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DEMOCRACY

for learning

BOOK OF ABSTRACTS

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

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Fourth International Conference of the journal *Scuola Democratica*

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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.

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SCHOOL, TERRITORY, AND DATA-INFORMED ALLIANCE AGAINST SCHOOL DROPOUT: IDENTITY, MEANING, AND MOTIVATIONAL PROCESSES AMONG ADOLESCENTS

Marco Giganti (University of Bergamo, Italy) · **Michela Zambelli** (Catholic University of the Sacred Heart, Italy)

meaning in life

identity development

school dropout risk

Navigating uncertainty is one of the central developmental challenges facing adolescents. In a context marked by growing social inequalities, digital transformation, and geopolitical instability, supporting young people in constructing a meaningful life project is increasingly recognised as a protective factor against school disengagement and dropout (Ryan & Deci, 2017). This contribution presents findings from the *Giovani SMART* project, a participatory action research initiative funded by Regione Lombardia and implemented in a valley community in northern Italy, involving a near-census sample of 1,229 students (48% male) attending four upper secondary schools (Giganti & Zambelli, 2025). Drawing on a quantitative survey administered, the study examined the prevalence of school dropout risk factors - including migrant background, parental education and occupational status, special educational needs (SEN), and irregular schooling trajectories - and their associations with key psychosocial variables. The research focused particularly on adolescents' sense of meaning in life, measured through the Situational Meaning in Life Evaluation scale (SMILE; Zambelli & Tagliabue, 2024), alongside identity development (U-MICS; Crocetti et al., 2010), life satisfaction, and school climate. Findings reveal that students who chose not to disclose their SEN status reported significantly greater difficulty finding meaning in life, particularly in terms of purpose and values. Girls reported higher levels of search for meaning than boys, suggesting gendered patterns in existential engagement. Students with migrant backgrounds showed greater reconsideration of commitments in both academic and social domains, indicating a more fluid and uncertain identity construction process. Irregular schooling trajectories were negatively associated with satisfaction toward school and self. Among school-context variables, peer support and parental involvement emerged as significant protective factors. Students with higher dropout risk reported lower peer support and lower parental engagement in school life, while those with SEN or migrant backgrounds perceived less cultural acceptance and a weaker democratic climate within their schools and classrooms. These findings informed a co-designed territorial intervention involving schools, social services, third-sector organisations, and local administrations. The data were shared with school principals, social workers, and municipal stakeholders to activate personalised support pathways and growth-oriented activities in sport, music, and the arts. This study illustrates how data-informed participatory research can bridge psychopedagogical knowledge and local practice, supporting the co-construction of environments where adolescents feel recognised, capable of contributing, and motivated to remain engaged in learning.

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PROJECT-BASED LEARNING AS A MOTIVATION-SUPPORTING STRATEGY

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project-based learning

basic psychological needs

self-determination theory

In current learning environments, the need to promote meaningful educational pathways has led to an increasing emphasis on active teaching methodologies. Among these, Project-Based Learning (PjBL; Kokotsaki, Menzies & Wiggins, 2016) stands out as a pedagogical approach capable of placing the student at the center of the instructional process. However, for PjBL to translate into real and profound educational success, it is fundamental to analyze the motivational dynamics that support it. The objective of this study is to investigate the impact of PjBL on student motivation, adopting Self-Determination Theory (SDT; Ryan & Deci, 2017) as the theoretical framework. According to SDT, individuals are

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