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YOUNGSTERS AND ORGANIZATIONS
Both *socius* in dialogue for the same community

www.youworth.org

YOU WORTH

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You can download this publication also from the project website www.youworth.org

Introduction

Co.Pr.E.S.C. of Bologna, an association of public and non-profit entities which have joined forces to promote voluntary civil service, surely one of the principal forms of active citizenship has undertaken the project You Worth - youngsters and organizations - both socius in dialogue for the same community - a remarkable effort that involves youth and professionals from France, England, Greece and Italy.

The principle aim of the project is to **reflect** on the significance of “**active citizenship**”, a term that for us means “conscious and responsible participation in the life, that is the political, social, and cultural life, of the community.” The second aim of the project is to bring together European citizens in order to foster a sense of belonging to the European Community and thus contribute to the diffusion of a greater intellectual openness among our societies, and in particular, among our youth.

It was both helpful and interesting for us to create opportunities for exchange and confrontation with other realities, to see if the situations and challenges we face are similar, to gather input and suggestions from one another, and to understand how institutions can better interact and collaborate with young citizens.

We have recognized that a key benefit of the You Worth project was that of breaking down stereotypes and encouraging us to reflect on the actions we habitually undertake: is it really true that young people have no interest in participating in civic life? And are we - institutions and adults - actually able to recognize the new forms of participation of our youth? And among the numerous programs dedicated to promoting active citizenship, does the young person assume the role of the protagonist or is he or she only a “passive” beneficiary of our efforts?

These are questions that lead us to reconsider our traditional methods of action, questions that require the community and its institutions to put ourselves in a position to listen actively and to carefully study these realities. Based on the work completed in the You Worth project, what does not emerge is the image of uninterested youth. On the contrary, and as noted in a two thousand and one White Paper of the European Commission, among the majority of young people there exists the will and desire to participate, however, this participation is expressed in new ways and forms that go beyond the traditional structures and mechanisms of civic involvement.

Among the best practices observed, we see experiences of community involving persons with difficulties, experiences strongly oriented toward collaboration, co-participation and reciprocal assistance, actions which are promoted by associations of young people.

Another observation is the use of new methods of communication (of which young people are early-adopters), that allow for interrelations among a much wider community, bringing together geographically disparate youth with common interests and creating a highly-participated forum for discussion. Indeed, it is also through these processes that participants acquire and refine a sense of civic awareness and responsibility.

In closing, I would like to share a quotation by Professor of Social Policy Ruth Lister that I find particularly relevant to the themes we are here to discuss today: "To act as a citizen requires first a sense of agency, the belief that one may act; act as citizens, especially in a collective manner that in turn reinforces this sense of agency. Therefore, agency does not mean simply being able to choose to do concrete things, but also to be conscious of this capacity and its importance for the sense of individual identity."

President of Co.Pr.E.S.C. Bologna
Giuliano Barigazzi



Synthesis of the Project

YOU WORTH: YOUNGSTERS AND ORGANIZATIONS - BOTH SOCIUS IN DIALOGUE FOR THE SAME COMMUNITY and the European Citizenship Programme

Co.Pr.E.S.C., along with four European partners (Anteas, It - Concordia – Fr, GSV – U.K., Elix - Gr) set up the Project *You Worth*, to promote the exchange of experiences on active citizenship practices, between young people and Organisations working with the youngster, among different European Countries.

The basic idea that drove us to present this project to the E.U. is that today is more and more difficult for the youngster to be part of the society, most of them feel that there is no place for them, and the adults don't understand their real needs. Youngsters are losing trust toward traditional society institutions, such as the Parliament, the Major, the School, the Church, the Family: how may they express themselves to leave their prints? They need to find their place for the future, otherwise they loose the willingness for a personal commitment into the society.

The main question that the project would try to answer is: which policies need to be implemented by the policy makers in order to promote youth active citizenship and make young people real actors and active participant's to the society?

The main effort of the project is to answer this question. To try to answer this question, the project took young people and people that work for and with young people, working together, learning from each other and sharing the best experiences in the field of promotion of the young participation to the social life of the community in which they live and promote and improve youth active citizenship.

The main objectives of the project are:

- to share experiences in promoting active citizenship of youngsters in different European countries
- to share experiences in involving young people with less opportunities to be active
- to influence the policy makers at local and European level to promote active policy for the youngsters.

The project has been structured in the following three main actions:

- collecting the best experiences of the partners in promoting active citizenship and participation of young in the society in different ways, as summer works camp, European exchange programs, Civil service project, International/European Voluntary Service and so on.
- organisation of two International Workshop in Bologna (3-7 of February 2010) and in Athens (6-10 of May 2010) where youngsters and organisation members will be involved into workshops conducted with non-formal working methods, where young people of different nationalities have had the unique occasion to exchange experiences, share best practices and reflect together on the meaning of what in different countries is given the broad term "active citizenship"
- producing of communication tools: website, video, publication. A website to collect and show the best experience of the partners in promoting active citizenship and participation of young in the society. A video to show the work that has been done during the workshops. A publication to spread out the result of the project.

Finally, three staff meetings, with the leaders of the project from each of the partners, have been organised for preparation and evaluation of the project.

Presentation of the partners



CSV Media Preston is a division of the national charity, CSV (Community Service Volunteers)

Volunteering is at the heart of CSV's activities and last year over 100,000 people volunteered through us. We are dedicated to giving everyone the chance to play an active part in their community through Volunteering, Training, Education and the Media. CSV Media Preston offers a variety of short and long-term training opportunities that include Radio Production, Video and TV Production, Radio Drama and Healthy Living programs.

CSV's typical target group are young people aged 14 to 24 with the focus on those currently disengaged from mainstream education and society, those that are NEET (Not in Education, Employment or Training) Young people are involved in the design, production and editing of features relating to their personal interest and a subject of their choice. By offering an innovative media opportunity that is young people orientated and directly compatible with their interests and aspirations, we will begin to engage, all be it initially on an informal basis, young people with positive activity and learning.

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ELIX - C.V.G. (Conservation Volunteers Greece) is a non-governmental

not-for-profit organization, member of the Alliance of Voluntary Organizations, promoting,

since 1987, voluntary service and education. Main goal is the personal development of individuals as citizens of the world, through active participation. Environmental protection, cultural heritage conservation, culture promotion and social service are the main thematic fields of voluntary projects.

ELIX - C.V.G. aims in bringing together people from different cultural, social and ethnic backgrounds, willing to live, learn and work together as a team, through their participation in voluntary projects of environmental, cultural, social interest. Projects promote intercultural exchanges and offer young people the opportunity to participate actively in the every day life of a hosting community.

ELIX - C.V.G. organizes two or three week work camps mainly in the summer; participants learn traditional restoration craft and techniques, offer voluntary work to the hosting community, organize and participate in cultural and fun activities, share ideas and cultures. Work camps give to communities and small villages of

Greece the opportunity to meet and host young people from all over the world and, with their contribution, to implement important projects for the local community. ELIX being a member of the international network "Alliance of Voluntary Service Organizations" it sends about 200 Greek volunteers abroad per year to work camps around the world.

ELIX - C.V.G. organizes training seminars for youth workers and camp-leaders and a lot of activities addressed to volunteers, throughout the year, such as weekend and two-day excursions, environmental, cultural and fun activities, thematic volunteers' meetings etc. Finally, ELIX - C.V.G. is coordinating, sending and hosting organization within EVS of YiA Programme. At the moment ELIX realizes 3 hosting EVS projects.

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In 2000 Italian Government interrupted the compulsory military period for male youngsters and create the Voluntary Civil Service, for both males and females, who want to do something for the country, in a nonviolent way. In 2004, in the Italian Emilia Romagna Region was born **Co.Pr.E.S.C.**, an association of several private

and public members as local authorities, volunteering organization, NGO involved in active citizenship of minors, youngest and adults projects. These organizations offers Civil Service projects for youngsters, fosters the diffusion of the culture of active citizenship and increases the possibilities to exchange best practices on this field.

In specific Co.Pr.E.S.C. is a non-profit organization composed by sixty-six public and private subjects, with main aims:

- to link up organizations of the Bologna province area among them and with the Region institutions about Civil Service (Regional Civil Service Council and Conference);
- to develop the Civil Service as an opportunity for youngsters, organization and local community;
- to offer technical assistance and training to the organizations members;
- to promote Civil Service in schools, pubs, fairs, cultural events.

Copresc always tries to put in contact youngsters participating in Civil Service projects and organizations who host them during the Civil Service year. Europe for Citizen is an important way to exchange good practices on active citizenship: how may youngsters and governmental/private organizations cooperate in local community?

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ANTEAS Emilia Romagna is a federative organization born in 1996, founded by The National Federation of Retires, part of the Cisl Trade Union, in which are 19 different organizations, more than 2000 members and about 700 volunteers. It is part of a national organization (ANTEAS Nazionale) which has 61.000 members and more than 11.000 volunteers.

Each association, part of ANTEAS, is the expression of the solidarity of the local community. In fact, each association is composed by all the volunteers of good will of the local community without paying attention of religion, political preference and so on. It takes care of all the situation of exclusion, marginality, and loneliness, especially of the elderly people.

The association is engaged in different activities, in the volunteer field, in particular for elderly people or for the promotion of intergenerational relationships.

The association is engaged in:

- Transport of poor people and disabled people
- Home delivery of meals
- Collection and delivery for laundry service for old people
- Pick up and drop off courtesy bus to the market and/or church for old people
- Home delivery of medicines with doctor prescription (or a walk together with the elderly people to the pharmacy or to the doctor)
- Visit of courtesy to lonely elderly people
- Good relationship in the neighborhood
- Community organizing
- Counseling
- Leisure time for elderly people
- Volunteering in rest houses
- Social medical ambulatory
- Delivery of food poor people
- Help to immigrants and so on.

There is a clear principle on the basis of each ANTEAS association: each association is based on the solidarity and fraternity. Services and institutions are important but they can't give a reply to a deep human question "Is there a place in the bottom of your heart for me?" The organization works on relationships, paying attention for the humanity of the people, promoting solidarity in the community. People who suffer can't leave me indifferent. We have to take care of her/him.

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Concordia was created in 1950 in order to promote peace and understanding between people from the British Isles, France and Germany by bringing together international groups of youngsters to work on voluntary projects which would help towards post-war construction. The name is well chosen. It comes from the latin concordia which means agreement or harmony, unison, unity, amity, friendship, alliance, good understanding, conciliation, consensus, good-will. This gives a good idea of the continuing aims of the association. Today Concordia is a well-established non-profit making NGO, committed to international voluntary service. It is a democratic organization that encourages active involvement of its volunteers and members. The focus of Concordia's work is on promoting international youth exchange through short-term international volunteer projects.

Through these actions CONCORDIA seeks :

- to contribute to the social life of communities by the bringing together of volunteers from different countries to work on projects which benefit the whole community.
- to promote and facilitate the movement of people and ideas through international exchanges in a spirit of mutual understanding and peace.
- to promote informal and non-formal education which encourages active citizenship for a democratic, mutually supportive and participative society.
- to represent the collective views and expression of its members before public institutions and the public as a whole

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International Workshop in Bologna 2010

International workshop in Bologna...START! The meeting point for the partners arriving from Greece, UK, and France was at the Bologna airport "Guglielmo Marconi". During the days before flights were interrupted because of the bad weather, but fortunately the partners could reach Bologna. It was the 3rd of february 2010. The Workshop will last till the 7th.

In the center of the city, near the medieval Porta S.Stefano, we worked in "Baraccano" an old building where are located all the services of S. Stefano Quarter. Sue Dudill and Ewa Niemialkowska from UK came with 3 youngsters and 2 movie makers, Fred Vasco from France brought 6 people and Elena Papalabrou and Dora Vougouka brought 8 people from Greece.

The Italian group was composed by 32 volunteers coming from the Emilia Romagna Region, involved in Civil Service projects, members of voluntary association (creative writers, fair trade, students etc.), youth workers of local institutions.

Andrea Amone of Anteas and Antonella Lazzari, Barbara Brunelli, Lucia Forlivesi, Patrizia Bozza and Sebastiano Miele of Copresc, received all the participants and supported all the organization of the workshop.

The first evening, after some initial activities of workshop there was a music performance by the young band from Bologna "Rumba de Boda" to welcome international guests.





We all went together to enjoy an Italian “pizza” in a typical restaurant in the city center, and despite the weariness of the long journey was the first good opportunity for participants to familiarize each other.

The second day of Workshop we started with a number of ice breaking activities and getting-to-know you-name games, led by Sue from CSV East Riding in the UK and the very necessary music was provided by Sebastiano of Co.Pr.E.S.C. The aim of this was to help the young people to integrate more easily in readiness for the Open Space Technology session the next day; communication would be of paramount importance for this to ensure the workshop was productive and worthwhile.

The first activity was ‘Earthquake’ and the idea is simply to get people physically interacting and mixing.

They assemble in groups of three; one person is ‘Left’ one is ‘Right’ and the other is ‘Owner’. Left and Right form the shape of a house using their arms for the roof and the Owner stands underneath. When the facilitator shouts ‘left!’ the Lefts all change, same with the Rights and the Owners. When the words ‘Earthquake’ are shouted, all the ‘houses’ collapse and re-form using completely different people. Appropriate music is played throughout and it certainly brings smiles to their faces and helps to relax everyone!

The second activity was ‘Order, Order’, the objective of which was that all those present should form a line in order of age and date of birth. Immediately, it was essential that everyone started communicating and it was an exercise where very quickly the potential ‘leaders’ of the mixed group started to emerge, for example, who was trying to establish a technique and look for a solution to resolving this as quickly as possible and who was happy to simply receive instructions and follow them accordingly.

We then moved into a large space and in two areas, two concentric circles were formed with chairs, one inside the other with ensuring that a chair from the inner circles faced one from the outer set.

*Taking the paper and coloured marker, the participant ('artist') on the outside starts to draw the portrait of the sitter on the inside and each time the music stops the outer circle moves one space anti-clockwise leaving the hitherto unfinished drawing on its original chair with its subject opposite. This continues until we have moved full circle, **producing a named multi-coloured portrait of the sitter**. The artist and sitter then reverse roles which enables each participant to take ownership of a rendition of themselves. At this point each person writes a fact about themselves in each of the 4 corners, one of which is false and the rest are true. Now the group walks around the room, interacting with others who they don't know, with the objective being that they try to ascertain which fact is false.*

This enables further interaction in the group, not only during the circulation period after but during the few minutes or so that they spend with each other whilst the actual drawing takes place. The portraits are then put on the wall to form a rogues gallery! This serves as a useful reminder of names throughout the week and the images are usually surprisingly life like! They are also a nice keepsake of their European experience.





The next activity was integrated with a break to enable the participants to take refreshments but still continue with the interaction and networking, 'All About You', took place outside/inside wherever there was a space and in pairs they had twenty-five minutes to find out three things about each other which they were to share with their original group from the Portrait Gallery activity.

We all then went on a 'train journey' across Europe. 'Euro-Rail' was our next activity and the aim of it was to provoke discussion and debate amongst the participants and its objective to combat xenophobia and discrimination.



There is a passenger list comprising 10 people from different countries, all with individual potential issues for anyone having the (mis)fortune of sitting next to them. It is for each participant to reflect on the list and first of all decide which three of them they would most like to sit next to and which three they would really rather not. The participants then sit down in a 'compartment' which have being previously set out by the facilitator, so they are seated just as you would expect on train and they are invited to share their choices with their fellow passengers in the first instance, giving reasons for doing so. Each compartment must then democratically decide on the passenger they would most like to sit next and the one they would least like to be seated with which they then share with the rest of the group. In the next round the groups are merged into a number of larger ones and the process is repeated. The decisions are discussed and debated as as a group and this exercise is a thought provoking activity and encourages the participants to open their minds up to new ideas and thought processes.



Build a Tower was our penultimate activity where in country teams it was for the young people to construct a tower from the newspapers and scotch provided, as quickly as possible and the highest tower in the given time is the winner.

This enables great team building work to take place and endless fun in the process. Interesting to note how each country approaches this and that it can be a reflection of certain characteristics of the people involved.

Finally, the participants were given an opportunity to share their hopes, fears and contributions for the week on three different coloured post-its notes which were then applied to a screen for all to see throughout the week.

The atmosphere after the activities became warmer and people started talking about different arguments.

The group had lunch together with pasta cooked in a Sicilian way and delicious sweets.

In the afternoon Patrizia of Co.Pr.E.S.C. proposed the Balloon poster to talk about the good practices of citizenship: each one had to draw a balloon, representing his own organisation. People in the basket are the members, on the balloon surface are written ideas, weights are the difficulties, warm air is funding and financing.

Balloon Poster: the balloon means the participant association. Drawing a balloon on a poster, each participant writes down where their organisation receives their financing where is going to and which are the main ideas and arguments the organisation is working on. The typical weights of the balloon are the difficulties faced day by day and in the basket there are the members of the "organisation trip".





The room, by the end, became a coloured place with portraits, balloon and posters. Music helped the activities.

At the night we went to “ De Marchi café” - an old and very typical place in the center of the city. Here the group had a chance to see how local people spend their free time. Some Co.Pr.E.S.C volunteers cooked for the guests a steaming polenta with traditional Bolognese meat sauce. Despite the cold and rain the delicious meal warmed up the evening after a busy day of activities. The day after Andrea of Anteas conducted the Open Space Technology, a participative, and, basically, self-organizing methodology.

*Open Space Technology was developed by Harrison Owen in the mid 1980s and it is an emerging methodology that can transform the way citizens engage in social and political processes, enrich decision making, and empower communities and the individuals. It is based on the **concept of a community of collaboration** and a small village-scale marketplace of ideas. It is a simple and easy way to organize meetings that could last from one to three days with people from ten to more than 2000 participants. It has some characteristics:*

- *the absence of a pre-planned agenda.*
- *participants are asked to express their passions and energies relating to the meeting's topics, to raise the ideas and opportunities their feelings are important*
- *the process, besides, has no hierarchy; everyone has the same opportunity to participate and contribute*

Open Space Technology (OST) technique is an approach for hosting meetings, conferences, corporate-style retreats and community summit events, focused on a specific and important purpose or task—but beginning without any formal agenda, beyond the overall purpose or theme.

Self-Organization

Highly scalable and adaptable, OST has been used in meetings of 5 to 2,100 people. The approach is characterized by five basic mechanisms:

1. a broad, open invitation that articulates the purpose of the meeting;
2. participant chairs arranged in a circle;
3. a “bulletin board” of issues and opportunities posted by participants;
4. a “marketplace” with many breakout spaces that participants move freely between, learning and contributing as they “shop” for information and ideas;
5. a “breathing” or “pulsation” pattern of flow, between plenary and small-group breakout sessions.

Ideal Initial Conditions

According to *Open Space Technology: A User's Guide* and other books by Harrison Owen, Open Space Technology works best when four conditions are present:

1. a high level of complexity, such that no single person or small group fully understands or can solve the issue
2. a high level of diversity, in terms of the skills and people required for a successful resolution
3. real or potential conflict, which implies that people genuinely care about the issue
4. a high level urgency, meaning the time for decisions and action was “yesterday”

Further, the recognition of these conditions by leadership typically implies some level of letting go of control and opening of invitation. In different ways and to varying degrees, leaders convening Open Space meetings acknowledge that they, personally, do not have “the answer” to whatever complex, urgent and important issue(s) must be addressed and they put out the call (invitation) to anyone in the organization or community who cares enough to attend a meeting and try to create a solution.

The approach is most distinctive for its initial lack of an agenda, which sets the stage for the meeting's partici-





participants to create the agenda for themselves, in the first 30–90 minutes of the meeting or event. Typically, an Open Space meeting will begin with short introductions of the official or acknowledged leader of the group and usually a single facilitator. The leader introduces the purpose; the facilitator explains the “self-organizing” process called “Open Space.” Then the group creates the working agenda, as individuals post their issues in bulletin board style. Each individual “who proposed” of a breakout session takes responsibility for naming the issue, posting it on the bulletin board, assigning it a space and time to meet, and then later, showing up at that space and time, kicking off the conversation, and taking notes. These notes are usually compiled into a proceedings document that is distributed physically or electronically to all participants. Sometimes one or more additional approaches are used to sort through the notes, assign priorities and identify what actions should be taken next. Throughout the process, the ideal facilitator is described as being “fully present and totally invisible” (see Owen, User’s Guide), “holding a space” for participants to self-organize, rather than managing or directing the conversations.

Guiding Principles and One Law

In his *User's Guide*, Harrison Owen has articulated **"Four Principles"** and **"One Law"** that are typically quoted and briefly explained during the opening briefing of an Open Space meeting. These explanations describe rather than control the process of the meeting. The **four principles** and Owen's explanations are:

1. Whoever comes is the right people ...reminds participants that they don't need the CEO and 100 people to get something done, you need people who care. And, absent the direction or control exerted in a traditional meeting, that's who shows up in the various breakout sessions of an open space meeting.
2. Whenever it starts is the right time ...reminds participants that "spirit and creativity do not run on the clock."
3. Whatever happens is the only thing that could have ...reminds participants that once something has happened, it's done and no amount of fretting, complaining or otherwise rehashing can change that. Move on.
4. When it's over, it's over ...reminds participants that we never know how long it will take to resolve an issue, once raised, but that whenever the issue or work or conversation is finished, move on to the next thing. Don't keep rehashing just because there's 30 minutes left in the session. Do the work, not the time.

Owen explains his one "Law," called the **"Law of Two Feet"** or **"The Law of Mobility"**, as follows: If at any time during our time together you find yourself in any situation where you are neither learning nor contributing, use your two feet, go someplace else. In this way, all participants are given both the right and the responsibility to maximize their own learning and contribution, which the Law assumes only they, themselves, can ultimately judge and control. When participants lose interest and get bored in a breakout session, or accomplish and share all that they can, the charge is to move on, the "polite" thing to do is to move somewhere new. In practical terms, Owen explains, the Law of Two Feet says: **"Don't waste time!"**





Typical Meeting Process

At the beginning of an Open Space the participants sit in a circle, or in concentric circles for large groups.

The facilitator will greet the people and briefly re-state the theme of their gathering, without giving a lengthy speech. Then someone will invite all participants to identify any issue or opportunity related to the theme. Participants willing to raise a topic will come to the centre of the circle, write it on a sheet of paper and announce it to the group before choosing a time and a place for discussion and posting it on a wall. **That wall becomes the agenda for the meeting.**

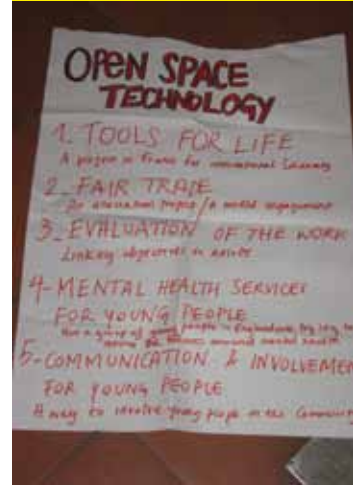
No participant must suggest issues, but anyone may do so. However, if someone posts a topic, the system expects that the person has a real passion for the issue and can start the discussion on it. That person also must make sure that a report of the discussion is done and posted on another wall so that any participant can access the content of the discussion at all times. No limit exists on the number of issues that the meeting can post. When all issues have been posted, participants sign up and attend those individual sessions. Sessions typically last for 1.5 hours; the whole gathering usually lasts from a half day up to about two days. The opening and agenda creation lasts about an hour, even with a very large group.

After the opening and agenda creation, the individual groups go to work. The attendees organize each session; people may freely decide which session they want to attend, and may switch to another one at any time.

Online networking can occur both before and following the actual face-to-face meetings so discussions can continue seamlessly. **All discussion reports are compiled in a document on site** and sent to participants, unedited, shortly after. In this way, Open Space Technology begins without any pre-determined agenda, but work is directed by a "theme" or "purpose" or "invitation" that is carefully articulated by leaders, in advance of the meeting. The organizers do outline in advance a schedule of breakout times and spaces. The combination of clear purpose and ample breakout facilities directly supports the process of self-organization by meeting participants. After the opening briefing, the facilitator typically remains largely in the background, exerting no control over meeting content or participants, though possibly supporting the compiling of whatever sort of document is produced by participants.

In **Bologna**, through this methodology youngsters had the possibility to create their own agenda and self-manage a program of multiple working sessions. From the work of the self organised groups, which could appear to be a messy way to work came up a clear set of issues to be discussed. Here are the issues that youngsters decided to talk about:

- Tools for life (A project in France for international Solidarity)
- Fair Trade (An Association project/a world engagement)
- Evaluation of the work (linking objectives to results)
- Mental Health Services for young people (How a group of young people in England are bringing to remove the taboo around mental health)
- Communication & Involvement for young people (A way to involve young people in the community)
- Music (Different styles of music in form different cultures and how they affect popular music)
- Youth initiatives (Action from European Youth Program - Getting to know the local heritage)
- Multiculturalism & Integration (How to live together by knowing each others' cultures)
- Urban Festival Project (Festival about street culture and arts)



The participants self-organized the rest of the meeting and in the end of Open Space each group realized an “instant book” with synthesis of the discussed topics. Here are the Report of the Proceedings:

HOW TO IMPROVE\DEVELOP THE YOUTH ACTIVE CITIZENSHIP? Opportunities, weakness, etc.

Session Title: **EVS - tools for life**

Who proposed: Pierluigi

Participants: Sue, Salvatore, Jamie, Gianluca, Fred



Summary of discussions: First presentation of the EVS. For you and how you can participate.

What are tools for life: Concordia is collecting some old tools in our region Aquitaine. Some tools whom broken too. We can wash an EVS volunteers to take part of this job. We are collecting tools for working with wood and iron for example

The EVS is helping by children or young people who are coming from schools or disabled people too. It is a way for them to speak about sustainable way. This kind of project gives them more self-confidence because they can repeat a tool in one day. When we have a lot of tolls we send them in Benin. These tools are rented to Africans workers who don't have money to buy these tools and who need to work.

Session Title: **Youth initiatives**

Who proposed: Camille, Léa

Participants: Sue, Elena, Camille, Léa



Summary of discussions: Youth initiative is a European program within the Youth in Action Programme. We discussed a current project between “Concordia” and a Spanish partner in San Sebastian. The name of which is local heritage. The French group are focused on the art masons and the extraction of this resource locally and how it has impacted the community. The Spanish group are created a project around the mining industry. The two partners are comparing and contrasting the different aspects of their work to find a common trend between the two cultures. An exchange to Spain is plant for the end of May. For anyone interested on how this project

went end more information about Concordia please contact cd.aquitaine@concordia.fr

Session Title: **Music**

Convenor: Salvatore

Participants: Giovanni, Ryan, Netch, Miki, Alex, Carla, Giorgios, Dani, Norma

Summary of discussions: Discussed the different styles of music and how music from different cultures can influence popular music. Then we did an improvised performance including all members of the groups.

We made also a music game. Someone started playing a sound and each one attached new sound on it trying to create a new song.

Session Title: **How to evaluate the result of our work**

Who proposed: Maria

Participants: Elena, Alina, Gabriella, Jason, Jean, Luca, Dimitris

Summary of discussions: The evaluation of the results is a very important matter in order to build a long-term chance to active participations and citizenship. To organize the events of project keeping in mind the importance to evaluate. Evaluation by steps (propaedeutics evaluation before – during – after). Common way to evaluations. Events can launch ideas and can raise new-group. Quantitative evaluation is not sufficient to explain changes. We have to know what goals we went to reach then evaluate our work.

Session Title: **Fair trade**

Who proposed: Aline and Mehdi

Participants: Sarah, Giusy, Valentina, Tamara, Camille, Aline, Valentina

Summary of discussions: Process/price doubt about that. People are afraid about where the money goes. How to do that his engagement will not become an elite trade. Maybe sometimes a national initiative can be a better solution. It is not an exchange North-South but it can be North-North.



Session Title: **A meeting to look at mental health services for young people**

Who proposed: Jamie

Participants: Soumeya, Carla, Pierluigi, Nicky, Mehdi, Ewa, Lea

Summary of discussions: For in depth information see attached presentation.

In England Jamie has created a project called "Mind Matters" with 15 other young people aged between 11 and 14. "Mind Matters" is a campaign looking at improving mental health services for young people.

The work started with a questionnaire of students between 11 and 31.

The result that we found have been included in the attached presentation.

We found that many young people did not want to talk about their mental health issues due to the taboo that is linked to mental illness. The small group of 15 people are now creating posters and various other publications to try and reduce this due to the statistics that we received from the survey results.

We have had meetings with the government and they have asked to create an information people for each issue we have looked at.

Eating disorders, depression, OCD, psychosis, self-harm and suicide.

We are then going to sell the packs for Euro. 2.000,00.

If you would like to receive more information on the project or any of our resources you can contact e-mail: jamiewilson@googlemail.com



Session Title: **Communication and involvement for young people**

Who proposed: Paola

Participants: Maria, Ausilia, Rita, Renato, Dora, Elisa, Miriam, Valentina

Summary of discussions: There are difficulties in finding a way to involve young people in the community making them being an active part of the village/city. There is a need of finding events that have a meaning and that motivate them. For example scout groups - adolescent (in Pavia - Italy) team group and working for the same aim.



Two important things are: the result at the work team and the fact that there is a nice environment, making them feel a part of the team (delegation). It is very important to create a contact with people, them to them (connection). There is a lack of identification in the community. Proposal of a method: parade with a lot of noise. To communicate very well organized campaign/street event, street party – give responsibility to people and let them realize their ideas (small evening gathering...).

Experience sharing, face to face and give the people something back and the reasons why we work and we should be volunteering.

Session Title: **Multiculturalism and integration**

Who proposed: Sarah

Participants: Giusy, Renato, Chiara, Simo, Elena, Alex, Miki, Elisa, Ausilia, Paola, Valentina, Tamara, Antonietta, Nicoletta, Sue, Andrea

Summary of discussions: Sarah's community helps young needing girl (e.g. Gypsies, Nigerian, etc...) to improve their life style and the conditions.

Quite often they are prostitutes. She finds it difficult to find a point in common between their and her own culture. It is because of the different cultures or the people own mentality?

She puts lot of effort on the fact that they're both women but women are differently considered in both culture.

Example of the voodoo. For Nigerian –the voodoo fear is so strong that you cannot build a project with them.

In the community girls may stay only three months. At the beginning you have to gain their trust, and maybe teach them Italian language (Some times they don't know it).

To be a mediator you have to know a bit of the history of their cultures.

It is difficult to be a mediator in the practical way – there are plenty of prejudices.

If you know you are not scared.

But what happened when two cultures interfere?

What happens when a child from another culture is born in our culture?

It's not about your accepting their culture: it's about not being scared about it.



It's difficult to accept another culture. Child begging: they have to show them that there's another way. Police/social services bring the needing girls to the centre where Sarah volunteers.

And in France?

There's a social situation like ours. There are also social educators who go to streets and try to speak to them. France has got also a longer history of immigration (50 years or so).

How does French people live the immigration? Not much nationalism. But in 2004: "banlieues" attacked by extreme right party.

Some politicians wants to create fear against the "different ones" = Italy.

In Italy as in France there is a prejudice/fear against Romanians people. They live outside the city.

In France the government pays them to come back to their country.... They return, but as they are E.U. citizens, they come back in France.

Developing programs in countries e.g. Maghreb area to make them stay here.

And Greece?

There is something similar. 15 years ago, Government didn't have immigrants. That started in 1993 -1994. The immigration (e.g. from Balkans) happened really quickly, and the government did not do anything.

If you are an immigrant and give birth to a baby in Greek territory they don't give you any papers to prove that the baby is born. So the baby finds himself to be invisible for the bureaucracy.

And Spain?

Spain and France had colonialism: maybe it's normal that people from the colonized countries wants to go to France.

Are there any regions where racism and immigrations are stronger?

Not particularly, neither in France nor in Greece. Big towns are more used to multiculturalism

IDEAS FOR THE FUTURE

Session Title: **For the future**

Who proposed: Alex

Participants: Valentina, Sara, Aline, Léa, Alex

Summary of discussions: Forum - facebook page - website – database – email address:

- feedback from leaders coordination meetings
- same persons for the different seminaries (thinking about youth pass)
- newsletters
- opening the groups to others
- improving communications (internal, posters, external, spots, sketch...)
- organizing public debates in others places in the cities including local institutions
- not enough different people bigger scale of age than teens to older

What's next? (continue)

- To develop one or more projects which could include "citizenship active" in more specific way
- Keeping in touch every special events to promote partnership, association solidarity, keeping an exchanging good experience formation
- Organizing special training for sharing more specific skills, examples: training about how to lead, a campaign against racism, how to create a festival...

Session Title: **The keep contact**

Who proposed: Giorgios

Participants: Tamara, Miriam, Renato, Mehedi, Giorgios

Summary of discussions: Creativi 108 is an international partnership for European project young in action. Also the other organisations are available to cooperate with others.

It's possible for "Ludoteca" association to collaborate with "Angeli alle fermate" and also with other Bologna's associations





Session Title: **Ideas for the future**

Participants: Carla Maria, Filippo, Rita, Dany

Summary of discussions:

What's next?

The Group wants to compare the different experiences and projects' methodology because the comparison could be useful and enrich every organization.

Also the aim is to realize other organization's project but in different context. In this way it 's possible to experiment if it works or not.

Idea for the future:

Create a net and make visits to each organization to look with our eyes how do every organizations works.

Girl continuity to this big group and this project, going on with discussion and construction before and during the Greek meeting.

How?

Organizing by now other dates for meeting here and on the web.

Graffiti and hip hop project!



Session Title: **Ideas for the future**

Who proposed: Chiara

Participants: Pierluigi, Niki, Valentina, Giovanni, Chiara

Summary of discussions:

What's next?

Internet, especially facebook (by creating a Group) is the best way to keep in touch once the workshop finishes.

Even a mailing list (using yahoo groups) may be useful.

We also think that by creating a private area in the You Worth site may be a good thing. People can register. This is maybe more practical because someone could not have a facebook profile.

We all wrote our name, the name of our association and our personal e-mail on a sheet. Maybe we could make photocopies of it, and give them to us.

Session Title: **Ideas for the future**

Who proposed: Miki

Participants: Jamie, Camille, Simona, Seumeya, Ausilia

What's next?

First at all keeping contact is what would fuel move projects to be realized or mixed. Having an open facebook account (give username + password to everyone) where we could all go on line and add ourselves would give an immediate and permanent database. An interest there could be a "post-it wall" site where everyone shows it is own new ideas and can find followers.

About future we thought of making different projects, using from each one what would help another. For example: a festival provides a vast target group for giving away flyers a social project going on at another country



Session Title: **Ideas for the future**

Participants: Sue, Paola, Iason, Elisa, Giusy, Sarah

What's next?

Facebook for participants (chat) + website (forum, database).



Through this process, In Bologna, youngsters have had:

- The possibility to brainstorm many topics, and to talk about a big bulk of issues in a very short time
- The freedom of choosing topics they wanted to talk about (according to their interests)
- To give the MAXIMUM of themselves working in groups and going to where they wanted to go.

In conclusion, if Active Citizenship is “people that live common spaces to act and to make changes”, OST is a place where youngsters may test experience of Active Citizenship.

The fourth day, as planned, there was a **Seminar open to the people of the city and Local Authorities.**

There were:

- Andrea Marisaldi, Head of Civil Service Office of the Emilia Romagna Region;
- Giuliano Barigazzi, President of Co.Pr.E.S.C.;
- Lucia Forlivesi, Head of Third Sector Office, in charge for Civil Service projects of Municipality of Bologna.
- Stefano Ramazza, Head of Gabinet of the Presidency of the Province of Bologna

Lucia, gave a presentation of the project, talking about its origin and motivations, and the goals to achieve then Giuliano Barigazzi, President of Co.Pr.E.S.C., the organisation head of the project, underlined the importance of a project where more than 56 people met to talk about active citizenship. He said that this term “for us means *conscious and responsible participation in the life, that is the political, social, and cultural life, of the community.*” He said that another important aim of the project is to bring together European citizens in order to foster a sense of belonging to the European Community and thus contribute to the diffusion of a greater intellectual openness among our societies, and in particular, among our youth. He ended his contribute saying: “a key benefit of the *You Worth* project is that of breaking down stereotypes and encouraging us to reflect on the actions we habitually undertake: *is it really true that young people have no interest in participating in civic life?* And are we - institutions and adults - actually able to recognize the new forms of participation of our youth? And among the



numerous programs dedicated to promoting active citizenship, does the young person assume the role of the protagonist or is he or she only a “passive” beneficiary of our efforts?

Then in the morning an amusing Puppet Show about ways to be active in the community closed the Seminar.

【During the first days of the Bologna You Worth workshop, the coordinators asked for five volunteers (one for each country, and two for Italy) to do something special for the last day, when the workshop would have been open to everyone. I was one of the chosen volunteers.

This “special thing” was creating a puppet show about social cohesion and active citizenship.

At the beginning the other volunteers and I were puzzled. But after having developed a name and a character for each of our puppets, things became easier and funnier! The story was about a couple of grandparents, Old Jim and Rosie (played by Alexandros Melis-Chryssikos from Greece and me from Italy), sitting in a park, watching their nephew Billy (played by Jamie Wilson from UK). Beside them, a lesbian couple, Chandra, an Indian doctor, and Jacqueline (played by Paola Natarnicola from Italy and Léa Laval from France). At the beginning, the grandparents are annoyed by Chandra and Jacqueline’s presence and they start to fight, but when Rosie has a heart attack, Chandra saves her.

The story teaches us to be open-minded towards the others, and to be active citizens, even if the people in front of us are not open-minded.

It has been a great experience into an even greater experience, because it gave us the opportunity of developing our creativity and showing it to the other people. And during the preparation of this little show, we laughed out loud a lot!

I would like to say “thank you” to Sue from CSV for her help during the preparation of the story.】

di Chiara Pace from Italy



Finally, movie makers showed to all people some funny and meaningful images of Bologna (a first draft movie of the workshop in Bologna).

Sue of CSV facilitated the evaluation afternoon with Sebastiano of Co.Pr.E.S.C. at the decks. This comprised a number of activities based on non-formal learning.

To kick-start the afternoon session, Sue introduced the ice-breaker Zip Zap Zop (Boing) which simply enabled the participants to find their second wind after lunch.

The first evaluation activity was 'Photo Reflection' where a number of coloured images laid out on the floor, appropriate to the theme of the event were examined by the participants whilst listening to reflective music. Each person then chose the image which for them was most relevant, taking into consideration the experience they had had during the week and then they shared their choice with the rest of the group, giving reasons why.

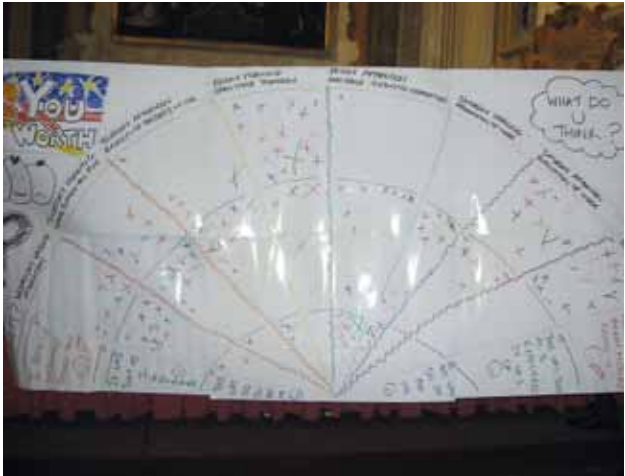
The second task was that two rows of ten chairs at each end of the room were labeled 10 to 100% and statements were read out about the You Worth event. It was for each participant to sit on the chair which fairly reflected on how true they felt the statement was for them. For example: the food was excellent in the hotel ... However, if someone was sitting on the % you had earmarked for yourself, then you simply sat on their knee and then someone might sit on yours, and another and so on. This is an amusing scenario where opinions can be voiced and fun had at the same time.

The next task was the 'Talking Chair' when participants are invited at will to take the chair and say something they feel passionately about regarding the project. Whoever agrees stands up and pats them on the head. Again a highly amusing activity but equally one that is worthwhile as it gives the young people to freely express their thoughts about the event.

A huge rainbow, previously prepared is laid out on the floor. The rainbow is divided into sectors each of which represents a workshop during the week and the participants are invited to mark a cross in one of three areas which denote, in their opinion, the success of that particular exercise and how worthwhile it was for them. This is a great visual evaluation record of the week and we are able to very quickly get an overview of how it was for them.



Finally, we completed the evaluation session, asking the participants to complete a simple and yet necessary written evaluation of the entire week.



Lastly the leader group too said good bye agreeing on some more duties regarding website, final publication and next international workshop in Athens, allocated to each of the partners.



International Workshop in Athens 2010

The second international workshop of You Worth project was located in an Ecological Park - Parko Perivalontikis Evesthitopoiisis, in the western suburbs of Athens, in an Educational Farm, full of pines, olive and pistachio trees.

The workshop, which was held from the 6th to the 10th of May, tried to respond to these **general objectives**:

- to promote a critical reflection on active citizenship, its meanings, potentials, limits and foster the awareness of the role of youngsters in the promotion of active citizenship
- to explore some aspects and principles that have an inner relationship with the active citizenship, power, conflict, oppression, empowerment
- to exchange practices of active citizenship
- to experiment a method of work that can stimulate the active participation, the dialogue and the "doing together"

To respond to these objectives has been used the **method of Theatre of Oppressed (TO) and the workshop was conducted by Giulia Alegrini of Association "Kрила, research, training and performance of Theatre of Oppressed"**

The TO was developed by the Brazilian theatre director, social and political activist, Augusto Boal during the 1950's and 1960's.

The work of Boal start from the reflection on the social use of art and its political function and is based on the idea that while some people make theatre, **we all are theatre**, all human beings are able to use the language of theatre to know and transform the world.



TO is a METHOD, composed of different techniques, that aims at developing, in the oppressed citizens, the language of the theatre, which is the essential human language.

From the point of view of this form of theatre there is an oppression whenever a dia-logical relation become a mono-logical one: when s/he who has lost the right to express his/her wills and needs, and is reduced to the condition of obedient listener of a monologue.

*The condition of oppression is also the result of the use of our **social mask**, that is the whole of different types of mechanisations (stereotypes, movement's habits, relational habits), derivate from our social roles, which produce a **limitation of our capacity of expression**. TO, in this sense, aims to foster a process of **de-mechanisation**.*

*The practice of the TO has the purpose of transforming situations of the real life that are oppressive from a personal and/or social point of view. TO aims at being an instrument to transform the society that engenders those oppressions. The theatrical action can be considerate the rehearsal of the real action: with the experience of forms and actions of social transformation trough the theatrical fiction, we can **stimulate the extrapolation** of that experience in the daily and real life. The rehearsal of the **theatrical action can help to clarify (at rational and emotional level) the problems and stimulates to act in the daily life.**¹*



¹ Alessandra Gigli, Alessandro Tolomelli, Alessandro Zanchettin, *Il teatro dell'oppresso in educazione*, Roma, Carocci, 2008

Boal explains the structure of Theatre of the Oppressed as a tree with an ethical root and that develops in a direct and concrete action. At the bottom we find images, sounds and words, that are elements that compose the **Aesthetics of oppressed technique** (see below for description of the techniques), the trunk is made up of **TO's main techniques of Image Theatre and Forum Theatre, Games and exercises**, the branches represent variations on these techniques. Boal chose the Cajun (cashew) tree because it can spread from its roots so that new Cajun trees spring up from other parts of the ground, still connected and yet independent of the mother tree.

Boal has encouraged this multiplication of Theatre of the Oppressed by its millions of practitioners around the world.

The work's methodology has been based on some key elements that we can resume in this way:

- a strong attention to the “**group dimension**” as a place of research, confrontation and relation, without judgment, without a logic of just- wrong, but where everybody is free to express him/her self.
- the **maieutic dimension**: the leader/trainer (in the TO is a called Joker) is a facilitator of the process of learning, of the active participation of the group in the construction of the contents and of the knowledge, taking care of the “setting”.

In different moments of the workshop there has been a moment of reflection on what've done, how they felt doing the activities, and a moment of explanation by the trainer of the direction of work.

- the **pluralisation of the point of views**. The TO accept the “complexity”, without trying to reduce and simplify, but extending the gazes, with the multiplication of the perspectives and the options, opening questions.

In coherence with this approach and with the general objectives described above, the workshop has followed two main directions of work, each one functional and complementary to the other:

A) ONE-SELF AND THE GROUP

The main purpose of this part of the work was:

- *to stimulate the research and the awareness of the own potentialities, limits, of the way of moving, observing, listening, of the language used to express ourselves and the way of enter in relation with the other. In this sense the focus of this kind of work has been the process of de-mechanization. As explained in the introduction the process of de-mechanization can be at the level of movement, relation, and perceptions and is a process that can help everybody to become conscious of the limitation of our capacity of expression.*

- *to experiment cooperative ways of working*

From this perspective this part of work has given the possibility to everybody to discover something new, through a process of exploration of one-self and of the group.

This direction of work has been also transversal to all the workshop.

B) EXPLORING THE ACTIVE CITIZENSHIP: WHICH KIND OF CHANGE IS POSSIBLE?

The TO, as explained in the introduction, aims to promote a change of the oppressive situation in the society, giving to the people the possibility to become an active protagonist of this kind of change. To achieve this kind of change the TO try on one hand to show the oppressions, the conflict, who has the power and the use of this power on the other, on the other hand try to give the possibility to experiment which kind of change of the oppressive situation is possible. This part of work has been based on the idea that the practice of the active citizenship is deeply interconnected with the idea of change: the relational and social change. The purposes of this part of work were:

- to make visible the exiting points of views, the stereotypes, social and cultural frames present inside the group;
- to analyse some topics, such as conflict, power, oppression, connected to active citizenship;
- exchanging of practices of active citizenship



Here is what have done in Athens

A) One-self and the group

This part of work has used the techniques of **games-exercise, the aesthetic of oppressed.**

“Games and exercises”:

“The games deal with the expressivity of the body as emitter and receiver of messages. The games are a dialogue, they require an interlocutor. They are extroversion. The games aim to the creation of a space where there's no judgement, where everybody can express him/her self and can experiment a change and explore relational dynamics.

The exercises designate all physical, muscular movement, which help the doer to a better knowledge or recognition of his/her body, its relationship with other bodies, to gravity, to objects, space, its dimensions, volumes, speed, weights, the interrelationship of these different forces, and so on. The goal of the exercises is a better awareness of the body and its mechanisms. Each exer-





cise is a "physical reflection" on oneself. A monologue, an introversion."²

All our senses, our perception of reality, and our capacity of feeling and reasoning, tend to become mechanical by every day repetition. We tend to become less creative, accepting reality as it is, instead of transforming it.

There are 5 categories of games and exercises, each one works on different aspects³:

- 1) feel what we touch: restructuring muscular relation
- 2) to listen to what we hear: creation of individual rhythm and of the group, working on the integration of different rhythms
- 3) to see what we look at: to pass from an inattentive "looking at" to seeing with attention to particulars, with a deeper and wider comprehension of the reality.
- 4) to stimulate all senses: with the elimination of the sight, we need to use all the other senses, exploring and expanding the potentialities.
- 5) The memory of senses: to work on the connection of emotion-memory-imagination

² Augusto Boal, *Games for actors and non-actors*, London, New York, Routledge, 2002, p.48

³ To an exhaustive explanation of the games and exercise: Augusto Boal, *Il poliziotto e la Maschera*, Molfetta, La Meridiana, 1996; Augusto Boal, *Games for actors and non-actors*, London, New York, Routledge, 2002

Activities:

The games and exercise that we have done even to respond to the purposes described in the 5 categories were finalized to work also in other directions.

- **Games-exercise to knowing each other, for the integration of the group and the confidence building**
 - *the circle of months*
In circle the trainer represent the 1st of January and all the participants, without using the verbal language, have to create the right sequence of date of birth (day and month).
 - *our name, what we like and what we don't like: walking*

in the space when we met someone we show, without using verbal language, our name, one thing that we like and one thing that we don't like. In a second moment we return in circle, on by one go in the middle and the group has to remember and say the name and show what he/she likes and not likes.

- *faints: the trainer assigns a number to each one, when the trainer call a number all the participants with that number have to simulate a faint (with the voice and the movement) falling down slowly and the rest of group has to be ready to rescue them.*

- **Games-exercises to feel what we touch and to stimulate all senses**

- *different ways of walking in the space: touching the ground with the smallest part of the body, with the body very heavy, in the sand, in the mood, with the wind against, on a thread...*
- *circle world and straight world: the space is divided in two different worlds, the circle one and the straight one. The participants have to explore these two world: in a first moment they have to focus on which kind of movement they do in these 2 worlds, then they can add sounds, vowels consonants. In a second moment the joker ask to the participants to choose in which world they want to stop and in which precise point of the space.*
- *without leaving a single space in the room empty: all the participants must walk around trying to ensure that their own bodies are always more or less equidistant from everyone else's, and that they are all spread out over the whole floor-space of the room. From time to time the joker says: "stop!" At that moment, everyone must immediately come to a halt-it should not be possible to see a significantly empty space in the room.*
- *with the same indication of not leaving a single space in the room empty, this time the jokers says: a number and everyone must get into groups of that number as quickly as possible-groups of 3, 4,... a number and a geometric figure or letter, and the participants have to arrange themselves in that of figures of the shape specified by the joker; a number and a part of the body*





All these exercises can help to be aware of our body, of the gravity, but they are also useful to see the different ways in which we can use it, it depends also on our habits. Finally these games can also support the coordination, cooperation and listening inside the group.

- **non verbal image games to introduce** the technique of **IMAGE THEATRE**, that we used in the other part of the work described below (B).

- *Homage to Magritte: this battle is not a battle*: the game consists of giving the group an object, each participant in succession must discover a use for it, showing with an image of his/her body. What could this object have been? For example a piece of wood can be an umbrella, a horse, a fishing rod, a violin, etc...

- *complete the image*: everyone gets into pairs, one partner starts with a frozen image, the other partner observes that image and complete that image, instead of **saying** what he/she thinks this image means, but **showing** what he/she sees as a possible meaning for it. Then the first partner comes out from this new frozen image, looks at it, return to the image and completes this image, changing its meaning again. This is a dialogue of image not just a just position. Every time the partners create a new image with new relationships, ideas, feelings, and emotions.

AESTHETIC EDUCATION OF THE OPPRESSED:

Boal says that "It is not necessary to be a Poet to write a poem, but whoever writes a poem becomes a Poet. S/ he who transforms the reality is transformed by the very action of transforming."

This technique aims at developing all aesthetic capabilities of citizens, expanding the possibilities of expression in painting, sculpture, music and poetry that have been limited by the authoritarian societies in which we live.

The objective is not teach how to do it, but rather try to help the oppressed to discover or invent how s/he wants to do it, with her/his own ways and purposes.

This technique aims to help people to build their own opinions and and to re- appropriate of the process of creation. It is composed of: WORD (Poem, Stories); IMA-

GE (Sculpture, using clean garbage; painting); SOUND (Creation of music with objects related to the lives of the participants).

Activities:

In the phase of the organization of the workshop the participants received the indication of bringing with them 3 objects that they use in their daily life, when they study or work, or something that they simply like and want to bring with them.

Another indication, given to the local organizers, was to bring papers, colors, scissors, and glue.

Finally, another indication (for logistic reasons, more for the local organizers) was to bring some stuff: objects that can be recycled, for example old clothes, materials, wig, bottle, carton box, carton and different kind of paper.

We've also found some other objects around in the place of the workshop.

- human being in the garbage:

- using the objects brought with them they create a human being (who was without objects could take objects founded around or between the stuff brought by the organizers or the others participants). One by one, each member of group positions his/her object (one at time). Nobody can move or cover the object of the other.
- Each group observes the sculpture created by the others, the joker stimulates the observers: what you see? Is a man, or women, is happy, sad or...? What he/she is doing, or where she/is going? etc.. In this phase the authors can't say nothing, just listening the observations and interpretations.
- Each group now can change, if they want, their sculptures. If something is changed the other groups observe again to see what is changed.
- Each group has to create an improvisation using all the object used for the human being.





⁴ Augusto Boal, *Games for actors and non-actors*, London, New York, Routledge, 2002

B) Exploring active citizenship: which kind of change is possible?

In this part we've used some **non-verbal games-exercises, the Image Theatre technique, the Aesthetic and the Forum Theatre technique.**

IMAGE THEATRE

"Images are surfaces: as any object reflects the light that strikes it, so all images reflect the memories, imaginations, emotions of each observer who looks at them. This means that all images are polysemic- they can have many meanings and we should never reduce those meanings to the "correct" one, or to the one the sculptor has "intended"- we can only learn by the multiplicity of feelings, opinions, evocations of the participants"⁴. In this way Boal describes the potentialities of the image theatre: a series of Techniques that allow people to communicate through the use of body to create individual images and images of group. The language of images is analogical, not rational-analytical as that of the words. As said before, an image can have a lot of different meanings for different persons. In the image theatre we can experiment the relation between the process of observation- interpretation-judgment, a process that often influence our interpersonal and also social relations.

Activities:

- **Exploring the idea of conflict and power: personal, cultural and social attitude and approach to them.**

World with conflict and world without conflicts: this activity is a re-adaptation of a game-exercise described before. This time instead of having the "circle world" and "Straight world", we have the space divided in the world with conflict and world without the conflict. The participants start to walk in both the world trying to feel how the body moves in the two world, with which kind of rhythm, which kind of sounds there are in that world.

In a second moment they have to focus also on what happen in passing from one world to the other one. Finally they have to choose in which world they want to position their body and a precise point of the space where they want to stop.

The joker asked to each participant how they felt, way they choose that specific position. Then all the group discussed on which kind of vision of conflict emerged. Some elements of the discussion has been: **the difference between conflict and violence (the violence is only one expression of conflict), the vision of conflict as something positive or negative, the nonviolence way of transform the conflict**, the need of making the conflict visible.

The hidden characters and the line of power: the joker write a name of a character on a piece of paper, assign to each participants a character, without saying to him/her which character is, attaching the piece of paper on his/her back.

Participants start to walk and "studying" which characters there are around, they start to react, to move, to enter in relation with these characters. Everybody in this way can have some suggestions about his/her own character. People have to focus on the interaction that happen, how do the others behave with me? How do I feel in that situation? In a second moment the joker ask to the participants to behave as the character they think they are, even if they are not sure, or they don't understand, the importance is to start to move, to behave in accordance to the interactions happened and feelings that they have in that situation.

The joker asks to the participant to create a line of power, from the less to maximum each character has to choose his/her own position in this line.

Finally the joker asks to each participant who she/he thinks she/he is, how he/she felt etc.. Then the joker reveals to the participant the character. The joker gives the possibility the character with the less power to re-create a new line from his/her perspective and finally the joker ask to the participants which kind of change they think they need to create an ideal line of power.





Some aspects and topics emerged and discussed.

The **power** for the group:

on the side of “less power people” there were the homeless, the disabled, the migrant, the elderly man, the volunteer, the major;

on the other side, “maximum power people” there was Bill Gates.

“Rich people have more power than Public Institution”, like the President of United Nation: in particular they weren’t agree on assigning to the high institutional power a high role in the line of power.

Participants gave a stereotyped image of the power in the society: they didn’t play what they thought but what the “society” is at the moment. Participants didn’t feel free to imagine a new and ideal line of the power.

We discussed also about the different shapes of the power, the level of the power and the interdependence between these levels.

The power depends on how much and if it is recognized by the others, if it is legitimate or not. So the President of European Commission felt to be less recognized than Britney Spears.

Another element of discussion has been the imaginary emerged in regard to the “poor”, the marginalized people, the weakness. We discussed the stereotyped ways of approach to them, often in an assistance perspective.

The activity has revealed also the complexity of the idea of power and that there are many factors and stereotyped ways of thinking (also ideologies), that influence ourselves, limiting our imagination and representation of the desired society (for example in the exercise in the creation of an ideal line of power), and influence also our reactions in front of some social roles.



The spatial structure of power: has been created a theatrical space with one chair and one table. The joker asked to the group to position, one by one, their body, with a frozen image, in that space trying to achieve the maximum power they can. Some of group stayed outside as observers. The joker used the dynamization technique:

- when they are touched by the joker they can speak: saying a word, a phrase, what they feel the image evokes for her/him

The joker asks to make a movement to show their “will” in that context, at every clap done by the joker

With this activity we have done an in depth discussion of the idea and vision of power. In the image created the idea of power was essentially negative.

It has been also represented a process of **escalation**, in accordance with this negative idea of power.

In relation to these aspects we discussed about the idea of **empowerment**, as an aspect interconnected to the active citizenship and the group discovered that can be also exist another idea of power, a positive one. It depends on how we use it and with which aim.

Sometimes people are scared about the power: one prefers to devolve power and to follow the others instead of wearing **the responsibility to have power** and to take decisions.

We analyze in this sense the power in relation to their experiences of active citizenship, in the project where they are involved and we end our discussion analyzing the difference between the **power ON** someone (oppression, manipulation etc) the **power OF** someone (to do something, the area of the rights) the **power WITH** (the idea of power bases on cooperation, and that considers people as active protagonists, that is the power connected to the idea of Empowerment).

We also discussed about importance of seeing the context and the structure of the power, to change it: if we are in the frame, we cannot perceive the mechanism and we are not in the right position for the change.

- **presentation and exchange of practices of active citizenship**

Divided in different group by country the participants have discussed the different project that they realize in their country, then they've chosen one or two of them that represent a synthesis of all and using the technique of Image theatre they have represented with a frozen Image the project, focusing on which elements they think are important for their projects, the roles involved in the project, the approach of work that they use.

Each group has showed the image to the rest of the participants. The jokers asked to the others what they see in this image, which suggestions evokes. In a second moment the joker asked to the group to explain what they wanted represent, what they have discussed.





The projected represented were:

Italy: a project for young people living in a mountain area in Italy that don't have a lot of opportunities to meet each other and access to cultural and social events. They stress the importance of the role of young people involved as volunteers in the project as "facilitators" of communication, to get hold of other youngsters, understanding their needs. Another element emerged is the different importance accorded to the need of fundraising activities, by the leaders involved in the project and the young people observing the image.

Great Britain: they represented a project of training young people in using tools for communication to create for example videos, magazine, with the target of other young people. They created an image representing the different roles involved in the project: the idea is that everyone with his/her own skills, gives a contribution, and is connected and interdependent to the other. They also stressed the important of the "process dimension".

France: they represented a project of voluntary camp. Even in this image the stress has been on the idea of interconnection between the different roles. For them it has been important to include in the image the principle on which their organization is based: harmony, and they reproduced the image of the idea of harmony.

Greece: inside the group of the Greek participants, there were different experiences, so they didn't represent a specific project, but they found a common element, present also in the other groups, but more underlined in this one: the idea of balance of elements and forces that can pull in different directions but that can find an harmony.

A common element emerged by the work of all the groups is the approach of "peer education".



THE FORUM THEATRE

The Forum Theatre presents a play that shows a situation of oppression. The forum doesn't present a solution and the spect-actors are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, and strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow an analysis of the possibilities of using those suggestions in real life. Forum Theatre is a collective rehearsal for reality.

*The Forum Theatre structure is composed by: counter-preparation, that is the initial situation that shows the conflict between the will, the desire, of the protagonist and antagonist, an escalation of the conflict, a CRISIS, that in the Chinese ideogram means at the same time danger and opportunity, because the **crisis opens the opportunity to the change and to different solutions of the conflict**. In the crisis the forum shows the protagonist trying to do something, to express his/her will. The conflict and the relation between the oppressor(s) and oppressed has to focus on and presents a socio-political error and the characters have to be created in a way that their ideology, vision of the world, of the reality, is clear and comprehensible for the spect-actors. In this sense the forum theatre focuses on 2 main aspects: the motivation of the characters and the social function in the society of the characters. The forum theatre breaks with a traditional form of theatre where there is a strong division of roles and spaces: the space occupied by the actors and the audience. The audience usually can only identify in a character, in a passive way, in the forum theatre people has the chance to become active in the search of possibilities of social transformation. The entire system of TO, and the Forum Theatre technique in particular, permits 3 process: the osmosis, in the sense of a transitive dialogue between the actors and spect-actors; the metaxis, in the sense of belonging at the same time to two worlds, that of the reality (presented by the actors) and the image of the reality created by her/his theatrical intervention; the analogical induction, in the sense of the transformation of an individual story, vision, in a plural one, that all the participants can comprehend and analyse giving to the oppressed different points of views. The Forum theatre is conduct by a Jolly, a person that guarantees the rules of the game. The Jolly is like a mediator between the actors/the scene and the spect-actors, doesn't give solutions, and doesn't give own interpretations of the replaces that the spect-actors propose.*

Activities:

- **using the aesthetic and forum theatre to analyze the meaning of active citizenship and exploring the possibilities of “change”**

- the group chooses the themes:

- 1) the impact of volunteers in the society
- 2) the media and active citizenship
- 3) integration/minorities in EU/European citizenship

- After an explanation of the forum theatre technique and of some key aspect of this kind of work they start to work in groups:

- telling stories, experiences where they have been the protagonist, or an observer/witness, or something they know very well, then they chose one of them
- Identify the 3 main part of the story: the counter-preparation (initial situation) - the crisis - the defeat (end). As explained before the forum theatre doesn't have to present a solution but stop at the maximum escalation, and showing the defeat of the oppressed.
- create, for each part of the story chosen, sculptures, paintings and poems/sounds
- analyse the characters involved in the story, their will, emotions, the relationship between the different characters, the conflict and the dynamic of oppression.
- create a play with the 3 main parts
- create a frozen image that for them represents the ideal situation without a dynamic of oppression

For each group we observed the sculpture, the painting and heard the poem and sounds, the joker asked to the spect-actors what they see, what they think about, evocations.

In a second moment each group represents their story with the forum theatre technique, using the sculpture created as the scenery of their play and as objects of the actors (in TO we say the witness of the character).

For each forum the spect-actors could interview the character to discover something more about them and the joker give the possibility to the spect-actors to replace

one of the characters to show a different action, an alternative. For each replace the joker asked to the spectators if something was changed, helping them to see the situation from a wider perspective.

The forum theatre

1) the impact of voluntarism and activism in the society:

They created a scene where there is a woman in her home, cooking and doing the cleanings. Outside there is another woman, a demonstrator, she is covering her mouth and nose with a scarf, and she picks up a molotov.

In a **second scene** there is a human right nonviolent activist, demonstrating, but without looking at the demonstrator with the molotov.

In a **third scene** the demonstrator throws the molotov against the home. The woman goes outside, they start to fight.

With the replacement and in the discussion the group underlined the importance of starting to change ourselves, and the importance of an approach focused on the causes and not on the effects of the violence.

In the image representing the **ideal situation** without oppression they created an image where all the 3 women are interlaced, the nonviolent activist pull the women housewife, to forbid her to go away and looks in another direction, and embraces the violent demonstrator, and at the same time she is embraced by another women.





2) the media and active citizenship

First scene: a demonstration, where the police intervene to stop the activist.

Second scene: a journalist alone writing her piece on a demonstration. Her chief arrives, asking her how it is going on her work. He read her article. In that moment he receives a call from his chief: he has to pay attention on how the facts of the demonstration is reported in their newspaper. He asks to the journalist to change the article about the intervention of the police.

She tries to say he is asking her to write a lie..... The true is another one!

Third scene: the day after the demonstrators read the newspaper, they are shocked and angry. Is not true what they have written!



The elements emerged with the replacements and discussion of this forum: the importance of media as instrument for active citizenship. The importance of widen our perspectives, using different ways of communication that can create a network between people. We have to be aware that we have different possibilities of using media. In this way maybe also the single journalist that is under pressure can find a way to feel more strong and less alone in his/her work.

Ideal image: the demonstrators are using different ways and tool of information and communication, to try to influence the public opinion.



3) integration/minorities in EU/European citizenship

They decided to represent the idea of “European Fortress”.

Situation: in an Immigration Office.

First scene: 3 people are “ordinary” citizens, in the public offices structure, talking each other. One of them is an old woman.

Two migrants arrive: a young football player and an old University teacher.

The other start to look at them in a bad way.

Second scene: the two migrants give their documents to the officers. The officers are very bored. They say to them that they can't have the permission. They don't pay attention to questions of immigrants (why they can't, what they have to do to have the permission, where they have to go.). The two migrants start to raise the voice.

Third scene: a policeman arrives to send them away. The “ordinary” citizens near the office start to say some racist comments, saying that they have to go away! The old woman tries to reserve respect for the old University teacher, reminding to the other citizens that he is old and a professor.

We discussed of the idea of fortress of Europe, of idea that Europe is not only sharing an economic system but also some values, that the Europe must not be funded on the idea of borders.

We discussed also on what happen when people oppressed, completely depending on the will of the other, afraid that someone else can put at risk their precarious condition, they become oppressor against other oppressed.

Ideal Image: the wall of the fortress created in the scenery is destroyed.



Conclusion: a reflection on the results

The evaluation of this kind of work has to focus more on the “process” than on the “products”.

From this perspective, a first point that we can underlay is that, step by step, the group learned to work together, listening one each other with an availability to accept the differences.

The result is the creation of multicultural group, the strengthen the self-esteem and trust in the action of the group.

As described in the introduction, the dimension of group is a focal point of methodology used, the TO is a “plural theatre” with a strong social orientation.

Another important element has been the possibility to reflect and confront on **the role the young volunteers in civil society organization, sharing approaches to active citizenship and exchanging experiences. In these ways they discovers that they're some differences but also some common elements even if they were coming from different countries.**

There is also another aspect that we think is important to consider: the Greek local situation during the days of workshop. It has been for some aspects difficult to deal with, but at the same time it has been an opportunities for the young people discussed all together about it and they decided also to include this element in the work (mainly in the scenes represented in the forum theatre): we think that this is a very important signal of **feeling as members of a same European community of people.**

Finally we have to say that the **practice the TO itself has been an opportunity to practice the active citizenship**: being aware of our potentialities, of the possibilities of change that we have as individual and as a group, being aware of our ways of seeing the world, and of our way of acting in the world, are the bases to promote responsible citizens and with the desire of participate in social and community life.

Final conclusions

The results of two international events we have done, although different in many aspects, can only be positive. This project was really challenging but rewarding experience. Among the important results we have achieved there are absolutely the growing awareness that youngsters use other ways and media to communicate besides the "traditional". Young people usually use multiple forms and media, more direct and interactive (such as Facebook, YouTube etc ...). It is not true that young people are passive and disinterested. Indeed, this experience has clearly increased our awareness that the young people have got the desire to do and know, but perhaps in a way more suitable and comfortable for them. So we have developed an awareness that perhaps young people are more forward in making than telling what they do. **They have got a lot of desire, energy and talent to do something good.** But, maybe young citizens felt Institutional or formal Authorities quite far from their reality of daily life.

In particular, the different European participants (youngsters and youth workers from different places of Europe) have developed contacts during the two international workshops. Now, people are keeping in touch through the "unconventional" media, but with quick and easy access. The harmony created between some participants of different nationalities has also generated **new and future opportunities** for exchange between young people and partner organizations of the project (such as summer entertainers camp or for a new experience abroad)

We were surprised to note the interest of the young participants to try to repeat, in their territory, the same experiences brought by other countries and known during the workshops (for example: the Italian experience of "Angeli alle fermate" was tested in Great Britain by CSV or the Greek experience "EUROPOLIS" would be replicated in Italy).

The greatest achievement was undoubtedly the interest and enthusiasm shown by young people living in the opportunities that we offered. They demonstrated the desire to discover something new of themselves and the curiosity to live new experiences. Indeed, the participation in the project provided an opportunity for many people to understand and to relate to unknown realities.

Therefore, we conclude that it is important to create more and more new opportunities for exchange and knowledge among young people.

On the one hand, these occasions allow people can not travel because of economic difficulties to discover other countries and cultures and to offer the opportunity to know European people with different habits, customs, traditions and history. It is a positive way to connect to other people, not only by a tourist approach.

Then, these occasions **increase the awareness of young people to be European Citizens**, indeed, this European experience is certainly helpful to the participants and the leaders to learn better working in groups, to listen each other

and to accept differences without prejudice. The differences have enriched the work we have made in this year.

In fact this European project lasted for almost one year. So, thinking about the results came out and resuming those in a conclusion paper was not an easy task: we chosen to use many times the word "**exchange**". We are talking about cultural exchange, experiences exchange and active citizenship exchange, between young people and between the organizations joined the project.

Few time before starting this project the Co.Pr.E.S.C. was supporting a research of the University of Bologna about the thoughts of the young volunteers in civil service. Some of the volunteers interviewed were foreign guys working in Italy for the civil service as well as Italian young citizens, thanks to regional legislation of Emilia Romagna. One of the main observation came out from this research work was related to the enthusiasm of those guys in the possibility of express their thoughts and to have places where to do it. Following is a speech by a volunteer from Venezuela, her words are definitely illuminating, moreover in relation the Bologna's contest. Speaking about her thought regarding to the young people policies in Italy she said:

"Well... first of all I believe that social policy are not well known, perhaps there are few possibility of exchange, not just for foreign guys but also for Italians. There are not places where to stay together with other guys, not necessarily spending money (as Pubs or Bar), there are few spaces for young people.. Here in Bologna there is the tendency of remove meeting points for young people from the city center, authority would like to transfer those out of the city center, people can not sit in city center squares for a bear, not even just for talking...I come from a huge city where you can find many parks, a lot of cultural spaces and many libraries. Here in Bologna you can not find any library where to study together with your own study group and not any library open 24 hours, it means that your study path is much more individual: that's why you don't know people that much at university! [...] There are not place where young people can communicate and express their thoughts, regarding services..."

Reading again these words makes us happy and proud, it is great to think about the many exchange opportunities that this project created for Italians, English and Greek guys, moreover because these exchange moments are not just a sum of experiences. The meeting of two or more thoughts, two or more experiences, does not create just their sum but it create new products, new ideas. This kind of meetings guides to new "experimentations", just like the ones born thanks to the meeting happened during You Worth.

In relation to the above mentioned research investigation, another civil service volunteer interviewed answered with a suggestive quotation regarding the same theme. It's our pleasure close our work with her own words, sure that **this project has been a way to give voice to young people and to enhance**

the value of their own future.

“Once I heard a philosopher, during a conference, saying that the quality of a state is measurable by its prisons, its schools and by the consideration that young people have in the society: I believe it would be possible doing more, give more and more voice to young people and thinking about our future!”

*A persone
tought
as to how
participants
would sum up
the week
you have done*

Ideas for a project about

**many ideas about mu
workshops combining**

ENJOY BEING VOLUNTEERS

• **IT WAS VERY VERY INTERESTING
AND STIMULATING** • **IT WAS INTERESTING TO DO
THAT** • **IT WAS MY FIRST PARTICIPATION TO KIND
OF EVENT AND I REALLY ENJOYED** • **THANK YOU
FOR ALL** • **REAT EXPERIENCE, NEW FRIENDS,
NEW IDEAS** • **NICE EXPERIENCE**

*inspiring, I have realized that I
am not alone in my way felling
and tihinking*

**A GREAT CHANCE TO MEET NEW
PEOPLE FROM DIFFERENT COUNTRIES**

you worth...totally worth it

**GOOD WAY TO GIVE AND RECEIVE FROM
PEOPLE, TO FEEL VALORIZED ALSO.
WE ARE THE POWER:)**

out an urban art festival

musical cultures mixing different musics

really good experience
education raises awarness

GREAT
VOLONTEERS,
GREAT TIME.
I'LL BE MORE
SENSIBLE...

sharing
learning
having fun
meeting
people

*I really liked
that time
together.
These
situations
gives to me
hope for
the future*

**THANK
YOU**

*was a great
experience: I feel
like all my pears about
future...
just disappeared!*

*I am happy to have
known so many
people and change
each other our
experiences*

*I'm happy to have know so
many new people and to
know everybody
perspectives on what we
have discussed, I am
happy, I was involved*

*mixing cultures and
opening eyes/horizons
by observing and
interacting with
perspectives of others*

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