in Early Childhood	177
Ilaria Curci (Università degli Studi di Napoli Federico II, Italy)	
Digital Competence in Early childhood: the Guidelines for Digital Education in the Di.Co.Each Project	178
Cosimo Di Bari (University of Florence, Italy) · Claudio D'Antonio (University of Florence, Italy)	
Digital Observation In Preschool Settings: Between Ethical Complexity And Educational Innovation	178
Emilia Restiglian (University of Padova, Italy) · Paola Zoroaster (University of Padova, Italy)	
Democracy in the Early Years of Life: The Contribution of Social Work to Building Educating Communities within the Integrated 0-6 System	179
Francesca Schir (Libera Università di Bolzano, Italy) · Diletta Mauri (Libera Università di Bolzano, Italy)	
Protecting Children from the Risks of Algorithmic Bias and Amplified Discrimination of AI Through Educational Strategies and Debiasing Techniques	181
Rosaria Capobianco (Università degli studi di Napoli Federico II, Italy) · Maria Rosaria Strollo (Università degli studi di Napoli Federico II, Italy)	
Indicators of Peace Education in Primary School: A Systematic Literature Review	182
Alessandra Priore (Università degli Studi Mediterranea di Reggio Calabria) · Federica De Marco (Università di Roma "La Sapienza", Italy; Università degli Studi Mediterranea di Reggio Calabria)	
Competences, Bildung Education and Evolution: How Can Humans Adapt to a Changing Digital Habitat?	183
Alessia Marabini (Fondazione Francis Bacon, Italy)	
Digital Technologies and Social Robots in Heritage Education: Development of a Research Protocol	183
Marta Pirro (Università degli studi di Napoli Federico II, Italy)	
B.04. Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy	185
Visual Organization and Cognitive Load in Digital Mathematics Instruction: An Experimental Study in Lower Secondary School	185
Maddalena Galas (Università luav di Venezia, Italy) · Bruno Calza (Università degli studi di Macerata) · Luciano Perondi (Università luav di Venezia, Italy)	
How Can Mathematics Education Help With The Problem Of Social Injustice	186
Karolina Tytko (FCIPS WA, Krakow Poland)	
Graphic Neutralization As A Tool For Democratic Access To STEM Knowledge: Empirical Evidence And Implications For Early Childhood Materials	187
Laura Sisti (Istituto Tecnico Tecnologico Paritario "Abate Zanetti" indirizzo Grafica e Comunicazione, Murano (VE), Italy)	
Beyond Graphicacy: Toward a Framework of Graphic Design Equity in STEM Education	188
Bruno Calza (University of Macerata, Macerata, Italy) · Agnese Addone (Institute for Globally Distributed Open Research and Education (IGDORE), Roma, Italy)	
Flowcharts As Visuo-Operational Tools For Algorithm Thinking Development	189
Giuseppe Romagno (Università luav di Venezia, Italy)	
Comparing Human and Artificial Scientific Images for Learning Enhancement	190
Flavia Politi (Université de Liège; Università di Bologna) · Jeanne Marlot (Université de Liège) · Maria Giulia Dondero (F.R.S.- FNRS; Université de Liège)	
Articulating Narrative Problems in AAC: Logical-Mathematical Representation in Word Problems and Story Problems through Symbols and Spatial Relations	191
Beatrice Scanferla (Università degli Studi di Urbino Carlo Bo, Urbino, Italy; Alpaca Società Cooperativa, Ferrara, Italy) · Berta Martini (Università degli Studi di Urbino Carlo Bo, Urbino, Italy) · Giampiero Dalai (Alpaca Società Cooperativa, Ferrara, Italy) · Agnese Addone (Institute for Globally Distributed Open Research and Education (IGDORE), Gothenburg, Sweden)	
Science Education for Democracy: Unveiling Epistemological and Learning Constraints to Enhance the Didactic Efficacy of Scientific Visual Representations	193
Monica Tombolato (University of Urbino Carlo Bo, Italy) · Giampiero Dalai (University of Urbino Carlo Bo, Italy)	
B.05. Democratic Education and Critical Thinking: Innovative Practices in School	194
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean	194
Stefano Sandrelli (INAF, Italy; IAU Office of Astronomy for Education Center Italy) · Gloria Tirabassi (INAF, Italy; IAU Office of Astronomy for Education Center Italy) · Dunja Fabian (University of Ljubljana, Slovenia) · Hassane Darhmaoui (School of Science and Engineering, Al Akhawayn University in Ifrane, Morocco) · Aysegül Yelkenci (Istanbul Kültür University, Turkey) · Nayra Rodríguez Eugenio (Instituto de Astrofísica de Canarias, Spain) · Jean-Pierre Saghbini (UniversCiel Liban, Lebanon) · Zakaria Belhaj (HPS Foundation, Morocco) · Marc Bou Zeid (UniversCiel Liban, Lebanon) · Alejandra Goded Merino (Instituto de Astrofísica de Canarias, Spain)	
From Diversity to Democratic Competence: Teaching for Democracy in Unequal Societies	195
Manuela Mendoza (Universidad de O'Higgins, Chile)	
The "A Suon di Parole" Tournament: Evaluation of a Success	196
Tatiana Arrigoni (IPRASE, Italy) · Chiara Tamanini (IPRASE, Italy)	
Teaching Social Studies Education in a World on Fire: Reflexive Journaling as Democratic Method with Pre-Service Teachers	197
Kathy Whyntot (University of New Brunswick, Canada) · Melissa Keehn (University of New Brunswick, Canada)	
Fostering Democratic Resilience through Civic Education: Insights from the Role-Play "In Search of the Lost Past"	198
Mattia Zeba (Institute for Minority Rights - Eurac Research, Italy)	
Una Costellazione Luminosa: Cooperative Learning And Expressive Languages To Foster Critical, Creative, And Caring Thinking in Primary School.	198
Annalisa Liuzzi (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children) · Benedetta Melloni (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children) · Vittoria Martignago (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children)	
Educating for Democratic Culture: The Role of Personal Epistemologies in Curriculum and Pedagogy	199
Manuele De Conti (Università Mercatorum, Italy)	
Cultivating Democratic Agency in Primary School: the MiniGiunta project in Rovereto Municipality	201
Chiara Tamanini (University of Trento, Italy) · Paolo Bonafede (University of Trento, Italy) · Sabrina Madeddu (University of Trento, Italy)	
Does Democracy Require Humanistic Education?	201
Martin Strouhal (Charles University, Faculty of Arts, Czech Republic (Czechia))	

Experience as Essence: A "FuoriClasse" Journey. For a Democratic School Outside and Inside the Classroom	202
Federica Bruzzone (IC Pegli, Ada Negri Primary School, experimental project "FuoriClasse", Genoa, Italy)	
Democracy as Deliberative Practice. Ethical Dilemmas and Platone 3.0 AI in the PATHS Model of Critical Democratic Education	203
Samuele Calzone (INDIRE, Italy) · Dario De Santis (INDIRE, Italy)	
Which Factors Shape the Development of Critical Thinking Skills at University	204
Guillaume Cuny (Nantes Université, France)	
Teaching as Inquiry: Philosophy for Children as a Path to the Transformation of Professional Habitus in Early Childhood and Primary Education	205
Daniel Mastro Simone (University of Turin, Italy) · Valerio Ferrero (University of Turin, Italy)	
Philosophy for Children in School-Work Training: Teaching critical thinking through observation and dialogue	206
Nicolò Valenzano (University of Turin, Italy) · Carlo Maggi (University of Turin, Italy)	
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago	207
Eleonora Spada (università degli studi di Palermo, Italy) · Rosalba Ventura (università degli studi di Palermo, Italy) · Elia Danzi (università degli studi di Palermo, Italy) · Alida Cosenza (università degli studi di Palermo, Italy) · Elena Mignosi (università degli studi di Palermo, Italy)	
Service Learning as a Pedagogical Approach to Foster Democratic Citizenship and Critical Thinking	208
Lorenza Orlandini (INDIRE, Italy)	
Cultivating Critical Thinkers for Democratic Life: Innovative Practices in Schooling	209
Tawanda Mataka (CAPE PENINSULA UNIVERSITY OF TECHNOLOGY, South Africa)	
Neosocratic Dialogue and Democratic Culture in Education - A Pedagogical Approach for Cultivating Democratic Competences	210
Evelina Ivanova-Vardzhyska (Sofia University St. Kliment Ohridski, Bulgaria) · Paolo Dordoni (Liceo Pascoli, Bolzano; LIA, Rovereto)	
Structured Discourse Workshops as a Tool for Fostering Democratic Competencies in Schools	211
Patrik Geloneck (Goethe University Frankfurt, Germany) · Monika Oberle (Goethe University Frankfurt, Germany)	
Life Skills Education and Democratic Classroom Practices: Teachers' Experiences of Implementing the Life Skills Training Programme in Primary Schools	212
Elisabetta Nigris (Università degli Studi di Milano-Bicocca, Italy) · Barbara Balconi (Università degli Studi di Milano-Bicocca, Italy) · Sofia Bosatelli (Università degli Studi di Milano-Bicocca, Italy) · Matilda Morosini (Università degli Studi di Milano-Bicocca, Italy)	
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools.	213
Loredana Camizzi (INDIRE, Italy) · Francesco Perrone (INDIRE, Italy) · Valentina Bambini (IUSS PAVIA, Italy) · Chiara Battaglini (IUSS PAVIA, Italy) · Elena Didoni (IUSS PAVIA, Italy) · Chiara Pompei (IUSS PAVIA, Italy)	
Redefining Education in Marginalized Contexts: Innovative Practices in School in Catania	214
Ilaria Piovesan (University of Milan, Italy)	
B.06. Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning	216
Valuing, Practicing deliberately of Regional Language Varieties as an Essential Democratic Actor: The Case of French-Speaking Belgium	216
Corinne Gillon (Haute École de la Ville de Liège, Belgium)	
Didactics of Discussion and Professional Development of Teachers. A Research-training Path in Primary School	217
Beatrice Carbè (Sapienza Università di Roma, Italy) · Giordana Szpunar (Sapienza Università di Roma, Italy) · Patrizia Sposetti (Sapienza Università di Roma, Italy)	
Weaving New Linguistic Patterns And Spaces As A Community	218
Liboria Pantaleo (MCE, Italy)	
Voices in the Lab: Reimagining the Italian EFL Classroom through Dialogic Inquiry and Democratic Practice	218
Alexandra Covaci (University of Salento, Italy; University of Glasgow)	
Seeing Together, Experiencing Together, Thinking Together: Civic Education through the Collaborative Exploration of Images	219
Evelina Ivanova-Vardzhyska (Sofia University St. Kliment Ohridski, Bulgaria)	
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School	220
Valentina Paterna (Istituto Comprensivo King Grugliasco) · Angela Piacente (Parole della Scienza) · Enrica Miglioli (Parole della Scienza) · Paola Valentina Gatto (Parole della Scienza) · Maddalena Zafettieri (Parole della Scienza) · Rosanna Mostrucchio (Parole della Scienza) · Felicita Carenini (Parole della Scienza) · Marco Falasca (Parole della Scienza)	
Discussion as a tool for STEAM learning in ECEC. Reflections and examples from the Scuola Bambini Bicocca	221
Antonella Pezzotti (Fondazione Bambini Bicocca Impresa sociale, Italy) · Michela Pontina (Fondazione Bambini Bicocca Impresa sociale, Italy) · Sara Castellani (Fondazione Bambini Bicocca Impresa sociale, Italy)	
Democratic connectivism through dialogues in Collaborative Online International Learning (COIL): An empirical case study at Italian and US Universities	222
Tunde Szecsi (Florida Gulf Coast University, United States of America) · Debra Giambo (Florida Gulf Coast University, United States of America) · Marianela Rivera (Florida Gulf Coast University, United States of America) · Flavia Stara (University of Macerata, Italy)	
Using Discussion and ODIS in Science Teaching: Action Research in a Primary Classroom	223
Lara Didonè (Università degli Studi di Milano Bicocca, Italy)	
An approach to Children's and Young Adult Literature Didactics: texts, dialogue and cooperative learning.	224
Maria Chiara Mattacchione (Università degli Studi Roma Tre, Italy) · Susanna Barsotti (Università degli Studi Roma Tre, Italy) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre, Italy)	
Training Future Teachers for Classroom Discussion: A Lesson-Study-Inspired Practicum within the "Talking To Learn" Project	225
Andrea Zini (Università degli Studi di Modena e Reggio Emilia, Italy)	
"Rise! – Voices and Bodies of Democracy": when a Performance Becomes a Pretext for Discussion at School	226
Mariangela Scarpini (University of Parma, Italy)	
Singing the Dialogue: Musical Languages and Collaborative Meaning-making as a Tool in Multicultural L2 Classrooms	226
Eleonora Betti (Università degli Studi di Roma Tor Vergata, Italy)	
B.07. Educators as Agents of Change: Enacting Transformative Education in Practice	228
Thinking Together – Critical Reflexivity to Strengthen Diversity-Sensitive Competences in Teacher Education	228
Julia Dr. Ha (PH St.Gallen, Switzerland)	
Empowering Educators as Agents of Change: A Transnational Ecosystem for Transformative and Democratic Schooling	229
Daniela Ferrari (University of Trento, Italy) · Tiziana Faitini (University of Trento, Italy) · Giuseppe Zorzi (University of Trento, Italy) · Michele Nicoletti (University of Trento, Italy)	

Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms	230
Sudeshna Roychoudhury (Dream a Dream, India) · Joseph Thomas Rijo (Dream a Dream, India) · Sreehari Ravindranath (Dream a Dream, India) · Apoorva Bhatnagar (Dream a Dream, India) · Amit V Kumar (Dream a Dream, India)	
Stored in the Body: Embodiment, Power and Transformative Learning in Adult Education	231
Virginia Signorini (University of Milano, Italy)	
Students as Agents of Change? Transformative Education in Democratic Schooling	232
Luisa Conti (University of Jena, Germany) · Julian Conti (Free School Leipzig, Germany)	
ChillOut: an Example of Best Practices in Rehabilitation and Transformative Education	232
Gabriele Brancaleoni (Cadiái Cooperativa sociale, Italy) · Maria Drusiani (Cadiái Cooperativa sociale, Italy)	
Developing Cultural Awareness and Expression in Youth: Dance Teachers' Experiences and Perspectives	233
Ilze Kačāne (Daugavpils University, Latvia) · Oksana Kovzele (Daugavpils University, Latvia)	
The ELCRA Project as a Space for Environmental Literacy and Critical Reflection on Climate Activism	234
Claudia Banchetti (University of Siena, Italy)	
Transformative Practices for Democratic and Sustainable Education in everyday school life: Empirical insights from German schools	235
Nina Goretzko (Freie Universität Berlin, Germany) · Luisa Girnus (Freie Universität Berlin, Germany)	
Educational Emergencies As Transformative Opportunities: Teachers' Perspectives From An Ethnographic Study	236
Anna Chiara Mastropasqua (University of Padova, Italy) · Emilia Restiglian (University of Padova, Italy)	
Conceptions in Education: Making Unexamined Logics Visible for Transformative Practice	237
Lisa Bugno (University of Padova (Italy), Italy)	
Land of the Future or Land of Departure? Dreams, Needs, and “Restanza” Among Students in Agrigento	238
Centro Studi Giuseppe Gati (Centro Studi Giuseppe gati, Italy) · Alessandra Polidori (Centro Studi Giuseppe gati, Italy; Université de Neuchâtel) · Giorgia Giudice (Centro Studi Giuseppe gati, Italy; Wageningen University) · Alessandro Giambrone (Centro Studi Giuseppe gati, Italy)	
Community-Based Experiential Learning for Democratic Education: Promoting Transformative Learning Through City as Text in Higher Education	239
Debra Giambo (Florida Gulf Coast University, United States of America) · Mariana Rivera (Florida Gulf Coast University, United States of America) · Tunde Szecsi (Florida Gulf Coast University, United States of America)	
B.08. Knowledge, Data, and Democracy: Towards Systemic Innovation in School (INDIRE)	240
Reading School through Data: Reflex as a Tool for Democratic Governance and Systemic Innovation	240
Silvia Panzavolta (INDIRE, Italy) · Andrea Nardi (INDIRE, Italy) · Valentina Toci (INDIRE, Italy)	
Generative Artificial Intelligence and Formative Assessment: Designing Learning Pathways for Cognitive and Metacognitive Growth	241
Roberto Trinchero (Università di Torino) · Maria Luisa Boninelli (Università degli studi di Catania) · Susanna Piacenza (Università Telematica eCampus)	
Measuring and Building Data Literacy in Schools: A Multilevel Perspective from EVIDALI and Città dell'Educazione	242
Veronica Mobilio (Fondazione per la Scuola, Italy) · Fabrizio D'Ovidio (Fondazione per la Scuola, Italy)	
Leadership in Education: Lead for Democracy	243
Anna Cristina D Addio (GEM Report UNESCO, France)	
Performing Data Citizenship: Theatre-Based Pedagogies for Critical Data Literacy in Democratic Education	243
Elena Sorba (IULM UNIVERSITY, Italy) · Elisabetta Risi (IULM UNIVERSITY, Italy)	
Data Use in Italian Schools: A Qualitative Analysis of Data Use Processes and Attitudes Towards Data Beyond National assessments	244
Giulia Montefiore (Universitat Autònoma de Barcelona (UAB), Spain) · Antoni Verger (Universitat Autònoma de Barcelona (UAB), Spain) · Gerard Ferrer-Esteban (Universitat Oberta de Catalunya (UOC), Spain)	
B.09. Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges	246
Nature-based Solutions (NBS) as Climate Adaptation Measures: A Green Privilege for Some Schools?	246
Isabel de Maurissens (INDIRE, Italy) · Maria Chiara Pettenati (INDIRE, Italy)	
From Local Communities to Global Challenges: Community Learning and Youth Participation in Cross-Border Alpine Territories	247
Paola Menotto (Università degli studi di Torino, Italy) · Federico Zamengo (Università degli studi di Torino, Italy)	
Educational Community Pacts for Democratic Society	248
Martina Bonci (university of macerata, Italy)	
Learning Communities as Infrastructures for a Just Transition: Climate Education, Youth Participation and Multi-Level Governance	249
Caterina Vetrugno (Italian Climate Network, Italy)	
The RETI Project: Actors' Perspectives on a Community Educational Pact in Porto Torres	250
Irene Culcasi (Lumsa University, Italy) · Italo Fiorin (Lumsa University, Italy) · Marcello Tellini (Porto Torres Municipality's social services) · Maura Benedetti (Lumsa University, Italy)	
The Educating City As An Urban Learning Community: Inclusion And Cultural Tourism In The Case Study Of Palma De Mallorca	251
Alberto Righi (University of Macerata) · Arianna Taddei (University of the Republic of San Marino)	
The Functions of Professional Teams in Addressing the Challenges of Reception Work with Young Migrants	252
Matteo Alpin (Sapienza University of Rome, Italy) · Francesca Alby (Sapienza University of Rome, Italy) · Marilena Fatigante (Sapienza University of Rome, Italy) · Cristina Zuccheromaglio (Sapienza University of Rome, Italy)	
Transnational Learning Communities for Active Citizenship: Lessons from 'Schools Beyond Regions and Borders'	253
Giuseppe Zorzi (University of Trento, Italy) · Daniela Ferrari (University of Trento, Italy)	
Transformative Challenges Between Decolonial Educational Research and Learning Communities: Longitudinal Explorations in Socio-educational Contexts in Kenya	254
Rosita Deluigi (Unimc - Università di Macerata, Italy)	
The Value of Community Networks in Disadvantaged School Settings: lessons from Two Italian Case Studies	255
Cristiano Caltabiano (Fondazione Terzjus ETS, Italy)	
Shifting Educator Perspectives On Challenging Behavior Through A Research–Practice Partnership In Rural Early Childhood Settings	256
Cathy Grist (Western Carolina University, United States of America) · Hannah Thompson (Texas A & M University) · Lori Caudle (University of Tennessee, Knoxville)	
From Media Literacy to Democratic Practice: Youth Learning Communities Confronting Disinformation and AI	257
Laura Bullon-Cassis (Geneva Graduate Institute, Switzerland) · Christine Lutringer (Geneva Graduate Institute, Switzerland)	

Student Co-Research, Learning Communities And The Democratization Of Evidence In Educational Research	257
Juliana Elisa Raffaghelli (Università degli Studi di Padova, Italy)	
“Classi In Rete”: A Form Of Extended Schooling To Support Teachers' Collaboration And Technological Skills	258
Michelle Pieri (Università degli Studi di Trieste) · Stefano Cacciamani (Università della Valle d'Aosta) · Stefania Chipa (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy) · Serena Greco (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy) · Giuseppina Rita Jose Mangione (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy)	
Families as Partners: Learning Communities in Socio-Economically Disadvantaged School Contexts	259
Samy-Jo Kuhn (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany) · Livia Jesacher-Roessler (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany)	
Human-Centred AI and Collective Learning in Socio-Educational Communities: Insights from the TEACH-AI Project	260
Federica Emanuel (eCampus University, Italy) · Marco Rondonotti (eCampus University, Italy)	
Creative Coding for Inclusive Making: Building Transformative Learning Communities Through Digital Fabrication, Mathematical Thinking, and Sustainable Design	261
Federica Selleri (Liceo STEAM International Bologna, FabLab Valsamoggia APS)	
B.10. Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods	263
Valuing Learners' Voice For Democratic Culture: A Case Study On Service Learning Within Plurilingual Education At Primary School	263
Giorgia Fattori (Ca' Foscari University of Venice, Italy)	
Rethinking Youth Participation And Democracy: Lessons From The CINI Method	264
Andrea Plata (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Furio Bednarz (Child in Need Institute - CINI Switzerland) · Eliana Riggio (Child in Need Institute - CINI India)	
Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach	265
Mario Ederoclite (Department of Education Studies, Alma Mater Studiorum University of Bologna, Italy) · Iana Ivanova Tzankova (Department of Education Studies, Alma Mater Studiorum University of Bologna, Italy) · Christian Compare (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy) · Cinzia Albanesi (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy) · Elvira Cicognani (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy)	
Learning Democratic Citizenship Through A European Homelessness Count Service-Learning Project	266
Annalisa Pasini (UNIVERSITA' CATTOLICA DEL SACRO CUORE, Italy) · Monica Amadini (UNIVERSITA' CATTOLICA DEL SACRO CUORE, Italy)	
Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities	267
Irene Culcasi (Lumsa University, Italy) · Valentina Furino (Lumsa University, Italy) · Maria Cinque (Lumsa University, Italy) · Fulvio Natalini (Lumsa University, Italy) · Ioana Zagrean (Lumsa University, Italy)	
Service Learning and Teacher Training: Analysis of a Blended Learning Experience	268
Paola Zini (Università Cattolica del Sacro Cuore, Italy) · Simona Ferrari (Università Cattolica del Sacro Cuore, Italy) · Alessandro Sacchella (Università Cattolica del Sacro Cuore, Italy)	
B.11. Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments	270
Descriptive Feedback From INVALSI National Tests And Student Motivation To Learn	270
Antonella Mastrogiovanni (INVALSI, Italy) · Cristiana De Santis (INVALSI, Italy)	
Integrated Teaching and Motivation: Preliminary Findings from Ongoing Research	271
Alessandro Barca (Università degli Studi Link Campus, Italy) · Maria Concetta Carruba (Pegaso University, Italy)	
Outdoor Education and Digital Technologies: Promoting Metacognition and Motivation in Students through Hybrid Learning Environments	272
Alessandra Natalini (Link Campus University, Italy)	
Teachers' Self-Efficacy and Emotional Intelligence: Exploring the Implementation of Self-Regulated Learning Strategies in Inclusive Classrooms	273
Sara Gabrielli (Link Campus University, Italy) · Riccardo Mancini (Link Campus University, Italy) · Riccardo Sebastani (Link Campus University, Italy)	
School, Territory, and Data-Informed Alliance Against School Dropout: Identity, Meaning, and Motivational Processes Among Adolescents	274
Marco Giganti (University of Bergamo, Italy) · Michela Zambelli (Catholic University of the Sacred Heart, Italy)	
Project-Based Learning As A Motivation-Supporting Strategy	274
Ludovico Vespasiani (University of Salerno, Italy) · Rosa Vegliante (University of Salerno, Italy) · Sergio Miranda (University of Salerno, Italy)	
Teacher Motivation and Participation in Inclusive Learning Environments: A Survey of Specialist Support Teachers	275
Antonio Balestra (Link Campus University, Italy) · Maria Grazia Simone (e-Campus University, Italy) · Daniela Maggi (e-Campus University, Italy)	
B.12. Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal	276
A Participatory Renewal Pathway In Schools: Student Voices From An Intercultural Peer Mentoring Project	276
Matteo Umbro (University of Rome "Tor Vergata", Italy)	
Student Participation in School Governance: A Critical Literature-Based Reflection on Democratic Spaces	277
Mafalda Villa (Universidade Nova de Lisboa, Portugal) · Susana Batista (Universidade Nova de Lisboa, Portugal)	
The "Together" Methodology: Strengthening Child and Youth Participation in Public Decision-Making	278
Margherita Brasca (SOS Villaggi dei Bambini ETS, Italy) · Marcela Baxanean (SOS Villaggi dei Bambini ETS, Italy)	
Challenging Adultcentrism through Pedagogical “Counter-Movements”: the Case of the Closlieu Setting within a Public Montessori Primary School	279
Maura Tripi (Lumsa University, Italy) · Alessia Trivigno (University of Milano-Bicocca, Italy)	
From Learning for Democracy to Democracy for Learning: Rethinking School Through Student Voice	280
Giulia Pastori (University of Milano-Bicocca, Italy) · Valentina Paganì (University of Milano-Bicocca, Italy) · Chiara Paganuzzi (University of Milano-Bicocca, Italy) · Alessia Lambicchi (University of Milano-Bicocca, Italy)	
Towards an Ecosystemic Model of Global Citizenship Education: Between the Capability Approach and Participatory Practices	281
Valeria Catania (Università di Catania, Italy)	

Understanding Youth Political Disengagement: Perspectives of Final-Year Secondary School Students	282
Nikola Baketa (Institute for Social Research in Zagreb, Croatia) · Jelena Matić Bojić (Institute for Social Research in Zagreb, Croatia) · Lorelaj Lukačin (Institute for Social Research in Zagreb, Croatia)	
The Student's Voice: A Three-Year Study in a School Undergoing Perspective Change Analysis of a School Transformation: Innovation in Learning Environments and Overcoming Sociocultural Prejudice	283
Lucia Tagliaferri (Scuola Secondaria di primo grado, Dante Carducci Piacenza Italy) · Filippo Rebecchi (Scuola Secondaria di primo grado, Dante Carducci Piacenza Italy)	
School Libraries and Democratic Learning Environments: Evidence from a National Italian Survey	285
Andrea Nardi (INDIRE, Italy) · Elisabetta Cigognini (INDIRE, Italy) · Francesca Pestellini (INDIRE, Italy)	
Empowering Young Patients: co-designing a Charter for the Right to Participation of Hospitalised Children	286
Federico Neri (ActionAid International Italia E.T.S., Italy) · Maria Sole Piccioli (ActionAid International Italia E.T.S., Italy)	
Beyond Representative Participation: Organisational and Pedagogical Configurations of School Democracy	287
Chiara Dina Paganuzzi (University of Milano-Bicocca, Italy)	
School Participatory Budgeting: Rethinking Democratic Governance	288
Stefano Stortone (BiPart Impresa sociale srl, Italy)	
Changing Schools from within: Levers for Transformation Based on a Case Study from Germany	289
Luisa Girmus (Free University of Berlin, Germany) · Nina Goretzko (Free University of Berlin, Germany) · Anna Schnepfer (Free University of Berlin, Germany)	
B.13. Schools as Community Hubs. Learning Ecosystems for Democracy across Pedagogy, Health, Architecture, and Urban Planning	290
Opening, Welcoming, Transforming. Small Schools as Community Architecture Labs	290
Flavia Vaccher (Università Iuav di Venezia, Italy)	
Exploring Futures Through Territory: Education Outside the Classroom as Pedagogical Leverage for Lifelong Orientation	291
Erica Biagini (University of Modena and Reggio Emilia, Italy)	
Roots and Permeable Boundaries: the 0-6 Integrated System Between Community, Space, and Educational Continuity	292
Alessia Rosa (INDIRE, Italy) · Michela Bongiorno (INDIRE, Italy)	
Youth Hubs as Community Learning Ecosystems: Student Voice, Community Spaces and Democratic Participation	293
Maria Sole Piccioli (ActionAid Italia, Italy) · Federico Neri (Scaro Community)	
The "Rinnovata": the Shared Construction of a School as a Driver of Social Transformation	294
Franca Zuccoli (Università degli Studi di Milano-Bicocca, Italy) · Anna Teresa Ferri (Istituto Comprensivo Rinnovata Pizzigoni) · Gabriele Locatelli (Cooperativa CAeB)	
Educational Living	294
Micaela Donatella Castiglioni (Università Studi di Milano-Bicocca, Italy)	
From Classroom to City: Co-designing Educational and Urban Spaces as Democratic Practice	295
Gina Chianese (Università di Trieste, Italy) · Barbara Bocchi (Università di Trieste, Italy)	
From 'Atelier Creativi' to Community Hubs: A 10-Year Retrospective on School Makerspaces in Italy	296
Lorenzo Guasti (INDIRE, Italy)	
Patrimoni in valigia: Schools as Community Hubs for Democratic and Inclusive Learning Ecosystems	297
Pamela Giorgi (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · Irene Zoppi (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · Valentina Pedani (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · Rubina Bazzani (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa))	
RES School Centers in Genoa: a Program of Schools that learn with the local Community	298
Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)	
Universal Design for Learning as Democratic Infrastructure: Ecosystemic Design in Initial Teacher Education	299
Sabrina Galasso (Link Campus University, Rome, Italy (Tutor Coordinator in Initial Teacher Education Programmes), Italy)	
"Wood Snoezelen". From Research, To Project, To Start-up: A Multisensory Environment With Untreated Wood For Inclusive Schools As Community Hub	300
Massimo Rossetti (Università Iuav di Venezia, Italy) · Agata Tonetti (Università Iuav di Venezia, Italy) · Chiara Carrara (Università Iuav di Venezia, Italy)	
Shot-Reverse Shot: Schools as Territorial Hubs, Territories as Learning Ecosystems	301
Valentina Rossella Zucca (Politecnico di Milano, Italy)	
School Libraries as Community Hubs: Challenges and Enabling Conditions	302
Andrea Nardi (INDIRE, Italy) · Francesca Pestellini (INDIRE, Italy)	
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany	303
Silvia Panzavolta (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · Lorenza Orlandini (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · Raffaella Carro (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · Antonio Lezzi (Ufficio Scolastico Regionale della Toscana (URST), Italy) · Pierpaolo Infante (Ufficio Scolastico Regionale della Toscana (URST), Italy) · Francesca Gallo (Ufficio Scolastico Regionale della Toscana (URST), Italy)	
The Skin of School: A Recognition of Multispecies Schools in Urban Setting	304
Federica D'Amato (Università degli Studi di Bari Aldo Moro, Italy) · Carla Baldissera (Università Iuav di Venezia, Italy)	
From Proximity Schooling to Community Hub Reframing the Forme Scolaire through Educational Community Alliances in Italian Small Schools	305
Giuseppina Rita Jose Mangione (INDIRE, Italy) · Stefania Chipa (INDIRE, Italy) · Giuseppina Cannella (INDIRE, Italy)	
B.14. Service Learning As A Strategy For Institutional Reflexivity And Student Empowerment	306
Service Learning as a Pedagogical Tool for Student Agency and Autonomy	306
Massimiliano Naldini Indire (INDIRE, Italy)	
Reagenti and Strabene: Youth-Led Participatory Practices as Laboratories for Democratic Citizenship. Competencies, Perceptions and Alignment with Service Learning	307
Patrizia Lotti (INDIRE, Italy)	

Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration	308
Camelia Radulescu (The University of Bucharest, Romania) · Gabriela Nisipeanu (The University of Bucharest, Romania) · Elena Ungureanu (The University of Bucharest, Romania) · Irini Apostolou (National and Kapodistrian University of Athens) · Sabine Hennig (Paris-Lodron Universität Salzburg) · Barbara Sonzogni (Università degli Studi di Roma “La Sapienza”) · Bianca Bonaccorsi (Università degli Studi di Roma “La Sapienza”) · Brândușa Fecioru (Foundation of the University of Bucharest Virtute et Sapientia)	
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE	309
María Luisa Santos-Pastor (Universidad Autónoma de Madrid, España) · Nuria Cuenca-Soto (Universidad Autónoma de Madrid, España) · Camelia Radulescu (Universidad de Bucarest) · María Dental (University for Foreigners of Perugia) · Laura Tolentino (Universidad Sapienza de Roma) · Irini Apóstolo (Universidad Nacional y Kapodistrian de Atenas) · L. Fernando Martínez-Muñoz (Universidad Autónoma de Madrid, España) · Pilar Aramburuzabala-Higuera (Universidad Autónoma de Madrid, España) · Rosario Cerrillo-Martin (Universidad Autónoma de Madrid, España) · Elena López de Arana (Universidad Autónoma de Madrid, España)	
Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping	310
Simona Manuela Antonietta Gozzo (Università degli Studi di Catania) · Elvira Celardi (Università degli Studi di Catania) · Marta Basile (Università degli Studi di Catania) · Simone La Mela (Università degli Studi di Catania) · Agnese Micciché (Università degli Studi di Catania)	
Contexts, Mechanisms and Effects in Service Learning Programs: A Realistic Evaluation	311
Matteo Gerli (University for Foreigners of Perugia, Italy) · Stefania Tusini (University for Foreigners of Perugia, Italy) · Maria Dentale (University for Foreigners of Perugia, Italy)	
Service Learning between public and civic engagement: the case study of University of Bari Aldo Moro	312
Armida Salvati (Università degli studi di Bari Aldo Moro, Italy) · Valeria Quarto (Università degli studi di Bari Aldo Moro, Italy)	
B.15. Shared And Dialogic Reading Aloud And Its Equitable Benefits	313
Enhancing Implementation of Shared-Reading Interventions to Advance Equity	313
Laura Justice (Ohio State University, United States of America)	
The Right To Anger And Dialogic Transformation: Reading Aloud As A Device For Narrative Equity	314
Rosa Tiziana Bruno (Universidad “Complutense” Madrid, Spain)	
Irony, Desire and Self-Writing: Read-Aloud as a Transformative Practice in Adolescence	314
Chiara Carletti (University of Siena, Italy)	
The Teacher's Gaze in Shared Reading Aloud Logbooks: An Analytical Model of Classroom Observation Practices	315
Mattia Iovita (University of Perugia) · Luca Padalino (University of Perugia)	
Dialogic Interruptions During Read-Aloud: An Empirical Classroom Study with Collodi's Pinocchio	316
Flahert Joel Dhima (Libera Università di Bolzano, Italy)	
Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries	317
Leonardo De Pascalis (University of Bologna, Italy; University of Liverpool, UK) · Hallam Cooper (University of Oxford, UK) · Nicolas Dowdall (Stellenbosch University South Africa) · Lynne Murray (University of Reading, UK) · Mark Tomlinson (Stellenbosch University South Africa)	
Shared and Dialogic Reading Aloud in Multilingual Contexts – The Picturebook Die Heule Eule/La Civetta Disperetta in a Ladin Primary School	318
Jeanette Hoffmann (Free University of Bozen-Bolzano, Italy)	
B.16. Agency, Citizenship and Transformative Education for Social Justice, Democracy and Sustainability	319
Preventing Peer Violence in Schools: the Applying Safe Behaviours Participatory Approach with Vulnerable Adolescents	319
Teresa Pietravalle (SOS Villaggi dei Bambini ETS, Italy) · Margherita Brasca (SOS Villaggi dei Bambini ETS, Italy)	
Youth Practices of Restanza in Southern Italy	320
Alessandra Polidori (University of Neuchâtel, Switzerland)	
Pedagogy and Generative Teaching for Democratic Participation	321
Mina De Santis (University of Perugia) · Agnese Rosati (University of Perugia) · Edoardo Renzi (University of Perugia)	
Steps towards sustainable schools: Understanding the relation between children's Values and their Environmental Orientations	322
Petra Auer (Free University of Bozen-Bolzano, Italy) · Stephanie Mian (Free University of Bozen-Bolzano, Italy) · Elisabeth Gsottbauer (Free University of Bozen-Bolzano, Italy)	
Changing School to Change City	323
Lucia Sorce (ICS Rita Borsellino, Italy)	
Citizenship and Democratic Principles	324
Agnese Rosati (University of Perugia, Italy) · Edoardo Renzi (University of Perugia, Italy) · Mina De Santis (University of Perugia, Italy)	
Words, Poverty, and Shared Reading: Language Between Access and Inequality	325
Keren Ponzo (University of Wien, Italy) · Agnese Rosati (Università degli studi di Perugia)	
Bodies In-movement as a Tool for Promoting Transformative Learning	326
Antonina Eugenia Ferruzza Marchetta (University of Palermo, Italy) · Eliana Danzi (University of Palermo, Italy)	
Scicafè Transforming a Lower Secondary School into a Community Hub for Scientific Citizenship and Student Agency	327
Paolo Martena (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy) · Elisabetta Dell'Atti (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy) · Flavia Lia Aventaggiato (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy)	
Counter-Narratives And Climate Activism: Radical Perspectives And Practices Of Transformative Education	328
Davide Palma (University of Siena, Italy)	
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study	329
Luca Faticcioni (Liceo Don Lorenzo Milani - Romano di Lombardia, Italy) · Elena Raffetti (Karolinska Institutet - Stockholm) · Franca Ida Rossi (Liceo Vittorio Colonna - Roma) · Riccardo Serraino (Università Cattolica del Sacro Cuore - Roma) · Carlo Torti (Università Cattolica del Sacro Cuore - Roma) · Elena Zacchilli (Liceo Statale Niccolò Machiavelli - Roma) · Giovanna Barzanò (Rete Dialogues for Futures)	
B.18. Educational Professionals, Teacher Education and Organisational Well-Being	330
Perceived Autonomy Support Among Colleagues and Teachers' Psychological Need Satisfaction: Implications for Motivating Teaching Styles	330
Sara Germani (Link Campus University, Italy) · Ludovico Vespasiani (University of Salerno, Italy)	
Multicultural Attitudes and (De)Motivating Teaching Styles in Primary School: A Study with In-Service and Pre-Service Teachers	331
Clara Leone (Sapienza University of Rome, Italy) · Sara Germani (Link Campus University, Italy) · Giordana Szpunar (Sapienza University of Rome, Italy)	

Initial Training of Socio-Pedagogical Educators: Motivation to attend L-19 Bachelor's and Competence Self-Evaluation	332
Maria Grazia Rionero (Università degli Studi di Firenze) · Sara Germani (Link Campus University)	
Beyond Bureaucracy: Regenerating Public Administration through Life Skills. A Case Study of a Large-Scale School Network in Southern Italy.	333
Ivano De Luca (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Simone Aldo Buonporto (IDCERT Società Benefit srl)	
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices	334
Hannah Thompson (Texas A&M University, Texas, United States) · Lori Caudle (University of Tennessee, Knoxville, Tennessee, United States) · Cathy Grist (Western Carolina University, North Carolina, United States) · Margaret Quinn (Texas A&M University, Texas, United States) · Frances Harper (University of Tennessee, Knoxville, Tennessee, United States)	
The Ethereogeneous Class: How the Teachers Should be to Face the Complexity of School Groups	335
Alessia Cividin (UCIIM, Italy)	
B.20. Governance, Inequalities and Educational Pathways	336
Schooling Under Shifting Rule: Education, Harm Regulation, and Legitimacy in Afrin	336
Marie Kortam (War Child, France)	
Career and Educational Guidance Across Theory, Policy, and Practice	337
Teodora Lattanzi (University of Turin, Italy) · Ester Bonomi (University of Milan, Italy)	
Between Devaluation And Self-Determination: Migrant And Refugee Women Confronting The Recognition Of University Degrees In Italy And Greece	338
Teresa Ester Cicirelli (Università degli studi di Bari Aldo Moro, Italy) · Enrica Sgobba (Università degli studi di Bari Aldo Moro, Italy) · Anna Fuasta Scardigno (Università degli studi di Bari Aldo Moro, Italy)	
The School-Family Partnership for Participatory Renewal: A Collaborative Planning Initiative Between Teachers and Parents	339
Dalila Raccagni (Università Cattolica del Sacro Cuore, Italy) · Paola Zini (Università Cattolica del Sacro Cuore, Italy)	
Supporting the Transition from University to Professional Practice: Internship and Lifelong Guidance in Educator Training	340
Roberta Bertoli (Università di Parma, Italy)	
STREAM C · TEACHERS, SCHOOL LEADERSHIP AND PROFESSIONAL CULTURES	341
C.01. Continuity, Pedagogical Care, and Educational Justice in Hospital and Home Instruction	342
Healing by Caring: the Educational Relationship in the Hospital School	342
Gemma Errico (Università Niccolò Cusano, Italy)	
The AAT Model in Hospital Schools as a Generative Pedagogical Approach	342
Diana Olivieri (Università Niccolò Cusano, Roma, Italy) · Carlo Macale (Università Niccolò Cusano, Roma, Italy)	
Augmentative and Alternative Communication in Hospital School: A Matter of Educational and Health Justice for Students with Complex Communication Needs	343
Edoardo Dalla Mutta (University of Genoa, DLCLM, Italy; ITD CNR, Italy) · Vincenza Benigno (University of Genoa, DLCLM, Italy)	
Pain, Temporal Discontinuity, and Educational Continuity: An Ontological, Phenomenological, and Hermeneutic Perspective on Hospital and Home Schooling	344
Letizia Cipriani (Università degli Studi Niccolò Cusano, Italy) · Andrea Velardi (Università degli Studi Niccolò Cusano, Italy)	
Teacher Self-Efficacy and Educational Continuity in Hospital Schooling: Professional and Organizational Contexts	345
Elisabetta Faraoni (Università Niccolò Cusano, Italy) · Francesco Maria Melchiori (Università Niccolò Cusano, Italy)	
Nietzsche's Great Health and subjective well-being: Autobiographical writing as self-care	346
Giulia Parzani (Laboratorio di metodologia della ricerca e analisi dei dati per le scienze del comportamento) · Maria Vittoria Battaglia (Laboratorio di metodologia della ricerca e analisi dei dati per le scienze del comportamento)	
Reading Aloud as Pedagogical Care in Hospital Schooling : a teaching proposal for secondary school beyond literacy	347
Chiara Pastore (Università Link Campus, Italy)	
Words That Care: Creative Reading and Emotional Education in Pediatric Contexts – The “Gentle Fairy Tales” Project	348
Federica Gualdaroni (Università Niccolò Cusano-Roma, Italy) · Francesca Favotto (Università Niccolò Cusano-Roma, Italy) · Serena Noè (Università Niccolò Cusano-Roma, Italy)	
The Educational Dimension As A Protective Factor In Paediatric Palliative Care At Home	349
Michele Corriero (università Nicolo Cusano, Italy)	
Alliances and Boundaries: Networking Between School, Family and Healthcare Team in Hospital Schooling and Home Education	350
Sara Selmi (Università Pegaso, Italy) · Giorgia Cesarini (Università Pegaso, Italy)	
Hospital Education. The Overview of a Challenging Situation for Inclusive Processes.	351
Milena Pomponi (University Roma Tre, Italy)	
C.02. Ethno-racial Diversity and Other Biographical Traits in Educational Professions: Possible Challenges for Democratic Education	352
Roma Teachers' Resilience: A Sociological Study of Life Course Experiences and Professional Impact	352
Tímea Ceglédi (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities)) · Kitti Kozma (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities)) · Ilona Dabney-Fekete (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities))	
Culturally Responsive Teaching For Promoting Transformative And Democratic Learning In Higher Education	353
Nicolina Bosco (University of Siena, Italy) · Claudio Melacarne (University of Siena, Italy)	
Teachers with Disabilities between Discrimination and Counter-Narrative: Activism Practices and the Redefinition of Professional Identity	354
Francesca Sommaruga (Università degli Studi di Milano-Bicocca, Italy)	
Racialized Teachers and Educators in Italy: Barriers, Experiences, and Implications for Inclusive Education	355
Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italy) · Rahma Nur (Indepent Researcher - Primary Teacher)	
The Role of Teaching Staff in Fostering Inclusive, Intercultural Education: Insights on the Impact of Migrant Backgrounds	356
Benedetta Melloni (University of Modena and Reggio Emilia & Reggio Children Foundation, Italy)	
Academic Pathways and the Teaching Profession for Young People from International Backgrounds	357
Rita Bertozzi (Università di Modena e Reggio Emilia, Italy) · Basma Aissa (CONNGI)	

From Male Shortage to Teacher Diversity: An Opportunity to Challenge the Mainstream Curriculum in Education?	357
Greta Persico (Università degli Studi di Milano Bicocca, Italy)	
C.03. Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields	359
Teachers' Professional Wellbeing in Italy: A Critical Literature Review and Policy Proposals	359
Emanuela Spano' (University of Cagliari, Italy) · Marco Pitzalis (University of Cagliari, Italy) · Gabriele Pinna (University of Cagliari, Italy)	
Strengthening Professional Identity and Well Being in Professional Teacher Education: Insights from Finland	361
Hanne Mäki-Hakola (Tampere University of Applied Sciences, Finland) · Nina Smolander (Tampere University of Applied Sciences, Finland)	
Teacher Professionalism In Italian Secondary Schools: Between Teacher Education Policies and Transformations Of School Work	362
Noemi Palladino (Sapienza, Università di Roma, Italy)	
Guiding Teachers: Professional Reflexivity to Support Students	363
Miriam Bassi (University of Foggia, Italy)	
Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity	364
Lia Pappámikail (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · Susana Batista (NOVA FCSH; CICS.NOVA) · Cláudia Urbano (NOVA FCSH; CICS.NOVA) · Ana Kubrusly (NOVA FCSH; Escola Superior de Educação do Instituto Politécnico de Setúbal (IPS); CICS.NOVA) · Lúcia Marôpo (Escola Superior de Educação do Instituto Politécnico de Setúbal (IPS); CICS.NOVA)	
A Profession Under Strain: Short-term Policy Fixes and Long-term Planning Gaps in Portugal's Teacher Workforce	365
Lia Pappámikail (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · David Beirante (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · Helena Luis (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · Marisa Correia (Santarém Polytechnic University, School of Education, CIEQV, Portugal)	
The Reflective Community: Reimagining Teacher Identity and Well-being through Collective Critical Reflexivity in European Educational Fields	366
Alexandra Covaci (University of Salento, Italy; University of Glasgow)	
Reconfigurations of the Teaching Vocation: Engagement, Well-Being and Professional Regimes from the Perspective of School Leadership	366
David Beirante (Instituto Politécnico de Santarém, Portugal; Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · Pedro Caetano (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · Ana Neves (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · Francisco Ferreira (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal; Universidade de Lisboa Faculdade de Letras, Portugal)	
This is the Serious Work: Teacher Joy in Culturally and Linguistically Diverse Teaching and Learning Environments	367
Kathy Whynot (University of New Brunswick, Canada)	
Vocation and Emancipation. The Place of Work and Teaching in Students' Utopian Aspirations.	369
Baptiste Legros (Université Paris Est Créteil, France)	
C.04. Research-based Teacher Professional Development as a Model of Professional Reflection for Teachers and Researchers	370
Co-designing STEAM Activities: A Participatory Framework for Teachers' Professional Development Through Action Research and Maker Culture	370
Federica Selleri (FabLab Valsamoggia APS, Università di Foggia, Italy)	
Graduate Teaching Assistants In The Third Dimension: Identity And Career Continuation	371
Kristyna Campbell (King's College London, United Kingdom) · Kaiyun Feng (King's College London, United Kingdom)	
Research-based Teacher Professional Development and Citizenship Education: Insights from a research on Democratic Learning Environments	372
Valeria Damiani (LUMSA University, Italy)	
Bridging School and Territory through the Atelier: Teacher Professional Learning in Context	373
Stefania Bettuzzi (University of Modena and Reggio Emilia, Italy)	
An Exploratory Analysis of Factors Affecting the Research-based Teacher Professional Development Model: Reflections on a Case Study	374
Alessandro Oro (University of Bologna, Italy) · Elisa Guasconi (University of Bologna, Italy)	
Research-Based Professional Development to Contrast Educational Poverty and Cultural Disadvantage: An Exploratory Triangulation of Stated and Perceived Teaching Practices	375
Ira Vannini (University of Bologna, Italy) · Francesca Fioretti (LUMSA University of Rome, Italy) · Alessandro Oro (University of Bologna, Italy) · Marta Cecalupo (Sapienza University of Rome, Italy)	
Narrative Construction Of Teacher Identity And University Tutoring: A Case Study In The Primary Education Sciences Degree Program	376
Donatella Visceglia (Roma Tre University, Italy) · Ester Caparrós Martín (University of Malaga (Spain)) · Nieves Blanco Garcia (University of Malaga (Spain)) · Amalia Lavinia Rizzo (Roma Tre University, Italy)	
Evaluating Professional Identity Of Teachers: Emerging Issues For Teacher Education	377
Mariella Tripaldi (Università Cà Foscari Venezia, Italy) · Giacomo Zavatta (Università Cà Foscari Venezia, Italy)	
Supporting Teachers' Professional Reflection through Pedagogical-Didactic Documentation: Evidence from a Mixed-Methods Study	378
Sofia Bosatelli (University of Milan-Bicocca, Italy)	
The Laboratori del Sapere as an Exercise in Research–Training	379
Serena Goracci (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Alessandra Anichini (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Loredana Camizzi (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Rachele Borgi (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Ciro Minichini (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy)	
C.06. Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues	380
Embracing Peer Culture: Training Teachers in the Collective Version of the Folktale	380
Claudia Chellini (INDIRE - National Institute for Documentation, Innovation and Educational Research, Italy)	
School Cultures And Teachers' Professionalization: Research-Based Reflections On Complex Relations	381
Simone Seitz (Free University of Bolzano, Italy) · Giulia Consalvo (Free University of Bolzano, Italy)	
Quality, Evidence, and Professional Agency: A Peer-Review-Inspired Approach to TPD in Schools	382
Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Diego Boerchi (Università Cattolica del Sacro Cuore, Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy)	
Research-Training Professional Trajectories: Self-Assessment and Metaphors as Reflective and Transformative Devices	383
Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy) · Valeria Catania (Università degli Studi di Catania, Italy)	

Rethinking the Impact of Teacher Professional Development with a focus on the Ricerca-Formazione Perspective: Insights from a Scoping Review	384
Sofia Bosatelli (Università di Milano Bicocca) · Laura Landi (Università di Modena e Reggio Emilia, Italy) · Alessandra Boscolo (LUMSA)	
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development	385
Alexandra Tosi (INDIRE, eTwinning Italian NSO, Italy) · Sara Martinelli (INDIRE, Italy) · Jacopo Condò (INDIRE, eTwinning Italian NSO, Italy) · Elena Bettini (INDIRE, eTwinning Italian NSO, Italy) · Maria Chiara Pettenati (INDIRE, Italy)	
Rethinking "Impact" in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map	386
Laura Parigi (INDIRE, Italy) · Maurizio Gentile (CRESPI - "Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy) · Elisabetta Cigognini (INDIRE, Italy) · Elisa Truffelli (CRESPI - "Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy) · Margherita Di Stasio (INDIRE, Italy) · Alessandra Rosa (CRESPI - "Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy)	
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study	387
Elena Luppi (University of Bologna, Italy) · Flavio Brescianini (University of Bologna, Italy) · Veronica Mobilio (Fondazione per la Scuola) · Maria Chiara Pettenati (INDIRE) · Aurora Ricci (University of Bologna, Italy) · Alexandra Tosi (INDIRE)	
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment	388
Matteo Adamoli (eCampus University, Italy) · Federica Emanuel (eCampus University, Italy) · Michele Marangi (eCampus University, Italy) · Marco Rondonotti (eCampus University, Italy) · Paolo Raviolo (eCampus University, Italy)	
Formative Assessment as a Lever For Teacher Professional Development: Evidence From The Italian Teacher Self-Assessment Framework	389
Sara Martinelli (INDIRE, Italy) · Maria Chiara Pettenati (INDIRE, Italy)	
C.07. Teachers and Principals in Contemporary Education Systems: Working Conditions, Professional Dynamics and Effectiveness	390
Middle Leadership and the Political Dimension of Teaching: Insights from the Italian School System	390
Valerio Ferrero (University of Turin, Italy)	
Social Recognition, Professional Development, Career and Evaluation of Teachers, The Views of Lombard Teachers and Experts	391
Marcello Soprani (Ministero dell'Istruzione e del Merito - Unibz, Italy)	
Teachers' Professional Narratives and Educational Inequalities: Constructing Migrant Students' Trajectories in Italian Schools	394
Francesco Camattini (Università La Sapienza, Italy)	
Pathways into Teaching: Recruitment, Timing, and Career Stabilization	395
Ivan Blancato (Università degli Studi di Milano Bicocca, Italy)	
Better Environment, Better Teaching: The Power of Teachers' Networks	396
Teodora Uberti (Università Cattolica del Sacro Cuore, Italy) · Giulietta Zanga (Università degli Studi di Milano, Italy)	
How Teachers Evaluate Their Work: A Multidimensional Analysis of Italian Teachers' Job Satisfaction	396
Giorgio Piccitto (Università degli Studi di Milano Bicocca, Italy) · Ivan Blancato (Università degli Studi di Milano Bicocca, Italy)	
Towards a History of School Leadership Professionalism. The Case Study of Giancarlo Cerini, Primary School Headteacher in Italy in the 1980s	397
Mirella D'Ascenzo (University of Bologna, Department of Education Studies) · Gabriella Pagnotta (University of Bologna, Department of Education Studies)	
From Lecturing to Active Learning? Teaching Practices and Professional Self-Efficacy among Italian Teachers	398
Giulia Pastori (UNIVERSITY OF MILAN-BICOCCA, Italy) · Valentina Pagani (UNIVERSITY OF MILAN-BICOCCA, Italy)	
Teachers' Occupational Health and Organisational Support in Italian Schools: Evidence from the "4th Teachers' Living and Working Conditions" and "HBSC Teachers" Surveys	399
Marta Branda (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab) · Luca Piero Vecchio (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab) · HBSC Lombardy Research Group (DG Welfare Lombardia (Italy)) · Veronica Velasco (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab)	
Self-Efficacy and Organizational Levers in Italian Teaching: Profiles, Resources, and Professional Outcomes	400
Iacopo Moreschini (Department of Sociology and Social Research, University of Milan-Bicocca, Italy) · Paolo Guandalini (Department of Psychology and Cognitive Science, University of Trento)	
Digital Technologies in Italian Classrooms: Practices, Attitudes, and Emerging Challenges	401
Giovanni Maria Abbiati (University of Brescia, Italy) · Gianna Cappello (University of Palermo) · Emiliano Grimaldi (University of Naples) · Marco Gui (University of Milan-Bicocca)	
Education for Democracy in the Civics Classroom – Effects of Teacher Training Courses and Classroom Interventions	402
Marvin Masella (Goethe University Frankfurt, Germany) · Monika Oberle (Goethe University Frankfurt, Germany)	
Teachers' Working Conditions And Perceived Effectiveness In Heterogeneous Classrooms: Evidence From A Factorial Survey Experiment	403
Elisa Manzella (Università degli studi di Milano-Bicocca, Italy) · Valentina Tobia (Università Vita-Salute San Raffaele, Italy)	
Vocation, Choice or Serendipity? Biographical Paths towards Special Education Profession	404
Anna Carola Freschi (University of Siena, Italy, Department of Social, Political and Cognitive Sciences) · Mario Giampaolo (University of Siena, Italy, Department of Social, Political and Cognitive Sciences) · Francesca Bianchi (University of Siena, Italy, Department of Social, Political and Cognitive Sciences)	
School Leadership as an Enabler of Teachers' Digital Competence for Inclusive and Democratic Support for Pupils with Special Educational Needs	405
Joacim Ramberg (Department of Special Education, Stockholm University, Sweden)	
Assessing Learning: Teachers' Assessment Cultures Across Subject Areas and School Levels	406
Franco Passalacqua (University of Milan-Bicocca, Italy) · Orazio Giancola (Sapienza University of Rome)	
Teaching Mathematics in Primary School: Teachers' Profiles, Attitudes, and Early Educational Inequalities	407
Giulio Di Cicco (Università degli Studi di Napoli Federico II) · Mariagrazia Santagati (Università Cattolica del Sacro Cuore) · Erika Uberti (Università Cattolica del Sacro Cuore)	
Mapping Teachers' Attitudes Towards School-Family Relationships: Social Determinants and Links to Work-Related Well-Being	408
Iacopo Moreschini (Department of Sociology and Social Research, University of Milan-Bicocca, Italy) · Brunella Fiore (Department of Sociology and Social Research, University of Milan-Bicocca, Italy)	

Educational Leadership, Teachers' Motivation And Pathways To The Profession In Democratic Schools	408
Arianna Lodovica Morini (Roma Tre University, Italy) · Barbara Ambu (Roma Tre University, Italy) · Maria Grazia Giovanna Chillemi (Roma Tre University, Italy)	
C.08. Working in Schools Today: Between Public Space, Mediatization, New Managerialism and Inclusion	410
Teaching on Demand: MAD Teachers in Italy and the Erosion of Professional Boundaries in Italy	410
Valerio Ferrero (University of Turin, Italy)	
Teachers' Perceptions of a Changing Profession under New Public Management and Inclusive Education Reforms	411
Serge Katz (Curapp/Upjv, France) · Frédéric Charles (Curapp/Upjv, France) · Florence Legendre (Université Reims Champagne Ardenne)	
From Care to Wear and Tear. Representations of Stress and Burnout in Teacher Education	412
Giorgia Coppola (University of Palermo, Italy, Italy)	
Teachers as Intellectuals in the Age of Platforms: Mediatization and the Redefinition of Professional Legitimacy in the Italian School System	413
Antonietta De Feo (Università Roma Tre, Italy) · Marco Pitzalis (Università di Cagliari)	
Moral Work and Emotional Labour in Marginal Schools: Teachers' Engagement in Italian Vocational Education	414
Gabriele Pinna (Università degli studi di Cagliari, Italy)	
STREAM D · EDUCATIONAL INEQUALITY, POVERTY AND SEGREGATION	416
SPECIAL EVENT · D.00. Learning on the Margins: Early School Leaving, Educational Inequalities and the Politics of Place	417
Building Educational Communities in Fragile Territories. Local Policies and the Multi-Level Governance of Early School Leaving	417
Maria Sole Piccioli (ActionAid Italia, Italy) · Federico Neri (Scaro Community)	
Introduction. Education, Territory and Democracy: Why Early School Leaving Is a Political Issue	418
Claudia Ciccioiti (ActionAid Italia) · Gianfranco Zucca (Istituto di Ricerche Educative e Formative - IREF)	
Learning on the Margins: Educational Inequalities, Dropout Risk, and School Well-Being in Rome's Sixth Municipality	419
Leonardo Piromalli (IREF - Istituto di Ricerche Educative e Formative, Italy) · Sabina Licursi (University of Calabria) · Emanuela Pascuzzi (University of Calabria)	
Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations	420
Marco Rossi-Doria (Con i Bambini Impresa Sociale S.r.l.) · Giuseppina Rita Jose Mangione (INDIRE, Italy) · Katia Scannavini (ActionAid International Italia E.T.S.) · Fabrizio Barca (Forum Diseguaglianze e Diversità)	
D.03. Economic Constraints in Educational Participation and the Design of New Policies	421
Estimating the Cost of Compulsory Education: Household Expenditure, Perceived Barriers, and Policy Implications	421
Luca Andrea Fanelli (ActionAid Italia, Italy) · Maria Sole Piccioli (ActionAid Italia, Italy)	
Grants as Bridge to University Access: The impact of an Information Intervention	422
Federica Laudisa (IRES Piemonte) · Samuele Poy (Università del Piemonte Orientale)	
Missed Opportunities And Barriers To Participation In Incentivised Saving Programmes Among Middle-to-low-income Families In Italy	423
Davide Azzolini (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · Olga Gorodetskaya (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · Luigina Jessica Montano (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · Silvia Salier (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP))	
Measuring School-Related Economic Difficulties: Development and Validation of a Parent-Reported Scale in Italy	424
Alessandro Concas (Università degli Studi di Cagliari, Italy) · Mariano Porcu (Università degli Studi di Cagliari, Italy) · Isabella Sulis (Università degli Studi di Cagliari, Italy) · Cristian Usala (Università degli Studi di Cagliari, Italy)	
Economic Insecurity and Educational Decision-making: The Study of Educational Participation among the Tribal Communities of Karnataka, India	425
Mahima Raj C (Central University of Karnataka, India) · Rupa Rani Sonowal (Central University of Karnataka, India)	
Determinants of Educational Inequality: A Systematic Framework for Understanding Socioeconomic, Demographic, and Spatial Disparities	426
Nicola Pontarollo (University of Brescia, Italy)	
Effects of a Matched Savings Program to Tackle School Dropout in Italy	426
Davide Azzolini (FBK - IRVAPP, Italy) · Antonina Mazara (FBK - IRVAPP, Italy) · Loris Vergolini (FBK - IRVAPP, Italy; Università di Bologna)	
Who Pays for Public Education? Hidden Funding Mechanisms and Territorial Inequalities in Roman Schools	427
Paola Villa (IREF, Italy) · Cecilia Ficcadenti (IREF, Italy) · Gianfranco Zucca (IREF, Italy) · Leonardo Piromalli (IREF, Italy)	
Promoting Tertiary Education Through Asset Building: Impact Evaluation of the Percorsi Programme	428
Valentina Battiloro (ASVAPP - Associazione per lo Sviluppo della Valutazione e l'Analisi delle Politiche Pubbliche, Italy) · Luca Mo Costabella (ASVAPP - Associazione per lo Sviluppo della Valutazione e l'Analisi delle Politiche Pubbliche, Italy)	
From Transfers to Assets: Asset Building to Reduce the Indirect Costs of Educational Participation	428
Giovanni Vezzoli (Università degli studi di Brescia, Italy; Fondazione Ufficio Pio - Ente Filantropico)	
D.04. Educational Poverty, Symbolic Violence and Democratic Fragility	430
Habit, Habitus And Consequences On Participation In Political Life: A Comparison Between Bourdieu And Dewey	430
Andrea Girometti (Università di Firenze, Italy)	
Educational Poverty, Symbolic Violence, and Democratic Fragility: A Gramsci-Bourdieu Perspective	431
Emanuela Susca (IULM University, Milan, Italy)	
The "Teate Solidale" Project: An Inclusive School Model Against Educational Poverty In Chieti – A Case Study	432
Luca Santonetti (Università degli Studi "G. d'Annunzio" Chieti-Pescara, Italy)	
Educational Poverty And the Digital Public Sphere: Cognitive Inequalities And Democratic Participation	433
Stefania Fragapane (Università Mercatorum, Italy)	
Cultural Capital and Symbolic Violence in English Early Years Education Regulation	434
Juliette Wilson-Thomas (Manchester Metropolitan University, United Kingdom) · Ruby Juanita Brooks (Manchester Metropolitan University, United Kingdom)	
Multiple Ignorances and Low Performers: The Elephant in the Classroom and the Erosion of Democratic Competence	435
Laura Occhini (università di Siena, Italy)	

From School to Citizenship: The Role of Education and Social Origin in Shaping Civic Engagement	436
Federica Rizzi (Università "La Sapienza", Italy) · Adamo Lo Cicero (Università "La Sapienza", Italy)	
Historical Knowledge and Citizenship Competences in Italian Secondary Schools: An Exploratory Analysis of Educational Opportunity Inequalities in History Education	437
Elena Gremigni (University of Pisa, Italy)	
Violence, trauma and Black African women's navigation of Higher Education	438
Kim Heyes (Manchester Metropolitan University, United Kingdom) · Nicola Ingram (University College Cork, Ireland) · Benedicte Brahic (Manchester Metropolitan University, United Kingdom) · Aradhana Mansingh (MANCOSA, South Africa) · Shoba Arun (University of Essex, UK) · Mariam Seedat-Khan (University of Kwa-Zulu Natal, South Africa)	
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy	439
Agnes Micciché (Università degli Studi di Catania) · Simona Manuela Antonietta Gozzo (Università degli Studi di Catania) · Marta Basile (Università degli Studi di Catania) · Elvira Celardi (Università degli Studi di Catania) · Deborah De Felice (Università degli Studi di Catania) · Simone Antonino La Mela (Università degli Studi di Catania) · Kristal Martina Crupi (Università degli Studi di Catania)	
Outdoor Education and Service Learning as Responses to Educational Poverty in Socio-Economically Disadvantaged School Contexts	440
Simone Consegna (INDIRE, Italy) · Chiara Giunti (INDIRE, Italy) · Silvia Panzavolta (INDIRE, Italy)	
Educational Poverty, Capitals, and Symbolic Violence: Attitudes toward Sociocultural Diversity in Croatian Upper Secondary Schools and Implications for Democracy	441
Iva Odak (Institute for Social Research in Zagreb, Croatia) · Saša Puzić (Institute for Social Research in Zagreb, Croatia) · Josip Šabić (Institute for Social Research in Zagreb, Croatia)	
D.05. Evaluating Education and Democracy: Approaches, Methodologies and Practices for Social Justice and Critical Literacy in the Digital Era	442
Can Family Group Conferences Be A Resource In Addressing School Vulnerability? Evidence From A Randomized Controlled Trial In Italy	442
Riccardo Gostoli (Università Cattolica del Sacro Cuore, Italy) · Gian Paolo Barbetta (Università Cattolica del Sacro Cuore, Italy) · Giulia Assirelli (Università Cattolica del Sacro Cuore, Italy) · Gianluca Argentin (Università degli Studi di Milano-Bicocca, Italy)	
Human and Artificial Intelligence Compared in Higher Education Assessment: a Standard Research on Semi-structured Tests and Potential Biases	443
Daniela Robasto (University of Turin, Italy) · Lucrezia Bano (University of Turin, Italy) · Sabrina Natali (University of Turin, Italy)	
Materialist Civism as an Evaluative Paradigm for Youth Political Activation: The Rizomi Experience	444
Leonardo Parodi (RIZOMI, Italy) · Riccardo Rangone (RIZOMI, Italy) · Francesco Pellettieri (RIZOMI, Italy)	
Educational Poverty Across the Life Course: Evaluating Intersections of Inequality in Schooling, Skills and Lifelong Learning	445
Lorenzo Maraviglia (INVALSI, Italy)	
Self-Evaluation in the Italian Vocational Education and Training: Evidence from the INVALSI Experiment	446
Emanuela Vinci (INVALSI, Italy) · Michela Freddano (INVALSI, Italy)	
Assessment Tools For Digital STEAM Educational Practices: Evidence From The Erasmus+ Edumat + Project	447
Laura Casaldi (Università La Sapienza, Italy)	
D.06. Is University Paying Off? Upwardly Mobile Students and the Meaning of Meritocratic Striving	448
Meritocracy From The Top: Elite Students' Perspectives On The Distribution Of Higher Education Opportunities In The UK	448
Paulina Rodriguez Anaiz (University of Oxford, United Kingdom) · Gonzalo Hidalgo Bazan (University of Oxford, United Kingdom)	
(Re)assembling The Belief In The University 'Game': First-In-Family Students' Perceptions Of The Value Of Higher Education	449
Sarah O'Shea (Charles Sturt University) · Franziska Lessky (University of Oxford, United Kingdom) · Sally Patfield (University of Newcastle)	
Degrees of Value: Cultivating Privilege at an Elite University	450
Fiona Gogescu (London School of Economics, United Kingdom)	
Moving Ceilings, Uneven Floors: The Production of transclasses in Higher Education – and why this might be just what we need	450
Elena Attardo (Research Institute Social Cohesion, Germany) · Jakob Hartl (Research Institute Social Cohesion, Germany; Universität Halle-Wittenberg)	
Meritocracy's winners? Young women's experiences of 'earning while learning' UK Higher Education	451
Kim Allen (University of Leeds) · Kirsty Finn (University of Manchester, United Kingdom) · Rachel Cohen (City-St. Georges, University of London) · Kate Hardy (University of Leeds)	
Meritocracy and University Choice: Decision-Making Logics Among High-Achieving Affirmative Action Students in Ecuador	452
María Francisca Bustamante Sage (Universitat Autònoma de Barcelona, Spain)	
D.07. Minorities Political Socialisation At School: Educational Inequalities And Critical Stances	454
"What Do We Do With Them?" Discovering The Roma In Icelandic Elementary Schools	454
Marco Solimene (University of Iceland, Iceland)	
Sexuality Education in Schools: Socialization Spheres, Gender Political Socialization, and Inequality Regimes	455
Sarah Gillo (Uclouvain, Belgium)	
When Inequalities Foster Critique Stance. Political Socialisation in Unequal Schooling System	456
Maxime Michiels (UCLouvain, Belgium)	
Listening Otherwise: Witnessing Narratives of Youth of Color in Urban Education	456
Zehra Colak (Utrecht University, Netherlands, The)	
Political Socialization of Urban Lower-Class Youth in Schools: The Encounter Between the Educational Field and the "Subfield"	457
Géraldine André (UCLouvain Belgique, Belgium)	
D.08. Practices of Freedom in Democratic Schooling: Policies, Reflections and Actions to Prevent and Counteract Early School Leaving	459
Grounding Democratic Practices: An Alternative School Community Addresses Socio-natural Phenomena	459
Andrea Barrientos Soto (Universidad de Granada, Spain)	

Student Participation And School Democracy: A Theoretical-Conceptual Contribution From Practice In Five Secondary Schools In Spain	460
Laura Farré-Riera (Universitat de Vic - Universitat Central de Catalunya, Spain) · Albert Torrent-Font (Universitat de Girona, Spain) · Josep Castillo-Adrián (Universitat de Vic - Universitat Central de Catalunya, Spain) · Marta García-Molsosa (Universitat de Vic - Universitat Central de Catalunya, Spain)	
Autonomy, Coexistence, and Participation: The Democratic Value of Peer Relationships in Nursery Schools	461
Berta Vila-Saborit (Universitat de Vic-Universitat Central de Catalunya, Spain)	
Peer Tutoring in a Neighbourhood-Based Service and Teacher Education: Boundaries, Alliances, and Learning Pathways to Counter Early School Leaving	462
Maddalena Cocco (Università degli Studi di Milano-Bicocca, Italy) · Claudia Fredella (Università degli Studi di Milano-Bicocca, Italy) · Franco Passalacqua (Università degli Studi di Milano-Bicocca, Italy)	
BRIDGE BUILDERS The Role of Educators in Kindergartens for the early Prevention of School Dropout	463
Marion Lorenzon (Associazione La Strada-Der Weg ONLUS) · Christa Ladurner (Fondazione Forum Prävention) · Heidrun Demo (Libera Università di Bozen- Bolzano, Italy) · Silvia Dell'Anna (Libera Università di Bozen- Bolzano, Italy)	
"Did You Eat at School?" Action Research with Ethnographic Nature on Full-time Schooling in a Context with High School Dropout Rates	463
Noemi Giulia Dicorato (University of Bologna, Italy)	
Building Democratic Bridges to Prevent Early School Leaving. The Role of Non-Formal Education Between Schools and Migrant Families	464
Valeria Cotza (University of Milano-Bicocca, Italy) · Rebecca Coacci (University of Milano-Bicocca, Italy)	
Italian L2 Education for Adult Learners: A Collaborative Approach to Social Inclusion and NEET Prevention	465
Petar Lefterov (Fondazione Bambini Bicocca, Italy) · Laura Canil (University of Milano - Bicocca) · Sara Lavazza (University of Milano - Bicocca)	
How Poverty in Education Impacts the NEET Phenomenon	466
Margherita Coppola (Università degli Studi di Salerno, Italy) · Rosa Vegliante (Università degli Studi di Salerno, Italy)	
Building Educating Communities through Community Pacts: A Case Study	467
Sabina Licursi (Università della Calabria, Italy) · Giorgio Marcello (Università della Calabria, Italy) · Arianna De Bartolo (Università della Calabria, Italy)	
Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain	468
Gabriel Lemkow Tovias (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Fina Carpena Mendez (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Meritxell Cano Autet (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Mounia Rachdi Errachdi (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Miriam Navarro-Rúper (Universitat Autònoma de Barcelona, Spain)	
D.09. Reversing Educational Inequalities: Successful Interventions for Democratic Learning	469
A Comparative Longitudinal Study of Inequalities in Bulgaria: Evidence from Selected Cohorts and Successful School Activities Demonstrating Stable and Improving Outcomes	469
Mariana Sultanova (Institute of Education, Ministry of Education and Science) · Iva Zhivarova (Institute of Education, Ministry of Education and Science) · Natalia Vassileva (Institute of Education, Ministry of Education and Science) · Nina Tomova (Institute of Education, Ministry of Education and Science)	
Successful Educational Actions as Democracy in Practice: Longitudinal Successful Trajectories of Vulnerable Students	470
Lidia Bordanoba-Gallego (University of Barcelona, Spain) · Garazi López de Aguilera (University of Barcelona, Spain)	
Dialogic Literary Gatherings as an Evidence-Based Educational Practice: Theoretical Foundations, Empirical Evidence, and Implications for Social Inclusion	471
Sabina Leoncini (UNISI, Italy) · Giovanni Giamello (UNISI, Italy)	
Reading Aloud as Democratic Practice: Reversing Inequalities Through Irony, Desire and Agency in Tuscan Schools	472
Maria Rita Mancaniello (University of Siena, Italy) · Chiara Carletti (University of Siena, Italy)	
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities	473
Chiara Babetto (Convoi scs, Italy) · Giovanna Placido (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · Jessica Callaioli (Municipality of Castagneto Carducci) · Michela Soldi (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · Eleonora Andreani (Convoi scs, Italy) · Matilde Ferri (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · Neusa Tonini Chivinda (Convoi scs, Italy) · Silvia Rusignuolo (Convoi scs, Italy)	
Reversing Educational Inequalities through Community Participation: Building Democratic Learning Environments through Interactive Groups and Parental Involvement	474
Tiziana Chiappelli (University of Siena, Italy)	
D.10. School Segregation Effects: the Educational and Social Impacts of Concentrated Vulnerabilities in Schools	475
Inequalities in Educational Pathways: The Role of Lower Secondary School Composition in Upper Secondary School Choice	475
Berenice Scandone (Polytechnic University of Milan, Italy) · Carlotta Caciagli (Polytechnic University of Milan, Italy)	
Selecting, Separating, Segregating: a school data-based analysis	476
Lorenzo Luatti (Oxfam Italia, Italy) · Sibilla Filippi (Oxfam Italia, Italy)	
Accumulated Teacher Turnover: Approaching Intensified Educational Inequalities in Socially Vulnerable Schools	477
Núria Roca Samon (Universitat Autònoma de Barcelona, Spain) · Xavier Bonal Sarró (Universitat Autònoma de Barcelona, Spain) · Sheila González Motos (Universitat de Barcelona, Spain) · Edgar Quilabert Argudo (Universitat Autònoma de Barcelona, Spain)	
Homogeneous Educational Environments Despite 'Free' School Choice – The Influence Of School Admission Policies On The Creation Of Segregated Schools In Hamburg	479
Lea Wistuba (University of Siegen, Germany)	
When Disadvantage Concentrates: Students' Achievements, Teaching Practices, and Segregation Dynamics in Milan	480
Andrea Parma (Politecnico di Milano, Italy) · Giulia Marroccoli (Politecnico di Milano, Italy)	
The Influence Of Secondary Schools On Academic Performance And Educational Outcomes: A Systematic Literature Review	481
Jonathan Pratschke (University of Naples Federico II, Italy) · Mario Trifuoggi (University of Naples Federico II, Italy) · Berenice Scandone (Politecnico di Milano) · Costanzo Ranci (Politecnico di Milano)	

D.11. Schools as Democratic Territories: Spatial Justice, Participation and Co-Governance Across the Whole School-Building Process	482
Learning Democracy by Shaping Space: Children's Co-Creation and Collective Decision-Making in a Primary School	482
Petra Regina Moog (Sophia::Academy, Duesseldorf, Germany) · Evelyn Burchhart (Familengrundschohzentrum Sonnenstrasse, Duesseldorf, Germany) · Sandra Mantica (Familengrundschohzentrum Sonnenstrasse, Duesseldorf, Germany) · Ines Agel (Familengrundschohzentrum Sonnenstrasse, Duesseldorf, Germany) · Kornelius Knettel (Familengrundschohzentrum Sonnenstrasse, Duesseldorf, Germany)	
Democratic Territories Are Made, Not Given – Pedagogical Interior Architecture in Educational Spaces	483
René Pier (ECIA/ SCHIENBEIN PIER PARTG MBB INNENARCHITEKTEN, Germany) · Petra Regina Moog (Sophia::Academy, Germany)	
School Building as Democratic Governance: A Multi-Actor Framework for Participatory Educational Space	484
Nicole Wentzel (Gebaeudemanagement der Stadt Wuppertal, Germany) · Teun van Wijk (ICS Adviseurs, The Netherlands) · Petra Regina Moog (Sophia::Akademie, Germany)	
Edugreen Furnishings: Integrating Plants into Educational Environments	485
Beate Christine Weyland (Free University of Bolzano, Italy)	
Post-Occupancy Evaluation for Learning Environments (POELE): A formative assessment tool	486
Michelle Dumont Laux (PH Freiburg, Germany) · Florian Schubert (TU Twente, The Netherlands) · Kai Schuster (University of Applied Science Darmstadt) · Maik Beege (PH Freiburg, Germany)	
The Epistemic School: Educational Architecture as Democratic Knowledge Infrastructure in the Algorithmic Age	487
Karl-Heinz Machat (Architectural Faculty, University of Innsbruck, Austria) · Heike Bablick (Architectural Faculty, University of Innsbruck, Austria)	
Space as Studio: Experimental Architecture, Biophilic Infrastructures, and Object-Rich Displays to Catalyze Pedagogical Experimentation in Teacher Education	488
Heike Bablick (University Innsbruck, Austria) · Karl-Heinz Machat (University Innsbruck, Austria)	
D.12. The Encounter Between Educational Institutions and Families in the 21st century: Educational Inequalities, New Conflicts and Social Changes	490
'Pressure From Above' and Problematisations of Pupils and Their Families As Disruptive for Equal Access to Educational Support and Driving New Educational Inequalities	490
Carlos Rojas (Stockholm University, Sweden)	
Intersectional Inequality Regimes and Reasonable Accommodations: Family Presuppositions and Special Education Pathways in French-speaking Belgium	491
Mervé Ozden (UCLouvain, Belgium)	
Educational Inequalities and Precarious Migratory Status	492
Andrew Crosby (Université catholique de Louvain, Belgium) · Mohamed Youjil Chaouki (Université catholique de Louvain, Belgium)	
The Clash Between School Field and Young People's Digital Skills from Working-Class Families Some Conceptual Refinements of Bourdieusian Theory	492
Géraldine André (UCLouvain Belgique, Belgium)	
How Language Creates Boundaries: Multilingual Families Encountering Monolingual Schools	493
Giorgia Andreolli (Eurac Research - Institute for Applied Linguistics, Italy)	
The Encounter Between Schools and Mothers with Disabilities: Addressing Hidden Inequalities and Rethinking School-family Partnerships	494
Barbara Alesi (Univeristy of Macerata, Italy)	
When Expectations Fade: Social Inequalities in Family University Expectations across Compulsory Schooling	495
Daniel Bianchi (Universidad de La Laguna, Spain) · Francisco Santana-Armas (Universidad de La Laguna, Spain) · Carmen Pérez (Universidad de La Laguna, Spain)	
D.13. The Multidimensionality of Educational Poverty on the Lives of Children Living Outside Their Birth Families. A Focus on Protective Factors	497
Gender And Discrimination In Educational Processes: Invisible Vulnerabilities And Protective Resources	497
Monya Ferritti (INAPP, Italy) · Luca Mattei (INAPP, Italy)	
Educational Practices and Policies to promote Inclusion in schools of children living outside their birth families (Adoption - Foster Care)	498
Águeda Ruibal Silva (CORA (Coordinator of adoption and foster care associations - Spain), Spain) · Ma Jesús Vázquez Paredes (MANAIA (Galician Association for Adoption and Foster Care), Spain)	
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children	499
Laura Ferrari (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Sonia Negri (Petali dal mondo odv) · Rosa Rosnati (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Sonia Ranieri (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Martina Petrosino (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Giuliana La Fico (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Sara Ortoleva (UNIVERSITA' CATTOLICA DI MILANO, Italy)	
Guidelines for the Right to Education of Children Outside the Birth Family (2017-2023). A Critical-Pedagogical Rereading	500
Margherita Cestaro (Istituto Universitario Salesiano Mestre (IUSVE), Italy) · Fabrizio Pizzi (Università di Cassino e del Lazio Meridionale)	
Educational Strategies for the Protection of Children in Complex Situations: Success Cases	501
Paola Ricchiardi (Università di Torino) · Veronica Lucchina (Comune di Torino)	
Adopted Adolescents Living Outside Birth Families: Democratic Identity Literacy as a Protective Factor in Schooling	501
Angela Muschitiello (Università degli Studi di Bari, Italy)	
Educational Poverty and Protective Factors in Adoptive Families: The Role of Family Digital Mediation in AI-Based Contexts	502
Gaetano Di Napoli (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy)) · Marco Andrea Piombo (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy)) · Cinzia Novara (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy))	
Addressing Educational Poverty in Adoption Pathways: Associative Networks, Social Capital, and Educational Justice	503
Alessandra Lo Piccolo (Università degli Studi di Enna Kore, Italia) · Daniela Pasqualetto (Università degli Studi di Enna Kore, Italia)	
Protective and Resilience Factors in Alternative and Foster Care: Focusing on the Training of Caregivers and Teachers	504
Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy)	
Everyday School Practices as Risk and Protective Factors for Students Living Outside Their Birth Families: Self-Determination, Narrative Privacy and Inclusive Teaching	505
Anna Guerrieri (Coordinamento CARE, Italy) · Monya Ferritti (Inapp, Italy)	

Guidelines to Promote the Right to Education for Pupils Who Have Been Adopted 2023. Resources, Challenges, Proposals	506
Stefania Lorenzini (Università di Bologna, Italy) · Angela Muschitiello (Università di Bari, Italy) · Michele Corriero (Unicusano, Italy)	
Italian Adolescents in Residential Care: Educational Poverty and Protective Factors	507
Susanna Papagno (Department of Political Sciences, University of Study of Bari Aldo Moro, Italy) · Caterina Balenzano (Department of Political Sciences, University of Study of Bari Aldo Moro, Italy)	
D.14. Tracing Inequalities to Foster Democratic Education: The Value of Longitudinal Data	508
The Global Impact Of The Pandemic On Student Outcomes	508
Louis Volante (Brock University) · Don A. Klinger (Murdoch University)	
Educational Inequality in Italy: Persistent Gaps or Emerging Convergence? An Intertemporal Analysis Using OECD PISA Data	509
Adamo Lo Cicero (Università "La Sapienza", Italy) · Federica Rizzi (Università "La Sapienza", Italy)	
Unequal Classrooms: The Joint Effects of Ability Peer Effect and Socioeconomic Composition on Academic Track Enrollment	510
Emanuele Fedeli (University of Milan, Italy) · Moris Triventi (University of Milan, Italy)	
Using Longitudinal Data to Monitor the True Dynamics of Educational Inequalities	510
Nadir Zanini (Cambridge University, United Kingdom)	
Multi-Agency Data Sharing for School Dropout Prevention: Evidence from a Local Italian Context	511
Arianna Beri (Università degli Studi di Bergamo, Italy) · Laura Sara Agrati (Università Telematica Pegaso, Italy) · Marco Lazzari (Università degli Studi di Bergamo, Italy)	
Achievement Gaps across School Stages: Educational Trajectories of Migrant-Background Students in Italy	512
Anna Loi (University of Milan-Bicocca, Italy)	
Ethnic Gaps in Tracking Choices Within the COVID-19 Timeline	513
Francesca Carimando (University of Bologna) · Loris Vergolini (University of Bologna; University of Bologna - FBK-IRVAPP)	
Student Voice And Data Hermeneutic To Foster Collective Leadership And Therefore Educational Justice. The Monitoring, Evaluation and Learning of Teach For Italy	514
Antonio Piscopo (Teach For Italy, Italy)	
School Admission Priority Rules Across Countries: Diffusion Patterns and Segregation Effects	514
Andrea Pietrolucci (Università di Milano, Italy) · Nathalie Vigna (Università di Milano, Italy)	
D.15. Urban Education, Gentrification and School Segregation: Implications for Education and Social Justice	516
It Depends on Where You Look From: The Joint Influence of Residential Neighborhoods and Schools' Surrounding Areas on School Choice	516
Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile) · Cristóbal Ortiz (Millennium Nucleus Insecurity and Urban Cohesion, Chile)	
Elective Belonging and the Gentrifier Habitus: School Choice, Moral Dilemmas, and Urban Inequality	517
Xavier Bonal (Universitat Autònoma de Barcelona, Spain) · Pablo Neut (University of Barcelona, Spain)	
Parental Preferences and the Reproduction of School Segregation – Evidence from a Choice Experiment Linked to Register Data	518
Andreas Alm Fjellborg (Uppsala University, Sweden) · Håkan Forsberg (Uppsala University, Sweden)	
Analysing School Gentrification in Barcelona: Operating Mechanisms and Implications for Public Policy	519
Andreu Termes (Institut Metròpoli, Spain) · Pablo Neut (Universitat de Barcelona, Spain) · Nur Garcia-Borés (Universitat Autònoma de Barcelona, Spain)	
Gentrifying Neighbourhoods and Schools Composition. Diverse Outcomes in a TraNsforming City	520
Marta Cordini (Polytechnic of Milan, Italy) · Andrea Parma (Polytechnic of Milan, Italy)	
The Desired, The Saviour And The Intruder: Public Schools' Perceptions And Logics Of Action Under Urban Gentrification	520
Nur Garcia-Borés (Universitat Autònoma de Barcelona, Spain) · Marcel Pagès (Universitat de Barcelona, Spain)	
Middle-Classes Facing Desegregation and Diversity in Schools: The Ambivalences of Social Mixing Policies in Catalonia	521
Marcel Pagès (Universitat de Barcelona, Spain)	
D.16. Meritocracy, Educational Inequalities and Democratic Transformations Across Contexts	522
Inequalities and Discrimination in Brazilian Education: a 'Racial Democracy'?	522
Lucio Esposito (Fondazione Quarta - De Matteis ETS, Italy) · Sandra Macedo (Petrobras Rio de Janeiro) · Sunil Kumar (King's College London) · De Matteis Alessandro (Fondazione Quarta - De Matteis ETS, Italy)	
Educational poverty in Abruzzo and Implemented counter-practices	523
Adele Bianco (Università "G. d'Annunzio", Italy) · Luca Santonetti (Università "G. d'Annunzio", Italy)	
Beyond Marginality - Governance and Educational Innovation in Small Schools in Inner Areas	524
Chiara Zanoccoli (INDIRE, Italy) · Laura Parigi (INDIRE, Italy)	
Enchantment and Disillusion: Rural Female Students Navigating Meritocracy in Small-Town China	525
Ting Huang (University of Bristol, United Kingdom)	
Beyond a Mere Submission to the Meritocratic Doxa: Exploring Undergraduate Students' Perceptions of Meritocracy at Elite Higher Education in England	525
Rodolfo Benites (University of Bristol, United Kingdom)	
Who Gets In And Why? Race, Class And Aspiration In South Africa's Schools	526
Samantha Kriger (Cape Peninsula University of Technology, South Africa)	
D.17. Rethinking Educational Inequalities and Democratic Practices	527
"Education Starts at Home": Intensive Parenting as a Moral Boundary in the Enactment of Desegregation Policy in Chile	527
Gonzalo Hidalgo Bazan (University of Oxford, United Kingdom)	
Generativity and the Public Meaning of Education: A Social Pedagogical Perspective on Family-Institution Relationships	528
Vito Balzano (University of Bari Aldo Moro, Italy)	
Participatory Documentation as Civic Infrastructure	529
Monica Amadini (Università Cattolica del Sacro Cuore, Italy)	
School Segregation: Beyond Numbers. From Theoretical Perspectives to an Empirical Exploration of Desegregation Strategies	530
Greta Bolzoni (Università Cattolica del Sacro Cuore, Italy) · Enrico Orizio (Università Cattolica del Sacro Cuore, Italy) · Katia Montalbetti (Università Cattolica del Sacro Cuore, Italy)	

Neighbourhood conditions and educational opportunities in a Norwegian low-SES neighbourhood: A Freirean perspective	531
Hanne Eikefet Mikkelsen (Western Norway University of Applied Science, Norway) · Rita Agdal (Western Norway University of Applied Science, Norway)	
Place, Art, and Community: Building Social Cohesion through the Cultural Commons	532
Ilva Skulte (Rīga Stradiņš University) · Alina Romanovska (Daugavpils University) · Mairita Folkmane (Rothko Museum)	
STREAM E · CITIZENSHIP, PARTICIPATION AND THE EDUCATIONAL COMMONS	534
SPECIAL EVENT · E.00. Citizenship Education and International Pupil Mobility	535
Reframing International Student Mobility for Democratic and Global Citizenship: Findings from Action 2 – Phase 1 of the National Research Project “Civic Education and International Student Mobility”	535
Giuseppe Ricotta (Sapienza Università di Roma, Italy) · Valeria Damiani (LUMSA University, Italy) · Pietro Valentini (ISTAT and Associazione “Per Scuola Democratica”)	
“Schools in the World, the World in Schools” Integrating International Student Mobility and Civic Education: Insights from a Pilot Project in Secondary Schools	536
Giulia Pastori (University of Milan-Bicocca, Italy) · Alessandra Maiorano (University of Milan-Bicocca, Italy) · Valentina Pagani (University of Milan-Bicocca, Italy)	
Citizenship Education and International Pupil Mobility: Theoretical Links	537
Mattia Baiutti (Fondazione Intercultura ETS) · Roberto Ruffino (Fondazione Intercultura ETS)	
Crossing Borders, Transforming Attitudes? A Longitudinal Study on Civic and Intercultural Dispositions Among Students in International Mobility Programs	537
Orazio Giancola (Università di Roma “Sapienza”, Italy) · Matteo Bonanni (Università di Roma “Sapienza”, Italy) · Leonardo Piromalli (IREF – Istituto di Ricerche Educative e Formative)	
E.01. Bringing Elias Back To School (And Beyond): Figurational And Processual Perspectives On Education In Troubled Times	538
School as a Figurational Survival Unit: Civic Habitus, Second Generations, and Democratic Resilience in Crisis Contexts	538
Stefano Costantini (Università degli studi di Firenze, Italy) · Alon Helled (Università degli studi di Torino, Italy)	
Being Active Or Being Performative? An Ethnographic Exploration In How High School Shapes the Decent Sustainable Citizen	539
Lorenzo Pedrini (Università Milano-Bicocca, Italy)	
Processes Of Learning For Democracy – Developing A Democratic Habitus	540
Norman Gabriel (University of Essex, United Kingdom)	
Learning in the Civilizing Process: A Cultural-Historical and Activity-Theoretical Perspective	541
Aleksejs Šņitņikovs (Rīga Technical University, Latvia)	
Learning Detachment and Democracy: Understanding Students’ Emotional Responses to Climate and Citizenship Education with Elias	542
Katharine Throssell (UCLouvain, France) · Florence Delmotte (UCLouvain, France)	
Learning Autonomy in Troubled Times: Habitus Formation and Functional Democratization in Italian Alpine Club Schools	543
Alicia Chiodi (University of Trento, Italy)	
E.02. Children as Political Actors: Rethinking School, Agency, and Democracy	544
Children as Commoners Beyond the Limits of Critical Pedagogy	544
Stelios Pantazidis (University of Thessaly, Greece)	
Political Capabilities and Environmental Justice Among Socially and Economically Marginalised Youth in Québec	545
Charles-Antoine Bachand (Université du Québec en Outaouais, Canada) · Partick Joseph (Universidade Federal da Integração Latino-Americana (UNILA), Brazil) · Olivier Royer (Université du Québec en Outaouais, Canada) · Cassiopée Bouret (Université du Québec en Outaouais, Canada)	
Towards a Third Space Within a Middle School: a Quest for Subjectivation	546
Enrico Ieroncic (Università degli Studi di Verona, Italy)	
Children as Political Subjects: Infrapolitics, War of Position and Democratic Struggle in School	547
Maria Giatsi Clausen (Queen Margaret University, Edinburgh, United Kingdom) · Lorena Elektra Clausen (Independent youth scholar)	
Reconfiguring Political Participation: Youth Activism as Decolonial Pedagogy through the Lens of Doing Society	548
Marta Salinaro (University of Bologna, Italy) · Maila Leoni (University of Bologna, Italy)	
To Be Or Not To Be A Citizen: How Children Work Around Policies That Disqualify Them As Legitimate Actors	549
Raphaël Godefroid (Aix-Marseille Université, France)	
E.04. Civic Education Between Formal And Substantive Democracy	550
Religion And Civic Education At School Between Misunderstandings And Opportunities	550
Andrea Avellino (Università di Roma La Sapienza, Italy)	
Democracy, Education, and Centralization in a Post-Socialist Context: Theoretical Triangulation and First Findings from Croatia	551
Monika Pažur (Faculty for Teacher Education University of Zagreb, Croatia) · Nikola Tomašegović (Faculty of Humanities and Social Scientist University of Zagreb, Croatia)	
Inside the Classroom and Outside the Nation: Addressing the Epistemic Gap Between History and Civic Education in Italian Upper-Secondary Schools	552
Alessia Frola (University of Bristol, United Kingdom)	
Designing as a Framework for Educating for Choice	553
Stefania Maddalena (University Suor Orsola Benincasa of Naples, Italy) · Fernando Sarracino (University Suor Orsola Benincasa of Naples, Italy)	
Mapping Civic Education in Italy: A National Study on Student Engagement and Human Rights Education from Nursery to Upper Secondary Schools	554
Agelli Alessandra (Università Cattolica del Sacro Cuore, Italy) · Pagliai Valentina (Università Cattolica del Sacro Cuore, Italy)	
Dwelling in Democracy: School, Infosphere and Community Participation	554
Gennaro Balzano (Università degli Studi di Messina, Italy)	
Deconstructing the Algorithmic Paradox: Co-writing and Critical AI Literacy in Early Primary Education	555
Fernando Sarracino (Università Suor Orsola Benincasa, Italy) · Lucia Ariemma (Università della Campania “Luigi Vanvitelli”)	

Civic Forgetting and Civic Amnesia as Elements of Consolidation of New Democratic Elites	556
Bohdan Szklarski (University of Warsaw, Poland)	
Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay?	557
Marcelline Lejeune (UCLouvain, Belgium) · Ivan Haverlant (UCLouvain, Belgium) · Marie Verhoeven (UCLouvain, Belgium) · Reuchamps Min (UCLouvain, Belgium)	
Historical Memory and New Rights in Civic Education the Ventotene Manifesto as a Laboratory of European Citizenship	557
Vincenzo del Giudice (University of Suor Orsola Benincasa, Naples, Italy)	
Inclusive Citizenship and the Ecology of Relationship: Educating for Otherness through the Cinematic Medium	558
Lucia Ariemma (Università della Campania Luigi Vanvitelli, Italy) · Fernando Sarracino (Università degli Studi Suor Orsola Benincasa, Napoli)	
Cultural Heritage, School, Museum: Educational Practices To Promote Active Citizenship And Democratic Participation	559
Laura Landi (Università di Modena e Reggio Emilia, Italy) · Chiara Pellicciari (Civic Museums of Reggio Emilia)	
E.07. Learner Voice for Democratic Learning	561
From Passive Recipients to Co-creators: Learners' Voices Shaping Education for Sustainable Development (ESD) in Irish Higher Education Institutions (HEIs)	561
Hayette Bellakehal (South East Technological University (SETU), Ireland) · Niamh O'Brien (South East Technological University (SETU), Ireland) · Carol O'Byrne (South East Technological University (SETU), Ireland) · Michelle Maher (South East Technological University (SETU), Ireland)	
From Voice to Belonging: Reimagining University Community Through Dialogue Tables	562
Giulia Elardo (University of Padua, Italy)	
Adult Education And Democratic Learning: Listening To Learner Voice	563
Thomas Murray (AONTAS Ireland's National Adult Learning Organisation, Ireland)	
Navigating Digital Barriers: Implications for Inclusion into Lifelong Learning.	564
Kevin McCabe (Dublin College Balbriggan (Adult Education Service), Ireland)	
Disability, Social Justice and the Power of Learner Voice	565
Philip Finn (AONTAS, Ireland)	
Democratic Participation in Learning Cities. Learning Festivals as Educational Commons	566
Carmel Berendi (ASEM Lifelong Learning Research Network)	
E.08. Music and Anthropology a Synergistic Dialogue in School Autonomy: Is It Possible to Co-construct Permanent Values of Active Citizenship?	567
CD as Connection Device	567
Stefano Vaia (Coro Tridentum, Italy) · Giuseppe Calliari (Coro Tridentum, Italy)	
The Self-Managed Orchestra: A Civic Education Project in Lower Secondary School	568
Andreina Re (Istituto Comprensivo Roveredo in Piano, Italy; Associazione Antropolis, Italy)	
"Founded on Culture": Singing as a Practice of Active Citizenship Between Educational Autonomy and Inclusivity.	568
Elisa Luppi (Armonica, Italy)	
The Role Of Music In The Education Of Children And Young People: Towards The Promotion Of A Conscious Culture And Citizenship	569
Marianna Setti (Associazione Coro Polifonico Castelbarco, Italy)	
Musical instrument Study in Adolescence as a Path towards Active Citizenship: The Case of Music High Schools in Italy	569
Federico Bagnasco (Liceo Classico e Musicale Cavour Torino, Italy)	
Choral Practice and Participation between Identity and Opportunity: Two Comparative Case Studies from Lombardy and Trentino	570
Marta Villa (University of Trento, Italy)	
Broadening Access To Basic Music Education: The Trentino Experience	571
Silvia Sacchetti (University of Trento, Italy)	
The Kingdom of Competence: The Choir as a Mirror of Society Between Vice and Virtue	572
Enrico Correggia (Conservatorio "A. Steffani" di Castelfranco Veneto, Italy)	
Understanding Each Other's Own Noise: Exchanging Knowledge About Music Between Generations	572
Carlo Centemeri (Independent researcher, classical music editor for Radio Marconi, classical music editor for Radio Popolare) · Francesca Mulas (Independent researcher, author for Rotoclassica-Musica-Le Salon Musical-L'Ape musicale, member of ANCM)	
E.09. Spaces of Commons in Education: Learning Democracy through Practices of Togetherness	573
Libraries as a place for Educational Commons	573
Antoine Henry (Lille University, France)	
Connecting Local Practices of Educational Commons with Systemic Transformation: The LibCommon case	574
Yannis Pechtelidis (University of Thessaly, Greece) · Stelios Pantazidis (University of Thessaly, Greece)	
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia	575
Laura Landi (Università di Modena e Reggio Emilia, Italy) · Iride Sassi (Officina Educativa, Municipal Educational Services) · Claudia Landini (IC Einstein (Reggio Emilia)) · Chiara Pellicciari (Civic Museums of Reggio Emilia) · Sharon Venturelli (Officina Educativa, Municipal Educational Services) · Irene Lonidetti (IC Einstein (Reggio Emilia)) · Chiara Bertolini (Università di Modena e Reggio Emilia, Italy)	
Educational Commons and Youth Activism: Reinterpreting Processes of Change in Rural Schools through a Bourdieusian Lens	576
Mauro Giardiello (University of Roma Tre, Italy) · Rosa Capobianco (University of Roma Tre, Italy)	
Schools as Infrastructures for Community Commoning: Participation, shared spaces and community development in Norwegian municipalities	576
Rita Agdal (Western Norway University of Applied Sciences, Norway)	
Libraries as Educational Commons for Democratic Culture and Inclusive Learning	577
Arnau Palou (University of Vic, Spain) · Eduard Ramírez (University of Vic, Spain) · Jordi Collet (University of Vic, Spain) · Jasmina Cumeras (University of Vic, Spain)	
Learning Together in Public School: Conviviality and the Pedagogy of the Commons	578
Stavroula Stoumpou (University of Thessaly, Greece)	
Toddler's Narrative Commons in Aesthetic Literacy Events: Democracy as a Way of Life in Early Childhood Education and Care	579
Robert Lecusay (Stockholm University, Sweden) · Liselott Mariett Olsson (Malmö University, Sweden)	

The Educative Community and Educational Commons: a Processual Analysis of Change in a Context of Urban Vulnerability	580
Gianna Cappello (University of Palermo, Italy) · Marianna Siino (LUMSA University, Italy)	
Our Carnival: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making	581
Emmy Papanastasiou (Democritus University of Thrace, Greece) · Efthymia Penderi (Democritus University of Thrace, Greece) · Katerina Gioftsalis (Democritus University of Thrace, Greece) · Ioulia Ntousi (Democritus University of Thrace, Greece) · Sophia Voudilaki (Democritus University of Thrace, Greece)	
Learning To Belong? A Qualitative Critical Inquiry Into Spaces Undergoing Urban Regeneration	582
Alessia Polidori (University of Milano-Bicocca, Italy)	
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs	583
Ludovica Sebastiano (Free University of Bozen-Bolzano, Italy) · Simone Seitz (Free University of Bozen-Bolzano, Italy) · Francesca Berti (Free University of Bozen-Bolzano, Italy) · Sonia Cabral Matos (Free University of Bozen-Bolzano, Italy) · Ingrid Kofler (Free University of Bozen-Bolzano, Italy)	
Spaces and Times of Democratic Education	584
Sergio Leali (LAIF - L'Associazione Istruzione Familiare, Italy)	
E.11. The Child is a Citizen: Democratic Experience, Participation and Rights in the Early Age	585
Democratic Experience and Praxis	585
Dimitris Alexakis (University of Crete, Greece)	
Playing Together to Build New Democratic and Inclusive Worlds: the Experience of Officina Koinè	586
Claudia Ciccardi (Università Milano Bicocca, Italy) · Paola Zonca (Università degli Studi di Torino, Italy)	
Children's Equality Rights: the Relevance of Educational Guidance from the First Stages of Life	587
Dalila Maria Esposito (University of Florence, Italy)	
Beyond Formal Participation: Enacting Agency through Assemblies and Decision-Making in the Co-Design of School Spaces	587
Anna Rita Piazza (Università degli Studi di Firenze, Italy)	
Right to Intercultural Childhood: Towards a Socio-Pedagogical Commitment in an Intercultural, Intersectional and Decolonial Perspective	588
Zoran Lapov (University of Florence, Italy)	
Pedagogical Professionalism as a Promoter of Inclusion and Rights at School: a Case Study in Tuscany	589
Christian Distefano (University of Florence, Italy)	
The Right To Feel: Musical Improvisation As A Practice Of Democratic Participation In Early Childhood	590
Ester Giamberini (University of Florence)	
Between Democracy and Autonomy: Educating for the Society of the Future	591
Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy)	
Unschooling For Democracy - Democracy For Unschooling	592
Nunzia Vezzola (LAIF (L'Associazione Istruzione Familiare), Italy)	
E.12. Democratic Participation, Commons and Inclusion in Education	593
Sport As Political-cultural Provocation And Pedagogy For New Criteria For Humanity: The Experiment And Threat Of Enhanced Games	593
Luca Bifulco (Università degli Studi di Napoli Federico II, Italy) · Alberto Maria De Mascellis (Università degli Studi di Udine, Italy)	
Citizen Science as a Bridge Between Science Education and Democracy Education	594
Ville Johannes Mäki (University of Jyväskylä, Finland)	
Not Technicians of Knowledge but Intellectuals for a Disinterested Education in Sport	595
Castagno Giovanni (Esquilino Fc ASD, Italy)	
Youth Policies as Drivers for Urban Regeneration and Social Innovation in the Mediterranean Context: The Case "Galattica" in Puglia, Italy	596
Domenico Emiliano (Università degli Studi di Bari Aldo Moro, Italy)	
Paralympic Sport and Inclusive Governance: Practices and Perspectives of Local Actors in Italian Pilot Study	597
Giovanna Russo (University of Bologna - Dept. Education Studies, Italy) · Matteo Bottani (University of Bologna - Dept. Education Studies, Italy)	
Youth Social Innovation as a Process of Commoning in the Inner Areas of Basilicata: A Multi-Sited Ethnography	598
Miriam Matteo (University of Salerno (Italy), Italy)	
E.13. Democratic Practices, Expansive Learning and the Commons in Education	599
When Open Classrooms Close: Contradictions, Staff Mobility, and Expansive Learning in a Kindergarten Change Laboratory	599
Daniele Morselli (Free University of Bolzano, Italy)	
School Principals' Disaster Preparedness Governance: From Bureaucracy to Commoning Practices	600
Magdalini Kolokitha (University of Thessaly, Greece) · Angeliki Lazaridou (University of Thessaly, Greece)	
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese	601
Stefano Bonometti (Università dell'Insubria, Italy) · Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy) · Livia Cadei (Università Cattolica del Sacro Cuore, Italy) · Letizia Ferri (Università dell'Insubria, Italy) · Daniela Germi (Comune di Varese) · Elena Imperiali (Comune di Varese) · Emanuele Serrelli (Università Cattolica del Sacro Cuore, Italy)	
Reconceptualizing Social Intervention with Children and Families from Individual and Reactive to Systemic and Participatory. A Change Lab	602
Diego Di Masi (University of Torino, Italy) · Chiara Sità (University of Verona, Italy)	
Expansive Learning in Civic Movements: Democratic Activation, Deliberation, and Advocacy to Confront Socio-ecological Crises	603
Mattia Favaretto (Free University of Bozen-Bolzano, Italy)	
Cultivating Democratic Education in Schools: Playful Learning and Children's Agency	604
Maria Barbara Donnici (Fondazione Reggio Children, Italy) · Bruna Elena Giacomini (Fondazione Reggio Children, Italy)	
STREAM F · INCLUSION, NEURODIVERSITY AND THE POLITICS OF CARE	605
F.01. Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults	606
The Excessive Object Of Ageing With Disability: Crisis Of Pedagogical Models Of Development And Reframing Of The Life Project	606
Riccardo Sebastiani (Link Campus University, Italy) · Sara Pellegrini (Link Campus University, Italy)	

Virtual Museums as Pedagogical Infrastructures for Inclusion and Democratic Participation in Later Life	607
Alessia Sozio (Unipegaso, Italy) · Rolando Fiore (MIM, Italy) · Tonia De Giuseppe (Università Giustino Fortunato, Benevento, Italy)	
Algorithmic Citizenship in Ageing: Artificial Intelligence, Cognitive Delegation and the Democratic Rights of Older Persons with Disabilities	608
Monica Di Domenico (University of Salerno, Italy) · Fabrizio Schiavo (Indire) · Pio Alfredo Di Tore (University of Cassino and Southern Lazio)	
“Giving Voice” to Aging: Narrative as a Pedagogical Practice of Democratic Citizenship	609
Giulia Mauti (Università degli Studi di Cassino e del Lazio Meridionale, Italy) · Claudia Spina (Università degli Studi di Cassino e del Lazio Meridionale, Italy)	
Progetto di Vita e Relazione di Cura Per L'anziano	610
Daniela Persechini (Università degli Studi di Cassino e del Lazio Meridionale, Italy)	
Life Project and Ageing with Disability: Pedagogical Perspectives for Quality of Life	610
Claudia Maulini (Parthenope University, Italy) · Antonio Cuccaro (università Niccolò Cusano) · Enrico Miatto (istituto Universitario Salesiano Venezia)	
Life Project in Ageing with Disabilities (AWD): The Role of Animal-Assisted Interventions (AAI)	611
Paola Pela (Università degli Studi di Macerata, Università degli Studi "Gabriele d'Annunzio" Chieti - Pescara, Italy) · Chiara Gentilozzi (Università Pegaso, Italy)	
Play for Older Adults with Disabilities, through the Lens of Local Actors and the Scientific Community: An Exploratory Study	612
Laura Menichetti (Università degli Studi di Firenze, Italy) · Dmitry Samoylov (Università degli Studi di Firenze, Italy)	
Life Planning in Aging with Disability between Assistance and Caring Relationships	613
Alessandra Lo Piccolo (Università degli Studi di Enna Kore, Italy) · Daniela Pasqualetto (Università degli Studi di Enna Kore, Italy) · Laura Andolina (Università degli Studi di Enna Kore, Italy) · Letizia Pistone (Università degli Studi di Enna Kore, Italy)	
Ageing With Disabilities Between Ageism And Ableism: Towards A Special Pedagogy Of Double Vulnerability	614
Giovanna Amendola (University of Cassino and Lazio Meridionale, Italy) · Fortunata Romano (MIM) · Rosa Yessenia Barros (University of Cassino and Lazio Meridionale, Italy) · Pio Alfredo Di Tore (University of Cassino and Lazio Meridionale, Italy)	
F.02. Beyond Compensatory Inclusion: Disability, Neurodiversity and Spatialized Inequalities in Education	615
Navigating the normalization apparatus: an Autoethnographic Critique	615
Martina Visentin (University of Padova, Italy)	
Indispensable yet Ineducable: Disability, Displacement, and the Spatial Politics of Inclusion in Education in Emergencies	616
Giada Costantini (Boston University, United States of America)	
Counteracting the Normalization of Dissident Identities: Pedagogical Reflections Emerging From Neuroqueerness	617
Eleonora Marocchini (Institute for Globally Distributed Open Research and Education) · Chiara Borelli (University of Bologna) · Mariangela Scarpini (University of Parma)	
Compensated or Conformed? Spatialized Inequalities in Education	618
Stefania Laguardia (Independent Researcher, Italy)	
When They're All Special Needs: Socially Shaped Educational Need and the Limits of Compensatory Inclusion in Urban Naples	620
Marilena Ricciardi (Università degli studi di Salerno, Italy) · Paola Torrani (Neuro-Gems Neurodiversity Think Tank)	
Rethinking Space in Inclusive Assessment: Neurodivergence and the Structural Limits of Supports in Assessment Practices in Higher Education	621
Linda Murphy (University College Cork, Ireland) · Therese Kenna (University College Cork, Ireland) · Blanca Escudero Fontan (University College Cork, Ireland)	
F.03. Deaf Inclusion as a Democratic Imperative	622
Deafblind Inclusion: Tactile Communication and Personalized Approaches as Educational Imperative	622
Samantha Marsili (Marsili, Italy)	
Access to Healthcare Services and Democratic Inclusion of the Deaf Community	623
Luigi Sifanno (Università degli Studi di Bari "Aldo Moro", Italy) · Maria Elena Quadrato (Università degli Studi di Bari "Aldo Moro", Italy)	
A Phenomenological Investigation Into The Perception Of Loneliness In Deaf Adults	624
Sara Alfia Nicotra (Università degli Studi di Messina, Italy) · Patrizia Giuseppina Longo (Università degli Studi di Catania, Italy) · Paola Pennisi (Università degli Studi di Messina, Italy)	
Between Inclusion and Representation. Politics, Power and Agency in the Italian Deaf Community	625
Beatrice D'Aversa (LIS School "Gruppo SILIS") · Alessio Di Renzo (Lab LaCAM, ISTC CNR) · Anna Lo Bello (LIS School "Gruppo SILIS") · Amir Zuccala (ENS; Sapienza University)	
The Inclusion of Deaf People in the Italian School System: Historical, Educational, and Democratic Perspectives	626
Sofia Montecchiani (University of Chieti-Pescara (Italy), Italy)	
The Educational and Societal Value of Diversity Based on LSF	626
Jeremie Segouat (Université Toulouse Jean Jaures, France) · Jean-François Piquet (Université Toulouse Jean Jaures, France)	
A Democratic School before Democracy: Charles-Michel L'Épée and the Birth of Sign Language	627
Donata Chirico' (UNIVERSITÀ "MAGNA GRAECIA" - Catanzaro, Italy)	
Inclusion of Deaf Individuals in Hospital Settings: LIS and Deaf Culture Training as a Democratic Imperative	628
Daniele Polignano (libero professionista, Italy)	
Translation to and from Sign Language as a Democratic Process of Inclusion	629
Pietro Celo (Università di Parma, Italy)	
Deafhood: Evaluating An Italian Equivalent	629
Cassandra Dagani (Università di Parma, Italy)	
Sign Language and Linguistic Democracy at School: the Case of Italian Deaf Students	630
Maria Tagarelli De Monte (Università degli Studi Internazionali di Roma (UNINT), Italy) · Danilo Del Piro (Università della Calabria, Italy)	
Inclusive Design in Education from a Deaf Studies Perspective: Insights on Deaf Epistemologies and Learning Practices	631
Federica Baroni (Università degli studi di Bergamo, Italy) · Luca Des Dorides (Università degli studi di Milano-Bicocca, Italy)	
Listening With The Body: The Performativity Of Bobò And Christine Sun Kim	632
Vincenza Costantino (Università degli studi "G. d'Annunzio" Chieti-Pescara, Italy)	

F.04. In Praise of the Margin. The Representation of “Other Bodies” Between Disabling Devices and Practices of Self-Determination	633
Why Abnormal? Contemporary Relevance Of The French institutionalist Movement Against Asylum Custody Pietro Savastio (Università di Torino, Italy)	633
Crip Witches: Reclaiming Power And Knowledge From Marginalized Bodyminded Sofia Righetti Nottegar (University of Verona, Italy)	634
Liberating the Gaze: Bodily Difference in Sport and the Pedagogical Challenge of Inclusion Martina Petrini (Università degli Studi "G. d'Annunzio" Chieti-Pescara, Italy)	635
Autism and Prejudice. How Cinema Shapes the Collective Imaginary Martina De Castro (Roma Tre University, Italy) · Carmela Albanese (Roma Tre University, Italy)	636
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey Fabio Bocci (Department of Education, Roma Tre University, Italy) · Virginia Benedetti (University of Macerata, Phd Course in TEACHING & LEARNING SCIENCES (curriculum inclusion)Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey) · Barbara Centrone (Department of Education, Roma Tre University, Italy) · Martina De castro (Department of Education, Roma Tre University, Italy) · Alessandra Straniero (Department of Mathematics and Computer Science, University of Calabria) · Leonardo Tantari (University of Macerata, Phd Course in TEACHING & LEARNING SCIENCES (curriculum inclusion)Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey)	637
Bodies out of frame Film and Television Representation of Disability in the Italian School, Between Objectification and Self-determination. Francesca Caprino (INDIRE, Italy)	638
Representing Disability and Producing Alterity in Cinema: The Academy Awards as a Case Study of Narrative Recognition Andrea Fiorucci (University of Salento, Italy) · Giorgia Cazzato (University of Salento, Italy)	639
Going Flat as Collective Self-Determination: Counter-Narratives of Post-Mastectomy Bodies Carla Gueli (Università Roma Tre, Italy)	640
Disabled Bodies in Cinematic Representations: A Critical Observatory to Shed Light on Our Own Views Leonardo Tantari (Università Roma Tre)	641
F.06. Learning Together, Participating Fully: Inclusion and Difference as Educational Resources	642
A Bridge Between Italy And Japan: The OECD “Infinity Project” for Promoting Inclusion And Shared Educational Perspectives Across Cultures Mariagrazia Marcarini (University of Bologna, Italy) · Isabella Bennardi (University of Bologna, Italy)	642
Retelling Stories, Restarting Lives: Evaluating University Empowerment and Orientation Trainings through Neurodivergent Young Adult Self-Narrative Turning-Points Giulia Aguzzi (Università per Stranieri di Siena, Italy)	643
Schooling Inclusion: Genesis, Fragilities, and Perspectives of the Italian Model Francesca Caprino (INDIRE, Italy) · Simone Consegna (INDIRE, Italy)	645
Beyond The Language Barrier: An Immersive Serious Game Promoting Equity And Participation In Secondary Schools Fabiola Camandona (Università degli Studi di Torino, Italy)	646
INDIRE-Training Courses for the Specialisation of Support Teachers: Participants' Final Feedback Serena Greco (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · Sara Mori (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · Francesca Storai (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · Elsa Maria Bruni (Università Telematica degli studi IUL)	647
The Impact of the EbISS Program for Learning to Study in a Lifelong Learning Perspective Claudia Dirodi (Sapienza Università di Roma, Italy) · Irene Stanzione (Sapienza Università di Roma, Italy) · Marianna Traversetti (Sapienza Università di Roma, Italy)	648
Training Teachers in Shared Reflexivity Through the Authentic Inclusive Task: a Research-based Training Path in a Comprehensive Institute in Rome Alessia Travaglini (Guglielmo Marconi University, Italy) · Flavia Di Donato (Guglielmo Marconi University, Italy) · Francesco Claudio Ugolini (Guglielmo Marconi University, Italy)	649
Educational Inclusion and Economic Citizenship: Rethinking Life Plans for Students with Disabilities Luca Refrigeri (University of Molise, Italy)	650
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum Francesca Capone (Università di Torino) · Maria Gagliano (Università di Torino; I.C. Rivalta (TO)) · Serena Allena (I.C. Rivalta (TO)) · Paola Pagin (I.C. Rivalta (TO)) · Barbara Peretti (I.C. Rivalta (TO)) · Maddalena Zafettieri (Università di Torino; I.C. M.L. King Grugliasco (TO))	651
Socioemotional development within the Universal Design for Learning Classroom Anna Berti (Libera Università di Bolzano, Italy) · Vanessa Macchia (Libera Università di Bolzano, Italy)	652
Dancing Among Desks; The Role Of The Body And Movement In The Intercultural School Fernando Battista (Link Campus University, Italy)	653
The Integrated Theatre Workshop Between Inclusion and Wellbeing: A Study in Primary Schools Eleonora Ferracci (Università di Roma Tor Vergata, Italy)	654
The Heterogeneity of Needs in the School System: an Analysis of the Levels of Inclusion and Participation of Students with Disabilities Alessandra Battisti (Italian Statistics Institute, Italy) · Sara Corradini (Italian Statistics Institute, Italy) · Lucia Martinez (Italian Statistics Institute, Italy) · Claudia Di Priamo (Italian Statistics Institute, Italy)	654
AACcessibility: Cognitive Accessibility As A Lever For Equity, Participation, And Democratic Schooling Between School And Community Maria Paola Fortuna (I.C. Guicciardini, Italy)	655
Inclusive Planning In K-12 Educational Settings Through GenAI: A Systematic Review Silver Cappello (Free University of Bolzano-Bozen, Italy) · Anna Frizzarin (IPRASE, Italy) · Heidrun Demo (Free University of Bolzano-Bozen, Italy)	656
Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools Amalia Lavinia Rizzo (Roma Tre University, Italy) · Donatella Visceglia (Roma Tre University, Italy) · Alessia Tomei (Roma Tre University, Italy) · Ester Caparrós Martín (University of Malaga (Spain)) · Nieves Blanco Garcia (University of Malaga (Spain))	657

F.07. Neurodiversity, Education, and Social Justice	658
Unveiling Heterogeneity in Cognitive Fatigue: A Methodological Framework for Assessing Individual Differences in Schoolchildren	658
Margarita Bogdanova (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Davide Di Palma (Università degli Studi della Campania "Luigi Vanvitelli", Italy)	
Inclusive Scholarly Ecologies: Reimagining the School within the Autism Spectrum through Best Practices and Systemic Habilitative Innovation'	659
Valentina Perciavalle (Università degli studi di Catania, Italia) · Maria Luisa Boninelli (Università degli studi di Catania, Italia)	
From Clinical Intervention to Universal Education: The STARC Protocol for Socio-Emotional Literacy in an Inclusive School	660
Michele Galloni (CuoreMenteLab Social Enterprise, Italy) · Marco Cadavero (CuoreMenteLab Social Enterprise, Italy; University of Bologna, Italy)	
Teaching Physics to Neurodivergent Student: Which Methodologies Foster Effective Learning?	661
Emanuele Zito (Università degli Studi di Palermo, Italy) · Claudio Fazio (Università degli Studi di Palermo, Italy)	
Cosmic Roots: Neurodiversity as a Resource for Exploring Connections Between Cosmos and Earth	661
Leonardo De Deo (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy; INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · Bartolo Giuseppe Dimattia (Dept. of Food and Agricultural Science, Viale Fanin 46, 40127 Bologna, Italy) · Luca Bergonzini (Dept. of Medical and Surgical Sciences, Via Massarenti, 9, 40138 Bologna, Italy) · Lorenzo Bernini (Conservatorio di Musica "B. Maderna – G. Lettimi", Corso Comandini 1, 47521 Cesena, Italy)	
Bloom Is Maslow: Learned Epistemic Helplessness, Neurodiversity, and the False Hierarchy Between Wellbeing and Thought	662
David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council (IRIB-CNR), Italy) · Marco Cadavero (University of Bologna, Italy)	
Invisible Targets at School: Camouflaging, Cyberbullying and Overlooked Risks for Girls with Mild Autism	663
Letizia Cavalli (Salesian Pontifical University (UPS) - Rome, Italy) · David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council IRIB-CNR)	
Neurodiversity as Epistemic Justice: Cognitive Democracy and Decolonial Perspectives for Transforming Education	665
Giorgio Poletti (University of Ferrara, Italy)	
Democratic Schools In The Netherlands: The Blossoming Of Neurodiversity	666
Paola Amoruso (Radboud Universiteit, Netherlands, The)	
Narrating Neurodiversity. A Phenomenological Inquiry into the Lived Experiences of Pre-service Educators	667
Marco Cadavero (Alma Mater Studiorum - Università di Bologna) · Anna Salerni (Sapienza Università di Roma) · Silvia Zanazzi (Università di Ferrara, Italy) · Valeria Friso (Alma Mater Studiorum - Università di Bologna)	
Opaque For Whom? Neuro-Algo-Divergent Perspectives In The Digital Society	668
Giacomo Astorri (University of Bologna, Italy)	
Neurosphere: Designing the "Autistic City" through Neurodivergent Culture and Inclusive Urbanism Outline:	668
Eleonora Varriale (Neurosphere, Italy)	
Communicative Accessibility And Social Justice: Co-evolution and Neurodiversity in Primary School	669
Isabella Bennardi (Università degli studi di Bologna, Italy) · Patrizia Sandri (Università degli studi di Bologna, Italy)	
A "Door" As An Inclusive, Democratic, Transformative Tool. Neurodiversity, Systemic Perspective, Processes Of Inclusion And Coevolution In The Educational Community	670
Mariagrazia Marcarini (University of Bologna, Italy) · Donatella Di Franco (Istituto Comprensivo F.S. Cabrini - Plesso Tommaso Gulli Scuola Secondaria Primo Grado)	
Beyond Compensatory Inclusion: Parents' Perspectives on School And Social Participation Among Neurodivergent Children In Italy	671
Simone Consegna (INDIRE, Italy) · Enrico Palladino (Associazione Italiana Persone Down (AIPD))	
Between Inclusion and Neurodiversity: Future Educators' Conceptions in an AI-Mediated Educational Context	672
Silvia Zanazzi (Università degli Studi di Ferrara) · Massimo Marcuccio (Alma Mater Studiorum - Università di Bologna, Italy) · Maria Elena Tassinari (Alma Mater Studiorum - Università di Bologna, Italy)	
Beyond the Score: Embodied Music Learning and Neurodivergence as an Epistemic Resource	673
Susanna Zanella Cavallero (Università degli Studi Roma Tre; Universität Münster – Musikhochschule Münster) · Giuseppe Pantano (Università degli Studi Roma Tre; Université de Lorraine - IDEA research Unit) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre)	
F.08. Nurturing Inclusivity: Care Practices and the Transformation of Higher Education	674
Care-less Governance: Hotspot Approach, Educational Exclusion, and the Politics of Care in Euro-Mediterranean Migration Policy	674
Martina Riccardi (Università degli Studi di Bari Aldo Moro, Italy)	
'Now You See Me, Now You Don't'? The In/visibility, Mis/recognition and Intersectionality of Carers in UK Academia	675
Marie-Pierre Moreau (Anglia Ruskin University, United Kingdom)	
The Care-Free Researcher Myth: A Comparative Study	676
Martina Visentin (University of Padova, Italy)	
Unsustainable Passion. Practices of Care in Academia Between Invisibilization and Radical Resistance	677
Cuerpa In Ricerca (Collettivo femminista, Italy)	
Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening	678
Daniela Maggi (Department of Human and Social Sciences, e-Campus University, Italy) · Fabio Lucchini (Department of Human and Social Sciences, e-Campus University, Italy) · Aurora De Biasio (Department of Human and Social Sciences, e-Campus University, Italy) · Tania Moretta (Department of Theoretical and Applied Sciences, e-Campus University, Italy) · Venusia Covelli (Department of Theoretical and Applied Sciences, e-Campus University, Italy)	
F.09. Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus	679
Hybrid Community of Practice for sustainable critical pedagogy in ICT-integrated Mathematics Teaching among Pre-Service Teachers	679
Anastasia Gordon (Cape Peninsula University of Technology, South Africa)	
Transdisciplinary Perspectives for Research and Intervention on Teachers' Emotional–Relational Competencies: The LAB-CERD (University of Modena and Reggio Emilia, Italy)	680
Paola Damiani (Università degli Studi di Modena e Reggio Emilia, Italy) · Tommaso Firaux (Università degli Studi di Modena e Reggio Emilia, Italy) · Marco Caviglià (Politecnico di Torino, Italy)	

Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network	681
Ivano De Luca (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Simone Aldo Buonporto (IDCERT Società Benefit srl) · Sandra Calzolaro (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Fabio De Vita (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Susanna D'Amato (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Federica De Blasi (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Emanuela Tenuzzo (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Simona Belloni (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy)	
Teacher Self-Efficacy and Affective Dimensions to Support the Professional Development of Inclusive Teachers: An Exploratory Study	682
Lucia Scipione (Università Modena e Reggio Emilia, Italy) · Paola Damiani (Università Modena e Reggio Emilia, Italy)	
Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools	683
Sara Romiti (INVALSI, Italy) · Letizia Giampietro (INVALSI, Italy) · Monica Perazzolo (INVALSI, Italy) · Graziana Epifani (INVALSI, Italy) · Donatella Poliandri (INVALSI, Italy)	
Building Democratic Contexts: Participation, Engagement, and Transformation Through the TNE Method	684
Silvia Rossi (Comune di Perugia) · Edoardo Renzi (University of Perugia, Italy) · Alessandra Valastro (University of Perugia, Italy)	
Teachers' Emotions and Professional Agency in Data-Informed School Governance	685
Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Graziana Epifani (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Letizia Giampietro (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Monica Perazzolo (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Sara Romiti (INVALSI - Italian National Institute for the Evaluation of Education, Italy)	
Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools	686
Graziana Epifani (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Letizia Giampietro (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Monica Perazzolo (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Sara Romiti (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Donatella Poliandri (Invalsi - Italian National Institute for the Evaluation of Education, Italy)	
Emotional Demands, Professional Agency And The Democratic Sustainability Of Inclusion: Evidence From TALIS 2024 Italian Data	687
Laura Palmerio (INVALSI, Italy) · Carlo Di Chiacchio (INVALSI, Italy) · Sabrina Greco (INVALSI, Italy)	
In Tune With Inclusion - Designing In-service Professional Development for Instrumental Music Teachers in Inclusive Contexts: Teachers' Perspectives	688
Desiree Calzavara (Libera Università di Bolzano, Italy)	
Rediscover Human Similarities Thought Diversity. The Narrative Approach To Implement Empathy During Teacher Training Programs For Inclusion	689
Giulia Aguzzi (Università per Stranieri di Siena, Italy)	
From Multimedia to Multisensory Room: A Preliminary Investigation into New Perspectives for Inclusion and Teachers' Professional Competencies	691
Paolo Lucattini (University of Molise, Italy) · Filippo Bruni (University of Molise, Italy) · Marta De Angelis (University of Molise, Italy)	
Leading for Democratic Intelligence: Teacher Agency, Emotion, and Epistemic Stewardship in Inclusive Schools	692
Chris Brown (University of Southampton, United Kingdom) · Ruth Luzmore (University of Southampton, United Kingdom)	
Democratic Professionalism, Teacher Agency, Relational Governance, Professional Capital; Social-Emotional Learning	693
Mohammed Elmeski (Faculty of Educational Sciences, University Mohammed V, Morocco)	
Teaching and Inclusion: Finding a Balance Between Empathy and Artificial Intelligence	694
Jessica Mazzuca (Università di Catanzaro Magna Graecia, Italy)	
Reintroducing the Early Women Sociologists: Effects on University Teaching and Pedagogical Practices	694
Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy)	
An Empirical Study of Circle Singing as a Methodology to Promote Inclusion and Enhance Teacher Competences in Higher Education	695
Giuseppe Pantano (Roma Tre University, Italy - Université de Lorraine) · Susanna Zanella (Roma Tre University, Italy - Universität Münster - Musikhochschule) · Amalia Rizzo (Roma Tre University, Italy)	
Generative Agency, Capability, and Well-Being in inclusive teaching practices	696
Daniela Gulisano (Università degli Studi di Catania, Dipartimento di Scienze della Formazione, Italy) · Paolina Mulè (Università degli Studi di Catania, Dipartimento di Scienze della Formazione, Italy)	
F.10. The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System	697
Deconstructing Ableism in Teacher Education: Reflexivity, Habitus, and Representations of Disability	697
Alessandra Maria Straniero (University of Calabria, Italy)	
Practicing Democracy and Inclusive Education through Philosophy for Children in Primary School	698
Arianna Vennarucci (Istituto comprensivo Claudio Abbado, Italy)	
The Illusion of Inclusion: Deciphering the Ableist and Performative Apparatus within the New Italian National Guidelines 2025	699
Marianna Piccioli (Università degli Studi di Roma "Foro Italico", Italy)	
The Role of Ableism in Producing Micro-Exclusion	700
Francesca Marotti (University of Florence, Italy)	
The non-neutrality of The Educational Guidance Of Students With Disabilities: An Ethnography Of School Transitions	701
Luca Fabris (Univeristy of Bologna, Italy)	
Achievement and Achievement Differences in Primary Education: Inequality-critical Reflections on a Discourse Analysis of Educational Policy	701
Sara Baroni (Free University of Bolzano-Bozen, Italy) · Simone Seitz (Free University of Bolzano-Bozen, Italy) · Anna Schwermann (Free University of Bolzano-Bozen, Italy) · Aline Lupa (Free University of Bolzano-Bozen, Italy)	
Crippling Meritocracy: Ableist Performance and Normative Bodies in Contemporary Education	702
Barbara Centrone (University of Roma Tre, Italy)	
Disability Studies and Democratic Schooling	703
Simona D'Alessio (Istituto comprensivo Octavia, Italy - GRIDS) · Giuseppe Vadalà (GRIDS - Gruppo di Ricerca Inclusione e Disability Studies) · Marianna Piccioli (Università "Foro Italico") · Fabio Bocci (Università Roma Tre)	
Meritocracy, Inclusion, and the Boundaries of Fairness in Schooling: Evidence from a Survey Experiment in Italy	704
Rosa Bellacicco (University of Turin, Italy) · Tania Parisi (University of Turin, Italy) · Sara Romanò (University of Turin, Italy)	
Reflections on Intermediate Leadership as a Resource for Inclusion in Italian Schools: Themes and Issues from a Disability Studies Perspective	705
Maria Antonietta Maggio (Università degli Studi di Parma, Italy)	

F.11. Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces	706
Crippling Disparities of Support: Reconfiguring Disability, Support, and Participation in Higher Education	706
Francesca Peruzzo (University of Birmingham, United Kingdom)	
Giving “Body” to Research: Embodied Inquiry and Crip Pedagogy for the Democratization of Educational Contexts	707
Giovanni Gottardo (University of Siena, Italy) · Francesca Bulletti (University of Siena, Italy)	
Crip Activism as Pedagogy of Resistance: Interdependence, Care, and Collective Learning as Practices of Social Justice	709
Sofia Righetti Nottegar (University of Verona, Italy)	
Crippling the Sense of Place: Disability, Urban Accessibility and Spatial Belonging	709
Sonia Bragaglia (Università Roma Tre, Italy) · Barbara Centrone (Università Roma Tre, Italy)	
Personal Assistance as Crip Freedom: Care, Autonomy and Self-Determination for Disabled LGBTQ+ Subjectivities	710
Elisa Costantino (Università degli Studi di Genova, Italy) · Barbara Centrone (Università Roma Tre, Italy)	
The Pedagogy of Absence: Disability, Artistic Training and the Limits of Access to the Performing Arts	711
Simone Chiacchiararelli (Università degli studi di Bari "Aldo Moro", Italy)	
F.12. Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic	713
“Finding My Place at School”: Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms	713
Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Martin Fico (Masaryk University, Czech Republic (Czechia)) · Oksana Stupak (Masaryk University, Czech Republic (Czechia)) · Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia))	
Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools	714
Lenka Ďulíková (Masaryk University, Department of Education) · Miroslav Jurčík (Masaryk University, Department of Education) · Martin Fico (Masaryk University, Department of Education) · Oksana Stupak (Masaryk University, Department of Education) · Jarmila Bradová (Masaryk University, Department of Education)	
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools	715
Štefánia Sokolová (Masaryk University, Czech Republic (Czechia)) · Martin Fico (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)) · Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · Oksana Yuriyivna Stupak (Masaryk University, Czech Republic (Czechia))	
Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools	716
Oksana Yuriyivna Stupak (Masaryk University) · Martin Fico (Masaryk University) · Jarmila Bradová (Masaryk University) · Miroslav Jurčík (Masaryk University) · Lenka Ďulíková (Masaryk University)	
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment	716
Martin Fico (Masaryk University, Czech Republic (Czechia)) · Nikol Králová (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)) · Oksana Yuriyivna Stupak (Masaryk University, Czech Republic (Czechia)) · Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Jarmila Bradová (Masaryk University, Czech Republic (Czechia))	
Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students	717
Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)) · Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Martin Fico (Masaryk University, Czech Republic (Czechia)) · Oksana Stupak (Masaryk University, Czech Republic (Czechia))	
Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems	718
Tereza Švadová (Masaryk university, Czech Republic (Czechia)) · Jana Veličková (Masaryk university, Czech Republic (Czechia)) · Alice Brychová (Masaryk university, Czech Republic (Czechia)) · Petr Pytlík (Masaryk university, Czech Republic (Czechia)) · Hana Svobodová (Masaryk university, Czech Republic (Czechia))	
STREAM G · CRITICAL PEDAGOGIES, INTERSECTIONALITY AND EPISTEMIC JUSTICE	720
G.01. Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap	721
Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students	721
Marialuisa Villani (University of Bologna, Italy) · Alessia Macagno (Università degli Studi di Torino) · Silvia Facchinetti (3Università degli Studi di Milano) · Francesca Arnaboldi (3Università degli Studi di Milano) · Francesca Bianchi (3Università degli Studi di Milano)	
Addressing the gender issue in STEM Education	722
Silvia Galano (Università di Napoli Federico II, Italy) · Clementina Sasso (Istituto Nazionale di Astrofisica) · Jacopo Giammatteo (Istituto Superiore di Sanità) · Antonella Pillozzi (Istituto Superiore di Sanità) · Alessandro Rizzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche) · Floriana Torpedine (Istituto Nazionale per l'Analisi delle Politiche Pubbliche) · Valerio Vagelli (Agenzia Spaziale Italiana) · Daniela Vellutino (Università di Salerno) · Claudia Villante (Istituto Nazionale di Statistica)	
Invisible Barriers And Gender Segregation. Voices In Dialogue From A Study On Promoting Female Participation In STEM Fields	723
Chiara Bove (Università di Milano-Bicocca, Italy) · Alessandra Mussi (eCampus University) · Caterina Rapini (Università di Milano-Bicocca, Italy) · Maddalena Sottocorno (Università di Milano-Bicocca, Italy)	
Female Educational Expansion Without Convergence in STEM: Persistent Gender Segregation in Italian Higher Education	724
Carmela Spicola (Studiosa indipendente, Italy)	
Measuring School-Related Gender Bias: Insights from a New Ad Hoc Italian Survey	725
Alessandro Concas (Università degli Studi di Cagliari, Italy) · Mariano Porcu (Università degli Studi di Cagliari, Italy) · Isabella Sulis (Università degli Studi di Cagliari, Italy) · Cristian Usala (Università degli Studi di Cagliari, Italy)	
G.02. Bourdieu and Beyond: Connecting Critical Theories to Rethink Educational Inequalities	726
Habitus Disruption and Relational Justice: Working-Class Parents in Middle-Class Schools	726
Manuela Mendoza (Universidad de O'Higgins, Chile)	
Everyday Intimacies of Early Years Practitioners: Gossip as Symbolic Power in the Early Childhood Workforce in England	727
Ruby Juanita Brooks (Manchester Metropolitan University, United Kingdom)	
The Affective Field of Schooling: Rethinking Bourdieu through Care	728
Aina Tarabini (Autonomous University of Barcelona, Spain)	

Illusio and the misrecognition of belonging in Higher Education	729
Nicola Ingram (University College Cork, Ireland) · Ryan Wilkinson (University of Leeds) · Kirsty Finn (University of Manchester)	
Social Mobility as Subjectivation: Bourdieu and Butler in Dialogue	729
Flora Petrik (University of Tübingen, Germany)	
Some Insights on Recognition and Higher Education: From Bourdieu's Field-Centred Approach to Honneth's Normative Perspective	730
Carlos Palma-Amestoy (Pontificia Universidad Católica de Chile, Chile)	
Structured Hybridity And The Democratic Struggle Over Educational Purpose	731
Shilpi Saini (Dream a Dream, India) · Sreehari Ravindranath (Dream a Dream, India) · Apoorva Bhatnagar (Dream a Dream, India) · Amit V Kumar (Dream a Dream, India) · Joseph Thomas Rijo (Dream a Dream, India)	
The Paradox of Institutionalized Care: Habitus, Reflexivity and the Limits of Transformation	732
Jelena Stefanovic (University of Milan, Italy)	
Rethinking Educational Inequality through Taste: A Bourdieusian Analysis of Students' Dispositions towards Learning	733
Paula Arboix Caldentey (Autonomous University of Barcelona, Spain)	
Roots and Leaves: Rethinking the Relationship Between Habitus and Identity	733
Sara Gil (Universitat Autònoma de Barcelona, Spain) · Martí Manzano (Universitat de Barcelona) · Aina Tarabini (Universitat Autònoma de Barcelona, Spain)	
'I Need to Learn How to Talk': Sociolinguistic Reflections on Habitus and Doxa in First-generation University Students Narratives	734
Marco Romito (Università degli Studi di Milano-Bicocca) · Andrea Renee Leone-Pizzighella (Marie Skłodowska Curie Individual Fellow, Eurac Research)	
G.03. Can the Children Speak? Ethical Conundrums in Fostering Young People's Participation in Research and Education	735
Reflexivity, Respect, and Classroom Diagrams: Methodological Insights for Exploring Student Perspectives on Student-Teacher Relationships	735
Maria Giulia Tongiani (University of Southampton, United Kingdom)	
Questionings, Silences, and Cessions of Power. Practices and reflections through picture books	736
Sara Marini (SCOSSE aps, Italy) · Elena Fierli (SCOSSE aps, Italy) · Giulia Franchi (SCOSSE aps, Italy)	
Who Owns the Camera? Student Voice, Visual Power and the Politics of Participation in Schools	737
Chiara Dina Paganuzzi (University of Milano-Bicocca, Italy)	
Speaking between Accountability and Protection: Ethical and Methodological Challenges in Participatory Research with LGBTIQ Adolescents	739
Ale Blue Santambrogio (GenderLens APS, Italy) · Elena Tubertini (University of Verona, Italy) · Federica De Cordova (University of Verona, Italy) · Chiara Sità (University of Verona, Italy)	
More Than A Thousand Words: The Photographic Archive Of The Pious Institute Of The Deaf In Milan	740
Francesca Di Meo (Pio Istituto dei Sordi, Italy) · Luca Des Dorides (Università degli Studi di Milano - Bicocca)	
G.04. Caring Literacy Education: Transforming Hatred and Violence in Divided Societies	741
Caring Literacy as Institutional Practice: Empathetic Inquiry, Reflective Authority, and De-Escalation in Arab School Leadership	741
Maysoun Shehadeh Ershed (Sakhnin College Academic College for Teacher Education, Israel) · Marcel Amasha (Sakhnin College Academic College for Teacher Education, Israel) · Yasser Awad (Sakhnin College Academic College for Teacher Education, Israel)	
Caring Literacy in Education - Toward an Emancipatory Rhetoric Beyond Fear and Violent Patriarchal Domination	742
Tammy Shel (Aboody) (Max Stern Academic College of Emek Yezreel, Israel)	
Democracy and the Freedom of Expression of Teachers: The Case of Israel	743
Moran Svorai (The Hebrew University of Jerusalem, Israel)	
Classroom Power and Democracy: Jewish and Arab Teachers' Responses to School Bullying in Jerusalem	745
Vered Zioni-Koren (Hebrew University of Jerusalem, Israel)	
Caring Literacy and Nationalist Masculinity: Informal Education and the Mobilization of Marginalized Youth	746
Natalie Baruch (Natalie Baruch, Israel)	
From Authority to Inspiration: Reclaiming Religious Narratives for Democratic Civic Competence and Caring Literacy	747
Miriam Awad Morad (University of Haifa, The Israel Democracy Institute)	
G.05. Decolonial Researches between Pedagogical Horizons and Critical-Participatory Methodologies	748
Performing Transensus: Navigating Neoliberal Constraints and Decolonial Horizons in the INTRACOMP Project	748
Marta Milani (University of Verona, Italy) · Sara Salmi (University of Verona, Italy) · Emanuela Piccolo (University of Verona, Italy)	
Embracing Plurality: Rethinking Migrant Identities and Educational Practice through a Complex Epistemology	749
Federica Matera (University of Turin, Italy) · Giulia Gozzelino (University of Turin, Italy)	
Recentring Epistemologies And Languages In Conditions Of Vulnerability: Reflections From The Perspective Of Critical And Decolonial Applied Linguistics	750
Marta Guarda (Eurac Research, Italy) · Giorgia Andreolli (Eurac Research, Italy)	
Becoming Legible: Migrant Women's Situated Narratives between Skill Formation, Work and Recognition	751
Francesco Vittori (University of Verona, Italy) · Paola Dusi (University of Verona, Italy)	
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days	752
Alessia Mastropietro (Sapienza Università di Roma, Italy) · Gabriele Di Carlo (Sapienza Università di Roma, Italy) · Ariela Desio (Università degli Studi di Firenze, Italy) · Chiara Prometti (Sapienza Università di Roma, Italy) · Francesco Petraglia (Sapienza Università di Roma, Italy) · Giovanna Leone (Sapienza Università di Roma, Italy)	
Decolonising healthcare communication: Intercultural training for providers in the Intercomsalud Project	753
Carmen Merino Cabello (University of Alcalá, Spain) · Sofía Antequera-Manzano (University of Alcalá, Spain) · Andrea Sanz de la Rosa (University of Alcalá, Spain) · Candelas Bayón Cenitagoya (University of Alcalá, Spain)	
Educators' Conceptions of Child Participation: Implications for Educational Development in Khartoum State, Sudan	754
Gofran Khalfalla (The Aga Khan University, Institute for Educational Development, Eastern Africa, Sudan)	
Community Based Participatory Research: A Methodological Approach as a Practice of Decolonisation. The Experience of the D@rts Horizon Project	755
Cristina Balloi (University of Verona, Italy)	
Decolonial Discourses and the Professional Becoming of Teachers in South Africa	756
Zayd Waghid (Cape Peninsula University of Technology, South Africa)	

Beyond Academic Hegemony: Undercommons, Popular Education, and Decoloniality	757
Lisa Stillo (Roma Tre University, Italy) · Aurora Bulgarelli (Link Campus University)	
Feminist and Decolonial Classrooms: Learning with bell hooks	758
Antonietta De Vita (University of Verona, Italy)	
G.06. Decolonizing and Queering Education: Intersections of Power, Epistemic Justice, and School Practices	759
Feminist, Decolonial and Antiracist Youth Activism as Transformative Pedagogies: Reimagining Gender, Citizenship, and Human Rights Education in Italy	759
Tiziana Chiappelli (University of Siena, Italy)	
Educating for Plural Desire: Decolonizing Affective and Sexual Education	760
Stella Rita Emmanuele (Università di Enna Kore, Italy)	
Universalism and Innocence as Technologies of Childhood: A Queer and Decolonial Reading of Children's Rights	761
Simone Colli Vignarelli (University of Milano-Bicocca, Italy)	
Italianness as a Racialised Regime of Truth: Whiteness and Belonging in History and Civic Education	762
Alessia Frola (University of Bristol, United Kingdom)	
Queer Stories in the Language Classroom: Arts-Based Literacy Practices and Epistemic Justice in Primary ELT	763
Federica Clementi (University of Stavanger, Norway)	
Limits and Conditions for a Decolonial Pedagogy: a Document Analysis of the Italian Guidelines on Interculturality	764
Charaf El Bouhali (Università degli Studi di Padova, Italy) · Roberta Berlingó (Rutgers University, USA)	
Beyond Knowledge Hierarchies: A Qualitative Inquiry into Epistemic Justice and Adolescent Participation	765
Giuseppe Li Rosi (università di enna kore, Italy)	
Reproducing and Resisting Normativity: Queer and Decolonial Insights from a Lower Secondary School in Andalusia	765
Lavinia Pia Vaccaro (Università Kore di Enna, Italy)	
Queer Pedagogy and Children's Literature: Intersectional and Decolonial Readings	766
Marta Selleri (Univeristà degli studi di Enna "Kore", Italy)	
Beyond The Canon: Comics, Queerness, And Alternative Literacies As Sites Of Epistemic Resistance In School Curricula	767
Valentina Baeli (University of Catania, Italy)	
Intersections of Invisibility: A Quantitative Analysis of the Trans* BPOC Community's School Experiences in Europe	768
Richard Bourelly (Sapienza Università di Roma, Italy) · Ale Blue Santambrogio (Università degli Studi di Enna "Kore", Italy)	
Observing the Difference: Pedagogical Observation, Aesthetic Education and Epistemic Queer Justice	769
Emanuele Liotta (Università degli studi di Catania, Italy)	
G.07. Democracy of Care: Rethinking Networks and Relationships of Counter Gender-Based Violence	770
Rethinking Masculinity, Care, and Gender-Based Violence: Toward Shared Responsibility in Care Practices	770
Sabina Leoncini (UNISI, Italy)	
The Construction Of The Identity Of Women With Disabilities And The Invisibility Of Violence: A Literature Review	771
Federica Lapietra (University of Bologna, Italy) · Elena Malaguti (University of Bologna, Italy)	
Biography for Young Readers, Co-Research Networks and Cultural Prevention of Gender-Based Violence: The BIBI Programme as a National Model	772
Marnie Campagnaro (University of Padova) · Ilaria Filograsso (University of Chieti-Pescara, Italy)	
Networking: Policies, Strategies and Tools to Combat Gender Based Violence	773
Francesca Dello Preite (Università di Firenze, Italy) · Caterina Mellace (Università di Firenze, Italy)	
Violence as a "Form of Love": Internalised Parenting Models and the Development of Emotional Relationships	774
Alessandra Altamura (Università degli Studi di Foggia, Italy)	
Risk and Protective Factors in the Resilience of Mothers Survivors of Violence: A Reflexive Thematic Analysis	775
Angelica Disalvo (Università di Foggia, Italy)	
From Hegemony to Reciprocity: Philosophies of Education on Gender, Embodiment, and Dependence	775
Giuseppina D'Addelfio (Università degli studi di Palermo, Italy)	
G.08. Ecofeminist dialogues across History of Education and Children's Literature	777
Wild Girls and Living Worlds. Ecofeminist Imaginaries of Childhood in Hayao Miyazaki's Cinema	777
Maria Teresa Trisciuzzi (Free University of Bozen, Italy)	
Flourishing Desire: Female Sexuality And Botanical Imagery In Contemporary Italian Illustrated Books	778
Valentina Baeli (University of Catania, Italy)	
Women and teaching between Sicily and America. The lesson of rural teacher Josephine Delva between the 19th and 20th centuries	779
Rita Baldi (University of Palermo, Italy) · Livia Romano (University of Palermo, Italy)	
Ecofeminist Youth Fiction as an Educational Tool for Social and Environmental Change	780
Arianna Sechi (Università degli Studi di Verona, Italy)	
Narrating The Non-Human. The Otherness Of The Child Body In Stories For Children	781
Rossella Caso (University of Foggia, Italy)	
"An antidote to the logic of domination": An Ecofeminist Reading of Selected Raccontini by Caterina Percoto	782
Francesca D'Alessio (Independent Researcher, Italy)	
G.09. Financial Education, Gender and Democratic Empowerment: Rethinking Equity in Economic Learning	783
Family Economic Socialization as a Key to Equitable Financial Education in Italian Primary Schools	783
Giovanna Andreotti (Free University of Bozen-Bolzano, Italy) · Monica Parricchi (Free University of Bozen-Bolzano, Italy) · Giulia Cavrini (Free University of Bozen-Bolzano, Italy)	
Powerful Financial Knowledge as Epistemic Justice: Rethinking Financial Education For Democratic Empowerment	784
Emanuel Mizzi (University of Malta, Malta)	
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition	785
Valentina Maria Andreucci (Bank of Italy, Italy) · Alessio D Ignazio (Bank of Italy, Italy) · Francesca Festa (Bank of Italy, Italy) · Marialucia Longo (Bank of Italy, Italy) · Francesco Rossetti (Bank of Italy, Italy)	
Integrated Educational Partnerships In School-based Financial Education	786
Monica Parricchi (University of Bozen, Italy) · Doris Kofler (University of Bozen, Italy)	

Learning For Democracy And Democracy For Learning: Financial Education As A Transformative Practice In Teacher Training	787
Marzia Leccese (Università degli Studi del Molise, Italy) · Valeria Miceli (Università degli Studi del Molise, Italy)	
The Role of Teachers in Financial Education in Italian Schools.	788
Luca Refrigeri (University of Molise, Italy) · Noemi Russo (University of Molise, Italy)	
Financial Education Issues for Inclusion, Equity and Democratic Participation	789
Gabriella Aleandri (Roma Tre University, Italy)	
Promoting Women's Empowerment through Financial Literacy Education: A Design Experience in Pre-Service Teacher Education	790
Barbara Bocchi (University of Trieste, Italy) · Lisa De Giusti (University of Trieste, Italy) · Alessandra Rea (University of Trieste, Italy)	
Finance through Play: A Comparative Study of Play-Based Financial Education in Early Childhood	791
Riccardo Grazioli (University of Milan, Italy) · Benedetta Melloni (University of Modena and Reggio Emilia, Italy)	
Financial Thinking for Reflective Citizenship in Primary School	792
Silvia Della Rocca (Università degli Studi di Firenze) · Christian Tarchi (Università degli Studi di Firenze) · Annalisa Valle (Università Cattolica del Sacro Cuore) · Elisabetta Lombardi (Università eCampus) · Lidia Casado Ledesma (Universidad a Distancia de Madrid) · Pietro Cappelli (Università degli Studi di Firenze) · Giorgia Franchina (Università Cattolica del Sacro Cuore) · Federico Colombo (Università Cattolica del Sacro Cuore)	
G.10. Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship	793
Affective Complexity, Intimate Citizenship, and Queer(er) Futures in Sex Education	793
Melissa Keehn (University of New Brunswick, Canada)	
For a future Italian Comprehensive Sexualities Education: An analysis of teachers' and future educators' suggestions	794
Valeria Bruno (Università degli Studi dell'Aquila, Italy)	
Corporeality, Disability, and Epistemic Injustice: The Transformative Potential of Participatory and Creative Methodologies in Gender and Sexuality Education	795
Federica Lapietra (University of Bologna, Italy)	
Gender Inequalities, Co-parenting, and Educational Alliances in Early Childhood Education: Preliminary Findings from a Qualitative Study	797
Chiara Borelli (University of Bologna, Italy)	
Gender Education and Intimate Citizenship: Youth Representations of Democracy in Educational Settings	798
Barbara Sonzogni (Sapienza University of Rome, Italy) · Gabriella D'Ambrosio (Italian National Institute of Statistics (ISTAT)) · Laura Falci (Sapienza University of Rome, Italy)	
Where Silence Teaches: Hidden Curriculum and Democratic Learning in Italian CSE	799
Eleonora Bonvini (University of Bologna, Italy)	
Affective and Sexual Relationships in the Time of Dating Apps. Hookup Culture and the Expectation System of Young People	800
Vitaliano Corbi (Alma Mater Studiorum-Università di Bologna, Italy)	
"...La Principessa racconta...": Fabulo-Technological Pathways for Inclusion of Gender Variant/Non-Binary Students in Italian Schools	801
Marco Martucci (IIS "Clara Leardi", Italy)	
Are They Ready To Teach Sexuality Education In The Digital Era?	802
Martina Böhmová (Faculty of Education, Masaryk University, Czech Republic (Czechia)) · Martin Fico (Faculty of Education, Masaryk University, Czech Republic (Czechia))	
Interstices of Possibility: Creating Democratic Spaces for Transformative Gender and Sexuality Education in Schools	803
Caterina Rapini (Università di Milano-Bicocca, Italy)	
The Teacher as a Body in the Classroom: transfeminist pedagogies and Comprehensive Sexuality Education as democratic practices in Italian Secondary Schools	804
Alice Valenza (Università degli Studi di Bari Aldo Moro, Italy; Gen-Q) · Valeria Piras (Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche; Gen-Q) · Susanna Chiulli (Gen-Q) · Emanuele Falcolini (Gen-Q)	
'Intruders', 'Transformers' and 'Fallen Soldiers': Experiences of Non-Heterosexual Boys and Trans and Non-Binary Students in Secondary Education	805
Berta Llos (Universitat Autònoma de Barcelona, Spain)	
"Piacere di Conoscerci": Youth-led CSE as democratic practice of policy-making in South Italy	806
Francesca Barbino (University of Palermo, Italy) · Giulia La Barbera (University of Palermo, Italy) · Carmen Buglisi (University of Palermo, Italy)	
When Inclusion Excludes - Sexuality Education as Democratic Practice Between Non Formal Settings and School Logics	807
Eleonora Dolderer (University of Tuebingen, Germany)	
Beyond Standards: Mapping Sexuality Education Approaches in Italy	808
Giuliano Flagiello (University of Naples "Federico II", Italy)	
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education	809
Elena Fierli (Educare alle Differenze, Italy; Scosse aps, Italy) · Rossella Di Benedetto (Educare alle Differenze, Italy; Scosse aps, Italy) · Camilla Girotti (Educare alle Differenze, Italy; Epimeleia, Italy) · Valentina Manca (Educare alle Differenze, Italy; Epimeleia, Italy) · Caterina Rapini (Educare alle Differenze, Italy; Scosse aps, Italy)	
Poetic Sexuality Education: Art, Expression and Relational Learning for Democratic Coexistence	810
Chiara Massullo (University of Roma Tre, Italy)	
Gender-Expansive Childhoods And The Question Of Epistemic Justice In Early Childhood Teacher Education	811
Antonio Raimondo Di Grigoli (University of Siena, Italy)	
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence	812
Sara Marini (SCOSSE aps, Italy) · Chiara Antonucci (SCOSSE aps, Italy; Università degli studi di Cassino e del Lazio Meridionale) · Elena Fierli (SCOSSE aps, Italy) · Giulia Franchi (SCOSSE aps, Italy) · Cristian Greco (SCOSSE aps, Italy) · Caterina Rapini (SCOSSE aps, Italy; Università degli Studi di Milano-Bicocca)	
Searching for Whole-School Approaches in Early Childhood Education and Care (ECEC) Gender Education	813
Carolina Trivelli Díaz (University of Verona, Italy)	
G.11. Gender Representations And Democracy: Violence, Media And Cultural Resistance	815
Frames of Injustice: How Italian Journalism Shapes Democratic Learning on Gang Rape	815
Lucia Pelle (University of Tuscany, Italy)	
The New Feminine Mystique: a Study on the Platformization of Everyday Care	817
Antonia Cava (University of Messina, Italy) · Debora Maria Pizzimenti (University of Calabria, Italy)	

Between Indian Education and Society: Hattee Girls of Himachal Pradesh	817
Kashmir Kashyap (Higher Education, H.P. (Outsourced), India)	
Naming Femicide, Reproducing Bias: Media Representations of Ilaria Sula's Case and Their Democratic Implications	818
Flaminia Saccà (Sapienza University of Rome, Italy) · Maddalena Carbonari (Sapienza University of Rome, Italy)	
Critical Media Literacy and Gender Equality: Fostering Democratic Agency through Gaze Theory and Standpoint Epistemology	819
Giulia Lombardo (Istituto nazionale di documentazione innovazione e ricerca educativa (INDIRE), Italy)	
Victims, Perpetrators and Media Narratives: Gender-Based Violence in Rome newspapers	821
Rosalba Belmonte (Unitelma Sapienza, Italy)	
Gender and the Construction of "the People": Radical Right Narratives and Anti-Democratic Imaginaries in the Digital Public Sphere	821
Natale Feo (università degli studi di messina, Italy)	
G.12. Intersectional Methodologies: Approaches, Methods and Tools for Research in Educational and Organisational Contexts	823
Intersectional Body Shaming. A Tool For Quantifying A Relational Phenomenon	823
Laura Occhini (università di Siena, Italy) · Maria Rita Mancaniello (università di Siena, Italy)	
Operationalising Intersectionality through Transdisciplinary Research: Methodological Reflections from the INTERGEN Project	824
Mariella Nocenzi (LUMSA University of Rome, Italy) · Raffaella Monia Calia (Sapienza University of Rome)	
Epistemic Inequality In Transformative Research With Women with Endometriosis: The Construction Of A Methodological Framework Based On Intersectionality Perspectives	825
Alessandra Romano (University of Siena, Italy) · Francesca Bulletti (University of Siena, Italy) · Giovanni Gottardo (University of Siena, Italy)	
Intersectionality and Educational Inequalities From Critical Literature Review to an Ecosystem of Epistemological Gestures	826
Mervé Ozden (UCLouvain, Belgium) · Géraldine André (UCLouvain, Belgium)	
Promoting Self-Determination in Adults with Disabilities. Intersectional Approaches	827
Valeria Friso (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy) · Sara Marchesani (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy) · Marco Cadavero (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy)	
Emotional Intelligence and Democratization Processes: the Contribution of Intersectional Research in the PoEmS Project	828
Alessandra Viviani (University of Siena, Italy) · Alessandra Romano (University of Siena, Italy) · Giovanni Gottardo (University of Siena, Italy) · Gaia Ciccarelli (University of Siena, Italy)	
Intersectional Co-Design and Social Robotics: Reframing Work Preparation for Autistic Adolescents	829
Valentina Pennazio (University of Genoa, Italy) · Rita Cersosimo (University of Genoa, Italy)	
Educating for Diversity through an Intersectional Lens: Methodological Reflections from an Erasmus Blended Intensive Programme in Educator Training	830
Valentina Guerrini (University of Sassari, Italy)	
Language Education and Bi-Plurilingual Students Labelled as Disabled: An Intersectional Action Research Study	831
Claudia Menduni (University of Milano-Bicocca, Italy)	
Women Teachers With Disabilities And Intersectional Methodologies: A Case-study In Educational Contexts	832
Elena Rosciani (University of Macerata, Italy) · Arianna Taddei (University of San Marino Republic, San Marino Republic) · Barbara Alesi (University of Macerata, Italy)	
Linguistic Discrimination and Intersectional Inequality in Education	833
Rosalba Nodari (University of Siena, Italy) · Silvia Calamai (University of Siena, Italy) · Claudia Soria (ILC-CNR, Italy) · Souzaana Maria Serveta (ILC-CNR, Italy) · Andrea R. Leone Pizzighella (EURAC Research)	
G.13. Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies	835
Re-reading Intersectionality: A Systematic Literature Review within the Field of Educational Research	835
Barbara Gross (Libera Università di Bolzano, Italy) · Giulia Filippi (Libera Università di Bolzano, Italy)	
Safety, belonging and voice as democratic infrastructure: A Stepwise Intersectional Method for School Development to Achieve SDG 4	836
Robert Pham Xuan (University of Jena, Germany)	
Widening Participation or Narrowing the Path? Intersectional and Decolonial Readings of Supplementary Higher Education Policies for Migrant Academics in Sweden	837
Giulia Messina Dahlberg (University of Gothenburg, Sweden) · Helena Korp (University of Gothenburg, Sweden) · Sofia Persson (University of Gothenburg, Sweden)	
Decolonial and Queer Approaches to CSE Reimagining Schools Beyond Patriarchal and Eurocentric Norms	838
Francesca Barbino (University of Palermo, Italy)	
Intersectional Adult Education Pathways: Participatory Action Research and Epistemic Justice in Community-University Partnership	839
Rebekah Brennan (An Cosan and SETU, Ireland) · Rosemary Kunane (An Cosan and SETU, Ireland) · Emma Fox (An Cosan and SETU, Ireland)	
Intersecting Realities: Guidelines for Intersectionality-Informed Educational Research Design	840
Lisa Bugno (University of Padova, Italy) · Luisa Conti (University of Jena, Germany)	
Representations And Pedagogical Choices In School Contexts: a Reflection Based on Picture Books.	841
Pamela Prosperi (Unipg, Italy) · Ilaria Santilli (Unroma1, Italy)	
How Deconstruction informs Intersectional Analysis	842
Eloise Drure (University of Modena and Reggio Emilia, Italy)	
Ceiling in Gifted Education: Toward and Intersectional Framework for Talent Development in Post-migrant Germany	843
Mariella A. Winter (University of Education Karlsruhe, Germany)	
Intersectional Belonging: Adult Migrant Students' Experiences in Finland	844
Alessandra Aldrovandi (University of Helsinki, Finland)	
Play as Practice: Epistemologies of Embodied Intersectionality for Democratic Belonging	845
Silke Werth (Free University of Bozen-Bolzano, Italy)	

G.14. Learning For Democracy: Recognising and Deconstructing Sexist Stereotypes for a More Equal Society	846
Beyond Normalization: The Radical Right's "Fifth Wave" and the Populist Construction of the Gender Threat	846
Antonio Tramontana (University of Messina, Italy) · Milena Meo (University of Messina, Italy)	
Between Invisibility and Political Conflict. The Representation of Violence against LGBTQ+ People in the Italian Press	847
Valentina Raffa (University of Messina, Italy) · Antonio Tramontana (University of Messina, Italy) · Fabio Mostaccio (University of Messina, Italy)	
Teaching Inequality at the Dawn of History: Gender Stereotypes in Italian Primary School Textbooks	848
Maria Antonietta Augenti (University of Modena and Reggio Emilia, Italy) · Mario Ederoclite (Department of Education Studies, Alma Mater Studiorum University of Bologna)	
Digital Gender-Based Violence and News Media Representation: Non-Consensual Dissemination of Intimate Images in Italian Newspapers	849
Stefania Parisi (Sapienza University of Rome, Italy) · Maddalena Carbonari (Sapienza University of Rome, Italy)	
Representing Gender-Based Violence at School: Media Narratives, Stereotypes, and Public Discourse	850
Luca Massidda (Università della Toscana, Italy)	
No Country for a Woman's Consent? Using Grey Areas to Explore Italy's Legal Debate on Sexual Violence	850
Elena Morrone (Università degli Studi di Salerno, Italy)	
Learning Femininity Online: Female Dating Strategy and the Reproduction of Sexist Stereotypes in Digital Cultures	851
Debora Maria Pizzimenti (University of Calabria, Italy) · Assunta Penna (University of Messina, Italy)	
Countering Stereotypes and Educational Segregation in Schools: The Gender Equality Charter Mark	852
Areta Sobieraj (Oxfam Italia, Italy) · Lorenzo Luatti (Oxfam Italia, Italy)	
Gender Stereotypes And Social-Emotional Skills In Italian Students: Gender And Territorial Differences In A Democratic Perspective	853
Paolo Barabanti (INVALSI, Italy) · Patrizia Falzetti (INVALSI, Italy)	
The Italian LGBTQ+ Anti-Discrimination Centers As Places for Learning Democracy	854
Fabio Mostaccio (Università degli Studi di Messina, Italia) · Marika Manera (Università degli Studi di Messina, Italia)	
G.16. Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks	855
Heroes, ethics, and democracy: Superman and My Hero Academia as epistemic lenses for citizenship	855
Cristiana D'Aprile (Università di Foggia, Italy)	
Breaking as Intelligent Movement: Embodied Pedagogy and Educational Ecology in Hip Hop Dance	856
Jacopo Ferri (Independent Researcher)	
When They Rap Us. Epistemological Insights from Pedagogic Discourses in the Postcolonial Rap Scene in Italy	856
Francesco Fabbro (University of Rome Tor Vergata, Italy)	
Drawing the Right to the City Comics and Creative Methods at the Intersection of Teaching and Research on Gender, Sexism and Urban Safety.	857
Giulia Selmi (University of Parma, Italy)	
„Chi sono io, con permesso?": The Educational Potential of Graphic Novels for Narratives of Migration, Identity and Citizenship in Teaching Italian as a Foreign Language	858
Stefanie Faustmann (Masarykova Univerzita, Czech Republic (Czechia))	
Visualizing the Unthinkable: The Depiction of the Holocaust in Comics	859
Anna Schnepfer (Freie Universität Berlin, Germany)	
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education	860
Veronica Moretti (Università di Bologna, Italy) · Martina Consoloni (Università di Bologna, Italy) · Alessia De Stefano (Università di Bologna, Italy) · Stefano Ratti (Università di Bologna, Italy) · Pamela Jofre (University of Valparaiso, Chile) · Juan Pablo Gigoux (University of Valparaiso, Chile)	
G.17. Homeschooling, Democracy, and the Public Sphere: Rethinking Education through Plural Perspectives	861
Homeschooling and Parenting Models: a Challenge to Secondary Socialisation Processes	861
Francesca Lagomarsino (Disfor, Università di Genova, Italy) · Chiara Lanini (Disfor, Università di Genova, Italy)	
From Homeschooling to Skolé. What Can We Learn? Inquiring and Wondering Together, to Release Our School	862
Eleonora Zorzi (Università di Padova, Italy) · Emilia Restiglian (Università di Padova, Italy)	
Learning Democracy on the Move: Itinerant Education and Mobile Community Life at LiberSchool	863
Ana Maria Spariosu (Liber S Aps, Italy)	
Assessment as a Democratic Practice: a Comparison Between School and Homeschooling	864
Emilia Restiglian (University of Padova, Italy)	
Beyond Schooling	864
Lucie Wheeler (Anglia Ruskin University)	
G.18. Women's Work and Emancipatory Pathways	865
Beyond Eurocentric School Design: Climate, Architecture, and Learning from East Africa	865
Carla Schwaderer (TU Wien, Austria)	
Women's Work in Politics: The Contribution of Angela Maria Guidi Cingolani	866
Paola Dal Toso (Università degli studi di Verona, Italy)	
Female Teachers in Fascist Italy: Women's Work, Agency and Emancipation in an Authoritarian Context	867
Erica Spagnolo (Università degli Studi di Roma Tor Vergata, Italy)	
Care Work or Democratic Practice? Women's Teaching Work in Freire's Thought	868
Matteo Umbro (University of Rome "Tor Vergata", Italy)	
Financial Literacy: A Tool of Empowerment to Reduce the Risks of Domestic Economic Violence	869
Elisabetta De Lorenzo (Università degli studi di Foggia, Italia)	
Educating Intimacy and Relational Awareness: An Educational Intervention to Counter Gender-Based Violence in University Settings	869
Martina Bianchi (Università degli Studi Roma Tre, Italy)	
Elsa Conci: the Work of a Woman in Politics for the Emancipation of Women	870
Carla Roverselli (University of Rome Tor Vergata, Italy)	

Picturebooks and Narrative Self-Reconstruction as Practices of Women's Empowerment in Migrant Contexts	871
Delia Maria D'Onofrio (Università di Roma Tor Vergata, Italy)	
Maintenance of GenAI in Superdiverse Adult Education: Teachers' AI Literacy and Postdigital Practices	872
Enrico Vignando (University of Udine; University of Modena-Reggio Emilia)	
The Art of Childbirth and the Pedagogy of Redemption: The Hospital of San Rocco delle Partorienti e delle Celate and the Emancipation of Roman Midwives	873
Rita Chiricò (Università degli Studi Niccolò Cusano, Italy)	
Challenging Gender-based Violence Against Women With Disabilities: Narrative Practices and Peer Counselling from an Intersectional Perspective	874
Barbara Alesi (Univeristy of Macerata, Italy) · Arianna Taddei (University of San Marino Republic, San Marino Republic)	
Bell Hooks and the Legacy of Black Feminism. Feminist Thought and Pedagogical Reflection	875
Emilija Voinovska (Università degli Studi di Roma Tor Vergata, Italy)	
Relational Biographies And The Democracy Of Care In Elena Ferrante's My Brilliant Friend	876
Sara Carlesimo (Indipendent researcher, Italy)	
Can The Museum Function As A Platform For Social Resonance?	877
Bianca Basile (Università degli Studi di Milano Bicocca, Italy)	
Learning from Lady Ada Lovelace: bridging early computing and Artificial Intelligence	877
Rita Franceschetti (Università degli Studi di Roma Tor Vergata, Italy)	
G.19. Uncertain Futures, Structured Inequalities: Habitus, Time and Transformation in Education	878
Hysteresis, Symbolic Violence and a Habitus of Resistance: A Bourdieusian Analysis of School Governance in England.	878
Dr Jan Hetherington (University of Derby, United Kingdom)	
Forced Habitus Transformation: Fast Track to Employment for Newly Arrived Academics in Sweden	880
Ida Lidegran (Uppsala University, Sweden)	
Dropout and Throughput in Teacher Education: Students' Educational Strategies	880
Emma Laurin (Stockholm University, Sweden)	
Geographic Capital, Territorial Stigma and Educational Inequalities: A Bourdieusian Perspective on Southern Italian Migrations	881
Martina Brighenti (University of Palermo, Italy)	
Investing in School Health Services: Illusio and Market Commitment in the Neoliberal Welfare State	882
Joakim Lindgren (Umea university, Sweden) · Emma Laurin (Stockholm university, Sweden) · Linda Rönnerberg (Umea university, Sweden) · Malin Benerdal (Umea university, Sweden)	
The Performative Logic of School Experience: When the Future Fades And Judgment Takes Over	883
Rita Fornari (Unimarconi, Italy)	
De-classifying Higher Education: Temporal Fields, Shared Barriers and Imagined Futures	884
Ryan G Wilkinson (University of Leeds) · Lucy Hemingway (University of Leeds) · Eleanor Dutton (University of Leeds)	
G.20. Unschooling, Democracy and Caring Citizenship	885
Citizenship at the Margin of Schooling: An Autoethnography of Unschooling, Assessment, and Democratic Recognition	885
Elena Piffero (L'Associazione Istruzione in Famiglia Italia, Italy)	
Parents' Vs. State's Duties and Rights in Unschooling	886
Nunzia Vezzola (LAIF (L'Associazione Istruzione Familiare), Italy)	
Re-educating the Adult: Unschooling as a Parent-Child Co-Transformative Practice of Democratic Citizenship and Mutual Care Work	887
Laura Bianconi (Associazione LAIF, Italy)	
The Dialectic Between the Public and the Private Sphere as a Constitutive Moment of The Learning Process in Unschooling	887
Sergio Leali (LAIF - L'Associazione Istruzione Familiare, Italy)	
Unschooling in France Following the 2021 Reform: Practices, Motivations and Consequences of the Transition to the Authorisation System	888
Elena Fanti (Université Paris Nanterre, Italy)	
STREAM H · LIFE COURSES, YOUTH, MIGRATION AND WORK	889
SPECIAL EVENT · H.00. Framing School-to-Work Programs: Evaluation, Voice and Social Justice	890
PCTO Between Policy Frames and Local Constraints: Host Organisations, Coordination Gaps, and Stratified Opportunities	890
Alessandra Decataldo (Università degli Studi di Milano-Bicocca) · Federico Paleari (Università degli Studi di Milano-Bicocca)	
Can Active Citizenship Increase Employability?	891
Federica De Luca (INAPP, Italy)	
Can the Changing Regulatory Context Strengthen the Relationship Between School and the World of Work?	892
Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)	
Feeling Informed? Students' Perspectives on Guidance and Choice in School-to-Work Programs in Italy	893
Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Graziana Epifani (INVALSI - Italian National Institute for the Evaluation of Education, Italy)	
Problematising School-to-Work Programs through Student Voice	894
Valentina Paganì (University of Milano-Bicocca, Italy) · Irene Stanzione (Sapienza Università di Roma) · Elisa Truffelli (Alma Mater Studiorum - Università di Bologna) · Guido Benvenuto (Sapienza Università di Roma)	
H.01. Adult Education and Lifelong Learning: Toward a Culture of Inclusion	895
When personal is political? Migrant biographies through Podcasting	895
Sara Gemma (Università degli Studi di Macerata, Università degli Studi di Napoli "Parthenope", Italy) · Maria Luisa Iavarone (Università degli Studi di Napoli "Parthenope", Italy) · Francesco Girardi (LESS Società Cooperativa Sociale)	
The Role of Innovation Studies in the Knowledge Society: Shared Responsibility, Inclusive Citizenship, and Community Empowerment	896
Fiammetta Fanizza (University of Foggia, Italy) · Fiorella Spallone (University of Foggia, Italy) · Riccardo Scuccimarra (University of Foggia, Italy) · Francesco Ciarnelli (University of Foggia, Italy)	

Valuing Non-Linear Professional Identities in Lifelong Learning Systems: Skills Recognition, Continuing Training, and Dual Learning under Italian Decree No. 115/2024	897
Bastianelli Michela (INAPP, Italy)	
Adult Education and Lifelong Learning Towards Inclusive Cultures: Freedom, Responsibility, and Generative Pedagogy	898
Giorgia Altobelli (INDIRE, Italy)	
Biographical Friction: Personality, Migration and Work in Adult Learning Trajectories	899
Matteo Borri (INDIRE, Italy)	
Rethinking Inclusion in AIED (Artificial Intelligence in Education): Explicability and Literacy in the Onlife Era	900
Giulia Lombardo (Istituto nazionale di documentazione innovazione e ricerca educativa (INDIRE), Italy)	
Active Aging in Local Communities and Participation	901
Edoardo Renzi (University of Perugia, Italy) · Agnese Rosati (University of Perugia, Italy) · Mina De Santis (University of Perugia, Italy)	
Family Centers and Active Ageing: Action research between good practices and local capacity building	902
Donatella Bramanti (Università Cattolica del Sacro Cuore, Italy) · Sara Nanetti (Università Cattolica del Sacro Cuore, Italy) · Nicoletta Pavesi (Università Cattolica del Sacro Cuore, Italy)	
Territorial Networks for Lifelong Learning: Organizational Dynamics and Governance Challenges in the Campania Region	903
Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy) · Raffaele Sibilio (Università degli Studi di Napoli "Federico II", Italy) · Giuseppe Luca De Luca Picione (Università degli Studi di Napoli "Federico II", Italy)	
Media and Digital Literacy Needs Among Italian Seniors. The Key Role of Algorithmic Literacy Level in the News Media Diet Diversification	904
Francesco Marrazzo (Autorità per le Garanzie nelle Comunicazioni, Italy)	
Narrative Practices For Preventing Social Isolation And Fostering Community Connections: Insight From The Ginkgo Erasmus+ Project	905
Aurora Ricci (University of Bologna, Italy) · Elisa Bruni (University of Bologna, Italy) · Elena Luppi (University of Bologna, Italy)	
H.02. Adult Learning as Democratic Renewal: Empowering Citizenship and Envisioning Alternative Futures	906
“Sehnsucht” (Longing) as Democratic Praxis and Resource in Civic Adult Education	906
Elisabeth Vanderheiden (Catholic Adult Education of Germany, Germany)	
Beyond Employability: Adult Education as Democratic Empowerment	907
Andrea Cegolon (Università di Macerata, Italy)	
The Evolution of the Concept of Lifelong Learning in the Context of the Transformation of Capitalist Society since World War II	908
Maren Elfert (King's College London, United Kingdom)	
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project	909
Francesca Campisi (INAPP, Italy) · Michael Schepisi (LATTANZIO KIBS S.p.A. Benefit Corporation) · Roberto Angotti (INAPP, Italy) · Giada Grasso (LATTANZIO KIBS S.p.A. Benefit Corporation) · Anna Teselli (LATTANZIO KIBS S.p.A. Benefit Corporation)	
Adult Learning, Artificial Intelligence and Workplace Transformation: Towards a Democratic Digital Transition	910
Giovanna Di Castro (INAPP (The National Institute for Public Policy Analysis), Italy) · Simona Carolla (INAPP (The National Institute for Public Policy Analysis), Italy)	
Policy Feedback Effects on Mass Politics in Adult Education: Theoretical Contribution and Research Designs	911
Margherita Bussi (UCLouvain, Belgium)	
Mutual Aid Groups And Autobiographical Practices For The Well-being Of Educators	911
Federica Montalto (Università degli Studi di Padova, Italy)	
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents	912
Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy) · Stefano Bonometti (Università degli Studi dell'Insubria) · Livia Cadei (Università Cattolica del Sacro Cuore, Italy) · Letizia Ferri (Università degli Studi dell'Insubria) · Daniela Germa (Comune di Varese) · Elena Imperiali (Comune di Varese) · Emanuele Serrelli (Università Cattolica del Sacro Cuore, Italy)	
Inclusive Workplace Learning: Gender- and Age-Sensitive Returns of Training in Italian Firms	914
Roberto Angotti (INAPP, Italy) · Luisa Errichiello (CNR-ISMed, Italy) · Greta Falavigna (CNR-IRCrES, Italy) · Roberto Ippoliti (Università del Piemonte Orientale, Italy)	
Reconceptualising the relationship between Adult Learning and Education (ALE) and Global Citizenship Education (GCE)	915
Marcella Milana (University of Verona, Italy) · Massimiliano Tarozzi (University of Bologna, Italy)	
The Generative Value of Work-Based Learning in Tertiary VET: Promoting Capabilities, Inclusion, and Active Citizenship	916
Valerio Massimo Marcone (Università degli studi di Roma Tre, Italy)	
H.03. Assembled Youths: Complex Biographies and Educational Trajectories For Uncertain Futures	917
Re-Framing ‘Successful’ Educational Trajectories And Subjectivities – The Role Of Structural, Discursive, And Contextual Factors In Shaping Educational Achievements	917
Jozef Zelinka (University of Münster, Germany) · Sebastiano Benasso (University of Genoa, Italy) · Valeria Pandolfini (University of Genoa, Italy)	
Making Futures in Industrial Territories: Youth Transitions between Opportunity and Social Reproduction	918
Juan de Dios Oyarzún (Pontificia Universidad Católica de Valparaíso, Chile)	
School Withdrawal Trajectories: Experiences of Alienation and Resonance among Youth	919
Emma Laurin (Stockholm University, Sweden)	
Incomplete Puzzles And Shallow Pedagogies: Youth Transitions In Peru’s Informal Urban Settlements	920
Maria Balarin (Grupo de Análisis para el Desarrollo - GRADE, Peru)	
Unequal Trajectories, Unequal Futures: Youth Aspirations and Upper Secondary Transitions in Rural Catalonia	921
Mariona Farré (Autonomous University of Barcelona, Spain)	
Transnational Assembled Youths: Complex Biographies and Educational Trajectories between China and Italy	922
Fabiana Marchioro (University of Milano-Bicocca, Italy) · Chiara Bove (University of Milano-Bicocca, Italy)	
Rural Lives, Urban Universities: Assembled Educational Trajectories of Rural-Origin Youth in a Chilean Border City	923
Andrea Alvarado-Urbina (Universidad de Tarapaca, Chile)	
Navigating Inequality: First-Generation Students' Choice, Access and Belonging in Chilean and Ecuadorian Universities	924
Relmu Antonio Gedda Muñoz (Universitat Autònoma de Barcelona, Spain) · María Francisca Bustamante Sage (Universitat Autònoma de Barcelona, Spain)	
After Upper Secondary School: An Analysis of Students' Aspirations in Lombardy	925
Giuliana Parente (Università degli studi di Milano, Italy) · Rossella Bozzon (University of Bologna, Italy)	

The Tyranny of Flexibility: Compulsion to Identity and Biographical Performance in Italian Schools	927
Aurora M. Lai (Università di Pisa, Italy)	
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning	928
Meg Maguire (King's College London, United Kingdom) · Sharon Gewirtz (King's College London, United Kingdom) · Chris Winch (King's College London, United Kingdom) · Sait Bayrakdar (King's College London, United Kingdom) · Amna Sarwer (King's College London, United Kingdom) · Charlotte McPherson (King's College London, United Kingdom)	
Affective, Spatial and Temporal Dimensions of Inequality in Youth and Their Internalisation	929
Maria Keil (Justus-Liebig-University Giessen, Germany)	
H.04. Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies	930
Towards a Museum of Futures in Italy: Seeds of Futures Literacy Sprouting at The Human Safety Net	930
Mario Cusmai (CIAPE, Italy)	
Educating For The Future: Anticipatory Needs Analysis As A Democratic Practice	931
Roberta Terzi (Fondazione Italiana Studi di Futuro...ETS, Italy)	
Museums in Venice as Anticipatory Learning Spaces for Autism Inclusion	932
Vania Vanzella (Independent Researcher in Social Foresight, Italy)	
Democracy Buzzwords or Democratic Futures? FINNA and the Epistemology of Anticipatory Citizenship	932
Maria Fabiani (Independent researcher and evaluator, Italy)	
The Museum as a Meaning-Making Device: Adult Learning and Anticipatory Citizenship in Complex and Global Societies	933
Patrizio Pastore (Sapienza, Italia) · Ida Cortoni (Sapienza, Italia)	
Learning Cities, Anticipatory Governance and Deep Democracy	934
Valerio De Nardo (Città metropolitana di Roma Capitale, Italy) · Elisabetta Venanzi (Città metropolitana di Roma Capitale, Italy)	
Participatory Conservation as a Deep Living Democracy Experience: Applying Strategic Foresight to the Conservation of Dissonant Heritage	935
Alessia Strozzi (University Politecnica delle Marche, Italy)	
H.06. Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy	936
Continuing Training, Self-Employment, and Inclusive Democracy in Italy: Ecosystem Integration and Policy Innovation	936
Alessandra Pedone (INAPP, Italy)	
Bridging Skills and Jobs: How ITS Academies Align Tertiary Education with Local Labour Demand	937
Silvia Duranti (IRPET, Italy) · Natalia Faraoni (IRPET, Italy)	
Lifelong Learning and Self-Employment for the Twin and Just Transition	938
Massimiliano Mazzanti (University of Ferrara, Italy) · Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Emy Zecca (University of Ferrara, Italy) · Nicolo Barbieri (University of Ferrara, Italy)	
Promoting Social Inclusion of Migrants and Refugees and High-quality Care of Older Adults through an Original Eldercare Training implemented in Four European Countries	939
Sara Santini (IRCSS-INRCA, Italy) · Matteo Finco (IRCSS-INRCA, Italy; Sapienza, Italy)	
Reconciling Inclusion and Regeneration of Inland Areas. The Case of the Sepröter Project	940
Carmelo Bruni (Sapienza Università di Roma, Italy) · Matteo Finco (Sapienza Università di Roma, Italy)	
The Future of Self-Employment: A Middle-Term Analysis (2021-2025). Continuing Training, Hybridisation and Social Protection between Qualified Autonomy and Structural Vulnerability	941
Domenico Barricelli (Inapp, Italy)	
Self-Employment, Learning Ecosystems, and Educational Inequalities: Analysis and Evidence From the 2025 INDACO-Adults Survey	942
Roberto Angotti (INAPP, Italy) · Domenico Barricelli (INAPP, Italy) · Simona Carolla (INAPP, Italy)	
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives	943
Massimiliano Mazzanti (University of Ferrara, Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Evangelista Laura (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Asia Guerreschi (University of Ferrara, Italy) · Ginevra Coletti (University of Ferrara, Italy)	
H.07. Creative and Emancipatory Research with Migrants and Refugees: Rethinking Methods, Education, and Democratic Participation	945
Feminist Photovoice As An Epistemic Device Of Care And Redistribution Of Interpretive Power	945
Annachiara Del Prete (Universidad de La Laguna, Spain)	
'We Are Here': How Migrants Defy the Logic of Invisibility and Become Agents of Change	946
Barbara Samaluk (University of Ljubljana, Faculty of Arts, Slovenia)	
The Evolution Of School Justice Analyses Of Pupils From The First Generation Of Immigration In Marseille	947
Céline Persini (University of Geneva, Switzerland)	
Dual Voices on Skills and Migration: Stakeholders and Migrants in Conversation	948
Francesco Vittori (University of Verona, Italy) · Hande Eslen-Ziya (University of Stavanger, Norway)	
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project	949
Erica Colussi (Fondazione ISMU ETS, Italy) · Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italia) · Alessandra Barzaghi (Università Cattolica del Sacro Cuore, Italia) · Chiara Ferrari (Università Cattolica del Sacro Cuore, Italia) · Francesca Sommaruga (Fondazione ISMU ETS, Italy)	
The City of Diasporic Memories: from Participatory Research to Educational Practices with Biographical Creative Methods	950
Gianluca Gatta (University of Milan, Italy) · Monica Massari (University of Milan, Italy)	
H.09. Evaluating The Quality Of Vocational Training Between Equity and Participation	951
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries	951
Ruggero Cefalo (University of Firenze, Italy) · Yuri Kazepov (University of Vienna, Austria) · Eduardo Barberis (University of Urbino, Italy) · Tero Jarvinen (University of Turku) · Siyka Kovacheva (University of Plovdiv) · Plamen Nanov (University of Plovdiv)	

Between Equity And Participation: A Research On International Vocational Training Contexts For Young People With Fragile X Syndrome	952
Alessia Tomei (Università Roma Tre, Italy) · Ines Guerini (Università Roma Tre, Italy) · Fabio Bocci (Università Roma Tre, Italy) · Amalia Rizzo (Università Roma Tre, Italy)	
Integrating The Capability Approach Into Quality Evaluation Paradigms: From Self And Teacher Evaluation To Quality Signals In The Italian IeFP	953
Astrid Favella (Sapienza University of Rome, Italy) · Laura Evangelista (INAPP) · Concetta Fonzo (INAPP) · Emiliane Rubat du Mérac (Sapienza University of Rome, Italy)	
Quality, Equity, and Participation in Adult Education and Training	954
Sandra D'Agostino (Inapp, Italy) · Silvia Vaccaro (Inapp, Italy)	
From Qualitative Evidence to Digital Narrative Tools for Equitable Youth Transitions across Education, VET, and Work	955
Francesco Pisanu (Provincia Autonoma di Trento, Italy) · Franco Fraccaroli (Università di Trento, Italy) · Giuseppe Rizza (Provincia Autonoma di Trento, Italy)	
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective	956
Vidmantas Tūtlys (Vytautas Magnus University, Lithuania) · Sigītas Daukilas (Vytautas Magnus University, Lithuania) · Francesco Vittori (University of Verona, Italy) · Angelica Progetti (CNOS-FAP, Italy) · Sergii Melnyk (State Scientific Institution "Institute of Educational Analytics", Kyiv, Ukraine)	
Operationalising Quality Areas: A Competence Mapping Model For Peers In VET	957
Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Eloisa Cianci (Università Cattolica del Sacro Cuore, Italy)	
H.11. Indicators of Youth Condition Within and Beyond Education: Integrating Quantitative and Qualitative Evidence	958
Gendered Stratification of Risk: Long-Term NEET Trajectories in Contemporary Italy	958
Marialuisa Villani (University of Bologna, Italy) · Luisa De Vita (Sapienza University of Rome)	
The Knowledge of Experience, the Experience of Knowledge: Time, Space and Subjectivation in the Contemporary University	959
Lorenzo Alvisi (Sapienza Università di Roma, Italy) · Letteria G. Fassari (Sapienza Università di Roma, Italy)	
Building Indicators of Youth Political Activation: Design and Initial Validation of the Rizomi Questionnaire	960
Leonardo Parodi (RIZOMI, Italy) · Francesco Pellettieri (RIZOMI, Italy)	
To Be Neet Or Not To Be Neet ... Little Women Living In Disadvantaged Metropolitan Contexts Tell Us Another Story	961
Gabriella Natoli (INAPP, Italy) · Sandra Burchi (Independent Researcher, Consultant for Save the Children Italy) · Silvia Tavian (Save the Children)	
Active Citizenship and Employability: Developing Composite Indicators from the Italian Universal Civic Service	962
Federica De Luca (INAPP, Italy)	
H.12. Intercultural Knowledges and Practices for Democratic Education	963
Intercultural Urban Welfare and Active Citizenship in a Grassroots Italian Language School	963
Francesca Audino (Università degli Studi di Roma "Sapienza", Italy)	
Non-formal Education and Participatory Practices: Inclusive Spaces for Intercultural and Democratic Co-construction.	964
Gaetana Tiziana Iannone (Università degli Studi di Roma Tre, Italy)	
Public Universities as Spaces of Resistance: A Study of an Intercultural Initial Indigenous Teacher Education Program in Northeastern Brazil	965
Jessica Aguiar (Università Degli Studi di Roma Tre, Italy)	
Mediations and Epistemic Agency in Higher Education at the Amazonian Triple Border	966
Gabriela Bravo Vargas (Università degli Studi di Padova, Italy) · Alessio Surian (Università degli Studi di Padova, Italy)	
Performing Identity and Agency through Participatory Theatre: The Rampa Prenestina Experience with Roma Youth	967
Aurora Bulgarelli (Link Campus University, Italy)	
Urban Aesthetics and Interculturalism: Banksy's contribution to contemporary debate	968
Alessandra Casalbore (Università Roma3, Italy)	
The Decolonization of Knowledge in Education: A Cornerstone for a Pluricultural and Democratic Society	969
César Carrillo-Trueba (Facultad de Ciencias, Universidad Nacional Autónoma de México, Mexico)	
The Educational Pathways of Youth with a Migrant Background in Italy: a Scoping Review	970
Charaf El Bouhali (Università degli Studi di Padova, Italy)	
Intercultural Education and Adoptive Families. Navigating Between Origins and New Identities	971
Stefania Lorenzini (Università di Bologna, Italy)	
Intercultural Education: Cohen-Emerique's Cultural Shock Method for Teacher Training	973
Chiara Cocchi (Università degli Studi di Genova, Italy) · Francesca Lagomarsino (Università degli Studi di Genova, Italy) · Nadia Rania (Università degli Studi di Genova, Italy)	
H.13. Is There a Role for Arts-based Education in Tackling Educational Poverty and Social Exclusion?	974
Art Therapy For Supporting Ethnic Identity With Roma Minors. Discussion Of A Case In The City Of Milan, Italy	974
Ida Castiglioni (University of Milano Bicocca, Italy) · Silvia Mornati (Brera Academy of Fine Arts, Milano, Italy)	
The Přeblice Suburb Through the Eyes of Children. The Role of Art Education in a Low-threshold Club in the Socially Excluded Locality in the Czech Republic	975
Vendula Fremlová (Charles University Prague, Czech Republic (Czechia))	
Imagining Possible Futures After the Flood: Participatory Artistic Practices for Climate Justice and Social Inclusion	976
Valentina Cappi (University of Bologna, Italy) · Lorenza Villani (University of Bologna, Italy) · Melissa Moralli (University of Bologna, Italy) · Pierluigi Musarò (University of Bologna, Italy)	
Art-based Education as a Model of Social Inclusion in Latvia	976
Anita Stasulane (Daugavpils University, Latvia) · Alina Romanovska (Daugavpils University, Latvia)	
"Lo Spettacolo Siamo Noi": Evaluating the Effects of a Philosophy and Theatre Program in Middle Schools	977
Lisa Zaquini (ASVAPP, Italy) · Francesca Anglois (ASVAPP, Italy) · Giacomo Ferrato (ASVAPP, Italy) · Jessica Balbo (ASVAPP, Italy)	
Participatory Art as an Educational Tool for Co-constructing Knowledge with Adolescents: the Experience of the Sottobanco Project	978
Sara Luraschi (Università degli studi Milano Bicocca, Italy)	
New Ways Of Learning Inclusion: Dance-based Methodologies To Foster Reflective Ways To Think About Diversity	979
Chiara Paolino (Università Cattolica del Sacro Cuore, Italy) · Daniela Aliberti (Università Cattolica del Sacro Cuore, Italy) · Greta Brizio (Università Cattolica del Sacro Cuore, Italy)	

H.14. Lifelong Guidance Against Social Inequalities: Toward Integrated Policies	980
Narrating Life Paths for Social Inclusion: The DiMMi Project as a Guidance Strategy in Adult Education Centres	980
Marianna Capo (Università degli Studi Mediterranea di Reggio Calabria, Italy)	
Lifelong Guidance Against Inequalities: Why Italy's Non-system Fails and What Refugee Pathways Reveal	981
Diego Boerchi (Università Cattolica del Sacro Cuore, Italy)	
Guidance as a Relational and Transformative Practice: The Experience of Choice Guidance Desks	982
Nicolò Bongiorno (Send ETS, Italy) · Lorianca Cavaleri (Send ETS, Italy)	
Lifelong Guidance as Territorial Governance: The Community Educational Pact of Trapani as Infrastructure for Reducing Educational and Social Inequalities	983
Aurelia Bonura (Università degli studi di Palermo, Italy)	
Regional Policy Style in Career Guidance: Bach versus Coltrane (or Venetian Structure versus Lombard Experimentation)	984
Ester Bonomi (Università degli Studi di Milano La Statale, Italy)	
Semantic Inequality in Lifelong Guidance: Toward a Fourth Policy Level	985
Annunziata Di Lecce (ASNOR Associazione Nazionale Orientatori, Italy) · Annie Pontrandolfo (ASNOR Associazione Nazionale Orientatori, Italy)	
H.15. Migrant-background Youth in Education: the Role of Policy and Practice in (Re)producing and Challenging Inequalities	986
Migrant-Background Gaps in Mathematics Before Upper Secondary Tracking: Evidence from TIMSS 2023	986
Giada Viotti (Roma Tre University, Italy; INVALSI) · Giulio Lucentini (Università degli studi di Macerata; Sapienza Università di Roma)	
The Segregation of Multilingual Classroom Assistance in Special Education	987
Denis Tajic (Stockholm university, Sweden) · Carlos Rojas (Stockholm university, Sweden)	
Global Parents Rearing Global Children. The Role of Children's Education in Family Migration Decision-making.	988
Marta Cristina Azaola (University of Southampton, United Kingdom) · Jay de los Reyes (University of Southampton, United Kingdom) · Chun Hong Yan (University of Southampton, United Kingdom)	
From the "Segregated School" to the "International School": Counter-narratives to Challenge Stigma and Inform Policies	989
Sara Giannoni (Università di Torino, Italy) · Valentina Moiso (Università di Torino, Italy)	
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy)	990
Andrea Mattia Marcelli (Department of Human and Social Sciences, Universitas Mercatorum (Italy); Borderland Education Network, Gorizia (Italy)) · Vincenzo Salerno (Department of Education, IUSVE - Istituto Universitario Salesiano Venezia (Holy See); Borderland Education Network, Gorizia (Italy)) · Giosuè Casasola (Borderland Education Network, Gorizia (Italy)) · Marco Culot (Borderland Education Network, Gorizia (Italy)) · Irene de Savorgnan (Borderland Education Network, Gorizia (Italy)) · Fabio Milocco (Borderland Education Network, Gorizia (Italy)) · Gabriele Poz (Borderland Education Network, Gorizia (Italy)) · Ornella Vidoni (Borderland Education Network, Gorizia (Italy)) · Irene Dal Ben (Borderland Education Network, Gorizia (Italy); PhD Programme in Social Work and Personal Social Services, Università Cattolica del Sacro Cuore (Italy))	
The Development of Computer Adaptive Learning and Assessment: Toward Increasing Student Success and Intercultural and Social Tolerance	991
Rina Manuela Contini (University eCampus, Italy) · Michael Nettles (Morgan State University, MD, U.S.A.) · Marianna Boero (University of Teramo, Italy)	
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne	991
Johanna Mitterhofer (Eurac Research, Italy) · Marta Guarda (Eurac Research, Italy) · Irène Zingg (PH Bern) · Edina Krompak (PH Luzern) · Camilla Cristofolletti (Eurac Research, Italy) · Sara Pernthaler (Eurac Research, Italy) · Patricia Schubiger (PH Luzern) · Jéssabel Robin (PH Bern) · Anna Ida Fierz (PH Bern)	
The Tension Between Integration and Everyday School Practices: The (Re)Production of Inequality in Italian Lower Secondary Education	992
Jelena Stefanovic (University of Milan, Italy)	
Actors, Factors, And Spaces Shaping Educational Trajectories Of Young People – Contrasting The Experiences Of Migrant-Background Youth In Hamburg-Mitte And Halle(Saale), Germany	993
Jozef Zelinka (University of Münster, Germany) · Johannes Ludwig Löffler (University of Münster, Germany)	
Between Ambition and Alignment, Transitions to Post-compulsory Education of Children of Migrants in Barcelona	994
Martí Manzano Moliner (Universitat de Barcelona, Spain)	
Reproducing or Challenging Inequality? Migrant-Background Students Navigating Access to Higher Education in Italy	995
Valentina Pagani (University of Milano-Bicocca, Italy) · Federica Ines Palladini (University of Milano-Bicocca, Italy) · Giulia Pastori (University of Milano-Bicocca, Italy)	
H.17. Prison Education for Democracy. Tensions and Contradictions of a Transformative Space	996
Becoming Students Together: An Ethnographic Study of Summer University Courses in Spanish Prisons	996
Renata Leardi (University of Pisa, Italy)	
«I Study to Be a Good Father»: The Role of Higher Education in Shaping Relationships Between Children and Incarcerated Fathers	997
Matilde Zambon (University of Pisa, Italy)	
Meaning and Specificity of Criminology Teaching in Penitentiary Settings	998
Michelangelo Pascali (Università Federico II di Napoli, Italy)	
The Prison Classroom as Contested Space: Negotiating Institution, Education and Identity in Higher Education in Prison	999
Lucrezia Sperolini (University of Westminster, United Kingdom)	
Resisting Through Studying: Negotiations and Transformations in University Programs in Prison	1000
Arianna Zottarel (Università degli Studi di Milano, Italy) · Chiara Dell'Oca (Università degli Studi di Milano, Italy) · Luca Decembrotto (Università di Bologna, Italy)	
H.18. The Enhancement of the Intellectual Capital of Young Migrants as an Inclusion Strategy	1001
Safeguarding as a Response to Distorted Public Narratives on UMMs and a Foundation for Safe Integration Pathways	1001
Angela Rinaldi (Pontifical Gregorian University, Italy)	
The Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain	1002
Patrizia Rinaldi (INSTITUTE FOR MIGRATION RESEARCH, UNIVERSIDAD DE GRANADA, Spain) · The Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain · Giovanna Filosa (Inapp, Italy)	

Reconstructing Face to Enhance Intellectual Capital in Vocational Training for Asylum Seekers	1004
Massimo Piovano (Istituto Avventista di Cultura Biblica – Villa Aurora, Florence, Italy, Italy)	
Ukrainian Migrant and Refugee Minors - Resilience, Creativity, Integration	1005
Annalisa Di Nuzzo (Università Suor Orsola Benincasa, napoli ITALIA, Italy)	
Enhancing Intellectual Capital through Intercultural Urban Education: A Migration Study in Verona, Italy	1005
Sepideh Nikounejad (University of Verona, Italy) · Emanuela Gamberoni (University of Verona, Italy)	
From Protection to Agency: the UNICORE Project – University Corridors for Refugees as a Strategy of Multilevel Governance and International Cooperation	1006
Francesca Colella (University of L'Aquila, Italy)	
The Asylum And Migration Fund In Italian Education, Training And Guidance Policies For Migrant Background Youth: Legislation, Programming, Governance, Socio Educational Impacts	1007
Emma Robbio (INAPP, Italy)	
Learning Across Borders: Recognizing the Intellectual Capital of Children Moving Alone in Italy	1008
Alessandra Barzaghi (Università Cattolica del Sacro Cuore di Milano, Italy)	
Inclusion of young Roma, Sinti and Camminanti: intellectual capital and intercultural strategies	1009
Sabina Polidori (INAPP, Italy) · Ksenija Fonovic (LabTS – Laboratorio Terzo Settore)	
H.19. University Students with Migrant Backgrounds: Rethinking Educational Justice and Democratic Inclusion	1010
Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective	1010
Alessio Buonomo (Università degli studi di Napoli Federico II) · Cinzia Conti (Istat) · Giuseppe Gabrielli (Università degli studi di Napoli Federico II) · Fabio Massimo Rottino (Istat) · Salvatore Strozza (Università degli studi di Napoli Federico II)	
Imagining Otherwise: Intercultural Belongingness and Future Expectations of Children of Migration in Italian Tertiary Education	1011
Simona Miceli (University of Milan, Italy) · Sonia Floriani (University of Calabria, Italy)	
Understanding Students with Migrant Backgrounds: Educational Pathways, Institutional Barriers, and Governance Proposals for a More Inclusive University	1012
Zenia Simonella (University of Milano-Bicocca) · Maria Giulia Montanari (University of Milano-Bicocca) · Brunella Fiore (University of Milano-Bicocca) · Silvia Mugnano (University of Milano-Bicocca)	
Unequal Access, Unequal Experiences: Housing Pathways of University Students with Migrant Backgrounds	1013
Alessandro Bozzetti (University of Bologna, Department of Political and Social Sciences, Italy)	
Between Aspirations and Obligations: Identity Construction in the University Experience of Second-generation Youth	1014
Francesca Farruggia (Sapienza University of Rome) · Alessandro Ricci (Sapienza University of Rome)	
'Feeling on a Mission': Motivations and Educational Choices of Social Work Students with Migrant Backgrounds in Italy	1015
Clarissa Grande (University of Cagliari, Italy) · Francesca Messineo (Sapienza University of Rome, Italy)	
H.20. Youth and Generations in the Contemporary Era: Exploring Social Change	1017
Youth and Social Adaptation: A Mertonian Perspective on Inequalities and Pathways into Adulthood	1017
Matteo Bonanni ('Sapienza' University of Rome)	
Beyond Reproduction: Educational Discontinuity and Multiple Contingencies in Youth Trajectories	1018
Benedetto Pasanisi ("La Sapienza" University of Rome, Italy)	
Navigating Precarity and Pathways to Adulthood: Young Adults in Greece and Italy	1019
Aglaiia Farou (Sapienza University of Rome)	
Effets de lieu and Visions of the Future: Young Entrepreneurs Navigating Place, Local Culture, and Structural Inequalities	1020
Ciro Cangiano (University of Naples Federico II, Italy)	
Sparks Without Fire. Youth Condition, Identity and Social Change	1020
Roberto Flauto (Università degli Studi di Napoli Federico II, Italy)	
Educational Aspirations and Family Formation Desires among Native and Migrant-background Adolescents Living in Italy	1021
Alessia de Vito (Università di Napoli Federico II) · Martina Bodo (Sapienza Università di Roma, Italy) · Alessio Buonomo (Università di Napoli Federico II) · Salvatore Strozza (Università di Napoli Federico II)	
Understanding Peer Effects in Educational Choices: Insights from a Qualitative Meta-analysis of the Literature	1023
Nadia Crescenzo (University of Salerno, Italy) · Angela Pacca (University of Salerno, Italy)	
The End of Synchronous Experience? A Cross-Cohort Analysis of Generational Transitions and Platformization of Cultural Exposure in Italy	1024
Rita Fornari (ISTAT, Italy) · Valentina Joffre (ISTAT, Italy)	
Identity in Contemporary Adolescents: The Impact of Social and Digital Change	1025
Paolo Siclari (Pedagogista ed Educatore professionale)	
H.21. Learning Democracy Across Life Contexts: Participation, Inclusion and Social Change	1026
Creating Arendtian Spaces of Appearance in Adult Civic Education: Fostering Plurality and Inclusion in Polarized Societies	1026
Konstantinos Mantzaniaris (HELLENIC OPEN UNIVERSITY, Greece)	
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project	1027
Virgilio Buscemi (Lattanzio KIBS SpA Benefit Corporation) · Roberto Angotti (INAPP, Italy) · Francesca Campisi (INAPP, Italy) · Luca Cuzzocrea (Lattanzio KIBS SpA Benefit Corporation) · Michael Schepisi (Lattanzio KIBS SpA Benefit Corporation)	
Perspectives On Adult Education Through Flexible Validation Options	1028
Silvia Toneva (Sofia University "St. Kliment Ohridski", FEBA, Bulgaria)	
Rules that Liberate: Play as a Transformative Experience in Prison	1028
Maria Sammarro (UNIVERSITA' MEDITERRANEA DI REGGIO CALABRIA, Italy) · Elena Zagari (UNIVERSITA' MEDITERRANEA DI REGGIO CALABRIA, Italy)	
Taking Place: Migrant Youth Activism, Democratic Learning and Political Subjectification in the Gothenburg Sit-Strike	1029
Martin Harling (University of Malmö, Sweden)	
Learning Democracy at Work Organizations as Spaces for Civic Learning in Times of Social Disconnection	1030
Maria Rita Fiasco (Self-Employed – Senior corporate trainer and Executive Coach, Italy)	
H.22. Youth, Transitions and Educational Inequalities: Pathways, Identities and Practices	1031
From School to Work: Educational and Career Guidance, Future Expectations, and Social Inequalities	1031
Giorgia Altobelli (INDIRE, Italy)	

Technical and Vocational Education and Training Quality: Empirical Evidence from IFTS Programmes	1032
Andrea Carlini (INAPP, Italy) · Claudia Spigola (INAPP, Italy)	
Monitoring School Guidance to Tackle Social Inequalities: Evidence from Italian Schools	1033
Luca Andrea Fanelli (ActionAid Italia, Italy) · Eleonora Scrivo (ActionAid Italia, Italy)	
Art-Based Social Work: An Ethnographic Study In The "Centro De Referencia Da Juventude Di Novo Horizonte" In Brazil	1034
Yasmin Frascaria (Università Milano Bicocca, Italy)	
Between Visibility and Invisibility: Digital Identities and Social Media Practices Across Generations	1037
Rossella Marzullo (Università Mediterranea degli Studi di Reggio Calabria, Italy) · Davide Milasi (Università Mediterranea degli Studi di Reggio Calabria, Italy)	
SPECIAL EVENT · H.23. Hip Hop as Educational Ecology: Epistemologies, Pedagogical Frameworks, Youth Development, and the Challenge of Educational Inequality	1038
STREAM I · UNIVERSITIES, ACADEMIC FREEDOM AND KNOWLEDGE POLITICS	1039
I.01. Can Universities Help to Solve the Crisis in Democracy?	1040
Leadership, Global Citizenship, and 21st Century Skills for Democracy in Higher Education	1040
Rita Kakati-Shah (Uma Global, United States of America)	
Can Universities Help to Solve the Crisis in Democracy?	1041
Liviu Matei (King's College London, United Kingdom) · Roberta Piazza (Università di Catania)	
Learning conflict-resolution using immersive Virtual Reality: a proof-of-concept study	1042
Elisa Cavatorta (King's College London, United Kingdom) · Asmaa Ezzat (University of Cairo, Egypt) · Sarah Mansour (University of Cairo, Egypt)	
Bridging Knowledge and Society: Advancing the University's Third Mission	1042
Irena Zemaitaityte (Mykolas Romeris University, Lithuania) · Jolanta Pivoriene (Mykolas Romeris University, Lithuania) · Justina Garbauskaitė-Jakimovska (Mykolas Romeris University, Lithuania)	
Civic Engagement And Democratic Renewal: American Higher Education And Liberal Democracy	1043
Eric Mlyn (Duke University, United States of America)	
The Shared Construction of a Diffused University Museum as a Participatory Device	1044
Franca Zuccoli (Università degli Studi di Milano-Bicocca, Italy) · Rita Capurro (Università degli Studi di Milano-Bicocca, Italy)	
Introducing Intersectionality In Teaching Staff Trainings To Foster Institutional Resilience	1045
Liudvika Leišytė (TU Dortmund University, Germany)	
I.02. Designing Democratic Innovation: Alternative Practices for the Future of Academia	1046
Research Productivity and Community: Tensions, Breakdowns and Repairs in Writing Groups	1046
Lauren Beth Clark (UCL, United Kingdom)	
Organizational Compass: Experimenting with Regenerative Processes within a Doctoral Team Abstract	1047
Daniele Bucci (ISIA Roma; Ecosistemica) · Thomas Kemps (Ecosistemica)	
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study	1048
Antonella Verduci (Università degli studi di Bergamo, Italy) · Marta Pantalone (Università degli studi di Bergamo, Italy) · Annalisa Cristini (Università degli studi di Bergamo, Italy) · Luca Carollo (Università degli studi di Bergamo, Italy) · Massimiliano Barattucci (Università degli studi di Bergamo, Italy)	
From Precarity to Collective Resource: Peer-Based Infrastructures of Solidarity and Knowledge as Democratic Innovation in Neoliberal Academia	1049
Martina Brighenti (University of Palermo, Italy) · Gennaro Veneziano Labanca (University of Milan-Bicocca, Italy)	
Student Engagement and Civic Consciousness of Future Communicative Mediators: A Pilot Study in a Spanish University	1050
Cristina López-Navas (Universidad Complutense de Madrid, Spain) · Louis Pierre Philippe Homont (Universidad Complutense de Madrid, Spain) · José Antonio Alcoceba Hernando (Universidad Complutense de Madrid, Spain) · Laura Picazo Sanchez (Universidad Complutense de Madrid, Spain)	
Impact Evaluation to Support Inclusive and Democratic University: the INSIGHT Project	1051
Paola Damiani (Università Degli Studi Di Modena E Reggio Emilia, Italy) · Laura Landi (Università Degli Studi Di Modena E Reggio Emilia, Italy) · Annamaria Gentile (Università Degli Studi Di Modena E Reggio Emilia, Italy)	
Democratizing Assessment Practices in Higher Education: A Student-Faculty Collaboration on Alternative Assessment at Athabasca University, Canada	1052
Rebecca Nelems (Athabasca University, Canada) · Neenah Brown (Athabasca University Student Union, Athabasca University, Canada) · Faustina Arsenault (Athabasca University Student Union, Athabasca University, Canada) · Eliana El Khoury (Athabasca University, Canada) · Lorelei Hanson (Athabasca University, Canada)	
I.03. Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation	1054
Cooperation as a rhetorical strategy? The European University Alliances and the challenge of democratic participation	1054
Paolo Brescia (University of Cagliari, Italy) · Andrea Lombardinio (Roma Tre University, Italy)	
Beyond Digital Infrastructure: Pedagogical Innovation And Democratic Participation In Mediterranean Universities Between Possibilities And Limits	1055
Alfonsina Mastrolia (Department of Communication and Social Research, "La Sapienza" University of Rome) · Viviana Capozza (National Institute for the Evaluation of the Education System (INVALSI))	
Civic Participation and Civic Education: Institutional Perspectives from Germany and Teacher Training Practices in Italy	1056
Gernot Herzer (Institut für kommunale Planung und Entwicklung, Erfurt, Germany) · Doris Kofler (University of Bozen, Italy)	
Orchestrating Democratic CBL For Climate Resilience: Institutional Design And An AI-Enabled Research Agenda	1057
Erik Kangilaski (TalTech, Estonia) · Riina Palu (TalTech, Estonia)	
The Role Of Training Needs In Italian Universities: Three Experiences Of Inclusion Compared	1058
Isabel Maggjarra (Università di Parma, Italy)	
The Role of Digital and Virtual Technologies to Rethink Inclusion in Sports Education	1059
Barbara Mazza (sapienza, Italy)	

I.04. Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'?	1060
Practising Micro-Democracy in Transnational Higher Education: Participation, Inclusion and Academic Freedom within a Non-Western Institutional Context	1060
Peri Papadimitriou (Queen Margaret University, Scotland)	
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation	1061
Luisa Zecca (University of Milan-Bicocca, Italy) · Rebecca Coacci (University of Milan-Bicocca, Italy) · Valeria Cotza (University of Milan-Bicocca, Italy) · Claudia Fredella (University of Milan-Bicocca, Italy) · Nagwa Hussein (University of Milan-Bicocca, Italy) · Petar Lefterov (University of Milan-Bicocca, Italy) · Lisa Sacerdote (University of Milan-Bicocca, Italy)	
Beyond Devolution: Encouraging Co-agency as a Political Act	1062
Maila Pentucci (Università "d'Annunzio" di Chieti-Pescara, Italy) · Lorenza Maria Capolla (Università degli Studi di Macerata, Italy) · Lorella Giannandrea (Università degli Studi di Macerata, Italy) · Francesca Gratani (Università degli Studi di Macerata, Italy) · Pier Giuseppe Rossi (Università degli Studi di Macerata, Italy)	
Physics Educators Challenging the 'Myth of Neutrality': a Comparative Case Study	1063
Michelangelo Panza (Università di Macerata, Italy) · Betzabè Torres-Olave (University of Groningen, Netherlands) · Toon Wijnen (Bornego College, Netherlands) · Lucy Avraamidou (University of Groningen, Netherlands)	
Leaving the Last Word to Students: Thought and Resistance in Higher Education Teaching	1064
Daniela Manno (Università degli Studi Suor Orsola Benincasa, Italy)	
Our "Daily" Bread: Educating for Critical Thinking between Information Fragments and AI	1065
Fernando Sarracino (Università Suor Orsola Benincasa, Italy) · Lucia Ariemma (Università della Campania "Luigi Vanvitelli")	
Creative Teaching Practices With Digital Media That Transform The School Space: From The School Classroom To The University Degree	1066
Belén Dieste- gracias (University of Zaragoza, Spain) · Ana López-Medialdea (University of Extremadura, Spain) · Esperanza Cid-Romero (University of Zaragoza, Spain)	
Teaching-as-Activism: Memory, Situated Co-creation, Re-thinking of Democracy	1067
Pier Cesare Rivoltella (Università di Bologna, Italy) · Chiara Pancioli (Università di Bologna, Italy)	
Intentionality as Praxis: Resisting Epistemic Injustice in Democratic Education	1068
Alessia Signorelli (University of Perugia, Italy)	
Student's alienation. An intersectional lens	1069
Lorenza Maria Capolla (University of Macerata, Italy) · Lorella Giannandrea (University of Macerata, Italy) · Francesca Gratani (University of Macerata, Italy) · Maila Pentucci (University "d'Annunzio", Chieti-Pescara, Italy) · Pier Giuseppe Rossi (University of Macerata, Italy)	
I.05. Life Skills and Innovative Didactics as Drivers of Democratic Agency in Higher Education	1070
The Digital Dimension In PTSSO's: Educational Configurations And Learning Practices	1070
Maria Dentale (University for Foreigners of Perugia, Italy) · Michela Cavagnuolo (San Raffaele University of Rome, Italy)	
Innovative Teaching and Life Skills in Higher Education: A Pilot Study at Sapienza University of Rome	1071
Maria Paola Faggiano (Sapienza University of Rome, Italy) · Antonio Fasanella (Sapienza University of Rome, Italy) · Sergio Mauceri (Sapienza University of Rome, Italy)	
Events as Learning Environments. An Innovative Teaching Laboratory During Uniforoitalico Sport Day	1072
Michela Cavagnuolo (San Raffaele Open University, Italy) · Francesca Romana Lenzi (University of Rome "Foro Italico") · Vincenzo Esposito (University of Salerno) · Matteo Donato (Phd Applicant)	
Experiences Of Innovative Teaching In Higher Education Through Students' Narratives: Life Skills, Participation, And Democratic Agency Between Constraints And Opportunities	1073
Desiree Tabegna (Department of Communication and Social Research, Sapienza University Rome) · Alfonsina Mastrolia (Department of Communication and Social Research, Sapienza University Rome)	
Life Skills and Self-Directed Learning: Perceived Competence Development in Educational Pathways	1074
Simona Cavallo (Sapienza Università di Roma, Italy) · Bianca Bonaccorsi (Sapienza Università di Roma, Italy) · Veronica Lo Presti (Sapienza Università di Roma, Italy)	
Teaching Styles and Didactic Innovation: Differentiated Trajectories in the Development of Cognitive, Relational, and Socio-Emotional Competences within Lifelong Learning	1075
Laura Tolentino (Sapienza University of Rome, Italy) · Simona Cavallo (Sapienza University of Rome, Italy)	
Implementing Challenge-Based Learning: Transdisciplinary Tools for EU Socio-Political Transitions	1076
Francesca Odella (University of Trento, Italy) · Alessandra Scroccaro (University of Trento, Italy)	
I.06. New Social, Professional and Educational contexts: Rethinking the Italian University System	1077
Rethinking University Starting From Professional Contexts: Pedagogical Supervision As An Indicator Of A Training Mismatch	1077
Alice Femminini (Sapienza Università di Roma, Italy) · Irene Stanzione (Sapienza Università di Roma, Italy)	
Academic Leadership as Pedagogical Infrastructure: A Meso-Institutional Reinterpretation of University Quality	1078
Cristiana Cardinali (LUMSA University Rome, Italy) · Maria Cinque (LUMSA University Rome, Italy)	
Mapping Of Centers For Professional Development Of Teachers And Educational Innovation In Italian Universities	1079
Lucia Mentore (Università degli Studi di Macerata, Italia) · Noemi Russo (Università degli Studi del Molise, Italia)	
Professional Development And Collegial Culture: The Potential Of Peer Observation Of Teaching For Rethinking The Mission Of University Teaching	1080
Aurora Torri (Università degli studi di Macerata) · Livia Cadei (Università Cattolica del Sacro Cuore)	
New Perspectives on the Italian University System	1081
Simone Campanella (University of Macerata, Italy) · Gaga Gvenetadze (Ivane Javakishvili Tbilisi State University, Georgia) · Tatsiana Karachun (University of Macerata, Italy) · Fatma Derya Arkan (Burdur Mehmet Akif Ersoy University, Turkey) · Luca Refrigeri (University of Molise, Italy)	
I.07. Organising As Workers In Higher Education: In, Against And Beyond The University	1083
Autoethnography, Adjunct Labour, and the Political Economy of Knowledge in South Africa and the Global South*	1083
Trevor Makhetha (University of the Western Cape, South Africa)	
Fighting for the Future of Higher Education in Chicago	1084
Nicole Nguyen (University of Illinois at Chicago, United States of America)	

Solidarity instead of Neutrality	1085
Pia Rojahn (University of Tuebingen, Germany)	
From Academics to Education Workers: Building Cross-staff Solidarity and Forging Class Relations to Make Another University Possible	1085
Sol Gamsu (Durham University, United Kingdom)	
Challenges of Organising Academic Workers in Germany: Loyalty, Asceticism and Precarious Labour Conditions	1086
Maria Keil (Justus-Liebig-University Giessen, Germany)	
I.08. Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices	1087
Adaptation Strategies For Navigating Complexity: An Empirical Research Among Working Students at Roma Tre University	1087
Alba Francesca Canta (Polytechnic of Turin, Italy) · Maria Alessandra Molè (Università Roma Tre, Italy)	
Bridging University and Civil Society: Challenges and Opportunities in Fostering Public Engagement and Social Innovation	1088
Maria Chiara De Angelis (Link Campus University, Italy)	
Instrumentalisation or democratic commitment? Local constraints and the adoption of Public Engagement in French universities	1089
Nicolas Brard (Université de Tours) · Elsa Poupardin (Université Paris Cité, France)	
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project	1090
Valentina Ghibellini (University of Sassari, Italy) · Andrea Vargiu (University of Sassari, Italy) · Julie Plouhinec (sciences citoyennes) · Glen Millot (sciences citoyennes) · Catherine Bates (Technological University Dublin) · Zoryana Pshyk (Technological University Dublin) · Etienne Toffin (Université libre de Bruxelles)	
How Can University Dropouts And Delays In Degree Completion Be Addressed?	1091
Casavecchia Andrea (Università di Roma Tre, Italy)	
Studying Academic Temporalities through “Temporal Paradigms”: A Survey-Based Typology of Italian Professors and Fixed-Term Researchers	1092
Lorenzo Barbanera (Università di Genova, Italy)	
Universities as Agents of Social Innovation through Public Engagement Projects	1093
Maria Letizia Guerra (University of Bologna, Italy) · Valeria Carpené (University of Bologna, Italy) · Filippo Sartor (University of Bologna, Italy)	
University and Cognitive Capitalism	1093
Agostino D'Amico (Università degli Studi di Bari Aldo Moro, Italy)	
I.09. The Democratic Turn in University STEM Education	1094
The Embedding Model: Integrating Meta-technoscientific Competences in STEM Education	1094
Paolo Volonté (Politecnico di Milano, Italy) · Simona Chiodo (Politecnico di Milano, Italy) · Viola Schiaffonati (Politecnico di Milano, Italy)	
Fostering Critical Thinking Through The “Tribunal For The Future Generations” Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning	1095
Lola Lilensten (CNRS IRCP UMR8247, Paris, France) · Lluís Pino (Independent professional lecturer) · Dael Bouzid (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France) · Guy Dirras (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France) · Marie-Hélène Vigliano (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France)	
Citizens' Assemblies as Assessment: Cultivating Reflexive Scientists Through Democratic Pedagogies in Doctoral STEM Education	1096
Ilija Rašović (University of Birmingham, United Kingdom) · Kylee Goode (University of Birmingham, United Kingdom)	
From Training To Transformation: the Ispra Experience For Organizational Culture Change Through A Gender Lens	1097
Nadia Sbreglia (Istituto superiore per la protezione e la ricerca ambientale, Italy) · Katia Carcone (Istituto superiore per la protezione e la ricerca ambientale, Italy)	
STEM with a Critical Edge: A Systematic Review of Humanities-integrated Pedagogies	1098
Addisalem Yallew (Cape Peninsula University of Technology, South Africa)	
Teaching How to Think: Intellectual Skills and Medical Education in the Scottish Enlightenment	1098
Serena Mambriani (University of Parma, Italy)	
I.12. Whose University is it? Neoliberal Governance: The Challenge to Academic Freedom, Equity, and Critical Thinking	1100
Whose Knowledge, Whose University? Academic Freedom and Equity under Neoliberal Higher Education Governance	1100
Miwako Hosoda (Seisa University, University of Tokyo, Japan)	
Shaping the Role of Artificial Intelligence in Higher Education: Policy Directions in Italy and Norway	1101
Catherine Edelhard Tømte (University of Agder, Norway) · Silvia Zanazzi (Università di Ferrara, Italy)	
The Mirror-Box Bias in the Neoliberal University: Generative AI, the Crisis of Humanitas, and Critical Thinking	1102
Marco Cadavero (University of Bologna, Italy) · Nicolo' Brandizzi (Fraunhofer Institute for Intelligent Analysis and Information Systems (IAIS), Sankt Augustin, Germany) · David Vagni (Institute for Biomedical Research and Innovation, National Research Council (IRIB-CNR), Rome, Italy)	
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal?	1103
Catherine Edelhard Tømte (Dept. Of Information Systems, University Of Agder, Norway) · Synnøve H. Amdam (Dept. of Pedagogic, Volda University College, Norway) · Ann-Thérèse Arstorp (Dept. of Educational Science, University of South-Eastern Norway) · Mari-Ann Letnes (Dept. of Teacher Education, Norwegian University of Science and Technology) · Ilka Nagel (Dept. of Education, ICT and Learning, Østfold University College)	
Education to Co-authorship Between AI Equity and Academic Autonomy	1104
Anselmo Paolone (Università di Udine, Italy) · Daniel Boccacci (Università di Ferrara, Italy)	
When Democratic Education itself Becomes Instrumental: Democratic and Economic Utility in the Neoliberal University	1105
Rūta Petkutė (Vilnius University)	
Predictive Governance in Higher Education: Early Intervention, Critical Taxonomy, and the Tension between Institutional Care and Neoliberal Rationality	1106
Massimo Marcuccio (Alma Mater Studiorum - Università di Bologna, Italy) · Sofia Torresani (Sapienza - Università di Roma) · Maria Elena Tassinari (Alma Mater Studiorum - Università di Bologna, Italy)	
Bridging or Surveilling? Conversational AI and the Future of Knowledge Gatekeeping in Higher Education	1107
David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council (IRIB-CNR), Italy)	
Just Giving? The Growing Emphasis on Philanthropy and Donations in the UK Universities Sector	1108
Kirsty Finn (University of Manchester, United Kingdom)	
University Presses at the Crossroads: Open Access, Neoliberal Governance and the Future of Academic Freedom	1109
Silvia Pezzoli (University of Florence, Italy) · Donatella Selva (Luiss Guido Carli) · Andrea Girometti (University of Urbino)	

I.13. Didactic Innovation, Participatory Education and Democratic Values in Higher Education	1110
The PhD Research as a Democratic Device: a Quantitative-Qualitative Survey	1110
Cristiano Zappa (Università Telematica eCampus Novedrate CO, Italy) · Giulia Rocchi (Università Telematica eCampus Novedrate CO, Italy)	
Preparing Competent Early Childhood Educators: Evaluating Quality In Online Pedagogy Laboratory	1111
Giulia Rocchi (Università eCampus, Italy) · Maria Serena Rivetta (Università eCampus, Italy)	
Photovoice in Higher Education for Developing Life Skills, Reflective Participation and Democratic Agency	1112
Chiara Bottaro (Università degli studi di Padova, Italy)	
University Academic Tutoring Services As Spaces For The Democratic Participation And The Empowerment Of Student Tutors	1113
Giovanni Moretti (Università Roma Tre Dipartimento Scienze della Formazione, Italy) · Piervito Giovane (Università Roma Tre Dipartimento Scienze della Formazione, Italy) · Francesca Gabrielli (Università Roma Tre Dipartimento Scienze della Formazione, Italy)	
Authentic Tasks in Higher Education: Towards an Interdisciplinary Model for Competency-Based Design and Assessment	1113
Luciana Rossi (IUSVE, Italy) · Maria Chiara Cianfriglia (IUSVE, Italy) · Pierangelo Bordinon (IUSVE, Italy) · Sonia Marcon (IUSVE, Italy)	
Teaching Politically: Against the Myth of Neutral Education	1115
Tatiana Motterle Motterle (University of Padova, Italy)	
STREAM L · ECOLOGIES, ETHICS, AND POSTHUMAN FUTURES	1117
L.01. Building Peaceful, Just, and Democratic Societies through Transformative Education	1118
Open Knowledge, Transformative Education And Textbooks	1118
Adriana Valente (CNR IRPPS, Italy) · Valentina Tudisca (CNR IRPPS, Italy) · Silvia Caravita (CNR IRPPS, Italy)	
Margins, Vulnerability, and Transformation: Philoctetes and bell hooks as a Pedagogical Laboratory for Positive Peace	1119
Ilaria Santilli (Uniroma1, Italy) · Altomare Distaso (Uniroma1, Italy)	
The System Of Responsibilities Democracy Is Not Taught; It Is Lived In Mutual Care.	1120
Marco Orsi (Università di Firenze) · Sonia Claris (Fondazione Senza Zaino, Italy) · Giulia Zucchetto (Fondazione Senza Zaino, Italy) · Elisabetta Nannizzi (Fondazione Senza Zaino, Italy)	
Peace Education in Initial Teacher Training: Curriculum, Institutional Practices and Professional Identity Building	1121
Sonia Castro Mallamaci (Scuola universitaria professionale della Svizzera italiana, Switzerland) · Andrea Plata (Scuola universitaria professionale della Svizzera italiana, Switzerland) · Marco Lupatini (Scuola universitaria professionale della Svizzera italiana, Switzerland)	
Toward Positive Peace through Open Science: Transformative Education in Research Infrastructures - the FOSSR case	1122
Serena Fabrizio (CNR-IRCRES Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · Claudia Pennacchiotti (CNR-IRPPS Institute for Research on Population and Social Policies, National Research Council of Italy, Rome, Italy) · Andrea Orazio Spinello (CNR-IRCRES Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy)	
Engendering City as a Practice of Transformative Education	1123
Chiara Belingardi (ISTC - CNR, Italy) · Gabriella Esposito De Vita (IRISS - CNR, Italy) · Stefania Ragozino (IRISS - CNR, Italy)	
Alphabets of Peace in Wartime Education: Service-Learning as a Transformative Pedagogy for Ukraine's Recovery	1124
Ioana Zagrean (Lumsa University, Italy) · Irene Culcasi (Lumsa University, Italy) · Maria Cinque (Lumsa University, Italy)	
Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal	1125
Valentina Marconi (Movimento di Cooperazione Educativa, Italy) · Alberto Speroni (Movimento di Cooperazione Educativa, Italy) · Raffaella Maggiolo (Movimento di Cooperazione Educativa, Italy) · Giovanna Cagliari (Movimento di Cooperazione Educativa, Italy) · Domenico Campana (Movimento di Cooperazione Educativa, Italy)	
L.02. Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy	1126
Fostering the Ecological Self Through a Place-based Council of All Beings in Environmental Education	1126
Stavroula Stoumpou (University of Thessaly, Greece) · Irida Tsevreli (University of Thessaly, Greece)	
Documenting Biodiversity in Early Childhood Outdoor Education: Artistic and Visual Practices for Ecological Understanding	1127
Letizia Luini (Università degli Studi di Milano-Bicocca, Italy)	
From Treesense to Feeling with Plants: Early Insights from a Plant-Based Reflective Diary in Teacher Education	1128
Beate Christine Weyland (Free University of Bolzano, Italy)	
The Loss of Biodiversity as a Hyperobject. Implications for a World-based Education	1129
Andrea Galimberti (University of Milano-Bicocca, Italy)	
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study	1130
Giovanna Barzanò (Independent researcher, Italy) · Simonetta Boscolo Nale (IC Sottomarina Sud Chioggia) · Maria Grazia Giovanna Chillemi (Università Roma Tre) · Pasqualina Morzillo (WWF Italia) · Matteo Quarta (Accademia di Arti e Nuove Tecnologie) · Silvia Roa (International Centre for Climate Change Research and Studies) · Maria Beatrice Ligorio (Università degli Studi di Bari)	
Problematising Education for Sustainable Development: Critical and Decolonial Approaches to Rethink Teacher Professionalism	1131
Marta Ilardo (Department of Education Studies "Giovanni Maria Bertin", Italy) · Marta Salinaro (Department of Education Studies "Giovanni Maria Bertin", Italy)	
Maps as Counter-Narratives: Documenting Ecological Relationships through Participatory Mapping in Environmental Education	1132
Letizia Luini (Università degli Studi di Milano-Bicocca, Italy)	
The Practice of the Gaze as an Ecological Posture: towards an Education based on Reciprocity between Subjects and the World	1133
Monica Guerra (Università di Milano-Bicocca, Italy)	
Biozine: Narrating Ecological Relationships through a Collective Fanzine	1133
Greta Persico (Università degli Studi di Milano Bicocca, Italy)	
The Fireflies of Oral Tradition	1134
Silvestro Malara (Università Mediterranea degli studi di Reggio Calabria, Italy)	
L.03. Ecologies of Education and Democracy in Posthuman Times: More and Less-than-human Troubles	1135
The Terrestrial Condition: Promoting Transpersonal Consciousness Through The Eco-Theatre Laboratory	1135
Elisabetta Villano (University of Salerno, Italy) · Paola Martino (University of Salerno, Italy)	
Immanent Relationality and Ecodidactics: A Heuristic Research on Material Latencies and Subjective Assemblages in the Short Story "The Veldt"	1136
Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy)	

Interruption And Connection: Movements for a democratic education	1137
Chiara Buzzacchi (Università degli Studi di Milano-Bicocca, Italy) · Guendalina Cucuzza (Università degli Studi di Milano-Bicocca, Italy)	
Critical Transfeminist Posthumanism in Education: Deconstructing Hierarchies for Ecological and Democratic Pedagogies	1138
Chiara Borelli (University of Bologna, Italy)	
Towards the Democratisation of Educational Processes: The Entanglement of Pedagogical Reflection, Technological Development and Ecological Thinking	1139
Maria Brembilla (Università degli Studi di Bergamo)	
From Humanism To The Pluriverse: Rethinking Education For Multispecies Democracy In More-than-Human Worlds	1140
Giusi Boaretto (Libera Università di Bolzano-Bozen, Italy) · Michele Cagol (Libera Università di Bolzano-Bozen, Italy)	
Pedagogical Reflections for the Anthropocene: Co-existing and Educating in Times of Ecological Justice	1141
Cristina Delgado Vintimilla (York University, Canada)	
L05. Living together, Co-Governing, Becoming: More-than-Human Futures for Democracy in Education	1142
From Platform Extractivism to More-than-Human Co-Governance: Ecosystemic Third Mission, Teacher Agency and Territorial Cohesion in Southern Salento (Italy)	1142
Corrado Russo (CNR IMAA, Italy)	
Automating Knowledge through Generative AI? Foregrounding More-than-human Infrastructures in Higher Education	1143
Magda Pischetola (University of Copenhagen, Denmark)	
More-Than-Human Education Governance and AI: Analytical Tools For Policy	1144
Francesca Peruzzo (University of Birmingham, United Kingdom) · Paolo Landri (CNR, Naples)	
“I’m Desperately Seeking The Answer, Please Help :) <3”: Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers	1145
Camila Moyano Dávila (Departamento de Sociología, Universidad de Chile, Chile) · Juan de Dios Oyarzún (Pontificia Universidad Católica de Valparaíso) · Francisca Gallegos Jara (Departamento de Sociología Universidad Alberto Hurtado,) · Gabriela Rebagliati Meersohn (Center for Advanced Research in Education (CIAE), Institute of Education, University of Chile.) · Ismael Tabilo Prieto (Family Science School, Universidad Finis Terrae/ Facultad de Ciencias Sociales, Universidad Alberto Hurtado)	
What Is At Stake? The Ambivalence Of Productivity In The AI-Mediated University	1147
Lia Volpe (Sapienza University of Rome, Italy)	
More-Than-Human Education Governance and Radical Democracy	1150
Paolo Landri (CNR-IRISS, Italy)	
L06. Porous Educational Landscapes: Interdisciplinary Approaches to Democratic Spaces	1151
Democracy Needs Space: Porosity and Participation in Educational Landscapes	1151
Petra Regina Moog (Sophia::Academy, Germany)	
Beyond the Ivory Tower: Porous Educational Landscapes as Democratic Practice at TU Wien	1152
Karin Katharina Tielsch (Vienna University of Technology, Austria)	
Beyond the School: Training Spatial Porosity Across Pedagogy, Architecture, and Nature. The Case of EDENSPACES	1153
Simona Galateo (Free University of Bolzano, Italy) · Beate Weyland (Free University of Bolzano, Italy)	
From Waste to Workshop: Upcycling as a Porous Infrastructure for Democratic Engineering Education	1154
Alexander Pichlhöfer (Research Unit of Ecological Building Technologies, Institute of Material Technology, Building Physics and Building Ecology, Faculty of Civil and Environmental Engineering, Vienna University of Technology, Austria) · Bianca-Maria Köck (Research Unit of Process Systems Engineering, Institute of Chemical, Environmental and Bioscience Engineering, Faculty of Technical Chemistry, Vienna University of Technology, Austria)	
Dialogical Processes and the Co-Design of Porous Educational Landscapes in Higher Education	1155
Cornelia Dinsleder (University of Teacher Education Lucerne, Switzerland) · Ulrich Kirchgässner (University of Teacher Education Lucerne, Switzerland) · Eliya Pagelli (University of Teacher Education Lucerne, Switzerland)	
Educational Landscapes and Urban Resilience: Reimagining Schools as Socio-ecological Nodes. The Case of Savona	1156
Alessandro Frigerio (Politecnico di Milano, Italy)	
School as a Common Good: A Porous Plant Nursery linking Archaeology, Nature and Collaborative Art in Taranto	1157
Bruna Sigillo (Free University of Bozen, Italy) · Teresa Gargiulo (Istituto Comprensivo Alessandro Volta di Taranto)	
The Thickness of the Border. Landscape Design as Peace Infrastructure	1157
Angela Palmitessa (Università Sapienza, Italy)	
Land Art as a Pedagogical Language for Sustainability in Early Childhood Education: Place, Community, and Embodied Learning	1158
Michela Bongiorno (INDIRE, Italy) · Alessia Rosa (INDIRE, Italy)	
Designing Porous Multispecies Educational Landscapes: An Interdisciplinary Study Across Pedagogy, Architecture, And Design	1159
Giusi Boaretto (Libera Università di Bolzano-BozenItaly)	
L07. Rethinking Care and Learning Within the Posthuman Turn	1160
Imagining A Relational Ethics of Becoming At The Heart Education	1160
Jesse Bazzul (University of Regina, Canada)	
Minor Infrastructures: Ethics and World-Making in Early Childhood Education	1161
Emily Ashton (University of New Brunswick, Canada) · Nancy van Groll (Capilano University, Canada) · JoAnna Rickard (University of New Brunswick, Canada)	
Caring For Responsible Academic Practice In Times Of Generative AI	1162
Susanne Oechsner (TU Wien, Austria) · Fynn Thjorben Semken (TU Wien, Austria)	
Learning to Live with Robots: Social Robotics and Response-ability in Dementia Care Practices	1163
Ludovica Rubini (University of Trieste, Italy) · Francesco Miele (University of Trieste, Italy)	
Multispecies Education	1164
Assunta Viteritti (Sapienza, Università di Roma, Italy)	
Democratizing Reproductive Knowledge: Edutainment, Platforms, and the influ-activist doctors	1164
Letizia Zampino (University of Trento, Italy)	
Enactive Assemblages: Exploring the Bodily Dimension of Learning in Immersive Technology-Enabled Environments. Insights from a Literature Review.	1165
Andrea Di Gallo (University of Milano-Bicocca, Italy)	

L.08. Scientific Citizenship at the Boundaries: Re-Enacting Science Practices for Democratic Futures	1167
Historical Scientific Instruments as Tools for Nature of Science Reflection in Teacher Professional Development	1167
Stefania Lippiello (University of Padova, Italy) · Lucia Gabelli (University of Padova, Italy) · Marta Carli (University of Padova, Italy)	
Re-enacting The Complexity Of Scientific Research Practices In Higher Education Through Cinematic Narratives	1168
Leonardo De Deo (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy; INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · Olivia Levrini (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy) · Fabrizio Villa (INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · Sara Ricciardi (INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy; Dept. of Science Education, University of Bologna, Via Filippo Re 6, 40126 Bologna, Italy)	
An Experimental Activity In The Chemistry Laboratory For In-service Science Teacher Training	1169
Marco Neviani (Università di Bologna, Dipartimento di Chimica Industriale "Toso Montanari", Italy) · Sergio Zappoli (Università di Bologna, Dipartimento di Chimica Industriale "Toso Montanari", Italy) · David Cross (Université de Montpellier et Université de Montpellier Paul Valéry, LIRDEF, France)	
Cultivating Scientific Citizenship through Playfulness: The third time of tinkering in Primary Science	1170
Adele Bracci (Istituto Comprensivo di Pianoro, Italy) · Antonia Carbone (Istituto Comprensivo n. 11, Bologna, Italy) · Stefano Rini (University of Bologna) · Sara Ricciardi (INAF Astrophysics and Space Science Observatory Bologna)	
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil	1171
Agata Mazzeo (Università di Bologna, Italy) · Cleidiana Antunes da Silva (Ninho das Águias, Brazil) · Cláudio Alberto Barbosa Araujo (PPG astro club, Brazil) · Arianna Cortesi (Universidade Federal do Rio de Janeiro, Brazil) · Carlos Esquivel da Silva (Ninho das Águias, Brazil) · Claudia Mignone (Istituto Nazionale di Astrofisica, Italy)	
Future Teachers in Contested Times: Science-Related Populism, Epistemic Trust, and Science Education	1172
Stefano Pasta (Catholic University of the Sacred Heart, Italy) · Alessandra Carenzio (Catholic University of the Sacred Heart, Italy) · Simona Ferrari (Catholic University of the Sacred Heart, Italy) · Federica Pelizzari (Catholic University of the Sacred Heart, Italy)	
STREAM M · DIGITAL POWER: AI, DATAFICATION, MEDIA AND DISINFORMATION	1174
M.01. Beyond the Screen: Educational Mediation, Children's Rights, and Digital Citizenship in Early Childhood	1175
Art as a Generative Encounter: Educational Practices in Early Childhood and Infant Education and Media Education	1175
Angela Daniela Sortino (Università di Palermo, Italy)	
Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context	1176
Renata Metastasio (Sapienza University of Rome, Italy) · Fabio Presaghi (Sapienza University of Rome, Italy) · Franca Rossi (Sapienza University of Rome, Italy) · Ilaria Bortolotti (Sapienza University of Rome, Italy) · Francesca Russo (Sapienza University of Rome, Italy)	
Promoting Media Education in the Educational System 06	1177
Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy) · Jacopo Ferro (CED Centro per l'Educazione al Digitale A.P.S., Italy)	
Digital Media Education. Analysis And Proposal Of A Guideline System From Empirical Evidence On Field Throughout Italian School	1178
Jacopo Ferro (CED Centro per l'Educazione al Digitale A.P.S., Italy) · Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy)	
When Toys Talk Back: Anthropomorphization, Datafication, and a New Media Education Agenda for Early Childhood	1178
Michele Marangi (Università eCampus, Italy) · Matteo Adamoli (Università eCampus, Italy)	
M.02. Convivial Pedagogies for the Age of AI: Autonomy, Bias Awareness, and Democratic Non-Homogenization	1180
Beyond the Single Answer: Convivial AI Practices for Dialogic Knowledge Co-Construction in Upper Secondary Education	1180
Giulia Valentini (SIPEIA, Italy) · Maurizio Valentini (SIPEIA, Italy)	
Convivial Personalism as a Philosophical Foundation of Education	1181
Bernard Hostić (Institute of Philosophy, Croatia)	
Convivial Futures: Educating to Democratic Agency and Social Justice in the Age of AI	1182
Valeria Piras (Istituto per le Tecnologie Didattiche, Consiglio Nazionale delle Ricerche (ITD - CNR), Italy) · Stefania Bocconi (Istituto per le Tecnologie Didattiche, Consiglio Nazionale delle Ricerche (ITD - CNR), Italy)	
Towards a Digital Realism. Iris Murdoch and Digital Education	1183
Viviana Vozzo (Sapienza University of Rome, Italy)	
Algorithmic Conviviality Against Digital Oppression	1184
Giordana Truscelli (Università degli Studi di Teramo, Italy)	
Convivial Threshold Design for Ancient Greek with Generative AI: Autonomy, Bias, Democratic Plurality	1184
Bruna Capuzza (Università di Bologna, Italy)	
Human-Centered Artificial Intelligence, Emotional Intelligence, and Pedagogies of Conviviality: Reframing AI and Education for Democratic Learning in Complex Systems	1185
Matteo Ciaschi (National Research Council (CNR), Italy) · Daniel Dan (School of Applied Data Science, Modul University Vienna, Austria)	
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine	1186
Antonella Fontana (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Antonio Cirella (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Silvano Junior Santini (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Valerio Caputo (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Ivan Letteri (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Pierpaolo Vittorini (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Clara Balsano (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy; Geriatric Unit, Department of Life, Health and Environmental Sciences, University of L'Aquila, L'Aquila, Italy)	
Logic-Constrained Prompt Learning for Euclidean Geometry Education	1187
Simone Cuconato (Department of Physics, University of Calabria, Rende, Italy) · Roberto Beneduci (Department of Physics, University of Calabria, Rende, Italy; National Institute of Nuclear Physics (INFN), Rome, Italy) · Alberto Saracco (Department of Mathematical, Physical and Computer Sciences, University of Parma, Parma, Italy)	
Using, Not Being Used: Toward a Convivial Pedagogy of AI with Adolescents	1188
Emiliana Murgia (University of Foggia) · Filippo Bruni (University of Molise)	

M.03. Critical Dialogue with AI in Schools: Metacognition, Agency, and Democratic Learning	1189
Critical Dialogue with AI in Mathematics Education: Metacognition, Agency, And Teacher Mediation in a Classical High School Context	1189
Manuela Pipitone (Liceo Ginnasio Statale "Francesco Scaduto" - Bagheria, Italia)	
Who Controls Whom? Developing Metacognitive Agency Through AI-Resistant Debate in an Italian Secondary School	1190
Giulia Calogero (IISS DON MILANI PERTINI MORANTE - GROTTAGLIE (TA), Italy)	
Reframing Bloom's Taxonomy for the AI Age: From Knowledge Reproduction to Democratic Agency	1191
Giulia Calogero (IISS DON MILANI PERTINI MORANTE - GROTTAGLIE (TA), Italy)	
From Teacher Mediation To Student Agency: The PAIDEIA Model For Critical Integration Of AI	1192
Elisa Saraceni (University of Macerata, Italy) · Benedetta Petroselli (University of Macerata, Italy) · Emanuele Frontoni (University of Macerata, Italy) · Carmelo Mustica (Laboratorio delle Idee)	
From Spectators to Authors: A Collaborative School-Work Module on AI Literacy, Podcast Production and the Conditions of Critical Agency	1193
Giulia Lorenzoni (Liceo Muratori San Carlo Modena, Italy) · Arianna Giannone (Talent srl) · Lorenzo Cesaretti (Talent srl) · Federica Marchesini (Talent srl)	
Algorithmic Bias, Student Agency and Critical Dialogue: A Two-Level Analysis of Territorial Evidence and International Pedagogical Case Studies	1194
Matteo Angeloni (Università degli Studi della Tuscia, Italy)	
Delegation Or Deliberation? AI, Metacognition And Democratic Agency In A Classical High School	1195
Daniela Canfarotta (Liceo Ginnasio di Stato "Francesco Scaduto" (Bagheria, Palermo), Italy)	
Designing AI to Avoid Cognitive Delegation: A Metacognitive Tutoring Model for Critical AI Literacy in Secondary Education	1195
Luca Addiucci (Sapienza, Italy) · Marco Temperini (Sapienza, Italy)	
Dialogic Metacognitive Protocols for Ancient Greek: Preserving Teacher Judgment and Student Agency with Generative AI	1196
Bruna Capuzza (Università di Bologna, Italy)	
AI as Agents to Think With: A Constructionist Framework for AI usage	1197
Lorenzo Natali (Università di Genova; ITD/CnR)	
Metacognitive AI Literacy Across Contexts: Empirical Evidence from the rAlse Framework	1198
Nadia Sansone (UnitelmaSapienza University of Rome, Italy)	
Artificial Intelligence as a Sociological Object for Student Reflexivity: A Classroom Laboratory on Knowledge, Bias and Digital Mediation	1199
Claudia Jiménez-Rodríguez (Universidad Antonio de Nebrija, Spain; Università di Torino, Italy) · Simona Tirocchi (Università di Torino, Italy) · Federica Cretazzo (Università degli Studi di Milano-Bicocca, Italy)	
Beyond the Antinomy. Generative Artificial Intelligence in Schools Between Support and Reliance	1200
Giacomo Astorri (University of Bologna, Italy)	
Governing AI Interaction: Metacognitive Profiles, Self-Assessment, and Peer Feedback in a rAlse-Structured E-tivity	1201
Nadia Sansone (UnitelmaSapienza University of Rome, Italy) · Ilaria Bortolotti (UnitelmaSapienza University of Rome, Italy)	
Critical Dialogue with AI in Civic Education: Teacher Mediation, Metacognition and Democratic Agency in Lower Secondary School	1202
Lucia Iannucci (I.C. Pescara 8 - Scuola secondaria di primo grado "Tinozzi", Italy)	
Questioning the Machine: a Socratic Chatbot and Metacognitive Gains Among Pre-service Teachers	1202
Maria Ranieri (University of Florence, Italy) · Gabriele Biagini (University of Florence, Italy) · Giulia Cuzzo (University of Florence, Italy)	
Partner, Not Creator: Evaluating Product Creativity of AI-supported Storyboard Writing in Marginalized Educational Contexts	1203
Fabrizio Lo Presti (Istituto per le Tecnologie Didattiche - Consiglio Nazionale delle Ricerche, Italy; Università degli Studi di Modena e Reggio Emilia, Italy) · Giuseppina Rita Jose Mangione (INDIRE Firenze, Italy) · Manuel Gentile (Istituto per le Tecnologie Didattiche - Consiglio Nazionale delle Ricerche, Italy)	
AI-Supported School Visions: Multi-Agent Systems and Teacher Agency in Small and Rural Schools	1204
Lydia Zampolini (INDIRE Firenze, Italy) · Giuseppina Rita Jose Mangione (INDIRE Firenze, Italy) · Manuel Gentile (ITD-CNR Palermo, Italy)	
M.04. Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship	1206
Populism, Affective Mediatization, and Digital Governance: Reconfiguring Leadership and Democracy in Europe	1206
Elena Varotto (UCAM UNIVERSITY/SISP MEMBER, Italy)	
Epistemic Vulnerability and AI: a new Ethical Challenge in Life-long Education	1207
Aldo Pisano (University of Calabria, Italy)	
Educational Communication and Democracy at School: Didactic Mediation, Digital Environments and Educational Responsibility	1208
Antonio Corbo (Ministero dell'Istruzione e del Merito, Italy)	
Artificial Intelligence and School: Pedagogical, Ethical, and Democratic Challenges in Contemporary Education	1209
Alessia Notti (University of Salerno, Italy)	
Rethinking Democratic Bildung: Teacher Educators' Perspectives on Generative AI	1210
Synnøve H. Amdam (Volda University College, Norway) · Ann-Therese Arstorp (University of South-Eastern Norway) · Mari-Ann Letnes (Norwegian University of Science and Technology) · Ilka Nagel (Østfold University College, Norway) · Cathrine E. Tømte (University of Agder, Norway)	
Civic Education Teaching in Italian Schools: The Contribution of Law 92/2019 to Democratic Education in Contemporary Society	1211
Carolina Leva (Università della Basilicata, Italy)	
Democratic Citizenship and Cultural Heritage Education: Social Impact Assessment for the AI Era	1211
Claudio De Luca (University of Basilicata, Italy) · Vincenzo Nunzio Scalcione (University of Basilicata, Italy)	
The Delicate Issue of the New Citizenship Education and of the Education for the New Citizenship Supported by Digital Technologies for Sharing Common Values and Rules in Democracy	1213
Alessio Annino (University of Catania, Italy)	
Hybrid Teaching and Fundamental Skills: Rethinking Curriculum in the Age of Artificial Intelligence	1214
Andrea Cirolia (Università della Basilicata, Italy)	
AI Literacy as Democratic Education: Reconstructing Citizenship in the Age of Disinformation	1214
Giuseppe Nobile (Università degli Studi della Basilicata, Italy)	
Civic Education and New Frontiers of Education in the Age of AI	1215
Antonella Tiano (Unibas, Italy)	

The Experience Of Art As A Contrast To Disinformation. Reflections On Knowledge, Education, And Democracy In The Age Of Epistemia	1216
Vincenza Costantino (Università degli studi "G. d'Annunzio" Chieti-Pescara, Italy)	
M.05. Democracy in the Infosphere: Educational Strategies for Active Citizenship	1217
Playful Activism in Youth Citizenship and New Forms of Political Participation Among Pre-Teens	1217
Geremia Trinchese (Università La Sapienza, Italy)	
Influ-activists Shaping Political Participation: Publics' Negotiations between Personalised Fandom and Feminist Engagement	1218
Sabrina Brignoli (Università degli Studi di Urbino Carlo Bo, Italy)	
Communicating Europe in the Post-Digital Era: Youth Participation, Europeanization and Civic Agency	1219
Marinella Belluati (University of Turin) · Marta Fornacini (University of Turin; University of Genova) · Sara Pane (University of Turin)	
Contesting the Past in the Digital Infosphere: Narrative Fragmentation and Media Literacy Regarding the Nanjing Massacre among Youth	1220
Haoxuan Diao (Sapienza University of Rome, Italy)	
Resisting Gentrification and Privatization of Public Green Spaces Through Participative Democratic Practice: The Case of Ex Mercati Generali in Rome	1221
Mario Monopoli (Sapienza Università di Roma, Italy) · Andrea Scorsino (Sapienza Università di Roma, Italy)	
AI and Media Literacy: Critical, Creative and Emotional Skills for Democratic Participation	1222
Alice Cardinale (University of Rome La Sapienza, Italy)	
M.06. Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach	1223
Quantum Diplomacy Games As An Emerging Dimension Of The Democratization Of Science Diplomacy	1223
Yixin Zhang (Sapienza university di Roma, Italy)	
AI in Early Childhood Education: Ethical Governance in the Age of Moral Artificial Agents	1224
Elena Repman (University Niccolò Cusano, Italy)	
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood	1225
Andre Peres (Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS - Campus Porto Alegre)) · Vitor Davi Pompeu de Mattos (Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS - Campus Porto Alegre)) · Fabiana Lorenzi (Invenio Educação) · Patricia Cavedini (Colégio Marista Rosário) · Niclee Cardoso Caceres Cristmann (Colégio Marista Rosário) · Chris Rogers (Tufts CEEQ, Tufts University) · Milan Dahal (Tufts CEEQ, Tufts University)	
Integrating an AI-Based Conversational Agent in Dialogic Reading Practices: A Didactic Intervention in Primary School	1226
Chiara Magurno (Università di Modena e Reggio Emilia, Italy) · Chiara Bertolini (Università di Modena e Reggio Emilia, Italy)	
Rethinking Artificial Intelligence in Education: Playful Inquiry, Aesthetic Dimension, and Democratic Participation	1227
Maria Barbara Donnici (Fondazione Reggio Children-Centro Loris Malaguzzi ETS) · Elena Sofia Paoli (Fondazione Reggio Children-Centro Loris Malaguzzi ETS) · Alessia Donini (Università di Modena e Reggio Emilia)	
M.07. Learning for Democracy: Media Education and Civic Agency in Times of Disinformation	1228
How Can Universities Foster Students' Critical Thinking Skills	1228
Guillaume Cuny (Nantes Université, France)	
Spectatorship, Bodies And Digital Hate: Observing Online Hate Speech And Its Implications For Media Education	1229
Enrica Sgobba (University of Bari) · Anna Fausta Scardigno (University of Bari)	
From Mathematics to Citizenship: An Educational Toolkit for Critical Data Literacy	1230
Sara Vergallo (Università degli Studi di Macerata, Italy) · Alice Giglia (Fondazione G. Feltrinelli, Milano, Italy) · Leonardo Arpino (CPIA5, Milano, Italy)	
Tackling Misinformation Through Education. Teachers 4.0 Digital Age as a Tool for Adult Learning and Digital Awareness	1231
Giorgia Coppola (University of Palermo, Italy, Italy) · Maria Vinciguerra (University of Palermo, Italy, Italy)	
Literacies Reimagined: Reconceptualizing Critical Digital Literacy Through Art-based Postdigital Encounters	1231
Sara Pastore (Università degli Studi di Napoli Federico II, Italy) · Emiliano Grimaldi (Università degli Studi di Napoli Federico II, Italy)	
Family Capital and Disinformation: Resilience Grounded on Trust and Comparative Thinking. Results from the Erasmus+ Project DRONE	1232
Alba Francesca Canta (Polytechnic of Turin, Italy) · Alvise Mattozzi (Polytechnic of Turin, Italy) · Linda Tonolli (Polytechnic of Turin, Italy) · Viktoria Konidari (Hellenic Open University)	
Site of Resistance: Santarcangelo Festival Between Media Scandal, Cultural Policy and Democratic Negotiation	1233
Rita Agatina Di Leo (Sapienza University of Rome and University of Bari "Aldo Moro", Italy)	
Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote	1234
Andrea Plata (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Elena Battipede (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland; Università della Svizzera italiana (USI), Switzerland) · Petra Mazzoni (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Marina Pettignano (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Luca Botturi (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland)	
Digital Citizenship at School: A Digital Civic Education Curriculum for Upper Secondary Education	1235
Angela Daniela Sortino (Università di Palermo, Italy)	
Mapping the Pedagogical Ecology of Democracy: Media, Civic Learning, and Citizen Agency	1236
Giulia Ferri (IULM University, Italy) · Elisabetta Risi (IULM University, Italy) · Andrea Miconi (IULM University, Italy)	
Epistemic Capture and Democratic Education: Reclaiming the University in the Age of Algorithmic Infrastructures	1237
Raffaella Frascarelli (Sapienza University of Rome, Italy)	
Tackling Disinformation and Promoting Digital Media Literacy: The Teachers 4.0 Digital Age Online Training Model for In-Service Teachers	1238
Paola Macaluso (University of Palermo, Italy)	
Hate Speech as an "Ambiguous but Useful" Category: Postdigital Intercultures and Civic Agency in Platformized Societies	1239
Stefano Pasta (Catholic University of the Sacred Heart, Italy)	

M.08. Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies	1240
Exhibition Spaces and Museum Education: AI Support for the Creation of New Narratives with an Inclusive Approach	1240
Laura Ceccacci (Università eCampus - MIM, MUR, Italy)	
Television as Citizenship: Rai and Public Service in the Digital Media Environment	1241
Martina Masullo (University of Salerno) · Matteo Marinello (University of Bologna)	
Music, Platforms and Democracy: Performativity, Media Literacy and the Collective Construction of Meaning	1242
Camilla Masullo (Università degli Studi di Napoli Federico II, Italy)	
'Ex Silens' ad 'sensorium'. Donnarumma and the Democratic Negotiation of Perception: Towards Art as an Epistemological and Pedagogical Environment	1243
Giovanna Landi (Università degli Studi di Salerno, Italy) · Maria Beatrice Russo (Università degli Studi di Salerno, Italy)	
Authorship and Participation, Simulation and Signification: Cinema in the Algorithmic Age Between Frame, Code, and Artificial Intelligence	1244
Pietro Ammaturo (Università eCampus, Italy)	
Redefining Music Listening Practices in the Platform Society	1244
Ludovica Malknecht (Università Europea di Roma) · Sara Navarro Lalanda (Università degli Studi Roma Tre)	
M.09. Navigating Complexity: Game Design, Emotions, and AI for Democratic Citizenship Education	1246
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program	1246
Carlo Andrea Pensavalle (University of Sassari, Italy) · Alberto Pintus (University of Sassari, Italy) · Emanuele Petretto (University of Sassari, Italy) · Luca Caloi (University of Sassari, Italy) · Veronica Venco (Adam Mickiewicz University, Poland) · Alan Mattiassi (Game Science Research Center, Italy) · Martina Ragusa (National Research Council of Italy (CNR), Italy) · Maria Giuliana Solinas (University of Sassari, Italy)	
From Uncertainty to Agency: AI-Supported Playful Learning for Critical Technoscientific Citizenship	1248
Veronica Venco (Adam Mickiewicz University, Italy) · Luca Caloi (Università degli Studi di Sassari) · Carlo Andrea Pensavalle (Università degli Studi di Sassari)	
Integrated Educational Ecosystems for Democratic Citizenship: Tabletop Role-Playing Games and Generative AI	1249
Martina Ragusa (ITD-CNR, Italy) · Davide Capobianco (University of Venice "Ca' Foscari") · Giancarlo Masi (ITD-CNR, Italy; University of Modena and Reggio Emilia, Reggio) · Flavio Manganello (ITD-CNR, Italy)	
When Intention Isn't Enough. Validating a Recognition-of-Harm Game Mechanic to Address Social Complexity In Applied Game Design.	1250
Alan Mattiassi (Drimlab, Italy; Game Science Research Center, Italy) · Irene Cirillo (University of Trieste, Italy) · Luna Camauli (University of Trieste, Italy) · Matteo Cavallo (Drimlab, Italy)	
Beyond Civic Content: Serious Games As Emotionally Mediated Environments For Democratic Learning	1251
Anna Sioni (Sapienza Università di Roma, Italy) · Alan Mattiassi (Game Science Research Center)	
Transparent Games, Opaque Algorithms: Board Games, AI, and Ludoliteracy for Critical Technoscientific Education	1252
Christian Gardoni (European University of Rome, Italy) · Carlo Andrea Pensavalle (University of Sassari, Italy)	
AI, Sociogames and Game Design: Learning Social Complexity for Critical Digital Citizenship	1253
Simona Tirocchi (University of Turin, Italy) · Manuela Repetto (University of Turin, Italy)	
M.10. Navigating the Controversial. Media Practices and Educational Challenges in the Digital Age	1254
When Violence Goes Viral: Upper Secondary Teachers and the Democratic Work of Controversy	1254
Paolo Bonafede (University of Trento, Italy) · Alessandro Soriani (Alma Mater University of Bologna, Italy) · Charlot Cassar (Radboud University, Netherlands) · Elena Pacetti (Alma Mater University of Bologna, Italy)	
Socio-Educational Cooperatives and Schools in the Digital Age: Local Partnerships to Address Contemporary Challenges	1255
Alice Montagnini (Cooperativa Bangherang - Soc. Coop. Sociale, Italy) · Stefano Resca (Cooperativa Bangherang - Soc. Coop. Sociale, Italy)	
DIGITAL TRUST. What about the Otherness in Digital Agency?	1256
Maria Gabriella Pediconi (Urbino University, Italy) · Isabella Quadrelli (Urbino University, Italy) · Michela Brunori (Urbino University, Italy)	
Digitally Mediated Unplanned Controversy in the Classroom	1257
Charlot Cassar (Radboud University, The Netherlands) · Ida Oosterheert (Radboud University, The Netherlands) · Paulien C. Meijer (Radboud University, The Netherlands)	
Memetic hate speech and the challenges of Critical Meme Education	1258
Claudia Gina Hassan (University of Rome Tor Vergata, Italy) · Francesco Fabbro (University of Rome Tor Vergata, Italy)	
Navigating Controversial Topics through AI: Exploring Pre-Service EFL Teachers' Experiences with AI-Powered Discussions	1259
Rita Divéki (ELTE Eötvös Loránd University, Hungary)	
M.11. Opacity, Subjectivity, and Pedagogy in Algorithmic Times	1261
Reasonable Uses of Artificial Intelligence in Higher Education: Democratic Promises and Symbolic Dispossession	1261
Magdalena Kohout- Diaz (Bordeaux University, France)	
Opacity and Subject Formation in AI-Mediated Adult Learning	1262
Alessandra Pedone (INAPP, Italy)	
Artificial Intelligence And Convivial Pedagogies: Rethinking Democratic Education In Algorithmic Learning Environments	1263
Alessandro Turano (University of Calabria, Italy)	
Educational Opacity and Pedagogical Resistance in Algorithmic Environments: a Participatory Research-Formation Model for Teacher Educators	1263
Flavia Di Donato (Università degli Studi Guglielmo Marconi, Italy) · Travaglini Alessia (Università degli Studi Guglielmo Marconi, Italy) · Ugolini Francesco (Università degli Studi Guglielmo Marconi, Italy)	
Exploring Teenagers' Friendship During the AI Era: First Issues from a Scoping Review	1264
Sonia Bonatti (Università degli Studi di Milano - Bicocca, Italy)	
Autoethnographic Diaries in Higher Education: Subjectivity and Critical Awareness in the Age of Generative AI.	1266
Elisabetta Risi (IULM University, Italy) · Riccardo Pronzato (IULM University, Italy)	
M.12. Science Communication and Scientific Information: actors, practices, and strategies in the Digital Era	1267
Pop Science Communication and Epistemic Mediation: Scientific Communication, Mediatization, and Democratic Citizenship	1267
Fabio Ciammella (Sapienza Università di Roma, Italy)	

Expertise Under Pressure: Experts' Self-Representation, Lexicometric Media Narratives, and Public Recognition in the Digital Infodemic	1268
Rosario Aprile (University of Bergamo, Italy) · Daniele Toscano (Istituto Superiore di Sanità (ISS) - Italian National Institute of Health) · Marco Palmieri (Università Sapienza di Roma - Sapienza University of Rome) · Antonella Pillozzi (Istituto Superiore di Sanità (ISS) - Italian National Institute of Health)	
Data, Science and Information in the Pandemic: Data-Driven Journalism as a Space for Science Communication	1269
Lorenzo Ugolini (Sapienza Università di Roma, Italy) · Giovanni Ciofalo (Sapienza Università di Roma, Italy) · Silvia Leonzi (Sapienza Università di Roma, Italy) · Fabio Ciammella (Sapienza Università di Roma, Italy)	
Medical Communication and Social Media: the Role of Experts as "Science Influencers"	1270
Giovanni Brancato (Sapienza University of Rome, Italy) · Melissa Stolfi (Roma Tre University)	
Empowering Teaching Communities against Health Misinformation.	1271
Mihaela Gavrila (Sapienza University of Rome, Italy) · Maria Magdalena Rosu (University of Bucharest) · Emmanouil Zoulias (National and Kapodistrian University of Athens)	
M.13. The Implications of Smartphones and Digital Environments for Learning and Psychophysical Well-Being	1273
Thinking With AI in Schools: Critical Dialogue, Metacognition, And Student Agency	1273
Giulia Valentini (SIPEIA, Italy)	
When (Over)Use Becomes Risk: Smartphone Practices and Digital Vulnerability Among Young People	1274
Orazio Giancola ('Sapienza' University of Rome) · Benedetto Pasanisi ('Sapienza' University of Rome) · Matteo Bonanni ('Sapienza' University of Rome)	
Digital Precocity and Learning Outcomes: An Analysis of Italian, Mathematics, and Digital Competences	1275
Sofia Ercolanoni (University of Milan-Bicocca, Italy) · Marco Gui (University of Milan-Bicocca, Italy) · Chiara Respi (University of Milan-Bicocca, Italy)	
Beyond Screen Time: Gender, Intensity, and Governance in the Relationship Between Social Media Usage and Adolescents' Mental Health in the European Union	1276
Eleonora Bertoni (Independent Researcher) · Clara Centeno (Independent Expert) · Romina Cachia (European Commission, Joint Research Centre)	
The Figuration of the Opaque: Artificial Intelligence, Knowledge Production and Democratic Education in Troubled Times	1277
Lucy Císař Brown (Institute of Political Studies, Faculty of Social Sciences, Charles University, Prague)	
M.14. Unpacking The Platformisation And Datification Of Education: Processes, Actors, Positionings and contexts	1278
From Classrooms to AI Testbeds: Strategic Biases in IOs' AI Literacy Frameworks	1278
Michele Martini (Univeristà di Napoli "Federico II", Italy) · Susan L. Robertson (University of Manchester, UK)	
Asking to Think: Designing and Validating a Scenario-Based Survey on Datafication in Spanish Primary Education	1279
Diego Calderón-Garrido (Universitat de Barcelona, Spain) · Judith Jacovkis (Universitat de Barcelona, Spain) · Pablo Rivera-Vargas (Universitat de Barcelona, Spain) · Ainara Moreno (Universitat de Barcelona, Spain)	
Co-design and Technology-Mediated Personalization: Teachers' Participation in the Development of Digital Learning Strategies	1280
Rocio Villaroel (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · Juan Francisco Hernández (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · Carles Lindín (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · Lluís Parcerisa (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona)	
Negotiating Digital Platforms in Spanish Primary Education: Tensions Between Operational Efficiency, Pedagogical Meaning and Institutional Sovereignty	1281
Ezequiel Passeron Kitroser (UNIVERSITAT BARCELONA, Spain)	
AI and Multilevel Leadership in School Development: From District Initiative to School Implementation	1282
Kristin Børte (University of Bergen, Norway)	
Are Edtech Ecosystems Enablers of Growth? A Deweyan Perspective on Reciprocal Transactions Between Students and Digital Ecosystems	1283
Rik van Eijk (TU Delft, The Netherlands; AUAS, The Netherlands)	
Deepfakes as Cybersecurity Threats: War Narratives, Social Engineering and the Erosion of Audiovisual Trust	1283
Gerardo Ferrentino (University of Salerno, Italy)	
Platformization and Datafication in Spanish Primary Education: A Comparative Political-Institutional Analysis	1284
Gustavo Herrera Urizar (Universitat de Barcelona (Spain)) · Pablo Sánchez Antolín (Universidad de Castilla-La Mancha (Spain)) · Lluís Parcerisa (Universitat de Barcelona (Spain)) · Borja Mateu (Universitat de València (Spain))	
Platformisation and Datafication in Hybrid Schooling: Rethinking Governance, Inequality and Democratic Agency	1285
Raffaele Sibilio (Università degli Studi di Napoli "Federico II", Italy) · Angelo Falzarano (Università degli Studi di Napoli "Federico II", Italy) · Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy)	
Digital Platforms in Education: Between Support and Work Intensification for Teachers	1286
Mercedes Pilar Blanco Navarro (Universitat de Barcelona, Spain) · Francisco Ramos (Universidad de Castilla La Mancha) · Borja Mateu (Universitat de València)	
Contesting War Narratives from the Margins The Italian Peace Movement Between Platform Logics and Information Disorder	1287
Mattia Zunino (Luiss Guido Carli, Italy)	
The Spread of Disinformation and Conspiracy Theories on Social Media	1288
Achille Paliotta (INAPP and Presidenza Consiglio Ministri (PCM) and IMT Lucca, Italy)	
M.16. Digital Transformation and Democratic Regeneration: The Essential Role of Critical Education in the Age of Algorithmic Capitalism	1289
Narrating Work in the Age of Algorithms: Biographies, Transformative Education and Democratic Imagination in Digital Society	1289
Domenico Barricelli (Inapp, Italy)	
AI Literacy as Democratic Education: Evidence from an INAIL pilot study	1290
Pierpaolo Ferrante (INAIL, Italy)	
Learning Artificial Intelligence in Early Childhood: Algorithmic and Human Agency	1291
Angelamaria De Feo (UNIVERSITA' TELEMATICA PEGASO, Italy) · Chiara Bellotti (UNIVERSITA' TELEMATICA PEGASO, Italy)	
Media Education, Complexity, and Dispositif: How Algorithmic Governmentality Shapes User Experience Through Dark Designs, Gamification and Grinding	1292
Christian Gardoni (European University of Rome, Italy)	

Critical Digital Competences for Social Intervention: Training Social Educators in the Age of Data and AI Valentina Guerrini (University of Sassari, Italy)	1292
Educating in the Platform Space: School, Digital Capitalism and Critical Reconstruction of the Public Sphere Giacinto Matarazzo (Aurea Studium, Italy) · Cosimo Dolente (Fondazione Ugo Bordonì, Italy)	1293
M.17. Educating with and Against AI: Pedagogical Practices and Algorithmic Infrastructures	1295
Sensible Citizens: Rudolf Steiner and digital technologies in Switzerland from the 1990s to the present Sara Kinell (ETH Zurich, Switzerland)	1295
The Influence of Algorithmic Bias and Autocomplete Predictions of AI Systems in Education (AIED) on Critical Thinking and Students' Epistemic Autonomy Agnese Addone (Lab. Informatica&Scuola CINI, Rome, Italy; Institute for Globally Distributed Open Research and Education (IGDORE), Rome, Italy) · Pietro Boccadoro (IEEE member, Bari, Italy; Nextome srl, Bari, Italy)	1296
Transculturality and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education Emanuela Guarcello (University of Turin, Italy) · Adelaide Gallina (University of Turin, Italy) · Cristina Scarpocchi (University of Turin, Italy) · Antonio Falco (University of Turin, Italy) · Giorgio Borla (University of Turin, Italy)	1297
Artificial Intelligence as Political Infrastructure: Democratic Education and Algorithmic Awareness Among Secondary School Teachers Between Calabria and Sicily Paolo Siclari (Pedagogista ed Educatore professionale)	1298
Forgiveness in the Age of Algorithmic Foreclosure: Rethinking Education for Democratic Futures Mario Di Paolantonio (York University, Toronto, Canada)	1299
M.18. Pedagogies of Wellbeing: Self-Regulation, Inclusion and Learning in Diverse Educational Contexts	1300
Music as a Tool for Self-Regulation and Learning: A Music Therapy Research-Intervention for Youths with Autism, SLD, ADHD, and SEN Gabriella Aleandri (Roma Tre University, Italy) · Samira Paradiso (External collaborator)	1300
Poetry Therapy As Convivial Pedagogy In The Age Of AI: Autonomy, Bias Awareness, And Democratic Plurality Dimitri Ruggeri (Independent Researcher, Italy)	1301
Accessibility of School Buildings in Italy: A Longitudinal Analysis of Architectural Barriers from 2020 to 2025 Giulio Lucentini (University of Macerata, Italy; Sapienza Università di Roma) · Giada Viotti (Università degli Studi Roma Tre)	1302
The individual Beyond the "Clinical Case": Practices of Subjectivation and Democracy of Learning in Digital Mental Health Narratives Laura Di Passio (La Sapienza University of Rome, Italy)	1303
Beyond the School Gate: Rethinking the Transition to Adult Life for Students with Disabilities through School-Work Alternation Programmes Veronica Berni (Università di Milano - Bicocca, Italy) · Monica Facciocchi (Università di Milano - Bicocca, Italy)	1303
M.19. Digital Culture, Knowledge and Democracy	1305
Affective Fandom Dynamics and Democratic Stability in European Digital Politics Elena Varotto (UCAM UNIVERSITY/SISP MEMBER, Italy)	1305
Interpreting Conspiracy: A Systematic and Bibliometric Analysis of Social Sciences Approaches Maurizio Cavaliere (University of Salerno, Italy) · Elisa Musto (University of Salerno, Italy)	1306
Self-Regulation, Motivational Design and Wellbeing: From Psychological Regulation to Game-Based Contexts for Human Flourishing Salvatore Fadda (University of Sassari, Italy) · Carlo Andrea Pensavalle (University of Sassari, Italy) · Maria Giuliana Solinas (University of Sassari, Italy)	1307
From Prompt to Story: Generative AI, Digital Storytelling, And AI Literacy With Undergraduate Students Melania Talarico (University of Turin, Italy)	1308
Echoes, Shadows: How Capitalism Has Drained Space and Time of Sensorial Engagement and Degraded Democracy Lana Parker (University of Windsor, Canada)	1309
Pitfalls of Online Distorted Scientific Knowledge. A Case Study About the Instrumental Usage of Failed Climate Change Predictions Fiammetta Corradi (Università degli Studi di Pavia, Italy)	1310
· SYMPOSIA	1312
What Pedagogy for Meaningful Learning? From Neuroscience to Teaching Practice Promoted by ANP – Associazione Nazionale Presidi	1313
Confused and Happy. Italian Teachers Between Change, Crisis, and Job Satisfaction Promoted by Be for Education Foundation	1313
Demographic Decline and the Future of School Systems: Constraints and Opportunities Promoted by Fondazione per la Scuola (Compagnia di San Paolo Foundation)	1314
Reading the Education and Training Ecosystem: Interpretive Perspectives on Educational Change Promoted by INDIRE – Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa	1315
Learning for Democracy / Democracy for Learning: Gender Stereotypes and the Development of Competencies Promoted by INVALSI and Banca d'Italia	1316
AUTHOR INDEX	1317
COMMITTEES	1391
Organizing Committee	1391
Scientific Committee	1391



CONFERENCE STREAM

STREAM G

Critical Pedagogies, Intersectionality and Epistemic Justice

19 panels · 171 papers

intersectional social justice (Cioè-Peña, 2022). In addition to offering tools for overcoming the dichotomy between language acquisition and disability (Przymus & Alvarado, 2019), the application of this intersectional educational model helps to transform the view of language-culture and disability from a problem into a ‘gift to be nurtured’ (Annamma & Morrison, 2018, p.77). Finally, the introduction of micro-experiments allows us to explore whether the renegotiation of practices fosters processes of problematisation, reflexivity and transformation of the representations that guide inclusion. Conclusions With a transformative intent (Kemmis et al., 2014), this action research project aims to provide tools for intersectional inclusion that move beyond fragmented perspectives and practices and recognise the multidimensional nature of identities. At the same time, the project seeks to outline forms of intersectional research capable of fostering greater awareness of the processes that shape inclusion and exclusion, from a social justice perspective.

Essential References

- Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race Ethnicity and Education*, 16(1), 1–31. <https://doi.org/10.1080/13613324.2012.730511>
- Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education. *Review of Research in Education*, 42(1), 46–71. <https://doi.org/10.3102/0091732X18759041>
- Annamma, S. A., & Morrison, D. (2018). DisCrit classroom ecology: Using praxis to dismantle dysfunctional education ecologies. *Teaching and Teacher Education*, 73, 70–80
- Artiles, A. J., & Kozleski, E. B. (2016). Inclusive education's promises and trajectories: Critical notes about future research on a venerable idea. *Education Policy Analysis Archives*, 24, 43. <https://doi.org/10.14507/epaa.24.1919>
- Bini, E. (2020). L'inclusione degli alunni disabili migranti. *Progettualità educativa e approcci pedagogici. EDUCATION SCIENCES AND SOCIETY*, (1), 255–269. <https://doi.org/10.3280/ess1-2020oa9451>
- Caldin, R., & Cinotti, A. (2018). Migrant families with disabilities. Social participation, school and inclusion. <https://cris.unibo.it/handle/11585/652212>
- Cioè-Peña, M. (2021). Raciolinguistics and the Education of Emergent Bilinguals Labeled as Disabled. *The Urban Review*, 53(3), 443–469. <https://doi.org/10.1007/s11256-020-00581-z>
- Cioè-Peña, M. (2022). TrUDL, A Path to Full Inclusion: The Intersectional Possibilities of Translanguaging and Universal Design for Learning. *TESOL Quarterly*, 56(2), 799–812. <https://doi.org/10.1002/tesq.3074>
- Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
- D'Alessio, S. (2011). *Inclusive education in Italy: A critical analysis of the policy of integrazione scolastica*. Sense Publishers.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner* (3rd ed.). Deakin University Press.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research* (Vol. 200). Singapore: Springer.
- Migliarini, V., & Cioè-Peña, M. (2024). Performing the good (im)migrant: Inclusion and expectations of linguistic assimilation. *International Journal of Inclusive Education*, 28(11), 2490–2509. <https://doi.org/10.1080/13603116.2022.2112770>
- Migliarini, V., D'Alessio, S., & Bocci, F. (2020). SEN Policies and migrant children in Italian schools: Micro-exclusions through discourses of equality. *Discourse: Studies in the Cultural Politics of Education*, 41(6), 887–900. <https://doi.org/10.1080/01596306.2018.1558176>
- Migliarini, V., & Elder, B. C. (2023). *The Future of Inclusive Education: Intersectional Perspectives*. Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-49242-6>
- Przymus, S. D., & Alvarado, M. (2019). Advancing Bilingual Special Education: Translanguaging in Content-Based Story Retells for Distinguishing Language Difference from Disability. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 19(1), 23–43. <https://doi.org/10.56829/2158-396X.19.1.23>
- Stinson, C., Migliarini, V., & Miller, A. L. (2025). 'We Persist in this Cycle': A Critical Disability Raciolinguistic Analysis of Behavioral Policies for Emergent Bilinguals Labeled as Disabled. *The Urban Review*, 57(2), 239–262. <https://doi.org/10.1007/s11256-024-00719-3>

WOMEN TEACHERS WITH DISABILITIES AND INTERSECTIONAL METHODOLOGIES: A CASE-STUDY IN EDUCATIONAL CONTEXTS

Elena Rosciani (University of Macerata, Italy) · **Arianna Taddei** (University of San Marino Republic, San Marino Republic) · **Barbara Alesi** (University of Macerata, Italy)

intersectionality

teachers

disability

In recent decades, intersectionality has emerged as a key theoretical perspective for understanding the marginalization and vulnerability experienced by women with disabilities (Emmett & Alant, 2006; Naples, 2018). Positioned at the intersection of multiple identity factors, such as gender, disability, social class, age, and ethnicity, they are often exposed to socio-cultural stereotypes that generate multiple and intersecting forms of discrimination across different contexts, including the labour market (EDF, 2022; Chan & Hutchings, 2023). The contribution aims to present the results of a qualitative narrative study grounded in Feminist Disability Studies (Garland-Thomson, 2005) and, more specifically, in an intersectional approach (Crenshaw, 1989). The study reflects on the potential and methodological challenges of intersec-

tional research in school contexts (Davis, Brunn-Bevel, & Olive, 2015), focusing on the labour inclusion of teachers with disabilities, who remain underrepresented in both international and national literature (Neca, Borges, & Campos Pinto, 2022; Bellacicco, Ianes & Macchia, 2022). Moreover, policies and discourses on inclusive education often focus primarily on students, overlooking an ecological vision of the school (Bronfenbrenner, 1979) and neglecting professional actors such as teachers with disabilities, who often remain relatively invisible and insufficiently protected from a rights-based perspective (Lincoln, 2021). The study is based on an intersectional methodology (De Vita & Romano, 2025) and involved several teachers with disabilities working across different levels of schooling and with diverse personal and cultural backgrounds. Data were collected through semi-structured interviews exploring professional experiences, forms of discrimination in school contexts, and emancipatory pathways. This methodological approach supported a reflexive and situated perspective while promoting participants' active involvement as co-researchers in the co-construction of knowledge. The thematic analysis of the interviews (Braun & Clarke, 2006) revealed barriers to multidimensional accessibility and exclusionary relational dynamics linked to sexist and ableist stereotypes. At the same time, participants described strategies of advocacy, resilience, and empowerment to challenge discriminatory conditions. The use of narrative and teachers' testimonies thus allows their life stories to be valued as key sources for understanding the meanings attributed to their professional trajectories and emancipatory pathways (Taddei, 2020; Del Bianco, 2022). These findings highlight the need to rethink inclusion as a complex issue of social justice (Ayers, Quinn & Stovall, 2009) and to adopt a broader perspective that considers discrimination affecting all members of the school community. In this regard, the presence and engagement of women teachers with disabilities may act as levers for change, promoting the rights of those facing multiple forms of discrimination and fostering more equitable and inclusive transformations of policies and services. Ultimately, this may contribute to improving the quality of life of women with disabilities (Ferrara, 2014).

-
- Ayers, W., Quinn, T., & Stovall, D. (2009) (eds). *Handbook of Social Justice in Education*. New York and London: Routledge.
 - Bellacicco, R., Ianes, D., & Macchia, V. (2022). Insegnanti con disabilità e DSA: una revisione sistematica della letteratura internazionale. *Form@re, Open Journal per la formazione in rete*, 22(1), 64-88.
 - Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
 - Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
 - Chan, X.W. & Hutchings, K. (2023) Inequalities, barriers, intersectionality, and facilitators of careers of women with disabilities: Themes and future research agenda from a scoping review. *Frontiers in Psychology*. 14:1104784.
 - Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1(1989), 139–167.
 - Davis, T. J., Brunn-Bevel, R. J., & Olive, J. L. (2015). *Intersectionality in educational research*. Stylus Publishing.
 - Del Bianco, N. (2022). Le narrazioni delle persone con disabilità: una via per l'emancipazione. In C. Giaconi, N. Del Bianco, & A. Caldarelli (Eds.), *L'escluso* (pp. 43-53). Milano: FrancoAngeli.
 - De Vita, L., & Romano, A. (2025). *Praticare l'intersezionalità: Teorie, metodi e ricerche*. Mondadori Università.
 - Emmett, T. & Alant, E. (2006). Women and disability: exploring the interface of multiple disadvantage. *Development Southern Africa*, 23(4), 445–460.
 - European Disability Forum. (2022). *Disability and Gender Gaps: Addressing unequal employment of women with disabilities*. EDF.
 - Ferrara, M. D. (2014). Il gender mainstreaming nei contratti collettivi: Tendenze della contrattazione di genere. *Diritti Lavori Mercati*, 2(2014), 519-537
 - Garland-Thomson, R. (2005). Feminist disability studies. *Signs: Journal of Women in Culture and Society*, 30(2), 1557–1587.
 - Lincoln, T.D. (2021). *Qualitative Research. A Field Manual for Ministry Students*. Chicago: Atla open press
 - Naples, N.; Mauldin, L. & Dillaway, H. (2018). Gender, Disability and Intersectionality. *Gender & society*, 33(1), 5-18
 - Neca, P., Campos Pinto, P. & Borges, M.L. (2022). Overcoming the Under-representation of Teachers with Disabilities in School Communities, in Keane, E., Heinz, M., & Mc Daid, R. (eds). *Diversifying the Teaching Profession. Dimensions, Dilemmas and Directions for the Future*, (pp. 86-97) London: Routledge
 - Taddei, A. (2020). *Come Fenici: Donne con disabilità e vie per l'emancipazione*. Milano: FrancoAngeli.
 - United Nations (2006). *Convention on the rights of persons with disabilities*. UN.

LINGUISTIC DISCRIMINATION AND INTERSECTIONAL INEQUALITY IN EDUCATION

Rosalba Nodari (University of Siena, Italy) · **Silvia Calamai** (University of Siena, Italy) · **Claudia Soria** (ILC-CNR, Italy) · **Souzana Maria Serveta** (ILC-CNR, Italy) · **Andrea R. Leone Pizzighella** (EURAC Research)

Linguistic discrimination

Linguicism

Language Education

Discrimination can occur along different axes and in various forms. While multiple and compound forms of discrimination involve the coexistence of different disadvantages, intersectional discrimination emerges from the interaction of different axes of inequality that operate simultaneously and in an inseparable manner (Makkonen, 2002). Within this framework,

COMMITTEES

Organizational and Scientific Coordination by **Assunta Viteritti** *(Sapienza University of Rome)*

ORGANIZING COMMITTEE

Diego Amadio

Sapienza University of Rome

Giovanni Brancato

Sapienza University of Rome

Antonietta De Feo

University of Rome "Roma Tre"

Alexandra Ganev

Sapienza University of Rome

Mihaela Gavrilă

Sapienza University of Rome

Orazio Giancola

Sapienza University of Rome

Nadia Girolami

Sapienza University of Rome

Isabella Iaruso

Associazione "Per Scuola Democratica"

Leonardo Piromalli

IREF – Istituto di Ricerche Educative e Formative

Veronica Riccardi

University of Rome "Roma Tre"

Ludovica Rubini

University of Trieste

Berenice Scandone

Politecnico di Milano

Lisa Stillo

University of Rome "Roma Tre"

Irene Stanzione

Sapienza University of Rome

Marco Romito

University of Milano-Bicocca

Assunta Viteritti

Sapienza University of Rome (coord.)

Letizia Zampino

University of Trento

SCIENTIFIC COMMITTEE

Anna Maria Ajello

Sapienza University of Rome

Giorgio Allulli

Independent Expert

Gianluca Argentin

University of Milano-Bicocca

Massimo Baldacci

University of Urbino "Carlo Bo"

Carlo Barone

Sciences Po Paris

Luciano Benadusi

Sapienza University of Rome

Mara Benadusi

University of Catania

Guido Benvenuto

Sapienza University of Rome

Stefano Boffo

University of Naples "Federico II"

Alessandro Cavalli

University of Pavia

Daniele Checchi

University of Milan

Andrea Ciarini

Sapienza University of Rome

Antonietta De Feo

University of Rome "Roma Tre"

Luisa De Vita

Sapienza University of Rome

Mattia Diletti

Sapienza University of Rome

Giovanni Di Lorenzo

Sapienza University of Rome

Pierpaolo D'Urso

Sapienza University of Rome

Edoardo Esposto

Sapienza University of Rome

Federica Fabrizzi

Sapienza University of Rome

Fiorella Farinelli

Independent E&T Expert

Letteria Fassari

Sapienza University of Rome

Alessandro Ferrante

University of Milano-Bicocca

Laura Franceschetti

Sapienza University of Rome

Maria Grazia Galantino

Sapienza University of Rome

Emma Galli

Sapienza University of Rome

Orazio Giancola

Sapienza University of Rome

Emiliano Grimaldi

University of Naples "Federico II"

Paolo Landri

CNR-IRISS

Bruno Losito

University of Rome "Roma Tre"

Carmelo Lombardo

Sapienza University of Rome

Susanna Mantovani

University of Milano-Bicocca

Marcella Milana

University of Verona

Pierluigi Montalbano

Sapienza University of Rome

Roberto Moscati

University of Milano-Bicocca

Orazio Niceforo

Tuttoscuola

Elisabetta Nigris

University of Milano-Bicocca

Donatella Palomba

University of Rome "Tor Vergata"

Gianluca Passarelli

Sapienza University of Rome

Mauro Palumbo

University of Genoa

Marco Pitzalis

University of Cagliari

Giuseppe Ricotta

Sapienza University of Rome

Marco Romito

University of Milano-Bicocca

Flaminia Saccà

Sapienza University of Rome

Luca Salmieri

Sapienza University of Rome

Alessandra Tarquini

Sapienza University of Rome

Silvia Tatti

Sapienza University of Rome

Lucia Valente

Sapienza University of Rome

Assunta Viteritti

Sapienza University of Rome

Beate Weyland

Free University of Bozen-Bolzano

VOLUNTEER STAFF

Sara Ahmed

Cecilia Alzani

Maura Ambu

Angelica Attianese

Sofia Brandi

Beatrice Carbè

Gaetano Chiodo

Emanuele Cuomo

Claudia Dirodi

Aglaia Farou

Alice Femminini

Mattia Fino

Annamaria Fusca

Giulia Graziano

Alessandro Guerriero

Lucia La Cortiglia

Sara Matilde Leone

Angelica Lippolis

Claudio Luminati

Agnese Lupo

Edoardo Maresca

Beatrice Martino

Elisa Merendino

Mirko Minandri

Laura Montinaro

Noemi Palladino

Benedetto Pasanisi

Asia Pascucci

Samuele Pinza

Eleonora Sarcinelli

Sofia Torresani

Fourth International Conference of the journal "Scuola Democratica"

Learning for Democracy / Democracy for Learning

Sapienza University of Rome, Italy

September 1-4, 2026

Associazione "Per Scuola Democratica"

Via Francesco Satolli, 30 – 00165 Rome, Italy

<https://www.scuolademocratica-conference.net>

ISBN 979-12-985016-1-4