

## BRIEF BRUSSELS « PRACTICES OF ACTIVE EDUCATION TO SENSIBILIZE PEOPLE TO AN ETHIC DIGITAL »



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Authors : Project ECHO Network

Organized by



- **Participating organisations from ECHO Network project** : [Ceméa France](#) (Coordinator), [Fédération Italienne des Ceméa](#), [Framasoft](#) (France), [Willi Eichler Akademy](#) (Germany), [Center for Peace Studies](#) (Croatia), [Solidar Foundation](#), [Ceméa Belgique](#) (Belgium)
- **Belgium partner organisations** (Fédération Wallonie Bruxelles) : [Tactic Asbl](#), [Les Habitant-es des images](#), [Ligue des Familles](#), [Edri](#), [Technopolice](#), [Zin TV](#), [Domaine Public](#), [Radio Panik](#), [Gsara](#), [Collectif PUNCH](#) , [Constant asbl](#)

*This meeting were held in english and french*

**MONDAY 12 OF JUNE**

**Place: DK Rue de Danemark, 70b, Brussels, Belgium**

## WORKSHOP AT DK BY TACTIC AND NEUTRINET : DISCUSSION WITH FRAMASOFT

**Guests :** Fred et Booteille de Framasoft.

**Discussion around :**

- History of Framasoft (40 members, 10 employees), [strategic plan for 3 years](#)).
- [CHATONS](#) (traduction : KITTEN) : Collectifs d'Hébergeurs Alternatifs Transparents Neutres et Solidaires.
- Framasoft as a popular education association: transmission (not necessarily technical), taking care of the digital world, strengthening militant forces - intersectionality - making informed choices about digital use, issues around "compostability" to leave enough traces without having to be necessary for the association to exist, and not being too imposing (towards the promotion of decentralized tools).
- Need to support associations in their transition to alternative, ethical tools: project [EmancipAsso](#).
- Business model issues: Framasoft currently operates on a donation economy. The highest cost corresponds to salaries/wages (human capital). Available figures [following this link](#). Institutions (in particular the European Commission) are beginning to fund projects for librists, alternative hosts, etc. via the [NLnet foundation](#), which finances projects for ethical digital technology.
- Corporate world: unknowingly using free software
- Warning on the use of encrypted and alternative tools, where we (in France) can be perceived as "dangerous individuals", by refusing data capture. [Article from La Quadrature du Net on this subject](#).

**TUESDAY 13 OF JUNE**

**Place : Rue du Monténégro 144, 1190 Forest, Brussels**

## GAMES AND APPROACHES OF ACTIVE EDUCATION

## 0. Presentation : Setting the scene

**Objective** : Establish a clear, shared framework for the week's progress, collective functioning and collective construction, so that everyone can find their bearings, confidence and autonomy.

→ Presentation of the program, the framework

→ Methods

→ Rules : Attendance on all days, punctuality, availability,

→ Principles: active participation, caring, active listening, constructive criticism, collective responsibility, confidentiality

→ Logistical aspects : Schedules, meals, documentation, collaborative pad

## 1. Presentation game : « The glove on the chair»

Equipment :

x Chairs (number of people present) in circle.

x An object (as a glove).

**Objective:** Memorize the first names of the people in the group.

The facilitator proposes a circle of people's first names. In order to know the names of the whole group, the facilitator proposes that one person be in the center.

The aim of the person in the center is to sit down. Participants must always have a chair and must not go to the center. To do this, when the chair to the right of the person is empty, the participant taps the chair and calls out the name of a member of the group who should come and sit down. If the participant doesn't call out a name quickly enough (by tapping on the chair), the person in the middle can come and put down his or her object. It's then up to the participant who wasn't quick enough to move to the center.

## 2. How I feel « Language pictures »

Equipment :

x Illustrations (pictures, images) as Dixit game.

**Objective** : allow each participant to express his or her feelings.

The facilitator suggests that participants choose an image from the Dixit game that helps them define how they feel at the start of our meeting. In turn, participants share their feelings with the rest of the large group.

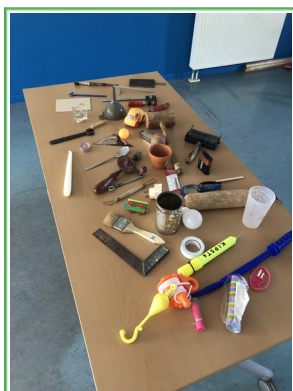


## 3. My relationship with digital technology: "Language picture »

Equipment:

x Objects and/or illustrations

**Objective** : Each participant can share his or her relationship with digital technology with the group.



The facilitator asks participants to choose an object that illustrates their relationship with digital technology, and why.

Each participant shares his or her object and explanations with the group.

**Objective :** These 2 picture-language activities are also a way of getting to know each other, creating the group and enabling participants to take stock, for themselves and for the group, of why they are here. It also enables the training team to hear about expectations, concerns and objectives.

#### **4. What is Active Education?**

Equipment :

- x Large cardboard sheets and pastels

**Objective :** Allow a collective exchange around a definition. Agree on the words we use.

Individually, people had to define "What do I put behind the words" :

- Active education
- Popular education

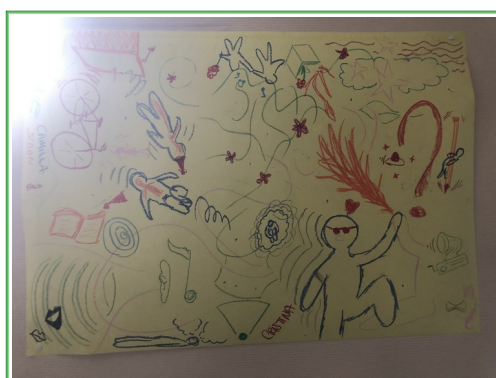
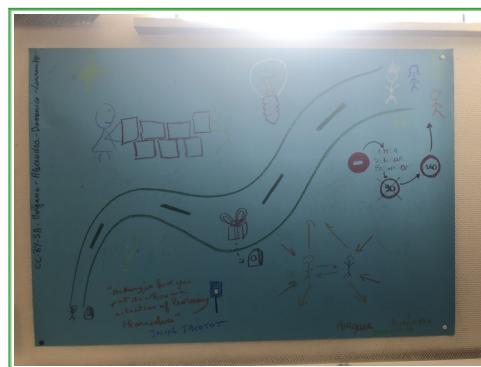
After a period of individual reflection, participants met in small groups. (A working group identified and formed in advance by the team of facilitator to ensure the greatest heterogeneity. This group was mobilized once a day). They exchanged their own definitions and produced a common display in the form of a **graphic representation** to define active education and popular education.

It was important to use only pastels and drawings to call on other modes of expression than verbal and written ones.



→ Presentation of a video on Joseph Jacotot, with intervention of Philippe Meirieu : "Can you teach without knowing?": [Video available here](#).

- Exchange on working group (possibility to add elements on the graphic illustration)
- Presentation of graphic illustration
- Exchanges in a big group



Graphic illustrations of group discussions on "Active education and popular education".

#### **Create a discussion group (via a messaging application)**

Time for discussion about opening a Signal group during the week: What do we post? Until when? How are photos and videos used? Who agrees to be photographed/videotaped? What's the relationship between privacy and photos?

**Objective** : Collective use of digital technology is first discussed collectively. This allows us to move beyond the implicit, as certain practices may differ from one group to another, and to agree on a framework that allows everyone to feel at ease with this use of digital technology.

### Key digital figures

Equipment :

- x Laminated cards with number inscriptions, hung on the wall
- x Laminated cards with quotations/phrases written on them [available here](#)
- x Plastic writing markers (whiteboard markers)

Activity card [available here](#) (in french).

**Objective** : illustrate situations/facts with statistical figures.

Get a vision of the materiality of the digital world, often hidden by the notion of "cloud" and the size of our connected objects.



Participants are divided into groups. Each group has the same number of cards, and must agree on how to match a fact (a sentence) to a number. Once the group has agreed, the "facts/phrases" are attached to the numbers already posted on the wall.

Following these exchanges, the facilitator suggests a collective correction.

Be sure to update these numbers, and if necessary, lead the discussion around them (speaking up)

Ideally, take time for a group discussion at the end of the activity to put questions, observations and reactions into words.

Ressources : [Submarine cable map](#)

## MEETING WITH « LES HABITANT·E-S DES IMAGES », PROJECT « LE CODE NUMÉRIQUE »

Link of the website's project : <https://codedunumerique.be/>

**Presentation of the project** in video, [available here](#)

The « Comité Humain du Numérique » was born in 2021, within the « Front Rendre Visible l'Invisible », a collective fighting against poverty and for climate justice.

*"We write laws based on our lives and our suffering. We think we need to set limits to digitalization, at the level of the State, institutions, but also collectives and associations. Today, many collectives, workers, citizens and politicians are sounding the alarm about the digitization of our lives. It's time to join forces to imagine a new set of digital regulations, to protect people who are vulnerable to digital technology (nearly one Belgian in two: 46% of the population according to the King Baudouin Foundation's digital inclusion barometer, 2022)."*

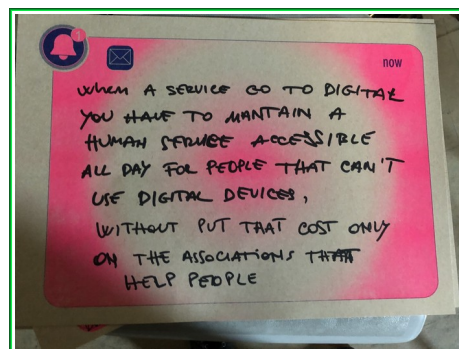
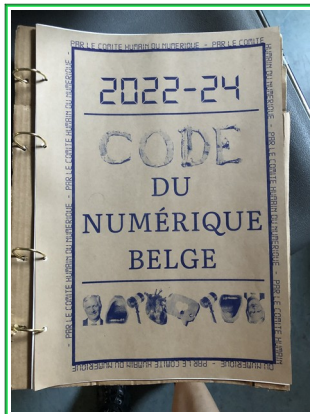
### Workshop with the organisation « les Habitant·e-s des Images »

Project ECHO participants were divided into 5 small groups. Each group was given a question referring to the first 5 paragraphs of the 1st paragraph of the code already drafted, which the participants were invited to discuss: read the testimonials proposed in connection with the question in the article and testify in turn how this question had been experienced by the participants in the group. Following these exchanges, the group was asked to propose a law on the subject.

Questions addressed by the groups:

1. Does digital technology necessarily promote people's autonomy and democracy? If not, how can we guarantee these rights for everyone?
2. Is everyone equal when it comes to digital technology?
3. When we close a human service to digitize it, is it to save time and money? Why?
4. How can we ensure that essential services guarantee democratic access for all? Do we need controls? Labels? Prosecutions?
5. Is it easy to lodge a complaint when digital technology produces discrimination?

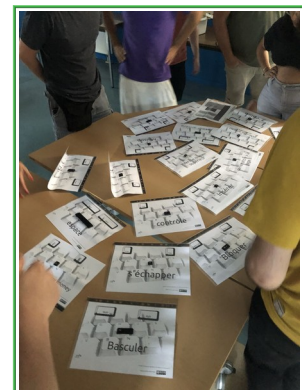
Each group shared its thoughts and proposals with the whole group. The « Habitant-e-s des images » shared with us the articles that have been drafted so far in the [Code du Numérique](#). The reflections of the ECHO Network project participants enriched the paragraphs of the articles already drafted.



### DAY IN REVIEW VIA KEYBOARD KEYS

A time for self-evaluation of the day was proposed to the participants, using images. Everyone was invited to put into words what they had experienced during the day, again using a "photo-language".

This approach can also be used to talk about one's relationship with digital technology: [File available by following this link](#) (in french)



**WEDNESDAY 14 JUNE**  
Place : PianoFabriek, Rue du Fort 35, 1060 Saint Gilles, Brussels

### WORKSHOP «THE HIDDEN FACE OF CLICKING » BY LA LIGUE DES FAMILLES

Below is the approach presented by the Ligue des Familles for one of the workshops in the project cycle on [the attention economy](#).

**I. Presentation** of the project available [following this link](#) (in french)

**Objective of the workshop:** we are going to...

- x **define** what is attention economy

- x try to understand together how it **works**
- x try to understand together why it **exists**
- x reflect on the **impact** this has on our daily lives
- x search together for **antidotes**
- x suggest **possible solutions**.

## II. Energizer (which can also be used as a presentation game)

Participants are asked to pair up with someone they know the least.

**Objective:** find 1 thing in common that the others wouldn't have

Large group feedback (with or without validation from the others)

## III. My use of the telephone and social networks

### **Test**

Participants are given a small grid with 12 boxes to tick. The facilitators propose 12 statements: each participant ticks a box (yes or no) if the statement corresponds to his or her situation:

- "I feel feverish or anxious if I've forgotten my phone at home".
- "The time I spend on my phone is constantly increasing"
- "I spend less time with the people I love because of my phone use"
- "Sometimes I feel like I'm losing control of my phone use".
- "I've had arguments with someone close to me because of my phone use".
- "I have the impression that my timetable is dictated by my use of the telephone".
- "Sometimes I take risks because of my phone use: answering while driving, not looking when crossing the street, etc."
- "I have the feeling that my professional, school, emotional or family life is degraded by my phone use"
- "I can become aggressive if someone tries to stop me using my phone".
- "I sometimes lose track of time when I use my phone".
- "People around me tell me to curb my phone use, but I don't listen".
- "I've already tried to change my habits with my phone, but I couldn't".

Explanations of the results by the facilitators on the WHO data on this subject, and whether it raises questions about the phenomenon of addiction. Time for discussion in pairs. Notes that will not be shared, but some of which may serve as material for the future.

## IV. Projection of an episode of the Dopamine series (the one devoted to Facebook - 8min)

Vidéo available [following this link](#)

ARTE TV series examining the addictive nature of social networking applications

### Reactions in sub-groups of 5: answer collectively: 1 question / 1 half sheet / 1 color

- What do you find interesting?
- What are you wondering about?
- What don't you agree with?

On 3 A4 sheets of different colors (1 sheet per question) or with the same color-coded markers. Post the sheets for each question on the wall and invite participants to come and look at them.

## V. Pair activity: Bias bingo

Each pair has a bingo grid on which cognitive biases or specific brain functions are indicated, each time with a short explanatory sentence.

A3 posters presenting a series of cognitive biases used by social network designers have been posted in the room.

Instructions: Name the **cognitive biases** corresponding to certain posters: posters available by following this link

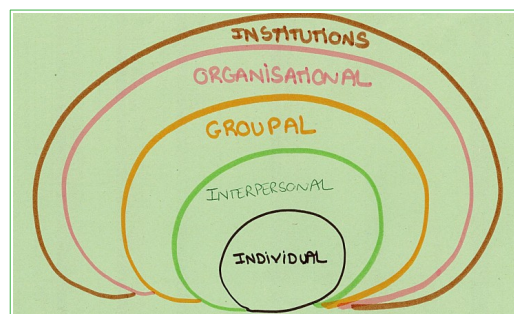
When the first pair has finished their grid and shouts "Doooooiiiiine!"  
The other participants are given a further 2-3 minutes to finish their grid.

### **Collective debriefing of the activity and verification of answers**

**Free discussion** : A moment of collective exchange to review all the animations (comments, things to add, questions to ask the group, other known cognitive biases, sharing of experiences, etc.).

**VI. Activity in groups of 5: possible solutions at different levels** (**Ardoino grid** to reproduce and complete in French and English)

- Introduction to the tool
- 1st time solo to answer the first level - individual scale, then in groups
- Then time for group discussion.
- Posting of the different grids (by the sub-groups) and presentation to the large group.
- Time for sharing experiences and observations following the 4 presentations.



## FEEDBACK ON ACTIVE PEDAGOGY

Equipment :

- x Post-it
- x Pens
- x Space for participants to build an invisible river (depending on space)

Individually, participants are asked to complete the following sentences (on a post-it note):

- For me, active teaching methods are...
- For me, active teaching methods are not...

After everyone has completed their post-it notes. The facilitator asks participants to line up in the space. A space is chosen for the participant to stand in when he/she agrees with the statement. Ditto when the participant disagrees.

The facilitator calls out sentences (written by some of the participants) and the participants are asked to place themselves in the space according to their opinion. It's not possible to stand in the middle. The moderator supervises the discussion and the exchange of arguments between participants.

### **Self-evaluation of the day**

Sentences to be completed orally

- x From an individual point of view, I experienced..., I learned...
- x In terms of Popular Education/Permanent/Active practices, I'd like to say...

## EXPLORATORY WALK ON VIDEO SURVEILLANCE

A walk was organized by [Technopolice Bruxelles](#) and the network [EDRI](#), to raise awareness of video surveillance in the city.

These two organizations led a discussion on the presence of cameras in public spaces, questioning their presence (which locations, what objectives).



**THURSDAY 15 JUNE**

## **RADIO AND VIDEO MEDIA WORKSHOPS**

Day organized by the [Tactic Asbl](#) , [Domaine Public](#), and [Constants vzw](#) open to players in the digital, image and radio sectors in Brussels within the networks of partner associations.

### **Presentation of Radio Panik**

[RadioPanik](#) is a free radio station based in Brussels.

Radio associative for 40 years in the spirit of free radios. The station was built around a commitment to anti-racism. It employs four part-time staff for 250 people who host various programs.

**Objective:** to make radio users autonomous (access to the radio, technical tools...). Free software for all tools. The "flying radio" project appeared at a "No Borders" event in Brussels. Several reflections on the technical and logistical necessity of having a mobile studio (lightness of equipment, need for network, electricity...).

Trial and error led to improvements in the tools used: "When everything works well, you learn nothing".

Example of "L'émission impossible": an activist show, a place where you're not allowed to be, broadcast live with a loudspeaker on site.

### **Presentation of Zin TV**

[ZinTV](#) is an organization created in 2010 (in connection with the Venezuelan context at the time), which is close to social movements, and wishes to enable people to make their voices heard, to express themselves without having to answer a journalist's questions.

Since 2016, live broadcasts have been recorded, and workshops to produce short videos have been set up throughout the year. Projects developed on media analysis (clichés and representations). Various themes: young people's perception of mainstream media, decolonization, the feminist movement, social struggle...

At this stage, not all the software used by ZinTV are free ones (difficulty in migrating tools and platforms). But they hope to be.

6 permanent staff workers at ZINTV.

During the discussion among participants, the difficulty of migrating to ethical and alternative tools was underlined, if structures are not supported in these changes..

Testimonials from Framasoft and Ceméa France on support for associative structures (with the [Emancip'Asso](#) and pro-software training courses [Zourit](#)).

## **WORKSHOPS**





*Participants had a chance to try their hand at radio and video techniques in preparation for the evening conference at the « Maison du Livre. »*

## PRESENTATION OF PEERTUBE

**Peertube**, could be described as an alternative to Youtube. It features videos. Peertube works on the principle of decentralization and is part of the **Fédiverse**. On Peertube, each instance can connect to the others. This is the principle of self-hosting. So, on my instance, I can decide to connect with other instances. On my instance, these are my rules. If I want my instance to publish live art videos, and no political debate videos, then I can choose it.



Presentation of Peertube : <https://alternatives-numeriques.fr/peertube-une-alternative-a-youtube/>

To search a video on Peertube : <https://search.joinpeertube.org/fr/>

## CONFERENCE ON TYLER REIGELUTH'S BOOK "L'intelligence des villes, Critique d'une transparence sans fin" (The Intelligence of Cities, Critique of Endless Transparency)

Place : **Maison du Livre**, 24-28 rue de Rome, 1060 Bruxelles, facilitated by **Collectif PUNCH**

Following the afternoon workshops, some participants were able to put their learning into practice, by organizing a live radio broadcast before the conference, and filming the conference live (broadcast on Peertube).

### **Filmed conference :**

<https://videos.domainepublic.net/w/twaXyWMnZws9tw7e8qko8R>

### **Radio broadcast and radio recording of the conference :**

<https://www.radiopanik.org/emissions/emissions-speciales/faut-il-des-villes-intelligentes/>





## RESSOURCES

### Books :

- « *Présence et numérique en éducation* », sous la direction de Renaud Hétier, Édition Le Bord de l'Eau.
- « *Le numérique, une chance pour l'école* » par Joël Boissière, Simon Fau, Franseco Pedro, Édition Armand Colin
- « *Liker sa servitude. Pourquoi acceptons-nous de nous soumettre au numérique ?* » Louis de Diesbach, Édition FYP
- « *Oser les pédagogies numériques à l'école- Enjeux et exemples pratiques* » par Denis Cristol – Édition ESF
- « *L'âge du capitalisme de surveillance* » par Shoshana Zuboff, Édition Zulma Essais
- « *Aux sources de l'utopie numérique. De la contre culture à la cyberculture* Stewart Brand, un homme d'influence » par Fred Turner, C&F Éditions.
- « *L'art de la révolte Snowden, Assange, Manning* » par Geoffroy de Lagasnerie, Édition Pluriel
- « *Datamania* » par Audric Gueidan et Halfbon, Édition Stock
- « *Guide d'autodéfense numérique* » Oeuvre collectif, Édition Tahin Party

**Movie** « Nothing to Hide » : <https://videos.domainepublic.net/w/eae7866-d209-4e5c-b7b0-443395b79c82>

Cartographie des câbles sous-marins : <https://www.submarinecablemap.com/>