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*Call for papers - International conference
17, 18 and 19 November 2014
University of Picardy Jules Verne (Amiens)*

Partners

University of Picardie Jules Verne - CAREF (Centre for Research in Education and Training in Amiens, EA 4697), AISLF (International Association of French-speaking Sociologists, CR 07 Education, Training, Socialisation), AFEC (French Association of Comparative Education), EERA (European Educational Research Association, Network 28 European Sociology of Education), ENS de Lyon/IFÉ (French Institute of Education) - Triangle (UMR 5206), University of Strasbourg, SAGE (Societies, Actors, Governance en Europe (UMR 7363)), University of Bordeaux - LACES (Laboratory : Cultures, Education, Societies (EA 4140)), Catholic University of Louvain (UCL Mons) – GReSAS.

Location of the event: UFR Human and social sciences and philosophy - Campus

Languages : French, English (with simultaneous translation in both languages)

Conference website : <http://www.caae2014.org>

Presentation

This conference follows on the discussions started at Congresses of the AISLF, AFEC and EERA. Several research units, journals and learned societies wished for further in-depth reflection on the changes affecting social sciences educational research and their repositioning. Since the Second World War at least European policies and sciences have been dominated by a project of democratization supporting the establishment of a Welfare State aiming at equality of opportunity, the setting-up of a comprehensive school system gathering all children from five to sixteen, measures offering citizens improved opportunities for access to post-secondary education, etc. It is now commonplace to consider that this model is in a state of crisis but it is much more difficult to provide evidence about the policies implemented after it. Diverse approaches can be observed but they do not seem to be organised into a coherent project: there is a plurality of principles of justice deployed in the governance of education and in particular those of equity and recognition of differences; growing knowledge economies, the development of standards and new political technologies of accountability, the advent of new scales and temporal and spatial dynamics linked to globalization, the emergence of a European area of lifelong learning, etc. The terms post-Welfare State, post-comprehensive school are only harbingers. These changes call for a new conceptual and methodological framework for social sciences which have to make a relevant account of the new state of the world: to shift analytical frameworks and reformulate classical questions, to generate new questions and issues, to reflect on a pluri-scalar nature of governance and world-wide public policies, etc

Globalisation tends to legitimate assessment tools and rankings which align the evaluation and the quality of research findings and publications on standards external to the academic community. To find a place in this new environment, European social sciences of education have to examine both the required conditions for knowledge production and their influence on educational policies. Thus, the conference aims to debate on three issues which are as many aspects of the same object:

- Elaborating a new framework to show the new state of the world, characterised by a parallel restructuring of forms of justice and forms of State in a globalised context.
- While building a new framework, keeping high theoretical standards and a « critical » stance (insofar as it seeks to shun normative ideological discourses) supported by European traditions.
- Keeping epistemological and linguistic pluralism in dissemination and validation tools

The conference will tackle these issues at all levels : school education, higher education, vocational training, lifelong learning, etc

Organisation

Plenary sessions

The debates of the plenary sessions will have a special focus on some key issues. In a political context of multiple justification, the point is first to build a framework in which current explorations are taking place and to consider the political grammars which can be created out of this matrix. Then it will be possible to ask if some configurations withstand the tests they are subjected to better than others. This framework will also enable us to consider the issue of the relaunching of criticism. What new forms of solidarity can be imagined? What new forms of political representation? But also what new forms of domination can be seen? The colloquium will also review the diversification of the spaces of conception and implementation of educational policies as well as the dissemination of models which are specific to this time of globalization. In addition it will look into the European project and the latter's proposal to reconcile economic effectiveness and social justice through the Lifelong Learning area. Finally, it will tackle head-on the issue of relationships between sciences, society and policy/politics. In the field of education, the 1960's social-democrat plan was built in relative confidence between researchers and policy-makers but this compromise was broken with the 1980's crisis. How to find the path to renewed dialogue and mutual understanding?

Workshops

The workshops will expand on some themes tackled in the plenaries. The following list is intended purely as guidance and many other themes could be addressed depending on the responses to the call for proposals.

- Effects of the quality devices on the establishments and teaching jobs
- The restructuring of the Educative State and the diverse forms of a search for the Third Way between State and market, equality and performance, etc
- The post-comprehensive school in Europe : what is at stake ?
- Education, a dialogue between policy-makers and social sciences
- Globalisation and comparatism in education
- School autonomy, territorial policies and leadership in education in Europe
- Beyond criticism : a relaunching of utopias ?
- Discussion around the lifelong learning
- Truth discourses in competition : the consequences for education and research
- Transformation of the teaching profession
- Publications : how can reflexive and critical research make itself disseminated in the European and international space ?
- New research in the field of social sciences and educational and training policies

Call for proposals

Reflexions and discussions will mainly focus on Europe. Nevertheless, the Associations and Journals committed to the event are developing in spaces which extend far beyond European borders : the whole of the English-speaking world for English associations and journals, Africa and Northern America for French-speaking ones, Latin America for Spanish- or Portuguese-speaking ones, etc. Thus, the conference is largely open to participants speaking French, Portuguese, Spanish, etc. who come upon the same issues as their European counterparts.

The proposals must be sent no later than 15 May 2014 to sarah.croche@u-picardie.fr

They should not exceed 4000 characters (a page, a page and a half long) and clearly show the object of the presentation: the theoretical frame, the empirical data, the methodology, etc.

Decisions of the evaluation process by the scientific Committee will be communicated by 15 June 2014.

There are conference fees covering access to plenaries and workshops, hand-out documents, lunches and coffee-breaks on the three event days. Their amount is 200 euros for all participants and 100 euros for doctoral students.

Publication

The colloquium is supported by several journals and editors-in-chief. It will lead to several publications: multi-authored books, files in journal in varied languages. The scientific Committee will formulate proposals after the colloquium.

Scientific Committee

Dalila Andrade de Oliveira (Federal University of Minas Gerais, Belo Horizonte, *Revista Brasileira de Educação*), Luciano Benadusi (University of Rome La Sapienza, *Scuola Democratica*), Jean-Émile Charlier (Catholic University of Louvain, GREAS, AISLF, *Éducation et Sociétés*), Sarah Croché (University of Picardy Jules Verne, CAREF, AISLF), Dorota Dakowska (University of Strasbourg, SAGE), Roger Dale (University of Bristol, *Globalization, Societies and Education*), Jean-Louis Derouet (ENS de Lyon/IFÉ/Triangle, AISLF, *Éducation et Sociétés*), Pierre Doray (University of Quebec in Montréal, AISLF, *Éducation et Sociétés*), Yves Dutercq (University of Nantes, CREN, AISLF, *Éducation et Sociétés*), Julieta Espinosa (Federal University of the Morelos-Cuernavaca State), Fassa Farinaz (University of Lausanne, AISLF), Mariano Fernandez-Enguita (University of Salamanca, *RASE*), Brigitte Frelat-Kahn (University of Picardy Jules Verne, CAREF, *Télémaque*), Gaëlle Goastellec (University of Lausanne, AISLF), Luciane Kanon (École Normale Supérieure in Abidjan), Paolo Landri (IRPPS-CNR, Italy), Martin Lawn (EERA, University of Edimburg, *European Educational Research Journal*), Sverker Lindblad (EERA, University of Gothenburg), Claude Lessard (University of Montréal, AISLF, *Éducation et Sociétés*), Régis Malet (University of Bordeaux IV, LACES, AFEC, *Éducation comparée*), Sylvie Monchâtre (University of Strasbourg, SAGE), Eszter Neuman (University Elte Budapest, EERA), Alice Nogueira (Federal University of Minas Gerais, Belo Horizonte, AISLF), Romuald Normand (University of Strasbourg, SAGE, EERA, *British Journal of Sociology of Education*), Antonio Novoa (University of Lisbon), Bruno Poucet (University of Picardy Jules Verne, CAREF, *Carrefours de l'éducation*), Julia Resnik (Hebrew University of Jerusalem, AFEC, *Éducation comparée*), Cécile Robert (IEP of Lyon, UMR Triangle), Susan Robertson (University of Bristol), Stanislas Stech (Charles University in Prague), Antonio Teodoro (Lusophone University in Lisbon, *Revista lusofona de educacao*), Éric Verdier (University of Provence, LEST Laboratoire d'Économie et de Sociologie du Travail), Didier Vrancken (University of Liège, AISLF)