



# Perspectives for building Convergence(s) for Education Nouvelle

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Why make an alliance? 4 issues, 4 challenges that we must take up and some concrete avenues to get to work.

## 1) Building a desirable narrative

Our pedagogy is not known, not recognised. We need to build the means for this (re)knowledge. We need to assert a political voice, in our respective countries, in Europe and in the world, and define new ways of coordinating this voice.

- Develop our (in the sense of Convergence(s)) political project, a project that affirms our values, our references, that states our ambitions, that situates our relations with the institutions. Beyond the project, we must work on the conditions for its implementation, define our priorities and develop strategic paths.
- A strong project that speaks of the fight against fascism, populism and sovereignty. A project that militates for solidarity, peace, voluntary commitment and that affirms the international dimension of these struggles against neoliberalism.
- Among the issues identified is that of the digital commons. It was identified when we talked about the circulation of information (Zourit) but also as one of the major political issues of today when we talked about citizenship, empowerment and digital platforms.

## 2) We advocate a holistic approach to education that 'fights barbarism'.

There is a great deal at stake in better working on the complementarities between educational times: from the place of the family through school, leisure, culture without forgetting the social dimension, because we are convinced that all these times, these spaces, contribute to the education of the subject. They are led by actors with specific and complementary professionalities.

- Convergence(s) must therefore reinforce interprofessionality, taking into account the fields and actors of the world of culture, leisure and social intervention, while working to strengthen the links between researchers and educators.
- For this, it is necessary to maintain the efforts to create a common culture that considers all the spaces of Education, all the actors who act within these spaces: common trainings to all the movements involved in Convergence(s), international trainings (it is even proposed the creation of an international entity to do training) are among the tracks to be explored. These training actions should be aimed at teachers, animators, and more globally, educators from all professional backgrounds.

## 3) Converging without confining, accepting to diverge .... All united but all different!

We have taken a significant step in this Biennial but the road is long and it is necessary to continue to know each other better. To identify the common points, but also the divergences, the knots by inspiring each other in our ways of doing things.

- Organise exchanges between us, create links between movements from different countries, and to do this think about mailing lists, write in each other's magazines, open all our magazines to dialogues between activists from different movements.
- Organise training for the activists of our movements: on Education Nouvelle, on how to build and conduct relationships with institutions ....

#### **4) Convergence(s) is everyone's business, everywhere, from local to international.**

Far from a logic of apparatus, Convergence(s) must concern each and everyone in their territory, in their daily life. The place of young people must be considered, as must the fact that Convergence(s) can exist in isolated territories.

- It is necessary to create the conditions for the existence of Convergence(s) in as many territories as possible: at the national level but above all at the local, micro-local level of each of our countries.

We are engaged in a process of welcoming people into Convergence(s) because Convergence(s) is an open dynamic that must inspire the greatest number of people. However, we have identified two major issues that need to be addressed quickly:

- How open? With what strategies (co-optation? Committee of guarantors?)
- Which governance for Convergence(s)?