The 2019 Freref Day, organised on occasion of the launch of the Education Inspiring Peace Laboratory in collaboration with the International Institute of Humanitarian Law focuses on "An Active European Citizenship to Build Peace". The Freref day offered the opportunity to education professionals and stakeholders to discuss the role of "citizenship" as one of the main positive driver of peace building. This document is a synthesis of the work achieved and the debates that took place during the 2019 Freref Day on November 19, at the IIHL in Sanremo, Italy.

Freref Day 2019

An active European Citizenship to build Peace

Forum of European Regions for Research, Education and Training – FREREF
With the support of the IIHL - Sanremo

International Institute of Humanitarian Law
Institut International de Droit Humanitaire
Istituto Internazionale di Diritto Umanitario

Table des matières

Introduction

The Freref Day 2019 was hosted by the international institute of humanitarian law of Sanremo on November 18. This day provided fruitful exchanges and results of workshops consolidate our expectations regarding the missions of the future Education Inspiring Peace Lab, which will enable the sustainability of impacts of our projects and the continuity and expansion of education professionals' networks.

The event was opened by Stefania Baldini, general Secretary of the IIHL, and Silvana Ormea, municipal councillor of Sanremo, thanked by Christiane Demontès, president of the FREREF.

Presentation of the Education Inspiring Peace Laboratory

Claudio Dondi of the IIHL then presented the Education Inspiring Peace Lab, its approach of Peace Education, its missions, functioning and benefits for the different categories of stakeholders.

http://eiplab.eu/

Aims of the Laboratory

The Laboratory aims to carry out research, training of teachers, analysis and support for education and cultural policies at various institutional levels, to communicate the values, principles and the results of their work, to make available methodological instruments and guidance for schools and cultural institutions, and to link with similar initiatives worldwide.

In particular, it focuses on the connection between research, innovative practices and public policies. The Laboratory will encourage the use of research results to inform the orientation of public policies and provide guidance to educational activities. The Laboratory will, from the beginning of its activity and thanks to the link with the UPPER Project, convey the most effective international practices and innovations.

The EIP Laboratory's approach : from silos to hub

The EIP Lab takes the motto "from silos views to a systemic approach" as its mission statement. Many views on what peace education is, many traditions of promoting conflict transformation, citizenship education, intercultural communication, very many good practices and instruments are existing back to back to one another.

While the concrete results of the UPPER project (collection, analysis and diffusion of good practices, educators' competence framework, policy analysis and recommendations) represent the necessary resources to start the Laboratory activities, the collaboration proposal is based on a structured collaborative benchmarking approach. Comparing achievements to progress together is the key value proposition of the EIP Lab. This implies to engage in an open-minded discussion with "peers" who may come into this domain starting from quite different worldviews, disciplinary background, assumptions on what is "good" in a practice or a policy/programme.

Around the benchmarking activities multiple occasions to debate, share experiences and shape new initiatives are created, making the Lab a hub for educators, researchers, decision-makers committed to bring the "learning to live together" at the centre of educational aims.

" *From silos to hub* "

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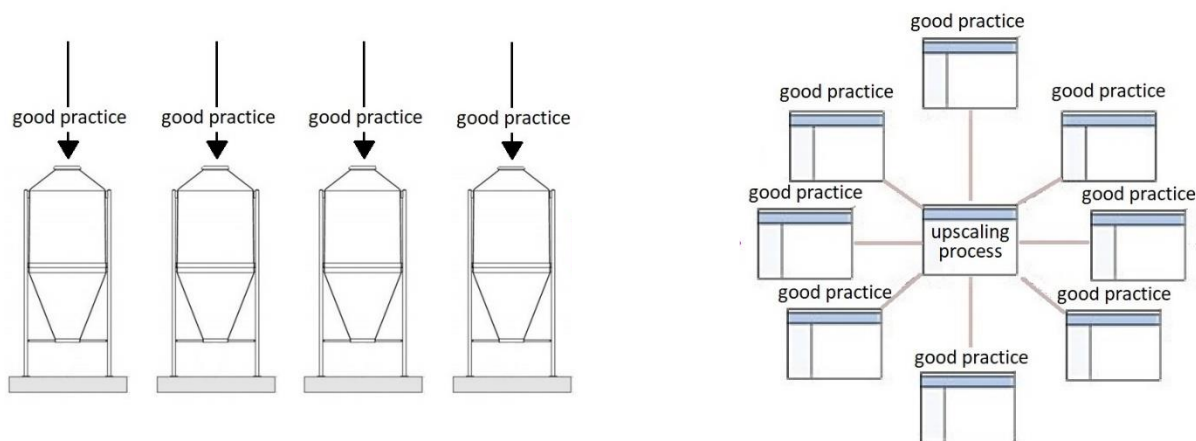
What is Peace Education? Views from the City of London

Anne Bamford, Head of Education and Culture, City of London, developed an argument advocating for Peace Education and highlighting the role of educational institution in the development of a positive environment and well-being of individuals. Peace Education should give the keys to meet the challenges of the future and adopt an optimistic perspective for young people. Existing competencies frameworks should now include « fusion skills » which enable to adapt to an uncertain environment, make decision and exercise critical thinking as well as its resilience and creativity to face new challenges.

Mrs Bamford finally asserted that the Upper project could play a role in Peace Education by:

- Bringing together people and organisations committed to Education for Peace within a network
- Providing a professional support to all stakeholders
- Share and spread innovative ideas and practices
- Providing an opportunity to collaborate in bringing together civil society organisations, teachers, educators, academia and representative of national and European authorities and creating a global multi-stakeholder platform.
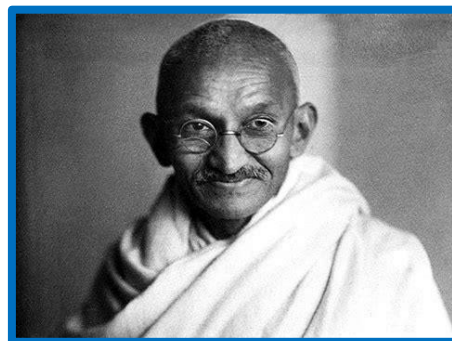
Mohandas Karamchand Ghandi

"If we are to reach Peace in the world, we shall have to begin with children"

Transformative competences and agency: how to build peaceful citizenship ?

Claudio Baraldi, teacher-researcher at the university of Modena, Reggio Emilia, exposed the approach adopted in the CHILD-UP project which implement research in many European countries about the condition of integration of migrant children in and around the different school systems. This project distinguish itself from other research projects through its children-centred approach, which consider children as active actors of their integration process, according to the agency principle, and thanks to active facilitation methods. The manager of the project then explained how does this approach enable to build a peaceful citizenship.

Agency and participation

The possibility of children's active participation is frequently linked to children's opportunities to exercise **agency despite the generational order.** However, the concepts of active participation and agency are different : agency is based on specific social conditions, which cannot exist for active participation in general. The possibility to exercise agency depends on the social context in which participation is enacted.

- Children's agency is primarily important for policies and social interventions (when children's contribution to social life is considered a value).

- Children's agency is shown through personal expressions in communication: display of personal views, experiences, emotions.

- **Promoting agency** is extremely important for children's effective inclusion in education and society

- Promotion of children's agency requires actions of **facilitation**

Facilitation

According to Prof. Baraldi, the main elements about facilitation are:

- Non-hierarchical form of communication (interaction), enhancing children's opportunity to contribute to the cultural and social conditions of their participation.

- Enhancement of the display of children's agency as a choice among different ways of acting and narrating personal views, experiences and emotions
- In education, children's agency is displayed as **rights and responsibilities** for constructing knowledge in communication (**epistemic authority**).
- Enhancement of agency as autonomous capacity of and availability of choices in acting knowledge.

Facilitation of intercultural dialogue enable to avoid a static view of cultural differences and "otherness" (Byrd Clark & Dervin 2014; Dervin & Liddicoat 2013) enhancing the production of "small cultures" (Holliday, 2011) in the classroom.

"Active" and "lived" citizenship

Lived citizenship is a nuanced and process driven focus on citizenship as positioning and identity shaping, valorizing personal experiences (Baraldi & Cockburn, 2018). Citizens develop competence through a series of negotiations and positioning in everyday interactions across different institutional contexts. Therefore, citizen's identity is a process, rather than a static given condition.

The promotion of agency foster the ability of transforming social and cultural conditions of children's lived citizenship. The "**lived citizenship" is based on dialogue and agency:**

- Agency allows negotiation and positioning in interactions in institutional contexts

- Dialogue shapes the ways of negotiating and positioning

- The dialogic enhancement of agency is the condition of lived citizenship as a way to contribute to the constitution of social and cultural contexts.

Conclusion

Children's agency is a core aspect to build peaceful citizenship, giving children the competence to transform the social and cultural context. It is possible to enhance children's agency through dialogic activities in the classroom or other educational contexts. It is important to understand what this means practically, possibly through research activities, as well as to disseminate the results of this research in order to create a corpus of dialogic practices which is useful to enhance peaceful citizenship in school and community.

[All academic references are available at the end of the document in the section "Resources"]

If you want to know more about teaching and learning in multicultural classrooms, visit the SHARMED website

If you want to know more about hybrid identities and agency, please visit the CHILD-UP website !

Workshop #1: How to develop transformative competences within and around formal education

Participants

- Michel Albert - Fédération Wallonie Bruxelles
- Laura Beltrami - UNIMORE
- Claudio Dondi - UNIMORE
- Claudine Muhlstein-Joliette - Sorbonne Nouvelle Paris 3
- Maura Nuovo - Usr Liguria
- Jaana Puukka - Innovation Engage
- Julie Raouane - FREREF
- Pierfranco Ravotto - AICA
- Maria Paola Rottino - Associazone popoli in Arte

Transformative Competencies for 2030 : future of Education and skills

In its concept note "Transformative Competencies for 2030", the OECD defines the competences that will be needed in a volatile, uncertain, changing and ambiguous environment. With new considerations such as climate change, digitalisation or migration, a new type of learning and teaching is necessary. These learning needs are categorised within 3 categories by the OECD:

1. Creating new values (innovation, collaboration, solidarity, open-mindedness)
2. Managing conflict (reconciling tension, managing risks)
3. Taking responsibilities (entrepreneurship, decision-making)
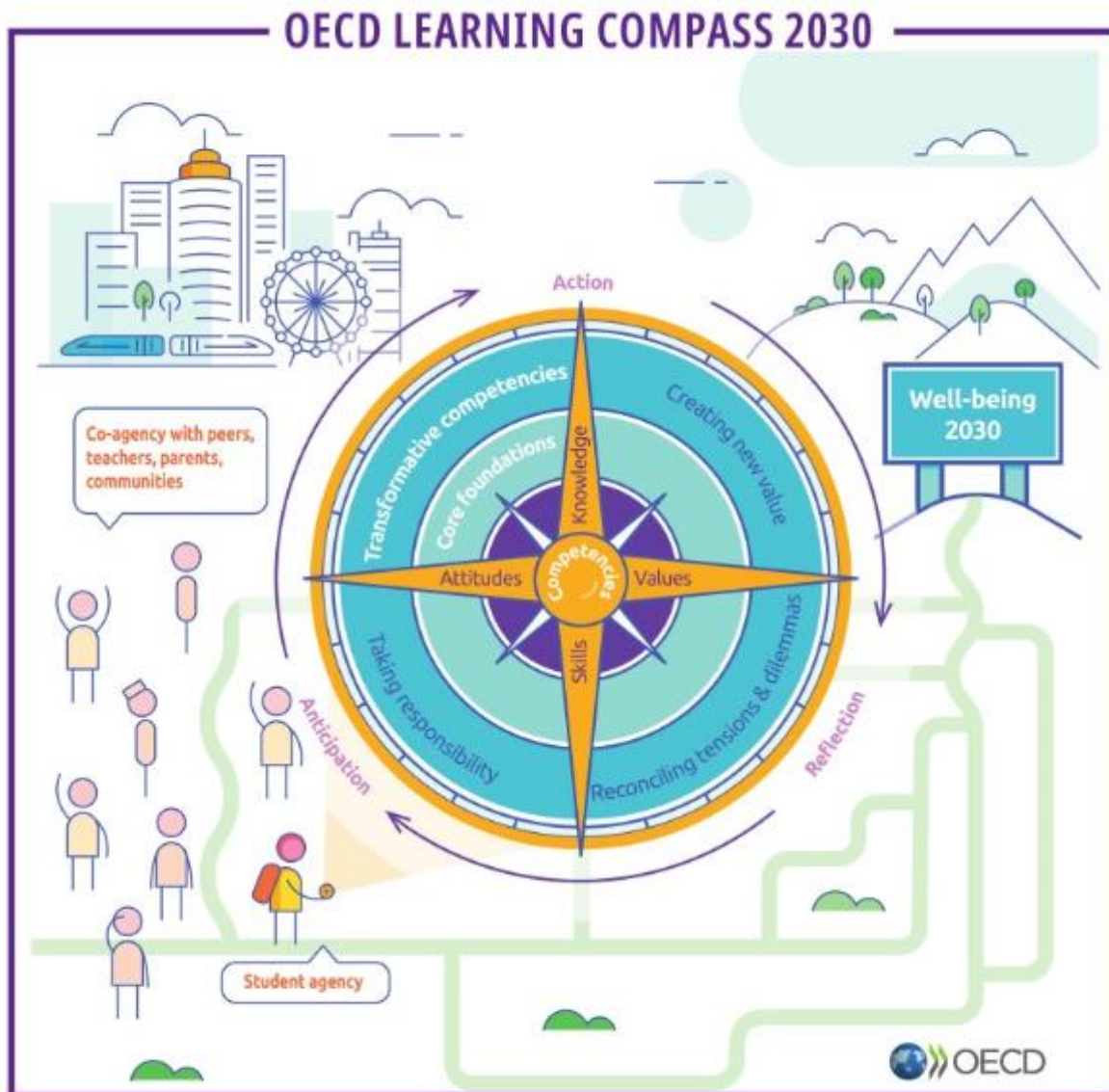
Mrs Puukka, as a higher education expert, propose three orientations to renew learning and teaching approaches, corresponding to the three categories of learning needs identified by the OECD.

Creating new values

To tackle this issue, Mrs Puukka suggested to focus on project based learning and presented an initiative taking place at the Stanford university where student should work on problems identified by actors of the professional field, usually NGOs, and work in interdisciplinary groups to find an innovative and relevant solution to the problem identified by the professional actor. Mrs Puukka made the link between this learning approach and "**frugal innovation**" that should be accessible to everybody, without particular skills, knowledge or capital (cheap, easy and practical). Interdisciplinarity and team work are key element to imagine new way of earning that could bring values to young people. This way of learning and teaching require the teacher to **step back** a little to give learners **autonomy** and enable **self-empowerment.**

Managing conflict and reconciling tensions

A lot of competences can be part of this category, but the two mentioned were **critical thinking** and **mediation**.

Indeed in case of conflict critical thinking could be helpful in deconstructing some false ideas or prejudice. The role of educators is to support young people in learning what is true or fake news, a fact or an opinion, and in considering different perspectives about a situation. An example of good practice is a course in which students should investigate about a "science claim" of someone about something and demonstrate to what extent this claim is legitimate.

Regarding mediation, **peer mediation** is a developing practice within the bigger frame of mediation in the family or at the workplace. Restorative mediation was initiated in Helsinki In schools and showed very positive results, and was then implemented at a larger scale through the ministry of social sciences and a permanent staff dedicated to this method.

Taking responsibilities

This area include notably **self-regulation** and **self-reflection** to foresee the consequences of one-self action. This require also to negotiate between different type of goals : ethical, personal or social ones.

The initiative of the European Solidarity Corps was evoked as a way to acquire these skills and empower disadvantage publics such as unemployed youth.

Inputs of participants and debates

Pierfranco Ravotto worked within the [Migracode](), a European network of encoding school for refugees and migrants and developed the "European Computer driving licence". He is also a member of the ACA, an Italian association for informatics aimed at **develop and share the informatic culture**.

Claudine Muhlstein-Joliette is the pedagogic director of the AIGEME master of university Sorbonne Nouvelle Paris 3, providing learning about e-training and distance learning. She presented the [Empower project](), which is aimed at enhancing the quality of the learning experience in on-campus programmes, reaching out to new target groups off-campus and offering freely accessible courses nationally or worldwide through the internet. By building a network of innovative practices, the partners of the project are willing to improve the quality of **e-learning in higher education institutions**.

Michel Albert from the Fédération Wallonie Bruxelles raised an important point by mentioning the obstacle of financing new learning methods or competences. An unresolved question remain after he asked how to adapt existing finance mechanisms to promote Peace Education. An interesting track to follow would be to create an **institute for lifelong learning** providing new trainings for teachers, equal opportunities with MOOCs and project based exercises.

Main findings of the group

To conclude with the three categories of transformative competences identified within the 2030 Compass of the OECD, the participants noticed that most of the **current educational systems are not designed to foster these competences**. This is why the Upper project and the Education inspiring Peace Lab are relevant and should become more than a repository but a living tool, providing opportunities of cooperation between all kind of stakeholders and providing training, with a certification or valorisation possibility. Of course results should be disseminate within the European community to maximise the impact of research already conducted and tools already designed. To pursue this goal, participants proposed to engage young ambassadors to promote the work of the EIP Lab or further European projects conducted by the FREREF and its partners like the International Institute of Humanitarian Law.

Alternative way of teaching are also providing interesting methodologies and should be investigated to foster innovative pedagogic practices. Some participants evoked **art** as a way to learn without needing to master a language, which could be really helpful as language is seen as a major obstacle for learning in a context of improving number of people studying or working in a foreign countries or within an international team. The **Freire pedagogy**, from the name of the Brazilian pedagogue who fought against illiteracy and invented an alternative to traditional hierarchical teaching methods, was also evoked as a relevant pedagogy for subject such as social science, philosophy, literature or history.

Workshop #2: How to promote a learner's Agency approach for a positive interaction of culture

Participants

- Claudio Baraldi – UNIMORE
- Irene Barladi – Student
- Fabrice Gonet - AFS Intercultura
- Fijona Mian - Istituto Sanremo Levante
- Marina Moretti - Ass. ASSEFA
- Elena Passerini - Centro Psicopedagogico per l'educazione e la gestione dei conflitti
- Gian Luca Picconi - Istituto Sanremo Levante
- Arrigo Speziali - ACLE, Associazione culturale linguistica educational
- Monica Turrini - FREREF

The workshop gets started from the concept of *agency* introduced by Prof. Claudio Baraldi within the frame of the CHILD-Up project, and discussed in the plenary session.

Agency, hybrid identities and gender.

Agency is a specific form of participation, based on the choices of action that are available to children in terms of promoting change in social contexts. Agency may be the most effective way to increase children's psychosocial wellbeing.

First, the concept of agency works in conjunction with non-essentialist theories, denying the existence of permanent membership of cultural groups and conceiving **cultural identity** as a **contingent product of social negotiation** in both public discourse and interaction. Negotiations of identity can produce a cultural *mélange* and **hybrid identities**, i.e. loose, unstable manifestations of cultural identities. Social interventions and policies adopting non-essentialist theories may obtain three important results: (1) a negotiated construction of cultural identity can avoid the individual and social construction of unchangeable traditions and motives of separation; (2) children, defined as "migrants", can exercise agency in constructing their identities and changing their social contexts; (3) "integration" can be seen as **hybrid integration**, thus avoiding an assimilationist perspective.

Second, CHILD-UP assumes that **children are gendered agents**.

Three main questions:

1. Are there ways and methods to create the organizational conditions in a group, in a classroom to make possible the Agency? Is it possible to collectively build knowledge and change the social context for children?
2. Which are the conditions and the key factors at territorial level?
3. Which are the competences of policy makers and which are the strategies and initiatives?

Participants inputs and debates

1. Instituto Sanremo Levante

The institute Levante is a comprehensive school having a strong focus on pedagogical innovation, promoting dialogue between school and local actors. Every year the school identifies a theme (Kindness, Legality, Respect for environment and territory) and all pupils are involved in periodical activities during the school year. One week during the year is completely dedicated to implementation of a thematic school project with the involvement of parents and local actors.

2. AFS Intercultura

The main objective of the program is to allow students and host family members to grow as people and to have a more **peaceful approach towards cultural differences and towards the world as a whole**. Students and families must be guided to overcome tendencies to be judgmental and intolerant. It is necessary to encourage them to be open, adaptable and curious to understand the cultural differences that they will inevitably encounter, as well to reflect on their own personal culture.

AFS in numbers:

Created in **1955**
2200 students sent abroad per year
in **65 different countries**
welcoming **1000** students in Italian host families per year
5000 volunteers in **159** local offices

3. ASSEFA Association: the mission and values

Against economic and social imbalances: The existing economic and social imbalances inevitably lead to dramatic consequences: social upheaval, violence, environmental devastation and emigration. ASSEFA wants to give everyone the chance to develop their own skills and resources independently. Economic welfare is the key to a harmonious social order.

For peace and non-violence: ASSEFA promotes the emergence of non-violent, peaceful and harmonious communities in rural India, by developing initiatives based on Gandhi's thought for the benefit of rural communities, especially the poor, women and children.

Protecting from the damages of globalisation: ASSEFA is willing to protect against the damages of the globalisation process, which eliminates small producers who succumb to the competition of large companies, and produce an impoverishment of the earth and of people.

For self-sufficiency and self-management: Assefa aims at improving the economic, social and cultural situation of rural communities and enhancing their skills and self-management skills, to unite rural communities without any kind of discrimination and to establish self-sufficient

4. ACLE, The Accademia Culturale Linguistica Educational Foundation

ACLE was established in 2015 with the mission of operating in the educational field, with a emphasis on language learning as an instrument of personal, professional, and intercultural growth. The Foundation provides study grants to Anglophone students who follow the

"Teaching English as a Foreign Language through Theatre and Play" course organised in collaboration with ACLE, an association accredited by the Italian Ministry of Education.

ACLE's approach to teaching is based on the principles of its REAL© Approach: **Rational Emotional Affective Learning.** Born out of a mission to revolutionise the way that Italians are taught in schools, ACLE annually provides training to hundreds of Italian school teachers and workshops to thousands of school students. In addition, it offers a study programme to mother-tongue English speakers that gives them the opportunity to learn, teach, and share their language and cultural experiences throughout Italy at our summer camps.

CLIL Content Language Integrated Learning: During the school year, ACLE runs a CLIL Workshop Tour around Italy with mother-tongue English teachers. CLIL is a methodology for teaching a foreign language, in this case English, through various content or subject areas, including geography, history, video-making, pop music, and drama.

5. CPPP Centro Psicopedagogico per l'educazione e la gestione dei conflitti

The CPPP is an Institute specialized in learning processes in situations of conflict and operates throughout the national territory. CPP organizes courses, seminars and workshops, meetings of the Parents School and a Service for educational issues. The magazine "Conflitti" develops and valorises studies and research activities carried out by CPPP.

For more than 25 years the CPPP has been dealing with conflict management and change processes. It has always worked in the educational and organizational field and stands out for his maieutic approach. CPPP has developed an innovative competence with training and consulting proposals that are aimed at institutions, companies, groups and individuals.

Conflicts can be incredible opportunities for learning about ourselves and others, they can help us increase social and professional skills and improve our quality of life. However, it is necessary to learn how to reduce unnecessary conflicts and recognize those that are necessary. You can further read the CPPP manifesto about conflict.

Main findings from the working group:

1) Several experiences both in schools and in **collaboration schools-territory** (formal and informal learning). The Individual commitment is crucial to the success of projects but the collective analysis and evaluation is unfortunately missing.
2) The group identified and discussed several good practices. Often the main problem is the **upscaling process**: how to build a network, how to move **from silos to hub**.
3) The lack of school vision: there is no clear vision in selection projects by schools, nor an improvement plan in order to booster the bridge of the school with the territory
4) The policy dimension of needs to be further developed.

Workshop #3: How to learn to live together: the role of learning territories acting for peace and democratic citizenship

Participants

- Michel Albert- Fédération Wallonie Bruxelles
- Joël Bonamy – FREREF
- Silvia Carlino - Centro Ascolto Caritas Sanremo
- Claude Costechareyre – FREREF
- Christiane Demontès FREREF
- Xavier Farriols – Pyremed Regional Cross-border Labour Council
- Axel Joder – FREREF
- Giulia Molinari – IIHL
- Gian Luca Picconi – Institute Sanremo Levante
- Stefan Ressel – expert in energy transition
- Antonella Romagnoli - LICEO GD Cassini
- Giulia Tressoldi – UNIMORE student
- Claudio Valleggi - LICEO GD Cassini
- Loris Vezzali – UNIMORE
- Marta WIekiera-Michau – Malopolska region

From learning territories to territories acting for citizenship and peace: participants inputs and debates

The workshop's reflexion progressed by taking example of concrete initiatives or practices in the represented European regions as a basis for the discussion.

Three questions structured the discussion:

- What is a "learning territory", what does it represent with regards to the existing institutional structures? What does it mobilise?
- How current experiments enable to understand the stakes and limits?
- How can these learning territories become actors for active citizenship and peace? With what kind of action?

What does « learning territory » mean?
A short round table let appear various conceptions of what can be a "learning territory. An emergence factor can be the proximity of situations. Paradoxically, the emergence of this territory can derive from a border-effect : this is the experiment made in Catalonia and Occitanie with the implementation of a cooperation plan between cross-border territories. Work, and particularly the cross-border work conditions, could involve a dynamic promoting

cross-border territories: rather than competing, the common initiatives are based on the need of neighbouring territories in terms of health, education etc.

In the Malopolska region, the Employment Office has been particularly active in promoting lifelong learning. The fourth edition of the "learning communities" contest happened this year, in which 17 communities presented their actions in their territory linking education, employment and citizenship. With regards to this experiment, other actors than formal education institutions can have the capacity to share knowledges at the local level.

Learning territories could be a counter factor to the society tendencies to become "archipelagos", meaning with some areas concentrating richness and development perspectives whereas some others foster precarity and poverty. This could be an opposition between big cities Vs rural or isolated areas, as well as between rich district and poor peripheries of the same city. The inequal access to education is a major challenge : the capacity of the educative system and centralised training to take into account the diversity is limited, and initiatives of actors of territories, communities are undertaken to face this situation.

The factory of learning territories

A learning territory is at first a way to escape from isolation and of a categorial conception of needs, and take another look on the territory. Hence new territories are created as meeting point, and networks "hubs". These places foster the flourishment of innovation and proposals, thanks to a mix of populations and hybridization of culture.

Some territories facing difficulties are evoked, as the French towns Romans-sur Isère or Grenoble, where some people who lived the territory twenty years ago to start a carrier in the Paris area, come back at the mid-term of their carrier and want to create a "territorial start-up", which gathers multiple actors of a same territory in order to create entrepreneurial solutions creating jobs and respond to the identified social and environmental challenges. This facility includes an accompaniment for the establishment of platforms for social innovation. It is based on collective intelligence: the start-up dynamic aims at fostering the emergence of solutions facing territorial stakes. This dynamic starts from the involvement of local actors: communities, associations, entrepreneurs and citizens to the accompaniment of newly emerged structures.

Initiatives gathered under the logo " *Territoires zéro chômeur de longue durée* " (Zero long-term unemployed territory) aim at eradicating long-term unemployment on a territory, given that nobody is unemployable, work is not lacking and money neither. Indeed 45 billion euros for unemployment allowance are spent with other incurred costs, and in 2017 an unemployed person cost to the State an average of "minimum 16 000 euros per year" in allowances and other costs. After two years experimentation, the founding actors of this initiative estimate

that the public finances spare about 18 000 euros per full-time job and per year thanks to the "*Territoire zero-chômeurs*" initiative[1].

Another way to convert social allowances of unemployed people into a wage is to hire for a long-term contract into a EBE (Enterprise with employment goal), which develops activities in the non-competitive area (in transports for instance), without any additional cost for the community.

In the first place, actors of the territory (elected officials, economic actors, politic actors acting for employment, citizens and unemployed) gather to identify the needs to fulfil on the territory and to consider the possibility to establish an EBE.

After two years and a half of activity, the evaluations highlight :

- Specificities of each territory, which has to be taken into account.
- The enhancement of social and professional conditions of people employed in this enterprise, who escape from precarity and poverty (despite a large amount of other people still in the situation of long-term unemployment – about 5 millions.)
- The creation of activities to respond to unsatisfied needs such as reparation and upcycling to face the planned obsolescence issue.
- The emergence of new economic dynamics, thanks to the example of hiring process of local companies recruiting on motivation and inspiring larger companies.

Participants spotlighted other initiatives with a similar paradigm shift in multiple cases:

- When institutions have a better look on the territory, particularly when elected officials accept to participate in the co-construction of a solution to face local issues.
- When in Catalonia or Basque Country the decentralisation of competences enabled changes in the education and training policy. 30% to 45% of curricula have been modified and new diplomas were created for new qualifications, often within the frame of a European cooperation
- When companies endorse a social and environmental responsibility and consider the specificities of their implantation territory, in order to adopt adapted hiring process and working conditions.

Learning territories, actors of citizenship and peace

To support these initiatives, governance modes should be developed and give consistency to local Empowerment. Citizen participation include an educative dimension. Public meetings around a public investment or urbanistic project change the relation of citizens to politics; the next step of explanation, debate and proposals is a way to implement deliberative democracy, where every citizen has the right to express his/her views and to codesign an initiative. In this

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[1] Zéro chômeur, by Claire Hédon, Didier Goubert and Daniel Le Guillou.

case, the elected official or responsible is not in the position of project manager but do exercise a facilitation function.

There is then two aspects of a learning territory : on the one hand the action on a territory, on the other hand the formation of a learning community. The dynamics in place within the establishment of "territorial start-up" or "zero unemployment territory" goes beyond the initiative itself. As Claudio Baraldi said in quoting Giddens: " The possibility to exercise agency depends on the social context in which participation is enacted, i.e. in the possibility to choose contents and how to contribute to change their social conditions."

These initiatives induce however some risks: The elected officials could feel his position and political power jeopardized and could use legal formalism leading to limit dialogue to conflict and opposing bias. Another risk is to conduct only a quantitative analysis of results while what is important lay in the process rather that the results: how it does change the relation between people and generate in social and political positioning.

A learning territory is an opening on various levels of interdependence: in its practice, it creates a logic of learning sources of identity : local, national and European. This mindset goes against the approach of a closed nationalism. To conclude, participants evoked the necessity to consider learning and living together as a daily battle.

Round table: Potential of territorial peer learning for a new season of cooperation - How to develop global citizenship competences at the grassroots level?

Panellists

- Josep Franci - Barcelona Chamber of Commerce
- Michel Albert - Federation Wallonie-Bruxelles
- Xavier Farriols – Pyremed Regional Cross-border Labour Council
- Christiane Demontès - FREREF
- Jaana Puukka - Innovation Engage

The panel discussion started with the intervention of Josep Franci about the territory, who questioned the current conception of a territory in terms of public policies: "a territory is not only the place where new policies are implemented, but the place where policies are decided and discussed". This bottom-up perspective could be a relevant approach to better understand the educative challenges as well as the social and environmental ones, including within the economic sphere.

Michel Albert pursue this idea of a participating territory by telling how the reform of the Education system in Wallonie Bruxelles was built with the civil society and with the inclusion of an evaluation not only on financial aspects but also on qualitative sides.

Xavier Farriols from the Pyremed Regional Cross-border Labour Council focused In the territory notion and evoked then the necessity of a transnational, transregional and transborder mobility, and the way to finance these mobilities. He highlighted the interest of using structural funds to enable mobilities, especially within the frame of a learning or training mobility.

Jaana Puuka also emphasized the need of agility in learning, thanks to mobility but also to new pedagogic methods and interdisciplinarity, in order to give keys to future generations which will face an uncertain and unstable world. Education plays a primordial role in facilitating the building a sens to the young people's action, and supporting them when endorsing responsibilities and solving conflicts.

Christiane Demontès concluded the round table by summarizing the intervention of each panellist and added her experiment to the panel discussion. She relates the content of the presentations and workshops to the activities conducted by the FREREF since its creation in 1991, initiated by European regions themselves.

In the 90's regional institutions gained new competences on education and vocational education and training : they needed help to make decision and Freref was created as a facilitator for that. Today, this need is no more felt by the regions so the role of Freref need to evolve as well:

- Participation to European projects (coordinator or partner)
- promotion, transmission of results
- Observatory of local innovation
- Expert (among other) on dissemination of other projects.

2 main issues guided the discussions during this event:

- Networking ("faire réseaux"), coming back to the assumption of Claudio Dondi : from silos to hubs. Going from one shot actions to a systemic approach.
- Contribute to build a European citizenship

Conclusion on the invitation to the 4th Freref day, next year to measure all the evolution discussed in Sanremo.

"Mise en perspective" : photograph exhibition of Mohamed Keita

After the round table, all participants were invited to put the ideas exchanged during the day in perspective thanks to photograph exhibition of Mohamed Keita. His photographs, reflecting the reality of the life in the streets, which is known by numerous migrant persons when arriving on the European territory, deeply moved the participants. The public was really glad to have the opportunity to speak with the artist about his journey and his work in Roma and in many other countries.

To further discover the work of Mohamed Keita, visit his website!

Conclusions

To conclude, Mrs Demontès, president of the FREREF, welcomed the diversity of actions contributing to build a European citizenship within a peaceful Europe:

"The richness of experiences evoked in various domains, future of education and transformative competences, promotion of inclusion and agency approach regarding learners, and more particularly children acting in their own inclusion process through a positive interaction of culture, compel us to continue our action. These conclusions should be highlighted toward policy makers, to enable them to implement necessary changes.

This is the reason why we will organise in June 2020 a peer learning session for European Regions to support them in the appropriation of work initiated in order to transform their modalities of actions and public policies.

I hope that we will be many of us to join this initiative."

Resources

About agency, hybrid identity and facilitation

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