



Multiletter N° 1

April 2020

Editorial

This multi-lettre n°1 will be the one of the Covid19 crisis.

The virus has set up just about everywhere in the world. It is leading us to change our way of life and to think differently our exchanges with others.

Unfortunately, RIDEF 2020, like many other physical meetings, is cancelled.

In this unusual context, the digital mode of communication imposes itself at all scales, even at that of our immediate environment.

Many central questions for the Freinet Movements come back to the forefront :
What cooperation between different continents, between different countries ?
How can fundamental freedoms be safeguarded, or even recovered, when the priority is to enforce rules for the survival of all ?

What happens to pedagogy in a system of lessons and exercises dictated from

afar by injunctions from powers that be, often wishing to make a good communication for their benefit instead ?

It is in these moments of crisis that the need to be connected is strongly reaffirmed. Let us use the means we have, in particular the list of communication between the movements (communicmvtstfimem@framalistes.org), the FIMEM website at [from the covid 19 link](https://www.fimem.org) (on the home page) or by writing to the multi-letter (multil@fimem.org), to share information or reflections at the international level.

We realize, once again, that globalization brings both the worst and the best. As an international federation, we have a duty to be lucidly and to reflect on all the dangers that threaten, here and elsewhere, education as we conceive it.

Let us make this common test against the virus a means of forcefully reaffirming our bond through the we must continue to work for education for peace, cooperation and emancipation in every country of the world.

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POSTED ON APRIL 5, 2020

“We are not alone” C. Freinet

Greeting to all,

Due to the exceptional circumstances of the COVID-19 pandemic, the RIDEF Organizing Committee has officially decided to cancel the 2020 **Rencontre Internationale des Édicateurs Freinet**. This decision, after five years of collaboration and hard work, was not an easy one. However, it was inevitable considering the evolution of the measures being taken and recommendations made by the WHO and governmental authorities.

This year’s RIDEF meeting will not be carried forward to 2021. This is due to economic instability, both local and world-wide. Also, other organizations and associations already have events planned for 2021 and RIDEF 2022 is scheduled to go forth in Morocco.

Currently, the RIDEF organizing committee is working to terminate the 2020 meeting and refund our participants. We will keep you up to date with developments via the RIDEF website and Facebook page.

We would like to take this opportunity to thank everybody who has lent a hand throughout this wonderful project, both at the local and international levels.

On a final note, we encourage you to take care of yourselves and your loved ones. As Freinet himself said in 1924, “We are not alone”.

2020 Quebec RIDEF organizing committee.

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Good morning, people,

The CA Fimem decides that RIDEF in Quebec is not done, taking into account the document of CO Ridef Quebec 2020, which expresses the impossibility to do it

We have great sorrow but also great sympathy for our Canadian colleagues. The world situation did not allow an alternative to this decision and the Board of Directors supports it wholeheartedly, concerned about the danger that such a meeting would represent in the current circumstances due to the Coronavirus.

FIMEM now finds itself in a new situation that will require a different approach to the way we operate.

We need your help, you the responsible of the different movements in the world, you the former members of the Board of Directors, you the candidates for the future Board of Directors, you the persons in charge of the commissions and each one of you who have ideas to propose to us to allow us to function in a statutory vacuum.

The OC (organizing committee) Ridef 2020, needs time to deconstruct this Ridef 2020 and to manage the costs it has already generated.

We call for solidarity: be patient and give the OC time to solve the various problems it has to solve before people are claiming refunds. Of course, we will keep you informed of the situation as it evolves, but we believe he must have time to absorb the shock and disappointment that this cancellation entails. We are close to you

We have the possibility to maintain the link between us, thanks to telematic exchanges during the July days already reserved for the Ridef or throughout the year.

This upheaval also gives us the chance to operate differently and to test new analyses. Let's make the most of it.

06 April 2020

Cooperatively
The CA-FIMEM
Antoinette, Flor, Mariel, Lanfranco, Sylviane

Information : « The Ridef 2020 has - had - received the patronage of Unesco. »»

Commission 2 - Site de la FIMEM

For international correspondence, please remember to register your proposals on the FIMEM website : <https://www.fimem-freinet.org/fr/node/add/proposition-corres>.

To get started : <https://www.fimem-freinet.org/fr/node/3677>.

Create Mail interchange proposal

Pays - niveau - langue / Country - level - language / País - nivel - idioma : *

▼ Vocabularies

Country:

- None -
- Afghanistan
- Afrique du Sud
- Albanie
- Algérie
- Allemagne
- Andorre
- Angola
- Antigua-et-Barbuda

Number of pupils: *

Age of pupils: *

- Moins de 5 ans
- 5 ans
- 6 ans
- 7 ans
- 8 ans
- 9 ans
- 10 ans
- 11 ans
- 12 ans

Appuyez sur la touche "ctrl" pour sélectionner plusieurs termes...

Support correspondance / Correspondence support / Soporte de correspondencia :

- Lettres collectives / Collective letters / Cartas colectivas
- Lettres individuelles / Individual letters / Cartas individuales
- Colis / Package / Paquete
- Messagerie électronique / Mail / Mensajería electrónica
- Blog
- Vidéos / Videos
- Dessins / Drawings / Dibujos
- CVC (Classe Virtuelle Coopérative)
- Autre(s) / Other(s) / Otros

Période / Period of time / Periodo : *

Par exemple "année 2018-2019"

Fréquence (aller-retour) / Frequency / Frecuencia : *

toutes les semaines / weekly / semanalmente

Indiquez la fréquence souhaitée pour chaque échange de courrier (aller-retour).

Autres précisions / Other details / Otros detalles :

Enseignant / Teacher / Profesor

NOM Prénom de l'enseignant / LAST NAME First Name / APELLIDO Nombre del profesor : *

Tél :

Email : *

Expérience

Expérience de la correspondance / Correspondence experience / Experiencia de Correspondencia : *

- Oui / Yes
- Non / No

Description de votre expérience de correspondance / Description of your correspondence experience / Descripción de su experienci :

Ecole / School / Escuela

Nom de l'école et adresse / Nombre y dirección de la escuela / School name and address : *

Tél :

Email :

Pays / Country / País : *

Votre projet / Your project / Tu proyecto

Pays ou région souhaité(s) / Desired countries / País deseado :

Vous pouvez donner la priorité à un pays ou un continent (plusieurs langues), ou à une langue particulière.

Langue(s) / Language(s) / Idioma(s) :

Commission 1 - Communication between FIMEM movements

The proposals that follow in the box have been elaborated for some time in order to be submitted to the FIMEM General Assembly. The current situation is somewhat disruptive to the envisaged process. It will be necessary to find other ways of responding to it, at least temporarily.

It seems to us that communication between the FIMEM movements is currently scattered and poorly controlled. We therefore hope that the next General Assembly will be an opportunity to reflect on several options that could serve as a minimum basis. Obviously, these are ideas to be debated.

1. FIMEM website

We propose that the site be the preferred means of communication regarding content.

2. Communication lists

We propose:

- a list of exchanges between the FIMEM movements, the commissions, the Board (managed by commission #1 "communication between the FIMEM movements"), any person on the list who can communicate with the others.
- an administrative mailing list between the FIMEM BoD and those responsible for the movements, configured so that each movement can respond to the FIMEM BoD only.

We ask for clarification regarding the roster members exchanges between movements (communicmvtstfmem@framalistes.org) :

- of the leaders of the affiliated movements.
- Should leaders of non-affiliated movements be included?
- Should the heads of commissions be included?

3. Use of an area specific to FIMEM

We propose that institutional addresses be identified as "FIMEM" (with a FIMEM domain name).

4. Multi-letter

The FIMEM #1 commission "communication between movements" defines the editorial line of the Multi-lettres, i.e. the choice of articles to appear in each issue and links to other contents. It explains its criteria to the FIMEM Board and on the "communication between movements" list and reports on them to the FIMEM GA, which may question them.

5. Place of commissions

It seems to us that the commissions should be entitled to request that items be included on the agenda of the FIMEM AG.

Questions that arise in April 2020

Cancellation of RIDEF 2020 and, as a consequence, the failure to hold of the General Assembly scheduled during the meeting, raise the problem of the continuity of the functioning of the federation.

Many questions, which require democratic decisions, arise :

- What choice should be made for the closure of the RIDEF accounts and the assistance to the organizing country?
- How should the next budget of the FIMEM be drawn up ?
- How to proceed to the renewal of the CA ?
- How to organize oneself to take decisions ?
- Should we expect to have to provide assistance to movements in difficulty ?
- Can we coordinate joint actions at the global level

in the field of education ?

- Etc.

Ideas have been put forward, are circulating:

- Make video-conferences by world region.
- By month? By language groups?
- Summaries with representatives.
- Organize a meeting with representatives in Morocco in 2021 which would have 2 functions: the preparation of RIDEF 2022 and the postponed AG 2020 ?
- Etc.

It would be desirable that the various movements can give their opinion, make proposals, participate in the democratic life of FIMEM. We propose that discussions take place on the list communicmvtstfmem@framalistes.org.

Covid 19

In the face of the COVID 19 epidemic, several members of the people from all over the world wanted to share their daily life, their feelings, their difficulties. These messages were written towards the end of March; situations may have changed slightly since then.

We receive these messages from various colleagues around the world and share them. We are all concerned about the global situation with regard to COVID19, sometimes we can get information from the press but sometimes not as we would like. We need to know our colleagues in different parts of the world, how they are doing, how they are resisting, how they are living, what the situation is. That is why we have published, in order to create better communication, some of the messages that reach us. Thank you all for writing, thank you all for reading, thank you all for being there, for accompanying us in these difficult moments. This recreates, in a way, those old publications of The Proletarian Educator, in which the messages of the colleagues and the communication between the movements were there, alive. As the colleagues said Québec, taking up Freinet's words: "We are not alone", and we add: "We are not alone. are together. »

Marco Esteban (Mexico) :

"On March 23rd, the suspension of school activities has been decreed in Mexico, and on the 30th, it was insisted on voluntary confinement. Although measures have been taken and that in some cases, in some places, the closure of stores, places of entertainment and services, there are places where daily life is conducted with a certain normality, such as in Ecatepec (a district of the periphery of Mexico City). On the one hand, the large majority of the income of the inhabitants of these areas comes from the trade where they travel to Mexico City, where they carry out work that continues to provide services. We live in a situation of contrasts, between those who have been imprisoned in their belongings and those who, in due to a variety of circumstances, cannot do so; a reflection of social inequalities.

In the case of public schools, educational authorities, the authorities in the State of Mexico have given instructions for supervising and presenting reports indicating that students are accomplishing their tasks; however, the percentage of those who are connected via the Internet is less than 50%. While the work of teachers is commendable, the virtual work represents difficulties that were not planned. The pandemic is increasing; in early April, there are daily reports increases in excess of 100 cases. As Rayo says, we have already exceeded the thousand cases identified with COVID 19, but the contagion is probably more important than that. Mexico's strategy has been to avoid an exponential increase in order to prevent a collapse

of health. Let us hope that in other countries they will successfully face COVID 19 and receive our friendly thoughts, by hoping that soon, very soon, we will overcome this situation. »

Marcela (Chile) :

"Dear comrades: a friendly thought for all of you! In Chile, things are very complicated, we have more than 3,700 people who are infected and 22 who are dead. Every day, this number increases by more than 300 people. An absolute quarantine has been established, only for certain municipalities in Santiago, (most of the richest). A large percentage of people continue to work, layoffs have increased and the Unemployment is rising. It is very painful to see how hundreds of seniors are doing the to get their pension and also those who have lost their jobs... there's no other option, so the risk of contagion is very high! The children have been out of school since March 16, and we have been continued to connect through Whatsapp, essentially to teach know and support them with the support they have need... (...) There is uncertainty, we see the news and the situation in other countries is terrible. My affection and my prayer for you and your families. »

Nuccia (Italy) :

"Greetings to all.

A sincere thank you for all the good wishes that arrive in Italy. The situation is very serious. The activities have ceased. We stayed home to avoid getting sick at the same time. We're trying to advance the disease... with a longer evolution but

with fewer people. The statements of the political leaders responsible for the cuts in health and education make people angry. The struggles against migrants appear more than ever as an excuse not to take in hand the fate of the country. Today we can Suddenly seeing the fragility of our countries and the situation of many undocumented people will make it even more difficult to protect health from each other. The schools are closed, but the teachers are trying to be present in the life of their students through the teaching at distance. It's not easy, but there's a lot of of efforts that are being made. »

Juan F. Platero -MCEP (Spain) :

"The situation in Spain at the time of writing is... strange, disturbing, sad, and yet we do not Let's not despair, we've been doing this for a long time... have not been so united as a society working for the common good. It is very difficult not to know whether we can stop the disaster, we fight for it. Our society is governed by capitalist values and neo-liberals: individualism, competitiveness, selfishness, superficiality, consumerism. The school also, of course, a school very much in the lineage of what Freinet called scholasticism, the traditional. But in these times of crisis... we see...everywhere gestures that are out of logic capitalist, people who work for others, who take risks, who value the social, mutual aid, tenderness, other values, another logic, another common sense. When we will arrive together (another concept not capitalist) to overcome this, when all this will be finished, we'll see if these new values allow more people to join our work for another school, for education criticism specific to the modern school movement.

I write this on the day of poetry, sadness, sadness, sadness, sadness, sadness. pain, the great challenges are also moments of poetry, which are the beauty and truth of the written word, of which we also need.

The teachers, now at home, are a bit lost, only the communication technologies help us to do something with the children, we are not very prepared for that either, it is another issue that will improve without more solutions to it. In any case, the situation is forcing teachers to imagine other things, not just routine work on textbooks and

tests... so be it. For the moment, the wuasab groups are making recommendations for interesting pages and other resources... We don't know all the consequences that this will have, maybe our Mediterranean and southern body capacity will suffer (this interests me a lot) but maybe that this practice of generosity will open our hearts a little, give us back our money. more human. What is certain is that we will have to keep fighting for our Freinet school. Cheer up. »



Juan Carlos "Pato" (Mexico) :

"Hello! It's unfortunate what's happening. The general atmosphere is one of uncertainty and vigilance. But there are a lot of people, at least... in Mexico, who are becoming aware of the prevention. In Mexico, we have 82 cases, so far without any fatalities thankfully. In General, there is a suspension of events and, in particular, there are many collective educational institutions that have already ceased their activities. At CDMX, there are many of student absences. »

Glauca (Brazil) :

"In Brazil, we are closing schools, stores, etc. But our country is a ship that is run by an insane and genocidal captain. "

John (Ghana) :

"The number of people infected with COVID19 in Ghana has increased from 16 to 19 as of 21/03/2020. There have been no deaths. All schools have been closed, weddings, funerals, parties have been banned. The whole country is under arrest, we are inside, saddened, watching the BBC for an update on COVID19. Our hearts

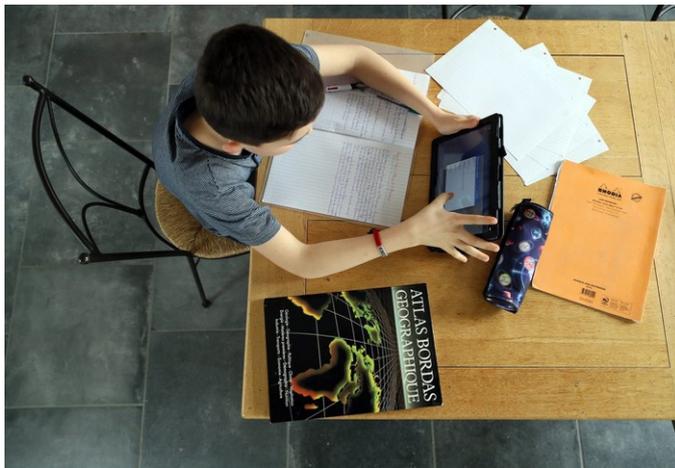
go out to our colleagues in Italy, Spain, France, Germany and all our friends who are suffering in hell because of COVID19. »

Manolo (Colombia) :

"Here, they've decreed 19 days of quarantine and we're working on the internet courses. The economic situation is worsening because Amalaka has no public or private support. We work with the parents' pensions, but if the government does not present measures to relieve the workers, it is very difficult for the families to pay at the end of the month.

The government's action is essential because we are in a rather complex uncertainty. But it must also be said that the school's teaching staff is in good health and that to date we have no reports of contagion, either from parents or students. We have been under curfew since two o'clock this afternoon. (21/3/2020) and we are preparing as a nation for this a hard test of the citizen conscience and environmental. To all of you, all my friends and I hope that we can communicate with our Spanish and Italian colleagues who see at night the darker.

Hope. Faith. Solidarity
Strength for all.
Friendships of Colombia"



Pooja (India):

"My dear friends... Let's all join hands together and remove the evil spreads in our environment. Let's all chant "OM" for 15 minutes this Sunday at our convenient time. OM Chanting is a practice that uses the transformational power or OM to activate the self-healing potential of participants. It

transforms negativity into positive energy, purifies the local environment, and supports the physical, emotional and spiritual wellbeing of all. It is a powerful spiritual weapon to eradicate all the evils. We are the Global Citizens and wish to thrive together always may it be from any nook or corner of this borderless world. »

Gabi V (Uruguay) :

"In Uruguay, 20/3/2020, 110 confirmed cases. No dead. Schools are closed from March 16 to March 13. April. We are in an emergency situation, but not in quarantine as suggested by the Sindicato Médico del Uruguay. We organize in schools where the children eat lunch, to ensure that the help distribute the food. We use virtual learning through the Plan Ceibal (public education) but with a difficult access. In the movement, we will all Good. People are slowly organizing to help those who need it the most. The great difficulty is in everyday life, for those who work every day to pay for their bread daily. The government doesn't examine them... it studies the impact and possible economic assistance that can be brought to companies. We must organize ourselves to take care of each other.

All my friendship to everyone in all the corners of the world. A very special greeting from Uruguay to Italy and Spain. »

Sadikh (ASEM) :

"Good morning to all Everybody's worried about this situation worldwide. In Senegal, cases are multiplying, from the donations and acts of solidarity support the state of the country in order to eradicate this terrible pandemic. Let us pray for that it'll be over quickly and that our RIDEF can be held in the best possible conditions".

We share a message from **Giancarlo, (MCE-Italy).**

"Much strength, my friends... *Molta forza, amici...* All of Italy is infected, especially the northern regions...

(Lombardy, Emilia-Romagna, Piedmont, Veneto, Liguria) but there are also problems in the centre and now also in the south. The suspension of most of the activities started on the Saturday of the end of February and now has to last at least until the end of Holy Week. Schools, many businesses and

service offices are closed. Only supermarkets, newsstands and pharmacies are open, but a more rigid regime with a curfew is now being considered. You can only go out one at a time for basic necessities or to take the dog out, you cannot go jogging or to the park, you can only walk within 200 metres of your home and if you need to (to go to the doctor, to the hospital) you must have a model with an explanatory statement. If these are not real reasons, a complaint can be filed against you and you can be fined. The police and the army are responsible for entering and leaving town centres. What is Terrible, it's the lack of places in hospitals, breathing apparatus, or even masks, respirators, respirators and doctors and nurses (exhausted by the effort and the many to be infected as well). Army trucks are leaving daily northern towns with coffins that do not fit into the find more in cemeteries. Gabriella, I cry and I'm telling you, people are dying without their families can see them or participate in the funeral ceremonies.

The most problematic for the living is the closure of schools, it is 4 weeks and there is no doesn't know when they'll open. This creates many

problems for the most disadvantaged children disadvantaged who live in absolute poverty (more 1 million in Italy) is the lack of activities, the closure of small houses with no resources, the impossibility of connecting as can the to do their peers in distance learning with computers, tablets, smartphones. This is a global problem because there are countries that are in similar situations, but there are also some countries where the lack of schooling for children continues to exist for years, not just the last few years. months.

I've written to the board of directors asking them to take position on this issue.

Last but not least. Cultural, social and associative is paralyzed. The ERM had to suspend its State Congress, its training days, its meetings, his projects with schools. We communicate via Skype, but it is very difficult to communicate with do everything. We've set up a blog senzascuola.wordpress.com to collect proposals, games, activities for lack and to suggest to teachers that they should not teach only cards and exercises.

That's life in the time of COVID19. »



Resist the virus and sirens of webinars

The Covid emergency¹⁹ paralyzed school activities in Italy. The same thing happens in other countries... Europeans. The schools, which by their rhythms and rituals mark the passage of time and the orderly development of life social, are closed. And they will remain closed for several weeks.

There is no longer a physical place to carry out the pedagogical enterprise: to build the conditions for learning for all, to enable everyone to experience the experience of encounter, dialogue, co-construction of knowledge and to practice cooperation.

The Ministry invites schools to use distance education. Offers of platforms for distance learning are proliferating. Many believe that this is a good opportunity, with schools closed, to renew education.

What do those who see distance learning as a solution to learning have in mind? Of course, this solution could in

party to resolve the urgency given by the closure of the schools. But without too much enthusiasm and by denouncing openly its severe limitations.

How many families are equipped to use the Internet and who have computer equipment at the Home? How many teachers have been trained adequate in digital technologies and how much are the schools equipped to teach at Distance? The numerical marginality remains constant in Italy and trust in webinars must face up to with the real risk that some students will be cut off from teaching. ISTAT data for 2019 show that, although 76.1% of families have access to

Internet, there are still major differences between the regions, with an advantage in central Italy and northern.

Digital education in these conditions would only that widening disparities and disadvantage schools and students in the poorest territories of the country. The spread of smartphones among children can partially compensate for these deficiencies for some age groups, but the problems remain elsewhere.

Indeed, there is a crucial question concerning the use of information and communication technologies in education that goes beyond the current emergency: is learning a "learning process"? possible in the lack of relationality with the teacher, with his or her peers, with the broader context of the school? The mediation function exercised by the teacher, between the subject who learns and his knowledge, is only achievable that in direct interaction and reprogramming of educational action on the basis of the sharing which is done in class.

Due to the objective limits set by the medium, the webinar can only result in a frontal lesson, as is often the case with the BIT. Many pedagogues, neuroscientists affirm that learning is exploration, discovery, construction of knowledge through meaningful experiences, which are essentially relational meanings. And if this element is

While it is fundamental for the youngest children, it is by no means negligible for older girls and boys. For them too, the desire for knowledge, and therefore the motivation to learn, is intimately linked to the desire for relationships, for co-construction of knowledge, connection and

sociability. What learning is possible without active and dynamic interaction with the environment social, emotional and physical?

Digital teaching, as well as teaching by transmission or based on the "invasive" use of photocopies, promotes "ritual, mechanical or conventional performances, without promoting authentic understanding". What you learn with these lessons can, in some cases perhaps too much, to be used to take exams, to advance in the "program", but it is not useful when, with this same knowledge, the subject must interpret and explain facts observed, solve problems, by transferring what has been learned in different contexts.

This requires teachers to content themselves with "correct answers" which, however, do not produce a "correct answer". real learning. Professor M. Baldacci, projecting the logical levels of learning of Bateson on curriculum, distinguishes between the relative curriculum 1 direct and immediate results disciplines and Curriculum 2 related to rather to the effects and long-term training of the school's staff, in terms of mentality, styles of thinking, and the skills. "How do you say: one side with a full head.., on the other with a well-made head?" (Morin 2000).

So no enthusiasm for teaching at distance. Solution proposed in the decree of the First Minister on February 25, 2020 and containing measures containment and management of COVID's epidemiological emergency¹⁹. Distance education cannot compensate for the lost school days. Lost learning time remain.

Digital teaching, the virtual classroom, even in high levels of course structuring and interaction with the teacher, can in no way replace, compensate and guarantee learning "alive" made at the school.

"Resisting" this simplification is as important as resist the virus.

Anna D'Auria

Educational continuity ?

Here is an excerpt from a column written in France concerning pedagogical continuity and to which participated by several ICEM members1 :

"Our Minister applauds the promptness with which the teachers have posted work online... for the students, wanting to see, as to its habit, a sign of adherence to his directives.

But even in these exceptional circumstances, we remain pedagogical experts in the field who refuse the role of mere lone performers... behind their screen. Let's not let the institutions school to become a call center, nor the students to become digital clones or workers of the click.

We need to build distance learning that doesn't put the most fragile at a distance.

To do this, it is essential to take a step back, to continue to reflect on practices egalitarian, cooperative and ethical education.

We call on all teachers to find of the collective, to reflect together on this indispensable continuity of the link with our students and their families, and subvert from the inside a inhumane institution that has only productivity and work as a watchword.

Relying on life, with its joys and anxieties, think the world, even in its faults, incite the construction and the expression of critical thinking, autonomous and illuminated, open to the outside and to the the others, such were the principles that inspired our practices and which must still, by the time we are current, inspiring them. To do so, we must not hesitate to address human, existential and social issues and environmental challenges posed by the current situation, and stand up against a utilitarian conception of school.

Let's not let ourselves be crushed, isolated, blamed. Let's give our students and their families the intellectual, practical and creative means to reflect and act on their condition, to build their lives to the best of their ability.

their own future, beyond what their family or institution passes on to them.

Emancipation for all is and must remain at the heart of our profession, from kindergarten to university, including technological and professional fields.

1.<http://www.cafepedagogique.net/lexpresso/Pages/2020/03/23032020Article637205439981695522.aspx>

Letter from Bulgaria for the Movements European Freinet

Dear colleagues,

I'm writing to offer you a training course Freinet for teachers, funded by the Erasmus + programme.

For the past two years, I have been working as representative of the Bulgarian Movement for School in a school in Bulgaria, in a modern village near Sofia.

The school received funding from the Erasmus to introduce the Freinet pedagogy in using the news at the same time technologies. Its partners are two other schools in Bulgaria, one school in Poland, one school in Turkey and an organization from Spain. Up to Now they have a general idea of the Freinet philosophy and have

tried different techniques, but they'd like to go deeper.

At the end of the first part of the project, they plan to expand and apply for a second period and are looking for a move to Freinet from abroad to join them by offering short training courses to teachers so that they can continue on their way to Freinet pedagogy.

This is the reason why I am writing to you.

Do you think that your movement could be there join? The trainings will be from two to three days in the partner countries and must be in English, as it is the common working language.

The trainer's expenses will be covered by the program.

Awaiting your response!

We wish you all the best here in Bulgaria!

Antoaneta Kalenderova, Toni MEMB
(akalenderova@gmail.com)

Manifest of RIDEF 2018... What's next ?

What about 2020 ?

At the RIDEF 2018 General Assembly of 27 countries, a Manifest to denounce European migration policies¹ was adopted.

And now in 2020, where are we?

How can we act, at the RIDEF in Quebec, more strongly on our commitments and be stronger at the international level ?

Beyond this international position of the FIMEM in 2018, what actions, mobilizations and implementations should be carried out on a daily basis in our classrooms, in our personal, collective and citizen commitments?

An article was published in the *Nouvel Educateur Spécial International* in June 2019: "Freinet's pedagogy, an international reality", to take stock of the situation. Present at the RIDEF 2018, Marguerite Gomez, involved in solidarity citizen associations in the department of Hautes-Pyrénées, and the ICEM, wished to take stock of the situation. Ont contributed to this article by ICEM members of the departments of Pyrénées Atlantiques, Hautes-Atlantiques and Pyrenees and Var. As well as the ICEM Adult Literacy.

In this manifest, it says :

"An important part of public opinion is already mobilising in favour of migrants, the social and solidarity organizations act many in the field. The Freinet educators, alongside the oppressed, commit themselves to the School, to the the company, and support the civil disobedience against measures of oppression and discrimination."

This article proposes to see which socket in account is made of this manifest in France at the ICEM, what values these shares are based on. And to push the door to further Freinet movements...

Europeans to learn from them or share our experiments.

At the ICEM, POSITION PRICES

As Freinet educators, at the ICEM, we have been engaged in a number of positions to defend the right to the education of both children of families migrant women as well as unaccompanied young minors².

That is why we made proposals for the Poverty

Plan in April 2018³. However, published in September 2018, the government's Poverty Plan is largely insufficient to meet the needs and in particular access to education. We are therefore fighting alongside associations to defend the same rights for all, including the fundamental right to education without any discrimination.

SOME IMPLEMENTATIONS

Here are a few implementations with ICEM activists, among many others.

In the Pyrénées-Atlantiques, ICEM activists are working through their union.

A strong action took place in partnership with RESF⁴ to respond to students who were sleeping with their families in the car. On the other hand, in the Departmental Group, the red thread of the year is "learning languages, French second language". Finally, a reflection is conducted on actions with town halls, as well as on the necessary training of directors on these subjects: explain why learning is difficult when a child is in such a insecurity. Solicitations to be made also to National Education: faced with the difficulties in the classes with allophone students, it is also our role of calling for the creation of structures French language learning at school (Units for arriving allophone students UPE2A).

When an eviction situation arises, ICEM activists find themselves on the front line to lead a support committee, organise support rallies, refer people to aid organisations, and help with legal documents.

In the Var region, union activists, including ICEM activists, are working on an emergency shelter for people who have been evicted from their homes. migrants. RESF deals with schooling. The ICEM has an advisory role for educational materials. In the Hautes-Pyrénées department, citizen involvement is done with associations that support migrants : Cimade⁵, RESF, a citizens association in the Val d'Azun.

The issue of unaccompanied minors is crucial since it concerns the right to education. These young unaccompanied minors who are not recognised as minors can benefit, sometimes after long months of waiting, from emergency accommodation in an apartment. They are left to their own devices the rest of the day, no schooling,

no training, no educational follow-up. They receive for any help a food aid by relief organizations.

The associations are present to defend these young people and accompany them in the process of so that they can get the services that they're entitled. In connection with RESF, an assignment can be achieved through mobilization: rallying in front of the Inspection Académique, and hearings with Cimade, RESF, inter-union teacher and parents' federation (FCPE). But what an important mobilization for a basic right to education!

The idea is not only to help but also and above all to call on the public authorities to ensure that they fulfil their missions, including the right to education, training.

THE ADULT SECTOR OF THE ICEM

The Adult Literacy FLE Working Group (French as a Foreign Language) of the ICEM6 commits to the field among migrant people through the support for FLE courses.

The work in Freinet pedagogy is a commitment daily with the emancipatory aim, which is to go in the direction of the migrant people, through the production of texts free books, newspapers, little books...

But nothing is made easy and it is all the more problematic for young people between 16 and 18 years old! Indeed, they are no longer subject to compulsory schooling, even though they still have enormous needs in oral and written French.

The « Méthode naturelle » is suitable for all audiences, whatever their previous background: illiterate French or foreigners in the process of integration. It can have a restorative function through expression and free text. By becoming authors, people are transformed and gain self-esteem.

AND ELSEWHERE, IN OTHER COUNTRIES?

The ICEM has sent to the Ministry of the Interior as well as to the French MEPs the text of the RIDEF Manifest. We have had no back.

The Italian ERM has sent it to the Italian, no returns. In Spain, the MCEP has no didn't get any more feedback.

The Italian movement, on the initiative of the Manifest of the RIDEF, has committed itself to a wide range of action national interassociative entitled "Saltamuri, Educazione sconfinata, per l'infanzia, i diritti, l'umanita" (Education without

borders, for the children, rights, humanity), bringing together 130 associations.

In conclusion

In the face of the orchestrated blindness and inhumanity of an power that thought it could make solidarity a each joint and several act counts and is part of the the charter of the ICEM, a member of FIMEM :

"The ICEM is a movement affiliated to the Federation... international movements of the Modern School movement.

FIMEM is an international association which federates all the movements that are call for Freinet's pedagogy in this respect. that they are committed to a popular pedagogy emancipatory and cooperative education that excludes no one" (excerpt from the School's Charter). Modern ICEM).

This is the meaning of our involvement as a as Freinet educators.

Marguerite Gomez, ICEM

1. RIDEF Manifest to Denounce Policies European migration: on the FIMEM website : <https://www.fimemfreinet.org/fr/node/3309>
2. ICEM Position Paper: <https://www.icempedagogiefreinet.org/nonaufichagedesmineursnonaccompagnes>
3. ICEM Response to the Poverty Plan : https://www.icempedagogiefreinet.org/sites/default/files/reponse_icem_au_plan_pauvrete_septembre_2018_.pdf
4. RESF, "Education Without Frontiers Network", network of solidarity with children of undocumented families and young undocumented migrants in school, made up of collectives in schools and neighborhoods.
5. La Cimade (Inter-Movement Committee Auprès Des Evacués), created in 1939, defends the dignity and rights of refugees and migrants
6. At the ICEM 2019 congress, workshops proposed by the Adult sector Literacy FLE: "the MNLE with adults"; "the Natural Method of FLE". "UPE2A and Freinet pedagogy".
His site: <https://freinetadultesfleetaalphabetisation.webnode.fr/apropos/>
His forum: <https://groups.google.com/forum/#!forum/freinetadultes/>

Movement for Popular Education - Freinet Uruguay (MEPFU) (MEPFU)

The Freinet pedagogy movement in Uruguay began in the 1940s as the ICEM of Montevideo. At that time, it was a movement that brought together teachers from all over the country and also French teachers who worked in coordination with the pedagogical office of the French Embassy in Uruguay.



The movement has a national and international scope. In fact, Uruguay participated in the foundation of FIMEM, in the meetings of the CDEL, as well as in the meetings of the ICEM and later in the first RIDEF.

This movement was dismantled when the civil-military dictatorship began in Uruguay. Many teachers were fired, persecuted, kidnapped and killed. Many teachers from the former Freinet movement in Uruguay had to go into exile, others had to abandon their teaching duties, and still others continued to work in a position of silent educational activism.

But the movement is dismembered: the last new one dates from 1976, with the participation in the congress of Clermont-Ferrand, the same year.

The antecedents of the Freinet movement were buried, and no one, absolutely no one, spoke or knew about the ICEM in Montevideo, until we began to investigate and focus on communicating the investigation through various outreach activities.

The current movement, MEPFU, which has been working since 2009 and was federated with FIMEM in Sweden 2018, has managed to reconstruct these memories as a way of legitimising our present and our actions from a possible collective place, with a background, through an investigation by the group and its publication "La mano Piensa: tras las huellas de la pedagogía Freinet en Uruguay" (The Reflecting Hand: Following in the footsteps of Freinet pedagogy in Uruguay). We wish to deepen this movement through the study and analysis of their monthly publication "compañeros" and the documents they published in their time.

Today, MEPFU is composed of primary school teachers, student teachers and teachers linked to other branches of education.

It is a small movement, which is being built day by day, partner after partner, voice after voice.

We work in public schools. There are no Freinet schools in Uruguay. We use our academic freedom to opt for this pedagogy on a daily basis and to investigate within our practices in order to go further, each time, a little further.

We get stronger with every meeting. We have generated proposals for exchange with other movements that have extensive experience in PF, strengthening our practices, cooperation and mutual learning.

Freinet's pedagogy was unknown in normal institutes and ignored by teachers. In the old movement, there was nothing...

From this collective, and from the invitations of pedagogy teachers to give lectures to students, a voluntary and passionate activity of working with students was born. From these spaces we have occupied and meetings open to all interested parties, free of charge, of interesting pedagogical reflection, the Freinet Pedagogy has become, little by little, a little, more visible.

Ten years have passed since then and we have made great strides in the dissemination of Freinet's pedagogy in Uruguay. The people involved in the education of its different branches approach the group, and the students approach the group, wanting to change something. thing of the educational reality and see in the Freinet Pedagogy a possibility for this.

For this year, we plan to offer training in Freinet pedagogy, free of charge (all our activities are free of charge), in order to strengthen the movement and generate greater spaces for participation and exchange.

Another proposal is to take Freinet's pedagogy inside the country, outside the capital, to reach rural areas, accompanying the comrades who are waiting for us to get to know our pedagogical militancy, which has so much to do with the militancy of other colleagues as well, to meet each other in much of what we

Let us do this together and to debate and reflect on the distances that separate us.

On the other hand, we are going to initiate film forums, open and also free of charge, which invite us to reflect on the educational issues that interest us, challenge us and push us.



Our annual meeting is called "La main pense", and it is linked to the concept of work that Freinet took over from Marx, where manual work is united with intellectual work.

Our commitment to education as a fact politics involves us as a collective, and it is from there that we can that our resistance and educational activism regain their meaning and become stronger. Our struggle is collective against the prevailing individualism, our struggle comes from public schools and unions, our struggle is against the neo-liberalism and all its forms, our struggle is to build the people's school and to strengthen it in the key to the rights of the people human rights and the rights of the child. Our struggle is the way to the emancipation of subjects and free work, by banishing the oppressive and alienated work. Our pedagogical conviction is based on work as a creative expression of the subjects in community, which is built from the foot, and which liberates the being human.

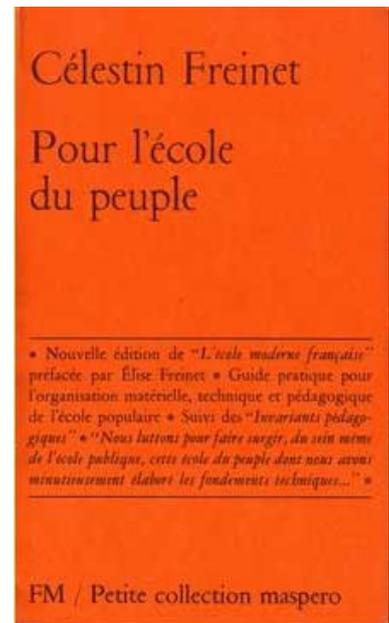


ICEM, Institut Coopératif de l'École Moderne, is a federation of teachers in schools, colleges and high schools.

The ICEM is the association created by Célestin and Élise Freinet and their first travelling companions in 1947.

As early as 1920, in his small country school, Freinet, in designating his pedagogy as a popular pedagogy, wanted to clearly indicate his position on the side of the people against their oppressors.

"(...) it is all together then, educators of the people, that, among the people, in the struggle of the people, we will realize the school of the people".

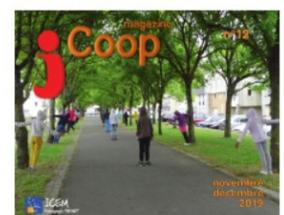


Historically, ICEM members have chosen public schools and continue to be active and combative.

The ICEM is made up of working groups, local groups and national groups including:

- areas of work by domain: literacy, archives, arts and creations, communication, rights of the child, environmental studies, training-research, French, images, computer science, international, cooperative research laboratory, maths, natural method P.Le Bohec, nursery school, sound and musical Practices, social pedagogy, second degree.
- and production sites: Doc2D, Jmag, Jcoop, Btj, New Educator, Creation, tools, editions.

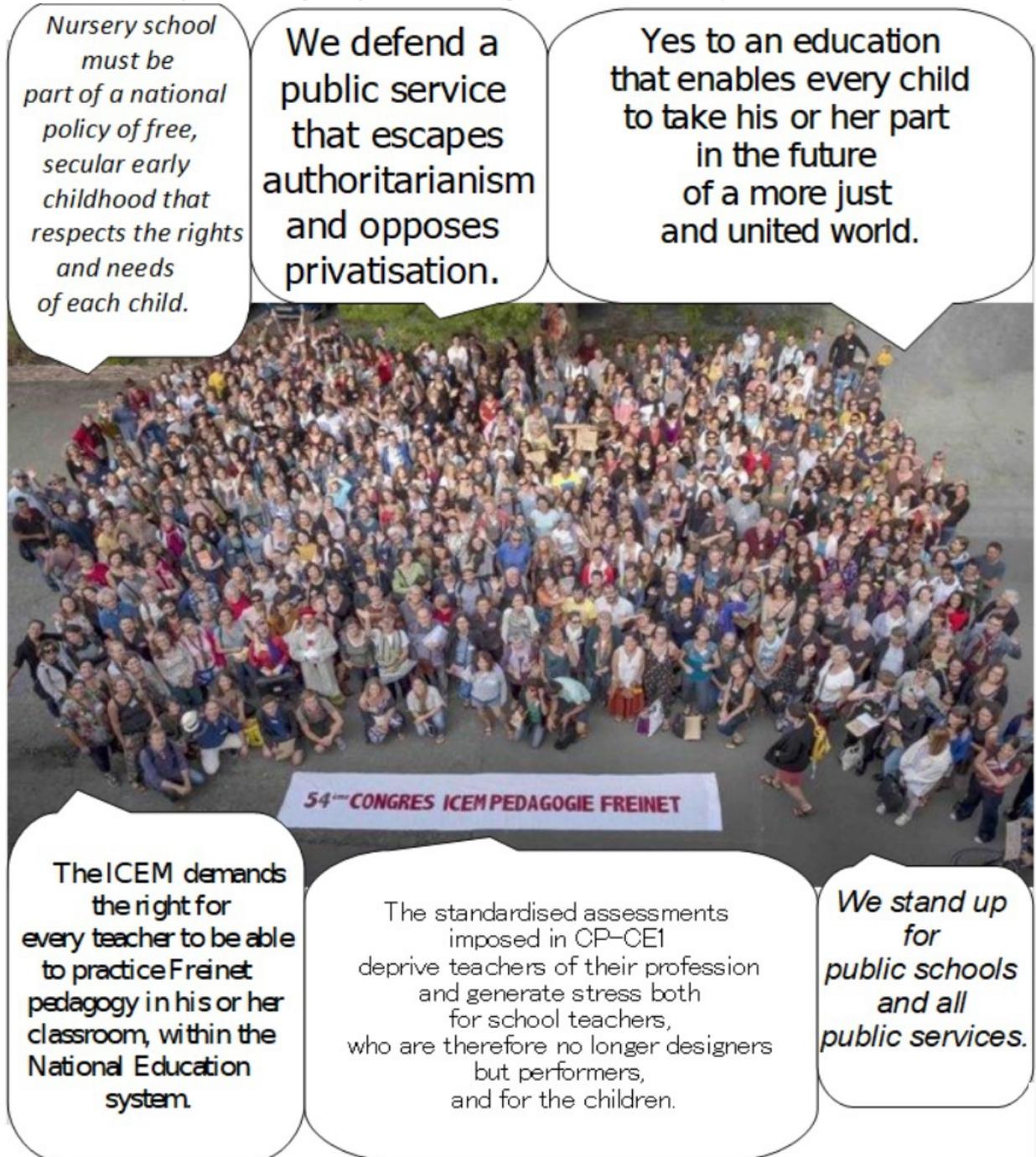
The ICEM publishes five journals: two for education professionals, three for children and youth.



Children's magazines are created from class work.

The ICEM Pedagogy Freinet brings together more than 1,200 activists through a federation of some 60 local groups.

Every two years, the ICEM organises a congress, which takes stock of the state of the movement, and, each year, Study Days alternating with an internship federation.



Nursery school must be part of a national policy of free, secular early childhood that respects the rights and needs of each child.

We defend a public service that escapes authoritarianism and opposes privatisation.

Yes to an education that enables every child to take his or her part in the future of a more just and united world.

54th CONGRES ICEM PEDAGOGIE FREINET

The ICEM demands the right for every teacher to be able to practice Freinet pedagogy in his or her classroom, within the National Education system.

The standardised assessments imposed in CP-CE1 deprive teachers of their profession and generate stress both for school teachers, who are therefore no longer designers but performers, and for the children.

We stand up for public schools and all public services.

The Freinet movement is the bearer of a political, pedagogical and emancipatory project that is not only aimed at children and young people of school age. It affects the school as a whole, but also the out-of-school, out-of-institution and parents. It is therefore again and again of current events...

It is therefore still and always revolutionary...

Text: excerpts from the "Manifesto for a Popular School"

*Bubbles: excerpts from ICEM Position Papers: <https://www.icem-pedagogie-freinet.org/accueil-prises-de-positions>
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