



Multiletter N°0

Editorial

2020.

New year, new beginning.

Global issues remain vivid and, throughout the world, our pedagogy continues to fight for a fairer world. The strength of the links is essential, and will again take on its full meaning this year, especially during the next RIDEF.

In order to facilitate this communication between movements, new commissions have recently been set up, following the decisions taken at the last RIDEF. We think that we will have to think about strengthening them and how they will function at the GA in Quebec and at the next multi-letter meeting.

Within one of the commissions, "Communication between the movements of the FIMEM", a small team has been set up to update a tool that existed a few years ago: the multi-letters: Innocent Bossou, Florence Patchidi, Mohamed Id Babou, Chloé Richaud, as occasional support, Rémi Brault and Katrien Nijs.

Here is the first copy: the number zero of the multi-lettres of the International Federation of the Movements of the Modern School.

Why "a number 0?".

To respond to our wish that the form and type of content of this multi-letter be discussed within the federation.

In our opinion, this tool will allow us to regularly take stock of important elements in the life of the movements, to promote proposals for action and to allow exchanges and debates on the organisation of the FIMEM. Other channels of information exist, which is a good thing, but often one piece of information chases the other, and putting information of very diverse importance on the same level does not favour communication that would allow us to act together.

The aim is therefore to bring together key information from the month before publication, each article being half to two pages long... Of course, links will allow you to read more complete articles, when necessary. The multi-letter will be published in three languages, but these links may offer other translations. However, the multi-letter, in a printable version, will serve as a reference for communication between movements.

So, we count on you to make this means of linking across the world come alive.

To reach the team, an address :
multi-l@fimem.org

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Addressees: Fimem site, Movements, delegates, Ridgefishes
Subject: Welcome to the Ridef 2020

Hi everyone,
Hear ye, hear ye! The International Meeting of Freinet Educators (Ridef 2020) is fast approaching. We are already looking forward to welcoming you.

As you probably know, it will take place from July 20 to 29, 2020, at Campus Notre-Dame-de-Foy, in St-Augustin-de-Desmaures, very close to Quebec City.

The chosen theme is "The Freinet's pedagogy, still alive"! He is interested in the evolution of Freinet's pedagogy over time. At the time of the round table, 3 panelists will answer one or more of the following questions: Where do we come from?, Where are we at? Where are we going?

Our website "<http://ridef.one/fr/>" and our Facebook page [Ridef Québec 2020](#) already contain a lot of valuable information about this 33rd edition (location of the Ridef, programming, video on Québec City, travel information, costs, etc.).

We invite you to browse it regularly as information will be added every 2 weeks (opening of registrations, calls for long and short workshops, etc.)

For any further information, please contact us at cqemfreinet@gmail.com
Other virtual tools
CQEM website - <https://cqemfreinet.com/>
Fimem website <https://www.fimem-freinet.org/fr>

Welcome to Ridef-Canada/Québec/2020
It's a date!
We are waiting for you in great numbers!



The organizing committee of the Ridef 2020

Collectif Québécois d'École Moderne (CQEM)
Courriel: cqemfreinet@gmail.com

| | 7 h 30 8 h 30 | 8 h 45 9 h 15 | 9 h 30 10 h 30 | 10 h 30 12 h 30 | 12 h 45 13 h 45 | 14 h 00 15 h 30 | 15 h 45 17 h 15 | 17 h 30 19 h 00 | 19 h 15 20 h 30 | 20 h 30 à... | | |
|-------------|------------------|------------------|---|--|--------------------------|--|--|--|--------------------|--------------------------|--|-----------------------|
| MON 20 | | | | Installation of the welcoming team. Registration and first welcome | Lunch (on demand) | Rest of the registration | RIDEF 2020 Official Opening | Free time / spontaneous meeting (research committees, commissions) | Cooperative dinner | Evening activity | | |
| TUES 21 | Breakfast | Basic groups | Round table / open doors Round table and introductory workshop for one day visitors, new persons, new country. Meeting for workshop leaders | Lunch | Short workshops | Short workshops | Free time / spontaneous meeting (research committees, commissions) | International Evening | | | | |
| WED 22 | | | Long workshops 1 | | | | | | Short workshops | General assembly FIMEM 1 | Free time / spontaneous meeting (research committees, commissions) | Evening activity |
| THURS 23 | | | Long workshops 2 | | | | | | Short workshops | Short workshops | General assembly FIMEM 2 (language group 1) | International Evening |
| FRI 24 | | | Day trip | Lunch box | Day trip | Evening activity | | | | | | |
| SAT 25 | | | Long workshops 3 | Short workshops | Short workshops | General assembly FIMEM 2 (language group 2) | Dinner | International Evening | | | | |
| SUN 26 | | | Long workshops 4 | Short workshops | Short workshops | General assembly FIMEM 2 (language group 3) | Evening activity | | | | | |
| MON 27 | | | Long workshops 5 11 h 30 Group picture | Lunch | Short workshops | Short workshops | Language group Summary to present for GA 3 | Evening activity | | | | |
| TUES 28 | | | Long workshops 6 Working time to prepare workshops summary and presentation booths | Presentation booths for long and short workshops (adults and children) | General assembly FIMEM 3 | Free time / spontaneous meeting (research committees, commissions) | Party | | | | | |
| WED 29 | | | Ridef 2020 evaluation Evaluation forms Certificate of participation on demand Goodbye, safe trip back home and see you in Morocco in 2022. | Lunch (on demand) | Post-RIDEF New board | | | | | | | |

■ Gathering
 ■ Workshops
 ■ Free time
 ■ Theme day
 ■ General assembly FIMEM

Call for a workshop "What practices in mathematics? »

February 8, 2020 by Christian Therrien

Now it's time to propose your workshops.

We are finally ready to compile your proposals for long and short workshops for this XXXIIIrd RIDEF. We will contact you as soon as possible to confirm the holding of your workshop.

I want to give a workshop

<https://ridef.one/en/theme-and-program/leading-workshops/>

We sometimes regretted that few workshops corresponded to real practices (or problems) of working groups within the movements of the Modern School. As far as mathematics is concerned, we also observe the little appetite to work in Freinet pedagogy in this discipline.

So, I launch this appeal:

Are there people who will come to the RIDEF and who would be interested in participating and/or co-leading this work of reflection and confrontation of practices in mathematics in the Freinet classes of the different movements? If it is a question of one or two short workshops, it would rather be a confrontation; in the case of a long workshop, there could also be simulations.

Rémi Brault (ICEM - France)

Commission 6 - Perennial organization of RIDEF



WHAT IS A RIDEF ?

Thirteen movements and four collectives in formation are responding and here are their voices.

The movements from Germany, Italy, Spain, France, Finland, Austria, Georgia, Canada, Brazil /Repef, Belgium, Switzerland, Uruguay, and the groups in formation: India, Niger, Ghana and Chile, share what a RIDEF is for them and what should not be missing in a RIDEF. 2

The acronym Ridef has become a name that doesn't translate...

François Perdril 3

A RIDEF is the international meeting of Freinet educators, held every two years, in a country of a FIMEM member movement. The acronym does not change in its translation, precisely because it has been installed with that acronym and takes on a meaning and significance which, as François points out, is not translated. Likewise, in Spanish it is "La RIDEF", although grammatically it would be "the" Ridef (for "encounter" or "reencounter", masculine) and that is because the RIDEF has become a concept.

The RIDEF educators, the "ridefians", share the philosophical and pedagogical principles of the Modern School and through this encounter Freinet's pedagogy is reconstructed, in a collective way. This is also where the highest

body of FIMEM functions: the General Assembly.

For ten days, Freinet educators from about thirty different countries meet, exchange, learn, work together and develop a common pedagogical practice, at national and international level, based on cooperation and solidarity. During the RIDEF, Freinet educators discuss pedagogical problems, try to develop Freinet's techniques, adapt Freinet's philosophy to the current school reality, but also cultivate friendships, organize school correspondence and plan meetings and collaborations between RIDEFs.

Non-teaching spouses and children are also welcome and can participate in the activities.

It is, therefore, a practice of training, exchange and living together - potentially internationalist - of educators animated by the same political project.

It is also a meeting for the dissemination of Freinet's pedagogy in the world. Through the exchanges that take place, the research themes that are developed between each RIDEF are identified and shared.

As it is a meeting, different from a congress, the participants meet days before or days after for exchanges, to get to know the culture of the place, but above all by twinning and looking for the links that will serve as support to initiate/continue the cooperative work between teachers from different countries.

1 - Logos of the RIDEFs of the last 10 years.

2 - This text is a summary of what they have shared from their responses to form 2, sent by the standing committee on support for the RIDEFs#, for the creation of a RIDEF dossier, proposed by the General Assembly - Ljungskile 2018.

3 - Retrieved from: <https://www.icem-pedagogie-freinet.org/node/3194>

The languages spoken are those decided upon by the group (English, French, Spanish, German, Portuguese, Italian, Japanese, etc.), which is why translations are extremely important.

The RIDEF is characterized by the solidarity contribution in the registration that takes into account the standard of living of each country. Therefore, there are different rates for the expression of the spirit of solidarity.

The RIDEF has a rotating headquarters, elected by the General Assembly, and is organized by the Freinet movement headquarters, in coordination with the Administrative Council of FIMEM.

The first RIDEF was in 1968, Freinet had already passed away (1966), but the international character of his pedagogy was a priority from the beginning, giving rise to the international congresses of CEL and ICEM, prior to the first RIDEF.

A RIDEF brings ideas, broadens horizons, and increases motivation by working cooperatively among movements to advance the construction and deepening of pedagogical training as a collective construction, from the grassroots through the exchange of classroom work and research.

What a RIDEF cannot do without : a synthesis of the movements' opinions.

- Internationalism and solidarity must also be reflected in the fact that colleagues from less favoured countries are sufficiently represented in RIDEF.
- This is a theme that forms the backbone of the meeting.
- General Assembly, language groups and translations
- Short and long workshops, conferences, linked to the central theme of RIDEF
- Discussion forums and round tables: pedagogical, ethical and philosophical discussion that highlights our position on various issues that

concern us as teachers from a human rights perspective.

- Reflections and position-taking on current education policies, in dialogue with organized civil society. Resolutions on these issues or on human and children's rights should be published by Ridef, following discussions and consensus, in order to disseminate FIMEM's political position.
- Systematisation to continue moving forward.
- The logo
- The diary of the meeting (and communication through social networks)
- Exhibition of individual class and student work
- Cultural evenings with presentation of individual movements and the host country
- Cooperative buffet/dinner
- Day trip and cultural events

It must be promoted and worked on to ensure continuity between one RIDEF and the next, by organizing meeting documentation for dissemination and archiving, in order to continue to build the history of the international movement and to serve as a starting point for new RIDEF organizing teams and others who wish to research it.

Welcome to a new Freinet meeting!

For Commission #6 on RIDEF support, we thank the movements that took the time to respond to the form submitted and who have the patience and willingness to collectively build the dossier that we will share in Canada 2020.

Cooperatively, for Commission No 6,
 Juan Fernández Platero (Espagne)
 Marta Fontana (Italie)
 Giancarlo Cavinato (Italie)
 Ana Laura Garcia (Uruguay)
 Gabriella Varaldi (Uruguay)

Commission 1 - Communication between FIMEM movements

The "Communication between FIMEM movements" commission was set up and began its work in September 2019.

Here is its composition: Rémi Brault (coordinator), Chloé Richaud (multi-letter coordinator), Lanfranco Genito (CA coordinator), Gabriella Varaldi (America), Miki Igari (Asia), Mohamed Id Babou (CAMEM), Florence Patchidi (Africa), Edouard Dohou (Benin), Katrien Nijs (Europe).

The first task was to update a list of movement leaders and make it operational for communication. You can now contact one of the leaders of your movement to give information on this list. Other lists exist, but the people on it are supposed to be sensitive to the flow of information.

The second task has been to start editing a multi-letter. After some trial and error in terms of organization, choice of software, putting it on the site, etc., it is now done.

The third task will be to analyse what the movements use as communication tools and to see what could be favoured. The cultures of the movements are different, but it is possible to question the different choices with regard to Freinet Pedagogy.

Then will come the drafting of proposals that the commission could make to the 2020 General Assembly in Quebec.

Rémi Brault for the commission "Communication between the FIMEM movements"

Commission 8 - Visas Commission

The members of the said commission conducted various exchanges enabling them to form a working group. The aim was to reflect on the commission's terms of reference in order to have the same understanding of the tasks that were intended for them, without, however, "erasing the responsibility of the organizing country" from RIDEF.

A reminder was made of the work previously carried out, which had produced a document on the "steps" to be taken to obtain visas, by Michel Mulat, a document made available to the FIMEM CA in 2018.

Following the discussions, two types of obligations were identified: those of the visa applicant and those of the host country.

1- Obligations of the applicant

- Have and communicate all the information on what the incoming country is requesting (Canada).
- Convince the immigration officer to return to the country of residence because of the ties: jobs, property, financial assets and family.

- Convince the immigration officer to leave Canada at the end of the stay.
- Have enough money at the end of your stay and for the length of time you are in Canada.
- Have a letter of invitation.
- Apply for an exit permit from the supervising ministry (for Africans).
- Make an appointment to provide biometric data at the Visa Application Centre.

2- Obligations of the host country

- Provide the applicant with a referee who guarantees reception and accommodation during and outside the RIDEF dates; and who undertakes in writing (handwritten) to provide for the financial needs of the invited person.
- Inform the Ministries of the Interior and Foreign Affairs of the list of invited persons.
- Provide for the need for a transit visa.

Members of the Committee :

Michel Mulat (Contact person)

Nicolas, Mathey

Leonardo da Leo

Rémi Brault (punctually)

Antoinette Mengue Abesso (respondent CA)

Movimento di Cooperazione Educativa

Manifesto on Mathematics Education

For a conscious, democratic and formative use of mathematical thinking and its tools, in dialogue with "National Indications and New Educational Scenarios "*.

OBJECTIVES

- To promote a cultural approach to mathematics by taking into account its history and developments in different cultures.
- To value, educate, develop divergent and parallel ways of thinking in order to prevent difficulties, avoid negative experiences, arouse pleasure and the desire for discovery, develop passion, a playful approach, curiosity, and the satisfaction of understanding.
- While taking into account particular cultural contexts and personal backgrounds, to form open and logical minds capable of elaborating hypotheses, arguing, rebutting, criticizing, justifying, thinking rationally despite the presence of uncertainties, problematizing, formulating questions, posing and asking problems.
- To learn to read and interpret critically the information from the media with the different languages (graphic, narrative, numerical) specific to mathematics to build a conscious citizenship.
- To propose a conception of mathematics based on relationships (questioning, development, reasoning) that appeals to curiosity and proposes challenges, contrary to a purely instrumental approach.
- To be attentive to the didactic translation of knowledge, to develop effective pedagogical strategies and to experiment with new ones by

assuming the constraints necessary for the work of designing learning processes and the necessary regular adjustments of pathways in respect of the cognitive development processes of real pupils.

- Carry out formative evaluation on the basis of periodic qualitative observations such as observational analyses, learning pathways presented in different forms (pupil reports, photographs, films, etc.) on the basis of a project and its continuous redefinition with respect to actual learning outcomes.

STRATEGIES, TOOLS, TECHNIQUES

- Conceive the mathematics workshop as a place of experimentation, discovery and construction of mathematical knowledge, based on the resolution of problems arising from real-life situations (but also specific to mathematics itself).
- To model real-life situations in order to solve problems using mathematical tools, to act on and transform reality.
- Construct mathematical concepts, their developments and their reciprocal links by using a helical didactics based on long time periods which allow to take into account errors, difficulties, obstacles (cognitive, epistemological, ...).
- To consider error as a useful step in the learning process and therefore as a resource for each individual and for the group; to accompany students in the face of frustration when difficulty in understanding arises.
- Become aware of the relationship between the body and mathematical objects in the sense of realization and integration; live corporally and through one's own history and condition in order to understand and give meaning to mathematics.
- To use mathematical debate as a tool to discuss meanings and to build common

knowledge, in large and small groups, in order to problematize and confront open-ended situations with more solutions.

- Know and use the different expressions (graphic, linguistic, iconic, plastic, theatrical, symbolic) that convey mathematical thought, being aware of the need to move from one expression to another to successfully use mathematical language in all his power.
- Construct concrete, symbolic, graphical models to be "manipulated" in order to promote the processes of comprehension and conceptualization.
- Conceive meaningful and motivating situations, discarding artificial aspects that only make sense for the teacher or for textbook authors and none for pupils according to their stage of development, their gender, their culture.
- Searching for and recognizing rhythms, structures, cycles, regularities in real situations and their mathematical modelling using various increasingly elaborate and complex tools.
- To develop in students the ability to "see through thought".
what is difficult to perceive directly in reality, i.e. abstract mathematical concepts, and accompany them in the elaboration of mental maps to organize these abstract concepts into networks of meaningful relationships.
- To care for the transition from natural language to mathematical language by systematic work on the lexicon and on symbols and their technical meanings in the semantic field of mathematics, for a conscious and graduated use according to the age of the pupils, on the occasion of a demonstration, a definition, an argumentation.
- Make critical use of textbooks and alternative resources (websites, videos, ready-to-use and programmed materials, cards, exercises), being

wary of the use of recipes that prevent dialogue with pupils in the construction of their knowledge, and favour the use of activity directories, relevant bibliographies and groups that allow for discussion.

- Adopt an intercultural approach to mathematics in order to improve and reinforce the learning of all (ethnomathematics) and to go beyond single thought.

PROPOSALS

From this global vision flow choices in terms of the content to be taught and the methods to be used so that our students have access to the skills required not only for school purposes but "for themselves" (Emma Castelnuovo) and, more broadly, for life in society.

Those who adhere to the Manifesto commit themselves to :

- translate the elements of the Manifesto into concrete and coherent actions by, for example, sharing personal research within a working and research group in order to arrive at common forms;
- participate in the dissemination of collective productions by various means;
- participate in study days on the themes addressed in the Manifesto.

The initiators

Nicoletta Lanciano

Donatella Merlo

Giancarlo Cavinato

* NDT: established by the Scientific Committee designated for our nursery and elementary schools and submitted to the Ministry of Education, Higher Education and Research.

Pédagogie Freinet au Sénégal

De Diawar à Ricotte

Avec ce livre, les auteurs, instituteurs, nous font entrer de plain-pied dans la vie quotidienne des paysans et paysannes des rizières des bords du fleuve Sénégal depuis les années 1980.

Suivis par d'autres de leurs collègues, ils engagent avec leurs élèves, dans l'esprit du pédagogue français Célestin Freinet (1896-1966), une dynamique coopérative qui déborde largement le cadre scolaire.

Malgré les difficultés socio-économiques de leur environnement et les effectifs pléthoriques de leurs classes, les auteurs et leurs élèves s'allient aux villageois pour améliorer l'existence collective, à Diawar, puis à Ricotte.

Au fil du récit à deux voix, le lecteur découvre peu à peu l'enchevêtrement complexe des relations de travail en milieu rural et la subtilité des rapports entre groupes sociaux différents (d'âge, de sexe, de langue).

Un ouvrage intime et précieux sur la société des rives du Sénégal et sur l'école, l'intensité de son action et de son rayonnement.

Sous l'impulsion des deux instituteurs, en partenariat avec le mouvement Freinet français (ICEM), naissent et se développent l'Association sénégalaise de l'école moderne (ASEM), puis la Coordination africaine des mouvements d'école moderne (CAMEM), devenues de précieuses collaboratrices du mouvement Freinet mondial (FIMEM). Les auteurs font ici le récit autobiographique de vingt ans de leur carrière professionnelle, de 1983 à 2004 pour Papa Meïssa HANNE, de 1989 à 2009 pour Cheikh Makhfousse SECK.



Papa Meïssa Hanne



Cheikh Makhfousse Seck

Etudes africaines
Série Education

Photographie de couverture de Papa Meïssa Hanne.

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Pédagogie Freinet au Sénégal
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De Diawar à Ricotte



Préface de Sylvain Hannebique

L'Harmattan

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The French-speaking Belgian Freinet movement

A little history is in order. Since 1933, Decrolyan teachers have been interested in Freinet's educational approach and have been raising the awareness of their colleagues in Brussels and Wallonia.

In October 1938, they formed a non-profit-making association after having abandoned the idea of a cooperative on the model of the C.E.L., because their teaching status at the time did not allow them to do so. After the war, the movement grew in importance, disseminating the tools of Freinet's pedagogy and continuing to manage a magazine, exhibitions and training. After the inevitable ups and downs in the life of a movement, *Éducation populaire* (a name inspired by the "people's school") took root in nursery and primary education.

How about today?

At the beginning of the twenty-first century, the meeting with secondary school teachers is taking shape. Several of them are getting informed, meeting each other and some schools are starting to flourish. Training, which until then had been aimed mainly at kindergarten and primary school teachers, is being adapted to the specificities of this level of education. Wednesday afternoon meetings are organized during which various subjects are discussed on request. Courses combining the various levels are offered in residential during the month of August. A five-day training course (sometimes on weekends) brings together teachers during the school year. Lectures are held on various subjects, sometimes led by a French fellow student. A group of kindergarten teachers meets regularly in Liège. Collaboration between the ICEM and *Éducation Populaire* is taking place (e.g. during the preparation of the Lille Congress).

These different sectors are now run by active teachers, while retired teachers (who are still present, however) are invited to participate in specific activities related to their skills.

Training

In addition to training, the day-to-day management also requires a few people who are more familiar with accounting, invoicing and

parcel delivery, interested teachers, etc.).

Our small shop offers our own productions, those of the ICEM, Odilon and some productions of the PEMF in a very accessible location in Brussels. These tasks require availability and sometimes skills. They are currently carried out by teachers. A project is taking shape in order to be able to hire a permanent staff member.

The activities of a year

The year 2018 has been rich in various actions. In addition to the management of our small store, which mobilizes some discrete energies (meetings by appointment, sales on site and by post, invoicing, stock management, etc.), this year saw the organization of various training courses which, given the number of candidates, sometimes had to be duplicated. As in previous years, we took part in the Education Fair organised in Brussels this year. In partnership with other friendly organisations, our stands attracted fewer teachers than we had hoped for. The question of our visibility will be reviewed with the organisers for the future. A residential meeting during the month of August brought together 40 participants. Eight boards of directors and two general assemblies, nine Freinet Wednesdays, six meetings of the secondary group, ten meetings of the nursery group, three class visits, team accompaniments in schools punctuated the year. Our internal newsletter *Chassé-Croisé* was published ten times. Five brochures published by us describing free activities in young children's classes were grouped together and published under the title "*Pratiques Freinet et coopération*" (Freinet Practices and Cooperation) by *Chronique sociale* (Lyon). Finally, the Freinet exhibition was shown in four schools.

80 years already!

In 2018, we also celebrated the 80th anniversary of our movement in a fitting manner. A day of various workshops was organized and a historical day (a true return to the roots) was held at the birthplace of Popular Education (a small rural school in the hamlet of Waterloo).

Satisfactory results, isn't it?

Henri Landroit

MMEM



The Mexican Movement for the Modern School is a collective of teachers from public schools. The reading of Freinet's works, the approach of two Spanish teachers: Ramón Costa Jou and José de Tapia Bujalance, and the dialogue with educators such as Graciela González and Violeta Selem, are the elements that motivated the creation of the group in 1987.

The WEMM is present in Mexico City, Mexico State, Oaxaca, Hidalgo and Michoacán. The group has developed its work in three areas :

a) Practicing Freinet techniques in their classrooms. b) Disseminating this pedagogy to other educators. c) Studying the didactic possibilities of Freinet pedagogy in public spaces and schools.

a) The practice of Freinet techniques has been a challenge. Although elements of pedagogical innovation have been integrated into the curricula, school structures still retain elements typical of the traditional model: repetition, mechanization, authoritarianism, verbalism, etc. In addition, social conditions are complicated: large groups (up to 50 students), marginalization, violence, abandonment by the family, etc. That is why we have chosen to promote an educational proposal that responds to the needs of a popular education and that allows us to find other ways based on cooperation, free expression, education through work, creativity and solidarity.

b) This work involves broadening the proposal, disseminating it to colleagues in order to build support networks. One of the ways of doing this has been to set up the Freinet technique workshops, in which experiences and knowledge of the proposal are shared in an experiential way. Thus, this alternative form of training has been extended to more than 3,000 teachers. The other option has been the publication of books such as "La pedagogía Freinet: principios propuestas y testimonios", of which more than 6,000 copies have been distributed.

c) Different members of MMEM have formed teams to study the implications of Freinet's pedagogy in different areas: in multigrade teaching, in written culture, in initial literacy, in history teaching and in arts education.

Over the past five years, young teachers have joined the WEMM to breathe new life into the group. We hope that this effort will continue for many years to come.





MCE is still working on pedagogical research and teacher training but also with an eye on school policy.

It is structured in territorial groups that work in a city related to schools and different realities and in national research and experimentation groups that meet during the year and organize study days and internships. The strongest territorial groups are in the northern and central cities (Rome, Venice, Florence, Milan, Turin, Reggio Emilia, Bologna, Pisa, Genoa, Ferrara,...) while there are difficulties in forming stable groups in the south, except in Naples and Sardinia.

The national groups at present, after a period of crisis in which the previous groups have disappeared, are : the language group (which launched a manifesto 'Educating to the Word'), the mathematics group (which proposed a manifesto and works on the natural method and on the mathematics of Emma Castelnuovo), the zero-six group (on the integrated nursery-school system), the school of intercultural training (SIF), the team 'Chantiers pour la formation' which organizes the summer school, the music group.

The production and communication structures are both organized by editorial teams (from the magazine *Cooperazione educativa*, which is published every three months; from the MCE notebooks, which develops the book publications and currently has developed a series of online books "Action Research" on the Movement's website www.mce-fimem.it.; from the web page).

Commissions mandated by the AG are also working on a theme (the documentation of the

Freinet pedagogy in Italy; the organization of pedagogical tours in different parts of the country). country reports; Movement editions; international reports).

Each year the National Secretariat organizes two "high points" for the life and activity of the Movement: a General Assembly in March (three days with workshops and study groups on the Pact of Association, which votes on the statutory bodies and the annual programme) and a coordination meeting at the beginning of September to check the state of implementation of the programme and prepare the activities for the year.

Our next General Assembly, LXIX, on the theme 'For a pedagogy of happiness' will be held in Florence from 20 to 22 March 2020.

At present the Secretariat is composed of seven people from different cities, of whom Anna D'Auria, the national secretary, is seconded to take care of the administrative management and general coordination of the activities and groups in the headquarters in Rome. The secretariat team is a cooperative group that not only deals with registrations and promotion problems, but also tries to be a genuine research team. It is composed by people who have been in the life of the movement for a long time and by younger members who create new groups. In collaboration with territorial or research groups, study days and seminars of pedagogical reflection are organized.

For some years now we have been witnessing a new wave of interest in Freinet pedagogy and cooperation, by young people and in the University. In some cities the MCE group has an agreement with the faculties of educational sciences to make laboratories according to our practices for the students and often we are invited to present the proposals of the MCE and to intervene in conferences on evaluation, cooperative organization, didactics of the disciplines.

The main aspects we are currently working on are:

- an updating of the Freinet techniques in the era of globalization, generalized competitiveness, weakening of social bonds for an effective education to citizenship through the "4 steps for an emancipatory pedagogy": democracy in the classroom, open classes and didactics in laboratories, plurality of research sources through school libraries and the adoption of alternative texts to textbooks, evaluation and formative self-evaluation for school success ;

- an opinion campaign against school marks and substitution with the tools proposed by our pedagogy (the work plan, the logbook, the monographs, ...) by setting up research groups ; a work on the disciplines (language, math, science) which aims at reaching a deep understanding) ;

- Proposals for an effective training of new generations of teachers who are not only capable of offering a transmissive teaching; the training model that is implemented every year through the experience of the "training camps" gives concrete expression to the idea of an active school and teaching that respects the globality of the individual, who is at the centre of the learning process ;

- the new headquarters purchased in Rome is an open place, where training meetings and research days are held, and which hosts the MCE Documentation Centre and the mathematics library that Emma Castelnuovo, a great mathematician, left as a heritage to the MCE. The Centre is open to researchers, teachers and students.

- An important aspect, in our view, is the training of educators in documentation to acquire skills for the development of experiences and to improve reflexivity about the teaching-learning relationship. On this aspect a book has been published and days have been organized as an editorial team ;

the "SALTAMURI" network, to the constitution of which the MCE has contributed a lot, formed by more than 130 associations and voluntary organizations, offers schools experiences on children's rights, the realization of these rights, the environment and the problems of climate change by accompanying students on strike during the Fridays for future with activities and performances, against discrimination and violent language and simplifying reality. A campaign has been set up for the granting of citizenship to the children of migrants who were born or arrived in Italy and whose government's 'security' decrees create many problems. Together with other solidarity networks and migrants, we participate in hearings in parliamentary committees to support citizenship and we organize "flash mob" in front of the Italian Parliament ;

- We maintain close relations of comparison and collaboration with other pedagogical associations by participating in the forum of associations recognized by the Ministry of Education by comparing ourselves on school policy; with some associations we share the above-mentioned campaigns.

AECEMO

The Association of Cameroonian Teachers for Modern School (AECEMO) was created on July 30, 2003, in accordance with the laws in force in Cameroon. It was declared on 20 December 2004 by receipt N 124/RDA/JO6/BAPP signed by the Prefect of Mfoundi in Yaounde, Cameroon.

It was affiliated to FIMEM in July 2010 at the RIDEF in Nantes, France. This affiliation allows the association to take off for constant activities that allow members to better immerse themselves in the Freinet pedagogy, by participating in RIDEFs, RAEFs and by organizing seminars to multiply the achievements of these meetings.

This association has about 70 registered members, but only about 30 are active. These members are constituted in pedagogical cells, according to the proximity of their schools. The following cells can be mentioned: Ebolowa, Nanga Eboko, Yaoundé, Douala.

AECEMO is also active in the organization of seminars on Freinet techniques and practices, as well as children's drawing competition workshops in the schools of its members, in order to enable children to learn how to defend their rights in particular, but also human rights in general.

In addition, the AECEMO has set itself an objective, that of organizing Freinet pedagogical fairs. Three editions have already been held and the very last one took place from December 4 to

6, 2019 in Kribi and its members do not hope to stop there. The themes generally concern current pedagogical or socio-political difficulties, which can find their solutions thanks to the practice of Freinet Pedagogy techniques.

The main difficulty encountered by the members of this movement is the lack of financial support from the Cameroonian state and partners. The members, since its creation, have always struggled to achieve the annual objectives contained in their action plan. Today, many members have become reluctant because of the huge expenses caused by the activities of the association, without receiving anything in return.

Today, the members of this association continue to count on all people of good will to accept to promote the improvement of pedagogical techniques and practices in teaching/learning in Cameroon through multifaceted support.

The AECEMO is open to researchers in pedagogy. Its members have received for four months a French trainee from a University of Lyon.

In addition, university teachers and researchers accompany AECEMO's pedagogical activities.

AECEMO is currently planning, and for the near future, the organization of a preparatory seminar for the participation of its members in Canada's RIDEF 2020, in order to tie in with the theme.





The "COLLECTIF QUÉBÉCOIS DE L'ÉCOLE MODERNE" <https://cqemfreinet.com/>



...is an association for exchange and cooperative work open to all educational agents who wish to bring about an effective transformation of our schools, promoting genuine education for mutual aid and cooperation among teachers, parents and children.

The transformation that we want and for which we are campaigning is towards an education where children have a full right to participate in the management of their development and of the group of which they are a part, an education where free expression and communication are

at the centre of true, desired and consensual work in the community and where they have the right to trial and error and experimentation, tools and diversified techniques.

supported by functional

CQEM follows in the footsteps of movements of the École Moderne where everyday practitioners in their own way, in the educational tomorrow that they want for today's



Célestin Freinet and the world, researchers are shaping the field, the society of children.

The triple mission of our Movement :

1. Promotion: so that as many children as possible benefit from this approach through teachers in classes and then in schools throughout Quebec.
2. Training: so that the members are equipped to get started and that they can also improve and deepen their beliefs and skills, whether practical, theoretical or technical. In short, to develop our expertise.
3. Research: so that this pedagogical practice and the philosophy behind it can continue to evolve and be updated. The Collectif Québécois de l'École Moderne aims to be a resource and a reference for all those interested in Freinet pedagogy, in Quebec and elsewhere.



Nova Escola Galega

Galicia, one of the Autonomous Communities of Spain, with its capital Santiago de Compostela, enjoys a rich and secular cultural tradition and a Roman language, Galician (which is the origin of Portuguese), which was not standardized for centuries, but was spoken by 90% of the population until the 1930s, a language that today is usually spoken by 45% of Galicians.

The movement to recover this language resumed strongly in the last years of the 1960s (dictatorial period), with the support of various cultural and educational sectors. Sectors that demanded the democratization of education, a quality public school, participatory, secular and favorable to the cultural impregnation of Galicia.

In this context and as a continuation of the past experiences of Freinet's pedagogy (from the thirties and then from 1975), in 1983 appeared the movement of pedagogical renovation Nova Escola Galega, as an association that gathers more than 200 professionals of education, present in all the fields of formation, as well as in the syndical world, in the creation and edition of didactic documents, in the cultural action in the field of local administration and even in the democratic movement of parents and pedagogical research, although the usual participants that go to the associative activities are about 60.

Nova Escola Galega claims a model of public school, pluralist, coeducational, secular, critical,

participatory, inclusive and diversity, which mobilizes the values of peace and Galician cultural development.

With these concerns and with a partial structuring in work and territorial groups, actions such as meetings for the training of teachers, in particular, in the didactics of the Galician language and social sciences, in the pedagogy of children's education, in environmental education, in education for peace, in image, in rural schools; in general, waiting for a pedagogical reform.

A singular part of its members develop didactic resources written in Galician, which are already well present in the publishing world at the service of education. It is present in the university centres of Educational Sciences. Nova Escola Galega has a continuous presence and social intervention; some of its documents and positions have had a certain public influence and even an institutional and political recognition close to the autonomous administration of education.

In the service of the diffusion and pedagogical renovation, we have published the *Revista Educativa Galega* (three numbers a year; we have reached 75) and other written means such as the *Boletín Interno* or *Nueva Paz*.

Nova Escola Galega, founded under the first influence of the Galician pedagogical group Freinet, is part of FIMEM because one of its main sources of inspiration comes from Freinet's pedagogy, and because it is also part of the Spanish Confederation of Pedagogical Renewal Movements.

<http://www.nova-escola-galega.org/>