

Foreword

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A journal's foundation is always a significant happening for the academic community; and the existence of a journal finds its legitimation in the process that brought to its foundation.

The project of the journal, Italian Sociology of Education (ISE), is deeply rooted in the long-standing scientific activity of the Education Section (created in 1990) of the Italian Sociological Association (AIS, founded in 1983).

The ISE responds to a need that has been widely recognised within the Section: creating an international space where the work of the Italian scholars in the field of education could meet and interact with those of their international colleagues. The choice of English as the language of the Journal aims on the one hand to give more opportunities to Italian sociologists of education to be known within the international community. On the other hand, its purpose is to establish a closer and more intense dialogue with colleagues from all over Europe.

The need of closer relations among scholars is the consequence of the acknowledgement, widely shared in the educationalists' community, that globalization is only intelligible through the in-depth examination of local experiences.

In this perspective, a journal that is published in English, while being the expression of a non-British scholarly community, can play a significant and innovative role.

Education and lifelong socialization processes, the increasing relevance of reflexivity and its transformative implications, processes of production of human and social capital as well as of active and democratic citizenship,

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are all phenomena that require an accurate analysis of the single Nation-State cases to be understood.

Education processes are increasingly multi-faceted and widespread in any sphere of society. Studying social actors, as well as institutions and stakeholders ever more means to understand how his socializing trajectories interact with education policies and contexts. Within this scenario, sociology of education looks back at its dawn, deeply interacting with Social Theory and rediscovering themes and subjects that were its focus at the beginning of its history.

Nowadays, given the ongoing change of the structural and cultural conditions of social life, the contemporary *homo faber* has to confront more and more challenges and requests of new forms of socialization.

This implies the need for a renewed interest in analysing the interaction between:

- 1) the ways in which the reflexivity of the social actor, who is deeply involved in the planning of his life trajectory, produces and responds to structural and cultural changes within the contemporary dynamic and fluid society;

- 2) and the possibilities the new structural and cultural patterns (configurations - forms) make available (enablements) or unfeasible (constraints) for the individual and social reflexivity.

The complexity of this interaction calls for a more and more stringent confront (debate) among scholars both on theoretical knowledge as well as on empirical findings and evidences.

Nowadays, different theoretical and methodological traditions coexist within the Italian sociology of education and contribute to this debate (confront). Examples could be considered those scholars who pay attention to the “relational society” or to the creation of social capital. The first step required to accomplish to this task is the widening of the traditional focus beyond the school (and the other educational agencies) to the multiple social and individual aspects that more or less directly intertwine with education processes.

Therefore, the ISE journal comes to life in a historical phase in which the Italian sociologists of education are required to break with a long-standing tradition, that is focusing exclusively on educational agencies. On the contrary, the need for placing those studies and researches within a broader frame that comprises a more accurate consideration towards the

spreading of education processes within the other spheres of society and daily life is widely recognized.

The journal will have a tri-partite structure, responding to three different purposes:

1) each issue will be organized around a main theme. The first part will present the most interesting and original contributes submitted on it. One or more colleague will be the editor(s);

2) the following part will present more heterogeneous works, exploring subjects, themes and fields not necessarily embraced by the tradition of sociology of education;

3) the third part will be constituted of books reviewes or original contributes (debates) on recent publications submitted to the attention of the journal.

The Education Section of the Italian Sociological Association (AIS) will be the place where the cultural and scientific project inspiring the ISE journal will be discussed and structured. It is a long time Italian sociologists of education are confronting each other within this scientific space. And it is worth remembering here that a relevant contribution to this debate is coming from a group of young scholars who increasingly participate to the Education Section life. According to a long-standing tradition of the Section, the ISE journal wants to constitute a privileged cultural and scientific space where the most valuable work of younger scholars can be presented.

What we ask to our foreign colleagues is to contribute to this cultural and scientific project, both being part of it and proposing to the journal their own works. This is why the ISE has the goal to represent an "Italian program" oriented to the international debate rather than simply being the place where the works of the Italian scholars are published.

The selection of the articles to be published will be carried on by the editorial boards and all those Italian and foreign colleagues who have accepted to be referees for the ISE journal. All articles in the ISE will undergo rigorous peer review, based on initial editorial screening and anonymised refereeing by at least two leading scholars in the field.

The editorial office of the ISE is located at the University of Padova (Italy).