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Title: Education in humanitarian emergencies: Artistic response through the artistic biography with young people in Iraq and Syria

The current armed conflicts in the world, and in particular those linked to the Islamic State System (ISIS) in Iraq and Syria, constitute a major obstacle to stability and peace. Inclusive art interventions are often deployed with conflict-affected children as a source of wellbeing, resilience and empowerment. The aim of this article is to propose an entry into resilience identified during the implementation of a system of "artistic biography" activities with animators and young people in Iraq and Syria. Our article aims to show and understand what the pedagogical implications of the holistic artistic approach are (Semetsky, 2013) that can be developed through participatory action research (Anadón, 2007), conducted within the framework of cooperative educational engineering (Sensevy and Bloor, 2019) with a community-based approach (Kostelny and al., 2020). Through different artistic devices related to the visual arts, we observe the indicators of entry into resilience and empowerment within the framework of joint action in didactics. We then propose the beginning of an evidence-based typology during these actions. We also call for the extension and development of investigations to build evidence to develop the artistic response in humanitarian emergencies.