



# First World Congress of Educational Transformation

## CALL FOR PROPOSALS

The Council of Educational Transformation, the no profit Association Maestri di Strada, the Department of Humanities – Section of Psychology and Educational Sciences – of the University of Naples Federico II, the Faculty of Higher Studies of Iztacala – Section of Psychology – of the Autonomous National University of Mexico invite researchers and professionals of education to submit proposals for the

1st world congress of educational transformation.  
Care, beauty and dreams: roots of education

ITALY  
29–31 October

2018 Partenope Conference Centre,  
University of Naples “Federico II”  
via Partenope, 36, Naples



**1ST WORLD CONGRESS OF EDUCATIONAL TRANSFORMATION**

CARE, BEAUTY AND DREAMS: ROOTS OF EDUCATION

ITALY 2018 October 29th–31th

Centro Congressi Partenope, Università degli Studi di Napoli

“Federico II”

via Partenope, 36, Naples

**I CONGRESO MUNDIAL SOBRE LA TRANSFORMACIÓN EDUCATIVA**

CUIDADO, BELLEZA Y SUEÑOS: RAÍCES DE LA EDUCACIÓN

ITALIA 29–31 Octubre 2018

Centro Congressi Partenope, Università degli Studi di Napoli

“Federico II”

via Partenope, 36, Nápoles

**I CONGRÈS MONDIAL DE LA TRANSFORMATION ÉDUCATIVE**

SOIN, BEAUTÉ ET RÊVES: AUX RACINES DE L'ÉDUCATION

ITALIE 29–31 octobre 2018

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# In trod uction

Education is a complex and continuous process aimed to support the development of people and the growth of human relationships, which constitute the foundation of society. Education concerns the intellectual, emotional, affective, bodily, motor, social, aesthetic, moral and political development of people, starting from the culture and the rules of coexistence of the contexts to which they belong, and which are in continuous transformation. Education can allow everyone to participate actively in this transformation, which involves the lives of individuals and the future of humanity.

The contemporary world is traversed by rapid and profound changes of the material and psychic structures of communal life, which challenge the structural and cultural assumptions of education as it is traditionally understood in the Western educational system: in particular, the value attributed to intergenerational transmission and to civil coexistence, the role of beauty and wonder, the space of hope and of the project for a better future have changed. The crisis of these foundations of education also fully affects the educational institution, which is crossed by radical contradictions and profound malaise, becoming increasingly isolated within a world that no longer recognizes the social value of the mission that was entrusted to them. However, there has been an increase all around the world of practices and educational methodologies that prove to be locally effective and innovative.

The time has come for an educational transformation with a broad scientific and narrative foundation, capable of imposing itself on the attention of individuals, communities, institutions and societies, which otherwise risk responding only to economic and technical logics: a transformation carried out in order to preserve, and not dissipate, the best of humanity. Teachers and educators must be given back a strong social mandate, on the basis of the awareness that education is the place where the social contract is constantly renewed, and in which one decides, as Hannah Arendt wrote, “whether we love the world enough to assume responsibility for it, and by the same token save it from that ruin which except for renewal, except for the coming of the new and the young, would be inevitable”.

After three editions of the International Congress of Educational Transformation, held between America and Europe, in this first World Congress - aimed at psychologists, pedagogists, scholars and researchers of humanities, teachers, school principals, students, responsible adults - we intend to extend the dialogue and cooperation by encouraging the encounter between continents and disciplines, creating a space for the exchange of different experiences, researches and educational reflections.

Care, beauty and dreams appear to us as the first foundations for a possible change of education and school: the care of the Self and of human relationships, the research and the construction of beauty even in the most difficult contexts and situations, the capacity to dream together and aspire to a better world. Because, as Danilo Dolci wrote, education is carried out “dreaming others as they are not now: everybody grows only if dreamed about”.



# Goals



1. To open spaces of shared reflection, for the exchange and discussion of ideas, activities and projects, between people, groups and institutions interested in overcoming the conventional paradigms of education.
2. To bring forward and analyse innovative educational proposals in order to promote creative learning, cooperative work, open and respectful dialogue, pacific and inclusive coexistence.
3. To generate initiatives for the systematisation of concepts, methodologies and psycho-pedagogical and didactic techniques in order to stimulate the passion for knowledge of students and teachers, together with a greater social engagement.
4. To promote research and innovative experiences inter and trans-subject in order to change the educational programmes of the institutions.
5. To support interculturalism through the valorisation of all contributions of the people of the world.

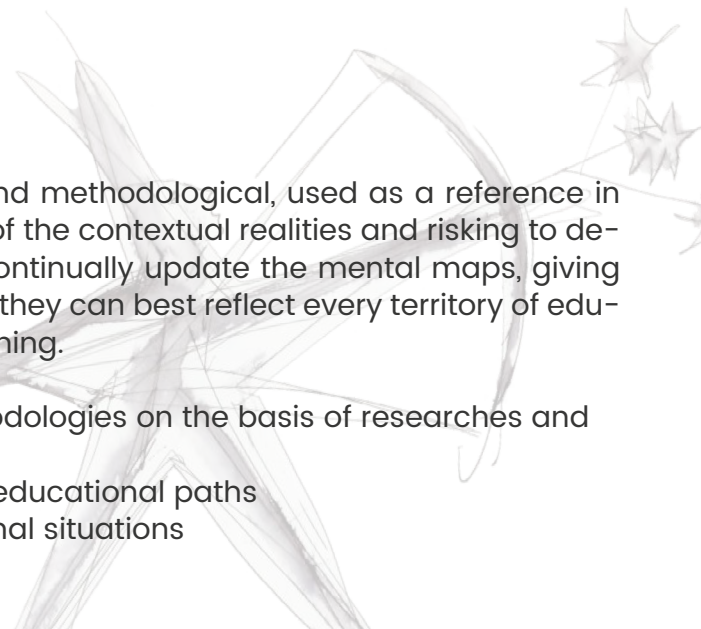


# Thematic axes



## **1. Mental maps and journeys in the territory**

There are numerous approaches, both theoretical and methodological, used as a reference in the educational professions, sometimes losing sight of the contextual realities and risking to de-vitalise knowledge and relations. It is necessary to continually update the mental maps, giving directions to the cartographers of knowledge, so that they can best reflect every territory of education, psychic and social, regaining depth and meaning.

- Reflections on educational theories and methodologies on the basis of researches and interventions
  - Innovative institutional and extra-institutional educational paths
  - Specificity of the contexts and of the educational situations
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## 2. On the edge of society and on the edge of thought

In the margins of the privileged world there are painful realities which we also relegate to the margins of our attentive mind: the reality of the disoriented youth that does not know or cannot plan its own future, of the outcasts who constantly live in ghettos and illegality, of the poor of the world who are excluded or exploited from the global economy. In these territories, education is the place of possible hope, but the School often fails: evidence is provided by the high rates of discomfort and early school leaving.

- Education in the suburbs
- Inclusion, involvement, active citizenship, legality
- Researches and interventions on various forms of scholastic discomfort and early school leaving

## 3. Educational communities and complex integral learning

“It takes a village to raise a child” but school, family and local communities often struggle to cooperate in the educational endeavour and try in vain to divide the fields of development of the youth, fragmenting responsibility and interventions. In this way those who educate often feel as if they did not have an ample and strong social role, and believe they have to deal with a part of development, of the field, of a set of competences. But learning is complex, it involves both internal and external worlds, it starts from desire and motivation, it must make sense for one’s life.

- Educative communities: researches and interventions on cooperation between schools, families and institutions
- Urban regeneration and regeneration of the public good
- Formal, non formal and informal learning

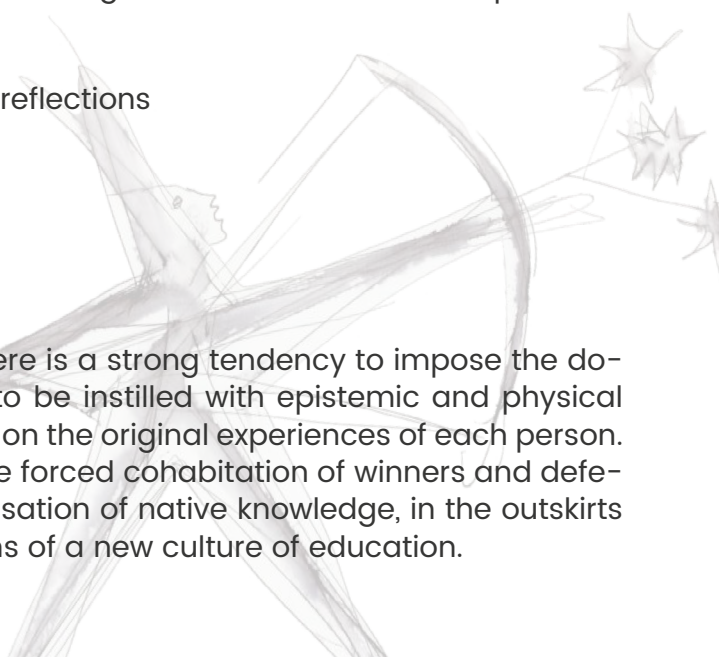
## 4. Arteducation

Education must preserve and boost the creative and symbolic ability of the human being. Art, which deals with beauty but also with the truth of the world, is intrinsically educational (arteducation), but too often left to the margins of the institutional careers or moved to the background. In every form, arteducation is capable of mobilising internal resources, both affective and cognitive, awakening the desire to learn, to grow, to participate. In every part of the world there are educational experiences, even long-standing, that show the great educational and civil potential of art.

- Arteducation: theoretical and methodological reflections
- Art inside and outside school
- Art, education and inclusion

## 5. Dominant knowledge and native knowledge

Throughout history and in the era of globalisation there is a strong tendency to impose the dominant knowledge as an absolute truth which has to be instilled with epistemic and physical violence, trampling on the native knowledge founded on the original experiences of each person. It is still necessary to work hard in order to replace the forced cohabitation of winners and defeated with a culture of pacific cohabitation. The valorisation of native knowledge, in the outskirts of the world and of the cities, is one of the foundations of a new culture of education.



- Education and valorization of local cultures
- Education and everyday knowledge for the wellbeing of the person (movement, nutrition, etc.)
- Education and history of the peoples

## 6. Technological journey in the global village

The interconnected world dominated by communicative technologies has become a single hyper-complex global village, in which it is easy to get lost. All of man's strength is necessary to control such complexity and produce new significations, so that technology can be on the side of civilisation and not against it, as it is happening now. It is necessary to learn together with the youth to move in the technological labyrinth of appearances and manipulation, using strings of meaning that lead back to the constructive and creative goals of the IT progress, and protect from its worst employment.

- Risks and potentials of technologies
- Researches and interventions on good use of technologies
- Education and technologies for inclusion

## 7. Educational professions and social responsibility

In a complex world, educational work is not a task that can be carried out in isolation, but it has to feed on cooperation and common research and creativity. A good initial theoretical and methodological training of teachers and educators is a necessary but insufficient condition: educational professionalism is also based on knowing one's self, on the skillful control of relationships, on reflection and creativity born in supportive and humane groups. The continuous training of the professionals of education forces society to share with them the responsibility of the adult role: the time has come to break through the isolation of the school, which cannot and should not carry alone the burden of the future of the new generations, and needs an atmosphere based on inter and intra-generational solidarity instead of competition.

- Researches and interventions on the wellbeing of teachers and educators
- Competition vs. solidarity between professionals of education
- Proposals for the continuous training of teachers and educators

## 8. Education, history and future

Today's society is characterized by a representation of the future interpreted as a threat instead of a promise. The future appears to be dark, it is constantly narrated as a place of environmental, economical, historical catastrophes, but it is not possible to educate without being convinced and convincing the other that the personal and collective future is open. Only the representation of an open future allows a real aspiration to grow, become adults and participate. It is time to process the great historical traumas which undermined the trust in the human possibility to advance. The time has come for education to start dreaming again.

- Education and representation of the future
- Education and history
- Educational utopias and dystopias

# Participation methods

**Deadline per for  
proposal submission**

20th may 2018  
(replies expected for June 30th)

**Deadline for the extended version**  
20th September 2018

**Submit the abstracts to**

[info@trasformazioneeducativa.com](mailto:info@trasformazioneeducativa.com)

1. Conferences (through invitation)
2. Symposia
3. Oral communications
4. Posters
5. Workshops
6. Presentation of books and magazines

It is possible to submit proposals of: (R) Research contributions (including Research-interventions); (E) Educational experiences

The selection, carried out by the scientific Committee, will follow the criteria below:

- relevance and pertinence to the chosen thematic axis;
- clarity and precision in the definition of the characteristics of the contexts;
- clarity and precision in the definition of the educational devices and of the psychological and/or pedagogical theories below;
- presence of conclusive results (in the case of researches);
- references to the implications for the development of the communities.

## PROPOSALS SUBMISSION

The file containing the proposal – written in Italian, English or Spanish – must be a Word file whose name must be the family name of the first author/proponent, the reference nation and the modality of presentation of choice (e.g.: Rossi\_Italia\_Oral; Rossi\_Italia\_Poster; Rossi\_Italia\_Symposium; Rossi\_Italia\_Workshop).

In the file it is necessary to state:

- A short biosketch of the proponent (max 80 words)

Example of biosketch:

\*X Y\* is full professor in the Department of Educational Sciences and Psychology at the University of \*\*\*\*\*, where he currently teaches Developmental Psychology and coordinates the Laboratory Z. For the last three decades he has been working on narrative thought and on the use of autobiographical narrative in normative and non normative life transitions.

- Kind of contribution: Research contribution (R), Educational experience (E)
- Keywords (between 3 and 6)
- Thematic axis (1. Mental maps and journeys in the territory 2. On the edge of society and on the edge of thought 3. Educational communities and complex integral learning 4. Arteduca-

tion 5. Dominant knowledge and native knowledge 6. Technological journey in the global village 7. Educational professions and social responsibility 8. Education, history and future)

- Modality of presentation of choice: oral communication, poster, contribution in symposium, workshop (see below)
- The abstract must include introduction, methods, results and discussion.
- The text of the abstract must be composed according to the following editorial regulations:

- Font: Times New Roman 12
- Line-spacing : 1.5
- Length: maximum of 3000 characters (spaces included)
- Title: ALL CAPITALS BOLD
- Name(s) and surname(s) of the author(s)
- Affiliation
- e-mail of the first author

#### ORAL COMMUNICATION and POSTER

See editorial regulations for the abstract

The editorial regulations of the final extended versions of the contributions and the deadline will be announced after the acceptance

#### SYMPOSIUM

The Symposia must be made up of 5 speakers coming from different institutions and/or Countries

The proposal file of the Symposium must include:

- Reference to one of the 8 thematic axes
- Title of the Symposium – name of the proponent, affiliation, Country
- Short biosketch of the proponent (max 80 words)
- Short introduction of the Symposium topic (max 1000 characters, spaces included)
- Names of the participants, affiliation, Country
- Short biosketch of each proponent (max 80 words)
- 5 abstracts (see the editorial regulations for abstracts) in a single file

#### WORKSHOP

The proposal file of the Workshop must include:

- Title of the Workshop – Name of the proponent, affiliation, Country
- Short biosketch of the proponent (max 80 words)
- Description, goals, methodology, 5 bibliographic references (following the same regulations as for the single abstracts)
- Clear indication of the necessary spaces and of the minimum and maximum number of addressees (notice of eventual materials and equipment must be given in advance, but they will be at the expense of the proponent)

#### PRESENTATION OF BOOKS AND MAGAZINES

Moreover, it is possible to propose the presentation of books and magazines of particular interest for the themes of the Congress by submitting a Word file whose name must contain the last name of the proponent followed by BOOK or MAGAZINE (e.g.: Rossi\_Book or Rossi\_Magazine)

The file must contain:

A short biosketch of the proponent (max 80 words)

Synopsis of the book or description of the magazine (see the editorial regulations for the abstract)

Indication of two people who will curate the presentation



# Registration fee

(through bank transfer: instructions will be given at a later time)

## **Speakers**

By June 20th, 2018

300 €

From June 30th to August 31st, 2018

350 €

From September 1st to October 1st, 2018

450 €

## **Speaker's plus one**

By June 20th, 2018

120 €

From June 30th to August 31st, 2018

150 €

From September 1st to October 1st, 2018

200 €

## **Non-speaker participants**

(including school teachers)

By June 20th, 2018

200 €

From June 30th to August 31st, 2018

250 €

From September 1st to October 1st, 2018

300 €

## **Non-speaker participants**

(Ph. D. student, graduate students and students)

By June 20th, 2018

100 €

From June 30th to August 31st, 2018

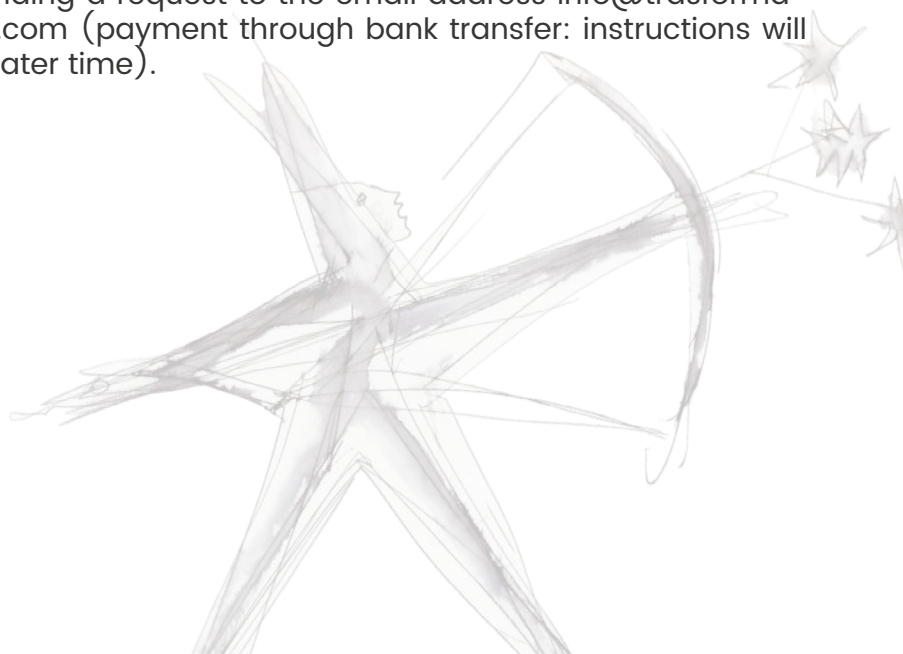
150 €

From September 1st to October 1st, 2018

200 €

A certificate of attendance will be issued to the participants.

Those who desire to attend the Congress as spectators will have to register by sending a request to the email address [info@trasformazioneeducativa.com](mailto:info@trasformazioneeducativa.com) (payment through bank transfer: instructions will be given at a later time).





# Committee



## DIRECTIVE COMMITTEE

**Santa Parrello** Dipartimento di Studi Umanistici, Università degli Studi di Napoli Federico II (Italia)

**Cesare Moreno** Associazione onlus Maestri di Strada (Italia)

**Maricela Osorio Guzmán** Universidad Nacional Autónoma de México, UNAM, Mexico City (Messico)

**Marco Eduardo Murueta** Consejo de Transformación Educativa, Asociación Mexicana de Alternativas en Psicología AMAPSI, Unión Latinoamericana de Entidades de Psicología ULAPSI (Messico)

## LOCAL SCIENTIFIC COMMITTEE

### Dipartimento di Studi Umanistici, Napoli

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### Associazione onlus Maestri di Strada

Cesare Moreno, Antonella Saporito, Nicola Laieta

### Cooperativa Il Minotauro, Milano

Katia Provantini

## INTERNATIONAL SCIENTIFIC COMMITTEE

(definition under way)

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Sica (Italia), Ilaria Iorio (Italia), Paolo Vittoria (Italia), Katia Provantini (Italia), José Luís Bizelli (Brasil).

## ORGANISATION OFFICE

**Alessia Petrilli** Associazione onlus Maestri di Strada (Italia)

**Maria Rosaria Ferraioli** Associazione onlus Maestri di Strada (Italia)

## INSTITUTIONS, ASSOCIATIONS, FOUNDATIONS and PROMOTING BODIES

Università degli Studi di Napoli "Federico II", Italia

Associazione onlus Maestri di Strada, Italia

Cooperativa Il Minotauro (Italia)

Consejo Latinoamericano de Transformación Educativa (CLATE)

Consejo de Transformación Educativa (CTE, Messico).

Universidad de Évora

University of Applied Sciences of Saxony, Germania

Universidad Continental, Perù

Universidad Autónoma de Centro América, Costa Rica

Universidad Nacional Autónoma de México, FES

Iztacala, Zaragoza y Fac. de Psicología, Messico

Universidad Autónoma Metropolitana, Messico

Universidad de Ixtlahuaca, Messico

Asociación Latinoamericana para la Formación y la Enseñanza de la Psicología (ALFEPSI)

Unión Latinoamericana de Entidades de Psicología (ULAPSI)

Facultad de Ciencias de la Conducta (FACICO, México)

Universidad Michoacana de San Nicolás de Hidalgo

Universidad Popular Autónoma del Estado de Puebla (UPAEP, México)

Universidad Revolución (México)

Sindicato de Trabajadores de la Universidad Nacional Autónoma de México (STUNAM)

Asociación Mexicana de Alternativas en Psicología (AMAPSI)

Associação Brasileira de Ensino de Psicologia (ABEP)

Universidad Estatal Paulista "Júlio de Mesquita Filho" (UNESP, Brasil)





Associazione onlus Maestri di Strada

Dipartimento di Studi Umanistici dell'Università degli  
Studi di Napoli Federico II

Universidad Nacional Autónoma de México



Consejo de Transformación Educativa Asociación Mexicana  
de Alternativas en Psicología

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