FIMEM WORKSHOP PROPOSALS as at 8 April 2026
FOR THE CONVERGENCE(S) 2026 BIENNIAL, VERONA

Cooperation and the body as a means of humanisation (**PRACTICAL** – ES - FR)	Juan Fernandez Platero **MCEP (Spain)**	The Freinet approach to teaching fosters cooperation through the 'natural method', which embraces the complexity of life. We look at the body and at emotion, and how they foster cooperation. In practical terms, through play and dance, we demonstrate that the body is a necessary condition for spontaneity and cooperation. Cooperation is the fundamental tool for emancipation and humanisation. We reflect more deeply because we experience it first-hand.
Learning a foreign language using Freinet techniques (**PRACTICAL** – FR - EN)	Katrien Nijs **EE – FFV** (**Belgium**) Hélène Ndjomo **AECEMO** (**Cameroon**)	To exchange ideas, reflect and work with colleagues from various countries on the topic of foreign language learning. We are offering the workshop in English and French. The idea is that this workshop is: - a practical application of the Freinet approach in a language classroom - a reflection on the Freinet approach (core principles, educational philosophy, etc.) - a language lesson (participants can improve their French and English skills)
Democracy and education: between neoliberalism, populism and nationalism – the Italian example (**DEBATE** – IT – ES – FR - EN)	Anna D'Auria - **MCE (Italy)** Alfredo Lopez - **MCEP**	How have neoliberal education policies influenced the conception of education and schools within institutions and in the public sphere? How, from the 1990s onwards, have they served as a narrative to justify inequalities and subordinate school systems to the logic of capitalism? We will attempt to identify the elements of the neoliberal transformation that have redefined the governance, aims and practices of education, thereby weakening the role of education and school systems as the main lever of democracy. We will examine how, in the Italian context, neoliberal policies have provided fertile ground for the emergence of populism, nationalism and authoritarianism. We will discuss how the commitment of professionals to progressive education can counter neoliberal and populist tendencies and champion the democratic culture of education and schools.
The study of the 'transdisciplinary' field (**TESTIMONY** - espagnol et français)	Francisco Vaquero **MCEP**	An overview of the contributions of transdisciplinarity theory to the Freinet method of environmental study. A theoretical approach with examples of classroom applications. Over 20 participants. Indoors.
Publishing: a tool for reflection and professional development (**DEBATE** – IT - FR)	Attilia Cometto Leonardo Leonetti Lidia Pantaleo **MCE**	This publication for education professionals has two main objectives: reflection and study – whether undertaken individually or within communities of practice – to support continuing professional development and assist with lesson planning. Within teachers' associations, and therefore also within the cooperative education movement – as is often the case in a research community – teachers frequently document and publish their experiences in order to share the process and results of action research.

		To ensure that the content disseminated is as useful and accessible as possible: how should the documents to be published be structured and organised? How, and according to what criteria, should the content be validated and selected? To what extent is it useful to obtain feedback? Beyond written text, which platforms and technologies are best suited to dissemination? Is it possible to set up an international network for the exchange of experiences? Link to sub-theme 5 of the Biennial: The commitment of professionals in the new sector of education also involves knowing how to document the activities they are trialling in the classroom. Teachers and professional associations who believe in cooperative and democratic practices and who are engaged in educational and social activism should also consider it their duty to open their teaching practices up to debate within the professional community.
We, our languages. Being, belonging, understanding: books and literature as resources for diverse communities. (**DEBATE** – IT - FR)	Barbara Comparini Daniela Donadello Cinzia Fumagalli Marta Marchi Lidia Pantaleo Sara Riva Francesca Sempio Silvana Testa **MCE**	Classes are made up of boys and girls from rich and diverse social, cultural and linguistic backgrounds; yet this diversity, particularly in linguistic terms, is not always sufficiently highlighted. Faced with today's social and environmental challenges, there is often a temptation to respond to the complexity of global issues with simplistic, reductive and fragmented thinking. This results in a dialectic based on rigid oppositions — me/us, us/them — which risks limiting mutual understanding. To prevent the educational environment from being constrained by preconceptions and ideologies, including in linguistic terms, and to promote genuine linguistic democracy, it is essential to address genuine communication needs. With this in mind, the workshop aims to move beyond cultural stereotypes and language barriers by fostering encounters with others and providing tools that can be used in both formal and informal educational contexts. Children's and young adult literature provides a rich and fertile cultural ground for moving beyond a simplistic view. Using a narrative premise, participants will be invited to create a book by drawing on their imagination. The workshop will continue with a comparison and discussion of the various interpretations, the gathering of cultural clues relating to the origins of the original text provided, and will culminate in a re-examination of the relationship between the narrative text and its culture of origin, culminating in the creation of a new collective book capable of accommodating a variety of perspectives.
All human beings are equal. All human beings are different (**DEBATE** – IT - EN)	Vania Milani Chiara Meriggi **MCE**	The workshop combines scientific research with theatrical expression. Analysis of burial sites alternates with activities focusing on self-expression and introspection, tools that will bring an 'imaginary' story to life. The workshop encourages self-expression within the group and raises awareness of the roots of equality, which underpins active citizenship and the struggle for the rights of all peoples – a prerequisite for the rehumanisation

		of education.
Assessment: shaping teaching (**DEBATE** –IT - FR)	Elisa Amato Francesca Balbi Valeria De Paoli Rosy Fiorillo Marco Pollano Lisa Salvetti Davide Tamagnini **MCE**	Assessment is an integral part of the educational process and touches on many aspects of learning and teaching; it is the means by which power is exercised in schools; it is a moment of reflection that enables experiences to be interpreted and valued. To restore its pedagogical function, we must start by addressing the limitations that teachers encounter on a daily basis in relation to assessment, with the aim of exploring together its educational potential to improve schools by redefining teaching. This workshop forms part of the trend towards the rehumanisation of education, offering a reflection on assessment as an emancipatory practice capable of moving beyond bureaucratisation and performance monitoring in order to restore value to practical experience and the uniqueness of each pupil.
At the heart of a cooperative classroom (**PRACTICAL** – IT - FR)	Elisa Amato Francesca Balbi Valeria De Paoli Rosy Fiorillo Marco Pollano Lisa Salvetti Davide Tamagnini (**MCE**)	What educational practices should we adopt to uphold equality for all, promote recognition of each person's worth and celebrate differences? A workshop offering an insider's view of the cooperative classrooms of the Freinet method, a pioneering approach to democratic and emancipatory education. Starting from the political application of educational skills, we will explore how organised learning spaces, research-based teaching, differentiated instruction and tools for free expression can foster autonomy, motivation and critical thinking. The aim is to provide concrete proposals for collective research to build shared knowledge, through cooperation understood as a fundamental lever for rehumanising education.
Mathematics and science come together in children's creations (**PRACTICAL** – IT – FR - EN)	Anna Aiolfi Donatella Merlo (**MCE**)	When creating a physical mathematical model, issues arise relating to the structural integrity of the model, the search for balance and the workability of the material… Workshop participants discover and express the mathematical and scientific concepts that emerge during the activity, and reflect on how these can be applied in teaching at different levels, not in the context of simply imparting knowledge but through the process of construction characteristic of the New Education movement
Educational games to teach citizenship (**PRACTICAL** – IT – FR - ES)	Giancarlo Cavinato Patrizia Scotto Lachianca **MCE**	Tema: una escuela como una ciudad y una ciudad como una escuela para fomentar el conocimiento, el encuentro, el intercambio, el enriquecimiento mutuo, la diversidad, la resolución positiva de conflictos mediante la negociación, el diseño participativo, la creación de una comunidad y el fortalecimiento de la cohesión social. A través de diferentes fases: juegos para conocerse a uno mismo y a los demás, confianza, ampliación de la percepción, deconstrucción de estereotipos, colaboración, elección, representación de la realidad y proyectos de futuro para explorar la dimensión política del ser y el hacer ciudadano.
Facilitating a local cooperative group of	Alessia Barbagli Giulio Bodini	This case study presents the experience of a local cooperative group of adults engaged in collective research

adult educators and teachers (**TESTIMONY** – IT – EN - FR)	Walter Cozzolino Pietro Luca D'Antuono Chiara Guglielmino Marta Simonelli (**MCE**)	into educational practices aimed at promoting the involvement of professionals in the New Education movement and the political and conscious use of their professional skills. Through the comparison of classroom experiences, the establishment of Assemblies as spaces for democratic practice, and the promotion of intergenerational dialogue, the group develops collaborative and reflective practices. This experience demonstrates how the rehumanisation of education is achieved through the active engagement of professionals who, through shared and collectively rethought everyday practices, become agents of cultural and social transformation. Main reference for point 5: The involvement of professionals in the New Education
Adult-centrism and hurtful language. Reflections, practices and proposals inspired by the book "Non chiamateli bambini. Un'introduzione al childism" (Don't call them children. An introduction to childism) (**TESTIMONY** – IT - EN)	Maura Tripi (**MCE**)	Little girls and little boys are naive, innocent, uncontrollable, vulnerable and capricious. The adult-centred perspective influences the way we behave towards children and justifies the way we interpret their behaviour and exercise our power and control. Adult-centrism must be regarded as the main obstacle to the practice of progressive/active education: the root of all forms of discrimination, it dehumanises childhood through authoritarian and harmful teaching methods, creeping in through its pervasive and invisible nature. And, just as in our actions, it lurks within the most common and widespread words relating to the world of childhood: omnipresent because they appear neutral, they turn out to be 'words that hurt'. In this context, can active education offer a non-adult-centred alternative? The presentation will be given by the author Maura Tripi, representative of the MCE Working Group in Sicily and lecturer in the history of education at LUMSA University. The book *Don't Call Them Children. An Introduction to Childism* (Ledizioni, 2025) is available as open access: https://ledibooks.com/projects/non-chiamateli-bambini.
Writing, training and research: the MCE's publishing experience (**TESTIMONY** – IT – EN - FR)	Alberto Speroni Domenico Campana Attilia Cometto Gabriele Filipelli Alessandra Giacomini Raffaella Maggiolo Giovanna Palmero (**MCE**)	The journal *Cooperazione Educativa* and the publications of the Movimento di Cooperazione Educativa offer writings by teachers for teachers – and others too – as spaces for reflection, learning, documentation and research, intertwining teaching and academic knowledge in dialogue with the cultural, social and political context. Here are two concrete examples to spark discussion and debate: the journal's special issue on war and one of the books in the RicercAzione series.
A community school. The commitment of professionals to the New	Ilia Meneghin Resy Molon Gianna Beltrame	The conference will feature a presentation by the founding teachers of the educational system at a primary school in Vicenza. A small but extraordinary school: the Polegge Primary

Education movement. (**TESTIMONY** – italien)	Daniela Donadello Nicoletta Gagliardi Paola Micheletto (**MCE**)	School. A school where the focus on Andrea Canevaro's specialised pedagogy is complemented by the development of a unique teaching approach, capable of making room for the diversity and originality of both teachers and pupils. A school with a rich history, which today remains steadfast in its commitment to implementing active teaching practices. Without a doubt and without wavering. The aim is to demonstrate that active teaching methods can be successfully implemented, as they represent the most appropriate path towards inclusion and meaningful, lifelong learning. A school, therefore, conceived as a place of transformative experiences that foster the development of a sense of belonging to a single global community.