



LABORATOIRE DE RECHERCHE
HISTORIQUE RHÔNE-ALPES

Call for papers International Symposium, Lyon, 5-6 June 2019

Organized by LARHRA - Lyon University and CREHS – Artois University, with the support of : Centre d'études et de recherche sur les qualifications (Céreq), Comité d'histoire des administrations chargées du travail, de l'emploi et de la formation professionnelle (Chatefp), ESPE Lille Nord de France

From the Astier law to the “baccalauréat professionnel”. Young people and work : apprenticeship, training and vocational guidance

How did the extension of schooling and the economic and technical changes transform the relations between young people, initial vocational training and work ? A century after the Astier law of July 25, 1919, a major step in France that gives a first definition of technical education and that makes training mandatory for boys and girls under 18 employed in trade and industry, and a century also after the french agricultural education act of 1918, the conference scheduled for June 2019 will focus on the history of vocational training in the 20th century. At different scales and in an international perspective, paying attention to the diversity of training and their audiences as well as to changes in the labor market, the objective will be, through the history of vocational training, to deepen the knowledge of complex relationships between young people and work in the 20th century.

Argument

The upheavals in work history during the 20th century have been accompanied by changes in educational systems, in which the place devolved to training at work, both through schooling and in apprenticeship training, has become preponderant : for example, in France, 22% of bachelor's graduates, nearly 180,000 students, are in the vocational sector. Previous decades have paid little attention in this regard, despite the extent of the changes reported : among the four million boys and girls aged 13 to 18 in France around 1939, 90,000 children barely attended technical and vocational schools, and 105,000 girls and boys were enrolled in upper primary schools (Briand et al., 1987). To these numbers, we must add those of the complementary courses and especially those of professional courses - the latter being followed only by 12% of young people under 18 years who worked in commerce and industry despite the obligation enacted by the Astier law twenty years earlier. Despite the differences in age, level and curriculum, for boys and girls over 13 years of age released from compulsory education (14 in 1936), work remained at that time a massive reality, and education was still largely confined to primary school curricula. In 1954, 59% of boys and 42% of girls aged 16 were already working ; in 1966, these percentages still amounted to 46% and 33% respectively. In 1968, one in four workers was under 25 years of age (Sohn, 2001). Behind "the school explosion", according to the formula initiated by Louis Cros, it is a whole

relationship with work that is undergoing rapid upheavals whose repercussions are to be sought in the rise of "young cultures" (Sohn, 2001; Bantigny, 2007). The number of young people in initial vocational training confirms the magnitude of the upheavals : in 1985-1986, nearly 800,000 students and apprentices prepared a professional degree ("BEP" or a "CAP") - a whole section of the education system, gladly referred to a situation described as relegated and dominated (Grignon, 1971). The prolongation of schooling, the rise in the level of diplomas, have tended to mask not only the maintenance of this work by young people and the characteristics of their jobs, but also the situation of apprentices, who have left school status while still following a general and vocational training. In the collective representations, the figure of the young worker was then erased in favor of a summary opposition between "young student" and "young delinquent".

The conference therefore aims to address the transformations of technical and vocational education. Since the 1980s, the history of this education is a dynamic field of research, as evidenced by the first historical reviews (Tanguy, 2000 ; Marchand, 2005) and conferences (Gayot and Minard 2001, Bodé and Marchand 2003, Charmasson 2005). The collective work initiated in 2011 by the centenary of the "CAP" (Brucy, Maillard, Moreau, 2013) and the research presented on the occasion of the thirty years of the "baccalauréat professionnel" in 2015, highlighted this challenge of 20th century training of employees and workers at different levels of qualification. But much remains to be done to better understand the changes that have occurred since the 1914-1918 war, which emphasized the urgency of the training issue, until the creation of this "baccalauréat professionnel" intended to rehabilitate a path of training battered by its full integration into the unified education system since the 1960s.

Organized on the occasion of the centenary of the Astier law, this colloquium aims to contribute to a better knowledge of vocational training in the 20th century by taking part in recent historiographical developments. Thus, technical education and vocational training are considered here in all its diversity :

- Diversity of the scales of analysis and their crossing: from local to transnational, colonial and post-colonial situations, comparative approaches

The demonstration of the importance of the local supply of education has encouraged a fruitful reflection on the relations between the local and the national (Bodé and Savoie, 1995). The use of this interactionist perspective deserves to be extended by the study of intermediate levels, as the departmental inventories of technical education have undertaken (Bodé and Vènes, 2004; Bodé and Folz-Gaveau, 2005; Bodé and Le Buhan, 2007) or studies about a city (Suteau, 1999), an agglomeration (Thivend and Schweitzer, 2005), a department or a region (Lembré, 2013, Tomamichel, 2014). As an extension of this work, the issue of relations between formations and territories remains a major stake, which supposes to be studied in its diversity, including in its ultramarine configurations where, for a long time, the number of professional high schools and the proportion of adolescents who go (or are oriented) to it is higher than the national average.

The transnational approach should also be fully integrated, as a result of innovative work that takes education, and especially technical education, as an international field of action (Matasci, 2012). The better consideration of the movements of actors and ideas, gives hope for the criticism of national models and the deconstruction of some myths about workforce training (Heikkinen and Lassnigg 2015, Berner and Gonon 2016, Lamamra and Moreau 2016). How can the French choice of schooling technical apprenticeship, willingly opposed to

other models, at the expense, sometimes, of a careful reading of the internal diversity of national systems (Greinert, 2005), be understood from the perspective of other choices and other systems, regional or national ?

Finally, we will pay particular attention to the proposals for surveys on technical and vocational education in colonial or post-colonial situations (Kallaway, 2002, Paterson, 2005, Sarkar, 2012). Working on the empire grounds allows to conduct investigations on the effects of vocational training on the emergence of new actors of colonization, these "subordinate auxiliaries of colonization" (Barthélémy 2010), employees and workers. How is vocational training in a colonial context specific ? To what extent does the study of post-colonial evolutions make possible to identify the weight of inheritances and the extent of transformations (Bandeira Jeronimo, Dores and Matasci, forthcoming) ?

- Diversity of training specialties and their audiences : gender analysis and intersectionality

The historiography of technical and vocational education was first built from an implicit male figure, the skilled worker in the industry, and especially metallurgical. This bias can be explained on the one hand by the long numerical predominance of male formations - from the 1930s to the 1960s, boys were still in the majority in the training sectors - and on the other hand by their extreme concentration in the industrial sectors. However, the continuous increase of girls in the technical and vocational sectors from the 1940s (40% of students in vocational education were girls at the beginning of the 1960s) encourages further exploration of feminine training still too little known for the 20th century, from the craft trades (Divert, 2011), to tertiary ones - trade and office (Bodé and Thivend, 2012) or *care* professions inherited from the household sector. Gendered approaches of vocational education are expected, in order to reveal the role of vocational education in the historical construction of gender inequality at work. Moreover, the symposium envisages studies mobilizing a grid crossing "class, race, gender". Finally, against a too homogenizing vision of vocational education, the conference aims to promote the diversity of sectors, from "massive" like metallurgy to small-sized sectors such as crafts (Suteau, 2012), or agriculture (Boulet, 2003), the latter area being too often the subject of separate analyzes (Cardi, 2004).

- Diversity of mobilizable sources

Can we mobilize "new" sources for the exploration of relationships between young people, training and work ? We think here of the neglected wealth of the patrimony of technical and vocational education and the contributions of analysis to the prism of material culture (Lambert and Lembré, 2017). There is also a need to undertake extensive research on learning of technical gestures, on methodological contributions of works related to *visual studies*. Similarly, oral sources are still too little convened to expand the very contemporary history of the trainings (Frank and Mignaval, 2004). Finally, some archives rarely or never solicited from this perspective should be consulted, for example those of the army. In short, this conference hopes to renew the questionnaires by "inventing" new sources for investigations that are as much historical as anthropological or ethnological.

In support of these transversal perspectives, this conference will deal with **four major questions** :

1. Public policies and the development of vocational education : institutions and their actors

- Studies of administrations involved in the training of youth at work / The question of financing public and private vocational training
- Attitudes of the employers, the unions, the associations with regard to the training at work

2. Certifications and qualifications

- The use of diplomas by employees and skilled workers to enter employment : economic use, but also symbolic one
- The reception of diplomas by employers

3. Girls and boys, students and apprentices of technical and vocational education

- Social history of students and apprentices The issue of career guidance / the use of psycho-technical tests / the view of young people and their families on vocational guidance
- History of technical and vocational education's social purposes, for example the development of agricultural education to prevent rural exodus

4. Knowledge of training, learning practices

- General and practical training
- History of the training of professors, workshop managers, technical teachers
- The learning and incorporation of social skills expected in the world of work, determined by the class, gender, race relations.

Conditions of submission of proposals

Papers are expected to explore, around one of these themes, the diversity of professions at different scales, from clearly identified sources and explicit methodologies of analysis. Are expected analyzes based on national comparisons, still too rare on the subject of study concerned, on the mobilization of gender studies issues, and on the study of transnational circulations, questions that the symposium will seek to value.

Communications can cover a “long” 20th century and works from different disciplines are welcome as long as they incorporate a historical dimension.

Proposals for papers, up to 4,000 characters long, must be sent before **30 September 2018** to the following address: slembre@gmail.com

Proposals should consist of :

- Name, first name of author
- Institution of attachment
- Email address
- Title of the proposed communication
- Axis in which it fits
- Summary of the proposal, not more than 4000 characters

- Keywords
- Languages : French or English

The response will be provided in early November 2018 ; travel and accommodation expenses may be covered to the extent of the financial possibilities.

Steering committee

Gérard Bodé (ENS Lyon - LARHRA)

Stéphane Lembré (COMUE Lille Nord de France - CREHS - University of Artois)

Marianne Thivend (Lyon University - LARHRA)

Scientific Committee

Lorenzo BONOLI, IFPP – Lausanne ; **Guy BRUCY**, Université de Picardie – Jules-Verne ; **Sylvia CHIFFOLEAU**, CNRS - LARHRA ; **Jean-François CONDETTE**, COMUE – ESPE Lille Nord de France – CREHS – Université d’Artois ; **Renaud d’ENFERT**, Université de Picardie – Jules-Verne – CURAPP ; **Fanny GALLOT**, Université Paris Est – CRHEC ; **Nicolas HATZFELD**, Université d’Evry – IDHE.S ; **Aziz JELLAB**, IGEN ; **Hervé JOLY**, Université Lyon 2 – Triangle ; **Fabien KNITTEL**, Université de Franche Comté – Centre Lucien Febvre ; **Françoise LAOT**, Université de Reims Champagne – Ardennes – CEREP ; **Clotilde LEMARCHANT**, Université de Caen – CMH ; **Isabelle LESPINET-MORET**, Université Paris 1 Panthéon Sorbonne – CHS ; **Édouard LYNCH**, Université Lyon 2 – LER ; **Damiano MATASCI**, Université de Lausanne ; **Gilles MOREAU**, Université de Poitiers – GRESCO ; **Catherine OMNÈS**, Université de Versailles Saint-Quentin ; **Emmanuel QUENSON**, Céreq ; **Xavier SIDO**, Université de Lille 3 - Théodile-CIREL.

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