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**CALL FOR PROPOSALS AND SUBMISSIONS 4/2020**

The Review QTimes  
*Journal of Education, Technology and Social Studies*

**Classified “A” by ANVUR in the fields 11/D1 e 11/D2**

**INVITES**

university teachers, researchers, teachers to contribute to the issue number 4/2020 of the journal, dedicated to the topic:

**Educational poverty, drop out and social inequality**

For a long time, poverty studies have privileged an economist perspective based on the identification of measurement indicators. Over the years, however, many other disciplines have studied the topic from different points of view: pedagogy, sociology, psychology, etc. The social structure, and the set of factors that remain out of the individual's control, represent privileged dimensions of analysis and interpretation of poverty (Piachaud et al. 2009; Townsend, 1993; Ringen, 1985, 1988). At the same time, the importance of the belonging subcultures (family, peer group, etc.) can exercise a strong influence on the behavior and choices of the subjects, acting as reinforcement factors. These situations can be observed in many urban suburbs through the lens of “subclasses”, or “bad district” (Mincy, Sandhill, Wolf 1990) and represented with literature and cinema; the social exclusion (Room 1999; Hills 1999; Glennester et al. 1999); the weight of the ascriptive variables (gender,

physical health, ethnicity ecc.). Often these factors contribute to making poverty a path of self-exclusion built through unconscious choices, which are expressed in youthful distress, demotivation in study, drop out, up to the growing drama of the “hililomori” who are the girls and boys who retire from society.

The forms of poverty are countless; they go beyond the economic factors, which, while remaining in first place in the denunciations of the Report OXFAM (2020), Save the Childrens (2019) or CERFE (2005), are determined by the inappropriate redistribution of the wealth that characterizes various forms of social inequity, produced by savage globalization processes. There are poverty caused by extreme solitudes, emotional, sentimental and human poverty that trouble the “existential peripheries” at all latitudes and at all ages.

These poverty often plunge one’s roots where there aren’t. equity, justice, attention and care of the subject, and where overflow the social inequalities, due to lack of pertinent educational initiatives, to oppose socio-educational distress.

Variables such as age, family background and educational level also influence the disparity in participation in training. This is a drama amplified by the fact that very often there is a significant difference offering a quality educational process (Roosmaa & Saar, 2012).

This difference amplifies the social distance and the opportunities for everyone’s success. It is therefore necessary to understand how to eliminate educational poverty and design territorial and educational policies capable of responding to the challenge of the time.

Equity, wealth and social justice can be guaranteed, offering everyone the opportunity to attend appropriate teaching-learning paths (Day, Hinterland, Myers, Gupta, Harris, & Konty, 2016; Kotok, Frankenberg, Schafft, Mann, & Fuller, 2017; McKinney, 2014).

The attention of European policies to these topics serves to reduce obstacles to learning (students assessment program OCSE-PISA 2018; European Commission, 2014b)

This call for paper aims to promote the debate between policies, analyzes, experiences and participatory methodologies aimed at encouraging the cooperation of the actors of the educational community, identifying the studies that can offer a theoretical framework that can be useful for understanding the many variables between macro and micro, between policies, agencies and subjects.

Starting from the panorama described so far, the significant questions, just as an example, can be:

- How is educational poverty expressed in the territories?
- What impedes people from continuing to learn?
- How important is the territorial cultural and social offer in determining success in the educational process? How is it possible to intervene in deprived territories, to oppose educational poverty?
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- What social policies could support the development of networks between educational agencies?
- What are the interventions and experiences to oppose educational poverty, at the different levels of government, which permit to improve the organization of educational paths based on the educational needs of students and families?
- In a system that considers "networking" important, which relationships are effective and must be activated and /or increased to oppose educational poverty?
- How to overcome the peculiarities of teaching to develop shared learning facilitation practices?
- How to oppose the school drop out?
- How does education reduce poverty levels?
- How does the socio-economic-cultural condition of families affect in the new digital society?
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As it is in the tradition and spirit of this journal, there will be taken into consideration macro, meso and micro studies and researches concerning (the following list wants be for reference only):

- policies and experiences to combat educational poverty
- territories, actors and processes involved and /or active in the analysis and contrast of educational poverty
- studies and research that explain educational poverty and the factors that lead to scholastic and professional failure
- educating communities and territorial alliances to combat educational poverty
- educational poverty at the time of COVID/ 19
- educational interventions and inclusive teaching methodologies in schools
- design welcoming schools and classrooms to develop a sense of belonging to a community
- opportunities for formative success and resilience to combat educational poverty
- technologies, as an innovative strategy, to combat early school drop out and educational poverty
- strategies to take on social inequality
- interventions to promote self-confidence and motivation in students
- quality, equal and inclusive education and professional development of teachers to combat educational poverty
- learning opportunities for all
- gender, inter-generational and citizenship perspectives for equal access to all levels of education
- ...

### References:

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For this topic, QTimes – *Journal of Education, Technology and Social Studies* will examine all papers received.

All proposals must be sent to the email address of the editorial staff::  
[qtimesredazione@gmail.com](mailto:qtimesredazione@gmail.com)

**It is necessary to indicate the title of the call to which you intend to participate.**

Authors are invited to propose scientific papers congruent with the standards of the journal. Please read the authors guidelines .

**Dead line:**

Abstract proposal: **August 5th, 2020**

Approval of the abstract: **by August 12th, 2020**

Submission of the paper: **by September 12th, 2020**

Refereeing and communication of the results: **September 27th, 2020**

Time allowed for changes and modifications requested by Referees, in case of approval: **October 7th, 2020**

Conclusion of editing and publication: **October 31th, 2020**

The proposals will be submitted for referencing through the double-blind technique. The final decision of the International Scientific Committee will be communicated to the authors by e-mail.

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