36. RIDEF 2026 POLSKA

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AKTUALNOŚCI • NOUVELLES • NEWS • NOTICIAS

RIDEF 2026

Rencontre Internationale des Éducateurs Freinet

The Region in Words and Photos

On Wednesday, trips were made to Gdynia, Gdańsk, Łeba, and Wdzydze. Here are these places seen and described in the participants' own words.

Gdynia









Our one-day excursion to Gdynia turned into a journey that combined history, friendship and inspiration. Visiting the museum ship gave us the opportunity to discover Poland's rich maritime heritage and experience the atmosphere of life on board. A cruise around the harbour revealed the impressive image of a modern and dynamically developing city.

We were particularly impressed by the scale of the port and its excellent organization. Thanks to our guide's engaging and informative presentation, we not only learned fascinating facts about the history and development of Gdynia, but also came to see the city as a symbol of modernity and its strong connection to the sea. We left with wonderful memories and the sincere hope of visiting Gdynia again in the future.

Emi, Toni, Maggie (Bulgaria)



Gdańsk

The trip to Gdansk to the Museum of the Second World War was a special event. I was impressed not only by the well-prepared presentation of historical events but especially by the architecture of the building, which was designed by an architecture firm from Gdynia.

It's also worth mentioning the Indian restaurant near the museum, where we could refuel with Indian delicacies after the heavy content.

I realized a long time ago that cultural breaks at such a congress have a positive effect on the conference activities.

Besides the museum visit, the cityscape with its historic buildings and the picturesque waterfront promenade left a special impression that will linger for a long time.

Anton Strobel

One day in Gdansk – free time in the morning with a good coffee; then climbing the cathedral tower together with Giancarlo. After the 400 steps a wonderful view opens up over the whole town.

We are totally soaked with transpiration and we need a large beer. After the beer bigos and potatoes at the market.

In the afternoon an interesting sightseeing tour with Anna, a polish architect – walking along the river, visiting the cathedral once more and explaining about the facades covering new apartments, sometimes connecting several houses after 90% of the town was destroyed in 1944.

After the tour we invite Anna for a beer, and she continues to tell us about the history of Gdansk. It is very interesting and makes me want to read more.

Andi Honegger, Switzerland







Gdańsk, a different perspective

The true voyage of discovery does not consist in seeking new landscapes, but in having new eyes. (Marcel Proust, 'In Search of Lost Time').

On Wednesday, August 5, we had the chance to look at a city like Gdansk (Danzig) from different angles, but what changed our view of it was seeing it from the top of the cathedral bell tower. As Proust wrote, it is not the place that enriches our perception of reality, but our eyes if we look with different eyes. In his book 'The Conquest of America: The Question of the Other' and in 'Us and the Others,' Todorov distinguishes three different ways of relating to others and to lived space.

The tourist travels to consume differences. He looks at the other from afar, he seeks the exotic, the confirmation of his stereotypes. The other and the space are seen as if they were in a museum. He doesn't want to change his perspective.

The traveler comes to know and compare. He tries to understand the differences, recognizing that there are diversities within himself. He observes, he judges. He can fall into egocentrism.

The anthropologist comes to understand from the inside. He seeks to know the other's logic, putting his own values in brackets. He tries to see the world through the eyes of others.

It's hard not to judge the inhabitants of a city or a country without measuring them against your own Italocentric frameworks. But after climbing more than a thousand steps and mingling with people from different countries, languages, and cultures who were seeing the same things we were with their own eyes, taking photos like us, making the same observations, and feeling the same leg pains going up and down, we appreciated the great beauty of what we saw, but at the same time, we regretted the fate of these very beautiful cities being overrun by gentrification. Like Venice, where I come from. Anyway, afterwards, I listened with curiosity for a long time to the recommendations of a hat merchant (made in China) who explained all the ways to take care of the state of a hat not produced in the city or the country.



Giancarlo Cavinato

Gdańsk, Piacere di conoscerti - A collective free text



Early in the morning a bunch of undisciplined people left...

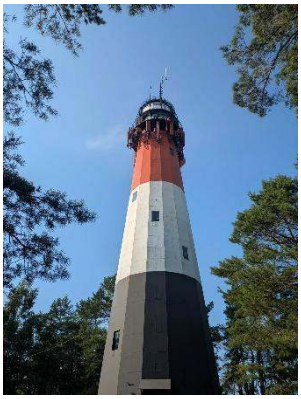
Solidarnosc Museum was interesting, especially the documents and films about the big strikes of the late 1970's and early 1980's in Gdansk's région. These strikes implied many women, as for instance a crane driver called Ana, and a tramway driver whose name was Henryka. So, even though Lech Walesa had the most beautiful pull-over of the strike's commitee, the birth of Solidarnosc, as every hunger riot, was a women's uprising above all. It was gripping to discover how Solidarnosc helped to bring Poland to the breaking of the "Rideau de fer". It gives hope to see what the working class was able to do when people are going on strike together. They were very brave to fight even though their camrades have been killed by the police. But, they also had to face up with a terrible time of martial laws after their strikes.

All along the visit, one can wonder how it would be possible to tell History with more complexity and more lucidity : here, communism is the enemy of freedom and the opposite of democracy, and capitalism is the solution. But what happened after the period described by the museum ? And what about Poland's politics today ? The visit was surprising, and could lead to discovering a need to learn more about the last part of XXth century's History from other points of view. What is communism for Polish people ? What is western world ?

And what about the work in Gdansk's harbour during the XVIIth century ? During our walk next to this harbour and in the old city, we were guided by a woman who knew a lot and told us some of her knowledge. We saw dragons made of stone along the street's sides... Amazing !

It was very meaningful to spend the day altogether in a local museum such as this one about Solidarnosc. Some were wondering if and how teachers and professors talk about this part of History in their schools in Poland...

The group of excursion n°2 in Gdansk



Łeba



We went to the village of Rąbki, and from there we took a golf cart to the famous moving sand dunes, where we could admire the extraordinary landscape of the Słowiński National Park.

Next, we went to Łeba. We spent time on the beach, exploring the town, and enjoying some free time. It was a perfect opportunity to relax, take walks, and discover the charms of the seaside resort.



The next part of our trip was visiting the picturesque Stilo lighthouse, which amazed us with its location and beautiful views.

We returned tired but very happy and satisfied. The trip gave us many unforgettable experiences and was a great opportunity for bonding and discovering the beautiful corners of the Polish coast.

Gosia and Daga

Wdzydze

During our visit to the Kashubian Village, we got a glimpse of life from the 17th to 20th centuries. It was clear how deeply the community valued its church and school.

As for the cruise, I thought we were on a river, but it turned out to be a massive lake—I was amazed by its size!

Tadayoshi Sakai, Japan







Denaturalizing Adult-Child Relationships

Earlier, I went to the restrooms at the cultural center where I'm doing my long workshop, a place primarily intended for adults. I was struck by the cleanliness of the place, the meticulous attention to detail in the construction. These qualities are not found in the school restrooms, even though cleanliness and hygiene are maintained in both locations. In France, the question of restrooms in preschools is often raised: are they places of convenience in full view of everyone, or places of privacy?

In many countries, adults have the status of citizens. What about children and childhood?

During the roundtable discussion on democracy, a certain ambiguity was maintained: should we teach democracy in schools or live in a democracy at school?

Adult-child relationships are very often governed by a "natural" approach: children, by their very "nature," are considered weak and vulnerable and must wait until adulthood to emerge from this state. In the meantime, the child is "naturally" entrusted to the family that gave birth to them and that "naturally" protects them. We all know the reality of this protection: punishments, violence, incest... Thus, in the name of this naturalness, the child is deprived of status: they remain a natural object entrusted, according to the adult's whim, to school, to family, to supervised and pedagogically structured spaces. The Freinet approach seems to want to change this situation. Are adults ready to relinquish this power? Or in other words, what struggle do children face to gain this power? According to comments heard during the roundtable discussion, children must learn to question adult authority, but shouldn't adults rather relinquish their authority? Recent developments have led to the granting of a legal status to rivers and forests... a legal status. Isn't it time to denaturalize the child-adult relationship and create a legal status for the child? Isn't it time to politicize adult-child relationships?

Marc Petazzoni

The FIMEM General Assembly

A Highlight of Collective Democracy That Puts the Techniques of the École Moderne into Action

This is my fourth time participating in a RIDEF, but it's the first time the General Assembly has been able to fit within the—admittedly short—time slot allotted in the schedule. A cool and comfortable room, but above all, a Board of Directors attentive to the tools and committees—and, indeed, an incredible tool: simultaneous translation for the four languages of RIDEF, which almost always allows participants to speak in their preferred language and be understood without having to wait for translations into the other two languages.

Of course, this tool requires us to adapt to its logic, and translators do need to step in at certain moments, but it's extraordinary—as we're also experiencing with this journal, where a small team produces the four-language edition—and therefore also a little daunting...

But the strength of Freinet pedagogy lies precisely in discovering how to turn technology into a lever for collective empowerment!

That's why, during this meeting—which lasted only from 3:30 p.m. to 6:30 p.m.—we were able to receive a detailed and very comprehensive report on the horizontal structure that is increasingly linking the Board of Directors with the work of Freinet educators in the field. The committees play a powerful role (as Pierre explained in yesterday's newsletter), particularly the Peace Education Committee, which proposes to expand its initiative "Letters of Peace from Schools Around the World"—disseminated through the multi-letter campaign available on the FIMEM website—an initiative that aligns this effort with the harmonization of our ecological thoughts and practices through an eleven-point charter.

So, of course, the committees need to be strengthened, just as the movement's finances will require major decisions in 2028. But the synthesis presented here by the Board of Directors and active members allows us to gain a comprehensive understanding of the potential levels within FIMEM for building a cooperative education system that draws strength from our diversity.

This complex line of thinking left us exhausted and hungry, but eager to analyze and develop shared solutions during our upcoming working sessions:

- Read and reread the documents in Drive
- Attend the language groups on Thursday
- Continue the work through presentations, group discussions, and votes on Thursday and Friday

Taking a few breaks with coffee and some cookies might help us stay focused over the long haul, since our passionate concentration requires plenty of energy!

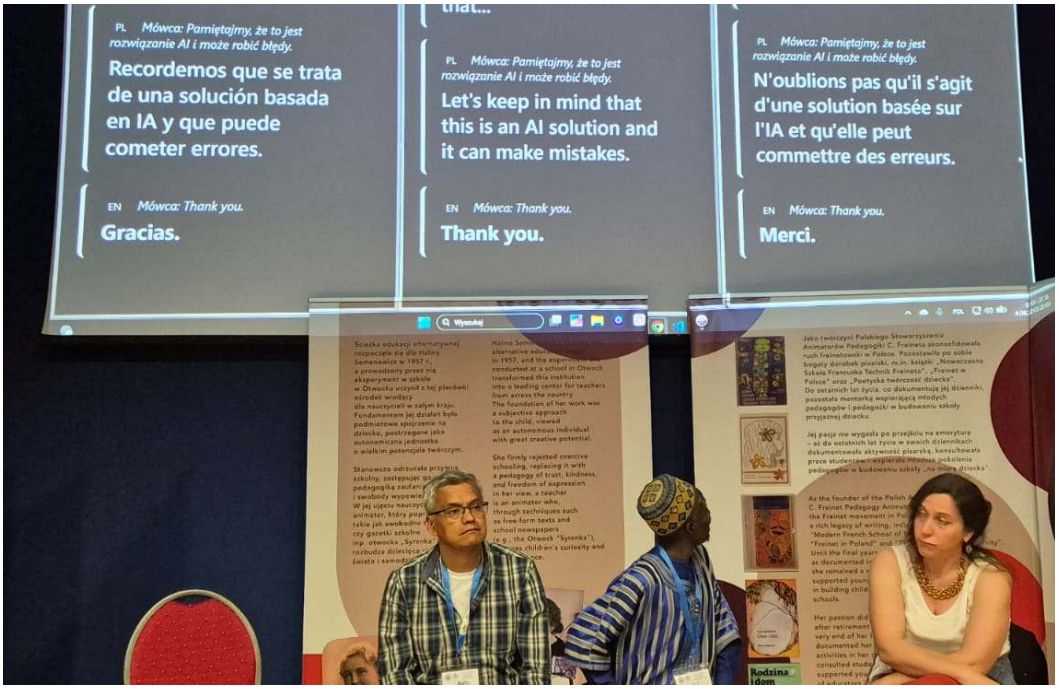
Machine translation blunders

The tool isn't very good with acronyms, in particular!

In French, FIMEM was rendered in some pretty outlandish ways: FEMEN, "girl herself," "life itself," "female," "tiny," and once after translation, "epidemic girl"!

ICEM also got a few magical twists: "drought," "fit of laughter," and finally "lichen"!

Aurelia Stedransky





First steps in archery





The workshops led by Jakub Piasecki offer an introduction to the noble sport of archery. First comes a warm-up for the shoulders, neck, and hands, followed by determining one's dominant eye (for right-handed people, it isn't always the right eye). This establishes which hand will hold the bow. Then, with the right stance and the arrow drawn, all that remains is to hit the target—which is not always an easy task. But as the saying goes, practice makes perfect; after a few attempts, the aspiring archers improved steadily, even if a few still found themselves searching for their arrows in the nearby undergrowth. Ultimately, however, enthusiasm and having fun are what matter most 😊

Kasia

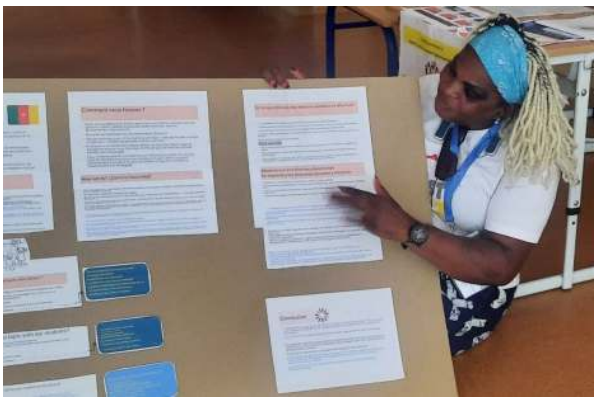
FIMEM Commission 12 Short Workshop: Gender Equality



On Monday 3 August, FIMEM's Commission 12: **Gender Equality** organised a workshop in which we shared experiences, projects and actions developed in our countries to promote gender equality through education and social engagement.

In this commission, we meet five times a year by videoconference. We are a group of about ten people from three continents: Latin America (Mexico, Uruguay, Brazil,) Europe (France, Spain, Italy, Austria), Africa (Cameroon). In 2025-26, we have chosen a common theme: "*affective, relational and sexual education*" in our classes. During the workshop, the work carried out in our workspaces was presented, for thirty people from various countries.





In the case of Mexico, Tere and Xareli shared an experience developed in the activities leading up to **March 8 (Women's Emancipation Day)** in which students, teachers and families participated in a process of reflection on equality, rights and citizen participation. As a result, the children and adolescents made posters and slogans that they took with them on the street march, accompanied by their mothers and fathers, transforming this process into an experience of learning, awareness and collective action.

Hélène-Nadine from Cameroon then explained the context of her country, with the repressive laws and the beliefs of families, especially concerning the possibility of love

between people of the same sex. However, work in schools focuses on equality between girls and boys, which is already a big challenge.



Catherine presented the new programs of relational affective and sexual education in France, the context in which they were built and the difficulties in applying them. She then shared two pedagogical experiences:

1. a work without a school with an illustrated book "*C'est mon corps*" with 6-year-old students, and
2. a project for a guide to accompany teenagers confronted with pornography in a middle school. Both projects are ready to integrate a dialogue with families.

At the end, Wanda spoke about the context in Austria and presented an illustrated book for 10-year-old students, which deals with emotional and sexual life with a lot of complexity and sensitivity.



The dialogue between countries has made it possible to recognise our commonalities, to learn from our differences and to strengthen the common commitment to promote education with a gender perspective, based on respect, equity, inclusion and human rights.

At Commission 12, we believe that transformation begins in the spaces we inhabit every day: classrooms, families, and communities. For this reason, we extend a warm invitation to all those who wish to build more just and egalitarian societies to join our committee. Together, we can create collaborative networks, share experiences, and continue to promote actions that promote gender equality and education committed to social justice. We are waiting for you!

If you believe, as we do, that education can change the world, then this commission is yours too. Come and share your projects, your doubts and your successes: the more people there are, the stronger our impact will be.

Xareli, Tere, Catherine, Wanda, Hélène-Nadine

If you want to join the commission, write to coordinators catherine.hurtigdelattre@gmail.com and xa.anochecer2@gmail.com.

Stitch by stitch: learning to knit



Knitting is said to be deeply relaxing and soothing, helping to quiet a racing mind. I can't say for sure if that's true, as my initial attempts actually caused some tension—especially in my shoulders—and made me wonder if it was even worth it. Yet, as I persevered, I noticed it gradually becoming easier. Gathered on a blanket in the beautiful weather were participants ranging from beginners—closely following Agata Piasecka's instructions—to more experienced knitters creating wonders with their needles. The satisfaction of crafting something yourself is certainly worth the initial struggle. After all, generations of knitting grandmothers couldn't have been wrong 😉.





Kasia

Come and visit our shop to get the last RIDEF handmade items before they're gone!







In July **Gitta** had her 80th birthday. Now she particpates at the RIDEF here in Gniewino. A lot of people have congratulated her. Just as we did on Wednesday evening.

Dörte Rieck

Found on Gazeta board…



Online version: https://2026.ridef-fimem.com/en/gazetka-2/	This newspaper was made during the workshop by: Gosia, Pierre, Gina, Arnout, Marguerite, Giancarlo, Kasia