



# The world we want The values we stand for

## MANIFESTO V2 23th June 2022

In 1932, the International League for « Education Nouvelle »<sup>1</sup> wrote: "The present crisis calls for the concentration throughout the world of all efforts towards a renewed education. No national effort can suffice for this. It launched "an urgent appeal to parents, educators, administrators and social workers to unite in a vast universal movement", considering that "only an education which achieves in all its activities a change of attitude towards children can inaugurate a free age from ruinous competition, prejudice, anxiety and misery".

In 2022, the « Education Nouvelle » movements, by creating "Convergence(s) pour l'Éducation Nouvelle", are strongly reaffirming the ideal of a world united in fraternity, solidarity and cooperation. The 10 issues presented in this Manifesto bear witness to the permanence of our struggles and their modernity. In a world of profound crises, we wish to demonstrate on a daily basis, through the strength of our practices and the militant commitment of our organisations, that "a renewal of education is necessary". *Extracts from the New Charter of the International League for « Education Nouvelle », written after the Nice Congress (1932)*

### I. « L'Éducation Nouvelle » carries a project of emancipation and democratisation

All education is political because it contributes to shaping the society of the future. The « Education Nouvelle » intends to play a full role in building democratic societies based on solidarity. Thus, education based on cooperation must be a priority in order to put an end to individualism and competition, but also to all forms of exclusion, exploitation, oppression and social injustice. Doing things together, at any age, in a community of research and creation, allows us to discover the richness of solidarity in action and to confront together the living questions that determine our future. The objective is to trace a path so that all human beings can democratically take charge of their destiny in a process of social and intellectual emancipation, both individual and collective. Acting together responsibly, with respect for others and for oneself, strengthens each person's ability to build the common good.

### II. « L'Éducation Nouvelle » is definitely positive

Rejecting all fatalism and exclusion, « l'Éducation Nouvelle » is based on the postulate of the educability of every human being. It confidently welcomes each child and each adult, respecting their singularity and their rights, within educational groups that are as democratic as possible. It relies on the potential of each individual without ever locking them into a " state of being ". It is a question of

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1 « Education Nouvelle » can be literally translate by « New Education » in english. We can often find « Progressive Education » or « Active Education », depending on texts and movements that use english langage.

allowing each individual to become a true actor in his or her own learning, by systematically combining benevolence and expectations in the educational relationship. It is in this way that education can hope to reconcile the tension between a positive training or teaching ethic and the development of each individual's skills

### **III. « L'Éducation Nouvelle » promotes an emancipatory vision of knowledge**

L'Éducation Nouvelle considers that knowledge is not an "object to be transmitted" but a human construction developed to meet societal and economic, intellectual and practical needs, in order to act in an understanding and free spirit on the world, on others and on oneself. Consequently, learning requires the confrontation of points of view and the mutualisation of resources. Learning is only emancipatory if it is carried out by involving mutual aid, cooperation and solidarity. This is how the desire to learn, to escape all forms of determinism and to overcome oneself.

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### **IV. « L'Éducation Nouvelle » suggests, debates and invents within solidarity collectives**

« L'Éducation Nouvelle » sets up situations based on activity, exchange, experimentation and permanent and collective reflection on practices. These educational approaches are developed in connection with intellectual and scientific research and controversy in all fields. The diversity of situations, groups and individuals forbids the reproduction of stereotyped methods and requires that pedagogues be designers of their practice within working groups. To be active in Education Nouvelle is to be in search of something, to carry out a "subversive" project, to constantly invent in order to strengthen the power of action of human beings in the world.

### **V. « L'Éducation Nouvelle » doesn't stop at any border**

Since its creation, « L'Éducation Nouvelle » has been part of an international perspective: it is the basis for constructive solidarity and mutual enrichment. It focuses with particular attention on education for peace in order to build a just, democratic and united world. « L'Éducation Nouvelle » movements, grouped together at the international level, fight against the global mechanisms of neo-liberal commodification of education systems and against all forms of authoritarian control of education in dictatorial systems. By pooling their efforts, the movements are organising a common struggle against any process with an economic or political purpose that is contrary to the ethics of an emancipatory education.

### **VI. L'Éducation Nouvelle strives to combine theories with practices**

The approaches and work situations set up in the « Education Nouvelle », the various forms of creation as well as the organisation of daily life always include collective phases where cooperation is learned by living it. Moreover, the appropriation of knowledge is not only a matter of interaction between people but also of relations between disciplines and all forms of knowledge. Education is global and cannot forget either the body or the hand; all activities (manual, expressive, plastic, physical and sporting, scientific and technological, etc.) contribute to the harmonious development of all. And this learning can only take place in a climate of freedom, based on trust and shared values. This implies

promoting a collective team spirit among educators that encourages them to live, do and think together.

### **VII. « L'Éducation Nouvelle » considers each child, each young person, as an unfinished and complete being**

Children need special attention because, while they are the future of humanity, they are also fragile and precious beings who must be able to become, through education, active, critical and responsible citizens. The principles of education may seem contradictory (authority must train freedom, attention to the group must not prevent the needs of each individual being taken into account, etc.). « L'Éducation Nouvelle » considers children and young people to be both uncompleted and evolving citizens whose voice must be heard. It gives them access to knowledge and culture as common goods by setting up mechanisms and situations where they can learn to think and understand the world, cooperate, help each other, develop their critical sense and their imagination. These conditions develop the capacity to act in society to transform it, to improve these commons and to create a more just and responsible humanity.

### **VIII. « L'Éducation Nouvelle » advocates for an open and democratic school**

For the « Education Nouvelle », the school must contribute to the construction of a democratic society to build, both through its functioning and through the ways of learning that take place there. Human relations based on solidarity between the actors must be experienced. This must be reflected in a diversification of times and spaces, in the ways in which pupils are grouped together, but also in their participation in the organisation of their learning, in the development of their training curriculum, in the reflection on the teaching methods used with them. The school must also integrate the challenges of our time: mastery of digital tools, relationship with nature, development of critical thinking, openness to creativity and the imagination..., the school is not a fortress or a sanctuary cut off from the world, it is part of an open educational and cultural ecosystem: The knowledge that is built up there only has meaning in coherence and complementarily with other training or co-training spaces: popular education, pedagogical movements, the various places of democratic life and exchanges between professionals and families.

### **IX. « L'Éducation Nouvelle » is committed to implementing a comprehensive vision for education**

Education Nouvelle considers that good physical, psychological and social health is necessary to exercise one's ability to learn and develop skills in any educational setting. It acts to improve the living conditions of families and, in particular, to combat the poverty that hinders learning. It considers that the educational spaces frequented by individuals, young people and adults, during extracurricular and school time, work-related training, leisure time and holidays are also places of education within the framework of a necessary educational complementarity. All the educational actors in the field of entertainment, culture and sport contribute to this global approach to civic education in which the "Education Nouvelle" takes its full place. At school and in associations, welcoming and sharing between educators and participants in the educational process are essential to encourage the exchange of skills and experiences.

## **X. « L'Éducation Nouvelle » faces the challenges of the 21st century.**

« Education Nouvelle » wants to prepare human beings to face collectively the new challenges that are presented to them. But the political, cultural, social, societal, educational, pedagogical and technological challenges cannot make us forget the major challenge of this century, which is the preservation of a viable environment for humanity. The fight against climate change and the preservation of biodiversity require demanding practices in the field of education. Everyday actions" and work on a local scale only make sense if they are linked to a more global eco-citizenship and their relationship to scientific knowledge is essential. This is why the "EducationNouvelle" associates young people, families and institutions in collective actions on the territories, and encourages a renewed relationship with nature. Its objective is to activate solidarity between all human beings, by helping them discover their common humanity, but also between humans and the planet by showing that their destinies are deeply linked. To prepare for the future, it is less a question of worrying than of mobilising.