

# Permanent Education Service CEMEA (Training centres for active learning methods) – Asbl

## Presentation



CEMEA in the federation of Wallonia Brussels is

### **An educational MOVEMENT**

**which asserts** that education is for all, without distinction of age, culture, sex, beliefs, social circumstances, that it is continual and that every human being can develop and transform himself throughout the lifespan;

**which supports** the idea that education must be grounded in activity, essential in individual training and in the acquisition of culture and which considers that the environment is primordial in the development of the individual.

### **A training organisation**

**which affirms that** training is a space of permanent education, social existence characterised by the interests of collective action and that it must privilege the development of knowledge by the individual himself to strengthen his skills and his capacity for action; **which is addressed** towards all persons paid or voluntary, engaged in cultural, educational and social initiatives...and who, in their association, in their workplace, in their daily life, their personal commitments...believe in the

possibility of each person developing throughout his or her lifespan; **which puts in place** different systems (training, research, exchange...) to foster the emancipation and the awareness of agents of change on issues of education in society.

## Activities

- Training in the field of permanent education (socio-cultural activities).
- Skills training for street and neighbourhood activities and extracurricular training.
- Training of professionals of the After-School Reception (ATL) for three to twelve year olds.
- Training of professionals in early years education (0-3 years).

The CEMEA respond to the demands of the organising powers or school directors by putting in place training projects adapted to their specific requirements.

### A few examples

Activities encouraging self-expression, setting up projects, the development of well-being units, education about gender equality, integration of children with disabilities...



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# ACPP



# Presentation

## Aims

International solidarity and development, gender education, education on immigration, initiatives and research.

ACPP is an NGO with a non-lucrative goal, secular, independent and non-partisan. The association defends democratic values, as well as social and economic justice. Since its inception in 1990, ACPP defends peace, tolerance and dialogue.

## Its principle objectives are to

- promote peace, solidarity and global human rights.
- carry out studies, research.
- promote international cooperation.
- promote cultural, social, educational, environmental and economic assistance and access to health for social groups who need it throughout the world.
- promote cultural programmes which encourage the promotion of equality between women and men.
- encourage the active participation of young people in the programmes and more specifically childcare.
- encourage active social participation through the development of the volunteer scheme.
- enhance teacher training and training of social and educational agents.

The work of ACPP is situated in the field of developing cooperation and social intervention.

## Activities





## **The strategy of cooperation for development**

On the one hand, ACPP contributes to the democratic and civil development of societies in developed countries. It encourages local organisations who foster the participation of the public and the development of democratic alternatives, a more equal distribution of wealth and supports the role of local agents.

On the other hand, the role of organisations from the South is fundamental to the projects lead by ACPP. The beneficiaries of the projects are not only users, but agents of change.

### **The association is developing several cooperative projects in different regions**

Central America: Honduras, Salvador, Nicaragua

South America: Columbia

Caribbean: Dominican Republic, Haiti, Cuba

West Africa: Senegal, Guinea-Bissau, Mali and Niger

Maghreb: Morocco, Tunisia, Mauritius

Middle-East: Palestine, Lebanon, Israel

### **The strategy of social intervention**

The Assembly of Cooperation for Peace (ACPP) plays an important role in the North (Spain and Europe) with the aim of transforming a narrow vision of reality and opening up to a model of society committed to genuine social justice by combatting poverty, the promotion of the values of peace,

equality and respect for diversity.

In order to enact this social transformation, the association considers that it is essential to develop measures which awaken critical thinking about the causes and mechanisms of inequality, poverty and exclusion. At the same time, they defend the idea that the mobilisation and organisation of citizens is a vehicle of change.

### **The work developed in social intervention is located in different domains**

- Education is a fundamental element of social transformation. The promotion of public, secular and egalitarian education is the motor of change. For this reason, ACPP puts in place supports for schools at different levels through the training of educators, the development of pedagogical tools for which the aim is to strengthen the education of communities in their everyday work to construct a global citizenship respectful of human rights.
- Strengthening awareness to combat exclusion and inequality in the relations between North and South involving work to transform the mechanisms which underpin them.

ACPP tries to increase awareness of the realities of the countries which which it works, to strengthen the work on the ground carried out by organisations and member institutions of ACPP.

The association defends a model of solidarity based on the role of civil society in the countries of the South, Spain and in Europe.

### **Social integration**

The work developed in the countries of the north involves taking into account the reality of exclusion in the immediate

environment.

ACPP develops diverse initiatives on a local level which articulate awareness of the causes of exclusion, defense of social services based on access to rights, intervention in cases of emergency, promotion of spaces for social connection which offer the opportunity to participate in different social groups. In this context, ACCP promotes diversity, the integration of migrants as a positive value.



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# **Dock Europe**

## **Presentation**

**Dock Europe is an association founded in Hamburg and hosted principally by five people (four women and one man, three German and two French)**

Dock Europe works in the field of community education, further education and social work. The association aims to promote mobility as a learning method as well as the inclusion of intercultural problems into the education of young people and adults. Its aim is to develop pedagogical and social initiatives taking into account the linguistic and cultural diversity inherent to the societies which constitute Europe, at the heart of which we live. With more than ten years experience, dock europe is situated at the heart of an international and moreover European network of institutions, associations, professionals, students, apprentices and campaigners. Thus it provides a rich platform, anchored locally, of skills, experience and resources at the interface of social work and the building of Europe. Dock Europe hopes, thanks to its suggestions, to reinforce the capacity of the public of all ages and backgrounds to take part in cooperative exchanges within Europe and beyond. From this perspective, Dock Europe offers the public, on the one hand, the development of know-how concerning cooperation, setting up international projects, intercultural learning and on the other hand an opportunity to reflect and acquire theoretical knowledge which is indispensable to a social and political understanding of the emerging European space.

**For 10 years the association has been developing the following activities**

**Dock Europe provides for the establishment and maintenance of**

European programmes of mobility (individual or collective) in the domain of social work: bilateral exchanges (French-German) and trilateral (French-German-Libanese, French-German-Algerian, etc.), workshops and seminars as part of continuing education: training in intercultural pedagogy (particularly through raising awareness of language), conferences on social themes (such as poverty, multilingualism or the health of migrants) and workshops on professional skills (public speaking, managing conflict etc.) the support or moderation of processes of cooperation between institutions, for example, between schools and German extracurricular structures as a part of school reform (adoption of the continuous working day with no extended lunch break), research work and evaluation of major European problems (migration, gentrification and rights to the city, social inequality, poverty, health), and supports for the development of European projects and seeking collaborative partners.

### **Additional information**

**Resource people:** Petra Barz, social pedagogue, working for sixteen years in the field of educating young people and adults and developing projects on a European level. For Dock Europe, which she established, she has especially developed professional training sessions and European encounters for social workers. In addition, she has set up projects on questions of diversity and intercultural issues. She also engages in further education in the fields of social work and pedagogy. In the last few years she has particularly followed the process of school reform in Germany.

Urte Bliesemann, social pedagogue has worked for several years in the field of young people and sports and social security for children. In 2006 she joined Dock Europe and carries out projects aimed at intercultural encounters for young people in difficulty and social workers. For the mobility projects she specifically manages organisational and communication issues as well as individual support.

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**dock europe e.V.**

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# Polis

## Presentation

Polis is an international network for environmental education whose aim is to promote training, research and information relating to Environmental Education.

It was set up in 1996 and holds NGO non-profit status. The objectives of the organisation's activities are to promote research, training and action in environmental education, thus, it sets up international networks and partnerships. It produces and publishes educational materials. Polis' activities are carried out by volunteers from different professional fields and a network of environmental education professionals who collaborate on specific projects.

Between 1996 and 2001 Polis created and coordinated an

international network of educators from over 60 countries across all continents (teachers of different levels within formal education, communications professionals and students of educational science).

This work allowed for the publication of the magazine « Dialogues on Environmental Education » for 7 years. The magazine was distributed in over 60 countries in English and French, presenting articles, opinions, research and experience of environmental education from around the globe, as well as publication of text books on education and the environment, aimed at educators.

## **Activities**

Polis has taken part in numerous research and training projects on environmental education and training with support from the European Union (e.g. the “SEAM” project, albeit on education and training for the sustainable management of the marine environment in the Mediterranean and Black Sea). In addition, the organisation has taken part in and organised environmental education projects supported by the Green Ministries for Education and the Environment.

Between 2005 and 2010, Polis took part in the « Charter of Human Responsibilities », an international initiative to debate and raise awareness of the notion of responsibility, instituted and supported by the Charles Léopold Mayer Fondation, (a Swiss-registered foundation) in collaboration with a network of NGOs from 16 countries across all continents.

Polis coordinated activities aimed at young people as well as a wider audience to promote the Charter in southern Europe, organising awareness-raising events centred on our responsibilities towards the environment.

In this context, in 2007-2008 Polis organised a series of

mobile art exhibitions in Greece and France on the theme: "environment: common good – common responsibility" linked to events including theatre performances, children's workshops, and a climate change conference.

Between 2008 and 2010 Polis organised and coordinated a project to create educational tools for children, in collaboration with artists and educators in Greece, Georgia and Algeria, and illustrated by children and young people from different countries. This project led to the publication of two bilingual books, which were presented to the audiences involved in the range of public events (art exhibition, theatre performances).

Between 2009 and 2010, Polis was involved in preparing the international young people's conference on the environment, "Let's take care of the planet", an initiative by the Brazilian Education and Environment ministries, which brought together in Brasilia over 500 young people from 50 countries. Following this event, in 2011-2012, Polis took part in preparing the European young people's conference "Let's take care of the planet", held in Brussels and supported by the European Union.

Since 2010 Polis has coordinated thematic network for Environmental Education as part of the international "Forum for Ethics and Responsibilities" project, which aims to introduce the concept of Responsibilities into the international debate. Related to this, Polis collaborated with a network of environmental educators across 10 countries in order to initiate debate on the objectives, methods and challenges of environmental education and of sustainable development, ahead of the United Nations Conference on the environment, "Rio+20" in June, 2012. This work was followed by research into environmental education and sustainable development: identification and propagation of exemplary educational experiences across the world.



Communication : Liaison newsletter «Dialogue on Environmental Education », website : <http://www.polis-inee.org/>

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# ASMEA

## Presentation

### The aims of the ASMEA project are

- to encourage the integration of migrant students into the education system,
- to contribute to their integration into schools,
- to develop intercultural education.
- ASMEA is part of the European network “Schools without racism” (1991)

### The tasks

- To promote civil society through implementation of concrete social actions for sustainable development, contributing to the development and valuing of human potential.

ASMEA is active in national and European projects whose objectives are:

- social inclusion with particular focus given to the Roma community,
- equal development of communities,
- the reduction of school drop-out rates among disadvantaged students through leisure and prevention activities in education centres
- The creation of an information and advice centre to

- fight against unemployment.
- improved sanitation for the Roma (preventative health campaign, creation of a healthcare meeting point in remote areas)
  - rehabilitation of infrastructure in isolated Roma communities
  - training of socio-cultural facilitators
  - promotion of the intercultural dimension
  - sharing good practice in education with European associations through the creation of manual and an interactive platform on education for teachers, students and migrant associations in order to exchange methods and build tolerance.

## **The activities**

- Social services for groups with fewer opportunities
- information, advice and mediation around domestic work
- permanent training
- Training for European, national and local socio-cultural facilitators
- Intercultural training for the promotion of inter-community collaboration.
- Environmental protection and preservation.
- information sharing with citizens
- organisation of inter-disciplinary seminars on sustainable development.
- Promotion of European and national culture.
- Partnership working with NGOs, educational institutions and local authorities.
- Surveys and research.
- Advocating for human rights.

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# **PSWP**

## **Presentation**

PSWP is an association coordinating the different young people's reception centres across Poland. This organisation brings together the different informal education centres. PSWP coordinates extracurricular education institutions working for the well-being and development of children and young people during their free time.

PSWP was founded in 2002 as a national association bringing together 47 member organisations across Poland.

Their primary objectives are:

- to promote the activities of organisations working in the field of informal education.
- to help and support informal education organisations. The idea is to create synergy between formal and information education in order to avoid youth social exclusion.

**The association's missions are**

- Initiate and support activities which allow young people and children to develop know-how and autonomy.
- Encourage involvement in sport and tourism
- Research methods of international cooperation favouring European integration, a spirit of democracy, human respect and children's rights.
- Fight against xenophobia, racism,

Set up activities for the prevention of addiction, delinquency and more generally the social exclusion of young people and children.

PSWP has a long-standing partnership with FICEMEA and the European EAICY platform.

## **Activities**

The institutions coordinated by PSWP work across the following areas:

- artistic, scientific and sporting activities
- international cooperation and international youth exchanges activities
- different types of leisure activities during winter and summer holidays (in towns, as youth camps)
- conferences, workshops for young people, young people's educators and facilitators
- collaboration with a number of educational and cultural institutions in Poland and abroad,
- a repository of resources and information for young people.

PSWP has a broad overview of the challenges of informal education in Poland and Europe-wide. The association is a force for mobilisation and reflection.

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# **The European Intercultural Club (CLUBE)**

## **Presentation**

The European Intercultural Club (CLUBE) is a non-profit organisation set up in 1998 which works in the areas of youth, education and training. The Club organises activities which have “sense”, in other words activities which respect and promote those values and principles we consider to be “pillars” such as democracy, human rights, solidarity, equality, interculturality, respect and the valuing of difference.

Broadly, our objective is to develop the personal, professional, civic and inter-personal competencies of our members, associates and people in general. More specifically, our objective is to promote participation, capacity building and social inclusion of children, young people and adults in vulnerable situations. We do this through an assessment of their potential, using this potential as an agent for community and societal change, and its reinforcement through

the development of essential competencies necessary for self actualisation, active citizenship and social cohesion.

In this context, we organise – an/or participate in partnership with other organisations – training programmes both nationally (short and mid-length) and at European level, on facilitation, socio-educational youth work, education and social intervention, intercultural dialogue, social inclusion, participation, amongst other themes, as well as seminars, exchanges, educational cafés, workshops, intervention projects.

In Lisbon in 2014, in partnership with a French town hall, we organised the first bi-national holiday camp for adolescents living in France and Portugal. In 2015 we organised or co-organised several bi-national holiday stays, youth exchanges and professional exchanges.

We have an extensive network of partners, the majority NGOs, charities and schools but also foundations, municipalities and companies. At a European level, we have partners in several countries (France, Spain, Italy, Germany, Poland, Belgium, Sweden, amongst others).

We have also widened our network in the Maghreb (Tunisia and Algeria).

In the area of European mobility, we are an intermediary host organisation which, over the past year alone has hosted more than 200 young people and adults through the former Leonardo Da Vinci programme (now integrated into the Erasmus+ programme). We ensure their educational, linguistic and cultural preparation, placing them in Portuguese organisations related to their area of training, ensuring they are supported and mentored during their placement as well as evaluating their experiences of mobility.

We have an on-line radio which we use and promote as an educational and teaching tool in developing a range of

competencies, especially linguistic and intercultural ones. You can listen to it here:

<https://clubeinterculturaleuropeu.wordpress.com/category/a-radio-do-clube/>

Since November 2014 we have been the management organisation of the Sementes a Crescer – E5G project (part of the Escolhas programme), which steps in to help socio-economically vulnerable children and young people. This project is based in Olaias, a neighbourhood in Beato, and for the past 12 years it has responded to the needs of the local population through the use of a community space, and to professionals who offer varied and tailored support in the search for social, educational, economic, professional or training solutions.

The aim of the Sementes a Crescer – E5G project is the social inclusion of its target audience (children and young people from 6 to 24 years old) through activities which stimulate the development and retention of personal, social and educational skills, with the aim of combating instances of school dropout, absenteeism, educational failure, risky behaviour and juvenile delinquency.

The project also aims to encourage the psycho-social and emotional development of participants through education and training activities as well as play, sport, culture and civic-based activities and related to health, collective action, empowerment and social enterprise.

Inclusion through sport is an area which we are just beginning to get involved in through the promotion of French kick-boxing to different audiences.

Theatre for the oppressed and creative writing workshops are tools we regularly use and which contribute to personal transformation as well as social transformation.

In Lisbon we are on the Municipal Council for Interculturality

and Citizenship and the Municipal Council for Youth.

Internationally, we are members of FICEMEA (International Federation of Ceméa), ALDA (European Association for Local Democracy) and the euro-mediterranean network MER (Mobility, Exchange, Reciprocity).

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# Italian federation of the Ceméa

## Presentation



FITCEMEA was created in 1950 and brings together organisations and cooperatives across 12 regions of Italy (Piemonte, Lombardia, Veneto, Toscana, Emilia Romagna, Lazio, Campania, Sardegna).

The idea is to bring regional standards in line with the federal standard.

Each regional organisation brings together youth workers, educators, psychologists, activities facilitators specialising in early childhood and educational



play.

### **The aims of the organisation are**

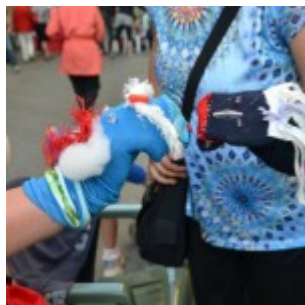
1. To promote the activities of training centres using active education methods to organisations working with local authorities and the schools sector.
2. To develop partnerships through organisation of training, of seminars for youth workers, educators and activity facilitators.
3. To develop different forms of international cooperation which foster the integration of youth workers into the European environment and allow for skills transfer and experience sharing.
4. To promote the development of educational and cultural activities for young people during their free time. A fundamental aspect being the work carried out with families and early childhood structures.

In order to implement these objectives FIT organises educational conferences, training, local and international -level workshops.

## **Activities**

### **FIT carries out its activities using differing kinds of activities**

- social: holidays and leisure, early childhood, youth, sustainable development, scientific activities, media education, environmental education.
- management of activities on the ground: management of crèches, workshops for children and young people, children's centres, toy library, active citizenship projects in towns
- Training of teachers and social actors, specialists in professional activity facilitation training and trainers specialised in intercultural training.



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# Ceméa France



## Presentation

The CEMEA are a popular education movement, a new education movement and a training organisation. They are structured by a national network composed of twenty-seven territorial associations and belong to a network of more than twenty-six European associations (EAICY). They are non-profit organisations recognised as being of public utility, partner in public schools and authorised for training by the ministries of young people and sports, and national education.

The CEMEA have been engaged since 1937 in initiatives with and for young people in the social and educational domains: leisure activities, entertainments, cultural support, media, social and professional integration, mental health, Europe and international. The CEMEA rely on the voluntary sector comprising field practitioners (teachers, specialist educators, facilitators, doctors, development workers...) and their principle means of action is training all communities

(young people, facilitators, educators and teachers, families, directors of schools and associations, elected representatives). They reach on average 80,000 educational agents each year thanks to the initiative of 550 paid workers and 4,000 volunteer trainers. 1400 professional facilitators are trained each year.

## **The aims are to**

- Build a new education for the 21st century
- Bring formal and informal education to life, develop cultural practices and the fight against all exclusion
- Take action within institutions for youth and popular education
- Commit to sustainable development for greater inter-generational solidarity, in Europe and worldwide.
- Consolidate holiday and leisure centres, and campaign for the right of everyone to take holiday.

## **Activities**



## **Ceméa are involved**

- in and related to education
- in the organisation of free time and leisure activities
- in cultural and media sectors
- in educational and social action
- internationally, in intercultural education.

Today's environment is as local as it is international. Education of European and global citizenship, in terms of knowledge, critical reading and decryption is of current and future concern.

Ceméa are engaged in this type of education in three ways:

- European Education Is about raising awareness amongst young people, educational and social stake-holders and getting them involved in European politics, fostering discovery and learning of European diversity.
- Education in Europe Is the involvement in education-related campaigns, on issues specifically concerning education and youth, such as the right and access to mobility for all, or the recognition of informal education
- World-wide education Solidarity and international citizenship fall within the desire to promote all forms of solidarity between groups, peoples, countries and cultures.

**To do this Ceméa develops different types of projects**



- Professional mobility projects
- Volunteering
- Youth exchanges
- Training for executives on civil society
- Studies





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# **Conference on Post-Growth at the European Parliament,**

# September 2018 – Challenges and Prospects

**Questioning the dogma of growth, which has become incompatible with the human and ecological wellbeing**

The historic conference held in the European Parliament in Brussels on 'post-growth' revealed the clash around the crucial question: is it possible to decouple CO2 emissions from economic growth rates and to continue indefinitely the march towards a 'Green Growth'?

A historic conference was held on 18 and 19 September at the European Parliament in Brussels, on "post-growth", bringing together scientists, politicians and decision-makers. The event was organized by members of Parliament from five different political parties, together with trade unions and NGOs, and aimed to explore the possibility of a "post-growth economy" in Europe. The conference was preceded by a seminar on 'degrowth' organized by the Université Libre de Bruxelles, which brought together scientists from all over Europe involved in research around degrowth. We have followed these four days of debate representing Polis association.

What has impressed us is the journey of this notion, marginal so far, which has succeeded in penetrating the hard core of institutional and decision-making circles, until becoming an object to be debated at the level of the European Parliament. The opening of the conference by Mrs Vestager, European Commissioner for Competition, is significant of the importance that European institutions are beginning to give to this notion.

At the same time, the debate clearly showed that the concept of degrowth is no longer a concept marking an ideological stance, but an operational concept. In this regard, several researchers have presented research carried out all over Europe and up to the United States (within the MIT), with concrete proposals on the implementation of degrowth initiatives at the economic level.

To give some examples, the presentations included studies on governance and post-growth policy making, case studies on Transition Movements (in Sweden, the Netherlands and elsewhere), developments in the area of municipal sufficiency policies, initiatives on circular economy and zero waste policies, initiatives in urban and transport planning, research for alternatives to GDP and for Corporate and Social Responsibility instruments and reporting standards, research on ecological footprint leading to proposals for a Sustainable Consumption, as well as proposals for cooperation, collective action in view of the establishment of an open horizontal organisation of the degrowth movement.

On the occasion of the conference an appeal to the European institutions was launched, signed by 200 university scientists, and published in the media of 16 European countries [in English, in 'the Guardian']:  
<<https://www.theguardian.com/politics/2018/sep/16/the-eu-needs-a-stability-and-wellbeing-pact-not-more-growth>>]: “For the past seven decades, GDP growth has stood as the primary economic objective of European nations. But as our economies have grown, so has our negative impact on the environment. We are now exceeding the safe operating space for humanity on this planet, and there is no sign that economic activity is being decoupled from resource use or pollution at anything like the scale required. Today, solving social problems within European nations does not require more growth. It requires a fairer distribution of the income and wealth that we already have.”



We felt during and after the conference that two languages were being spoken and that two opposing views were competing. The representatives of the European Commission were talking about Green Growth and were convinced that a decoupling of CO2 emissions and economic growth rates is possible. On the other hand, the Degrowth movement (basically, represented by people and institutions gathered around the call of the Université Libre de Bruxelles) was arguing for the opposite. It quickly became clear that concrete measures and details of a post-growth society cannot be clarified if the fundamental question of decoupling is not resolved.

To find out more, consult the work of the group 'Research and Degrowth', an academic association dedicated to research, training, and awareness on degrowth: [<https://degrowth.org/>](https://degrowth.org/)

Yolanda Ziaka