**THE BASIC GROUPS –**

Why organize groups like this? It was felt that it is important, after having a 'strong' experience of training in the workshops, to reflect together on the meaning of what has just been done and to try to transfer it into class practices. Experience only is not sufficient if it is not followed by reflection to return to practice with more attention and ability to readjust to its context the experienced elements.
An added value is also the possibility of exchanging among participants in different workshops, which can offer a panorama of all the activities of the different groups of the morning.
Note that first-person activity, as adults, is fundamental to work well in the classroom, but it needs time and space for reflection.

A three-phase organization for the basic groups was proposed on Tuesday 19, Thursday 21, Monday 25: the groups were asked to reflect on the experience of the participants in the long workshops by comparing the expected results , the activities of the various sessions in the workshops and finally to discuss on the perspectives
The groups were trained by 2 participants for each long workshop. They met for an hour for three days at the end of the afternoon on the following points:

**FIRST SESSION): EXPECTATIONS AND NEEDS**• what are my training needs
• What are my expectations about the workshop and the development of this theme?

**SECOND SESSION: EXPERIENCES IN WORKSHOPS**• What happened in my workshop, what did I discover
• what I propose to bring back to my situation, which I think possible to transfer in my reality
• the problematic aspects that I have encountered, the solutions that were proposed\*

**THIRD SESSION: EXPERIENCES AND PROSPECTS**• still on the workshops and the possible transfer
• suggestions to the animators and for the next Ridef to be proposed during the final evaluation of this Ridef
In each group there was a facilitator who gave the word by inviting the participants to express themselves according to the requests (expectations, remarks on the workshop, perspectives, ...)

**Group A Nerina Vretenar
Grouoe B Giancarlo Cavinato
Group C Sylviane Amiet
Group D Andy Honegger
Group E Sadikh Diaw
Group F Nuccia Maldera
Group G Flor Zaldumbide**In each group a person was responsible for the conclusions to be entered in the organizing group for the final evaluation and documentation.

**SYNTHESIS OF SESSIONS
FIRST SESSION**TRAINING NEEDS (19 July)
Group A
• Teachers who stop learning must stop teaching
• Strengthening our approach to Freinet pedagogy to better disseminate it in our classes and to make it recognized as the pedagogy of the State
• Need to be present in our African classes, for a real democratization
• Need to discuss the problem of sanctions in our classrooms
- School council does not work if children don’t know educational violence and Headmaster/tress must be brought in to intervene
- Promoting children's rights
Find effective ways to do children (and municipal) counselling and try to find strategies so that they can collaborate with the authorities

Group B
• Learning how to work democratically in a classroom
• How to adapt learning to each learner
• Understanding today's social complexity
• What training to manage to identify the needs of the child:
• Listening
• The pedagogy of mental gestures
• Education for citizenship
• The right of teachers to expe-

Group C
• Enriching my knowledge

Group D
• Information on the themes developed in the workshops
• The principles of Freinet pedagogy
• Papers and digital media on Freinet pedagogy
• Computer hardware (keys, USB, ...)
• Photocopies of documents
• Need for communication

Group E
• Freinet's philosophy and policy of Freinet techniques

Group F
• Increasing the cultural background of each one
• Deeply workong together on the themes of knowledge
• Sharing the idea of ​​the teacher

**EXPECTATIONS (July 19)**

Group B
• Participating in workshops and transfer to class
• Concrete elements to help in the classroom
• Have items to use with children in difficulty
• How to face the child's needs

**Group C**
• Communicate what has been learned in the country
• Coherence between the theme of the Ridef and the contents of the workshops
• Make friendship
• Finding ways to bring discourse closer to reality
• To obtain documents of Freinet pedagogy

**Group D**
• Be equipped with Freinet pedagogy
• exchanges, sharing of experiences
• together we will go further
• organization of Ridef in Africa more regularly
• cultural brewing
• fruitful exchanges
• psychological difficulties of children and recognized solutions and respect for the child's educational and pedagogical identity
• importance of building trust in children
• working in group without table
• discovering of the reality of other countries

Group E
• Working the theme of the wrinkle
• Understand and transfer learning to children
• Be better equipped to practice Freinet pedagogy in classes

Group F
• We want to meet the countries through their didactic proposals, their cultural choices, their way of working
• Encourage encounter among people and cultures
• Discuss the Ride and the Board

**SECOND MEETING (21 July)**LONG WORKSHOPS REQUESTS AND PROPOSALS
Tour de table: experience of participants in long workshops
Group A
At. 1 problem for the large number of participants (35) it is necessary to limit to 20-25
At. 3 the theme agrees with the theme of Ridef, the right of expression has been respected also for the participants of the workshop
At. 4 theme respected, we gave place to the bodies and the cooperation
At. 9 good coordination for the organization
At. 11 very interesting, the theme was respected
- Writing and illustration of the texts; Photos and illustration were scanned at the top of the text
- Journal with interlude on the radio
- Free texts, drawings to illustrate texts
- Vaporization of texts to embellish them
- Evaluation of the work of the workshop

**GROUP B (10 participants)**
• at. 1 collection of videos and photos made by participants for use in this workshop
• at. 4 body expression, from the simplest to the most complex movement by learning helpful gestures to make stories and theater in future educational activities eg:
• at. 11
• at. 14

Invitation to the participants to express in a few words in a post it a term or a concept which expresses what has been done in their workshop in relation to the terms which are as cardinal landmarks about the theme of the RIDEF:
the techniques
 the knowledge
Educational relationships
the citizenship
Afterwards we put the post it on a 'compass' divided into 4 parts.
Afterwards we tried to look for the links among these points.
Some ex. Of post it:
- good relationship
- sharing heuristic joy
- teaching profile
- express yourself with your body easily
- group work
- assembly of a pedagogical device
- critical mind
- knowledge of types of pupils
- ....................................... ..
Group C
- I discovered
- The management of a school by the town hall
- Difficulty of synthesizing speeches
- Have a special class for pupils with a low level
- What I can do in my classroom
- Creating a school where everyone, regardless of nationality, can work together despite the difficulties of languages
- The problem of group work
- Use of letters, words, phrases at CE-CM for learners who have a low reading level

**Group D**
- Thanks to workshop n. 3 we see another way of teaching easily. Teaching without thesupport of the teacher but starting from the productions of the children

At. 11 It has been learned that it is possible to make drawings from the letters of the French alphabet. This activity can contribute to develop the spirit of creativity, observation, curiosity in children
- At 5 making positive the use of technology in the school world – discovering of the world of research, knowledge, creativity
- At 2 the management of mental map allows the teacher to identify the difficulties students have in adapting their method to learners' learning.
- Loss of time, discussion too long and few results in some workshops
- Lack of spotlights in some location

**Group E**

At. 1
- Organization of the kindergarten class
- Exchange of school experiences (canteen absent in the rural school, choice of pupils for the local dish from the products cultivated by the children)
- Project: doing this more often, e.g. twice a week
- Insufficient textbooks
At. 11
Drawings from alphabetic letters
QDN? Free text writing (also at college)
At. 9
walking outside in the nature: studying this kind of experience.

Exit Risks : Define the purpose of the classroom exit
At.14
Presentation of films-videos in class as teaching support
Awareness of hygiene
Manufactured tool: guide to the awareness and use of equipment (with photos and captions)
At. 2
Mental Health

**Problems and Solutions**
- Lack of equipment in schools
- Ignorance of teachers or lack of the mastery of the art of education
- Training teachers and need of adequate equipment
 - Dirty toilets problem of awareness
Problem in the way of conducting the workshop (frontal way): request for class council by the participants, accepted by the facilitator (at 2)

Group F
- Insufficient translation
- Insufficient materials for the good running of the workshop
- Why were not selected activities for different courses of the primary and the college ?
- Why did not you warn the participants to bring the appropriate material?
- Why were chosen the members of the organizing committee to animate the workshops?
- Why do we not respect the times defined for our different activities both on the participants side and on the organizers side?
- Why not instruct the animators to finish the planned activities in the expected time instead of finishing too neat short workshops?

**Group G**
- At. 1
• I noticed that technology is very important because it allows to be in contact not only with other cultures but also to see how Freinet techniques are practiced through the computer tool, I propose myself to really practice Democracy in my classroom as I learned it
• this workshop enabled me to better understand the process of participatory democracy at the beginning of the school year. I am going to organize my class council to allow each child to express freely, to make the correspondence with other schools Freinet to better enrich myself in techniques Freinet and apply the 'what's new'
The workshop was very rewarding and I returned with a head full of well made techniques Freinet
Suggestions: it would be desirable to attend at least 3 workshops .

- At. 14
I learned a lot in this workshop and, once I return to Cameroon, I will organize educational meetings to share the experience of learning through cooperation and especially using the media because the fruit of this work will result in a the academic correspondence between two cities or two different countries
I would like the animator will to receive these transfers for a long-term follow-up after the Ridef and if possible to take stock at the next ridef (necessity of a continuity between a ridef and the next one)

**THIRD SITTING (25 July)
SUGGESTIONS AND PERSPECTIVES**
Group A

• Have displays to exchange activities freely
• The different organizing groups must solve their problems
• Keep the richness of the exchanges among the participants of so many countries
• Positive restoration, to keep
• Review the expected time for the Ridef (extend the number of days)
• Review free time for exchanges
• the organization of this Ridef in Benin enabled the Africans to participate
• better organizing excursions

Group B

• Needing more time
• How do I know the activities of other workshops?
(Documentation)
Needing more time for further training in workshops
Place in the rooms of the workshops some cameras to record all the workshops so that at the end of the RIDEF all the participants have a key or a DVD on which is the videos of all the workshops.
• More experience to share

Group C

• Lack of translation prevents me from grasping the meaning of the content
• Participants should speak slowly and loudly
• The choice of themes: the words do not have the same content according to our origin
• Be sure to respect the language of the participants
• Provide workshops on local culture
• Favour the holding and readability of workshops organized by working groups resulting from the movements
• Possibility of programming twice the same short workshop

Group D
• reinforce the idea of ​​basic groups
• provide more information on the core groups
• make available to all participants the materials for all the workshops
• take a break after 3:00 hour working
• provide participants in each workshop with paper or digital support with the content of the workshop
• introduce counselling in all workshops
Group E
• Ensure a programming during the lodging of rooms and fixed hours for short and long workshops
• reduce the number of short workshops so that participants can follow the maximum number of themes
• Provide white areas for the programming of space for people who not participate to the workshops

• classify similar themes in the same workshop
• promote manual workshops

**DFFERENT QUESTIONS**- Control groups instead of base groups
- Better organizing the reception of the participants at the arrival
- Congratulations to the catering team for the quality and variety of dishes

**TRANSFERABILITY '**Group B
• How to understand children?
•at 4. Knowledge of oneself, of the other, of the group
• Yvette de l'Atelier 4 : the body movements she learnt in her workshop allowed her to practice balancing, self-knowledge, rhythm sensation. In her opinion this had a positive impact on the cultural mix, self-knowledge and on tolerance acceptance of the other. The transfer of this know-how to students will lead to the knowledge of oneself and others and tolerance and citizenship. And for the teacher the facility of making tales connected to the rhythm to learning.

• At. 11 natural and diverse materials
           Manufacturing of objects
For Assan of Senegal from Workshop 11 the participants of this workshop have always started with what's new? They practice the pedagogy Freinet starting from the drawing for making a lesson, or starting from a lesson to make a drawing. The manufacturing of glue, colour, painting, the realization of garland, the making of flower, and fan with paper. This know-how t allowed him to learn while discovering his living environment how to practice colours in forms of geometric figure, art.

• at 2. Knowledge of the learning process
         Use of different alphabets and codes
         Mental gestures, evocation
In the workshop 2 Benedict and Adrian explained how through voluntary and involuntary mental activities in relation to the sense organs, they developed the three times of pedagogical practice, and so teachers can improve theirpedagogical approach. Neuro-pedagogy makes possible to discover the modalities of learning through the use of the gestures and how to offer to all the students the same exchanges of learning and success by adapting the lessons to the methods of learning of the pupils.

A question: can these arrangements, taken together, constitute a school project to be shared with other teachers?
• A different approach to disciplines
All the participants expressed the impact of these trainings on them and their teaching methods, convinced that this will better load the pedagogical relationship between learners and teachers so that the child becomes citizens able to change his environment
Group C
• use of the mind map with my students (at 2)
• sensitizing students to sexual harassment

Group D
• reinvestment of workshops activities in our classroom practices
• consideration of learning outcomes in pedagogical activities (mind map) identification of students' mind actions
• sharing knowledge with colleagues and students
• reflect more on the complexity of democratic participation in the classroom
• more interest in continuing work with students
• to enable teachers to manage their classes in a sense of sharing and sharing
• get our students to write me what they want to learn, express their needs