

the Association des Amis du Belvédère

Presentation

Created in 1989, the Association des Amis du Belvédère has always brought together volunteering citizens, conscious of preserving the ecological and cultural heritage of this 110-hectare urban Park, the only real greenbelt right in the heart of the city of Tunis. During its first meeting on 10 March 1989, the association sets three guiding objectives in its approach:

Protecting the ecological balance of the Park, whilst meeting the needs of its visitors

Brining the park to life with creative and educational activities

Encouraging the creation of green spaces and urban parks modelled on Belvédère in other areas of Tunis or in other cities in the country

Formed in 1986, the Association des Amis du Belvédère has been created in order to object to a road infrastructure project. This project wanted to separate the historic park from the city of Tunis: Belvedere Park.

Since, AAB has contributed to the preservation of the unique cultural heritage, this space is the heart and soul of the capital Tunis which meets the needs of users: cultural and sports events, environmental education, training of young people, participation in decision-making processes in many institutions: city of Tunis, Ministry of the Environment...

The target audience is varied and depends on the nature of the projects and actions carried out: academic, students, educators and youth workers, wider audience on issues of sustainable development durable, neighbouring population of the park.

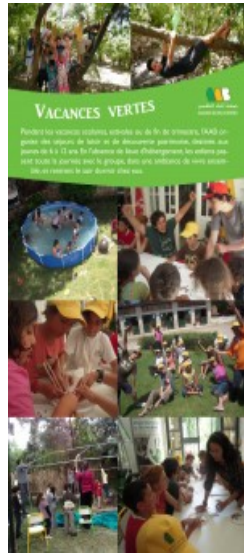
For 25 years, the work of AAB has mainly been based on the contribution of national and international volunteers who often experts in different fields: education, landscaping, agriculture, life and earth sciences, great writers and artists.

Youth involvement has become the leading source of energy in the work of AAB.

Financial partners: city of Tunis, UNDP, French Embassy, European Commission, private partners.

Thanks to its location in the heart of the park, AAB develops income-generating products and activities: olive oil, honey, vegetable compost, organisation of educational activity and leisure activities.





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Ceméa Togo

Presentation

Activities

- working with young people about the school day
- raising awareness of the ecological dimension

dynamics: evening school, insertion: support for private foundations and companies

The Togo Training Centres for Active Education Methods are proposing to organise with the support of the Ministry of Tertiary Education, notably Inspections of the teaching district of Lomé “a festival of theatre” for the pupils of secondary schools and colleges of the jurisdiction.

In effect, this is an event of theatrical competition of which will focus on the works written, produced, put together and played by the pupils themselves under the teaching supervision of their teachers. This event, every two years, will take place in three phases: the phase of writing or production of the work, the phase of staging and the phase of representation to the audience or the festival.



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Canaan institute for the new pedagogy

Presentation

The main objectives

- Encourage the exchange of experiences and practices between the different stakeholders who work in the Gaza Strip.
- Develop the principles of new teaching methods in order to improve the quality of social and educational work.
- Promote the recognition of individuals and their rights.
- Create and organise professional and voluntary training programmes (equivalent: bafa, bafd, bpjeps, dejeps) for male/female coordinators, educators and volunteers.
- Professional training for social workers in the Gaza Strip.
- Promote new education by the right to participation, the freedom of choice, non-violence and the fight against discrimination.
- The leisure activities' scheme, training scheme, is a tool of individual and social emancipation.
- With the support of six operational units centred on training, social development, formal education, early childhood, youth and the resource centre.

Activities

- Creation of a professional training centre for stakeholders of formal and non-formal (male/female coordinators, educators, local development officers, social workers, professors).
- Following the creation in 2000 of the children's parliament (space for expression and learning which involved more than 2000 young people throughout the whole Gaza Strip), launch in 2009 of municipal children's councils in several cities (Khan Younis, Gaza, Rafah) in partnership with UNICEF.
- Annual organisation since 1999 of the Festival of Kites. In 2010, this event has beaten the world record with more than 7000 children who simultaneously have flown their kites on Gaza beach.
- Canaan has trained more than 1000 male-female teachers and professors based on the new education methods and has assisted them in the creation of hundreds of activities and events on education.
- Creation of 25 skills training sessions of nursery assistants, which have enabled to train approximately 1200 professionals working in 250 childcare centres and nurseries in the Gaza Strip.
- 13 training promotions (equivalent: dejepts) have enabled to professionalise 250 male/female head teachers of development and education structures.
- Canaan has trained and assisted approximately 20000 male and female coordinators and head teachers of summer camps.
- Creation of a resource and documentation centre in Gaza for social workers, students, community managers, volunteers.
- For 16 years, canaan has organised and led workshops and debates throughout the whole Gaza strip (schools, universities, associations) on the themes of democracy, non-violence, women's' and children's' rights, the fight

against discrimination.



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Ceméa Gabon



Presentation

Objectives

Approved by the Ministry of Youth and Sports, the Training Centres for Active Education Methods have technical recognition in the training of managerial staff of coordinators at the holiday centres in Gabon. It is for this reason why Training Centres for Active Education Methods are working in several areas, such as that of outdoors, and more specifically on the environmental issue.

2012 activities

- Partnership: Gabon Training Centres for Active Education Methods have organised with a South Korean NGO: DAEJAYON a discussion in order to equip themselves on issues related to environmental protection.
- Trained coordinators have been to the holiday centres and summer camps in the summer of 2012. These coordinators trained in the field of ecology and

biodiversity have raised the awareness of children. The majority of them having a line of work based on issues related to environmental education.



- DEAJAYON is in partnership with young people, and in universities and the Grandes Ecoles worldwide, and, through students' networks, supports programmes such as Green School, Green Campus and Green World and fighting for the protection of the global environment.
- Topics in the 2012 camps: protecting the environment, ecotourism, control of environmental risks, artistic creation, command of English and sports activities.



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Ceméa Cameroon

Presentation

General objective

Assist in the training of man for its development

Specific objective

- Promote active education methods
- Encourage exchanges between those who work in order to improve the living conditions of the target audience
- Gain a better awareness of early childhood by raising the awareness of decision-makers, partners and parents.

Areas of intervention

- education for all
- leisure activities and holiday work
- promoting equality
- environmental protection and sustainable development
- training
- research

The network may put into place the following strategies

- organisation of holiday work
- setting up of drop-in, leisure and supervisory centres

- setting up of children's groups
- setting up of listening, counselling and administration centres
- completion of studies
- dissemination of the research results
- setting up of a training centre based on active education methods.
- Any other action which may enable the promotion of active methods.



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**Association CAEB (Benin
Council for Educational
Activities)**



Discussion sur place dans la bibliothèque de Porto-Novo I



Bibliothèque CAEB à PARAKOU



Les internautes en travaux d'exposé dans le cyber du CAEB



Phase finale du concours Spelling Bee organisé par le Centre de langues du CAEB

Presentation

Non-governmental organisation (NGO) specialising in training, schooling and education and development.

The aim is to ensure the ongoing training of educators in order to promote the well-being of children, women, adolescents and adults. This implies partnership actions which create and build a network of educational and social spaces for education and training.

Structuring: a national bureau and six sub-prefectoral departmental and sub-prefectoral delegation satellites.

- Approach Ministers responsible for education and suggest that the association participates in determining educational policies and improvements to education quality.
- Develop leisure, social action and cultural programmes;
- Fight to promote human rights and children's rights.
- Strive to ensure basic schooling for children, adolescents, young people, women and adults by providing alphabetisation classes and by grouping some participants in revenue-generating projects as part of an integrated development approach and *Education For All*.

- Fight juvenile delinquency by appropriate preventive initiatives and family and social reintegration.

Activity

- The Opération Bouquins du Bénin (OBB) which consists of providing disadvantaged schools with textbooks and teaching materials and of meeting the specific training needs of teachers in the use of these textbooks and various equipment of future development officers.
- Children's groups: their organisation is done in rotation by mothers trained for this purpose in order to create of playful preschool education.
- Setting up of scientific and technical discovery clubs, physical, sports and socially responsible activities, artistic expression, leisure centre without accommodation
- Training of primary teachers in Scientific and Technological Education and in Artistic Education.
- Creation and organisation of School and University libraries in all centres of the CAEB (one for every department).
- Promotion of excellence in a school and university environment (VALLET Scholarship), approximately 1,000 beneficiaries throughout Benin.
- Education about Better Nutrition of children (from the age of 0 to 5) in the communes at risk
- Sponsoring of children.
- Career centres (sewing and hairdressing) for young girls who find themselves out of school.
- Organisation of cyber cafés and a language laboratory.
- Maxillofacial surgery (in collaboration with Médecins du Monde).
- Leisure activities with children and teenagers.
- The Community school of Besseh is aimed at training articulating intellectual and productive work.



Service de pesée: lecture de la balance par un membre du comité à Avagbodji



Présentation de Noël aux enfants au siège du CAEB à Porto-Novo



Consultation sur place dans la bibliothèque de Porto-Novo I



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CEDEM



Presentation

The CEDEM (Education and Development Centre for Mauritian Children) is one of the non-governmental organisations that looks after vulnerable children including handicapped children, orphans, abuse victims, poverty-stricken children and street children, thanks mainly to a plethora of social and educational services and projects. The CEDEM actively campaigns to promote children's survival, protection, development and rights. Its main objective is to improve the quality of children's lives.

In 2009, the CEDEM celebrated its 25 year anniversary. The organisation and its partners are now more determined than ever to continue to fight for a Mauritius that is worthy of its children.

Mission

To give each child a better future.

Vision

A society where each child is cherished and has access to high-quality education.

Goals

- Offering Mauritian children a comprehensive education that is not merely academic but also providing them with the tools to become well-adjusted citizens who are useful to society.
- Support vulnerable children and children in need.
 - Raise awareness among parents of their key role in educating children.
 - Support families in difficulty.
- Train teachers, youth workers and social workers.
- Offer Mauritian children recreational opportunities targeting the most deprived areas of the island as a priority.

Projects/activities

- Early childhood development centre: the preschool section of the specialist schools for children including those that target children that are handicapped or slow learners
- Activity and recreational unit
- Children's home: gradual rebuilding within an appropriate framework
- Community development project: setting up of educational and social projects in underprivileged areas. Street library, English and French language programmes, Street activity sessions, Parent training, building refurbishment

- A project specifically aimed at integrating handicapped children : in a primary and secondary school with specially adapted sections for slow learners and handicapped children
- A family advice centre: a forum for listening offering support and advice, practical and concrete solutions to problems, timely assistance from doctors, speech and language therapists, psychologists and educational consultants.
- A therapeutic unit: medical treatment with a full range of therapies available including physiotherapy, massage therapy and psychotherapy
- A training school: for training young volunteers between 14 and 25 years, CEDEM staff, parents and members of other organisations.



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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.

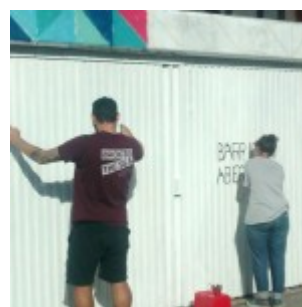
ACPP tries to increase awareness of the realities of the countries which it works, to strengthen the work on the ground carried out by organisations and member institutions of ACPP.

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-Libanesse, 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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