



## FIMEM 2020 General Assembly

### MCE, MEPA, MCEP AND REPEF MOTIONS

#### 1) POLITICAL ROLE OF THE FIMEM

The MCE, the MEPA, the MCEP, the REPEF ask the FIMEM General Assembly to express its position on the political-pedagogical function and on the current status of its basic identity documents: Statute and Charter of the Modern School. Are these documents still shared? Are they practiced?

#### **Charter of the Modern School -Voted version to the General Assembly in Nantes 2010-:**

*“1 - The F.I.M.E.M. Since its creation, it has shared the objective of being public, secular and free of the formation processes. Education cannot be reduced to the accumulation of content if it is not carried out through democratic access to knowledge and in the exercise of promoting sustainable development and peaceful coexistence among peoples.*

*2 - EDUCATION IMPLIES EXPERIMENTATION AND ACTIVE PARTICIPATION IN SOCIAL LIFE AND CONSTANT EXERCISE OF DEMOCRACY. Freinet pedagogy rejects any form of ideological dogmatism and the partial and isolated knowledge of the current development model that has produced and continues producing the outbreak of wars, the domain of the strongest over the weakest and a foolish use of the planet's resources. It promotes a critical approach to reality, puts awareness and responsibility at the center of the training processes, essential qualities for an active exercise of citizenship and for social transformation.*

*3 - The educational processes cannot ignore the context that emerged at the end of the second millennium, characterized by globalization and marked by deep imbalances, injustices, cyclical crises and a neoliberal model of development, uncritically based on the laws of the market. There can be no education without the social and cultural emancipation of peoples, without access to school and*

*education, without a fight against new forms of illiteracy, a phenomenon that also deeply marks developed countries.*

*The F.I.M.E.M. commits itself, through its movements, to request the application of study access programs for everybody and to raise the quality of education as planned and recommended by international organizations and movements such as the World Education Forums, UNESCO, the European Union, the Regional Project for Latin America and the Caribbean (PRELAC; Havana, 2002). Each member of the Federation, freely, undertakes to collaborate with the Institutions of the environment where they live, with social representatives, with social volunteering, with representatives of the world of education to promote secular, public and free teaching and the integration of everybody; this effort is included in the broader search for well-being and the promotion of peace. We work to build a school that is not centralized but with pedagogical and administrative autonomy, a school of research, in a context of life in which forms of self-management and direct, participatory and inclusive democracy are experienced. It is not only the class that must have a cooperative organization, but the entire school system as a whole and also the institutions that govern it; to achieve an open, transparent school, a construction site, with a project not determined by the exterior but with its own cultural identity. Educating in public ethics and the sense of the common good allows boys and girls to be trusted with the responsibility of the world in which we live (...)*

*6 -The FIMEM is expressed by the right of all to access the possibilities of knowledge, and also by the duty and responsibility to defend children and youth from the dangers of misuse of new technologies, of the media and Internet browsing (...)*

*8 -The F.I.M.E.M. opposes any process of promoting the privatization and commercialization of education; therefore, it is based on public institutions and opinions that declare the right to a quality public school for all. (...)*

**10 - THE MOVEMENTS OF THE MODERN SCHOOL PROMOTE THE ELABORATION OF AN INTERNATIONAL PEDAGOGY.** *Today it is important to define our popular pedagogy as opposition to new poverty and marginalities, and make a contribution to new forms of citizenship and integration in an increasingly globalized world. To achieve global and intercultural citizenship for children, we must remember that rights cannot be exercised in the same way anywhere, but rather depend on the living conditions and the resources available. The F.I.M.E.M. recognizes the urgent demand for training that, in the face of new forms of marginalization, expresses needs for inclusion and acceptance, and judges that true wealth for the future consists of guarantees of training and democratic access to knowledge".*

For us, this means assuming the responsibility of opposing the different forms of oppression and marginalization, the opposition to the violation of the rights of a plurality of subjects: children, adolescents, women, ethnic groups and peoples oppressed and deprived of rights, disabled people, militants persecuted by their opinions or actions in defense of human rights.

We believe that in relation to these shared political and pedagogical guidelines, the mandate of the CA must develop and take concrete actions, in the spaces well established in the Statute of FIMEM, which in article 5, provides that

*"... The CA has the following functions:*

- *develop a federation policy based on the work of the member pedagogical movements and the GA's proposed guidelines;*
- *take public positions in accordance with the working guidelines and current events and make all the urgent decisions necessary, under condition of reporting to the members".*

How does the CA assume these functions within the Federation?

How do you encourage your members to become spokespersons and advocates for rights and legality?

## **2- CARING AND INCLUSIVE SCHOOL IN TIMES OF PANDEMIC**

We request a debate between the movements and the strong support of the CA and the members of the FIMEM in the face of the situation of material and educational poverty that the pandemic made more evident (lack of internet connection, difficulty in communicating with several children, difficulties family materials...) but that already existed in several countries. When school activities will return, what are we planning for all the children we have not been able to attend to using the computer tools?

And what solutions have we sought in the countries where the school has opened?

How can we respond to the lack of face-to-face classes, to discrimination, to the impossibility of exercising the right to education of many minors?

We propose to study together the forms of psychological compensation, the strategies to remake and rework emotionally and relationally the past period, to compensate for the lack of socialization, to stimulate a work of projection towards possible and desirable futures.

## **3) FIMEM AGENCIES**

The MCE, the MEPA and the MCEP ask the FIMEM General Assembly to comment on the definition of a different operational organization chart from FIMEM, voting on a change in the statute that includes:

### **- Network of delegates**

The delegates are appointed by the Movements, are in charge of a representative task, participate in the assemblies and are therefore more informed. His appointment lasts for 2 years and between one RIDEF and the next. The Network of Delegates supports \* the work of the CA and is organized into working groups: Example: Ridef - Processing of political-pedagogical documents - Care of internal communication to the Federation (website/ facebook/ ...) - Care of the relations with the movements and the relations among them ...

\* Since the CA is voted by the Movements, support for its mandate cannot be the expression of the individual volunteer, but of the national movements.

### **- International commissions**

These commissions are open to all members, they are constituted on the basis of voluntary adherence in relation to proposals from individual members, from national movements, from the AC. They work on specific tasks / themes that are developed between one RIDEF and another. The RIDEF may have a specific face-to-face meeting of these commissions, dedicated to the discussion on several topics. They are a good device to connect members of different movements, request knowledge and exchange of ideas. Examples of commissions: philosophical space, updating of Freinet techniques, organization of correspondence, organization and projects with and for the knowledge of other international pedagogical realities, etc.

#### - On the composition and tasks of the AC

For greater CA representativeness, it is proposed that each continent be represented. To simplify the CA's tasks, the CA can give some specific tasks (eg accounting) to experienced people (outside the CA) registered with Fimem.

### 4) BUDGETARY POLICY

The MCE, MEPA and MCEP ask the FIMEM General Assembly to express itself on the definition of a different budgetary policy and the operation of accounting, providing:

- 1) Entrusting accounting to an experienced member who can assist the CA in accounting management.
- 2) Organize the RIDEF considering that the high costs cannot be a reason for excluding the participation of the members of the Movements. Solidarity is not enough, given the economic difficulties that are also very widespread in A / B countries; that is why it is important to study the possibility that RIDEF is carried out in inexpensive countries and that the organization mechanisms include accommodation in solidarity with the members of the organizing movement, and collective tasks of access and organization. It is also important that in every RIDEFs the work of the schools, where the members of the Movement work, can be shared.
- 3) Greatly reduce travel expenses for AC members, using online meetings and only a few face-to-face meetings.
- 4) Provide accountability reports on:
  - \* **PROJECTS** presented with a projection sheet that will be presented before the financing, where the real benefits are indicated, which will be verified through a report presentation sheet, not only economic, at the end of the project.

\* **SOLIDARITY.** It is a very important device for the life and democracy of the Federation. However, the participants of the Movements that benefit from it must inform their movements of the positive consequences of participation in each RIDEF: through a commitment in preparing forms of participation to the meeting , through a report of the activities carried out (article on the website, in-person or online dissemination meeting), through forms of service and mutuality directed at the FIMEM (and also its own movement) choosing ways of documentation, presence on social networks with proposals, preparation of materials, ... just as long ago it was proposed to write the newspaper

'La Gerbe' to those who could not pay the living expenses, but performed a useful service to the Federation .

## **5) TEACHER BENAIGES SCHOLARSHIP**

**The FIMEM approved in its GA 2014 the text presented by the AC, concerning the teacher Antonio Benaiges, as reported by Infor 65:**

*“- To honor the memory of the teacher Antonio Benaiges, assassinated in July 1936, placing a memorial plaque in his school in Bañuelos de Bureba.*

*- To join, as a Federation, the Association "Escuela Benaiges de Bañuelos de Bureba" in (Burgos), Spain.*

*- To create a training scholarship "Antonio Benaiges" for young teachers from around the world. To draft the concession rules, a commission will be formed within the Spanish MCEP movement. The terms and conditions will be sent to FIMEM for approval.”*

The FIMEM General Assembly (GA) asked the Spanish MCEP movement to write the terms and conditions. The MCEP sent them (in Spanish, English and French) in early July 2016 that were reviewed and approved by the FIMEM AC in July 2017 and are the current Regulations for the "teacher Benaiges" scholarship.

In January 2018, the AC of the FIMEM announced the first “Teacher Benaiges” scholarship and its resolution was announced at the 2018 assembly in Sweden.

The AC should have announced the second scholarship in January 2020 and has not done so.

### **We propose:**

1) The immediate announcement of the scholarship corresponding to 2020

2) When the tasks of the CA are distributed, one elected member of the council should assume the task of the scholarship:

- Call for the scholarship.
- Encourage all movements to communicate and participate in the scholarship.
- Request the treasury to pay the annual allocation.
- Be a member of the jury. In the case of substitution, or increasing the members of the jury, it will be assumed by another elected member, preferably by the president of the CA.
- Keep the scholarship information updated on the FIMEM website.
- Coordinate the cooperation with the MCEP and the association "Escuela Benaiges".

### **Financial input:**

The CA of the FIMEM decided to dedicate € 1,000 of its annual budget to the scholarship and deposit that amount in the bank account of the "Escuela Benaiges" association. The FIMEM has deposited that amount in 2015 and 2016. In 2017 the FIMEM paid only 500 euros. It did not deposit any more. So, 500 euros are missing of 2017, 1000 of 2018, 1000 of 2019 and 1000 of 2020.

The MCEP has joined the FIMEM agreement and at its assembly in July 2015 and approved to contribute an annual amount of € 500 to the financial budget of the scholarship. The MCEP has paid 500 euros in 2016, 17, 18, 19 and will pay in September 2020.

### **We request:**

- 1) That the FIMEM pay the missing amounts as soon as possible.
- 2) That the budgets include a specific section "Teacher Benaiges Grant" so that the assembly can verify the income and expenses corresponding to the grant.

**We reject the proposal of the CA to create a commission because we consider that the Jury (three, or five members) is already a commission, being made up of:**

- The FIMEM with one or two representatives.
- The MCEP with one or two representatives. By decision of its assembly they will always be the representative of international matters and the confederal secretary.
- The association "Escuela Benaiges" with one representative.

Another commission, would only complicate and bureaucratize the tasks. We need the procedure to be democratic, cooperative and efficient.

The "Maestro Benaiges" scholarship represents a great advance for the reflection and transmission of the pedagogy of the Modern School. For this reason, we ask that the FIMEM take into consideration our proposals and commit to carry forward this project.

## **6) Promote a TRANSFORMATION OF THE STUDY PROGRAMS of the countries to generate a new awareness of our relationship with the planet.**

Bouaventura de Sousa Santos points out in his book "The cruel pedagogy of the virus" that the neoliberal model of capitalism has led humanity (0.1% of the planet's species) to the unlimited exploitation of natural resources, to the excessive death of large numbers of living beings that have been displaced from their habitat and an impending ecological disaster, all violations of the natural balance that will not go unpunished. The pandemic is the result of multiple violations of Mother Earth, but it is not revenge. "It is pure self-defense. The planet must defend itself to guarantee its life". (Sousa Santos, p. 65)

Starting from this principle, one of the first directions to correct in this hazardous path of humanity, to recover its previous rhythm of life, will be to review the human actions that pollute the air, water and land. The shock of the pandemic must become a powerful lesson that forces us to accept in a humble and modest way that there is a vital range on the planet with an enormous and greater diversity than mankind. It is required to accept the idea that the defense of all life on the planet is the guarantee of the continuity of human life. If people continue destroying everything that is alive

in the world, without any ethics or conscience, these beings will defend themselves in increasingly lethal ways for human beings.

How to correct this dangerous path from school? It is necessary to think that the school cannot continue training for the future, but for the present. It is necessary to prepare those millions of students who pass through the educational systems throughout the planet and who today are trapped in the four walls of their houses, to prepare them to defend, not conceptually, not answering questionnaires, but in concrete actions, all forms of life in this, our world, recognizing the right of each species to its habitat, its balance, its food and its transit. The school requires transforming its curriculum to stop dictating empty lessons on the classification of species, or the bone system and instead organize concrete actions to defend the water of rivers and seas, the protection of land against livestock exploitation, the confinement of industrial animal husbandry, pollution from mining to exploit raw materials, the commercialization of animals violently removed from their natural habitat, the production of tons of waste, of garbage islands that will fill the seas with deadly traps for all the species that inhabit them and the insistence on other forms of mobilization that do not poison the air.

As teachers we have deep trust in the new generations that can cause substantial changes in the family ways of consumption and contamination. Having learned the lesson of a virus that coexisted in a practically innocuous interaction with various species of animals but that suffered a human disturbance caused a lethal leap for humanity should lead us to form legions of guardians of the planet, of life, of biodiversity, of the endangered species. Form generations that refuse consumerism as a flag and that recover the sense of coexistence of the human being with the rest of nature. We just want to emphasize that these are not empty speeches, but rather concrete actions against the use of all possible pollutants, carried out by and with schoolchildren from the youngest to the oldest, to the universities. New revolutionary study programs and educational practices, including ecofeminism that implies the recognition of the role of women in the care and conservation of people and the ecosystem in order to guarantee the harmonious life of all species on the planet and sustainable development.

It is therefore about preparing new generations to make decisions, not to consume products in polluting packaging, to refuse to live in consumerism as a way of life, to question adults who violate the natural habitat, to join the campaigns of protection of endangered animals, to refuse to visit zoos and shows with animals confined as humans are now.

**We request a statement from the FIMEM in defense of the planet.**

## **7) Build the conviction of the priority need for EQUITY AND SOCIAL JUSTICE**

The school must open its doors and windows to reality so that the eyes, ears and thoughts of the students build their own criteria of judgment about the unbalanced world that we adults are leaving them in heritage. The pandemic exposes the inequities of the social system, interests centered on capital, machinery at the service of power, the concentration of wealth in 1% that owns 82% of the world's wealth, while 99% daily struggles for subsistence. It is not healthy for the new generations to believe that there is no other reality than a capitalist neoliberalism, because for the vast majority of families in a precarious economy, that fragility took them to the streets causing clusters of deaths in an attempt to earn a living. It is good to study history and understand its ties to the present; but it is essential to read the present to understand it, question it and transform it, recognizing within

all societies the confrontation between the classes that have the superfluous and those that lack the minimum to survive.

The post-pandemic school requires a deconstruction and a structural construction that provides cognitive, emotional and ethical tools so that the new generations understand that a transformation in the distribution of wealth is urgent, encouraging the fight against consumerism and reflection on other possible realities. where the dignity of human life is a right exercised by everyone and cooperation, democracy and social justice are practiced in every corner of the classroom so that it becomes a moral structure to reject all forms of exploitation, including the new forms of self-exploitation, disguised as entrepreneurship and autonomy. These new generations need to oppose all forms of exploitation of human labor and commit themselves to a fraternal fight for social justice, where they recognize that neoliberalism crossed by the dominance of financial capital has been unable to provide social or political responses to the catastrophe of the that led to global society, which is really evident today in the humanitarian crisis we are experiencing in the context of the pandemic.

It is necessary to learn it in school assemblies, in practices of equity in the school, in dialogues with other social actors to recognize that there is misery, hunger, injustice, exploitation and inequality. All this must help to form the social conscience and the urgent need for cooperation in support tasks between groups, families, colonies, peoples and nations. It is about convincing yourself that no one can have the superfluous, as long as there is one who lacks the indispensable. Reading the sense of social and humanitarian commitment of health personnel should filter the paths of awareness. But again it is not an empty speech, it is a practice of equity because the pandemic unveiled that great proportion of the population that could not stay at home because they had to go out to find daily sustenance; that he could not approach any of the products of the virtual school, either student or teacher; who did not have a minimum of economic resources to recharge the family cell phone and thus be able to access the school digital platform. We request a FIMEM declaration to build and practice ethics of equity and social justice at school with the intention of working together so that all children and adolescents have access to life-worthy circumstances to learn.