



THE IECD'S EDUCATION GARDEN

12 seeds to help the men and women of the future grow

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As an introduction to this valuable “educational guide”, the result of untiring and in-depth work by the Education division which I warmly thank for this exceptional contribution, I would like to outline what

education means in the vision and mission of the IECD.

To start with, what do we mean by the word “education”? In the French dictionary Le Littré: “action of raising, training a child, a young person; all the intellectual or manual skills that are acquired, and all the moral qualities that are developed”.

Educating who?

All people in all their dimensions: body, spirit (intelligence), heart.

Through sensory and physical fulfillment, the body is a manifestation of the individual, a means of being present for others, a means of communication, of expression, the body is speech, a language.

“All our dignity consists, then, in thought; Let us endeavor, then, to think well”, Pascal, *Pensées* No. 347.

Here, the spirit is understood as the ability to think, to reason, to understand, and also to want and to love. Through fulfillment of the conscience, a person is able to act freely and responsibly.

The entire history of humankind illustrates the need to love and be loved. The heart, the symbol of friendship and of love, the place where sensitivity and feelings are fulfilled, is the openness of a living being to the existence of others, the ability to perceive them and understand them.

Thus, a person is a physical and spiritual being that has been created, whose spirit (anima in Latin meaning breath, air) is the principle of life and thought, a being's most intimate part.

Education why?

To allow each person to be themselves, to progress towards the secret of happiness

throughout the long path of learning self-knowledge and self-detachment, thus allowing each woman, each man, each relational being to acquire a legitimate place in the world.

If, in line with this “educational guide”, the IECD defined its educational project, it would mainly involve informing adolescents or young people of the concrete methods and practices for achieving the ultimate goals of human beings so that all individuals are able to build themselves, find fulfillment by giving the very best of themselves in light of knowledge of the truth and the search for and choice of good in all things.

Education how?

So that each project managed by the IECD, (schools, education centers, boarding facilities, training sites) is a place where the beneficiary is seen for what he or she is in a climate of peace, trust, and joy. A place where “I feel good”, “I feel respected”, “I feel loved”, “I learn”, “I grow and develop”, “I can play and laugh without fear”, “we can talk without violence”, “we can wonder”, to use some of the testimonials of the beneficiaries from Janah, Bethany, SESAME, CERES, FFS, GDE, and elsewhere.

Teaching methods that involve action and play: being amazed, being helpful, taking initiative, learning to dialog, and building together for the common good.

The educators believe in the young people: they see in them an opportunity for the society of the future. They are close to them in order to win their trust, because, without trust, education is not possible.

Young people are the main protagonists of their education. They are able to see where their interest lies. They can also hear and understand their educators' arguments and adhere to them in order to collaborate. At the heart of education, there is dialog, respect for others, and a covenant relationship.

May the pages of this “educational guide” nourish, structure, and enlighten our actions!

Alexis BEGUIN,
Director General of the IECD



WHAT ARE THE CURRENT MAIN EDUCATIONAL CHALLENGES IN DEVELOPING COUNTRIES?

Education has been a fundamental right since 1949

Since the 2000s and the adoption of the Millennium Development Goals, it has been confirmed that education is a powerful source of development for people and countries, and is recognized as being one of the best ways to reduce poverty, raise health standards, promote equality between the sexes, and increase peace and stability.

In 2015, the United Nations defined the fourth Sustainable Development Goal as follows: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The Education 2030 Framework for Action defined by UNESCO assists countries in the implementation of this goal. In particular, it prioritizes activities that focus on the following three aspects:

- **The importance of social and emotional capacities** (critical thinking and problem-solving, audacity, perseverance, curiosity, creativity and the ability to communicate and work in a team, self-confidence, empathy and the ability to cope with stress and emotions).
- **The construction of the schools of the future** (competent and motivated teachers, technology at the service of teaching, basic skills, social and emotional capacities, and digital skills).
- **Lifelong learning**, a concept that has the power to create a new form of society: a society in which learning is not viewed simply as a pragmatic tool but also for its own value, that can show people not only for what they can do but also for who they are.

Developing countries, submerged by their young people, have great difficulty structuring their educational systems

With **1.2 billion** teenagers aged from 10 to 19 years according to UNICEF (namely 18% of the global population), the world today is experiencing an unprecedented demographic explosion. The adolescent generation has more than doubled since 1950, and today 88% of these teenagers live in developing countries that have to face the challenge of integrating them into society.

These countries struggle to improve education of their young people as much in terms of access and long-term schooling as in terms of the quality of teachers. Thus, around the world, according to UNESCO, **230 million** teenagers of lower secondary school age (61%) will not achieve minimum proficiency levels in reading and mathematics.

Girls are particularly affected by these inequalities: **two thirds** of girls in low-income countries do not complete their secondary education. Thus, they are particularly disadvantaged in the acquisition of basic skills and constitute **two thirds** of illiterate people in the world.

Life skills refer to the essential skills for modern everyday life

Soft skills refer to universal skills concerning the employability of people and the development of their professional career

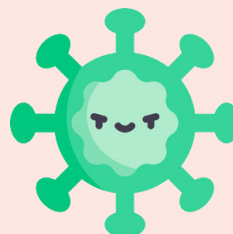
Human training refers to the being as a whole: intelligence, judgment, character, sensitivity, will, relation to others



A world that is evolving quickly in which major social, economic and cultural inequalities persist.

Poverty, inequalities relating to access to education, urbanization, geopolitical instability and increasingly rapid changes and crises set the scene for a world that is constantly changing and more and more global. Thus, the representation of community structures, the transmission of cultural traditions and the perception of the values associated with them have been disrupted. This makes the construction of the personality of young people and their relationship with the basic units (family, village, ethnic groups, etc.) all the more complex.

- It is believed that **70%** of the world's population will be urban by 2050, with a particularly pronounced increase in urbanization in Africa and Asia, implying a risk of a rise in casual labor, insecurity, and inequality, etc.
- Also climate change, wars and violence have a significant impact on millions of teenagers particularly at risk of dropping out of school, exile, and exploitation. Entire generations (**25 million** refugees around the world, more than half of which are under 18) are growing up cut off from their culture and separated from the family and community structures they need to build their personalities
- Finally, the digital divide between high-income countries and the others (in many developing countries, less than **10%** of schools are connected to the Internet) deepens inequalities in terms of access to knowledge and information and excludes students who find themselves unable to access qualified jobs



The **COVID-19** pandemic has highlighted the fragility of educational systems around the world, in particular in developing countries, and the difficulties still to be overcome in order

to achieve the goal of access to good quality education for all. The most vulnerable young people, unable to find educational support in their family circle, and unable to access online training, are naturally those most affected by school closures. How can we help these young people develop their ability to adapt and their resilience?

Human training of young people to help them face the future

In order to face the challenges that await them, young people today must develop their ability to adapt to contexts that have become increasingly complex so as to cope with local or global crises, seize opportunities, and contribute to their country's development. Although technical or academic training is essential for their professional integration, human training of young people is a condition for their fulfillment, their empowerment, and their ability to understand. The educator's role is to accompany them in this process and ensure that they train them to become responsible citizens and stakeholders within their own community.

Through its education actions, the IECD aims to provide young people with the keys for their development so that they can participate in dialog and peace. Convinced that it is through quality education that it is possible to change the world, here, the IECD provides the main principles that help people to grow



WHY THIS GUIDE?

To define a framework for educational actions based on two complementary educational goals

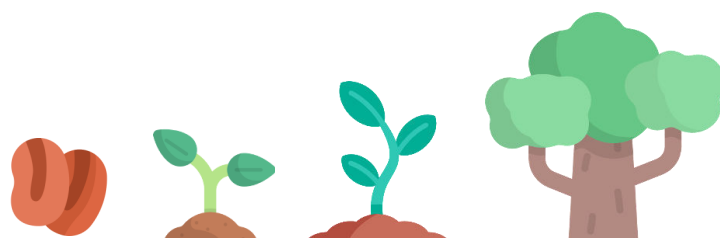


1 - Stimulate the learning potential

- Develop the capacity of individuals to acquire knowledge and basic skills so that they are able to make free and informed educational and professional choices.
- Accompany those who need help in their psychosocial development so that they are not hampered in their learning and grow up developing their capacity for resilience.

2- Favor personal development

- Help individuals to develop their personality, their aptitudes and their ability to live alongside others via workshops and extra-curricular activities.
- Encourage the development of a stimulating and constructive family and educational environment through the involvement of parents and the training of teachers and educators.





Target men and women of the future, with specific attention to vulnerable groups

The target age group (from 14 to 24 years) corresponds to the transition from childhood to adulthood, the markers for which are the choice of educational and professional direction, assertiveness, the preparation and development of economic and family autonomy, etc. These personal and collective challenges are made all the more complex by contexts of poverty and/or vulnerability, but are in line with the challenges of the world of the future.

Generally, in the field of development, priority is given to education for all, but especially for those who are experiencing the most difficulty accessing it: populations living in fragile areas, or those affected by conflict, rural and marginalized groups, girls and women, displaced populations, people with disabilities. Thus, the IECD targets all, without discrimination and, in priority, those who are experiencing the most difficulty accessing good quality education.

This guide is designed for the IECD's **project and education managers**.

It is a useful starting point for supporting teenagers and young adults in their **personal development**.

It defines the IECD's **positions and orientations** and serves as a **reference** for reflection and action for all educational staff.



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WHAT IS THE IECD'S EDUCATION GARDEN?

To use the image of an education garden as a symbol of radiant growth

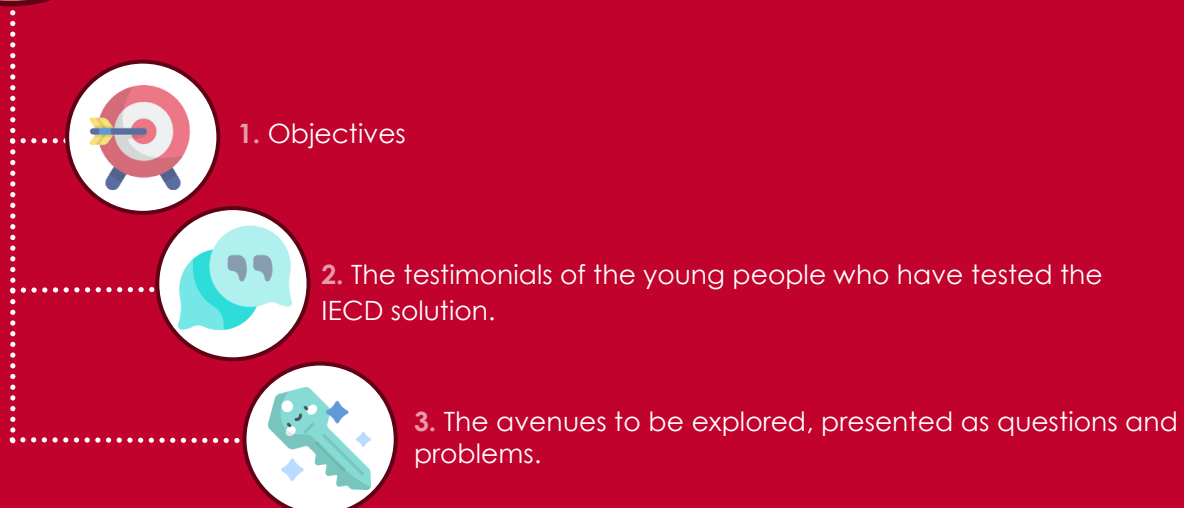
The IECD aims to contribute by offering an educational framework that allows young people to become responsible stakeholders **with strong roots in their culture, open to the world and others**. This double requirement is based on three main objectives divided up into twelve secondary objectives:

1. To become the future protagonists of change for their environment, young people need to establish the foundations of their character and **build their personality based on solid values and the available resources**.
2. To train a community of responsible citizens, young people have to nurture a spirit of cooperation and experiment all types of available resources in order to **living in society and respecting their environment**.
3. To guarantee their long-term personal and professional fulfillment in a constantly changing world, young people have to **give meaning to their lives by making a positive contribution to their entourage and to society**.



The image of a garden as a symbol of radiant growth

The term "**education garden**" reflects the idea of a living space containing different seeds that will germinate throughout each young person's journey, helping them to grow, become adults and achieve self-fulfillment. Each seed will differ in the programs according to the local contexts and the types of projects. Here, they are defined individually by:





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Building a personality based on strong values and available resources

p.10

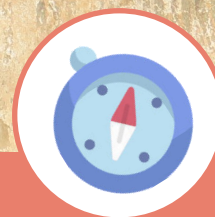
- Increasing self-knowledge
- Developing confidence
- Experimenting autonomy
- Becoming a free person.



Living in society and respect their environment

p.15

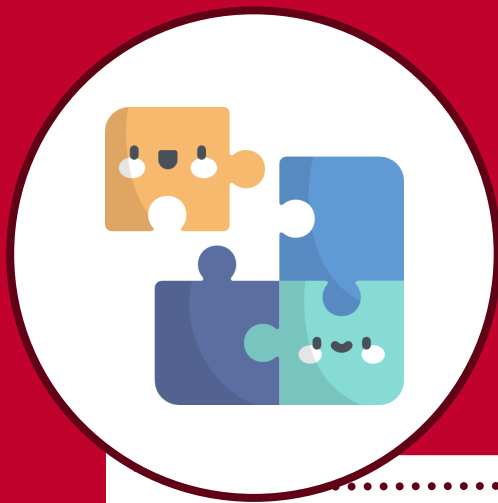
- Communicating through attention and expression
- Developing emotional autonomy
- Learning the foundations of responsible citizenship
- Communicating a sense of the collective and of common well-being.



Giving meaning to your life by making a positive contribution to those around you and society in general

p.20

- Forging your own beliefs
- Confirming your personal commitment
- Defining your personal project
- Influencing others and sharing their joy



Building a personality based on strong values and available resources

During the period of transition to adulthood, young people's personalities are still in the making. This construction is one of the major challenges at this age, especially since this period is marked by two major changes for teenagers:

- **Increasing autonomy followed by independence from parents:** sons or daughters, they are about to become their own person.
- **The need to make decisions regarding their education and professional futures:** whereas up until the end of compulsory schooling, all children in a given age group follow the education system, when they become teenagers, they are divided up into different training paths (apprentices, high school students, workers, university students, young people, etc.) before joining the professional world of adults.

Becoming an adult means testing the **resources available** in one's environment (his or her own but also those of other people and the institutions present in the environment (health center, school, etc.)) so as to make good use of them.

Thus, the construction of an adolescent's personality requires the germination of 4 essential seeds:

- 🌱 Sheet 1 - **Increasing self-knowledge**
- 🌱 Sheet 2 - **Developing confidence**
- 🌱 Sheet 3 - **Experimenting autonomy**
- 🌱 Sheet 4 - **Becoming a free person**



Sheet 1 - Increasing self-knowledge



OBJECTIVE

The young people know who they are, where they come from, and what their qualities, as well as their talents and weaknesses are. They are ready to set out on their adult life with confidence.

Self-knowledge refers to how teenagers understand themselves. *Who am I as a human being with a history and what are my strengths and weaknesses?*

This personal focus based on the experiences of each person is an essential foundation for personal development. Self-knowledge means being able to recognize:

- **Your identity** - Understand and foster your specific nature as a unique being.
- **Your strengths and personal talents** - Identify and develop the best you have to offer according to your own abilities, difficulties and centers of interest.
- **Your culture and community** – Assimilate elements (values, rites, traditions) specific to family, ethnic group, and country of origin.

"With the psychologist, I worked hard to manage my anger and my emotions. I can control my reactions better, which were often "aggressive and impulsive", and I use the relaxation techniques the psychologist taught me. I have learned to avoid showing ill-will."

Nadim, 10 years old, a Syrian child refugee in Lebanon. Nadim is supported by the psychosocial team in Janah in his education and in overcoming the trauma of his experience of war.



KEY ACTIVITIES FOR SUCCESS

Personal development activities adapted to each age group.

Personalized support to help young people build themselves taking account of all aspects of their personality

Traditional cultural, artistic and sports activities



Sheet 2 - Developing confidence



OBJECTIVE

Wishing to create relationships of trust with others and convinced of their own value, the young people believe in the future and are able to make a commitment.

Confidence is based on awareness of one's own worth and that of others. It is a decisive aspect of a young person's belief in the future. *How to build self-confidence and what are the criteria for trusting others?*

To live and be a part of society, young people must be able to see themselves and those around them in a positive light. A positive vision requires two things from young people: for them to be reliable in order to deserve other people's trust, and to be open to others in order to give them their trust. In this way, each one can make a contribution to the construction of a space for sharing and **cooperation** based on mutual trust.

In such a secure environment, young people are able to gradually create a personal and collective project dynamic within which they are able to take **initiatives**. The assurance they gain helps them to progress from being a child who carries out the instructions of adults to themselves becoming a person who is able to propose ideas, undertake projects, and organize events.

Encouraged to develop their ability to put their ideas into effect and invent solutions, the teenagers develop their sense of daring and innovation, as well as their **self-esteem**, the true key to success in tomorrow's world.



"SESAME made me who I am. Before AP, I used to avoid people. I liked being on my own. SESAME taught me to work in a group, mutual support and helped me to become more independent and self-confident. SESAME not only finances studies but also teaches us, gives us professional and social values. What SESAME offers us is priceless and we can never repay it."

Désiré, 22 years, SESAME student from the second year (2014-2015 preparatory year).
Topography Technician in Ambatovy, following a Masters' degree at the same time



KEY ACTIVITIES FOR SUCCESS

Activities that encourage a dynamic of cooperation between young people

Responsibilities (in the classroom, the activities, the center, with others) regularly given to each young person

Educators who welcome the young people's ideas and help them put them into practice



Sheet 3 - Experimenting autonomy



OBJECTIVE

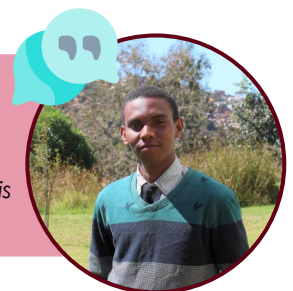
The young people have all the tools needed to ensure their emotional, physical, intellectual and financial balance, and become independent on a daily and long-term basis.

Autonomy is the capacity to meet your own needs, and make and take responsibility for your decisions in accordance with those around you and your environment. *How to create and maintain the conditions needed for my own well-being and the development of my mind and body?* This learning takes place in a demanding daily context that helps each young person to acquire healthy and controlled habits. They are able to experiment with situations of responsibility in their daily life for themselves but also for and with others.

- The **management of emotions** represents a key challenge for the autonomy of young people in their relationships with themselves and with others. Feelings such as stress, anger, sadness that are difficult to accept and live with, can affect young people's development and their relationship with others. That is why young people have to learn to welcome and choose their emotions in order to be able to control them.
- It is absolutely essential for young people to be able to protect themselves from the risk of illness by enjoying a healthy lifestyle that will help them to increase their life span in the long term, but above all, to remain focused on their goal in life in the short term: succeed with their studies, their training, their professional integration, their personal commitments, etc. **Prevention** helps each person to adopt the correct behavior and lasting habits.
- The **relationship to knowledge** is decisive in the future of young people, because it will determine their ability to train throughout their lives.
- **Time management** is also a major skill to be acquired by young people who are learning autonomy. Young people's ability to respect schedules, understand how to make the most of their time, define priority tasks, and plan tasks will be decisive for their professional, family, and personal success.
- Finally, to favor lasting social and economic integration, it is essential to help young people acquire **financial independence** by offering them help with the daily management of their money: keeping their accounts, planning savings, organizing a budget, etc.

"SESAME taught me not to be afraid of responsibility. I was in charge of the budget for our study trip, something I am very proud of, because it proves that the other students saw me as a person who can be trusted and who is honest."

Clément Solofotiana, 22 years, SESAME student from the third year. He has just completed his studies in eco-tourism and wants to open a cultural museum in his home town.



KEY ACTIVITIES FOR SUCCESS

Educators, psychologists, or social workers trained to deal with and manage young people's emotional or behavioral disorders

Health information and prevention activities (diet, hygiene, addiction, sexuality)

Tutoring that encourages young people to organize their time and their personal work



Sheet 4 - Becoming a free person



OBJECTIVE

The young people know and understand the rules of life in society and, as a result, are able to develop their ability to make enlightened and coherent decisions.

Freedom is defined by the possibility of acting on the basis of your own choices for even greater responsibility. *How to act freely and responsibly?*

The process of supporting young people towards freedom can be organized in **4 steps**:

1. Rules offer a reassuring framework that guides young people in their development. They define the constraints involved in life in society to which young people must adapt in order to free themselves of them. In the future, their behavior will be ruled by different norms, codes and procedures which they will have to accept in order to integrate society, the professional world, and their community. In this sense, the **acceptance of the rules** of life in the classroom or in an educational establishment is a first step for establishing an active and conscious relationship with collective rules and individual duty. This step is decisive in the construction of their freedom as the responsible men and women that they will become.
2. The second step is the assertion of their **responsibilities**, namely being able to defend their choices, their acts, and their words, and, therefore, to express their freedom. Training free beings means increasing their responsibility in the sense that they should be able to make choices which they are then able to accept.
3. Ultimately, the young people discover **creativity** as a means of expression for themselves and for others. Young people all need to dream and they have the freedom to create original prospects and the responsibility to imagine new prospects. .
4. Finally, it is important to help young people to develop their sense of **discernment** so that they can position themselves.



"I managed to convince my father to enroll me at the school by telling him that the fees were not very high and that I was interested in farming. Very quickly, my father changed his mind about the school. He found that my behavior had changed. I was no longer a "gangster". (...) I taught my father a great deal, such as how to create a market garden. I also taught my mother how to grow eggplant. She saw that it worked and she grew an entire field. Her first harvest was a success and she is now financially independent and no longer has to say to my father, "give me this", etc."

Kouassi Koffi Huberson, 23 years. Former student of the FFS in Gnity Touajii, he later enrolled at the IFERA in Yamoussoukro to study for a CAP in farming.



KEY ACTIVITIES FOR SUCCESS

Activities governed by clear rules

Educational and positive punishments in the event of breaches of the center's house rules

Problem-solving activities by a group or by a young person

Spaces for creative expression for all



Living in society and respect their environment

This century, the world has changed enormously. The increase in international exchanges and human circulation, the expansion of cities, and the flow of instant communication have accelerated the standardization of societies. New generations now have to manage multicultural societies in which others are close to them and multiple: all over the world, plurality is scrambling traditional cultural, linguistic, and relational maps.

This experience of constant difference is a treasure and a challenge and young people will be required to build a culture of peace based on their ability to:

- adapt to changing contexts characterized by cultural and social diversity,
- establish interpersonal interactions based on **mutual respect and understanding**, as well as **benevolent and cooperative** relationships with people with different opinions,
- participate in the preservation and improvement of their environment in an enlightened, active **and responsible** manner.

Education favors learning about life in society and each person is asked to express themselves in accordance with and in respect for the opinions of others. Each person grows and develops through contact with others and the challenge for these future adults will be to reconcile positive external influences with the pillars and models of their present-day life. This is the condition for the emergence of more united and more complementary communities.

Ensuring the willingness of young people to live in society requires 4 essential seeds:

- 🌱 Sheet 5 - **Communicating through attention and expression**
- 🌱 Sheet 6 - **Developing emotional autonomy**
- 🌱 Sheet 7 - **Learning the foundations of responsible citizenship**
- 🌱 Sheet 8 - **Communicating a sense of the collective and of common well-being**



Sheet 5 - Communicating through attention and expression



OBJECTIVE

The young people are able to listen and dialog. They are able to settle disputes and express their rights and their opinions without offending others and in full respect of them.

Listening is reflected in the level of attention paid to what other people have to say, and expression refers to the act of communicating with others using words, gestures, or facial expressions. *How can I be understood and understand others and pay attention to their needs, avoid the temptation to interpret what the other person is saying to me, or project my own intentions?*

In general, for successful communication, young people have to be open-minded and favor a kind and authentic relationship with their entourage. For this, they must use **active listening** and set up **non-violent communication methods**. Consequently, they must work on expressing emotions and on putting words to their own feelings and to those of others. They must also reject relationships that are aggressive, dominating, submissive, or manipulative.

As well as testing this communication method, young people have to increase their level of **assertiveness**, meaning awareness of and affirmation of their limits as well as the need to let others express themselves freely. In this way, they can progress towards an attitude of confidence with regard to events as well as to what they deem to be acceptable or not and are able to develop more harmonious relationships.



"Before, I was always on my own, locked in my own shell. In the preparatory year, I didn't have any parents, any family, and I was forced to open up to others and talk to them. Now, I even think I talk too much! My advisors are like big sisters: I talk to them about everything, my happiness and my difficulties."

Olivia Tontosaniaina, 21 years, SESAME student from the second year, she was systematically first in her class of 49 students and later studied for a Masters' degree in the Agri-Food sector.



KEY ACTIVITIES FOR SUCCESS

Group activities requiring cooperation to achieve a common goal

Examples of tools for resolving disagreements or disputes

Individual support to help each young person find his or her place in a group and formulate his or her own opinion or emotion



Sheet 6 - Developing emotional autonomy



OBJECTIVE

The young people have acquired relational qualities that allow them to form healthy and balanced relationships with girls and boys in their entourage as well as with their family members.

Affection in this sense refers to the ability to be moved, to show humanity, compassion, tenderness for others. *Who am I in my family and my peer group?*

During this period of emancipation, young people have to find a new balance in their relationships with their parents, their siblings, and their other family members. For them, the aim is to find and occupy a place in accordance with the oldest and youngest members of society, which implies rights and duties: responsibility for the youngest, respect for elders, inspiration from older people, etc.

Adolescence is also a time during which relationships with peers are tested. The boundaries between **friendship** and **love** have changed. The differences between girls and boys are felt more strongly and a new world of relations is taking shape. Girls and boys have to learn how to recognize partners according to a vision of equal men and women helping each other.

"I'm really interested in the activities at CERES because we learn many different things not just about school. For example, about life, everyday life. It helps me to see how to manage my life later. It has helped me to make choices. For example, we studied pregnancy and relationships with girls. I don't have a girlfriend yet, but if I have one someday and I decide to get married, I'll wait until I've finished my studies and have a job. I think you have to avoid mixing marriage with studies so that you have money to provide for your family and children. If you don't have any work or money, what will you become?"

Chaci, 15 years, student at the AKI boarding facilities, now in the 3rd star. The youngest of 6 children, he no longer has a father and his mother is a farmer.



KEY ACTIVITIES FOR SUCCESS

Activities with or without members of the opposite sex to develop awareness of differences and respect between girls and boys

Educators trained to be receptive of the sensitivities and affectivity of each individual

An open and constructive dialog between educators and families



Sheet 7 - Learning the foundations of responsible citizenship



OBJECTIVE

The young people have developed their curiosity, their ability to think and combine knowledge, and, thus, their ability to experiment with the resources provided.

Citizenship is recognized as the quality of being an active member of a nation participating in a common goal. *What positive role to play in the future world?*

Education in the 21st century must shape the human conscience and human identity, of which **general knowledge** (arts, history, religion, politics, news) is an essential component because it is an excellent way of differentiating oneself and of encouraging young people to expand their view of the world. Acquiring basic notions and knowledge helps them to grasp and process information, and thus to understand the whole world and society.

Modern-day debates on the subject of public utility, as well as questions relating to **sustainable development**, help young people understand the complexity of the world in its scientific, ethical, and civic dimensions. Consequently, education offers them the behavior, skills, and knowledge that will help them to make informed decisions for themselves and for others in the present and in the future for global development. Young people, future citizens of the world, contribute to making the world better, changing mentalities and behavior with regard to the major global challenges, such as respect for nature, environmental protection, and the sharing of natural resources. Therefore, it is essential for young people to have the chance to use, enrich, protect and pass on all their environment's natural resources.

Although the years of adolescence are those of the awakening of the power of indignation, this is guided in a positive manner towards the construction of a fairer world. Young people, as the creators of future society, have a moral obligation to commit to promoting **justice** for all.



" SESAME teaches you a spirit of entrepreneurship, of working with passion, and with moral values. In the preparatory year, I discovered that I had duties to my country. I chose the mining geology sector because our country has many mining resources that, sadly, are exploited illegally, therefore, the local population does not enjoy any economic benefits from them. I want to help this to change. Ultimately, I want to create my own company to process building materials, which will recycle waste and create jobs."

Aina, 25 years, SESAME student from the first year. She later obtained a Masters II in Mining Geology at the Etablissement Supérieur Polytechnique in Antananarivo.



KEY ACTIVITIES FOR SUCCESS

Intercultural exchange activities, quizzes, excursions, reading, films, etc.

Good daily practices applied by all in favor of sustainable development at the centers

Projects allowing young people to contribute to the fight against social inequalities



Sheet 8 - Diffusing a sense of the collective and of common well-being



OBJECTIVE

The young people develop their civic spirit, get involved in community life, and commit actively to others.

The common good is the project that allows a group and its members to achieve a life that is good for all. *How to contribute both to the common good and to the good of individuals?*

The future of each person depends on a common destiny that can only be defined together. In this sense, the common good must be achieved, increased, and preserved together. It implies a harmonious social life guided by a love of one's fellow men. It also concerns the daily life of each person and implies making the good of others one's own good. In view of an increasingly individualized model of life and success, it is important to train men and women to be **curious about and concerned about others**, with a sense of **service** and **solidarity**. On a daily basis, for all young people, this means being faced with differences and **life in a group**, dictated by respect and a team spirit.

The experience of giving oneself, one's time and one's energy contributes to establishing the humanist character of young people, and perpetuates a cycle of beneficial **mutual assistance**.

Encouraged to collaborate in full respect for each person and convinced of the positive value of collective work (learning with and for others), young people will later become citizens who will keep the **Peace**.

"I started teaching Madagascan to the Preparatory Year of the CERES in September 2016. As the second oldest in my family, I can now help my mother finance the studies of my brothers and sisters in order to ensure them a better future."

Mandimby, 22 years, Madagascan teacher at the CERES and former student from the 2008 academic year.



KEY ACTIVITIES FOR SUCCESS

A community life in which each person participates (repairs, cleaning, cooking, gardening, help with homework, etc.)

Actions in favor of others (orphans, hospitals, schools, hospices, etc.)

Sports and recreational activities contributing to the construction of a common identity



Giving meaning to your life by making a positive contribution to those around you and society in general

In preparation for their adult life, young people have to identify and create a **strong and coherent project** that is in line with their tastes, their talents and their deep-seated values. To become themselves and find the meaning of their existence, young people make free and responsible choices adapted to their wishes. This self-affirmation is a condition for a fulfilled life, successful projects, and realizing dreams!

Young people today are proactive in defining what they are and what they want to be on the basis of **realistic and concrete goals**. Their imminent integration into the world of work and their growing responsibility in terms of family (marriage, parenthood) require young people to define a medium and long-term project.

They have reached an age to define more precisely what their vocation will be. Thus, in order to find a meaning for their life, young people are required to explore 4 directions:

- 🍃 Sheet 9 - **Forging your own beliefs**
- 🍃 Sheet 10 - **Confirming you personal commitment**
- 🍃 Sheet 11 - **Defining your personal project**
- 🍃 Sheet 12 - **Influencing others and sharing their joy**



Sheet 9 - Forging your own beliefs



OBJECTIVE

The young people have developed independent thought and have built their own beliefs, in particular by learning to identify sources and information to help them understand, decide, and assert their ideas.

Beliefs represent all the values and moral standards that a person defends which will determine his or her choices in life and to which he or she is prepared to commit. *What are my deepest beliefs and how to deal with those that are different from my own?*

Through the family, traditional and social influences they receive, young people shape the **values** that are important to them that will define their decisions and their actions throughout their lives. Inherited, then passed on, and shared, these values convey the major principles and guide behavior according to certain objectives and ideals. Dependent on their culture and their context, young people are required to live according to these values and to build their own personal ethic.

However, the assertion of their beliefs also requires young people to bear judgement and to know how to use intellectual examination. Thus, it is necessary to help them to use reason: to rise above habits and prejudices, modify images, set aside common beliefs, seek information. By taking a **critical look** at the facts, young people are disposed to debating them and accepting them. As they learn about life, they are able to put their sense of respect and spirit of **tolerance** to the test when faced with points of view that are different from their own.

"I'm at the FFS to study farming and animal breeding. I like everything here because it involves practice and theory. We also have work placements that help us to understand. We will do our utmost to ensure that this school progresses and is respected, and that farming is promoted. It is the driving force for our country! It will be led by women, because we want to be the leaders of the future, to set an example our children, for our families and for future generations."

Doriane Ama Nguessan, 21 years, 1st year student at the FFS in Afféry, 2019



KEY ACTIVITIES FOR SUCCESS

Tools for developing a capacity for discernment

Examples and tools for developing critical thought on social issues

Openness to the spirituality of each person



Sheet 10 - Confirming your personal commitment



OBJECTIVE

The young people have developed coherence in their personal life and express a wish to act in line with it.

Commitment refers to the acts by which young people mirror the values they have chosen and, by their own will, give meaning to their existence. *What counts for me and to what do I commit to act?*

A factor of success in the world of work and in society, the commitment of each individual lies at a crossroads between a desire to complete a task, self-belief, and harmony with personal goals. Commitment in schooling, in work, and in community and family life requires:

- a good ability to **adapt** to different contexts and people,
- **openness** to ideas and change,
- and strong **drive supported by acts**.



"My father and mother are farmers. When I was young, I saw their land taken from them by powerful people and the inability of the justice system to do anything about it. Ultimately, I want to become a lawyer to defend people who, like us, experience the injustices of the legal system. I wanted to find a solution so that the services of a good lawyer could be accessible to all, for example, by adapting the cost to the victim's salary."

Pascal Randrianandra, 26 years, SESAME student from the first year. He later obtained a Masters II in Law from the Université Catholique de Madagascar



KEY ACTIVITIES FOR SUCCESS

Very varied situations, contexts and educational tools

Long-term projects that allow young people to show their ability to persevere

Times devoted to assessing their actions



Sheet 11 - Defining your personal project



OBJECTIVE

The young people are aware of what they have done and are motivated to succeed, able to see themselves in the medium and long term, and imagine their future.

The personal project requires imagination and the ability to project oneself into a positive future in which social and professional integration is possible. *What do I want and what can I do in the future?*

Ambition is the driving force for exceeding oneself and overcoming obstacles. It allows young people to grow, motivates them and allows them to take control of their lives in a responsible, dynamic and optimistic manner. The ambition must be in line with who they are, allow them to use their talents, and update their potential. It drives them to project themselves into the future and to progress with perseverance and tenacity by going even further than they believed possible.

With the development of their ambition, young people also have to face challenges relating to their **educational and professional orientation**. Professions experiencing growth may no longer be those of their parents, the educational offer may have evolved in their region, economic changes may have led to the creation of new professions and new knowledge, therefore, the challenge for young people is to find their way through the maze of activities that they will be able to integrate according to their own interests, their education, and their personality.

"My project is to become an electrical engineer. I plan to marry when I am 28 and to have three children (but I don't yet know how many girls and boys). Later, I want to find a job that will allow me to contribute to the development of my country and make my family happy."

Nicolas, 21 years, 2nd year student studying for a Degree at the Institut Technique Supérieur Saint François Xavier (ITSFX) Fianarantsoa, Electricity Department.



KEY ACTIVITIES FOR SUCCESS

Visits to school and/or companies

Testimonials by students and/or professionals

Personal support for building a coherent and realistic personal project for each one



Sheet 12 - Influencing others and sharing joy



OBJECTIVE

The young people are on a path to happiness and will continue to discover and share their joy, pleasure, and spontaneous curiosity.

Influence refers to the exemplarity and the force of attraction of people whose way of life, of expressing themselves, of ensuring their responsibilities, encourages those around them, in turn, to want to give the best they have to offer.

Above all, young people are big children. They need time to play, laugh, create, exchange, discover... in an attractive, clean, and secure environment.

In order to help young people to fulfil themselves and become accomplished citizens, it is essential to place their personal **fulfilment** at the center of their education. Thus, their experiences play a role in their personal development, their overall quality of life, and their future plans.

It is also necessary to develop their desire and pleasure in learning so as to help them gradually enter into an autonomous relationship with knowledge. Through a wish to learn, empowerment, and the feeling of having acquired skills, young people also develop a desire to change and pursue a dynamic of **learning throughout their lives**.

Finally, it is necessary to offer young people a taste for **giving, transmitting, and receiving**. It is through these acts that they will find meaning in their own lives and help to give meaning to the lives of others. As they grow up, they will be increasingly required, as adults, to share the things that build and nourish each being.



"The center in Janah is my favorite place and I have very good memories of it. When I am in Janah, I feel as if I am with my family. I have very good relationships with all the team, especially the teachers, whom I feel very close to and comfortable with: it is never a stressful relationship".

Ghada al Hajji, 15 years, Syrian refugee student in Lebanon. Ghada benefited from the Janah team's help during a school year. She then became a volunteer with the teaching team helping children with the most difficulties.



KEY ACTIVITIES FOR SUCCESS

A secure, welcoming and warm center

A cheerful and positive educational team

Amusing and interesting activities

Useful and interesting remote auto-training modules





WHAT IS AN EDUCATOR AT THE IECD ?

A belief in the ability of each student to learn and progress

For the IECD, education is a process of both instruction and teaching. The two actions are complementary for training young people in all their dimensions, helping them to mobilize their resources with a view to increasing their skills and developing their entire being. Through personalized support, each young person is seen as an individual in his or her own right and is respected in his or her personal development. The educator is a caretaker: as in botany, he or she must be strong in order to help each plant to grow and blossom at its own pace.

Setting a good example, a daily code of conduct for all

Although not all the teams' members are educators, all adults have an educational role to play: setting a good example is fundamental in the coherence of the educational discourse and the experience of the IECD community.

Therefore, the role of each one is to guide young people in their personal and social development towards responsible autonomy. The educational relationship at the heart of all the IECD's projects promotes:

- a daily presence and a close relationship based on dialog and sympathetic understanding,
- exchanges based on understanding, encouragement and the promotion of each individual according to what he or she is, what he or she wants, and his or her capacities,
- the discovery of joy in learning,
- respect and protection of all.

Parents as involved educational partners

The young people's educational community is made up of educators, teachers, and parents who remain their children's primary educators. Thus, good communication with parents improves the coherence of the messages and values conveyed.

Relevant and well-prepared activities

To guarantee the quality of each of the activities within the projects, the educators ensure that the objectives are in line with the planned actions. For this, they:

- carry out a prior diagnosis of the young people's needs
- define the skills required and the equipment to be mobilized to implement this activity
- plan the time needed for each session and the number of sessions available
- set a skills objective to be achieved at the end of the activity

Educate: train each child, teenager, and young adult by developing and nurturing his or her personality

Keys actions: transmit, stimulate, experiment, trust, adapt and customize



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- DE BEAUREGARD Philippe**, Educational Director, Espérance Banlieues
GAYOMALI Hélène, Development Project Officer, Enseignement Catholique des Hauts-de-Seine
MONOT Gaëtan, National Education Instruction Activities Managers, Scouts et Guides de France
VERNY Damien, Director Action Asie, Enfants du Mékong

Proofreading

- BEGUIN Alexis**, Director General, IECD
BRITSCH Arnaud, Deputy Director, IECD
CHATILLON Vianney, Director of the Académie musicale de Liesse
COSTET Jean Pierre, Teacher and Trainer Education Nationale
COURRIER Rémi, Educational expert, IECD
DE CARTIER Caroline, Member of the IECD
DOMINIQUE Florence, Head of Communication, IECD
DU PELOUX Michel, Chief Operating Officer, IECD
FILACHET Fabrice, Head of the FIP and Education program, IECD Lebanon
HUARD François-Xavier, SESAME program Manager, IECD Madagascar
LE FORESTIER François, Member of the IECD
ZENNARO Camille, FA Program Officer, IECD

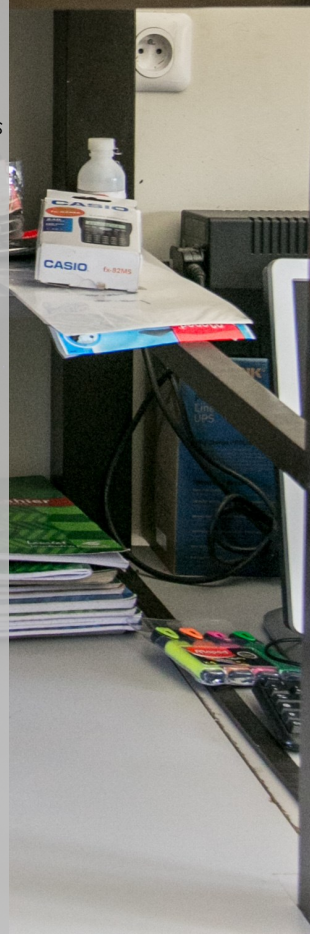
Author

- TARDIEU Julie**, Education Program Coordinator, IECD

Page layout

- FENDLER Thibault**, Communication Officer of the Mediterranean New Chance network, IECD

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IECD
INSTITUT EUROPÉEN
DE COOPÉRATION
ET DE DÉVELOPPEMENT

20 rue de Dantzig
75015 - Paris
+33 1 45 33 40 50
www.iecd.org

