

**Call for papers
International conference**

**The IUFM (1989-2013)
Twenty-four years of redefining teacher training in the public education in France**

**University of Paris-Est Créteil
Thursday 15 - Friday 16 May 2025**

The creation of the *Instituts universitaires de formations des maîtres* (IUFM), by the law of 10 July 1989, was a major reform in teacher training in France. They were driven by a strong social ambition: to meet the educational needs which were in particular aroused by the democratisation of secondary education that began in the late 1950s. Compulsory schooling was raised to 16 (1959, with the law taking effect in 1967), the "*collège unique*" (1975), and then the democratisation of the lycée from 1985-89 (80% of an age group taking the baccalaureate) meant that a growing, and socially more diverse, proportion of each generation had to be looked after for longer. This meant recruiting and training more and better teachers, while overcoming the divisions between primary school teachers, secondary school teachers and vocational lycée teachers, at a time when the baby-boom generation was retiring at an accelerating rate. The IUFM project was thus based on the idea that improving teacher training, insofar as it would enable the widespread implementation of new teaching practices, could make it possible for all pupils to succeed, or at least improve social equality in a school that was now mass-oriented, and reduce school failure, a concept that was beginning to take shape¹.

To this end, university training centers were created/founded for all teachers and CPEs (*Conseillers principaux d'éducation*), whether they were in primary or secondary education, general, technological or professional. The former *Écoles nationales d'instituteurs* (ENI), *Écoles normales nationales d'apprentissage* (ENNA), for professional training, and *Centres pédagogiques régionaux* (CPR) for middle and high school trainer, were to be merged. The training was to be professionally oriented, but also based on an introduction to research, now at university level, with the writing and defence of a MA thesis. It was also intended to combine in one place practitioners and researchers, following on from the *Écoles normales d'instituteurs*, and to promote pedagogical innovations and researches in didactics and education sciences.

IUFMs have existed for twenty-four years. In 2007, they became university departments, and in 2013 were replaced by the ESPÉs (*École supérieure du professorat et de l'éducation*). They systematized innovative teaching methods (tutoring, professional dissertation, analysis of professional practice, etc.) and supported the emergence of new disciplines in the field of didactics and education sciences. But they were also the starting point for a reform of teacher training that is still struggling to find its balance today, thirty years later.

Yet, their history is poorly known. So far, not much work has been done on this subject: there are articles and dissertations from the period when the IUFMs existed², a few works from the time of their demise, such as Jean-François

¹ BEST Francine, ZAY Danielle, Entretien avec Francine Best, *Les professions de l'éducation : recherches et pratiques en formation – Recherche & Formation*, N° 8, 1990., p. 73-84, www.persee.fr/doc/refor_0988-1824_1990_num_8_1_1026

² DERBERMASURE Antoine, *La formation initiale des enseignants et le développement de la réflexivité ? Objectivation du concept et analyse des productions orales et écrites des futurs enseignants*. Thèse sous la direction de DEMEUSE Marc, Université de Mons, 2012 ; ERRANT Carole, *De l'École Normale à l'IUFM : évolution de la formation des professeurs des écoles dans une antenne d'un Institut Universitaire de Formation des Maîtres de 1993 à 1997 : étude de l'isomorphie comme processus entre théorie et pratique dans le contexte officiel d'une professionnalisation des enseignants*, Thèse soutenue à l'université de Bordeaux 2 sous la direction de Alain Jeannel, 1999 ; GUILLOT Agnès, *Un impact de la création des IUFM : la (re)composition identitaire des enseignants du premier degré*, thèse soutenue à Nancy 2, 1997 ; PERRAULT Bruno, *L'accompagnement dans la formation des enseignants à l'IUFM Nord-Pas-de-Calais*, Thèse soutenue à l'université de Lille 1 sous la direction de Alain Dubus, 2006 ;

Condette's (2007) or the collective work directed by Antoine Prost, *La formation des maîtres de 1940 à 2010* (2014)³, a history of training institutions, the third part of which deals with "IUFMs [...] a hitherto uncharted territory"⁴. More recently, research based on oral surveys has been carried out⁵.

This conference project aims to fill this gap. With the benefit of thirty years' hindsight, we can revisit this history, what has taken place, and the profound changes in the teaching profession that it has generated. The aim of this call for papers is to shed light on the current issues in teacher training and the social project that stems from it, thanks to the results of a dynamic field of research in France, but also in other European countries, and on an international scale and transnational perspective, in all kind of approaches⁶.

Proposals must fit into at least one of the following topics. All the themes include primary and/or secondary level training, general, technological and vocational education, as well as the various recruitment competitions.

1 - The first topic concerns the **history of the IUFM institutional project**, part of a national teacher training policy conducted by the two ministries (National Education and Higher Education and Research) whose policies are all the more closely linked in that the university integration of training is a central key to analysis. The genealogy of the reform, the decision-making process, its integration into the wider transformation of universities, the establishment and funding of IUFMs, the history of competitive recruitment exams and their relationship with training are all part of this theme.

2 - The second topic looks at the **organisation of these training courses and the life of these establishments** at different levels, in the social, spatial, political and cultural local contexts, their links with schools, associations, "*éducation prioritaire*", the various ways in which teaching has been renovated, etc. It proposes to examine the history of the IUFMs and the way in which they are organised. It examines the history of training content and practices, the continuities and changes in relation to previous ENI and ENNA training, academic diversity and 'local' cultures, the rise of subject didactics and the educational sciences, and so on. Attention to the material and spatial and 'bottom-up' approaches are welcome. The history of the individuals, whether they be trainers in all their diversity (in terms of status in particular), students or trainees, is thus part of the perspective of this theme.

3 - The third topic looks at the **history of the reception and implementation of reforms in teacher training and recruitment**, the way in which this has become a political issue, and the forms of reflection, action and struggle that it has given rise to. In France, education policy appears to be a live issue that regularly generates intense public debate, and even strong social movements that have had an impact on the history of the IUFMs.

4 - The final topic deals with **comparative and transnational history**, which has been the subject of recent research. It proposes to consider elements of comparison with other national histories, but also the circulation of ideas and models: it thus opens the analysis to the role of international institutions and to the circulation of ideas at different scales.

STOECKLIN Pierre, *La performance d'une politique publique déclinée au niveau d'un territoire académique : l'institut universitaire de formation des maîtres de l'académie de Montpellier et son évaluation (1991-2005)*, thèse soutenue en 2012 à Montpellier 3.

³ See for instance: *Vingt ans de recherche en IUFM. Circulation des savoirs*, conference held on 25 and 26 November 2010, at the Centre des congrès de la Villette (conference proceedings remained unpublished); VERDELHAN-BOURGADE Michèle et BOUTAN Pierre, « La création des IUFM et la recherche en éducation : témoignages et réflexions », *Recherche et formation dans les IUFM*, 2013; ROBERT André D., TERRAL Hervé, *Les IUFM et la formation des enseignants aujourd'hui*, Paris, PUF, 2000.

⁴ CONDETTE Jean-François, *Histoire de la formation des enseignants en France (XIX^e-XX^e siècles)*, Paris, L'Harmattan, 2007; PROST Antoine (dir.), *La formation des maîtres de 1940 à 2010*, PUR, 2014, introduction.

⁵ DORISON Catherine, CHEVALIER Jean-Pierre, BELHADJIN Anissa, ELALOUF Marie-Laure et LOPEZ Maryse, *Des écoles normales à l'ESPE – Témoignages de formateurs*, Grenoble, Presses Universitaires de Grenoble, 2018; An oral survey, led by Fanny Gallot and Laetitia Mongeard, is currently being carried out in the académie de Créteil.

⁶ LUC Jean-Noël, MECHINE Stéphane, PICARD Emmanuelle, *Les archives universitaires. De nouvelles sources pour l'histoire de l'enseignement supérieur et de la recherche*, Editions du Centre d'histoire du XIX^e siècle Université Paris I-Université Paris IV, Paris, 2014; <https://hal.science/halshs-01093146>

Applications:

Proposals, 2500 signs including a presentation of the sources to be used and a short bio-bibliography, should be sent before 31 May.

1 July: finalisation of the program

Thursday 15 - Friday 16 May 2025: conference at the Université Paris-Est Créteil.

The conference will result in a publication.

Organising committee:

This symposium is a continuation of the *Géohistoire des IUFM de la banlieue parisienne* project funded by UPEC (<https://crhec.upec.fr/actualites/actualites/ateliers-geohistoire-des-iufm-de-la-banlieue-parisienne>). It is organised by the team UPEC/Inspé in history and geography: Delphine Callen, Amandine Chapuis, Fanny Gallot, Aude Gerbaud, Laurence Guignard, Laetitia Mongeard, Daniel Ourman, Jennifer Vanz.

Scientific committee:

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