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## Abstracts

Pier Cesare Rivoltella, *Volti della comunità. Il Covid, le tecnologie, il teatro.*

A widespread way of interpreting the pandemic experience is to read it in a palingenetic perspective. The idea is that we finally have to re-emerge from the crisis better than we were when we entered it, and that in the end are already present the seeds of a new beginning. The article discusses this idea by trying to rewind the tape of the pandemic crisis and retracing it in the light of four indicators: the face of the community, the type of solidarity, the role of communication technologies and the theatre conceived here as a space for processing the experiences of a community, as an instrument of civil awareness, as a metaphor for participation and citizenship. The outcome of this rewind is the suspicion (or awareness) that we haven't learned so much.

**Keywords:** Pandemic, Community building, Media Ecology, Theatre, Citizenship.

Amelia Broccoli, *Pestilenze e pandemie. Riflessioni a margine della storia.*

The contribution focuses the attention on the public reaction to the Covid-19 pandemic, which has been presented as the *epistemological obstacle* causing fractures in common sense beliefs and established scientific theories. There have been three procedural stages of the discourse: first, the event-pandemic was analyzed in its historical constants, even in the belief that they are only heuristic variables and not replicable moments in the course of history. In a second phase, we analyzed an "illustrious precedent" such as the plague of Athens in the fifth century BC, finding significant elements of consonance with modernity. Finally, two antithetical ways of interpreting the current pandemic emergency were examined, with the aim of seeing in it an opportunity to criticize ideology or an opportunity for renewal for the human race.

**Keywords:** Pandemic, Epistemology, Plague of Athens, Ideology.

Angelo Gaudio, *La scuola nella crisi Covid: una deistituzionalizzazione strisciante?*

The experience of emergency distance education in Italy during the Covid crisis is a situation of partial deschooling. An institutionalized school is a space and time of its own in the lives of students, parents and teachers. The new situation is at the same time an attempt not to interrupt the school as a social institution, but also a new situation. Practices and regulations since March 2020 have changed these rigid boundaries. The article presents some chronicles and reflections on the Italian situation. We had a partially realized utopia, referring to the classic work of Illich's Deschooling society (1971), and at the same time an epiphany of the real Italy and its school, marked by territorial and social differences, reinforced by the emergency situation. The international literature and the testimonies of individuals show that the crisis of the covid is an accelerator of processes that are still ongoing.

**Keywords:** Illich, Covid-19, Deschooling, Distance education, Crisis.

Davide Zoletto, *Una doppia distanza? Scuola, allievi e famiglie con retroterra migratorio nel contesto della pandemia.*

This paper aims to present some theoretical issues currently emerging in the field of intercultural research in the context of the COVID-19 pandemic, with special reference to educational aspects concerning school inclusion of children from migrant backgrounds.

The paper starts by focusing on some challenges that migrant background children were already dealing with even before the pandemic, and goes on to compare and connect those challenges with questions that emerged in the frame of the first lockdown.

It proceeds then to highlight the relevance of listening to the voices of migrant background families too, in order to try to reduce the distance that otherwise can sometimes grow – especially (but not only) in the pandemic context – between those families and the school.

To conclude, the paper highlights that, in this perspective, teachers should try to become more aware of the ways in which different “school cultures” can affect the inclusion of both migrant pupils as well as their families.

**Keywords:** Children from migrant backgrounds, Migrant families, Pandemic, Covid-19, Intercultural education.

Vincenzo Schirripa, *Fuori. Scuole aperte, alternative e territorio.*

The impact of the pandemic has paradoxically confirmed the central position of school as a connective tissue of contemporary societies and its ability to

repair itself and to extend its presence in time and space. Schooled societies are fascinated by the myth of the outward-looking school: the crisis has also put this to the test. Extra-school education, and the educational consumption growing around schools, are also called upon. The article provides some references on three recent topics of debate: the growth of alternative schools, the evaluation of extra-school activities in school assessment, the relationship between school and local social context and the pedagogical contribution of associations and private actors in extending educational offer.

**Keywords:** Pandemics in schooled Societies, Alternative Education, Social Stratification and Educational Consumption, Extra-school Education, Integrated Education System in Local Areas.

Stefano Pasta, *Ostilità. Vecchi e nuovi bersagli, vecchi e nuovi virus.*

During the State of Emergency in the health sector with the onset of the Covid-19 pandemic, numerous manifestations of unitive emotional demands occurred. This period of disruption also gave rise, however, to a revival of phenomena of identification of hate target groups, as it happens in moments of rupture.

This paper intends to analyse from an “onlife” perspective the role of emotions and moral disengagement in favouring the manifestations of hatred. The case study of online anti-Semitism at the time of Covid-19 and post-truth is analyzed, highlighting how “new viruses” are used to unleash hostility towards “old targets”. Flaming targets new groups and new symbols. These different forms of hate language are fueled by common elements such as conspiracy mindset and conspiracy theories that have increased their impact in the political and social conflict, alongside with the expressions of anger towards measures that are perceived as oppressive towards the “I” at a time when society is struggling to get out of the pandemic emergency.

**Keywords:** hate speech, anti-Semitism, conspiracy, post-truth, social Web.

Giuseppina D’Addelfio, *Pandemie e contratto sociale: note pedagogiche sulla forma dei legami nel nostro tempo.*

Several are the crises generated by the pandemic. In each of these crises (health, economic, social, educational...), there are many “breaks” in the “taken for granted” that lead to ask radical questions about human life. In this horizon and according to the approach of phenomenological-hermeneutic fundamental pedagogy, the paper aims at highlighting one of the hypotheses which, starting from modernity, has been very influential: the social contract.

In particular, the paper focusses on same consequences that derive from having intended the social contract as model not only of political life but also of any possible intersubjective bond. Therefore, the paper inquiries on what the ontological structure of intersubjective relations is and what it may be as well as on the consequent tasks that today, also “thanks” to the pandemic, are opening up for pedagogy and education.

**Keywords:** Individual, Utilitarianism, Common good, Reciprocity, Personhood.

M. Nutsa Kobakhidze - Maka Eradze, *An unfinished journey: Education policy responses to Covid-19 in Georgia*

This paper reflects on education policy responses in Georgia to the disruptions caused by the COVID-19 pandemic. These include initiatives launched by the government, as well as civil society, development partners and donor agencies. During the first wave of the pandemic, lack of access to infrastructure, and inadequate digital competencies of teachers were observed as primary constraints on continuity of teaching and learning. As the pandemic progressed, new challenges emerged – such as demotivation of students, teachers’ increased workload and stress, problems with re-organization of teaching and learning, redesign of assessment methods, and developing online pedagogies. Yet government narratives and wider educational discussions remained focused on primary access constraints: either on the inability to solve first-order problems or the lack of critical discussion around the role of technology in education with a focus on the quality of provision. The COVID-19 pandemic has exposed the fragility of the Georgian education system with its deeply entrenched inequalities reflecting socio-economic realities; in the long run, weak policy management and absence of post-pandemic recovery strategies may contribute to the already declining image of public education.

**Keywords:** Pandemic, Distance education, Crisis.

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