

DEEPL translation

Themes proposed by the REMFA movements to the Virtual GA of FIMEM, 2020

Representatives of the majority of the movements in America, belonging to FIMEM, in a virtual meeting on 10, 17, 24 June and 2 July 2020, agreed to express to the CA the concerns we share and that, we believe, should be addressed in the virtual assembly in July.

For us, teachers from Latin America (as well as from other regions with different circumstances), it has been a challenge to work in the current conditions derived from the confinement and the pandemic of the COVID 19: This situation has allowed us to assess the need to take up issues that we have addressed in the past and other emerging issues, which are listed below:

1) **A AND CARE OF THE ENVIRONMENT:** We consider it vital to take a position on how to actively link ourselves from education with the new vision that nature conservation requires. It is necessary that our schools recognize the value of preservation and that training is provided to change habits and build ways to protect and maintain it. Today we are living the consequences of a society that bet on the rules of the market, contributing to the destruction of our environment with aggressive practices and little ethical sense, forgetting the consequences for current and future generations. We urgently need training to question and diminish uncritical and irresponsible consumption.

2) **DEFENSE OF DEMOCRACY AND COLLECTIVITY:** We understand democracy as a social means to build relations of equity. Currently, neoliberal ideologies and big capital impose their agendas on us through mechanisms of domination and control. We think that the Free-English school is a space to form autonomous personalities that can live with the principles of cooperation and democracy, trying other ways to make them possible; where we learn to defend our rights and build alternatives to a better world for all. Our concern is focused on training and not on instruction. Training that encourages critical, reflective and cooperative thinking. In this respect, we think it is fundamental that the real democratic exercise is manifested in our organization and assemblies of FIMEM, and we permanently pronounce ourselves in favor of democracy and against any abuse of power.

3) **DEFENSE OF PUBLIC EDUCATION AND THE RIGHT TO EDUCATION:** The school is an essential space for the construction of equitable societies. The current situation has called into question the value of emancipatory education. We consider it essential to defend, preserve and strengthen education and the public school as a right for all.

Knowing that in Latin America, not all children attend school, we consider it important to say that it is not enough to enroll in school; it is necessary to make the right to education a reality, understanding it as much more than going to school: to participate in a critical, secular, scientific, emancipatory, democratic, cooperative, and empowering education, among other fundamental characteristics.

As pedagogical movements, we stand for the right of girls and boys to freely express their opinion on all matters within their competence, and to exercise their freedom of thought and action.

4) We consider it necessary to publicly position FIMEM on the fact that we have been forced to use virtual platforms (with the inequity and insecurity that they entail), the saturation of content, the permanent availability and immediate response, to remain under pressure, with the need to attend to

multiple tasks at the same time, under the gaze and expectations of family members about our work. The pandemic has significantly exacerbated these conditions; it has placed us in an unexpected situation, which has involved solving educational needs on the move and with our own and emerging resources, prioritizing the commercialization and privatization of education. Thus, we believe that it is a good time to make visible the working conditions of teachers in Latin America (knowing that they are similar in other contexts) and to advocate for change. Some of these conditions are weak infrastructure (even without basic services), saturated groups (up to 70 students in a classroom), stale teaching materials, and little social appreciation of the teaching profession, among others. A very fragile return to presence is in sight, but we continue to struggle to promote a good school for all people.

We respectfully request that the FIMEM, as the body that brings us together, denounces the violations of Human Rights, especially in issues related to education; in addition to supporting the timely pronouncements made by any movement of the Federation in this regard.

We consider it necessary to bring these issues to the table, to share some of the concerns of our countries and to seek ways to transform these realities, contributing to the construction of a better world.

Finally, we make explicit the clarity that we have regarding all these issues are contained in the fundamental document that brings us together: the charter of the modern school, which clearly sets out the basic principles that we share as movements of the world; however, we consider it important to bring these issues to the table in critical moments such as this, which require clear positions to be taken.

SOME LOGISTICAL CONSIDERATIONS:

It is necessary that the points to be discussed in the assemblies are clear, published in a timely manner, giving time to read them and discuss them within the movements; otherwise, the movements will not really be represented by their delegates.

It is important that the assemblies guarantee the discussion and analysis of all the points to be discussed, prioritizing them over other activities, and taking agreements to make demonstrations that bring us together.

With respect to the virtual meetings, it is essential to know sufficiently in advance the date, time, and themes of the meetings, with clarity of who is in which commissions, what the procedure is for attending.

It is necessary to establish clear and direct communication with the movements, through their representatives.

We need to have answers to the questions and attempts at communication that we have tried to establish at a distance in these times of uncertainty.

Greetings.

Movimiento por una Educación Popular Alternativa, Mexico; Movimiento Freinet Chile, Chile; Movimiento Mexicano para la Escuela Moderna, Mexico; Rede de Educadores e Pesquisadores da Educação Freinet, Brazil; Movimiento de Educación Popular-Freinet Uruguay, Uruguay

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