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STAGES OF ORGANISING EDUCATIONAL ACTIVITIES WITH MIGRANT CHILDREN IN FRANCE

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Abstract

The article identifies and characterizes the main stages of the organization of educational activities with migrant children in the French Republic during the period under study - the 70s of the twentieth century - the 20s of the twenty-first century. Given the changes in the regulatory and legal documentation (laws on education, directives, circulars of the Ministry of National Education of France, documents of international European organizations), which led to a revision of the purpose, tasks, content, principles, forms, and methods of organizing educational activities with migrant children in France, two stages of organizing this activity in the 70s of the twentieth century - 20s of the twenty-first century are scientifically substantiated: Stage I (70s - 90s of the twentieth century) - the stage of launching the development of issues of organizing educational activities with migrant

children in France; Stage II (early 20s of the twenty-first century) - the stage of improving the organization of educational activities with migrant children in France.

It has been found that the first stage (the 70s - 90s of the twentieth century) - the stage of launching the development of issues of organizing educational activities with migrant children in France - was characterized by the adoption of a number of legislative acts aimed at organizing educational activities with children from migrant families; defining the essence of the leading concepts; clearly defining the purpose and objectives of organizing this activity; formulating the leading principles of organizing educational activities with migrant children and the main directions of teachers' activities; outlining the principles of the

It is proved that the second stage (the early 20s of the XXI century) - the stage of improving the organization of educational activities with migrant children in France - was characterized by further adoption of important legislative acts, expansion of the tasks of organizing this activity; enrichment of the content and activities of schools with migrant families; expansion of the principles of organization of the French education system; introduction of new forms of organization of educational activities; widespread use of project activities; organization of psychological support for migrant children.

The article also describes the content, forms, and methods of teacher training for the organization of educational activities with migrant children during the study period.

Keywords: migrant children; educational activities; stages; trends; criteria; organization; French Republic.

The statement of the problem. The modern world is characterized by extremely active migration processes. Today, these issues have become particularly relevant in Ukraine. Due to military events, a large number of families with children were forced to seek refuge not only in the safest regions of Ukraine but also abroad. In total, since 24 February 2022, about a third of all Ukrainians, including children, have fled their homes, with more than 8 million displaced people receiving protection in Western Europe.

Therefore, one of the key tasks of modern education is to successfully integrate the younger generation into the conditions of the host country. The effective organization of educational activities with children from migrant families contributes to the realization of this task. This is evidenced by the Laws of Ukraine 'On Education' (2017), 'On the Basic Principles of the State Migration Policy of Ukraine' (2010), the Strategy of the State Migration Policy of Ukraine for the period up to 2025 (2017), etc.

The study and creative use of pedagogically valuable ideas and experience of the French Republic, a country that is currently ranked second in Europe in terms of the number of migrant families, can provide effective assistance in determining the purpose, objectives, content, forms, and methods of organizing educational activities with migrant children at different stages of society's development.

Analysis of previous research and publications. Various aspects of the problem of migration (its causes, types, functions) and children of migrants have been studied by both foreign (T. Brind, G. Lheureux, J. Kerzil, M. Crul, M. Moskal, F. Heckmann, A. Reakes, H. Pinson, J. Rutter and some others) and Ukrainian (S. Biloshytskyi, O. Blinova, I. Hryhorenko, M. Romaniuk, N. Savelieva, M. Slyusarevskyi and others) scholars.

The study of the peculiarities of organizing social work with migrant children in Ukraine and in the leading countries of the world was carried out by such Ukrainian specialists as T. Alekseienco, M. Bilan, A. Zabolotska, K. Levchenko, O. Malynovska, A. Popova, V. Rühl, M. Shulga, and others.

The scientific research that was conducted leads to the conclusion that the outlined problem has an interdisciplinary nature. In particular, the pedagogical aspects of this problem have been studied by Z. Myhalyna (organization of educational work with migrant children in the USA), O. Krsek (issues of language education of national minorities in the USA in historical retrospect), N. Lysenko (peculiarities of teacher training for teaching tolerance to students of French colleges) and other scholars.

At the same time, researchers have not yet raised the issue of scientific substantiation of the stages of organizing educational activities with migrant children in France.

The purpose of the study. The purpose of the article is to scientifically substantiate the stages of organizing educational activities with migrant children in France from the 70s of the twentieth century to the 20s of the twenty-first century.

Main body. The conducted historical and pedagogical research made it possible to distinguish two stages of the organization of educational activities with migrant children in France within the period under study: Stage I (the 70s - 90s of the twentieth century) - the stage of the beginning of the development of issues of organization of educational activities with migrant children in France; Stage II (early 20s of the twenty-first century) - the stage of improvement of the organization of educational activities with migrant children in France. The criteria for determining the stages were changes in regulatory and legal documentation (laws on education, directives, circulars of the Ministry of National Education of France, documents of international European organizations), which led to a revision of the purpose,

tasks, content, principles, forms, and methods of organizing educational activities with migrant children in France.

It has been found that at the first stage, the development of the issues of organizing educational activities with migrant children in France was associated with the adoption of a number of normative documents (Council of Europe Directive on the Education of Children of Working Migrants (1977); European Convention on the Legal Status of Migrant Workers (1983); Council of Europe Recommendations on the Education of Migrant Children (1989); Law on the Definition of the Content of Educational Programmes in Schools for All Pupils and Children of Migrant Families (1989).); the Law on determining the content of educational programs in schools for both all students and children from migrant families (1989); the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)); official use of the terms 'migrant children,' 'discrimination' and 'integration' in the documents of the Ministry of National Education of France; increased attention of the state to the issues of education and upbringing of migrant children [2; 4; 11].

It has been found that the development of the issues of organizing educational activities with migrant children in France at the studied stage was facilitated by theoretical developments of F. Dubet, F. Lorsery, M. Tixeront, N. Leselbaum, B. Patrick, Blais Marie-Claude, M. Mc Andrew, C. Tessier, G. Bourgeault, De Carlo, J.-C. Filloux, B. Girod De L'ain, L. Legrand, R. Chapuis and other teachers.

Experts identified a category of migrant children who required special attention from schools and other organizations - unaccompanied minors; proposed to expand the content of school education for children from migrant families (introducing students to the history of religion and religious culture) (F. Dubet); raised the issue of multiethnicity in the school environment (F. Lorsery); the principles of organizing educational activities with children from migrant families (providing psychological and pedagogical support; conducting a comprehensive examination of children from migrant families; understanding the mental health of the child's personality; implementation of an individual approach, ideas of humanism, etc. Jacques); outlined the key areas of teachers' activities; included ethnic material in all educational programs; identified ways to build tolerance (M. Tixeront, N. Leselbaum); revealed the essence and objectives of the intercultural approach in both classroom and extracurricular activities (B. Patrick, Blais Marie-Claude); a list of values that should be instilled in migrant students in the framework of school education (M. Mc Andrew, C. Tessier, G. Bourgeault, De Carlo); the role of the school team in working with migrant

children (J.-C. C. Filloux) and the personal qualities of the teacher, which are necessary for the effective organization of educational activities with children from migrant families (B. Girod De L'ain, L. Legrand, R. Chapuis).

The stage under study was also marked by a clear definition of the goal (creation of favourable conditions by educational institutions for the successful adaptation and integration of this category of children into society) and the tasks of organising educational activities with migrant children (children's good command of the language of the host country; their respect for others with certain differences; active participation of children from migrant families in both academic and extracurricular activities; vocational education for students, including those from migrant families, etc.); identifying the main subjects of influence on students from migrant families (school teachers, psychologists, school administrators, education departments, social workers, services and other structures); formulating the principles of school education (free, compulsory, secular nature of education); determining effective forms and methods of organising educational activities with migrant children in France (teamwork, organisation of project activities, compensatory education, participation of migrant children in solving common class problems, organisation of [2]).

The study shows that at the outlined stage (the 70s - 90s of the twentieth century), integration centers (the 'Training and Information Centre for the Education of Migrant Children' - CEFISEM) and a group of associations under the general name SOS provide great assistance in organizing educational activities with children from migrant families.

In general, while positively assessing the organization of educational activities with migrant children in France at this stage, we draw attention to certain shortcomings, namely insufficient preparation of teachers to organize these activities, lack of methodological recommendations, and special literature related to the peculiarities of working with children from different cultural minorities; cases of teachers adapting to students from migrant families, simplifying the content of lessons and giving higher grades.

The dissertation identifies the leading trends of the second stage - the stage of improving the organization of educational activities with migrant children in France (early 20s of the XXI century). Scientific research has shown that the specificity of this stage, in comparison with the previous one, is due to the adoption of the Council of Europe Directive on the implementation of equal treatment of persons regardless of their racial or ethnic origin (2000); the proclamation of the Charter of the European Union of the fundamental rights of citizens of the European Union (2000); the Lisbon Summit, which defined migration policy as an important component of the European Union (2000).); the decision to allocate migrant

children to schools at their place of residence; the recognition by the European Council of the integration of migrants and their children as a priority area of activity (2003); children from migrant families being granted equal rights with citizens of the host country (2003); the European Commission's active work on developing the content of work with migrant children; and a well-thought-out state policy on the organization of educational activities and the successful integration of migrant children into society; development by the French Ministry of National Education of special support measures for migrant children; active involvement of social workers and special consultants in working with migrant families; respectful attitude to children from migrant families; determination of a special time and place for working with migrant parents (2003) [3; 9; 12].

The improvement of the organization of educational activities with migrant children in France at the second stage (the early 20s of the XXI century) was facilitated by the works of Felouzis Georges, Perroton Joëlle, Liot Françoise, Ballon Robert, Robert André, Terral Hervé, J.-M. Leclercq and some other experts.

These scientists proposed criteria for assessing the knowledge of students from migrant families (Felouzis Georges), defined levels of language education (Felouzis Georges, Perroton Joëlle), developed a procedure for admission of migrant children to school (Ballon Robert), proposed specific models of support for children from migrant families (Robert André); defined the content, basic forms and methods of educational and psychological support for children from migrant families (Liot Françoise, Terral Hervé); substantiated the concept of intercultural education (J. - M. Leclercq) [10].

It is established that at a certain stage (early 20s of the XXI century) the tasks of organising educational activities with migrant children in the French Republic are expanding (improving the performance of migrant children and removing psychological problems of this category of children in the learning process; filling the free time of this category of children with reasonable and useful activities to reduce the risks of antisocial behaviour); the organisation of educational activities with migrant children is carried out by teachers responsible for the class and auxiliary teachers or staff members; early career orientation of migrant students is carried out, which is designed to help each student take a worthy place in society; new forms of organization of educational activities are being introduced (teaching students of different origins to live together, to cooperate in a team; participation in competitions, involvement of migrant students in programs of moral and civic education; comprehensive discussion with them of moral problems and situations both from the life of the class and their immediate environment , reading and discussing legends and fairy tales of

the peoples of the world, etc.); project activity is widely used; volunteer activities are organized [5; 8].

Also, in the phase under study, unlike the previous one, French language classes are introduced for families of migrant students, afternoon or evening conversation classes in the host country's language, funded by the government and offered free of charge to all parents of the students.

It is also necessary to pay attention to the fact that in the second stage (the beginning - the 20s of the 21st century), several French associations, such as AFUKA and "Ecole Sans Murs," as well as relevant services, provide comprehensive support to migrant children and their families; special centers for school reception of children from migrant families - CASNAV - continue to operate, but the content of their activities is significantly expanded and includes such new areas of work as placement of children from migrant families in schools by the policy of equal opportunities; assessment of students' knowledge; verification of the content of activities of schools with migrant children; coordinating the work of social services, scientific and pedagogical centers; provision of comprehensive assistance for the successful integration of children from migrant families; prevention of discrimination, violence and xenophobia in the conditions of school education.

Among the leading factors that hindered the organization of educational activities with migrant children in France at the stage under investigation are school violence, difficulties in learning the school curriculum for many migrant students, multifaceted conflicts between students, students and teachers, teachers and parents of schoolchildren; slow integration of migrant children of Muslim origin; lack of flexible assessment of knowledge of children from migrant families during testing, which violates the principle of "equality of chances."

During the research period, the content, forms, and methods of teacher training for organizing educational activities with migrant children in France were also analyzed. It was established that the first stage - the stage of developing issues of organizing educational activities with migrant children in France (70s - 90s of the 20th century) - is characterized by: the adoption of a special Declaration, the purpose of which was to improve the quality of teacher training in general and those who worked with migrant children, in particular; implementation of teacher training in: Normal schools, Regional pedagogical centers and university teacher training institutes; formulation of the goal (theoretical and practical preparation of a teacher to work in a school with different categories of children) and tasks (providing future teachers with a variety of practical advice on organizing educational activities with students in general and from the migrant environment in particular, arming

them with an arsenal of forms, methods and means of analyzing a specific educational situation, involvement of future teachers in various types of pedagogical practice both in preschool and secondary education institutions, exchange of experience between teachers themselves, etc.) of teacher training to the organization of educational activities with children of migrants; the opening of 20 professional and information centers for the purpose of training French language teachers to teach children from migrant families; involvement of specialists of various profiles - university teachers, school heads, career guidance counselors, education inspectors, representatives of various associations, etc. to the training of teachers regarding the organization of educational activities with migrant children; acquisition by future teachers of both general knowledge of child psychology, pedagogy, the basis of the functioning of the French legal system, the peculiarities of school administration, professional ethics, as well as the study of special courses, which included the issue of organizing educational activities with children from migrant families - "Immigration and school", "Fundamentals of speech, communication and new technologies", "Social and professional identity of a teacher", "Ethics and citizenship" and some others; determination of directions and leading skills of the teacher in the organization of educational activities with migrant children [1; 7].

The conducted research allows us to state that the primary forms and methods of training teachers for the organization of educational activities with migrant children in French higher education institutions at the first stage included active participation of future teachers in public lectures, speeches, various conferences, seminars devoted to issues of education in general and peculiarities of the organization of the educational process with migrant children in particular; meetings with doctors, child psychologists and other specialists who study the problems of this category of children; participation in master classes, group work, role-playing games, debates, etc.

It was found that the second stage (the beginning of the 20s of the 20th century) - the stage of improving the organization of educational activities with children of migrants in France - was characterized by: the implementation of this training both in university teacher training institutes and in a higher school for the training of pedagogical personnel in Paris; paying great attention to the implementation of an intercultural approach when preparing teachers for the organization of educational activities with migrant students; granting permission to higher education institutions to compile their own curricula; a clear definition of the goal (aimed at providing the future teacher with the qualities he needs for effective work in a multicultural educational environment), leading requirements for teachers who organize educational activities with children from migrant families (development of

communication skills, mental flexibility, ability to empathize, self-awareness , spirituality, high responsibility, benevolence, lack of anxiety, etc.) and areas of their activity; improving the content of training (providing sociocultural knowledge related to cultural diversity, art, culture, philosophy, and the history of religion; information on: organization of the teacher's activities in the classroom; features of the teacher's cooperation with his students; determination of the school's place in the economic life of the region; organization of comparative studies within the European education system and interdisciplinary studies on the study of foreign languages and applied linguistics, as well as on the languages, literature and civilizations of various regions; the organization of exchanges and internships abroad, which take place within the framework of the European exchange policy of specialists); expanding the tasks of training teachers to organize the specified activity (acquiring the necessary amount of pedagogical, psychological, methodological and special knowledge by the future teacher; instilling in the teacher the ability to conduct interpersonal interaction, to treat children from migrant families with respect, to possess high moral principles and communication techniques; to perceive migrant children well ; to have a psychological readiness to conduct a dialogue with them; an optimal combination of both theoretical and practical training); improving the forms and methods of training teachers to organize educational activities with migrant children (participation in practical analysis groups, work in a workshop, study and analysis of complex cases, solving controversial professional issues, using biographical approach methods and philosophical workshops) [1; 6].

Conclusions. Therefore, taking into account the changes in regulatory documentation (laws on education, directives, circulars of the Ministry of National Education of France, documents of international European organizations), which led to a revision of the purpose, tasks, content, principles, forms, and methods of organizing educational activities with children of migrants in France, two stages of the organization of the specified activity in the 70s are scientifically substantiated. 20th century - 20s 21st century: I stage (70s - 90s of the 20th century) - the stage of initiating the development of issues of organizing educational activities with children of migrants in France; The II stage (the beginning - the 20s of the 21st century) is the stage of improving the organization of educational activities with children of migrants in France.

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