



Call for communications

Education for Migrants

International Conference

18-19 June 2020

INSHEA – 58-60, avenue des Landes – 92150 Suresnes – France

Guest Speakers

- **Michel AGIER**, research director at IRD & EHESS, Cems; IC Migrations
- **Mathieu ICHOU**, researcher, Ined; fellow at IC Migrations
- **Benjamin MOIGNARD**, associate professor at UPEC, LIRTES; co-director of the International University Observatory Education and Prevention
- **Catherine WIHTOL DE WENDEN**, emeritus research director at CNRS.

Keynote Address

- **Jean-Michel ZAKHARTCHOUK**, teacher, teacher training instructor, writer for *Les Cahiers pédagogiques*, and distinguished observer of our times



France has historically welcomed immigrants, and enrolled many newly arrived children in its schools throughout the 20th century (Noiriel, 1988; Sayad, 2014). In the 1970s the national education system set up the CEFISEM and then the CASNAV programmes for schooling of migrant and non-French-speaking children.¹ The stated aim of developing teaching practices "adapted" to these pupils, based on the pedagogy of French as a second language for school children, took shape gradually, and evolved over time and depending on the setting (Cuq, 1991; Mendonça Dias, 2012; Verdelhan-Bourgade, 2002; Vigner, 2009).

Over the same period the changing composition of the migrant population substantially altered the context of immigration in France, with an influence on the action of professionals and institutions who work with migrants. The migrant situation includes children and youths who arrive with their families, or who are isolated when they enter the country. The social and educational background of migrants is also very diverse, posing challenges for institutions in this field. These circumstances lead to tension between the public authorities charged with enforcing restrictive immigration and legal residency policies (Lendaro, Rodier, Vertongen, 2019; Spire, 2008) and the educational, social and not-for-profit bodies who advocate for the rights of children and the right to schooling (Rigoni, 2019). This configuration produces a duality that traverses the school experience of migrants, stretched between an administrative pole and a school pole (Armagnague, 2018). The increasing complexity of migratory movements is a major challenge for educational institutions and schools, and also for social workers and their action.

This international conference is organised in conclusion of the EDUCINCLU research programme devoted to inclusive education for migrant children and youths. This programme has been financed by the Institut de recherches économiques et sociales (IRES), with support from UNSA-Education, and implemented by the Institut national supérieur de formation et de recherche pour l'éducation des jeunes handicapés et les enseignements adaptés (INSHEA). The international conference aims to increase our understanding of the educational issues that arise when working with migrant children and youths, in schools and outside of them. The following subject areas are proposed for papers and communications submitted to the conference:

- **Public policies and their effects**

Looking at the institutional and regulatory frameworks that govern the schooling and residency status of migrant children and youths, papers in this area will examine the ways in which various administrations apply the right to education in different socioeconomic circumstances. Topics include the consequences of political contexts for children/youths, including unaccompanied minors (Bailleul, Senovilla Hernandez, 2016), the impacts on how they are taken in (Mendonça Dias, 2016; Schiff, Fouquet-Chauprade, 2011), on their socialisation in school, on the school setting and in terms of social and socioeducational action in their favour (Mendonça Dias, Rigoni, 2019). This discussion will also look at different national contexts, and analyse the adaptation and application of the principal international legal dispositions regarding the right to education and mandatory schooling.

¹ CEFISEM: Centres de formation et d'information pour la scolarisation des enfants de migrants ; CASNAV: Centre académique pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs.

- **How migrants are integrated in schools and education**

Papers in this area will broaden knowledge of different educational, social and symbolic approaches to migrant children and youths, and to their parents and entourage. The objective is to bring together current research work on the various facets of the educational experience and the pedagogical, social, administrative and other forms of support available in different places and at different times. Another goal is to look at the effects on children, their personal experience and subjective reactions (Sirota, 2006) associated with public policies and orientations, and to observe how the migrants participate in these different spaces. Comparative studies, international perspectives and longitudinal studies are welcome.

- **The multi-professional aspects of educational support for migrant children and youths**

This theme seeks to comprehend the professional fields and constructions of migrant education, and to bring fresh questions to our understanding of these professions and their sense of professional responsibility. Contributions will also analyse the coordination of practices between educational workers with different training and professional cultures. There are sometimes tensions and rivalry between professions, based on divergent notions of educational legitimacy (Rigoni, 2018). In some cases complementary collaboration can be achieved to resolve problems, in others this construction fails. This topic will look at interprofessional relations in order to query professional frameworks and educational practices. The main objective is to identify professional needs and ways to achieve coordinated action to address them.

- **Field research methodology**

We will also turn our attention to all forms of innovative field research. Reflections on ethnographic survey methods (Armagnague, Rigoni, 2016; Armagnague, Cossée *et al.*, 2017; Clavé-Mercier, Rigoni, 2017) will be developed and supplemented by other methodological approaches. We are particularly interested in contributions that describe the epistemological objectives of methodological experiments and tests.

HOW TO SUBMIT A PROPOSAL

Proposals submitted for consideration must include the following information:

- Family and first name of the author.s
- Institutional affiliation
- Email address
- Title of the contribution
- Subject area for which it is submitted
- Key words (5 at most)

- Abstract (2,500 characters, including spaces) indicating the topic or issue, the data supporting the analysis, the methodological and disciplinary approaches used, and findings.
- Bibliography (5 references at most)

Proposals may be submitted in either French or English.

Please send proposals in Word and PDF formats to colloque.educinclu@gmail.com

TIMELINE

Proposals must be received by 30 NOVEMBER 2019

Acceptance of proposals will be communicated by 15 JANUARY 2020

Abstracts of communications must be submitted by 30 APRIL 2020

The conference will take place on 18-19 JUNE 2020

Papers may be presented in either FRENCH OR ENGLISH

Conference registration fees will be communicated later (less than 100€)

CONFERENCE WEBSITE (under construction): <http://www.educinclu.inshea.fr>

INFORMATION CONTACT: colloque.educinclu@gmail.com

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Vié Alexandra, doctorante en sciences de l'éducation, INSHEA, Grhapes (EA 7287).

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