5ª Biennale internazionale

Convergence(s)

Riumanizzare l'educazione

Convergence(s) pour l'Éducation Nouvelle

Comune di Verona

cemea Federazione Italiana

MCE Movimento di Cooperazione Educativa

Polo Europeo della Conoscenza

Programma

29/10 > 1/11 > 2026

Verona / Palazzo della Granguardia / P.zza Bra

THURSDAY, OCTOBER 29, MORNING

OPENING CONFERENCE

Palazzo della Gran Guardia from 10.30 to 13.00

Institutional greetings

Elisa La Paglia— Councilor for Educational and School Policies — Municipality of Verona

Conference · "The Challenges of Convergence(s)"

- **Mauro Ceruti**— Professor Emeritus of Logic and Philosophy of Science — IULM University of Milan
- **Teresita Garduño Rubio** — Director of the Paidòs School in Mexico City and President of Mepa (Movimiento Educación Popular)
- **Michele Arena** — Professional educator, essayist and writer

Inauguration of the 2026 Biennale

- **Jean-Luc Cazaillon** — Spokesperson for the Convergence Network
- **Gianfranco Staccioli** — President of FITCEMEA — leader of the Italian group organizing the Biennale

THURSDAY OCTOBER 29 AFTERNOON

INAUGURATION OF THE CULTURAL BIENNALE

Palazzo della Gran Guardia from 15.00 to 16.30

Presentation of the Exhibitions	Cultural Suitcases
◆ **Of all colors**· FIT Cemea · Maria Grazia Cotugno ◆ **Details** · FITCemea · Silvia Valbruzzoli ◆ **Presentation of Freinet pedagogy**· ICEM · Hélène Careil ◆ **Free posting (affichage libre)**· ICEM · Hélène Careil ◆ **Show active education**: the big/small stories of Active Education in Italy · Convergence Italia Cultural Group · Luciano Franceschi ◆ **Summer camps in Italy** · FIT Cemea ◆ **The family biography of migrants in all its facets / stages** · GREF · Maria Ferrando- Catherine Puig	The suitcases offer a range of relational activities that participants can search for, find, and request at their own pace, and which remain available throughout the Biennale. They are containers of languages that are rarely explored in structured settings; they often have no facilitator, and if they remain closed, nothing happens. If they are opened, they are an opportunity to develop an activity that connects with those around us, to get to know each other in a different way, to establish contacts that, in the end, for us, are never just casual.

MOMENTS of STUDY

Palazzo della Gran Guardia from 17.00 to 19.00

Interactive conference: training for active education	Active Pedagogies	"Droit à la parole!" — Building Democratic Competence from Preschool to High School	Pedagogical militancy and educational research
This interactive conference will help identify the common elements and diversity of approaches to active learning. The presentations will be based on the work carried out on October 27th and 28th, as part of the pre-Biennale process, by a group of trainers from the various member movements of Convergence(s).	What do the new schools of the early twentieth century, Freinet's pedagogy, Dewey's thought, or Korczak's commitment to children's rights have in common? This conference offers an overview of active pedagogies: where they come from, what they have in common, and what distinguishes them. Starting from the congresses of the Ligue Internationale pour l'Éducation Nouvelle (LIEN) of the 1920s and 1930s, it will retrace a path that intersects, among others, the ideas and practices of Dewey, Freinet, and Korczak. It will highlight their common characteristics, along with cultural, political, and methodological issues. Conceived as a gateway, the conference is aimed specifically at teachers encountering active pedagogies for the first time, and at social workers who have not yet had the opportunity to delve deeper into its theoretical and historical foundations. It offers reference points for understanding, orientation, and further reflection through the Biennale's workshops, debates, and TESTIMONIES.	Documentary film by Benoît Labourdette, a former student and filmmaker, who entrusted the cameras to the students of the École Neuve La Source to become co-directors. […] Through the living devices of school, the documentary shows children developing the rules of their collective life, voting, discussing, and resolving conflicts through words. […] The film raises questions that concern us all: what is our vision of children and their words? How do we move from imposed discipline to a freely accepted internal discipline? What of this experience is transferable to other contexts: public school, popular education, family, associations? And how does learning to make one's voice heard from childhood prepare one for democratic life, in an era where public debate suffers from polarization and aggression? […] The film, just completed, will be previewed in Verona, ahead of the school's 80th anniversary in November 2026. The screening (65 minutes) will be followed by a moment of exchange.	Conference around the book by Yves Reuter and Bruno Robbes, « Militantisme pédagogique et recherches en éducation » (L'Harmattan, 2025). This book is part of a research project that had two objectives: to identify and analyze the main problems encountered in the relationship between researchers and pedagogical movements and to contribute to improving them. These questions are first placed within historical and international frameworks and then illuminated by the experiences of individuals who are neither purely researchers nor purely teachers, but rather straddle both statutes or roles, or have held them at different points in their history. This diversity of perspectives thus allows us to delve deeper into these issues, moving beyond the stark oppositions that are still too often prevalent when addressing these issues.

FRIDAY, OCTOBER 30 MORNING

Palazzo della Gran Guardia from 9.00 to 10.30

A little more	Participants' proposals
The Convergence(s) for New Education adventure was born on the centenary of the 1921 Calais Congress, which gave New Education its deliberately international dimension. Building on the International Biennials of New Education organized in 2017 and 2019, the aim was to broaden perspectives and bring together generously. Three biennials later, with a Manifesto adopted in Brussels in 2022 and the political project recently drafted, here we are gathered in Verona... It is an opportunity to continue the momentum and development of Convergence(s) together with you! In our desire to think about tomorrow with the vital forces of today, we propose that we meet for two hours of work called "A Little More" to discuss the future development of the Convergence(s) network, the definition of its political priorities, the need to make the process more visible, both in public spaces and within our educational movements, and to develop its management with all its components.	Open space for creativity and proposals from participants

Discover Verona

Guided tours from 10.30 to 13:00

Verona Social	Cultural Verona
What if we discovered Verona in a different way, not through its monuments? Verona Sociale offers a chance to connect with the city through those who bring it to life every day: associations, educational services, and social intervention models present in the area. It's an opportunity to see firsthand how educational and social solutions are developed here, and to engage with the people who bring them to fruition. Far from the classic tourist tour, this morning invites you to look at the city with a different perspective, that of education and social issues, and to start again with meetings, ideas and practices to share with your network.	What if every monument, every square, every alley in Verona had a story to tell us? Verona Culturale offers a tour of the city through its monuments and spaces, discovering the stories that inhabit them and the men and women who have left their mark. It's an opportunity to understand how Verona's heritage and memory also tell the story of the city today. Beyond the postcard, this morning invites us to read the city in another way, and to leave with stories to share.

FRIDAY OCTOBER 30 AFTERNOON

General program

WORKSHOPS	Debates	TESTIMONIES
15.00 – 18.30 • AGSAS® Empathy Workshop • FIFE Meetings: Films that enlighten, exchanges that transform! • Mathematics and science meet in the creations of children • Managing gender conflicts • How to take into account pupils' multilingualism in preschool • Filling the Gaps to Build Meaning: A Path to Entering a Text • The family biography of migrants in all its facets / stages • Free text towards literary experience • The LIEN garden, the gardens of bonds • Six situations experienced at an alternative school in Quebec. If you were to experience them, what would you do? • AGSAS® Collective Reflection Workshop • Educational environmental games on biodiversity • Inside a cooperative class • Ludobiography: telling stories and being told through play • An art exhibition to listen to: Freinet pedagogy between free expression and the need to communicate • We, our languages. Being, belonging, understanding, books and literature as resources of plural communities.	**15.00 – 16.30** ♦ The relationship between research and pedagogical commitments ♦ The commodification of education: a global phenomenon with local challenges ♦ Democracy and Education Between Neoliberalism, Populism, and Nationalism: The Italian Example **17.00 – 18.30** ♦ Publishing: A Tool for Reflection and Professional Growth ♦ Coeducation: How can we respect families' diverse perspectives while upholding the values of New Education? ♦ Active Pedagogy and Democratic Educational Evaluation	**15.00 – 16.00** ■ Joining an active education movement: a journey through CEMÉA Nouvelle-Aquitaine ■ Youth / Mental Health / Artistic Practice ■ The logbook: a tool for building the professionalism of support teachers ■ Free research in mathematics in secondary school: from Freinet practice to educational challenges ■ The Intelligence of the Body: The Laghetto School in Vicenza, an example of an open-air public school. **16.30– 17.30** ■ The Canevaro Play Center and the CLAS Experience: Play Spaces for Inclusion ■ Critical thinking workshops with professionals and young people from urban working-class neighborhoods ■ Animate a territorial cooperative group of adult educators and teachers ■ The context of life as a collective experience ■ The crux of the commodification of education **16.30– 18.45** ■ The international collaborative research network "Youth, Social Inequalities, and Peripheries" ■ Recreation centers and dissemination of the principles of active education ■ Mireya-des-Rio ■ Erasmus Projects ■ A school of many hands. The commitment of professionals in the New Education

FRIDAY OCTOBER 30 AFTERNOON

Detailed programATELIER

Montanari High School from 15:30 to 18.30 (including breaks)

Title	Presentation	Entity	Country	Speakers
AGSAS® Empathy Workshop	The leader invites participants to think and then write anonymously about the feelings of a person experiencing a specific imagined situation. These individual writings will then be read to the entire group. Then, each participant will be able to share their experience of the workshop, and we can explore together the meaning and underlying concepts: the notion of empathy and its various aspects; how empathy is linked to relational ethics and better living together; and the interaction between the individual and the group.	AGSAS	France	Véronique Boquin-Sarton Patrick Berton
FIFE Meetings: Films that enlighten, exchanges that transform!	The International Educational Film Festival (FIFE) offers a workshop where films and exchanges become tools for reflection. Mini-sessions and testimonials from the "Young Programmers" program foster youth engagement, with experiments in various contexts to (re)think education through film. This approach aims to restore humanity to education by giving young people a voice, encouraging encounters, and addressing universal issues related to the right to education, critical thinking, and social and environmental sustainability. Here, film becomes a lever for educational transformation.	CEMEA Occitanie	France	Solène Gastineau Céline Serva Christine Votovic Alexandre Weill
Mathematics and science meet in the creations of children	The workshop aims to enable participants, at an adult level, to experience how the MCE research group organizes and manages a mathematical-scientific education program using the natural method. The proposals are consistent with the principles of New Education and are in continuity with the Freinetian pedagogy adopted by the group. Each project is based on the children's original products, which serve as a pretext for initiating a discussion on disciplinary topics within the school curriculum. Creation does not always prompt a research path; sometimes, this arises from more or less formalized moments in class life that the teacher is able to grasp and exploit. Therefore, a discussion of similar or divergent experiences is encouraged to broaden the group's vision and consolidate it or challenge the teaching choices made.	MCE (FIMEM)	Italy	Donatella Merlo Anna Aiolfi
Managing gender conflicts	Gender stereotypes Forms of social and cultural conditioning Education on emotions	FITCEMEA Piedmont	Italy	Stefano Vitale Maria Dezio Magda Ravina

Title	Presentation	Entity	Country	Speakers
	Deconstructing stereotypes Suggested activities for children, teenagers, and adults			
How to take into account pupils' multilingualism in preschool	How can we use the cultural and linguistic diversity of students and their families as a resource for learning? How can we conduct conversations with parents to better understand their biography (languages, migration history, school history, relationship with writing, etc.)? The workshop was conceived in collaboration with Marie-Claire Simonin, a primary school teacher with a doctorate in language sciences and a member of the BILEM (Bilingualism in Kindergarten) research group, and Sophie Reboul, a teacher in Besançon.	GFEN	France	Sebahi Eddy Mignot Agnès
Filling the Gaps to Build Meaning: A Path to Entering a Text	Starting from a text missing some words, we invite participants to construct its meaning. "The text is woven with blank spaces, with gaps to be filled [...]," Umberto Eco tells us. But will the gaps created in this text be an obstacle? How can they be filled? How can dialogue between individuals and groups, in French and Italian, nourish our understanding of the text? We have chosen to explore an example of family rupture in contemporary literature.	GFEN	France	Sarah Oudina Camille Danzon
The family biography of migrants in all its facets / stages	This workshop draws inspiration from the exhibition Trajectories of Family Biographies, held in Grenoble with adult migrants of seven nationalities in partnership with GREF and La Ligue de l'enseignement 38. How to approach the family biographies of migrants during sociolinguistic workshops and language courses, from a perspective of deconstructing misrepresentations of migration, to restore dignity, recognition, and visibility to the people who learn. How can we support exiled people on their journey of integration through emancipatory humanistic and aesthetic dimensions? Workshop members will be invited to participate in these reflections as a group, starting from shared ideas about migrants, civil society initiatives to change perceptions, and the obstacles to a realistic, non-fantastical vision. The second part will examine whether artistic forms, whatever their form, can meet this challenge and foster a broad and authentic vision of migrants, free from stereotypes. The issues of interculturality and its benefits will be addressed, as well as the obstacles to speaking about oneself, one's family, and one's social group when one has a precarious status and is undergoing an often very painful journey of exile. Proposals for socio-artistic activities on this theme will be developed in groups and then shared with the participants.	GREF	France	Maria Ferrando Catherine Puig

Title	Presentation	Entity	Country	Speakers
Free text towards literary experience	Putting ourselves in the child's shoes... in their position as learner, as writer, to grasp its components. This is what we will do. Comments, exchanges. And what should we do with the child's free text from this perspective?	ICEM	France	Aude-Hélène Blecon Hélène Careil
The LIEN garden, the gardens of bonds	How can we "strengthen one another" with those experiencing traumatic situations like war and violence, with those living in uncertainty, suffering, and fear? If we can't fold our arms, let's fold our words. Writing together is resisting war and violence. Creating a garden of peace is supporting one another. It begins with a collection of words. Participants bring texts, songs... in their own languages. The workshop extends an initiative begun with our friends in Lebanon and Haiti; it proposes a poetic word that can find its place in political action.	LINE	France- Italy	Pascale Lassablière Patricia Cros Stephanie Fouquet Claire Descloux Marina Bernasconi
Six situations experienced at an alternative school in Quebec. If you were to experience them, what would you do?	If you were to experience these situations, and given your own educational environment, what would you do as an educator, and why? Divided into six teams and accompanied by a RÉPAQ delegate, participants will be invited to reflect and formulate proposals on each of the simulated situations, allowing the delegates to present their pedagogical practices and the theory that underpins them.	REPAQ	Canada	Melanie Charbonneau
AGSAS® Collective Reflection Workshop	How can we work with colleagues who resist the New Education? Participants are invited to engage in a form of cooperative debate, collectively questioning a specific issue as people of the world. The goal is to develop a form of democratic and humanistic collective reflection.	AGSAS	France	Sabine Gessain Bernard Gouze
Educational environmental games on biodiversity	This workshop is part of a new educational approach, placing participants in an active learning situation through concrete experiences. This workshop aims to develop civic and ecological awareness. The method used (games, cooperation, active participation) reflects a political vision of education: developing active, responsible individuals committed to environmental protection. The workshop thus encourages participants to move from reflection to action in their daily lives.	ASNJ	Algeria	Ferhat Bouzennoun
Ludobiography: telling stories and being told through play	Theme: Suspended Lives Meetings and playful exchanges of knowledge Recovery of personal or public training episodes. Creation of a multidimensional product. Product viewing, comparisons, and reflections. How can we connect individual experiences with those of others, embracing their content and meaning?	FITCEMEA CEMEA Tuscany	Italy	Gianfranco Staccioli Anthony of Peter

Title	Presentation	Entity	Country	Speakers
	What is the role of an educator and what are his or her suggestions for enabling students to build themselves by using others?			
An art exhibition to listen to: Freinet pedagogy between free expression and the need to communicate	The workshop's goal is to guide participants in creating a pictorial art exhibition, formalized as a podcast. Starting with free artistic expression through the use of various painting techniques (watercolors, wax crayons, oil pastels, acrylics, and tempera), participants will make shared decisions through the cooperative board process to plan how to present their creations, considering the audience for the event is blind. The choice is part of Freinet pedagogy, particularly with respect to the possibility of free expression through art, the possibility of experimenting with shared decision-making processes (Cooperation Council), the need to communicate one's work and the ability to create an inclusive environment.	EUROPOLE	Italy	Sabrina DeCaprio Gabriele Recchia
We, our languages. Being, belonging, understanding, books and literature as resources of plural communities.	What stereotypes do we unconsciously act out when reading a text? Despite the reader's freedom, how do sociocultural and linguistic stereotypes impact the deeper understanding of a text? How can the diversity of the readership broaden the interpretative horizon? How can education in the gaze contribute to encountering and understanding the visual canon of the Other?	FIMEM	Italy	Marta Marchi Lidia Pantaleo Sara Riva

FRIDAY OCTOBER 30 AFTERNOON

Detailed program DEBATES

Palazzo della Gran Guardia from 15.00 to 16.30

Title	Presentation	Entity	Country	Speakers
The relationship between research and pedagogical commitments	This debate draws on the workshops of previous biennials and the two resulting books: B. Robbes and Y. Reuter, "L'engagement en recherche. Twentieth-century experience, practitioners and researchers with the FESPi," Chronique sociale, 2024; Y. Reuter and B. Robbes, "Pedagogical militancy and educational research," L'Harmattan, 2025. The different modes of relationship between practitioners and researchers. The difficulties encountered. Ways to overcome them.	CRAP – FESPI	France	Bruno Robbes Yves Reuter Lucie Laurent Abdou Seck
The commodification of education: a global phenomenon with local challenges	The commodification of education, understood as the dehumanizing process that aims to subject this common and public good to market logic, is at work in numerous contexts and takes multiple forms. This exchange invites participants to compare the manifestations of this phenomenon in their own fields of activity and in their own regions of the world.	FICEMEA	Belgium	Lucas Zenobi
Democracy and Education Between Neoliberalism, Populism, and Nationalism: The Italian Example	1- We will seek to identify the elements of the neoliberal transformation that have redefined the governance, objectives, and practices of education, thus weakening the role of education and school systems as the main lever of democracy. 2- We will see how, in some countries, neoliberal policies (along with media domination, control of social networks, and artificial intelligence) constitute fertile ground for the emergence of populism, nationalism, and authoritarianism. 3- We will discuss how the commitment of professionals in the field of New Education can counter neoliberal and populist tendencies and reclaim the democratic culture of education and school.	FIMEM (MCE MCEP)	Italy	Anna D'Auria (MCE) Alfredo Lopez (MCEP)

Palazzo della Gran Guardia from 17.00 to 18.30

Title	Presentation	Entity	Country	Speakers
Publishing: A Tool for Reflection and Professional Growth	Documentation and dissemination of experimental and research activities. Cooperative and democratic practices as an opportunity for debate within the professional community. Didactic and disciplinary reflection	FIMEM-MCE	Italy	Attiilia Cometto Lidia Pantaleo
Coeducation: How can we respect families' diverse perspectives while upholding the values of New Education?	How can we reconcile respect for parents as the first educators with the defense of our own beliefs within the New Education? How can we resolve this paradox: on the one hand, we want to share and pool the educational approaches that surround the child without mutual judgment, while on the other, we dream of a convergence around common values and goals —an agreement that sometimes proves impossible? How can we position ourselves to accompany the child through these differences, even these antagonisms that generate conflicts of loyalty? Are there limits to non-judgment regarding parental approaches?	ICEM	France	Catherine Hurtig-Delattre Alice Herbulot
Active Pedagogy and Democratic Educational Evaluation	The debate will be an opportunity to reflect on the close interrelationship between teaching and assessment. Assessment is proposed as a moment of growth, an essential aid both for the development of the learner and for those who support this process. An analysis and reflection will be conducted on the various teaching methods present in educational contexts, to uncover the forms of power that teachers can activate through them. The processes associated with the exercise of power will also be analyzed, including through the use of different evaluation systems. The speakers will share with the participants evaluation tools and techniques for teaching that can be developed in the various national and international contexts present at the meeting, which can be activated/tested in the following two years and whose results can be shared in the experience of the next Biennial. Participants interested in developing and experimenting with educational and democratic evaluation can be included in the workspaces managed by the European Knowledge Hub.	EUROPOLE	Italy	Agnese Tombesi Daniela Melotti

FRIDAY OCTOBER 30 AFTERNOON

Detailed programTESTIMONIES

Palazzo della Gran Guardia from 15.00 to 16.00

Title	Presentation	Entity	Country	Speakers
Joining an active education movement: a journey through CEMÉA Nouvelle-Aquitaine	Welcome and Educational Posture in CEMÉA: From the Four Pillars of Active Education to Impact Analysis. A methodological and evaluative contribution dedicated to the construction of the "welcome" experience in CEMÉA. By organizing the content around the four pillars of Active Education, the presentation offers an overview of the tools and operational approaches adopted to foster inclusion and trust within the group. The presentation concludes with a statistical analysis of the impact, providing empirical data on the impact of an appropriate welcoming posture on participants.	CEMEA	France	Dominique Niorthe
Youth / Mental Health / Artistic Practice	In Mayotte, a situation of great precariousness (economic, social, administrative, educational, etc.) affects a large portion of the population, especially young people. Violence in island society is omnipresent. The CEMÉA of Mayotte has created a Youth Welcome and Listening Point, open to all without exclusion. Within this framework, in November 2025, workshops were organized with Nawal, a Franco-Comorian artist. Working on singing, voice, and body language, the artist encouraged the young participants to express their suffering, difficulties, questions, and fears. Eighty-one young people participated, divided into five sessions. This residential workshop (4 days / 3 nights) was designed to provide a collective experience where the group could get to know each other, as the young people come from different villages, sometimes the scene of gang clashes. The 14 accompanying persons (educators, male and female educators, and youth leaders) also participated. Short videos and a text will introduce the exchanges.	CEMEA Mayotte	Mayotte	Zainaba Ahmed Haroussi Dany Brichot
The logbook: a tool for building the professionalism of support teachers	This paper aims to analyze training experiences in which the logbook plays a central role in the processes of building and developing teaching professionalism, with particular reference to inclusive educational settings for children and young people with disabilities. The paper also aims to share the training tools and methodologies tested, in order to promote critical and reflective discussion of the practices adopted.	EUROPOLE	Italy	Sonia Sorgato
Free research in mathematics in	This testimony is based on ten years of practicing free inquiry in mathematics in secondary schools in France, complemented by doctoral research on Freinet pedagogy. We offer a	ICEM	France	Viviane Baffin-Monnerville

Title	Presentation	Entity	Country	Speakers
secondary school: from Freinet practice to educational challenges	forum for exchange that aligns this field experience with the results of our thesis work. After a brief introduction to the principles of this pedagogical movement, we will focus our discussion on the "free inquiry in mathematics" approach. How do teachers adapt this methodology, designed for primary school, to the needs of secondary school? What are its advantages, constraints, and effects, both on the teacher's work and on student learning? Using concrete examples of its application, we propose to discuss some educational phenomena emerging in this specific context. The application of Freinet pedagogy remains rare in secondary schools, and even more so in the field of mathematics. (Reference: Revue Petit x, no. 124)			Thomas Barrier
The Intelligence of the Body: The Laghetto School in Vicenza, an example of an open-air public school.	Outdoor education in public schools: ropes, fire, biophilia, relationships with the land, STEM... An educational experience based on experiential learning in nature, where boys and girls and adults learn by doing, exploring, and reflecting together. A project that, through partnerships with families, helps the educational community recognize and grow within the complexity and richness of biodiversity, feeling part of an interdependent system of life.	FitCemea CEMEA Veneto	Italy	Teachers at the PEEP Laghetto nursery school- IC8- Vicenza

Palazzo della Gran Guardia from 16.30 to 17.30

Title	Presentation	Entity	Country	Speakers
The Canevaro Play Center and the CLAS Experience: Play Spaces for Inclusion	Social inclusion, support in situations of vulnerability, loneliness and social hardship, promotion, dissemination and valorization of the culture of play, games and playing, promotion of manual activities	FITCEMEA Sardinia	Italy	Diana Rubiu Leandro Melis Joseph Mallai
Critical thinking workshops with professionals and young people from urban working-class neighborhoods	Action-based training courses conducted at 14 sites in France that link the development of critical thinking and educational hospitality. Film by Philippe Lasry «Ados Citoyens»	CEMEA	France	Joelle Bordet

Title	Presentation	Entity	Country	Speakers
Animate a territorial cooperative group of adult educators and teachers	This paper presents the experience of a cooperative local group of adults engaged in collective research into educational practices, aimed at promoting the engagement of professionals in the New Education and the political and conscious use of their professional skills.	FIMEM MCE	Italy	Alessia Barbagli Julius Bodini Walter Cozzolino Peter Luca D'Antuono Chiara Guglielmino Marta Simonelli
The context of life as a collective experience	Social pedagogy practices question the role of external space, create third educational spaces, and promote social and popular ecology approaches that profoundly transform our way of inhabiting the world. Through concrete examples, this essay will present the functioning, principles, and effects of these "outside-the-wall" pedagogical practices.	ICEM _Rage du social	France	Gurvan Bricaud Mathieu Depoil
The crux of the commodification of education	The International Federation of CEMÉA (FICEMEA) advocates for an emancipatory, democratic, and supportive education, accessible to all. It promotes the principle that education is not a commodity, but a universal right and a common good of humanity. With this in mind, in 2025, a data collection was conducted among member organizations of the various regional commissions to analyze the evolution of market logic in education systems, as well as the forms of struggle and action deployed by stakeholders in the associative sector. Faced with an increasingly invasive privatization of education, member organizations wanted to share their analyses, experiences, and practices of resistance to this phenomenon of commodification. The collected contributions thus illustrate the diversity of national contexts, while at the same time testifying to a shared concern.	FICEMEA	International	Flavien Degoulet Esther Cakpo

Palazzo della Gran Guardia from 17.45 to 18.45

Title	Presentation	Entity	Country	Speakers
The international collaborative research network "Youth, Social Inequalities, and Peripheries"	Network created in 2006. Latest research over several years: "Transforming the anger of young people to welcome it into democracy."	CEMEA	France Mayotte Italy Senegal	Joelle Bordet Dany Brichot Cristina Brugnano Mama Sow

Title	Presentation	Entity	Country	Speakers
Recreation centers and dissemination of the principles of active education	Starting from the experience of a recreational activity base (summer camp – outdoor camp), what kind of welcome and what activities can be offered to children and young people with a view to emancipation? Fragments of outdoor life, testimonies from leaders, and an overview of the target audiences will be presented to identify the factors that favor and hinder emancipation within this type of stay.	Ceméa Pays de la Loire	France	Chloé Jaillard Claire Kerdranvat
Mireya-des-Rio	Concordance of times or not? Eternal return or not? Testimony of a Franco-Chilean anti-fascist activist, a former member of the GFEN, who lived through the Pinochet era, questions President Antonio Kast's rise to power in 2026: what impact will it have on Chilean society, on issues related to education, culture, and the role of women? What lessons can be learned for our different countries and their futures?	GFEN	France	Colette Charlet Michel Neumayer
Erasmus Projects	Presentation of projects carried out under the ERASMUS programme: adult education in cooperative schools (SWEDEN–SPAIN); short-term mobility for groups of students in partner schools (SWEDEN, and in preparation: FRANCE–ROMANIA–SPAIN). Presentation of the strategic axes supported and the opportunities offered by the European Union, useful for pedagogical and popular education movements.	ICEM	France	Gwenaëlle Bérillon
A school of many hands. The commitment of professionals in the New Education	The event will include the presentation of a book written by the founding teachers of a primary school in Vicenza. A small but extraordinary school, Polegge Primary School. A school where the focus on Andrea Canevaro's Special Pedagogy is combined with the development of a unique pedagogy, capable of giving space to the diversity and originality of both teachers and children. A school with a rich history, today consistently maintains its commitment to active teaching practices. Unwaveringly and tirelessly. The goal is to bear witness to the possibility of implementing active teaching, which is the most appropriate path to inclusion and meaningful, lifelong learning. A school, therefore, understood as a place of transformative experiences that foster the development of an awareness of belonging to a single global community.	FIMEM MCE	Italy	Ilia Meneghin Resy Molon Gianna Beltrame Daniela Donadello Nicoletta Gagliardi Paola Micheletto

SATURDAY OCTOBER 31 MORNING

General program

WORKSHOPS	Debates	TESTIMONIES
9.30 – 12.30 ● Lying with statistics ● Inside a cooperative class ● AGSAS® Philosophy Atelier ● Cooperative Games ● Puppets: games and construction ● Institutional Pedagogy: The Question of Power in Our Classroom Practices ● Cooperation and the Body as a tool for humanization ● Words tell stories, and they are not neutral ● Let's tie ourselves up ● The recreated text ● The walking class: going out, questioning, learning ● Learning, between and with languages: a theorized experience of cooperative research in the decolonization of knowledge and spirits ● Why fight far-right ideas? (A path to self- and social-knowledge construction) ● From objects of care to tools of education ● Action Research in Youth Animation and Institutional Pedagogy ● Resisting violence, rebuilding the bond ● School between state alienation and ethical questions ● All people are the same, all people are different ● Emotions and culture of peace	9.00- 10.30 ♦ Food as an educational tool ♦ The world saved by boys and girls ♦ Animating public space: how to transform it into a challenge for social and environmental transformation? 11.00 – 12.30 ♦ An approach to education from early childhood in the values of New Education ♦ Practices in schools for an education of peace and nonviolence ♦ A parent at school.	9.00 – 10.00 ■ From Ferrer to Freinet: History and Memory of a Circulation in Education ■ The Impact of History on Education: The Case of Madagascar ■ A participatory research on the fight against school exclusion with the ATD Quart Monde movement ■ Should we introduce the topic of social inequality to children? Why? How? ■ Co-construction of an international project (Morocco, Tunisia, France): Addictions, arts and cultures: Mediterranean convergences 10.30 – 11.30 ■ The Ecole dei Ceméa Nord pas de Calais group, a fertile ground for pedagogical experimentation ■ Launch of a collective meeting inspired by institutional pedagogy ■ Cooperating to learn- reciprocity from kindergarten onwards ■ The AI Society Project and Education 11.45 – 12.45 ■ International solidarity: interactions between formal and informal education (Tunisia-France) ■ If the machine teaches, what does the human do? ■ When a small Peruvian school works to activate the local educational ecosystem ■ We interact to work towards maintaining social bonds ■ Writing, training, and research: the MCE publishing experience

SATURDAY OCTOBER 31 MORNING

Detailed programATELIER

Montanari High School from 9:30 to 12:30 (including breaks)

Title	Presentation	Entity	Country	Speakers
Lying with statistics	Statistics: (self-socio-construction approach). Statistics hide traps that are often difficult to identify and dismantle. In an era of rising fake news, understanding that "numbers don't lie" is a scam becomes a political necessity. Because "the only statistics you can trust are those you've personally falsified" (quote attributed to Churchill).	GFEN	France	Jean-Louis Cordonnier
Inside a cooperative class	What educational practices should be adopted to affirm the equality of all, promote the recognition of the value of each person, and celebrate differences? A workshop to delve into the cooperative classrooms of Freinet pedagogy as a frontier for democratic and emancipatory education. Starting from the political use of educational skills, we will explore how organized spaces, inquiry-based teaching, differentiated learning, and tools for free expression can foster autonomy, motivation, and critical thinking. The goal is to provide concrete proposals for collective research to build shared knowledge, through cooperation as a fundamental lever for rehumanizing education.	MCE (FIMEM)	Italy	Marco Pollano Rosy Fiorillo Francesca Balbi
AGSAS® Philosophy Atelier	The workshop initially invites participants to put their thoughts into action, starting with a stimulating word. Then, each participant is invited to share how the workshop worked for them. The session continues with discussions centered around a theoretical and practical presentation.	AGSAS	France	Sabine Gessain Véronique Boquin-Sarton
Cooperative Games	The workshop will open with a playful simulation: a cooperative game for getting to know each other, which immediately immerses participants in the experience of acting together, with the uncertainty of whether they will succeed or fail, but together. From these real-life situations, a progression of games and collective challenges, followed by brief debriefing sessions, will explore trust, each participant's place, roles, and shared decisions.	CEMEA	France	Laurent Bellenguez Chloé Di Cintio
Puppets: games and construction	Activity is a cornerstone of modern education, an essential lever for personal development and fulfillment. Puppets, both through construction and play, are vehicles of imagination and self-expression, as well as new tools for connecting with others. The workshop proposes experimenting with rapid construction methods that allow creations to come into play, starting with guided instructions for play and collective improvisation around a	CEMEA	France	Flora Lenormand

Title	Presentation	Entity	Country	Speakers
	children's picture book.			
Institutional Pedagogy: The Question of Power in Our Classroom Practices	Institutional pedagogy, born from the work of Vasquez and Oury in the 1960s, aims to consider the interplay between the unconscious and the political in classrooms. These intertwine particularly around the notion of power. We will invite you to experience the process of a team meeting: a short draft of a text on a specific unsatisfactory situation, followed by exchanges according to regulated methods. These exchanges will be framed by short presentations on Institutional Pedagogy.	CGÉ	Belgium	Hubert Émilie Romainville Alice Berton Mortiaux Antoine Gautier Guillaume Thiry Michel
Cooperation and the Body as a tool for humanization	Freinet pedagogy facilitates cooperation through the Natural Method, which engages with the complexity of life. We focus on the body, on emotion, and on how it fosters cooperation. Practically, through play and dance, we demonstrate that the body is a necessary condition for spontaneity and cooperation. Cooperation is the fundamental instrument of emancipation, of rehumanization. A profound, quality cooperation, which, as Emmanuel Levinas says, begins with the preliminary and unconditional recognition of humanity. We look each other in the face and realize/feel that we are not a thing but a person, our fellow man. From this premise, cooperation becomes the goal and instrument of emancipation, and to achieve it, we engage our entire body. We reflect more deeply because we live it.	MCEP (FIMEM)	Spain	Juan Fernandez Platero
Words tell stories, and they are not neutral	Thinking and rethinking words that name the conditions, existences, and choices of those like migrants who move, travel, and stay. Looking at them and listening to them, engaging with those who endure them to bring about an encounter. It's about suspending entrenched beliefs, stemming from exposure to public discourses that have long perpetuated prejudices and artificially labeled the affiliations and qualities of other human beings.	FITCEMEA CEMEA of Southern Italy MCE	Italy	M. Cristina Brugnaro (Cemea) Graziella Conte (MCE)
Let's tie ourselves up	The activity is inspired by a piece by artist Maria Lai, who in 1981 created a piece called "Legarsi alla montagna" (Tying Yourself to the Mountain), which involved tying a 27-kilometer-long ribbon from house to house throughout the village, to overcome old resentments, strengthen existing positive ones, and build new ones. The workshop aims to explore a journey with few words, where each participant introduces themselves. Through the act of making their own ribbons, they find connections, affinities, and curiosity with the other participants, connecting with them and sharing something about themselves. The resulting long ribbon will then be "tied" to the Biennale spaces.	FITCEMEA CEMEA of Sardinia	Italy	Diana Rubiu

Title	Presentation	Entity	Country	Speakers
The recreated text	"The Recreated Text" is a workshop that challenges a group to recreate, word for word and in sequence, a text read only twice (in both languages!). The political dimension lies in the idea that "everyone is capable" of appropriating a text, of experiencing the hesitations of writing, its deviations, and its moments of joy. An echo of "Fahrenheit 451," Truffaut's film with anti-fascist overtones? In our relationship with the text, how can we build a collective in which each person finds their place? What relationship can we build between the text's content and its form? How can we put ourselves in the writer's shoes? Does recreating mean creating after having interpreted?	GFEN	France	Pascal Diard Sylvie Lange
The walking class: going out, questioning, learning	ICEM Freinet offers a "walking class" experience. An outdoor, unguided, group walk with no predetermined itinerary, to ask questions, act collectively, and reclaim space and time. A walk to discover, meet, and marvel, followed by a moment of collective reflection to share our experiences and imagine challenges that can become a source of new learning.	ICEM	France	Cyril Boiron
Learning, between and with languages: a theorized experience of cooperative research in the decolonization of knowledge and spirits	1. Workshop objectives 2. Suggested 2-3 questions for further study in small groups. 3. Summary of group presentations. 4. Political-pedagogical conclusions on multilingual teaching/learning. 1. Action-research and cooperative methodology. 2. Paulo Freire's political-cultural perspective on multilingual teaching. 3. Multilingualism and global citizenship. 4. Theoretical and methodological relationships between Freire's pedagogy and the Babel Labs' proposal for multilingual teaching.	Labos de Babel Monde	France	Silvia Maria Manfredi
Why fight far-right ideas? (A path to self- and social-knowledge construction)	In the current context of the rise of the far right worldwide and the current state of disinformation (the inversion of values and post-truth), how can we clearly orient ourselves? Moving from opinion to knowledge: this is the goal of this course. Philosophy, moral and civic education, and history will be explored, without ever entering into partisan political debate. The group work will be divided into several phases: questioning, then research, and finally formalizing the work completed.	LINE	France	Catherine Ledrapier
From objects of care to tools of education	What drives us to use certain methods in school? What experiences or teachers guide your educational practice? The workshop begins with a stimulating presentation; participants are invited to choose an object from those proposed; a word circle to describe their choice metaphorically for use in teaching; a summary of the narrative fragments; the objects are metaphorically placed in a backpack and will form the democratic teacher's backpack to take to school.	Fimem MCE	Italy	Paola Sartori Domenico Canciani

Title	Presentation	Entity	Country	Speakers
Action Research in Youth Animation and Institutional Pedagogy	A group of animators working in popular education facilities are participating in an action-research project on the functioning of their entertainment spaces and the role of young people in these facilities. This workshop will present various experiences based on institutional pedagogy, in addition to the overall action-research process we are engaged in.	CEMEA Pays de la Loire	France	Olivia Gault
Resisting violence, rebuilding the bond	To combat violence in and around the school system, educators must adopt a stance that is simultaneously firm, supportive, and profoundly human. How can we provide them with the right tools? As a starting point, a question to break the ice: describe a situation in which you witnessed a violent scene without knowing how to react, or one in which you responded positively. This would help us identify the diversity of violence and its trivialization, allowing us to deconstruct authoritarian automatisms and restore the values of New Education.	LIEN – ITEN	Tunisia	Khouadja Mounira Khiari Heger
School between state alienation and ethical questions	We will question the effective implementation/real guarantee of the universal right to education. Starting from an analysis of official data and facts, we will reflect on the result of the state's neglect of the right to education/children's rights. We will consider the ethical consequences and reexamine the social stakes.	LIEN-IEHPEN	Haiti	Joël Saintiphat Dulia Philostin
All people are the same, all people are different	All people are the same. All are different. The workshop integrates scientific research with theatrical language. The analysis of burials alternates with activities of expression and introspection, tools that will bring an "imagined" story to life. The workshop fosters self-expression within the group and raises awareness of the roots of equality, which is the foundation of active citizenship and the fight for the rights of all peoples, a prerequisite for re-humanizing education.	FIMEM	Italy	Vania Milani Claudia Secchi
Emotions and culture of peace	T.W. Adorno stated in 1966 that demanding that Auschwitz never happen again should be the fundamental demand of all education. But is this really the case? After answering this question and examining the reasons why the pro-Nazi ideology that made Auschwitz possible enjoys such widespread acceptance, we will reflect, through various activities, on the extent to which emotional education can contribute to combating this way of thinking.	CEMRP	Spain	Ramon Torres Guadalupe Palau

SATURDAY, OCTOBER 31 MORNING

Detailed program DEBATES

Palazzo della Gran Guardia from 9.00 to 10.30

Title	Presentation	Entity	Country	Speakers
Food as an educational tool	Food education and the environment The family at the table Food education in the community The meal as a ritual Personal styles and habits (and stereotypes) The peer group Alcohol and junk food	FITCEMEA CEMEA Piedmont	Italy	Stefano Vitale Magda Ravina
The world saved by boys and girls	Historical and social characteristics of adult-centrism. Age asymmetry used as power. An analysis of studies on childism and the political response of the Enfantiste movement. Urban planning at the height of children.	EUROPOLE	Italy	Carlo Ridolfi
Animating public space: how to transform it into a challenge for social and environmental transformation?	In a context marked by ecological crises, social inequalities, and the growing normalization of urban spaces, this debate proposes rethinking public space as a place of life, experimentation, and collective construction. Drawing on social pedagogical practices, it will question the role of open spaces, educational third spaces, and social and popular ecology approaches in our way of inhabiting the world. Faced with an ecology too often reduced to individual behaviors or technocratic logic, how can we construct an approach rooted in the realities of the working classes, in the daily practices of neighborhoods, and in the experiences of common goods? How can outdoor educational practices once again become spaces of politicization, of connection with living things, and of collective autonomy? What if animating public space also meant transforming our relationship with the land, with democracy, and with social justice?	ICEM/ Rage du social	France	Gurvan Bricaud Mathieu Depoil

Palazzo della Gran Guardia from 11:00 to 12:30

Title	Presentation	Entity	Country	Speakers
An approach to education from early childhood in the values of New Education	Early childhood education and care (0-6 years) are essential for a child's cognitive, social, emotional, and physical development. The International Convention on the Rights of the Child (November 20, 1989) recalls that childhood has a universal "right to special care and assistance." How do early childhood education and care take place in the various countries where we operate? How can New Education renew the approach to early childhood? What values does it uphold? What practices do we propose and in what contexts? What obstacles do we encounter? How do we see the relationship between school and preschool?	ICEM – GFEN	France	Catherine Hurtig-Delattre Isabelle Lardon
Practices in schools for an education of peace and nonviolence	This meeting is for those who believe that peace and nonviolence cannot be separated and must be embedded in school life. We need to meet. The culture of victory and domination is deeply rooted in educational systems and often manifests itself implicitly. We want to share and collect perspectives and experiences on how everyday classroom choices, as well as school regulations and practices, can instead become levers of peace, nonviolence, and disarmament in the collective imagination. These are not just good intentions, but practical tools capable of triggering real, systemic change in dialogue with the perspectives of global and universal humanism. We will discuss some questions to map out a roadmap: what do we mean by nonviolent humanist education? What implications does it have for the personal dimension and for the relationships between adult educators? Which practices foster peace and which foster the culture of war? We will then explore the experiences of the EDUMANA network of schools, which has been pursuing this path for 10 years.	EUROPOLE – Eduman Network	Italy	Annabella Coiro
A parent at school.	To what extent should parents be involved in their children's education at school? Where should the line be drawn between participation and management? Can a school function democratically with parental involvement?	REPAQ	Canada	Geneviève Lavallée

SATURDAY OCTOBER 31 MORNING

Detailed program TESTIMONIES

Palazzo della Gran Guardia from 9.00 to 10.00

Title	Presentation	Entity	Country	Speakers
From Ferrer to Freinet: History and Memory of a Circulation in Education (Presentation of my doctoral thesis)	This workshop will present the main findings of a doctoral research project in the history of education. The analysis focuses on the circulation of ideas between the currents of new education and libertarian education, with particular attention to the points of contact between the pedagogical models of Francisco Ferrer and Célestin and Élise Freinet. The experience of rationalist schools, the debates within the École Émancipée, the Spanish social revolution, and the transition after Franco's death with the emergence of pedagogical renewal movements (MCEP, Aula Libre, etc.) will be explored. The meeting will also be an opportunity to explore the role of pedagogical activists in university research.	CRAP	France Spain	Yannick Mevel
The Impact of History on Education: The Case of Madagascar	The historical analysis will show how education is both the preserve of the elite and a tool of alienation. The testimony will trace education from the time of the Kingdom to the Fourth Republic. The findings and questions will lead to reflection on the role of international institutions in maintaining poverty and the majority of the population in ignorance. A captured state cannot assume its responsibility for education.	CEMEA Madagascar	Madagascar	Randrianasolo Manankieferana
A participatory research on the fight against school exclusion with the ATD Quart Monde movement	Conducted from 2018 to 2025 by the ATD Quart Monde association, this research aims to improve the inclusion and care in the classroom of children from precarious backgrounds and experiencing extreme poverty. ICEM was a partner through the participation of two schools, one of which will be presented here. The starting point: consider each child and each family as bearers of knowledge. The research question: how can this knowledge, particularly the diversity of family languages, be enhanced through classroom teaching? What are the implications for children and families? The presentation will outline the main lines of the research, the methodology, and the results obtained in this school, explaining how Freinet pedagogy found its place there.	ICEM	France	Catherine Hurtig-Delattre
Should we introduce the topic of social inequality to children? Why? How?	The Delta team (University of Fribourg, Switzerland) has published a children's book that addresses the theme of differences and inequalities. In Ticino, the book has been read in several preschools and primary schools, while teachers participated in a continuing education program to explore the text's themes together and develop classroom activities.	LINE	Italy France	Marina Bernasconi Émeline Beckmann Tibère Schweizer Lara Magrini

Title	Presentation	Entity	Country	Speakers
	Through images and targeted pedagogical experiences, the meeting will provide an opportunity to discuss some key questions: Should we introduce children to the topic of social inequalities? Why? And how?			
Co-construction of an international project (Morocco, Tunisia, France): Addictions, arts and cultures: Mediterranean convergences	Collaborative work and the co-construction of a multi-country international solidarity project with partners: implementing the principles of non-substitution and non-subsidiarity. Combating dependencies. Project-based pedagogy and training. Horizontal, collaborative, and intercultural work. Production and collaborative action research.	GREF	France	Rolande Lourie Marlène Lebrun

Palazzo della Gran Guardia from 10:30 to 11:30

Title	Presentation	Entity	Country	Speakers
The Ecole dei Ceméa Nord pas de Calais group, a fertile ground for pedagogical experimentation	This testimony will be based on cross-referenced accounts of teachers, illustrated by concrete situations drawn from their practices. The speakers will first present the collective's origins, its functioning, the experiments conducted, the effects of peer-to-peer analysis, and the contribution of cooperation to professional development. They will also share lessons learned from Erasmus+ mobilities, which have fueled their reflections, opened new pedagogical perspectives, and enriched the group's practices. Moments of exchange with participants will then allow us to compare experiences, identify the conditions that favor the creation of a collective of practices, and reflect on their transposition into other contexts. A collective, participatory, and action-oriented synthesis will conclude the workshop: sharing and analyzing peer practices, pedagogical experimentation, cooperation and collective intelligence, reflective posture, professional well-being and the joy of teaching, and strengthening student success and engagement.	Ceméa Nord Pas de Calais	France	Rachel Pellizzari Djamilla Bacar Laurence Brassart Aline Fergant
Launch of a collective meeting inspired by institutional pedagogy	Presentation of the action research process: collaboration between researchers and teachers around a collectively defined research object — the involvement of teachers and students at the LDP (Lycée Des Possibles). Implementing a collective meeting: its intentions,	FESPI education al team at	France	Cecile Bertrand Lucie Laurent Anthony Libert

Title	Presentation	Entity	Country	Speakers
	the effects observed on high school students and teachers.	Lycée Des Possibles		Odile Vasquez
Cooperating to learn-reciprocity from kindergarten onwards	The work explores the importance of cooperation, sharing, and practicing reciprocity to foster more humanizing learning. Through concrete examples, it shows how these complementary pedagogical approaches contribute to educational success and the joy of learning from an early age.	MFRERS	France	Annunziata Albanese Steltzlen
The AI Society Project and Education	AI is presented by its proponents as innovative, omnipresent, and inevitable. This brief presentation, unlike the usual tool-testing workshops, seeks to uncover the dehumanizing political project at work in imposing its uses "at all costs." Along the way, many clichés about these tools will be challenged. Finally, is faith in the benefits of AI compatible with the very idea of education?	Czech Republic Belgium	Belgium	Geoffroy Carly

Palazzo della Gran Guardia from 11:45 to 12:45

Title	Presentation	Entity	Country	Speakers
International solidarity: interactions between formal and informal education (Tunisia-France)	How can a PCPA (a methodological and strategic framework for international cooperation, co-construction, and local development, created in the early 2000s at the initiative of the French Ministry of Foreign Affairs) be structured and constructed within an educational ecosystem that creates porosity between formal and non-formal education spaces, in order to build bridges? It involves identifying responses to school dropout, the lack of youth engagement, and the appropriateness of the professional context, leveraging the institutionally recognized Club structures. The training sessions are organized by trainers with backgrounds in non-formal education, in an intergenerational dynamic. The challenges are four: developing transversal skills, promoting social inclusion, strengthening active citizenship, and developing more active methodologies.	GREF	France	Rolande Lourie Marlène Lebrun
If the machine teaches, what does the human do?	Ten provocative statements about school in the AI era, to prepare for the debate. The exchanges continue online (asynchronously) on our collective intelligence platform (participer.harmonia.education). Each statement is accompanied by a detailed critique that	LINE GREEN	Swiss	Christian Andany Stéphane Bernardini

Title	Presentation	Entity	Country	Speakers
	analyzes the most devaluing interpretation, the most striking objection, the author's true intentions, implicit assumptions, an alternative rewrite, and a point of contact with Active Education. The goal is to proceed by questioning old certainties—questioning the "what" and the "why": why continue to apply traditional methods? What skills are really necessary for the world to come? What is the true role of the teacher today?			
When a small Peruvian school works to activate the local educational ecosystem	Peru — Student commitment and autonomy; a culture of transmitting ancestral knowledge; and the valorization of indigenous Quechua identity and language. The small rural school of Simataucca, located on the Andean plateau at 3,700 meters above sea level, offers an active education lesson, involving all students from the moment they arrive (ages 3 to 12), in a dynamic where each student is involved in the revitalization of their culture. The students plant and sow medicinal plants, cultivate a garden, make various traditional crafts, and sell them. This is how they learn—by researching online, questioning the "elders," or writing a story in Spanish and Quechua—and become proud of their roots. A collaborative effort between schools, families, and organizations that restores hope and dynamism.	GREF	Peru	Ferrando Maria Nicole Demay
We interact to work towards maintaining social bonds	What future for old age in 2026? Accompany, intervene, educate. A reflection and workshop meeting dedicated to the topic of aging and moving beyond the traditional care model of EHPADs (Établissement d'Hébergement pour Personnes Âgées Dépendantes)—in Italy, the institutional and socio-healthcare equivalent of which is the RSA (Retirement Home for Older Persons). Through the presentation of field experiences and a workshop program based on Active Education methodologies, participants will be directly involved in a dynamic of action, reinterpretation of practice, and open debate, to imagine new forms of support, relationships, and citizenship for older people.	Ceméa Bourgogne Franche Comté	France	Émilie Grillet François Simon
Writing, training, and research: the MCE publishing experience	The journal Cooperazione Educativa, written by teachers for teachers, is a space for reflection, training, documentation, and research that intertwines teaching practices and academic knowledge in dialogue with the cultural, social, and political context. Presentation of the recent issue on war from a transformative education perspective. A look at the history of CE and its 75 years, starting from the time of Freinet's relationships with Italian teachers in the 1950s.	FIMEM MCE	Italy	A. Speroni D. Campana A. Cometto G. Filipelli A. Giacomini R. Maggiolo G. Palmero

SATURDAY OCTOBER 31 AFTERNOON

General program

WORKSHOPS	Debates	TESTIMONIES
15.30 – 18.30 • New Education against far-right ideas in Europe • Creating a Human Library – Stories of Educators • Evaluate: Shaping Teaching • Letter to a friend; letter to a friend. • Doubting together to answer better • Humans have the power of imagination: let's use it! • Cooperative games to teach citizenship • Learning a language through Freinet techniques • Details • Culture of peace and culture of war: the impact of press photography on us? • In search of the truth • All human, all capable of learning: for those who want to learn and share. • Body and Handwriting • What is school for? • Freinet Techniques in Art • The study of the interdisciplinary context • Object Viewpoints • Raising awareness of the rights denied to children: what are the ways to build political awareness? • "Sé come un altro": Italian, French, and Catalan in just 2 hours! • A song for everyone	**15.00- 16.30** ♦ The 7 taboos that organized the show at the school to reflect on its failures and violence ♦ From Encounters to Enduring Capabilities: A Social and Environmental Sustainability Challenge ♦ What place do adults other than teachers have in schools? The role of a "social teacher" **17.00 – 18.30** ♦ Pedagogical freedom and repression ♦ Why do we believe sport is inclusive; could mixed ability be a chance for greater inclusion? ♦ Institutional Psychiatry (Mental Health)	**15.00 – 16.00** ■ Education for Peace and Living Together in West Africa ■ Welcoming diverse audiences at festivals ■ Is educational success everyone's responsibility? ■ Café des Parents- Territoire Numérique Éducatif ■ At school in the Village. The CEIS- Italian-Swiss Educational Center of Rimini **16.30– 17.30** ■ How does parent-teacher coeducation rehumanize education? ■ The impact of instability and conflict on education in urban and rural centers of North Kivu, South Kivu, and Ituri ■ Family conflicts and child distress ■ Vitruve's Braderie: A Collective Project for Learning and Cooperation **16.30– 18.45** ■ Adultocentrism and hurtful words. Reflections, practices, and suggestions based on the book "Don't Call Them Children: An Introduction to Childism" ■ Reading and writing in play-based learning situations: results of a study conducted in Quebec ■ Safety and freedom at the nursery ■ Side by side: prevention paths for gender-based and witnessed violence

SATURDAY OCTOBER 31 AFTERNOON

Detailed programATELIER

Montanari High School from 15:30 to 18.30 (including breaks)

Title	Presentation	Entity	Country	Speakers
New Education against far-right ideas in Europe	The workshop will begin with image-based facilitation activities (Photolangage), developed by Ceméa, to allow for the expression of personal feelings, individual and collective connection to the topic, and a collective definition of far-right ideas. After this period of developing a definition of far-right ideas, other approaches, tools, training programs, and arguments will be presented and discussed. How should we listen, welcome, and respond to discourses related to far-right ideas? What attitude should we adopt? What can New Education teach us about addressing the proliferation of far-right ideas? What educational paths should we favor to counter them?	CEMEA	France	Audrey Baudeau Zoé David
Creating a Human Library – Stories of Educators	A tool for popular education, the human library collects stories narrated live by their authors. This first workshop is a writing workshop that invites participants to share a story, an experience as an educator. Through a method of cross-examination, we encourage the emergence of stories on pedagogical and political aspects related to our educational professions. Participants in this first workshop will share their stories during the Human Library, open to Biennale attendees.	CEMEA	France	Olivia Gault (CEMEA) Aude-Hélène Blecon (ICEM)
Evaluate: Shaping Teaching	Assessment is an integral part of the educational process and cuts across many aspects of learning and teaching; it is the means by which power is exercised in schools; it is a moment of reflection through which experiences are interpreted and valued. To rehabilitate its pedagogical function, it is necessary to address the limitations teachers experience in relation to it every day, with the aim of jointly exploring its educational potential to improve schools and reshape teaching. This workshop is part of the rehumanization of education, offering a reflection on assessment as an emancipatory practice capable of transcending bureaucracy and performance monitoring to restore value to the concrete experience and uniqueness of each student.	FIMEM	Italy	Rosy Fiorillo Anna D'Auria
Letter to a friend; letter to a friend.	A learning device for anonymously writing a letter addressed to a workshop participant considered a friend, focusing on their satisfactions and dissatisfactions in their professional or academic lives. After randomly redistributing the letters, each participant is invited to	AGSAS	France	Patrick Berton Bernard Gouze

Title	Presentation	Entity	Country	Speakers
	respond in the role of the friend. These letters are then read to the whole group. Collective reflection on the workshop experience: experiencing empathy through anonymous writing; creating a space for individual reflection on the collective in a non-confrontational setting; sharing sometimes differing experiences and visions; fostering a sense of belonging to the group through mutual recognition.			
Doubting together to answer better	Faced with the rise of fake news and the general decline of critical thinking, we observe a shift from knowledge to belief among our audiences, a trend that is highly detrimental to debate and living together. How can we attempt to rekindle the dialogue? Encourage students to understand the meaning of the verbs "To Know, To Believe, To Think, To Doubt" through practical workshops aimed at: defining their meanings and fields of application; understanding that there is a correlation between knowledge and the reliability of a fact, something that often does not exist between belief and reliability; encouraging everyone to distance themselves from the "Belief versus Knowledge" dilemma, recognizing that these notions are not entirely incompatible, especially in the context of debate; and reflecting on the pedagogical approach to adopt when dealing with a gullible audience, inclined to consider belief superior to knowledge. Ultimately, this workshop aims to foster the emancipation of each individual in the face of growing obscurantism, developing the ability to reason consciously and non-automatically, learning to exercise reasonable doubt.	CEMEA	France	Gilles Guillon Marjory Soler
Humans have the power of imagination: let's use it!	This workshop is part of the theme "Rehumanizing Education." India has practiced a non-degree-granting education system for millennia, passing knowledge from generation to generation. This system is based on learning through practice, always emphasizing the power of imagination. This session will be an opportunity to share exercises used by Natya Chetana in teaching drama. These exercises have also been tested with teachers and have proven effective.	FICEMEA Natia Chetana	India	Subodh Patnaik Sujata Priyambada
Cooperative games to teach citizenship	A school as a city and a city as a school, to foster knowledge, encounters, exchanges, mutual enrichment, intermingling, and positive conflict resolution through negotiation, participatory planning, community building, and the strengthening of social cohesion. Games of self-awareness and understanding of others, communication, trust-building, deconstructing stereotypes, collaboration, choice-making, and expanding perception and representation of reality; games of power and inequality; and future projects to explore the	MCE (FIMEM)	Italy	Giancarlo Cavinato Patrizia Scotto Lachianca

Title	Presentation	Entity	Country	Speakers
	political dimension of being and acting as citizens.			
Learning a language through Freinet techniques	Exchange, reflect, and work with colleagues from multiple countries on the topic of foreign language learning. We offer the workshop in English and French. The idea is for this workshop to be both a practical application of Freinet pedagogy in a language classroom, a reflection on Freinet pedagogy (invariants, political vision, etc.), and a language course (participants can improve their French/English skills).	FIMEM	Belgium Cameroon	Katrien Nijs Hélène Ndjomo
Details	Look at the photographs and individually choose the one that best represents you, or let yourself be drawn to a photograph. Then, write down three words that the photograph evokes. Participants will then be divided into groups of 3 or 4. Each will choose one of the three words identified, write it in their own language, and we will transcribe it in other languages on a post-it note, which will be attached to the photograph. Each subgroup will collectively select a sequence of photographs, and each participant will invent a story inspired by that sequence. The stories will then be read in their original language, without translation, because the musicality of each language can be significant in itself. Finally, the photographs will be exhibited alongside the invented stories.	FITCEMEA	Italy	Silvia Valbruzzoli Alessandra Bagni
Culture of peace and culture of war: the impact of press photography on us?	How can we connect knowledge (geographical and historical) and the expression of emotion within educational projects that "refuse pro or con"? How can this complexity be expressed through voice, text, and drawing? In the classroom or in adult education, what support can we imagine "through working together" to decipher the rhetoric of peace versus the rhetoric of war induced by the choice of press photographs or social media?	GFEN	France	Michel Neumayer Anne Protopisani
In search of the truth	A philosophy workshop focused on the concept of truth. Starting with text classification and analysis, we will explore the complexity of post-truth issues. These issues are presented by the institution as simple and self-evident. It would be enough to teach students to verify their sources, to identify the invariants of conspiracy theories... If it were simply a matter of application, our work would not fall within the scope of education.	GFEN	France	Alice Bouaziz Camille Danzon
All human, all capable of learning: for those who want to learn and share.	Demonstrating that every person can be an educator, which values them and gives them a place as a human being among human beings. This (re)humanizes education. Presentation of the workshop, its purpose, and its place in this biennial; presentation of all the selected learning activities and their organization; presentation of a table by the	GREF AURALP	France	Robert Girerd Sylvie Jeanne Haurillon Liliane Deloche Marie Annick Petit

Title	Presentation	Entity	Country	Speakers
	facilitation team showing the learning rotation. Then, for four sessions: five people present their learning activities to three others. Thus, each person will have presented their learning activities and participated in three learning activities. Final assessment.			
Body and Handwriting	From individual vital impulse to collective creation: how can we create a common work without standardizing singular expressions? The atelier is founded on the idea that everyone is capable of creation, regardless of their experience, physical mastery, or relationship with artistic practices. It's not about reproducing an imposed form, but rather starting from singular proposals to build a shared work. The constant back-and-forth between personal creation and collective composition allows for the development of listening, cooperation, the recognition of differences, and the ability to transform the proposals of others without erasing them. The atelier thus affirms an emancipatory concept of artistic education: creating to take one's place, acting on reality, and working collectively.	ICEM	France	Laura Behart Marie-Pierre Houviez-Carraud Bertrand Thomas
What is school for?	What role does school play in reproducing social inequalities? When schooling ended in failure, or when childhood was spent away from school, what place does it occupy in society today? This workshop invites us to explore these questions, starting from the realities of adults whose knowledge was not validated by an educational institution. During the first two hours of the workshop, we will explore a process based primarily on oral histories and texts produced by people from working-class backgrounds, both non-French and French-speaking, who are illiterate or functionally illiterate. This will be followed by a 30-minute period of reflective analysis. This process, which can be applied to any other social issue, will lead to a critical reflection on dominant norms. The construction of emancipatory knowledge will be central. It will be considered a tool of power in the struggle for a more democratic society.	Collectif Alpha et Le Lien	Belgium	Aurélie Audemar Pascale Lassablière
Freinet Techniques in Art	The workshop will be an opportunity to explore art through Freinet techniques. Participants will have the opportunity to freely create and compare their work. At the end of the workshop, an art experience created with eight-year-old children will be presented. Students will therefore have the opportunity to discover how Freinet pedagogy can support both learning and the strengthening of the emotional-relational area.	EUROPOLE	Italy	Agnese Tombesi
The study of the interdisciplinary context	A state-of-the-art overview of the contributions that transdisciplinarity theory can offer to environmental research techniques.	Fimem MCEP	Spain	Francisco Vaquero Pascual

Title	Presentation	Entity	Country	Speakers
Object Viewpoints	Choosing an object that is difficult to recognize, identify... 4 or 5 people placed with their backs turned will make a sketch based on what the participants/describers tell them. About fifteen people sit in a circle around the object. Instructions: to the illustrators—you may not turn around under any circumstances! Your "colleagues" will describe an object to you. To the describers—describe what you see of the object, without naming it! The facilitator challenges the describers, demanding rigor, even at the risk of "confusing" and destabilizing them. Reflective analysis starting from the participants' sensations, focused on the point of view.	LIEN – GREN	Swiss	Descloux Claire
Raising awareness of the rights denied to children: what are the ways to build political awareness?	In the words of Korczak, a defender of children's rights, how can we respect every minute of a child's time? How will they cope tomorrow if they're prevented from living today? Drawing on excerpts from publications/translations of Korczak's works (such as "Le droit au respect de l'enfant," "Comment aimer un enfant ?", "Les Règles de la vie") and children's books published by Rue du Monde, particularly Meirieu and PEF, how can we respond to Korczak's questions with children and young people in education?	LIEN – GFEN	France	Colette Charlet
"Sé come un altro": Italian, French, and Catalan in just 2 hours!	Read, speak, write, and truly understand a language in two hours. Three groups will work on three languages in parallel: Italian, French, and Catalan. Will we develop rejection and fear, or acceptance and curiosity, toward the foreignness of a foreign language? Knowledge as a relationship: with oneself, with others, with language, with the world. Pedagogical conditions for a complex and dynamic approach to linguistic norms. A "newspaper of the day" workshop will be followed by a reflective analysis.	Labos de Babel Monde	France	Joëlle Cordesse
A song for everyone	The Chants des Ceméa group from Bourgogne-Franche-Comté will lead you through a workshop of singing practices: vocal warm-ups, learning various chants (canons, polyphonies, etc.), which will conclude with an exchange on this practice.	Cemea BFC	France	Laurence Cachot Christophe Caverot Hélène Thiébaux

SATURDAY, OCTOBER 31, AFTERNOON

Detailed program DEBATES

Palazzo della Gran Guardia from 15.00 to 16.30

Title	Presentation	Entity	Country	Speakers
The 7 taboos that organized the show at the school to reflect on its failures and violence	The future of our societies rests on the School—if this word still has any meaning—while they are today severely destabilized by the proliferation of leaders interested only in monopolizing political power and enjoying their domination over all others. Do they perhaps behave like ogres bent on devouring their fellow man? How do we produce beings lacking the capacity for humanity? And, of course, how should we educate a human being? We emphasize here that the school, together with the family, is one of the two fundamental social and anthropological groups of every human aggregation that intends to "form society". In France—and perhaps elsewhere, although I'm unaware of the situation in other European countries, but the debate will undoubtedly shed light on this—its systemic functioning remains largely unaware of what we call its latent organizers. Yet these structure relationships with the institution, relationships between peers, intergenerational relationships, relationships with schoolwork, and engagement in relationships in general.	FESPI	France	Abdou Seck Peter Alfano
From Encounters to Enduring Capabilities: A Social and Environmental Sustainability Challenge	In an increasingly fragmented world, marked by social and environmental crises, our proposal for debate revolves around the notion of encounter: how can encounters with others transform our relationships with ourselves and with others? This theme falls within the realm of social sustainability, which aims to build inclusive, cohesive, and resilient societies. The encounter fosters dialogue, reduces misunderstandings, and strengthens a sense of belonging. Through these exchanges, people structure new ways of thinking and acting, thus becoming one of the keys to developing capabilities. Ultimately, this openness can also influence our relationship with the environment, encouraging more responsible practices. This debate proposes to explore a central question: can encounters be a concrete driver of sustainability?	ITEN – LIEN	Tunisia	Chaïmaa Boukhelifa Mounira Khouadja
What place do adults other than teachers	Following a mobility event organized in Berlin on the topic of coeducation, some activists from CEMÉA, GFEN, and ICEM will introduce the debate based on their observations and	CEMEA GFEN	France	Agnès Mignot Eddy Sebahi

Title	Presentation	Entity	Country	Speakers
have in schools? The role of a "social teacher"	meetings. Who are the different educational actors present in schools, and what role do they occupy? What are their relationships with teachers, students, and so on? Particular attention will be paid to the figure of the «Sozialpädagoge» (social pedagogue), also in analogy with the CPE (Conseiller·ère Principal·e d'Éducation) in France. Participants will draw on the diversity of situations in their respective countries to try to define what this complementarity and cooperation between educational actors represents. Is it necessary to create a new profession in schools?	ICEM		Hélène Careil Laurent Gautier

Palazzo della Gran Guardia from 17.00 to 18.30

Title	Presentation	Entity	Country	Speakers
Pedagogical freedom and repression	Working in Active Education often means opposing state policies and pedagogical directives, which, depending on the country, can be more liberal, more reactionary, more traditional... It is therefore sometimes necessary to fight with one's own hierarchy and/or colleagues to implement a pedagogy that aims to empower the children/youth/adults we work with. In this debate, it will be interesting to discuss the repression that can manifest itself within the institutions in which we operate (injunctions, pressure, sanctions, forced transfers, etc.). It will also be an opportunity to reflect on what allows us to resist and assert our pedagogical freedom, both for ourselves as professionals and for the users of our facilities. Finally, it will be an opportunity to highlight the strength of Convergences in promoting active education and in not remaining isolated in our own practice.	ICEM	France	Hélène Careil
Why do we believe sport is inclusive; could mixed ability be a chance for greater inclusion?	Starting from the participants' understanding of the relationship between sport and inclusion, this discussion will explore misunderstandings of competitive dynamics, the myths that sporting activities promote as educational, and the prospects for sports inclusion for people (with and without disabilities). The presenters are Mixed Ability Sport players and trainers.	FITCEMEA CEMEA Veneto	Italy	Martin Corazza Enrico Colzani Luciano Franceschi
Institutional Psychiatry (Mental Health)	We propose to begin a reflection starting from the world of mental health, to take a step aside and enrich our view of education and the world of schools. We will draw on the experiences and insights of the Belgian Movement for Democratic Psychiatry in the Context of Life and the Mental Health group of CEMÉA Belgique.	Czech Republic Belgium	Belgium	Vanni Della Giustina Lionel Lardinois

Title	Presentation	Entity	Country	Speakers
	Taking an interest in people struggling with and sometimes suffering from a disorder requires us to broaden our perspective on human expressions. Cultural and political work around hospitality, recognition, emancipation, and social justice is essential, but it clashes with social norms based on preconceived ideas and dominant ideologies. These insights and contributions will lead us to jointly question our discourses and our educational practices in their different contexts and realities.			

SATURDAY OCTOBER 31 AFTERNOON

Detailed program TESTIMONIES

Palazzo della Gran Guardia from 15.00 to 16.00

Title	Presentation	Entity	Country	Speakers
Education for Peace and Living Together in West Africa	Like all of sub-Saharan Africa, Benin faces two crucial challenges: the rise of violent extremism—whose terrorist attacks target civilians and the military, undermining security, social climate, and human rights—and climate change, which directly threatens the achievement of the SDGs by 2030. To respond, it is essential to educate children to be active and responsible citizens. For this reason, the CAEB hosts extracurricular fun workshops for children aged 8-10. Focusing on sustainable development, global citizenship, and human rights, these activities aim to empower them to become committed advocates for a just, peaceful, and sustainable world.	FICEMEA CAEB	Benin	Cakpo Esther- Loko Paul
Welcoming diverse audiences at festivals	Cultural accompaniment / Mixing of audiences / Cultural rights / Educational proposal in a festival context / Partnerships. 1/ Define the festival as a favorable environment for project development. 2/ Ceméa's ambitions and objectives within the festival space. 3/ Illustration through three Ceméa initiatives at festivals: high school students in Avignon; Franco-Belgian mobility at the Trans Musicales in Rennes; hosting an IME (Medical-Educational Institute, which welcomes children and young people with intellectual disabilities or developmental disabilities) at the Printemps de Bourges.	CEMEA	France	Alban Cozler

Title	Presentation	Entity	Country	Speakers
Is educational success everyone's responsibility?	Coordination of the Quart Lieu Apprenant collective: concerned about the educational success of young people in a neighborhood that is embedded in city policies (education, socialization, qualifications, etc.) and the involvement of all key stakeholders around this issue, a collective of residents and local stakeholders is mobilizing and forming an educational alliance. Presentation by the speaker of his or her own practice and experience within the collective.	MFRERS	France	Annunziata Albanese Steltzlen
Parents' Café- Digital Educational Territory	Supporting families in digital education. In continuity with the school curriculum, the issue of supporting families in using the National Education's digital tools and those used by young people has emerged. This support system involves technical support desks, but especially parent cafés or parent/child workshops on digital-related pedagogical and educational issues.	CEMEA BFC	France	Véronique Barçon
At school in the Village. The CEIS- Italian-Swiss Educational Center of Rimini	The experience of Ceis will be told, its history and the principles it has always been inspired by. We will talk about inclusion, active pedagogy and citizenship, rights, cooperation, and participation.	CEIS- Italian-Swiss Educational Center Rimini	Italy	Ilaria Bellucci

Palazzo della Gran Guardia from 16.30 to 17.30

Title	Presentation	Entity	Country	Speakers
How does parent-teacher coeducation rehumanize education?	How can the presence of parents at school help to better understand the point of view of families, to discover meaningful professional practices, to restore meaning to the role of each individual and to contribute to the formation of a true educational community — but also what challenges and what repositionings of posture does this entail?	REPAQ	Canada	Philippe Chaubet Patricia Lemieux Melanie Charbonneau Geneviève Lavallée Pierre Chénier
The impact of instability and conflict on	The educational situation in eastern Democratic Republic of Congo is going through a critical phase, the repercussions of which will worsen for the 2025-2026 school year.	CEMEA Congo	Congo	Emmanuel Kazadi Tshishiku

Title	Presentation	Entity	Country	Speakers
education in urban and rural centers of North Kivu, South Kivu, and Ituri	Following the occupation of several localities in North Kivu, South Kivu, and Ituri, schools have become military targets or safe houses for Rwandan forces, their M23/AFC allies, and other armed groups such as the ADF, CODECO, and the Zaire militia. This brutal occupation disrupts the learning cycle and exposes young people to extreme dangers: lacking schooling, many boys are forced into military service, while girls are victims of systematic sexual violence. Faced with this human and educational tragedy, an international mobilization is being organized to try to guarantee access to education. Partner organizations, such as FICEMEA, are stepping up their efforts to support learning programs in emergency contexts and protect the fundamental rights of children in these conflict zones.			
Family conflicts and child distress	What is the Neutral Place / Reference legislation / Types of users / Objectives of the LN / Critical issues of the LN / Educational function of mediation / Parenting today / Family conflicts / Minors' rights- Family rights / Evaluation of parenting / Observation and education / Attachment and loss / Parental responsibility / Legislative aspects	FIT Cemea CEMEA of Piedmont	Italy	Stefano Vitale Maria Dezio
Vitruve's Braderie: A Collective Project for Learning and Cooperation	Every year, the Vitruve School's braderie (market) mobilizes children, teachers, and families to organize a large neighborhood event to support the self-managed green classes for all the school's children. This experience demonstrates how a real-life activity supports learning, autonomy, cooperation, and bonds between the school, families, and the neighborhood.	Vitruvian School	France	Cecile Lavaire Anna Crepu

Palazzo della Gran Guardia from 17.45 to 18.45

Title	Presentation	Entity	Country	Speakers
Adultocentrism and hurtful words. Reflections, practices, and suggestions based on the book "Don't Call Them Children: An Introduction to	Girls and boys are naive, innocent, uncontrollable, vulnerable, and capricious. An adult-centric perspective influences the behavior we direct toward children and justifies the ways we interpret their behavior and exercise power and control. Adultocentrism must be considered the greatest obstacle to the practice of new/active education: the seed of all forms of discrimination, it dehumanizes childhood in the form of authoritarian and oppressive pedagogy, and it insidiously intrudes with its pervasive and invisible nature. And, just as in actions, it hides in the most common and widespread words referring to the world	FIMEM MCE	Italy	Maura Tripi

Title	Presentation	Entity	Country	Speakers
Childism"	of children: pervasive because apparently neutral, they reveal themselves as "words that hurt." In this context, can active education constitute a non-adultocentric possibility?			
Reading and writing in play-based learning situations: results of a study conducted in Quebec	Can children acquire early reading and writing skills through play, without direct and explicit instruction? The results of a study conducted in Quebec provide some insight into this question. The presentation of the data, in the form of a conference, will be accompanied by videos and accounts of pedagogical practices that illustrate the model of learning situations born from play. A discussion will follow on the pedagogical approach to be favored in preschool for early written language learning, also exploring the role and stance of the teacher in the context of symbolic play.	GFEN	Canada	Krasimira Marinova Brigitte Campbell Christian Dumais Raymond Nolin
Safety and freedom at the nursery	How to foster freedom of choice and autonomy in early childhood. How freedom is limited by fears about safety. Through which choices regarding tools, materials, timing, and educational postures can we foster autonomy in choices, movement, and activities? What are the implications for the relationship with parents, what are the fears of educational staff.	FITCEMEA CEMEA Sardinia	Italy	Alessandra Argiolas Esther Atzori Silvia Lobina Emmanuel Pillai
Side by side: prevention paths for gender-based and witnessed violence	Using active education methodologies and practices to develop interventions aimed at preventing gender-based violence and addressing direct and witnessed violence against minors. In this sense, "Side by Side" represents action research aimed at developing an educational intervention model that can identify and support violence, with a view to identifying, combating, and overcoming it.	FITCEMEA CEMEA of Southern Italy	Italy	Sara Baglivi

Sunday, November 1st, Morning

Palazzo della Gran Guardia from 10:30 to 11:30

SPACE for PARTNERSHIPS

A project (small or large), a topic, ... for which you would like to find one or more partners in your country or internationally? Thanks to the form you'll find in the welcome folder and the Sunday morning group meeting, this "partnership exchange" should allow you to use the Convergence(s) for New Education network to forge and strengthen ties between members and activists of the organizations.

Palazzo della Gran Guardia from 11:30 to 13:00

CLOSING CONFERENCE