



INTERNATIONAL CONFERENCE

PRACTICING, TRAINING, (RE)THINKING AND QUESTIONING EMANCIPATORY PEDAGOGIES – CURRENT DISCUSSIONS & DEBATES

Paris, 8-9 June 2018

While the work of the Brazilian author, **Paulo Freire**, is a major worldwide reference and is at the basis of critical pedagogies, especially in Northern America (one of the most quoted authors in the USA), in South America, South Africa, and that furthermore, the Paulo Freire Institutions were established worldwide (Brazil, United Kingdom, Portugal and South Africa...), his work has not merely entered the French speaking thought (Pereira 2017a). This is particularly true in France today despite the efforts of the collective “the circle of emancipatory pedagogies” (“*le cercle des pédagogies émancipatrices*”), that was created after his death, (Garibay, Séguier et al., 2009/2013). Thanks to this collective, the translation into French of the *Pedagogy of the oppressed* was republished in 2001 (yet again out of print). Nevertheless there are some exceptional writings inspired by the pedagogy of consciousness within French speaking spaces, among which in Québec (Solar 1992, Thésée et Carr 2014, Potvin 2014), in Switzerland (Mottier Lopez 2015, Collet 2016) and to a slightly less extent in France (Eneau 2003, Jeziorski 2017, Pereira 2017b), and recently in some doctoral dissertations (Devieilhe 2013, Weksler 2015, Dor 2017, Magar-Braeuner 2017).

One of the objectives of this conference is to render accessible, and make known, these pedagogical currents drawn from Paulo Freire’s thought and practice in France and in French. In particular as the theoretical and practical abundance of development ranges through the anti-oppressive pedagogies, anti-racist, feminist to queer pedagogy, de-colonial and today intersectional. Furthermore, Freire’s thought also inspires teaching for social justice.

The development of critical pedagogy, that followed Paulo Freire’s *oeuvre*, was developed throughout the 1980s within different linguistic contexts (particularly in Portuguese, Spanish and English) and within different geographical settings (South and North America, Northern Europe, the Iberian Peninsula, South Africa, Australia, Palestine and the State of Israel).

In South America, critical pedagogy gave rise to several experiences such as; Citizenship Schools, *bachillaretos populares*, schools of the Landless Workers' Movement and schools for Chiapas. Likewise, the development of Paulo Freire’s critical pedagogy emerged the eco-pedagogy and the de-colonial pedagogy currents.

This same dynamic, driven by critical pedagogy, is furthermore particularly present in the United States. In the 1980s, critical pedagogy developed on the basis of the School of Frankfurt critical theory. Moreover it inspired the Afro-American feminist, bell hooks, who through a critical dialogue with Paulo Freire, elaborated her engaged pedagogy (Hedjerassi 2016, Dor 2017). A dialogue between the Marxist currents of critical pedagogy and those of multicultural education started taking place in the 1990s. More precisely at this time, critical pedagogy encounters the emergence of new currents: feminist critical pedagogy, queer pedagogy, culturally relevant pedagogy (associated to critical theory of race), popular media critical

pedagogy and critical hip hop pedagogy. However, we observe opposing processes taking place since 2010, processes that work towards reunifying the various pedagogical theories of struggles against oppression. Europe was furthermore influenced by these same dynamics. Within Scandinavian countries one finds the emergence of a more specific current called the 'norm critical pedagogy'. Drawing on the work of Freire and Gramsci, the work of Peter Mayo is particularly noticed in this sense. Likewise, that of Bonaventura de Sousa Santos, on pedagogy of conflict and that of Jurjo Torres on curricular justice.

Despite the theoretical diversity of critical theory (intersectionality, de-colonial thought, queer theory, white privilege theory), the different critical pedagogy currents present common characteristics. These currents focus on the awareness of the oppressed, on one hand, and of the privileged, on the other, in the aim to transform society towards social justice. Work towards awareness is aimed at both teachers and educators in general and furthermore at pupils, students and learners in general within all contexts.

Within this conference we seek to present both on the existing theoretical productions and other forms and modalities of expression, practices, and alternative/subaltern (Guénif, 2016), experimentation of practices anti-hegemonic leaning ("Arab Spring", 'Occupy', *Indignados*, "*Movement*" - Tahir, Taksim, *Nuit Debout...* - *Zad* (Zone of Defense), Migration solidarity movements...). We expect proposals that either seek to contribute to the following questions or any other relevant proposals suitable to our themes and topics of interest:

The multiple naming differs according to the temporal contexts, geographic and linguistic, according to theoretical recourses, what then are the terminological developments? For example, what distinguishes liberatory pedagogies from emancipatory pedagogies? Can one observe a development concerning possible socio-political transformation?

What are the existing currents and developments of emancipatory pedagogies and those of critical pedagogies?

In what way could these pedagogies help (re)think emancipation/liberation within and outside classroom education.

In what way can emancipatory pedagogies particularly critical pedagogy, help struggle against oppressive systems that are the foundation of discrimination and against social, sexual and other discriminations?

In what way could critical pedagogy contribute to critical learning of media, in particular digital media?

How can emancipatory pedagogies, in particular critical, help share knowledge drawn from academic studies on inequalities and discriminations, with professional practices lead by teachers and educators? How can these pedagogies contribute to the (trans)formation of knowledge through a critical dialogue between different realities?

How can emancipatory pedagogies, in particular critical, help create more inclusive spaces within scholar or professional locations?

In collaboration with research projects in working progress, the conference will include, among others:

- A round-table on critical pedagogy of digital media, in link with a research project (E-Fran 2016).

- A session dedicated to practices of critical pedagogy within a framework of transfer of knowledge coming from academic studies, to professional practices, related to an internet website of discrimination formation as part of a research project (University Paris Est).

Bibliography:

Collet, Isabelle. Former les enseignant-e-s à une pédagogie de l'égalité, *Le français aujourd'hui*, vol. 193, n°. 2, 2016, p. 111-126.

- Devieille, Elise. *Représentations du genre et des sexualités dans les méthodes d'éducation à la sexualité élaborées en France et en Suède*. Thèse de Sociologie. Université de Caen, 2013.
- Dor, Tal. *Towards Radical Consciousness Liberation. Palestinian, Israeli Recounting Decolonial of Trans/formation*. Thèse de doctorat en sciences sociales. Université Paris 13, 2017.
- Dor, Tal, Guénif, Nacira, Altamimi., M. *Identités en dialogue. Vers une pédagogie féministe décoloniale*. Paris, Ed. Cambourakis, Collection Sorcières, 2018 (à paraître).
- Freire, Paulo. *Pédagogie des opprimés*. Paris, La Découverte, 2001.
- Freire, Paulo. *Pédagogie de l'autonomie*. Toulouse, Erès, 2013.
- Garibay, Françoise, Séguier Michel *et al. Pratiques émancipatrices – Actualités de Paulo Freire*. Paris, Syllepse, 2009/2013.
- Guénif, Nacira. Les couleurs du féminisme, tensions et paradoxes. In : Delphine Gardey & Cynthia Kraus (dir.). *Politiques de coalition. Penser et se mobiliser avec Judith Butler*. Zurich, Éd. Seismo, coll. Questions de genre, 2016, pp. 220-248.
- Hedjerassi, Nassira. À l'école de bell hooks : une pédagogie engagée de la libération, *Recherches & Éducatives*, n°16, 2016, pp.39-50.
- hooks, bell. La pédagogie engagée (texte présenté et traduit par C. Fourton), *Tracés. Revue de Sciences humaines*, n°25, 2013, pp.179-190.
- Jeziorskia, Agnieszka. Enseigner des questions socialement vives : un champ de tensions entre éducation transmissive et l'éducation transformatrice-critique, *Sisyphus, Journal of Education*, vol. 5, n°2, 2017, pp. 61-78.
- Magar-Braeuner, Joëlle. *Enquête sur la microphysique du pouvoir à l'école: actualisation, imbrication des rapports de domination et modalités d'une pédagogie émancipatrice*. Thèse en études féministes. Université Paris 8 et UQAM, 2017.
- Mottier Lopez, Lucie. Au cœur du développement professionnel des enseignants, la conscientisation critique. Exemple d'une recherche collaborative sur l'évaluation formative à l'école primaire genevoise, *Carrefours de l'éducation*, vol. 39, n°1, 2015, pp. 119-135.
- Pereira, Irène. *Paulo Freire – Pédagogue des opprimé-e-s*. Paris, Libertalia, 2017a (à paraître).
- Pereira, Irène. Les grammaires de l'éducation critique aux médias à l'épreuve du numérique, *tic&société*, vol. 11, n°1-1, 2017b, pp.111-136.
- Potvin, Maryse. Diversité ethnique et éducation inclusive : fondements et perspectives, *Education et sociétés*, vol. 33, n° 1, 2014, pp. 185-202.
- Solar, Claudie. Dentelle de pédagogies féministes, *Revue canadienne de l'éducation*, 17(3), 1992, pp.264-285.
- Thésée, Gina & Carr, Paul R. La (re)lecture des mots, du monde et des maux des jeunes noirs : apports de la pédagogie critique à la recherche en éducation en contextes de racialisation, *Canadian Journal of Education*, 37(1), 2014, pp. 308–329.
- Weksler, Marcelo. *Conscientisation d'enseignants travaillant avec des enfants à risque dans le programme HILA en Israël*. Thèse de sciences de l'éducation. Université Paris 13, 2015.

Submission Guidelines:

Since we aim at bringing together the academic, artistic, cultural, literary, activist (in particular pedagogical) and educative spaces of creation, from the formal to the informal and popular education, of both children and adults, we welcome plural and multiple formats of submission: theoretical proposals, state of the art and empirical research presentations, workshops, practical scenarios, artistic, literary and/or cultural creations are furthermore welcome. In coherence with the Freirian pedagogy, our goal is to create a space of dialogue, and co-creations, between different forms of knowledge, drawn from the academic world, as well as that of activist, professional and artistic one. The objective is to offer a learning space, for academics, professionals, activists and artists who aim at developing their own knowledge and thought within a critical form of dialogue. For us, a learning process is a process that can take place both within a formal and informal space.

Submission Format:

One author or more can submit a proposal; submissions will then be put together by topic and theme workshops.

Paper Proposals of maximum **3000 characters** (spaces included) must include:

- Title
- A clear presentation of the research question, theoretical framework
- Depending on the type of research conducted (empirical, historical, philosophical etc...) a presentation of the methodology, of the data collected (drawn from a field study, documentary or archival work), or the elements of a philosophical and theoretical discussion.

- Key words
- Bibliographic references

Workshop and Session Proposals:

Each proposal should not exceed 4500 characters (spaces included) and should include:

- Information concerning: names and institutions of the coordinator and of the other contributors.
- Title
- A short, yet clear, presentation of the general research problem of the contributions; experiences; suggestions of practices; artistic, cultural and literary *oeuvres*.
- 3 to 4 key words

Deadline for submission

Proposals should be sent no later than **January 31st 2018**, notification of acceptance will be sent by **March 2018**.

Please note that registration for participation is due by April 2018.

Conference programmed for **June 8th-9th 2018 in Paris**.

Languages

French, Spanish, Portuguese and English

According to submissions, sessions in the various languages will be programmed.

Simultaneous translation into French will be provided for keynote speakers.

Publication

A selection of texts from the Conference are expected to be published in a peer journal.

Steering Committee

Naïma ANKA IDRISSE, Université Paris 8/ Experice (EA3971)

Lila BELKACEM, Université Paris Est Créteil/ ESPE de l'académie de Créteil/LIRTES (EA7313)

Tal DOR, Université Paris 8/ Experice (EA3971)

Hervé DUCHAUFFOUR, Université Paris Sorbonne/ESPE de Paris/CERLIS (UMR 8070)

Fanny GALLOT, Université Paris Est Créteil/ESPE de l'académie de Créteil/CRHEC (EA 4392)

Nacira GUÉNIF, Université Paris 8/ Experice (EA3971)

Nassira HEDJERASSI, Université Paris Sorbonne/ESPE de Paris/ GIS RREEFOR-ESPE (Axe 3)

Irène PÉREIRA, Université Paris Est Créteil/ESPE de l'académie de Créteil/LIS (EA4395)

MORE INFORMATION & CONTACT :

Mail : jose.reyes@espe-paris.fr

Website : <http://emancipaeda.hypotheses.org>



GIS RREEFOR-ESPE, axe 3 Mondialisation

