Abstract
School accompaniment, as defined in France's Act of 1992, is a process that attempts to offer the support and resources that children and teenagers need to succeed at school. The program is not limited to students experiencing difficulties, but is open to all who need it. This article is an invitation to engage in reflection, debate, and analysis. The questions emphasized include: What is the reason for school and educational accompaniment? What objectives are pursued and why? Are children taken into account? Which children? Does children's and teenagers' time have a place in concerns that are not solely educational? What is the effect of these programs? What do they produced? How should they be evaluated? To what degree is such intervention with low-class teenagers and children legitimate? How is it authorized and supported?

Keywords
School attendance, tutoring, students, cultural differences, social marginalization, France.