



## Call for communications

### School, migration, itinerancy: complementary perspectives

#### EVASCOL International conference

5 – 6 April 2018

INS HEA – 58-60, avenue des Landes - 92150 Suresnes - France

#### Keynote speakers:

- **Nathalie Auger**, Professor, Language sciences, Univ. Paul-Valéry - Montpellier 3, Praxiling
- **Delphine Bruggeman**, researcher in education sciences, ENPJJ, PROFEOR-CIREL University Lille 3
- **Jean-Paul Payet**, Professor, Educational sciences, University of Geneva, SATIE

#### Great witness:

- **Jean-Michel Zakhartchouk**, Teacher and trainer, Editor at the *Cahiers pédagogiques*

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## Presentation

With its history as a land of refuge, France has welcomed many foreign children to its schools throughout the 20<sup>th</sup> century. Yet, it has been slow to perceive itself as a country of immigration (Noiriel, 1988) and the question of child migrants was initially conflated with that of abandoned children. Practices used to identify, monitor and protect children and young people have nourished the practices used for dealing with young migrants and itinerants (Armagnague, Cossée, Rigoni, Tersigni, 2016).

Since the 1970s, there has been a gradual change in the way institutions deal with migrant families and their children, as has the terminology used to talk about them (Tersigni, 2014; Mendonça Dias, 2017). In France, the Department of Education tasks the CASNAV<sup>1</sup> with organizing the schooling of children and the promotion of “appropriate” pedagogical methods, focusing on the didactics of French as a second language and an academic language, a framework that has been built up and remodeled over the years and according to specific contexts (Cuq, 1991; Verdelhan-Bourgade, 2002; Vigner, 2009). Nowadays, the major concerns of the educational institution are related more to the emergence of issues to do with specific educational needs and inclusion (Armagnague & Rigoni, 2016), as we can see from the recent restructuring of host classes into educational units for “newly arrived allophone students” (EANA in French) and for “children of itinerant and travelling families” (EFIV in French).

The notion of “itinerancy”, that we find in the label “EFIV”, appeared in a ministerial circular of 2012 and was thereafter taken up by various associations that represent these people and families. However, the actual lifestyle of children coming under the “EFIV” category is more complex, since if the families of some of them do share a more or less itinerant lifestyle, the acronym is also used, euphemistically, to refer to ethnicised categories (Manouche, Gypsy and sometimes Roma families) (Cossée, 2011)<sup>2</sup>.

At the same time, the continuing arrival of new migrant populations is contributing to a change in the political paradigm, with a particular focus on the arrival of young children. The impact of regional conflicts and instability on migratory flows is well known (Badie et al., 2008; Simon, 2008). The upheavals caused by political transitions in Eastern European countries and their entry into the European Union (Lièvre 2013; Clavé-Mercier 2014; Cossée, 2015), the Arab revolutions, the Syrian conflict - and more broadly speaking general instability in the Middle East - have considerable consequences in terms of migratory flows. The arrival of asylum-seeking families, the growing number of unaccompanied minors and illiterate migrants have prompted the public authorities to adjust their reception policies. These adjustments notably give rise to tensions between, on the one hand, the government authorities, esp. the ministry of Interior, which apply restrictive asylum and residence policies, and on the other, the educational, social and non-profit stakeholders working to defend children’s rights and the right to education (Rigoni, 2017). This increasing complexity and diversity of migratory movements poses a serious challenge to an educational institution that every year takes in several tens of thousands of migrant students. Its role continues to be central given that the school, as an institution, from the social and symbolic viewpoint, makes an important

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<sup>1</sup> Le Centre Académique pour la Scolarisation des enfants Allophones Nouvellement Arrivés – Academic centre for the schooling of newly arrived allophone students.

<sup>2</sup> We use the term “itinerant”, despite the fact that is contestable, because our analysis touches in part on categories of public action.

contribution to the social participation of migrants and their children, while at the same time highlighting social, spatial, institutional and political dynamics that go beyond the framework of the school, in the strict sense.

This conference takes place in the context of closing of the EVASCOL research program financed by the Défenseur des Droits (human rights commissioner) and promoted by INSHEA (French national institute of higher education and research concerning special education needs), in partnership with LIRTES-UPEC (interdisciplinary laboratory of research into the transformations of educational and social practices – University of Paris Est Créteil) and the Sophiapol-University of Paris Nanterre.

The objectives of the conference are plural. It aims to improve scientific understanding of the real conditions of schooling for migrant and itinerant students who, as we know, encounter various obstacles along their educational path (Schiff & Fouquet-Chauprade, 2011; Mendonça Dias, 2016): the steps taken by their legal guardians, reception, administrative formalities, the support offered to families, the role played by institutional and non-profit actors, etc. What are the practices we can observe, notably with respect to the expectations and experiences of the families and the children? This conference also aims to analyse the different learning outcomes as a function of the individuals, the context and the educational practices employed, which vary depending on the very organization of the arrangements set up and the training provided for teachers. In view of these parameters, what are children's real learning outcomes in terms of social, language and academic skills? Lastly, another aspect of the conference looks at the participation of the pupils in their school through an analysis of the way they feel about their school and the quality of their participation, as well as the representations and practices directed to them. What, from a qualitative viewpoint, are the effects of the students' lived experience on their social and academic experience?

Communications may take in several disciplines and several levels of analysis: law, history, sociology, language sciences, anthropology, geography, political science, educational studies, didactics.... and may be written in French or in English. They should deal with the following research themes:

### **Public policies and their effects**

By looking at the institutional and regulatory frameworks that structure schooling and the right to residence of migrant children and youth, the idea is to look at how government administrations implement the right to education in varying socio-political contexts. What are the effects of political contexts on the children and young people and their lives in school? Special attention will also be paid to unaccompanied minors who find themselves at the intersection of two systems, being covered by legislation concerning the rights of foreigners but who also, since they are considered children at risk, benefit from French child protection arrangements that are supposed to be blind to nationality. This situation leads to specific concerns on both political and legal grounds (Bailleul, Senovilla Hernandez, 2016) but also within schools themselves and support services (Kobanda Ngbenza, 2016). This theme will also look at different national contexts by analysing the adaptation and implementation of the primary legal sources in terms of the right to education and compulsory schooling.

### **Inclusion of students: steering and organization**

Encouraged by supra-national institutions as of the 1990s, the concept of inclusion arose from a movement bringing together non-profit actors and researchers around a social model that

refuses the exclusion of people and advocates for the acceptance of difference. Starting with the principle that educating every child is in the interests of all, schools are called upon to develop a sense of community and of mutual support (Ebersold, 2009). Inclusion therefore relates to ideas of social justice and equal opportunity (Dubet, 2004) and is based on the idea that it is the school that should adapt to specific needs and not the reverse. Concerning the pupils designated as EANA and EFIV, the educational institution in France identifies three “specific needs”: being a EANA, being a EANA “NSA” (i.e. not previously schooled) and being a EFIV. It addresses these needs through three specific types of arrangements: UPE2A, UPE2A-NSA and UPS. What form does inclusion take for these different groups? And how does this play out in terms of organisational and relational aspects, notably within the educational teams? The particularity of the system set up to receive migrant and itinerant children makes professional relations within educational teams and within the organization more complex. How is it possible to deal with concepts of borders, professional identity and recognition of each other's work in areas whose boundaries are yet to be negotiated?

## **Comparative approaches and international perspectives on education and migration**

The idea here is to foster reflection based on comparisons of different educational systems and on the analysis of foreign educational systems (Armand, 2016; Kouamé, 2014). Some countries are known to be more “inclusive” of pupils described as having “special educational needs” (Kanouté, 2016) whereas others organise schooling in a segregated and separate manner (Szalai & Schiff, 2014). What is the impact of these socio-institutional configurations on the experience of children and professionals involved in migration and itinerancy? Likewise, the notion of “need” and of compensation is structured around different concepts from one continent to another. Whereas inclusion addresses minority indigenous populations in South America, for instance, in Western Europe it is looked at from the viewpoint of disability. What is the basis for public policies relating to the schooling of children and young migrants and itinerants and how are they organized? How are they perceived by the people concerned in these different contexts? Analyses can be conducted on different levels: that of the classroom, the school and the institution.

## **The learning content of EANA and EFIV programs**

For the students, the challenge is to learn how to speak French and to learn “in French”, to progress in every discipline, with a short or longer-term goal of academic orientation while also living in a migratory situation that may not be stabilised and may be disturbing (Moro, 2002). Furthermore, the duration of the support does not correspond to the time it takes to acquire a second language (Cummins, 1979; Mendonça Dias, 2012). Here, we focus on the observation of academic and language performance; on appropriation of French in the school environment by plurilingual learners, whether in the discipline of “French” or other disciplines, notably mathematics (Millon-Fauré, 2013). We can link learning outcomes with teaching practices such as differentiated pedagogies (Zakhartchouk, 2001), approaches that draw on multilingualism, reformulations, and cooperative methods, mediations. Different questions related to teaching practices can be considered: is teaching EANA or EFIV classes a specific type of teaching (Schiff, 2012)? If so, at what levels can it be observed (Azaoui, 2017)? Which pedagogical and linguistic approach supports learning and facilitates school socialisation (Armand, 2013; Auger, 2010)? Other interventions could deal with initial and continuing training of the teachers (Chnane-Davin & Cuq, 2009; Liégeois, 2009) or the involvement of

families and cooperation between the teachers and the families of these children (Goï, 2008; Auger, Azaoui, Houée & Miquel, 2017).

### **Mediation and social and educational support**

This research theme focuses on educational work undertaken by non-school actors: non-profit groups, NGOs, spaces set up by migrants themselves. It is about proposing reflections upon non-school educational spaces and observing notably their articulation with school. Why do official educational or civil society stakeholders intervene and how? How are their approaches managed and organised? What specific result do they produce? Works on the place of the actors involved in schooling (Bruggeman, 2005) or in mediation with people even less connected with the school (slums, reception areas, squats, non-profits that support unaccompanied minors) would also be welcome.

### **The students' experience of school**

The school experience of children and young migrants is affected by their socio-migratory situation (Schiff, 2016). It has repercussions on intellectual development, relations with classmates and relations with institutions (Payet, 2017 and 2016). It also shapes these students' bodies, representations and the process of identity construction (Azaoui, 2013; Schiff, Visier, Zoïa, 2004; Zoïa, 2008), as well as social uses of the school and the city (Armagnague, Rigoni, 2016b). Likewise, the relationship with the school as an institution and learning the corresponding codes will be decisive in allowing inclusion. How do children and young people build their socialisation, their strategies and their subjectivity in these particular configurations? In parallel, the educational question in immigration is also a concern for carers who have based their work on theses relating to interculturality or even ethnopsychiatry. These approaches have been revisited and are re-emerging today. What is the place of therapeutic actors in the institutional management of these children and young people? Some analyses stress the resilient dynamics structuring the lives of certain children and young people, allowing these actors to build levers and academic strategies. How are these interventions performed and what are their effects?

### **Fieldwork methodology / Visual Arts**

The EVASCOL program set aside a special place for methodological reflection (Armagnague, Rigoni, 2016a; Armagnague, Cossée *et al.*, 2017; Clavé-Mercier, Rigoni, 2017; Mendonça Dias, 2017b) and this is something we wish to pursue. Wishing to avoid an adult-centric approach and focus on the point of view of the children and young people, we drew on a qualitative approach blending traditional methods (observations, compilation of life histories, semi-directive interviews) and more experimental collaborative and participative methods making it possible to highlight the subjectivities arising from different socio-school experiences: art workshops combining production of booklets drawing on various plastic arts to illustrate their everyday environment, photographic language and mapping of their neighbourhood, theatre and clown-forum. Here, we propose pursuing this reflection and comparing these experimental methods with innovative survey methods implemented in other fieldwork.

## **SUBMISSION PROCEDURE**

Proposals should contain the following information and comply with the following standards:

- Family name and first name of the author(s).
- Research institution.

- Email address.
- Title of the proposed communication.
- Theme of the communication (as listed above).
- Keywords (5 maximum).
- Summary of the proposal in 3000 characters (spaces included), that mentions the particular issue, the data on which the analysis is based, the methodological and disciplinary approaches mobilised and the results.
- A bibliography with a maximum of 5 references.

Language: French or English.

The propositions must be send in pdf format to the following address:

[colloque.evascol@gmail.com](mailto:colloque.evascol@gmail.com)

## TIMETABLE

- **Extended deadline** for receiving communication proposals: **1 December 2017**
- **Evaluation by the scientific committee and feedback to authors: 8 January 2018**
- **Deadline for receiving the written version of the communication: 10 March 2018.**  
*The text of your communication will be transmitted to the chair of sessions beforehand.*
- **Dates of the conference: 5 and 6 April 2018.**

## LANGUAGES OF COMMUNICATION

French/English.

## REGISTRATION FEES:

- €80 for professionals;
- €50 euros for other participants.

## RESEARCH WEBSITE

<https://evascol.hypotheses.org>

## CONFERENCE WEBSITE

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