



Reviewing

ARTICULATING VALUES:

Youngsters act in EuroMed



A project by Interkulturelles Zentrum
www.iz.or.at

BONUS: 2 DVDs

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IMPRESSUM

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Editorial

Rebecca Zeilinger
Project Coordinator
Interkulturelles Zentrum



Interkulturelles Zentrum (IZ) promotes the development of relations between people of different cultural origin and trains people to carry out practical intercultural work. Furthermore, it has been initiating international school partnerships since the early 1990s. **“ARTiculating Values: Youngsters act in EuroMed. A creative initiative for interreligious dialogue and a peoples-connecting value debate”** is the follow-up project of the “EuroMed School Forum” that was initiated by the Austrian Ministry for Education, Science and Culture already in 2006.

Against the background of discriminatory election campaigns, attacks against minorities and the upswing of racism, Anti-Semitism and Islamophobia, the promotion of intercultural dialogue not only amongst people from different countries, but also amongst those with different social and cultural backgrounds in the respective countries is of utmost importance. Whilst intercultural dialogue already was a main concern of the “EuroMed School Forum”, the project “ARTiculating Values” clearly focuses on values and interreligious dialogue. Therefore we have expanded our existing network, not by embracing new countries but by involving not only schools but also youth and cultural organisations and by, thus, creating synergies of formal and non-formal education.

Personal encounters, debates and joint work towards common goals intended to invite the participants

to challenge their own values, to develop empathy, overcome possible prejudices and take one step further to mutual understanding and respect.

16 schools and six organisations from Austria, Denmark, Hungary, Israel, Jordan, Lebanon, the Netherlands and Turkey have been participating in the activities; some of them will even continue their cooperation.

This project documentation not only gives you a detailed description of the framework, aims, approach and activities of the project, but also contains information on Augusto Boal and the Theatre of the Oppressed, articles and recommendations by experts related to the topic as well as useful exercises that can be used in schools and heterogeneous groups.

In addition, we are proud to include two DVDs containing the project film by Stuart Jolley and Gregory Kennedy-Salemi that enables a very personal insight into the experiences of the participants as well as bonus material including several theatre performances, interviews and PDFs with work sheets and other information.

I want to take the opportunity to thank the following people:

Agneta Ucko, Director of ARIGATOU International and Secretary General – Interfaith Council on Ethics Education for Children, for allowing us to use materials from the Learning-To-Live-Together-manual;

Edith Riether, President of the Global Ethic Initiative Austria, and Michael Weiss, Vice-President of the Global Ethic Initiative Austria, for allowing us to present the travelling exhibition “World Religions – Universal Peace – Global Ethic” at the International Training Event and for the contribution to this publication;

Marina Jahn, Vice-President of Buddhist Society, Hannah Landsmann from the Jewish Museum in Vienna and Dr. Almir Ibrić from the Municipal Department 17 – Integration and Diversity for their willingness to organize an interreligious city-rally together with my colleagues Irene Katzensteiner and Katharina Kohlmayr.

Bernhard Jungwirth, Director of the Austrian Institute for Applied Telecommunications (OIAT), for his interview in which he clearly illustrates how modern technology relates to the topics of “ARTiculating Values”.

Last but not least I wish to thank the highly committed teachers and youth workers for doing such a great job and for passing on the spirit to their youngsters, who jointly produced high-quality results – all this despite tense situations, exams and by often sacrificing their free time. Obviously, we are also very much obliged to our partner organisations and sponsors for supporting the project and for believing in its importance right from the beginning.

Hopefully, the cooperation will continue, the network will carry on expanding and building new bridges.



Preface

Sabine Kroissenbrunner

Head of TASK FORCE Dialogue of Cultures
Federal Ministry for European and International Affairs
Head of the Austrian Network of the Anna Lindh Foundation

Austria has a long standing tradition of dialogue activities, in particular with the Mediterranean region. Since July 1st, 2007, the TASK FORCE Dialogue of Cultures in the Federal Ministry for European and International Affairs has initiated and supported dialogue activities within Austria, the European Union and worldwide, in particular with predominantly Muslim countries. Austria's dialogue initiatives have focussed on promoting universal human rights, managing ethnic, cultural and religious pluralism, strengthening democracy, participation and respect for fundamental rights and freedoms. Dialogue with Islam and Muslim communities in Austria and Europe has also been a priority. Main target groups and issues of our initiatives are the following: Young leaders and multipliers are addressed through initiatives like the "Arab-European Young leaders Forum". Through the training of imams in Austria and the support

of the Conference of European Imams and Religious Advisors, we seek to promote dialogue and integration. Promoting women's rights, their public role and the contribution of women in intercultural and interreligious dialogue through an international network and various initiatives is another priority.

Dialogue is an essential instrument to promote conflict resolution, peace and reconciliation and to engage people in processes to enhance mutual understanding, trust and cooperation. Dialogue needs networks and interaction in order to ensure sustainability.

"ARTiculating Values: Young people act in EuroMed" is one of the few selected long-term programs supported by the Anna Lindh Foundation for the dialogue between cultures. The Anna Lindh Foundation facilitates and supports activities of civil society of the Euro-Mediterranean Region in priority fields which affect the capacity for individuals and groups to share values and live together peacefully.

In addition to this, the Austrian Foreign Ministry's main priorities have also been at the core of the very successful project "ARTiculating Values: Young people act in EuroMed" by giving young people a space and a framework to develop understanding, trust and cross cultural cooperation.

ARTiculating Values is important in strengthening civil society and a peaceful co-existence by the means of personal encounter and training of multipliers.

I very much hope for the continuation, success and sustainability of "ARTiculating Values" and that the more than 60 participants from eight countries will continue to meet and work together and will keep the spirit of dialogue alive.





Arts as a means of transport for thoughts about values

Egon Kordik

Department for International Relations
Austrian Federal Ministry for Education, Arts and Culture

The project “ARTiculating Values: Youngsters act in EuroMed. A creative initiative for interreligious dialogue and a peoples-connecting value debate” goes back to an initiative of the Austrian Ministry for Education, Arts and Culture in early 2006. We then entrusted Interkulturelles Zentrum with preparing an organisational and educational concept for a multilateral school network as platform for intercultural dialogue and global education. The resulting projects have been financially supported by the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures.

What we learnt from the network is that teachers and student have their own culture of dialogue and should have time and space to develop things without a too strict given structure or schedule. One might mention that dialogue even happened between the world of teachers and the students’ youth culture: through improvisations on the speech or behavior of the other, writing or painting thoughts that

were not known, finding new ways of thinking or imagining.

The overall aim of the initiative is to enhance the development of mutual respect and understanding, the exchange of educational ideas and practices regarding political and human rights, as well as cultural education. This way of learning and gaining further competences and skills will allow us to actively participate in the dialogue between cultures. Where networks foster a common understanding, we have learnt that intercultural competences have to be seen from more than just a European perspective. To further widen the horizon, the project “ARTiculating values – Youngsters act in EuroMed” enabled schools and institutions from outside to work together in order to create synergies between formal and non-formal education.

Value education makes use of diversity as a resource for dialogue. As one example in the pool of pluralistic approaches I might mention education as such. Individually, one could make use of learning experiences for the development of skills and a personal interpretation of culture. Education is also an instrument for sustainability of values and

cultures; it gives us more options to understand our social diversity.

We all know that our values and attitudes constitute a core element of our identity and culture. In the course of the past 1 1/2 years, the students and teachers involved in the project have been working on these issues. They are now called to go out and tell others about their experiences in cross-cultural exchanges and should feel free to articulate values in their own creative ways. At the best, they should do this together with their partners from eight countries. The sustainability of the discussions we have heard may be proven through e-mail contacts, blogs and further cooperation. But one aim is the sheer process of coming closer together that should not come to an end.

So where do I see ourselves in ten years from now? Will we be wiser or just smarter? Maybe we can stay as open minded as we have been in that enlightened days while ARTiculating our common values.



The project in brief



“ARTiculating Values” has sought to be a **platform for both formal and non-formal education** which allows an exchange of good practises and, eventually, has sustainable and positive impact regarding peaceful co-existence and citizenship.

Background and Aims

Currently, we are facing the success of right-wing parties, discriminating election campaigns, attacks against minorities and the upswing of racism, anti-Semitism and Islamophobia. The project “ARTiculating values” has promoted intercultural dialogue not only amongst people from EU member states and MEDA-countries but also amongst those with different social backgrounds in the respective countries, e.g. majority society and minorities or migrants. Therefore, the initiative has involved **schools** as well as youth and cultural **organisations from Austria, Denmark, Hungary, Israel, Jordan, Lebanon, The**

Netherlands and Turkey into a variety of activities carried out **between 1 September 2009 and 30 April 2011**. The main aim was the development of core values, mutual respect, empathy and critical thinking.

Creative ways to deal with values

Debates, the exploration of similar values and **personal encounters** within the framework of the International Training Event (25-30 April 2010) as well as **joint work towards common aims** – respectively the elaboration of a theatre performance based on the methods of Augusto Boal or the writing of the so-called **“Pages for Peace”** together with a journalist – contributed to a better understanding and

to positive experiences that are meant to prevent the participants from being ignorant towards “the other” and from being susceptible to “easy-made solutions” as claimed by populists. The **scenes and articles** as developed by the participants of the International Training Event **were presented to the public** on 29 April 2010. The performance was followed by a concert of Marwan Abado and Aliosha Biz, who are role models for interreligious dialogue themselves.

Follow-up activities, including the **writing of additional “Pages for Peace”** in the class rooms and youth centres as well as **workshops** with drama educators **in all participating countries, performances where possible and joint publications**, convey this spirit to a broader audience and foster an ongoing self-reflecting learning process.

PROJECT COORDINATION

Interkulturelles Zentrum
Vienna, Austria

PARTNER ORGANISATIONS

- ▶ Austrian Commission for UNESCO
Vienna, Austria
- ▶ UNGDOMSBYEN – Statens Paedagogiske Forsøgscener, ASP School Network
Rødovre, Denmark
- ▶ Israel National Commission for UNESCO
Jerusalem, Israel
- ▶ Austrian High School Foundation – ALEV Private Schools
Istanbul, Turkey
- ▶ FORUM
Utrecht, The Netherlands
- ▶ Hungarian National Commission for UNESCO
Budapest, Hungary

PARTICIPATING SCHOOLS AND ORGANISATIONS

AUSTRIA:

BAKIP St. Pölten
BRG Ringstraße Krems
HAK Steyr
BGBRGneu Leoben
Rudolf Steiner-Schule Wien-Mauer
Diakonie – Home for Minor Refugees
HTL-Mössingerstraße Klagenfurt

DENMARK:

Nørre Gymnasium
Vesthimmerlands Gymnasium og HF
C:ONTACT

HUNGARY:

József Attila Gimnázium
Bethlen Gábor Református Gimnázium
Carawan Art Foundation

ISRAEL:

Bar Lev Makifchet Rishon Le Zion
JVP community – Bakehila

JORDAN:

The Modern Montessori School

LEBANON:

Hariri High School II (HHS II)

THE NETHERLANDS:

Porta Mosana College
Combeat

TURKEY:

Akasya College
Austrian High School Foundation – ALEV Private High Schools
Youth and Change Association



“ I have learnt to become more true, to assert myself ... but to accept other opinions calmly. At this event new friendships were created and old ones (from the former project) were cemented”.

Dalal, teacher from Jordan

DRAMA EDUCATORS

International Training Event: Birgit Fritz & Chen Alon

Austria: Ahmad Abu Kharma

Denmark: Remi Toghøj Lewerissa

Hungary: Gábor Jászberényi

Israel: Yael Avishag Bar-On

Jordan: Joyce Raie

Lebanon: Nagy Souraty

Netherlands: Ronald Matthijssen

Turkey: Behrooz Motamed-Afshari



Overview over the main project activities & outputs

► “ARTiculating values” created a **network** of institutions (youth centres, schools, NGOs, governmental organisations) and individuals (drama educators, experts ...) from Austria, Denmark, Hungary, Israel, Jordan, Lebanon, the Netherlands and Turkey, directly contributing to the project activities and their success.

► In two **Preparatory Meetings** (22-23 Oct. and 26-27 Nov. 2009, Vienna) the organisers, the main facilitators of the International Training Event and the drama educators of the eight participating countries got to know each other, developed a common understanding regarding the overall project and jointly prepared the following local and international activities.

► A **joint project website** (www.articulatingvalues.net) provides information on the project, its activities, useful materials & links on values, interreligious dialogue, Theatre of the Oppressed etc. and an internal workspace for project participants to share information and the results of their work.

► Seven **newsletters** provided updates on the activities within the network, the possibility to share what is going on at the local level, distributed information on the project activities and tasks, and related topics.

► An **International Training Event** for multipliers in Vienna (25-30 April 2010) made personal encounters of people from totally different backgrounds possible, involved them in debates and activities dealing with sensitive issues (discrimination, migration etc.), the ex-

ploration of common values and joint work (**drama workshops, writing workshop**) towards a common goal (public performance of elaborated scenes and presentation of “Begonia News”). The participants developed more respect and empathy for each other. They created alliances, made friends and developed critical awareness. The event included an **Interreligious City Rally** and a **public lecture** by Agneta Ucko. The **Public Performance of elaborated scenes and the presentation of the newspaper “Begonia News”** took place on 29 April 2010, followed by a concert by Marwan Abado and Aliosha Biz, themselves being role models for interreligious dialogue. 180 external spectators, including representatives from ministries, religious communities, embassies, the media etc.

► The **follow-up activities on local and national levels** focused on artistic productions about values. The involved schools and organisations were working on further “**Pages for Peace**”, they organised **workshops** together with the local drama educators as well as a number of public theatre **performances** and additional (school) activities.

► The **booklet “Pages for Peace: Young voices in EuroMed”** is a compilation of articles, poems etc. as written by the young people during and after the International Training Event.

► The **project film “ARTiculating values: on Stage in EuroMed”** documents the various activities within the programme, interviews with drama educators, the young actors and actresses, peace workers, representatives of the UNESCO, experts on inter-religious dia-

logue etc. The film had its premiere at Vienna’s Top Kino on 17 March 2011 and will be screened and distributed together with this project documentation throughout the project network.

► This **project documentation “Reviewing ARTiculating values: Youngsters act in EuroMed”** is designed to document the aims, activities, results, inputs by experts, information on A. Boal and the Theatre of the Oppressed, ethics, reconciliation, and other useful materials that have been developed throughout the project.

Getting prepared

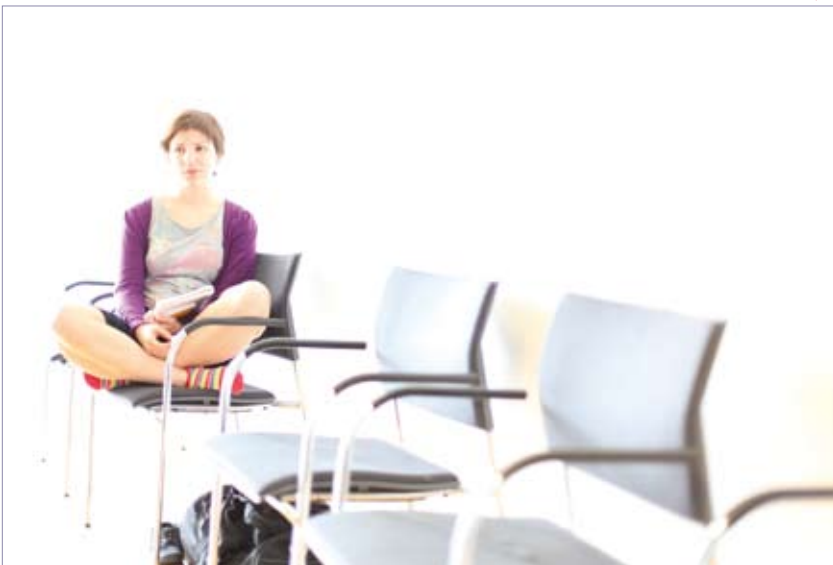
When “ARTiculating values” started in September 2009, the first thing to do was to create the framework for 18 months full of activities: to set up the network of schools, organisations, drama educators, to provide them with communication tools like the website and the newsletter and to get everyone informed about the project aims and content.

In two preparatory meetings held at Interkulturelles Zentrum (IZ) the process gained further momentum: In October the two facilitators of the International Training Event Birgit Fritz and Chen Alon joined the IZ project management team to get to know each other, the project and make plans for the training event: they did not only develop the program, but amongst others discussed how to meet the needs of participants and the challenges of working with a diverse group for a very short and intense time.

The next meeting in November was joined by the eight local drama educators who were to play a crucial role in the success of the project in all involved countries. At the prep meeting they clarified their roles and gathered ideas on how to organise the follow-up activities on local level. They decided how to use the training event to prepare this local work: participants of each country formed a support group to share experiences during the events and a future-task oriented group to jointly develop work plans with schools and organisations for their follow-up activities.



Who I Am



“I became more self-confident. I made new friends and experiences but also the view of my own identity has changed.”,

Elisabeth, 17, from Austria

Whilst the drama educators and the organisers already discussed the design of the International Training Event, the participants also got more involved in the project activities and firstly, introduced themselves to the others. Needless to say, this was done in a creative way, following the structure of the first task that was given to them in December 2009.

This first joint exercise basically aimed at getting to know each other – but also offered the opportunity to reflect on what is important to oneself.

The exercise was designed for all participants, respectively not only the youngsters but also the teachers and youth workers and – eventually – the other actors within the project. The results of the exercise were uploaded on the common workspace of ARTiculating values www.articulatingvalues.net.

The task “Who I am” consisted of two parts:

- the **Personal Acrostic Poem**
- and **Picturing Faces**

Both exercises needed to be explained in class and could then be done individually. The results were the “visiting cards” of the participants. By sharing these “visit cards” on the workspace they got a first impression about the other participants, their lives, what they relate to etc.

Picturing Faces

The participants were invited to share photos or to be even braver and to draw themselves, to create a caricature or a portrait ... The picture/collage/photo/caricature could reveal the hobbies, dreams, interest of the participants.

My personal acrostic poem

The exercise encouraged the participants to deal with their own personality in depth.

Acrostic poetry – what’s that?

- It is formed by writing a word vertically down the page.
- It has one letter per line (all capital letters).
- Each line of poetry must begin with the letter on that line and must pertain to the word.
- Every line may consist of one word or a phrase all of which describe the vertically written word.
- It does not have to rhyme.

You can find some examples on the next pages and the step-by-step-instruction on the DVD with the bonus material.

Some examples of how participants solved the first task



Keys of my cheer are laughing and colours
 Regularly repetitive storms and shines
 Apples sweeten my clammy days
 Neither cooking nor yawning are my aims
 It's me among other things
 Cleaning may be one of my metiers
 Zoo and themeparks are opened in my dreams

Anger and capriciousness go hand in hand with me
 Never will be graceful princess or cold lily
 New perfumes and make-ups are my nice enemies
 Audrey Tautou is my favourite lady

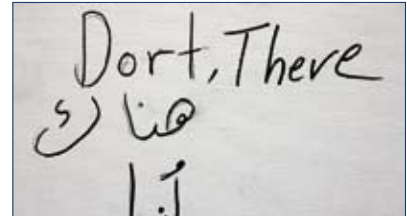
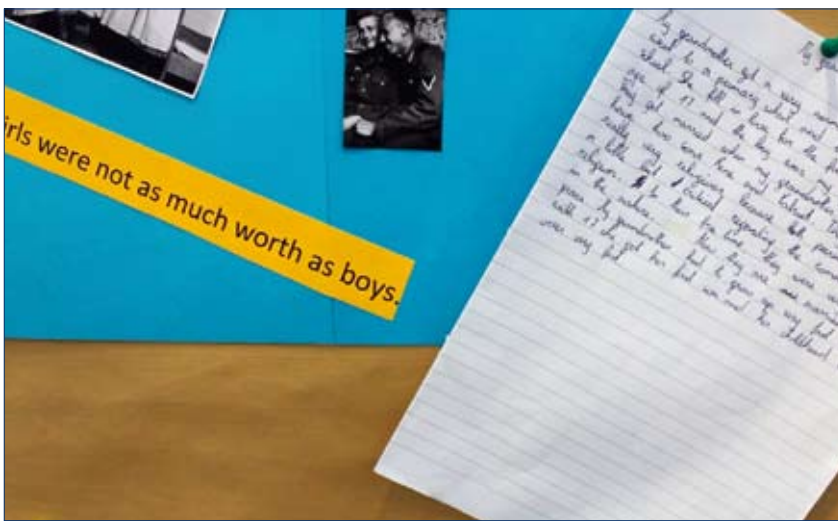
A ddicted to Coca Cola.
 S leeping is the main activity of my day.
 A wake is a situation that's hard to bring me to.
 F ear of heights is what I have.
 K obe Bryant is my favorite sportsman.
 O rder is something you can't see in my room.
 R eal fan of" Maccabi "Electra" Tel Aviv".
 O is the shape of a basketball, my favorite sport.
 N BA basketball game is something I wish to be in.
 I srael is my country.
 O h my god, how many Os can be in one name?



K ind of person who likes travelling to new countries.
 R ichie is my classmate.
 I don't like cigarette.
 S tarted new hobbies.
 Z is the end of many things.
 T hings are getting better.
 I don't believe in 2012.
 A cceptable.
 N is the end of Krisztian.
 T o infinity and beyond...
 U p is an impressive film for children.
 R ock music can be as good as modern house music.
 J is good for nothing.
 A can start things, like ABC.
 N ot enough rhymes are there in my poem.
 Y acht is too expensive for me to have.
 I' m finishing my poem right now.



How far can values travel?

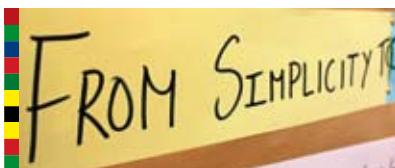


The second big task for all participants of the project was the intergenerational action-research **“How far can values travel?”** The idea was to encourage the participants to talk to their grandparents or people from that generation in general, to discuss at least one aspect of life that seemed important to them (e.g. family life, work, religion, free time etc.) and to then find out if and how the related values had changed over time. Thus, the exercise allowed the participants to find out more about themselves and to discover how values have transformed

were creatively displayed together. By uploading them on the workspace, we enabled the participants to share their findings and find both similarities as well as differences. Examples of a creative



visual presentation could be diverse – from a collage, to cartoons to a video or a slides show.



in their communities. The results of the group discussions in the different classes and groups on the relevance of the identified values in today’s society

“How far can values travel?” was also designed as a preparation for the International Training Event, where the outcomes were exhibited. This exhibition, last but not least, allowed all project participants to be “virtually” present in Vienna, even though only a few representatives were actually physically present. The most stunning outcome of this task was that for quite

a few students this was more or less the first time they really entered a true conversation with their grandparents. When presenting the results within the framework of the International Training Event, they stated that they had learnt a lot about the past and the history of their family or friends whom they had interviewed. As to the related values: In all the countries the most important values were “family” and “friends”. At the same time, according to the participants, the way how the families spend time together has changed. So has the notion of friendship, where again modern ICT and particular social networks nowadays play a crucial role in the youngsters’ lives.

You can find some examples on the next pages and the step-by-step-instruction with additional forms and guidelines on the DVD with the bonus material.



International Training Event

Vienna, 25 – 30 April 2010
Report by Irene Katzensteiner



Sunday, 25 April 2010

WELCOME Rebecca Zeilinger, the coordinator of “ARTiculating values”, welcomes the participants from 22 schools and youth organisations from eight European and Mediterranean countries and thanks the main sponsors¹ of the project: “We seek to promote intercultural dialogue not only amongst people from EU Member States and MEDA-countries, but also amongst those with different social backgrounds in the respective countries, e.g. majority society and minorities or migrants. We believe that through personal encounters, the exploration of common values and joint work towards one goal, we are more likely to overcome possible prejudices and actually develop mutual understanding, respect and empathy”.

The main aims of the Training Event:

- To meet colleagues and peers from different countries and a variety of backgrounds;

- to get to know each other, jointly work together towards common goals and develop empathy for “the other” – a fact that also contributes to mutual understanding and respect;
- to foster active participation and critical thinking and
- to find out more about Augusto Boal, the Theatre of the Oppressed, values, interreligious and intercultural dialogue;
- to trigger off a snowball-effect and to ensure that there will be a number of follow-up activities related to the topics and methods of the International Training Event in all partner countries.

Drama educators **Birgit Fritz** and **Chen Alon** are the main facilitators of the Training event. They accompany the majority of the participants through the process of using theatre according to Augusto Boal’s methods as a tool for working on topics related to the aims of the project. However, some participants simultaneously worked in a writing workshop and created their version of “Pages for Peace”. The workshop was facilitated by the journalist **Markus Bernath**. All participants kept a diary to document their personal experiences during the event.

¹ Anna Lindh Foundation for the Dialogue between Cultures; Austrian Ministry of Education, the Arts and Culture; Austrian Ministry for European and International Affairs, Zukunftsfonds Österreich

Furthermore, they considered the following **Respect Guidelines**:

- Be your own chairperson: This means that you should be aware of your own needs and be responsible to see that you have what you need. At the same time be aware that the others have the same responsibility.
- None of the games and exercises that we suggest are obligatory. If there is something that you don't feel at ease with, then you don't have to do it, you simply opt out. But (there is always a 'but' isn't there?) we want you to understand the suggested activities as a theatre for a peace laboratory. So we sincerely invite you to participate to the largest extend you can! Maybe there will be one game or exercise that you like less than the other ones, but by participating you have experienced something new and given space to the 'unexpected'. And this is a good starting point for learning!
- The theatre space is our space and we are responsible for what happens there. The world outside presents itself to us as it does. But here, for a short time, while we are together, we can create the world as we want it and the contribution of everyone who is here, plays an important role.
- Theatre is about relations and relation-building is what we do. In order to do that we use this laboratory to find out about our strengths and also about our limitations and we play with both of them. Knowing them we can also see the same things in others and relation-building based on mutual respect will be easier.
- Oh and there is one last rule, concerning laughter. When you laugh, it is of utmost importance that you don't suppress it! Laugh as much as you want and then focus on the game again and go on with what you are doing.

The whole process is an alternation between action and reflection. Participants learn by doing: The approach is not result-oriented, but process-oriented. For a reflection of their personal process, all participants keep a diary.

GETTING TO KNOW EACH OTHER Games and activities help the participants to get to know each other and to build an atmosphere of trust and responsibility within a heterogeneous group.

Shake hands I²

Sit in a circle. With your right hand shake the left hand of your neighbour on your left – introduce yourselves. The neighbour with his/her right hand shakes the neighbour's left hand etc. In the end everybody sits with crossed hands connected.

² The titles of the exercises do not always correspond to the original titles



Everybody now shakes the hand of the neighbour's neighbours (on each side you leave out the person next to you).

Shake hands II

Participants walk around the space exploring the way they feel and the way the space feels; everybody constantly changes direction. When the workshop leader claps hands:

- 1st time: shake hands with as many people as possible (resume walking when hands are clapped again)
- 2nd time: right shoulder to right shoulder, etc. (resume walking when hands are clapped again)

Walk, stop, jump, name

Walk freely in the room. React upon the facilitator's commands. Very soon, he will ask you to react opposite to his commands as follows:

- 1) "Walk!" ► participants stop
- 2) "Stop!" ► participants walk
- 3) "Jump!" ► participants shout their name
- 4) "Name!" ► participants jump in the air

The facilitator keeps shouting different commands, participants react accordingly.



Rain house

Three people form a "house" together. Two persons bow towards each other to form the walls and roof, the third person sits under the roof.

Upon the command of the facilitator, the respective persons move:

- 1) "Person!" ► the persons sitting under the "roof" move and change places with other persons.
- 2) "House!" ► all the "roofs" change and form houses with other participants.
- 3) "Rain!" ► everybody changes their functions and posi-

tions and makes other houses with new persons inside. There is always one person left who takes the role of the facilitator, shouts commands and tries to become part of a house when the others change. The new person left in the middle is the new facilitator.

Creative counting

Build couples. Person X counts out loud “One!” (or in any other language), Y “Two!”, X “Three!”, continue counting. Then replace number One by a movement/gesture (with or without sound).

- ▶ Eventually replace all numbers using gestures/movements.
- ▶ Repeat the exercise without making any sound.
- ▶ Repeat the exercise with your eyes shut (both persons).



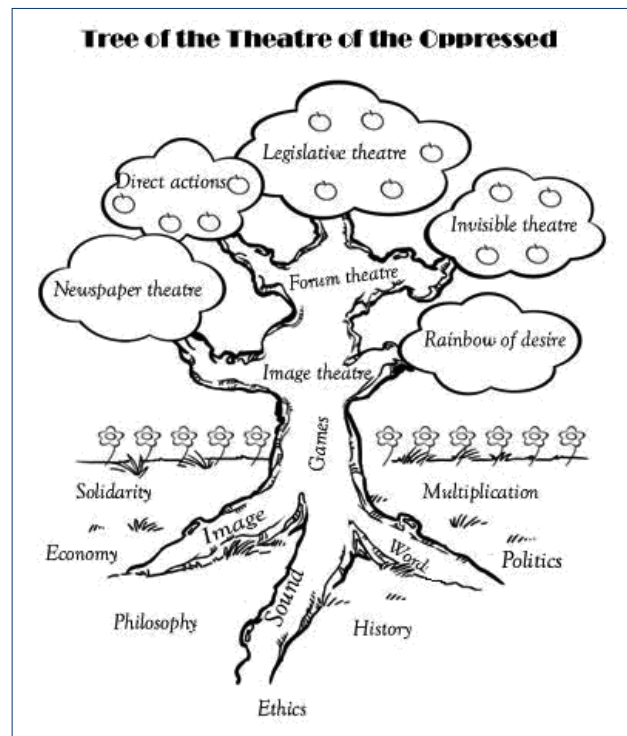
Develop the image

Two persons make an image (e.g. shake hands) and freeze. The group interprets freely what they see. Then one person leaves the image, the other one stays frozen. A new person comes in and completes and changes the image with a new detail and so forth. The audience interprets what happens, who are the characters etc. Optionally, a person from the image can be invited to say one word.

In the end, everybody in the audience is asked to get closer to the image, observe it in all its dimensions and to add himself/herself into the image in a perspective ▶ creation of a collective image.

SOME INFORMATION ON THE THEATRE OF THE OPPRESSED BY AUGUSTO BOAL

Theatre is a circle of acting and reflecting. You use the stage to reflect on conflicts and on the ways we control and manipulate others. The participants are the protagonists: “We are all ‘spectators’ – we can change the reality in taking action” (Chen Alon). Augusto Boal refused the classical methods of theatre. Everybody has their own stories. Boal created a theatre of questions instead of answers. People find solutions of how to change their reality. In theatre we explore what we already know – using all our senses. We reflect the reality of power based relations. Theatre is full of dialectics – we use the stage to create something as well as to solve conflicts. We try to be the other and (re)humanise the other. Augusto Boal’s methods promote peace building: We use



theatre as a tool to liberate ourselves – it is a democratic tool. Our work is dialogical and based on our values. The Theatre of the Oppressed evolved from the need to liberate oneself from oppression (almost everybody is oppressed in one or another way to a certain point). Theatre can be used to fight in justice, stereotypes etc.



Dramatic structure: Something prevents the protagonist to reach her/his goal. The audience helps the protagonist in dealing with the problem. The audience sees the power-based relations, identifies and emphasises with the protagonist. The protagonist can share the knowledge and creativity of the audience which shows solidarity with the performer.

Forum theatre: We are presenting our problems of being oppressed and use the creativity of our audience to solve this oppression. Observers make suggestions by coming to the stage and taking the role of the oppressed. We use the methods of Augusto Boal as creative approaches to our topics. Dialogue is based on many

more aspects than on words ► language barriers are less important.

FIRST PRINCIPLES OF THEATRE – THE ADULTS' GROUP

WITH CHEN STEPS INTO THE PROCESS If something does not work, try something else – be creative!

Be alert!

Use the space!

There are different “missions” on stage ► different tactics

Be alert! Be creative!

Sit in a circle on chairs. One participant (X) has no chair and stands in the middle – X approaches Y:

X: “Do you have a room for me?” – Y: “No, but Z over there ...”

While X is dialoguing, other participants should change seats upon eye contact. If they are not quick enough, X has a chance to get a free chair.



Who has the power?

All participants move in the room/on the stage – put up three chairs at random.

Facilitator shouts “stop” ► the participants who are next to the chairs ascend it: When you (on the chair) are sure about having accumulated all the energy and attention of the participants, say your name aloud. Repeat several times.

Variations:

- 1) On the chair, say your name and additionally something about yourself.
- 2) There are no rules – participants ascend a chair whenever they like and say whatever they like.

Reflection:

Who has the power? What are the patterns of power?

How do we reach a consensus? How do we feel about it?

IMAGE THEATRE We act before we think and talk, because our body knows first.

Let your body react without thinking. Action is reaction.

Release stories and words that are locked in your body.

Make an image with your body!

be at home

be on holidays

be with animals/with babies

be in love/in a conflict

etc.

I am the oppressor – I am the oppressed

Two lines – persons in the first line make an image of the oppressor, the others an image of the oppressed.

Reflection: Why does your body tell you this image? Is there a story behind it?

Learn the image through your emotional memory. Express a word!

Imitate another person’s image that resonates with you!

In couples: sculpt another person with your own image of oppressed/oppressor! You look at a person who embodies your image of oppressed/oppressor.

Take a look at all sculptures and choose one that resonates with you. Remodel it and then release the person.

Make a dialogue: React to another person’s image and vice versa in a very slow dialogue of images. Wait until the other person has located him/herself. When your partner’s image is completed, you react.

Return to initial partner and switch roles.

Then return again and discuss the process from the starting point with your first partner.

What did you experience and feel?

Is oppression external? Augusto Boal says that there can be oppression within ourselves – the so called “cop in the head”. In his book “RAINBOW OF DESIRE” he described the internalisation of oppression.

THE STUDENTS’³ GROUP WITH BIRGIT STEPS INTO THE PROCESS

Capoeira

Building groups of two people, participants should face each other; partners should connect with their forearms and without using strength; everybody attempts to touch each other’s face (participants can move forearms but must never disconnect completely from their partner).

Irish Couples

Building groups of 2 people: everyone keeps his left hand behind the back, with the right hand everyone tries to touch the palm of the left hand of the other person (trying that the other cannot touch the own hand behind the back).

Similar exercise: in groups of two, everybody jumps on one foot trying to touch the foot (on the ground) of the other person.

Similar exercise: crossing your knees you’re trying to touch the other’s knee.

³ The minutes of the students’ group were taken by **Aneta Derzynska**

Playing with Gravity

Building groups of 2 people:

- participants hold each other's hands, facing one another, and utilizing gravity and balance to slowly lower their bodies to the ground (together or one at a time)
- participants are back to back pressing their backs together in order to slowly lower down to a sitting position; then they try to stand up in the same way.

Nameless exercises: introduction to Image Theatre work. In couples: Interview your partner for 10 min (in order to get to know each other). Ask e.g. for the favourite colour or leisure activities. After 10 min you present to your partner what he/she has told you (standing still with hands behind the back, the other person gesticulates for you).

Building images

In groups of 2 persons:
your birthday,
your favorite animal,
holidays,
hobbies,
something you do not like to do

Air dolls

Build couples and create a statue without touching your partner – for example by using an imaginary line or blowing in the direction you want to move, or by hypnotizing. Which oppression do you want to fight (in real and abstract)?

Ritual (repeated in the end of each day)

In a circle, sitting down, closing your eyes. A handshake is passed and everyone passes it to the person sitting next to him.



“HOW FAR CAN VALUES TRAVEL ...” – THE EXHIBITION In preparation for the training events, participants together with their classmates or peers worked on a special task that allowed them to discover how values have transformed in the community they are part of. Young people interviewed persons belonging to a different generation about an aspect of their life and identified their core values. As a result, the participants made visible and understandable how values have changed over time (and/or over



space). The results were compiled in creative ways and presented for an international exhibition at the training event in Vienna. This allowed all participants of ARTiculating values to be virtually included in the training event



even if only some representatives could be physically present. Several representatives mentioned that the task gave them a first opportunity to find out details about their grandparents they had not thought about before.

Monday, 26 April 2010

Shake hands

Move around in the room – shake hands with any person you meet. Only one hand maximum shall be free.

Make rain

Sit in a circle on chairs. First person takes action neighbour on the left imitates, all persons in the circle join in one after the other.

- 1) rub your hands
- 2) click your fingers
- 3) clap your hands
- 4) tap your thighs
- 5) stomp your feet

Variations:

- 1) First person does not wait until the whole circle does the same but changes action faster.
- 2) All participants close their eyes and only change action when they hear that the neighbour on their right has changed.

OFFICIAL OPENING

*Egon Kordik, Austrian Ministry of Education,
Department for International Relations*

Ladies and Gentlemen, students, friends! Let me express my gratitude for your commitment coming to Vienna after long and uncertain journeys. I wish you a warm welcome in the Europahaus. I hope you feel well here in this part of Vienna which is one of the many green areas of our city.

The School Forum goes back to an initiative of the Austrian Ministry for Education, Arts and Culture in early 2006. We entrusted then Interkulturelles Zentrum to prepare an organisational and educational concept for a multilateral school network as platform for intercultural dialogue and global education. The new project is financially supported by the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures.

The overall aim is to enhance the building of mutual respect and understanding, the exchange of educational ideas and practices regarding political and human rights and cultural education.

Your learning and further development of competences and skills will allow you to actively participate in the dialogue between cultures.

Where networks foster the idea of common understanding we learnt that intercultural competences have to be seen from more than a solely European perspective. The new project "ARTiculating values – Youngsters act in EuroMed" enables schools and institutions from outside to work together in order to create synergies between formal and non-formal education.



Value education makes use of diversity as a resource for dialogue. As one example in the pool of pluralistic approaches I might mention education itself. Individually, you could make use of learning experiences for the development of skills and your own interpretation of culture.

We all know that our values and attitudes constitute a core element of our identity and culture. All of you have been

working on values during the last year – in the next days you are free to articulate them in your own creative ways together with your partners from eight countries. We are very curious to see and hear the results of this, which will be presented to the public on Thursday.

Let me wish you an interesting educational experience during your week here in Vienna, and remember there is more in a dialogue than just words.

*Gabriele Eschig, Secretary General of
the Austrian Commission for UNESCO*

A very warm welcome to this intercultural arts education training event! Four years ago, the Austrian Commission for UNESCO and Interkulturelles Zentrum started the adventure of bringing schools from Europe and the Mediterranean together in the framework of "EuroMed School Forum". The current project "ARTiculating values: Youngsters act in EuroMed" is even more ambitious, teaming up participants from both the non-formal and formal education sector to elaborate a theatre performance and "Pages for Peace" together.

At a time when the prohibition of minarets is discussed and right wing parties gain ground, this project is needed more than ever. Not only does it foster mutual understanding and respect, but it also advocates for arts education and hence creativity, one of the key competences of the future.

Both intercultural dialogue and arts education are important concerns for UNESCO.

The UN-General Assembly has proclaimed the year 2010 "International Year for the Rapprochement of Cultures". UNESCO was designated the lead agency for this year because of its experience of over 60 years of engagement in intercultural dialogue. The goal of the Year is to show the benefits of cultural diversity by recognizing the importance of exchanges between cultures and the connections made between them. Peace and cultural dialogue are at the very core of UNESCO's mandate; the idea that "since wars begin on the minds of men, it is in the minds of men that the defences of peace must be constructed" is already specified in UNESCO's constitution. In this sense, UNESCO fosters a culture of peace and a dialogue of cultures on all levels as well as mutual understanding. Recognizing common values and cultural diversity as well as inter-religious dialogue play a crucial role in the prevention of conflicts. This is what "ARTiculating values" is all about.

I am very pleased to see, that many of the schools taking part in the project are UNESCO-schools, belonging to the UNESCO Associated Schools Project Network with over 8500 schools worldwide. It proves the vitality and strength of this network. The Austrian Commission of UNESCO is very aware of the difficulties of intercultural dialogue, wherever it takes place. Therefore it is a real pleasure to meet adults and youngsters from nine European and Mediterranean countries here in one place.

Finally, I would like to make a personal remark: When I was your age no programs offering such an exceptional possibility of experience and learning existed. I invite you to take full advantage of it and to take as much experience as possible with you – it will be a lifelong benefit.

I hope that this encounter will be an enriching experience for everyone and that it will lead to a long-lasting exchange between the participants.

*Barbara Helm, Head of Department
International School Projects*

Dear participants from eight countries, dear colleagues, dear Mr Kordik, Ms Eschig! On behalf of Interkulturelles Zentrum (IZ) I am very glad to welcome you to this International Training Event in the framework of the ARTiculating value project!

Interkulturelles Zentrum has a long history in organising international school and youth projects. All these projects have one goal in common: to support and enable positive encounter of people from different origin. We believe that such a positive encounter contributes to openness and awareness towards the own culture, worldview, values. It is a chance to get to know and to appreciate people with other values, backgrounds (may it be cultural, social, whatever) and worldviews and to learn from it.

Interkulturelles Zentrum is an independent non-profit organisation based in Vienna/Austria. The main aim is the enhancement of intercultural relations both on national and international level.

One of these projects has been the EuroMediterranean School Forum.

The ARTiculating Values project has grown from this network and experience. This project not only gathers people from different countries – it is not only “cross-country” – it is “cross cultural” in a broader sense. We have here representatives not only from schools but also from youth organisations; from majority and minority groups within one country and so on. Diversity here does not only mean coming from different nationalities but also coming from different social backgrounds.

Austria is a country of immigration: the co-existence of people from various cultures, with different languages and everyday habits has been a reality for many years. This situation is an important issue in Austrian politics and is discussed very controversially. In order to be able to live together rather than side by side, we need to have differentiated knowledge of each other, clarity on common issues and many occasions and opportunities for joint action. The aspect of values is important.

Thank you the IZ team (Katharina, Dennis) and especially to Rebecca for the enthusiastic, professional and careful organisation of this event, for taking care of all the visible and moreover invisible issues!

I wish all of you a week of inspiring, exiting encounters and fruitful exchange. I believe that an event like this – where you

meet people from other countries, different backgrounds, where you get to know each other, discover similarities and differences – that events like this where all this happens, can make a big difference in the life of a single person. It can be a starting point, a turning point, a moment of confirmation. It can be a moment to discover new perspectives – and maybe question “old” perspectives. It will be exiting and maybe it will be challenging. It is a moment where change and development, learning can and will take place.

I wish all of us that this event is a moment of positive change for us and those we/you are representing! I invite you to be open to what will happen here, to the “other”.

To open not only your ears and eyes, but also to open your heart!

THE ADULTS' GROUP CONTINUES THE PROCESS

Reflection expressed through mimic

Participants form a circle – one after another, they make faces to express how they feel and where they stand.

Faint ...

Participants form a circle – they count ► each participant has a number (from 1 upwards).

You move around in the room – the facilitator says a number (e.g. 6) ► person nr. 6 faints in a dramatic and sound way. Persons around him/her have to catch him/her! The facilitator shouts up to 3 numbers at the same time!

Shout names

Stand in a circle. One person is in the middle. He/she quickly shouts the name of a participant three times (e.g. “Sandra! Sandra! Sandra!”). The person (Sandra!) has to shout her/his name fast enough (one time) before the



shouter is done! If s/he is too slow, s/he has to continue in the middle.

Reflection:

- the importance of sound in theatre
- we have to be alert – nobody can be passive
- we have to watch for each other
- I have a role/a mission, even when being a part of the audience

Slow motion contest

Build two lines facing each other. One line is built by “the runners” the other one by “the spectators”. The runners make the same movement and put the same energy as in a running contest, but in a reverse sense ► the slowest person is the winner.

**Guide your “blind partner”**

In couples: The partners touch each other’s index finger tenderly. One person shuts his/her eyes; the partner guides him/her through the room only through finger contact. Switch.

The person with shut eyes stays. The other changes and looks for a different person with shut eyes (keep them shut!), starts guiding him/her again. Then reflect on your experiences.

Could you trust your partner? What kind of guide was he/she? What did it feel like to be the guide? etc.

THE STUDENTS’ GROUP CONTINUES THE PROCESS**Cuban Hypnosis**

Building groups of two (or more): one person uses their hand to “hypnotize” the other; the person being hypnotized must aim to keep the same distance between their face and the hand for the duration of the exercise.

Whisper names

In pairs: one of the two must close your eyes and must follow the voice of the other person that whispers his name. And vice versa.

Nameless

The group lines up in two rows so that everyone has one person in front. One line of people keeps their eyes closed. The other line of people makes statues. People with the eyes closed may open them for a few seconds and look at the statue. Eyes must be closed again and the image they have seen must be imitated. Switch. Repeat in couples, then with 4 people etc.

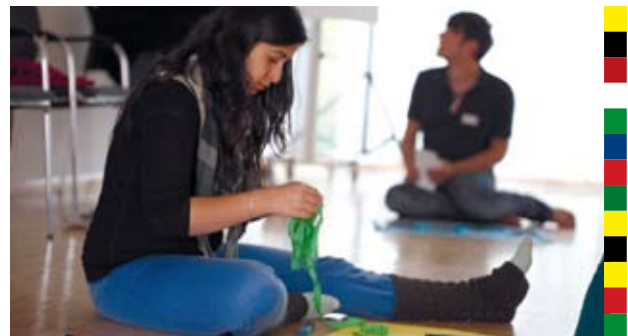
PERSONAL PHOTO ALBUM – WORK WITH IDENTITIES

“MY LIFE” The participants together with the trainers have created a “safe space” – an atmosphere of trust and openness – to the point that they feel free to communicate more personal details.

All participants (students and adults) have brought some photos to create their personal art work with five personal photos (material: scissors, coloured paper, markers, glue etc.).

ADULTS**Present a picture**

Participants are in two lines facing each other. Persons in line 1 think about one picture which has impressed them most. Persons in line two close their eyes. Line 1 interpret the chosen image (or one character of the image) and present it to their opposite (at the same time). Line 2 open their eyes for some seconds, learn the picture and close eyes again. Line 1 relax. Line 2 imitate what they have seen. Switch roles.



Variations:

- 1) Line 1 make an image of the most significant of their own pictures (and switch).
- 2) Line 1 form a group picture of the most significant pictures by fitting them together. Line 2 imitate the group picture and name it.

Groups of four participants discover the exhibition, discuss and interpret each other’s artwork. The respective creator of a sequence is not yet allowed to speak but listens to the information he/she has not known yet about him/herself.

Create a series (Every image has many layers)

Choose one of your photos.

- 1) Make an image of a character, who is on the photo.
- 2) Make an image of an external person/object who was there but is not seen on the picture.
- 3) Make an image of something or someone (abstract or not) what/who is missing on the picture.
- 4) Present the series to the group without speaking.

In the process of the photo workshop there was maybe something unspoken. Did you have to face stereotypes when you reflected with your group about pictures?

Working on conflicts

Build groups of four. Choose one personal story and share it with your group. You choose within your group which story you want to dramatise. Having not so much time, it is better to use a topic that does not “bleed” any more.

Create three pictures:

- 1) protagonist and antagonist
- 2) confrontation
- 3) outcome

STUDENTS

Missing words

- write a monologue (made by a person that is on one of the pictures)
- write a monologue (made by an object that is on one of the photos)
- write a dialogue between people that are not on the pictures

Participants look at all the creations and wrote on a large paper what were the things in common, what were the connections for all or for most of the people.

Building statues

- In small groups make a statue of what you saw in the photos, represent a conflict (where there can be or is a conflict).
- Reflect together.
- Each group chooses a theme and a title for their image and writes it down on a piece of paper. It stays on the ground, so that each person can read it.

Now, each group tries to create an image with the themes chosen by the other groups, interpreting any title written. Discuss in the group the significance and meaning of words and interpretations.



Energiser YA – SHA

- 4 gestures with respective sounds to be introduced eventually ▶ according to the gesture one or more persons react:
- 1) Make a gesture with your right arm to the right and shout: YA! ▶ neighbour on the right continues the same gesture

- 2) Opposite gesture (left arm to the left) and shout: SHA! ▶ neighbour on the left continues
- 3) Bow to another person and say BALA! ▶ the respective person either a) responds with the same gesture, then continues with any other gesture or b) refuses ▶ you have to continue bowing
- 4) Shout BUBUBU ▶ all participants act crazily like monkeys

Make fast movements in the circle.



Trust game “Jungle and chaos”

Form couples. One person makes a specific noise and moves through the room while continuing the sound. The partner shuts her/his eyes and moves towards that voice. When the specific noise is no more heard, stop!

Variation:

Steal a “blind” partner away through imitating the specific sound he/she is used to. Blind people can only follow their own sound. Have an affair with the new sound. Blind people must be taken back by those who have led them initially. Never leave your own partner stand alone in the scene for a long time.

Reflect on this with your initial partner.

Rub your belly/hold the finger

In a circle: Open your right hand (palm facing up), point out the index finger of your left hand. Upon a signal, participants try to catch the index finger of their neighbour. The winner is the person that can touch his/her own belly with the left hand and at the same time hold the neighbour’s finger with the right hand (and vice versa, changing hands).

“Come with me!”

In pairs. One of the two people can say just: “come with me”, and the other person just say can: “no”.

The purpose of the exercise is to convince the other to come, and for the other not to come.

(Is not possible to use other words and even use force).

Ritual

Sit in a circle, close your eyes. A handshake is passed and everyone passes it to the person sitting next to him/her.

“WORLD RELIGIONS – UNIVERSAL PEACE – GLOBAL ETHIC” – AN EXHIBITION OF THE GLOBAL ETHIC FOUNDATION

By courtesy of the Global Ethic’s Initiative Austria, participants have the opportunity to discover the „Global Ethic Idea“, i. e. the quest for common ethical values, norms and standards in the religions and the question of their significance for today’s world. This theme was launched in 1990 by Hans Küng and found concrete expression in the “Declaration towards a Global Ethic” and endorsed by the Parliament of the World’s Religions in Chicago in 1993. The Global Ethic’s Initiative cooperates with schools in Austria. Teachers and students all over the world can use the internet learning platform of the Global Ethic Foundation.

► www.weltethos.org/dat-english/index.htm

AN EVENING ON VALUES Agneta Ucko, the director of Arigatou International presents her NGO with the headquarter in Tokyo and a liaison office in Geneva. Their programme for ethics education “Learning to Live Together” is based on four main ethical values:

- Respect
- Empathy
- Responsibility
- Reconciliation



Arigatou International is an international faith-based NGO with a mission to create a better environment for all the children of the world. The Global Network of Religions for Children (GNRC) is one of its major initiatives for inter-religious cooperation.

Learning to Live Together is an intercultural and interfaith programme for ethics education, designed to contribute to the realisation of the right of the child to full and healthy physical, mental, spiritual, moral and social development, and to education as set out in the United Nations Convention on the Rights of the Child (CRC), in article 26.1 of the Universal Declaration of Human Rights (UDHR), in the World Declaration on Education for All and in the Millennium Development Goals. It is a resource for educators and youth leaders.

The vision and mission of this ethics education initiative resonate in particular with those articles in the Universal

Declaration of Human Rights that address: the right to freedom of thought, conscience and religion or belief, opinion and expression; to education; and to participation in the community’s cultural life. More information and selected activities can be found on the DVD.

Actions (Examples from the Learning to Live Together training kit)

All participants get a sheet of paper with a big star drawn on it. The paper is perforated.

Everybody fills in the points of the stars

- 1) a person that means a lot to you
- 2) your religion
- 3) a favourite activity
- 4) a favourite place
- 5) favourite music

Put the star by means of a string around your neck.

Walk around in silence and have a look at the other participants’ stars.

Then build several villages of people. Share with each other about what you have written. Are there differences, similarities?

Everybody gets a sheet with a heart. Write down in the heart something that means a lot to you. Then discuss with another person about what you have written. You exchange sheets. The facilitator gives order to rumple the sheets. You then flatten the sheet and make it as tidy as possible to give it back to your partner. How do you feel? Reflect with the plenary.

Tuesday, 27 April 2010

Energiser

Stand in a circle. Rub your face. Rub your hands. Tap on your neighbour’s back. Tap on your chest. Shake your hands, shake your hips etc.

Imitate

Walk around in the room. Then find a partner. One person walks behind the other and imitates his/her movements. Switch roles. Then find another couple. All three behind imitate the movements of the person in front. Then build groups of eight etc. until there are two big groups.

Two groups stand in a line opposite to each other. Any person in the line starts making a movement and the others follow. The opposite line just watches. Then switch.

ADULTS play the scenes from the day before.

- A**
- 1) A happy family scene: Father and two kids. The mother takes a picture.
 - 2) The father and the children are at home. The children are hungry and want attention. The father is only interested in smoking and drinking and tells the kids to wait for their mother.

3) The mother comes back and is shocked about the father's attitude. She takes the children away with her. The father protests.

B 1) A man stands behind a woman. She: I love you.
He: I love you.

2) Her mother tries to pull the woman away in order to protect her: "He is not good for you". A friend on the other side holds their hands against each other: "I want you to stay together!" Woman (in a loud voice): I love you. Man (in a loud voice): I love you.

3) The man almost strangles the women. They scream: I love you!

C 1) Two boys play football. A girl wearing a head scarf is approaching and wants to make friends. The boys ignore her.

2) The girl is sitting alone on a bench. The boys approach, point at her and shout "Kopftuchtussi!"

3) The girl is in the headmaster's room to report the boys. The headmaster is seemingly annoyed or helpless about the situation but decides to ask the boys to come to his room and interrogate them about the incident. They deny everything. The headmaster loses his temper and asks them to leave his room. At the exit they point a rude gesture to the girl.

D 1) Denmark: An Indian boy and a Danish girl are flirting.

2) The Indian parents drag the boy away from the girl – as a non-Indian she does not suit them as their son's girlfriend.

3) India, one year later: The same boy meets a girl.

4) The girl's parents drag the girl away from the boy, because he is from another cast.

Reflection:

- What could be a title for the scene?
- Who is the protagonist (the oppressed)?
- Who is the antagonist (the oppressor)?
- What can the protagonist (and his/her allies) do? – Can they do something in this situation?
- See what kind of strategies the characters have.
- Representative level: how does someone play something he/she is not.

Be aware

- Walk through the room, but turn only in 90 degrees.
- Turn 90 degrees when the trainer claps his hands.
- Then turn 90 degrees when someone of the group turns (if one person turns, the whole group turns).
- The whole group stops and goes at the same time.
- Only one person in the group walks – the other ones are aware and can only walk if nobody else does.
- Only one person in the group stands still – the other participants walk.

RAINBOW OF IDENTITIES (ADULTS and STUDENTS)

Close your eyes. Start walking very carefully with your eyes shut. Be aware of how you feel and how the space feels.

Walk until you reach your spot, where you feel most comfortable in this space – "the spot you were born in".

Walk through your autobiography; walk through the identities in your life: While walking, think of all identities you have had, all the roles you played in your life until you switched to other roles. Imagine the places with their smells and sensations during your life. Walk until you find a spot where you feel comfortable at here and now and sit down. Write down a maximum list of identities you have had.

Write the four most important identities on cohesive paper (Who am I – in this situation around those new people of different nationalities?). Stick the papers on those parts of your body where every single identity suits most. Walk around – participants look at each other's identities but do not speak.

Upon a signal, encounter a person – create an image of how you interpret one of his or her identities. Switch, then move on and repeat the process several times. Then return to the spot of your birth "loaded" with reactions to your identity.



Create an integration of movements of four images that represent your identities. If needed, add text (words or phrases).

Build groups of three persons. Every participant performs his/her identities to the small group. Then the observers give a feedback of what they have seen.

Form an image of the group's identity. Negotiate your identity – maybe you have to give up some parts of your own identity.

Present your group's identity to the other groups. Let words grow out of the image. The observers find a name for the identity of the presenting group. After all presentations make an exchange about what you have seen.

Dance

Participants are divided in groups of 4/5 persons – they stay in lines. All members of the groups have a number

(from 1 to 4 or 5). The facilitator plays music and calls out “number 1!” – all number ones start dancing and stop together in one place. The same happens with all the other numbers ► new groups are built.

INTERRELIGIOUS CITY RALLY

During their free afternoon, interested participants have the opportunity to discover religious places in Vienna: Several sites of different religions are close-by in the city. Together we visited the Buddhist Society, the synagogue and a Muslim prayer room. Then, all participants had the opportunity to discover churches of various denominations and other sites that are easy to find in Vienna. A group of Turkish temporary trainees at the Islamic School of Social Education accompanied us. Find recommendations for planning Interfaith Visits on the DVD.

Wednesday, 28 April 2010

Enemy and guardian angel

Walk in the room. Freeze. Pick an enemy (without him or her knowing). Walk and try to keep away from your enemy. Pick a guardian angel – without him/her knowing. Danger situations 1 – 10. Move around according to danger level (1 is very light, 10 is very dangerous). Be careful: The guardian angel should always be between you and your enemy. Upon a signal, freeze – analyse the picture of the group.

Power relations

Build couples. Person X lifts and moves his/her hand. Person Y follows the hand – he/she must always keep the same distance between hand and face. Switch roles.

You control each other. You control your partner with your right hand and at the same time are controlled by following her/his hand. Reflect two minutes with your partner on controlling and being controlled.



Stand in a circle: Raise your right hand and be hypnotised by the person’s right hand on your left. Reflect on circle dynamics. Reflect on types of leaders.

One leader leads two persons. Then these two persons lead their own two followers and at the same time follow their own leader. The followers get their own followers etc. Reflect on the dynamics.

Polarisation game

Sit in a circle. One person stands in the middle and asks – “Who wears jeans/black socks/earrings like me ...”. All persons concerned jump up and try to find another chair as fast as possible. The person standing also participates in the chair race.

Eventually the person in the middle introduces more personal/deep details, e.g. “Who is divorced/has lost someone/has had a traumatic experience like me ...”.

Polarisation line

All participants stand in a line. One person stands opposite on the other side of the room and asks a question that concerns him/her (see above) – those persons that are concerned likewise join the enquirer on his/her side ► see the proportions of the persons on each side of the room.

Choose one of the themes that created polarisation (e.g. revenge). The groups face each other. First, separation is emphasised so that the persons in the different groups feel deeply different. The groups speak out (with increasing firmness): “We are looking at you, and you are looking at us!”

Each group sits together. Participants make a comprehensive list of thoughts answering the following questions:

- “What do we feel and think about them (the other – opposite – group)?”
- “What do we think that the other group thinks/feels about us?”

The participants of each group together create an image respectively of:

- how they see themselves as a group and
- how they think the others see them.

The groups present their ideas and pictures:

- 1) What (we think that) you think about us
- 2) Picture how we see ourselves
- 3) What we think about you
- 4) Picture of what you think about us

The polarisation line is very useful in case of originally polarised groups. Participants are unconsciously prepared for a certain conflict. By means of overall humanly deep questions you find new polarisations that create new proportions and question the underlying polarisation.

ADULTS

Vampire game

Participants stand in a circle and shut their eyes. The facilitator taps one time on the back of each participant – but on one person's back he taps twice: This person from now on is the Vampire. All other persons are ordinary citizens. All participants including the vampire move carefully around the room with their eyes shut. Whenever two citizens “meet” (collide), they carefully shake hands. Whenever the vampire meets a citizen, he/she hugs the victim. The victim has to scream dramatically, die on the spot and leave the game. Dead citizens watch the game from outside.

Reflect on how you felt, how did fear feel etc.
You could possibly repeat the game with the eyes open – and reflect: Did you feel the same tension etc.?

STUDENTS

The Vampire of Strasbourg

Walk around the space with your eyes closed. One person is the vampire. When the vampire touches your shoulders you become a vampire as well (SCREAM out loud!) ► now you can make everybody else become a vampire (by touching their shoulders). If you are a vampire already and somebody touches your shoulders, you become human again (loud breath of relief!).

Viennese animals

In couples: One person X has to think about an animal without letting the other person Y know, but showing Y how X would relate to the animal: Y has to guess and imitate the imagined animal. Switch roles.

Penguins

Build a circle. Count 1/2/1/2 ... – each person has either no. 1 or 2. Persons 2 close their eyes. Persons 1 turn to the person 2 on their right and make a sound. Then person 1 turns back and closes his/her eyes. Persons 2 now turn to 1 on their right and make a new sound. Then everybody walks around the space with the eyes closed. At a certain point everybody makes the sounds that they have introduced to another person. Now everybody has to find the sound that has been shown to them in order to re-create (with eyes closed) the right order of the circle.

Freezing game

One person tries to catch the others. Persons who are touched freeze. If someone else accomplishes crawling in between the legs of a frozen person, s/he may move again.

Voice exercises

Walk around the space upon a command imitating different sounds

- insect
- chicken
- etc.

REHEARSAL TECHNIQUES (ADULTS)

1. STOP AND THINK

Upon a sign of the facilitator, actors in their scene stop, and still in the image they start speaking about their thoughts. They explore their character deeply through the situation and learn something about themselves.

2. IMPROVISATION

Upon a sign, the performers freeze the situation. The protagonists say what they think and thereby reveal something about the situation and enrich the process. Protagonists always should think of several possible ways to reach their goals.

3. STYLE VARIATION

Play the very same scene, but in the “contrary” way.
Play an extreme situation.
Play the scene in different emotional moods.

4. SPEAK

If a scene does not provide enough information, the observers (audience) stop and ask questions. They try to make the actors insecure attacking them with questions. This helps to know more about the characters and the scene.

5. DISTANCE

Play the same scene to the extreme in different styles, e.g. Western movie, Opera, Cartoon, Horror movie. Find a style that makes the scene alive so that it opens up the hearts.

Choose a song which is contrary to the image.

WRITING WORKSHOP⁴ WITH MARKUS BERNATH

1. SETTING

Out of 45 participants five persons – two pupils, one teacher and two youth trainers – chose to take part in a writing-group dedicated to the overall issue of articulating Values and contributing to the peaceful resolution of conflicts. The group was led by a journalist of an Austrian daily newspaper with some 15 years of work experience.



⁴ The report for the writing workshop has been kindly contributed by Markus Bernath

2. OBJECTIVE

The participants should understand basic principles of “positive journalism”, exercise the writing of at least one form of journalistic articles, should be provided with a framework that will serve for the writing of “Pages for Peace” in their home countries and finally reflect on national stereotypes as well as on the dialectic of obtained and reported information.

3. WORK PHASE

A newsroom was constituted with editor posts (politics, economics, sports, culture, special envoy) given to every one of the five participants and the trainer taking over the role of the editor-in-chief (“We will be a newspaper for 24 hours.”). The two main issues which were put forward to the group were: “How it works” and “Our situation”.

“How it works” was the title for a one hour long introduction and reflection on “positive journalism”. Participants learnt: News in journalism is mainly produced by news agencies. The majority of journalistic work in TV, radio, print or internet takes over the news brought by Reuters, APA, AFP, Efe or other international news agencies. TV news channels like CNN are a telling example of how modern journalism is working; news agencies give input most of the time, CNN reacts to the news, wrapping them into “stories” and having a dozen of anchor women and men “acting” as journalists.



“How it works” also means: What are journalists doing with news and how do they behave in general? Working under the premises of “Bad news are good news” and “If it bleeds, it leads” creates an atmosphere of constant cynicism in media offices. The participants in the writing groups received quotes noted on cards that were real commentaries made by journalists in the trainer’s office on various occasions in the past weeks and months. The participants then had to guess the context. Three examples: “My goodness – what a hairdo! Did her hairdryer explode this morning?” (answer: a journalist commenting on U.S. secretary of state Hillary Clinton coming down the gangway of her plane after landing in for a NATO summit in Tallinn, Estonia. Such kind of comment would usually not be made to a male politician); “But he said it!” (answer: a journalist defending an interview with a bishop who had been pressed so hard with questions until he consented that he,

“I know more about my skills and I have expanded my limits!”,
Michal, teacher, Israel

too, would support a ban on women dressed in a Burka, thereby stirring up an artificial debate and playing into the hand of right wing populist groups); “Democracy in action” (answer: title for a page-one-photo that showed an extensive brawl in the Ukrainian Parliament following a decision to prolong the lease of the harbor of Sevastopol to the Russian Black Sea Navy.)

The participants then put up a list of demands and principles which would characterize a “positive journalism” or “peace journalism”:

- true, honest, objective
- respect private life
- respect plurality of views
- express it in a clear way
- be respectful
- value oriented
- concentrated at the good outcome of news
- compassion
- entertaining
- media work should fit into the given cultural context

The “newsroom” had to deal with the following situation: Various news were coming out from a country named “Begonia” within a day. The “journalists” had to collect information about this country, based on news reports and features. Their task was to write short articles that would answer the questions “Who are these Begonians? What are their issues?”. The articles would later be put together to a newspaper page.

The news reports which were handed out were in fact real articles from Reuters news agency published in the days preceding the workshop, with only the name of the country and the capital changed to “Begonia” and “Hillebrandia”. The procedure as such was – as stated to the participants – not too strange to a real working newspaper office: In autumn 2005 the international outcry following the Mohamed cartoons published in a Danish newspaper forced journalists even elsewhere in Europe to quickly put together information and get some understanding on Danish politics and society – until then a widely unknown field to anybody in the offices.

4. RESULTS

The participants used different forms of press articles to cover news from Begonia⁵ and put together a newspaper page. Interestingly they created thereby a seemingly surreal picture of Begonia by sticking to sober and applied methods of reporting. “Begonia News” became an example for media manipulation and a call for openness and tolerance. “Don’t



judge without listening, don’t take a side without knowing what you are talking about” became the main message for participants and auditors later at the performance. “Begonia News” had a series of interviews done in web-networks in Austria and Lebanon on questions like: Should women be allowed to enter parliament in Begonia? What do you think about Begonian food? The state of relations between your country and Begonia? Answers came quick and might have been delivered faithfully with absurd and diverging results between Austrians and Lebanese, e.g. with most Austrians stating that women shouldn’t be allowed to enter parliament, whilst the Lebanese had no objections.

One participant wrote a completely serious sounding report on protests in Begonia following a government sponsored study on the pyramids that had been allegedly national heritage of the country but then been moved to Egypt. In another article an significant fine against two Chinese pop-singers for just moving their lips while performing in public was just placed into the context of Begonia.

The newspaper and the results of the real survey regarding a fictive country where presented to the audience of the public performance on 29 April.

5. THE WRITERS

- ▶ Philipp Max Podgorschek from Austria
- ▶ Magdalena Karolina Olkuska from Denmark
- ▶ Istvan Gergics from Hungary
- ▶ Norma Ghamrawi from Lebanon
- ▶ Umut Suvari from Turkey

⁵ Find the “News from Begonia” on the workspace in the folder “Report of International Training Event”

THE LOCAL DRAMA EDUCATORS INTRODUCE THEMSELVES

- ▶ Remi Toghøj Lewerissa (Denmark),
- ▶ Gábor Jászberényi (Hungary),
- ▶ Ahmad Abu Kharma (Austria),
- ▶ Yael Avishag Bar-On (Israel),
- ▶ Behrooz Motamed-Afshari (Turkey),
- ▶ Ronald Matthijssen (Netherlands),
- ▶ Nagy Souraty (Lebanon) and
- ▶ Joyce Raie (Jordan)

are the local drama educators who will continue the process with the participants in their home countries.

Thursday, 29 April 2010

Energiser

All participants move in the room. Upon a command, each person picks another person (who shall not realise this) and follow him/her. Then (command) everybody follows 2 persons, then 3, 4, etc.

“Hey, you, there ...!”

Walk around the space. Upon a signal everybody points at another person shouting “HEY!” Continue walking. Upon another signal, everybody points at another person shouting “YOU!”, and upon the next signal “THERE!” One person is sitting on a chair in the middle. Upon a signal, everybody points at the person on the chair shouting “HEY, YOU, THERE!”

THE PARTNER ORGANISATIONS The representatives and designated people from the partner organisations attended the International Training Event from April 29-30 in order to get to know each other, exchange on the status quo and on the follow-up activities. Rebecca Zeilinger moderated the first session, recalled the next steps within the project and introduced Susi Muller, a student at the University of Vienna who will include the evaluation of the project ARTiculating Values into her master thesis and present it at the final evaluation meeting in February 2011. On 30 April, Matthias Eck (UNESCO Austria), Bálint Hudecz (UNESCO Hungary), Benjamin Brown and Chadia Bannouh



(both FORUM in the Netherlands), Carsten Skjoldborg (ASP-network in Denmark) and Yael Bar-On (Israeli drama educator as well as designated person from the UNESCO Israel) met the delegations from their countries, discussed the next steps and possible support. As a consequence of the volcanic eruption on Iceland, Rezan Erksan, the representative from the Turkish partner organisation unfortunately was unable to attend the International Training Event.

CREATING A THEATRE PERFORMANCE STEP BY STEP The group of adults and the group of youngsters present each other the “raw material”, that is the scenes they have created during the last days.

The most relevant topics:

- violence
- discrimination
- family conflict
- migration
- (cultural and social) differences
- love
- war
- revenge
- oppression against women
- bullying
- respect
- financial crisis
- ignorance
- addiction
- friendship

Seven topics are chosen (migration, family conflict, cultural and social differences, love and war, respect, discrimination, violence). Mixed groups (adult and students from all countries) work with eight drama educators to create scenes around each topic for a public performance.

THE PERFORMANCE The public was invited to see the core element and result of the project ARTiculating Values that aimed at bringing persons from different socio-cultural backgrounds and age-groups, from majority and minority as well as marginalised groups together.

Rebecca Zeilinger welcomed the audience as well as the representatives of several embassies and partner organisations, thanked the main sponsors and communicated the aims of ARTiculating Values and the international training event in Vienna.

Special guest Sabine Kroissenbrunner, ambassador at the Austrian Federal Ministry for European and International Affairs, represented the Austrian network within the Anna Lindh Foundation. She remarked that despite modern communication means, there was no substitute to a direct people to people exchange. Dialogue is the most efficient



Scene 1: From War to Love



Scene 2: Intercultural Teachers' Difficulties



Scene 3: Ignorance – “You Are Not One of Us!”



Scene 4: At Least Some of Us Are Normal



Scene 5: News from Begonia



Scene 6: Respect!



Scene 7: Happy Family



Scene 8: Migration – Anywhere

tool to making an exchange more intense. Defiant of the conflicts in the Middle East, the Anna Lindh Foundation supports dialogue with the aim that that all member countries keep up the spirit of cooperation.

During the week, Vienna served as a platform of dialogue activities in the framework of ARTiculating Values. The Austrian Foreign Ministry is very interested in the overall question of how the experience of dialogue impacts on politics and society. Framework conditions for dialogue are common values such as universal rights and freedom, equal rights, democracy, the rule of law etc.

It is important that young people participate constructively. The potential of art e.g. is the chance of articulating difficult issues and of dealing with sensitive conflicts.

Trainers Birgit Fritz and Chen Alon pointed out that theatre made a different type of communication that goes beyond everyday talk possible. Theatre is transformative. Participants created conflicts in their stories, and some of them could be transformed.

Scene 4 was repeated and introduced as a forum theatre play according to Augusto Boal. The audience had the opportunity to interrupt at any moment when they had an idea of how to solve problems or situations of oppression which the protagonists had to face.

After the performance, the audience enjoyed the Peace Strings concert of Marwan Abado (Oud) and Aliosha Biz (violin), who belong to the cosmomusical scene in Vienna. In their project “Friedenssaiten” (peace strings) they want to convey their – apparently contradictory – origin (Abado descends from a Christian-Palestinian Lebanese family and Biz has Jewish-Austrian-Russian-Israeli roots) through their music, a mixture of traditional Jewish folk music and the classic oriental improvisation Taqsim. By means of their common language music, Marwan Abado and Aliosha Biz take us on a “journey through their personal cultures”.

The audience and the actors enjoyed together delicacies from the international buffet. The participants of the seminar danced until late at night, while team member and DJ Dennis Dokuchaev arranged an inspiring mix of songs from all over the world.

Friday, 30 April 2010

Energiser

Sit in a circle. One volunteer X has to leave the room. Another volunteer Y in the circle is assigned. She/he makes a movement (like snipping fingers, clapping hands etc.), the whole circle follows and makes the same movement – until the leader switches to another movement. The vol-

unteer out of the room comes in. He/she has the mission to find out WHO is leading the group. So the whole circle should make sure to not reveal their leader (e.g. by staring etc.).

NEXT STEPS – FOLLOW UP ACTIVITIES The ARTiculating Values project does not end with the project week, which was only the beginning. The participants hopefully start a snowball effect. Share your experiences with your colleagues, friends and peers and keep the sparkle alive!



All delegations sat together with their local drama educators and made up a plan for disseminating their experiences back home during the following months. All representatives will act as ARTiculating Values ambassadors in their home countries.

CLOSURE OF THE GROUPS

Résumé

Participants create three images with their bodies:

- 1) the first moment when you entered the project
- 2) the most significant moment for you
- 3) how you feel now

Combine the three images to a sequence. Reflect in small groups.

Active listening

In small groups: Tell your partners about yourself: How you think about yourself? What are your talents and virtues? What are you proud of? Then switch.

Goodbye ritual

Participants make a circle around a huge imaginary kettle. With our right hand we hold the left thumb of our neighbour on the right. Carefully, we stir our hotpot with our connected hands and season by speaking out loud what we want to add: Inspiration, change, friendship, love, art, peace, dialogue etc.

EVALUATION Participants are asked to assess different aspects of the training event such as the methods and programme, outcomes for the next steps, own contribution to the group/process, group atmosphere, overall organisation, public performance, new friendships and house accommodation. Despite the tight programme the feedback was entirely positive.

TOAST FOR CHANGE⁶ The goal of this activity is to acknowledge the experiences the participants made and to offer an opportunity to change the direction of their lives.

All participants write down their personal toast for change on a piece of paper with a champagne glass and then toast with non-alcoholic drinks.

Some reflections of the participants:

“I learned how to be open even if I communicate in another language”

“I learned how to act. I learned how to express my feelings. I learned about the social, religious and family differences between countries. I learned to share ideas.”

“I will be more involved in activities and things which take place outside my country – I am leaving the bubble!”

“I have realised that I am able to write articles in a newspaper ☺! I will definitely improve my ability.”

“I won’t give up the quest for the hidden qualities in other people.”

“I learned to listen more carefully. I am more open-minded. I am more aware of the importance and influence of body language on understanding. I am more self-confident.”

“Stereotype-thinking will be extinguished by knowing more about foreign cultures. We worked and had fun with a different age group.”

“I learned that I can also feel at home between people I had never seen before. I learned to open myself, share my feelings with other people to get to know each other – even if only for some days. I am more self-confident.”

“We worked together on one thing! We arranged with so many people. I learned to really open myself and lay down my heart. I learned to be more open to strangers. I bonded with other persons in such a short time. I will create something. I really loved acting. Give love to everybody! Just be happy! Don’t think so critical about me/everybody!”

“The actor inside me is getting stronger. We accept other people by getting to know them – not only by knowing their religion or their appearances. This project opened my mind to new things.”

⁶ © The Freedom Writers Diary Teacher’s Guide, 2007



Follow-up plans

Right after the training the participating schools and organisations finalised the plans for their follow-up activities. Here is one example of what they looked like:

PROJECT DESCRIPTION	<p>Topic of your project: LIVING TOGETHER / Integration</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Social practical training of class 11 from Sept. 26 to Oct. 15, 2010 in cooperation with DIAKONIE Mödling (2-3 students from RSS Wien-Mauer do their practical training at the DIAKONIE for 3 weeks, 2-3 minor refugees from the DIAKONIE attend classes at RSS Wien-Mauer for about a week 2. Forum theatre performance for teachers, parents, upper school students 														
	<p>Drama Workshop</p> <p>Topic: 3-4 topics to be worked out in the different classes</p> <p>Date: in the week <u>after</u> the social practical training (as quite a lot of students will be away/ abroad in September, including Milena who would love to participate)</p> <p>Venue: RSS Wien_Mauer, Endresstr. 100. 1230 Wien</p> <p>Participants: students (volunteers) from classes 9-12</p>														
	<p>Public theatre performance</p> <p>Date: Thursday, October 21, 2010.</p> <p>Place/venue: RSS Wien-Mauer</p> <p>Public relation activities:</p> <p>We have a school magazine, where we will publish articles and photos. We can organize an exhibition in our school foyer. We hope to make a DVD if we can get hold of a suitable camera or, better still, a cameraman.</p> <p>Whom would you like to invite for a public event?</p> <p>Parents (from classes 1-12), journalists, local (school) politicians</p>														
	<p>Networking, partners, experts</p> <p>Please think of possible partners that might be interested in joining your activities! Whom would you like to co-operate with (National ALF Networks, NGOs, other schools, partner organisations ...)?</p> <p>For our annual social practical training and for class 12-projects we already cooperate with different institutions for fringe groups like handicapped children, refugees, elderly people in need of care etc. – but we are open for new contacts.</p>														
PROJECT DESCRIPTION	<p>Activity plan</p> <table border="1"> <thead> <tr> <th>WHEN?</th> <th>WHAT AND HOW?</th> <th>WHO IS RESPONSIBLE?</th> </tr> </thead> <tbody> <tr> <td>Sept. 26 – Oct. 15, 2010</td> <td>Social practical training for all class 11 students in different institutions (for refugees, handicapped children ...)</td> <td>Class 11 tutor – Marlene Sadychow</td> </tr> <tr> <td>Oct. 21, 2010</td> <td>DRAMA WORKSHOP and Forum theatre performance With students from class 9-12</td> <td>Drama educator (Ahmad) and Marlene Sadyc</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			WHEN?	WHAT AND HOW?	WHO IS RESPONSIBLE?	Sept. 26 – Oct. 15, 2010	Social practical training for all class 11 students in different institutions (for refugees, handicapped children ...)	Class 11 tutor – Marlene Sadychow	Oct. 21, 2010	DRAMA WORKSHOP and Forum theatre performance With students from class 9-12	Drama educator (Ahmad) and Marlene Sadyc			
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Follow-up activities

Equipped with new ideas, skills and plans from the International Training Event, the participating schools and organisations started to “ARTiculate their Values” in their home countries. They organized drama workshops with the local drama educators, learned



about the Theatre of the Oppressed, and worked on issues that seemed particularly relevant in the context of their daily lives – for example family relations, bullying or migration. Where there was the possibility, workshops were followed by performances for parents, colleagues or even a wider public. Some actually gained the attention of local media and politicians; others were recorded and published on youtube or school websites (The links can be found on ► www.articulatingvalues.net). Participants wrote their own “Pages for Peace” and the “ARTiculating Values” project gave the impulse for a lot of additional activities: discussions on

cultures and religions, intercultural events and cookbooks, creativity exercises and poster actions etc. As you can see on our activity on page 32, the follow-up activities kept people so busy between June and January that it seems even hard to keep track of all the events.

New partnerships

Some of the involved schools and organisations used the follow-up activities to start new cooperations and widen their horizons about what is going on in their own countries or neighbourhood.

Rudolf Steiner Schule set up a partnership with the Diakonie Mödling that cares for unaccompanied minor refugees. Two students from Rudolf Steiner Schule did a 3-week practical course at the Diakonie Mödling, and participants from Diakonie and Rudolf-Steiner Schule participated in each other’s workshops and performances. They plan to keep up this cooperation in the coming years. The class from Rudolf Steiner Schule is also planning to meet the students and teachers of Akasya College during a trip to Istanbul in spring 2011. Modern Montessori



school in Jordan organised for a joint performance with HHSII from Lebanon in November. They made arrangements for the Lebanese students to stay for

three days in Amman and arranged activities and outings in which students were introduced to each other. For the drama workshop at Vesthimmerlands in Denmark, trainer Remi brought Mia and Joel from the organisation c:ntact to work together with the students. In Israel Makif Chet high school from Rishon Letzion and a “community theatre group” of Bakehila – an N.G.O working



in disadvantaged neighbourhoods – decided to collaborate and produce one shared performance in a community centre in Jerusalem.

Addressing problems creatively

In the Netherlands, Porta Mosana organized an ARTiculating Values Day to address questions of (mutual) respect and social cohesion within the whole school. Students of all grades were mixed as a creating community measure, and visual and plastic art products were made by 1500 youngsters. Thanks to a cooperation with Formaaf, Workplace for Participatory Drama, ten drama workshops could be organised on that day. At Bethlen Gymnazium in Hungary students made a collage which symbolized their efforts, feelings and experience. The poster was hung up outside the school on the main entrance to raise by-passers’ awareness of these values.



Follow-up Activity Calendar

Date	Topic / Title	Activity	School, organisation /Place
7 June 2010	Media and how it affects the way people think	Discussion	Bakehila, Jerusalem
10 June 2010	Different cultures and religions	Jerusalem City Rally	Bakehila & MakifChet, Jerusalem
10-12 June 2010	Accepting the "different"	Drama Workshop	Bakehila & MakifChet, Jerusalem
11 June 2010	What do you stand for? (tolerance, respect, sensitivity, responsibility)	Drama Workshop	Bethlen, Hódmezővásárhely
11 June 2010	"What do you stand for?"	Public theatre performance	Bethlen, Hódmezővásárhely
12 June 2010	"Euromed Project – ARTICulating Values"	Public theatre performance	Bakehila & MakifChet, Jerusalem
4x in June 2010	Respect, Tolerance	Drama Workshop	Caravan Art Foundation, Budapest
20 June 2010	'ARTiculating Values'	Public theatre performance, part of school-year closing ceremony	Caravan Art Foundation, Budapest
28 June 2010	Football fanatics, Racism	Drama Workshop	HTL Mössingerstraße, Klagenfurt
22 August 2010	"Wonder of theater," Art's reflection of social problems	Drama Workshop	József Attila Gimnázium, Budapest
23 September 2010	<ul style="list-style-type: none"> • bullying • the uniformed school yard security • antagonism between groups of young people • discrimination of people from the south of the country • Oppression • power and powerlessness, cultural bias • intolerance towards students who behave outside school norms • ... 	Drama Workshops	Porta Mosana, Maastricht
13 October 2010	1: Are people with psychological problems treated fairly? 2: Prejudice towards new cultures	Drama Workshop	Nørre Gymnasium, Copenhagen
15 October 2010	Family, Friendship, Patriotism	Drama Workshop	ALEV High School, Istanbul
18 October 2010	Friendship in school and Intercultural learning	Drama Workshop	Akasya, Istanbul
21 October 2010	Discrimination, intolerance, ignorance ...	Drama Workshop	Rudolf-Steiner-Schule, Wien-Mauer
21 October 2010	Speaking out against discrimination and bullying	Public theatre performance	Rudolf-Steiner-Schule, Wien-Mauer
21 October 2010	Discrimination, intolerance, ignorance ...	Drama Workshop	Rudolf-Steiner-Schule, Wien-Mauer
21 October 2010	Speaking out against discrimination and bullying	Public theatre performance	Rudolf-Steiner-Schule, Wien-Mauer

Date	Topic / Title	Activity	School, organisation /Place
28 October 2010	1: Money, Money, Money 2: Don't Fear	Public theatre performance	Nørre Gymnasium, Copenhagen
All Saturdays in October	Training for Theatre of the Oppressed/ forum theatre	Drama Workshop	Modern Montessori School, Amman, Jordan
9 November 2010	"Yasmine; the story of a girl"	Public theatre performance	Modern Montessori School, Amman, Jordan
11 November 2010	learning to listen to each other; discrimination; broken homes	Drama Workshop	BAKIP/BASOP St. Pölten
19 November 2010	"Theater der Unterdrückten"	Public theatre performance	BAKIP/BASOP
2 December 2010	Violence in the family	Drama Workshop	BGBRG Leoben
2 & 3 December 2010	Cultural clashes and racism	Drama Workshop	Vesthimmerlands Gymnasium, Aars
3 December 2010	ARTiculating Values – EUROMED Theatre Project	Public theatre performance	Vesthimmerlands Gymnasium, Aars
9 December 2010	Relationships	Drama Workshop	HAK Steyr
10 December 2010	Discrimination of young people in general, of migrant youth in particular, strategies for becoming recognized, organisation forms	Drama Workshop	Combeat Tilburg
17 December 2010	Authority, family, friendship, homeland	Drama Workshop	Diakonie Betreuungsstelle Mödling
21 December 2010	Forum theatre: "Who did it?"	Public theatre performance	Diakonie Betreuungsstelle Mödling
23 December 2010	Methods of the Theatre of the Oppressed	Drama Workshop	BRG Krems Ringstraße
30 December 2010	Family, Friendship, Patriotism	Drama Workshop	ALEV High School Istanbul
8 & 9 January 2011	Intolerance	Drama Workshop	C:ntact Copenhagen
11 January	Friendship in school and Intercultural learning	Drama Workshop	Akasya Istanbul
31 January 2011	Shortcuts of our life as a video documentation	Public presentation	HAK Steyr

Other follow-up activities & results

- "Cooking book" based on different food from different cultures who live in Israel (Bakehila)
- Discussions, essay writing, making comic strips, making posters (Bethlen)
- Presentations and discussions about different religious beliefs in particular about Islam and Judaism (HTL Mössingerstraße)
- Green school campaign; students designed posters and gave talks about the importance of looking after the environment and how to do so at school (Modern Montessori)
- International Night (Nørre Gymnasium)
- Class work on the subjects of racism and cultural clashes (Vesthimmerlands)
- 1-day workshop on fringe groups in our society (the old, handicapped, homeless, immigrants/refugees ...) in which students presented and discussed their own experiences of working in different institutions caring for such fringe groups and a co-worker from Diakonie Mödling spoke about the situation of minor refugees in Austria (Rudolf Steiner Schule)
- ARTiculating Values Day, visual and plastic art products (Porta Mosana)



Follow-up Activity Examples

International Evening at Nørre Gymnasium

by Magda Olkuska

On Thursday 28 November 2010, an unforgettable event took place at Nørre Gymnasium: The International Evening. The event was arranged by and dedicated to the international students attending the pre-IB and IB Diploma Program at Nørre G, as well as their parents and teachers. The International Evening was made possible due to the initiative and efforts of IB coordinator Jutta Rüdiger, an organisation committee, the “ARTiculating Values” group, and many engaged IB students who were really involved in this project, especially Iben Jespersen, 3i.

The preparations had started early, precisely in spring 2010: Students chose and split up into cultural groups and worked on their own projects.

The evening took place in the foyer – the main school hall – and space was given to seven booths: Asia, Africa, The Americas, Middle East, Western Europe, Eastern Europe and Denmark. A big stage was set up in the centre of the hall where various performances were presented.

The event started at 18:30, with a lively modern dance/Hip Hop performance, presented by students from pre-IB and 2IB. After a welcome address by IB coordinator Jutta Rüdiger, 3IB student Elizabeth Mathiesen introduced all visitors to the program of the evening and aroused our interest about the upcoming shows.



Follow-up Activity: Israel

Many diverse and interesting performances were presented during the evening, for example live music performed by a group of girls from 2IB, as well as a music performance presented by Xinru Zhuang, 3IB. Music and dance were around us all the time. The audience was especially impressed by Ignat Calasnic, 2IB and his professional Latin dance, which was also a parody of Michael Jackson’s style.

In addition, several students from 3IB “ARTiculating Values” group prepared two funny sketches about culture clashes, stereotypes and differences that affect all people around the world. The audience could also see a Tai Chi Performance by Paul Hogg, 3IB and his father and a talk about the former USSR by Liubov Aleksandrova, 2IB.

The varied programme of performances and shows was one attraction – the other was

certainly the many culture booths that offered an abundance of appetizing food from many countries and regions. The tables were full with desserts, salads, cooked meals, drinks, sweets, snacks. All food had been made by



Follow-up Activity: Austria

IB students and represented different cultural traditions and tastes. At some booths, guests could also get their names written in the old Danish-Viking language or could try and have their hands decorated with henna in the Indian style.

The International Evening lasted a few hours, but no one wanted it to end.

What happened during the evening is hard to describe, as the school’s foyer was so full of colours, music, tastes, smells, posters, decorations ... and most importantly: smiles and laughter. The audience was really impressed by how many and different cultures exist and how astonishing, beautiful and surprising they all are. Thanks to the precise preparation of IB students, each guest after the event could profit and learn something new about other parts of the world.



Follow-up Activity: Netherlands

The International Evening was a rewarding experience for each person who attended. We hope that more events like that take place in our school – and in schools around the world. We shared, we laughed, we discovered, we learned – and we connected.

“A smile reaches a long way. After this event I am more positive about the fact that change can happen.”

Mia, 26, youngster from Denmark

Hariri High School II Play Script-Cyber bullying

By Amal Hamdar

Place: A Rehabilitation Center

Time: Not Specific

Circumstances: After being cyber bullied, a group of victims decide to speak out loud about their bitter experience as an only way to reach peace of mind and satisfaction. Fortunately, most of the distressing moments of their lives were wiped away when victims salvaged themselves by showing tolerance and by being persistent on getting the right treatment. It all happened live with Oprah, the most famous American T.V. presenter.

Characters in Alphabetical Order:

Akoum, Aseel
Alameh, Ziad
Dgheili, Yara
Dimashk, Zeinab
Fakhri, Mirna
Haidar, Dana
Harb, Mostafa
Hashwi, Basem
Kanj, Ibrahim
Kanj, Sara
Mashnouk, Nader
Oweini, Hala
Rajab, Lubna
Seifeddine, Ghada
Shami, Firas
Sleiman, Aya
Soubra, Rawan

Oprah /Lubna: I'd like to welcome everybody and to assure that, today, no one will be shy or ashamed of telling all about his or her problem which is cyber bullying. Before you're given the chance to express yourselves freely, I'd like to introduce the problem in my own words. Cyber bullying is when a person under 18 is tormented, threatened, harassed, humiliated, embarrassed or targeted by minor using information and communication technologies. The person who is doing the bullying, as well as the victim, must be a minor, or the bullying must have, at least, been instigated by a minor against another minor. Once adults become involved, the cyber bullying becomes cyber-harassment or cyber stalking. Cyber bullying is like a fun fact for the bullies of the past and present. It has been something schools and kids have been struggling with for a long time. Bullies have always enjoyed embarrassing people and fooling around with them. Only now can it be done on a computer. It isn't known exactly when cyber bullying started, but the strategies of cyber bullies have expanded greatly in correlation with the fast growth of technical tools in communication. An internet bully usually makes demands for personal information of others, constantly repeating the requests and attempting to embarrass and imitate those who refuse to give such information.

Assil: I've been cyber bullied and stalked online by my sister who I have never met for quite a long time, in fact, for more than ten years. My sister used to own a Pet Shop. I



wasn't aware of that until she found out about my identity when I sent her an e-mail compromising with her over the price of a puppy. When things didn't work out well with her, she accused me of ruining her business and started posting horrific and disgusting blogs about me. I reported her to police and she was forced to stop. Since then, I've never checked my e-mail and have never heard from her. I can't imagine what made her treat me that way. I thought that the blood relation would spare me such a savage act but, unfortunately, she had no feelings towards me.

Firas: I'm the "Dog Poop Boy". Once I was riding the train with my dog when it defecated on the floor of the subway car. After I refused to clean up the mess, another passenger on the train took my picture by using his cell phone and posted it online. Later, the "Dog Poop" boy became the target of extreme harassment. Some people found out about my name and address and I was forced to withdraw from school and move to my village.

Zeinab or Mirna: Charges were filed against me for allegedly creating a fake Face book account to serve as a competition against my best friend who was interested romantically in one of her male peers. The account was created by another girl who was in love with that boy. As a result, I underwent a lot of stress which affected my studies and my ability in attending school regularly. The

girl who created that phony account was arrested for stirring up troubles among students.

Rawan: Because of cyber bullying, I lost two years of my life. When I was in grade eight, I was forced to deal with websites created by my classmates that featured like “Kill Rawan” and that were filled with threatening, homophobic remarks about me. Back then, I was too weak to rebel and I just obeyed their orders. They went beyond extremes. These hurtful kids obtained screen names with handles close to my name and used them to make suggestive remarks on my classmates. As a result, police filed charges of harassment against the individuals responsible.

Dana: I was thirteen when I struck up an online friendship on the social networking site MySpace with a person I believed was a new boy in my hometown. Actually, the friend was a group of individuals, including adults, who intended to humiliate me because of one unintentional mistake I did to one of my school mates. I was very upset when I found out the truth that I even tried to commit suicide. Luckily, I was directly and urgently taken to the hospital where I was saved miraculously. This horrifying case stunned the community and obliged the government to pass some of the harshest cyber bullying laws in the country.

Sara: When I was fifteen, I was horrified to discover that an entire site had been created to insult and threaten me. That site contained abuse concerning my weight and even had a date for my “death”. After a two-year campaign of intimidation and after being attacked twice, the police interfered and imprisoned the guy who was responsible for the whole suffering.

Ghada: Five years ago, a website about art gave me a sense of belonging and acceptance. But all that changed when I got into a spat with another girl on the site over an unanswered e-mail. I tried to make up, but the girl rebuffed my attempt,

and for the next three years made me the project of an online bullying campaign that drove me to depression. I quit school, hated everybody and myself. I failed in school, was admitted to the hospital more than twice and almost had a nervous breakdown.

Yara: Ten years ago, my daughter, Tala, committed suicide because a cruel woman cyber bullied her. I’m here today to push for measures to protect other children online. Long time ago, the mother of a former friend of Tala allegedly created a fictitious profile about my daughter. At the beginning, the profile had a positive effect on my daughter. She thought the whole thing was done with no bad intentions. The mother claimed that she wanted my daughter to support hers in term tests, or, in other words, to help her cheat. When my daughter refused to do that, evil and malicious news was spread on that profile. My daughter was so depressed. She was pushed to the edge of the cliff and was forced to go over. I don’t believe that the woman’s intent to have Tala commit suicide, but I hold her solely responsible for her death.

Oprah/Lubna: *(Tears in her eyes)*
We’ll be right back but with many surprises.

Later, a group of people is seen coming up the stage.

Oprah/Lubna: This night, we’ll try our best to offer condolences in our own way.

Hala: I’m Assil’s sister. I never intended to hurt her. My parents are responsible for what happened. They used to treat her differently. She was their favorite and I was the black sheep of the family. I realize now that that was a lame excuse for what I did to her. I’m really ashamed of my evil deed and would like my sister to forgive me and to give me another chance.

Mostafa, Bassem, Nader (Sitting next to each other and trying to find a way to start their apology).

Mostafa: I was pretty smart and studious. I never accepted loss. When we were classmates, I was in love with Rawan who never noticed my existence. I tried several times to tell her about how I felt, but she never listened and never gave me the chance to tell her about my great admiration and innocent feeling. One disappointment after another, I realized that she was not interested. Then, I had a personal grudge, so I asked Bassem and Nader to help me intimidate Rawan, and they agreed.

Bassem or Ibrahim: I stood up for my friend, but I’m sure I angered and disobeyed God. I feel very guilty and ask Rawan for forgiveness.

Nader or Ziad: I acted like a bully, but, in fact, I was just a coward. I wish we were more serious and mature to realize the consequences of what we did.

Aya: When I was fourteen years old, I suffered low self-esteem and was on medication after my father’s death. I needed anybody to talk with. That’s why I was an easy victim to cyber bullying. When a cute boy befriended me on MySpace, we formed a quick and close connection. After months of chatting, I insisted that we meet. On the first two dates, he didn’t show up, so I felt a bit scared and decided to slow down for a while. After months of on and off relationship, he confirmed that he wanted to see me and that he had an important thing to say. With great disappointment and sorrow, I saw a fifty-year old man waiting for me in that restaurant. I said nothing and left silently and quietly. It was my first love and my most precious relationship; however, I decided to forget him. Then the weirdest thing happened. He kept in touch and kept convincing me of his love. I told mom and dad who launched a lawsuit. I’m glad I informed an adult because, had I not, I would have ended dead somewhere.

The play ends with some characters hugging those who were responsible for their pain.

Pages for Peace

“Be the change you want to see in the world.” Mahatma Gandhi

“Only bad news is good news.” and “What bleeds, leads.” are the well-known, but very cynic sayings of those who produce and sell the media. To counteract this negative approach, “ARTiculating Values” participants were asked to write their own “Pages for Peace”. In the writing workshop during the International Training Event, the workshop group set up criteria for positive journalism. As a follow-up task project participants created their own pages to contribute to more empathy for the other, mutual understanding and respect and promote positive pictures with regard to other people, cultures and religions. The results were published in a booklet.

“Never judge another (wo)man until you have walked a mile in his/her moccasins.”,
Native American proverb





Ethical Wayfinding On the Idea of a Global Ethic

Michael Weiss
Vice-President of the Global Ethic Initiative Austria

To find orientation at an airport is not always easy. Looking for signs and information-panels can be quite confusing. But just imagine, there wouldn't be any signs and guideposts at all. Wouldn't you be even more confused, not to say completely lost? Nowadays the orientation guides at airports are quite elaborated. There is even a specific scientific discipline dedicated to so-called **wayfinding**. It is called signalitics and its main purpose is to guide people and to give them direction in public places. If you have a look at the wayfinding-systems at airports, you might recognize that their guiding signs, symbols and icons work without the use of any words most of the time. You don't have to speak a certain language, like English or French, to understand how to find a toilet, a restaurant, the duty free shop or your gate. A wayfinding-system can give orientation in a universal language that more or less everyone understands – all around the globe.

To find orientation is not only of great importance at airports. Finding orientation is a key issue in life in general. For example, what kind of ideas and values are guiding us? According to which principles are we acting and behaving? What is giving us direction in life? How to find orientation in a more and more complex and globalized world? Do we, as human beings, still have something in common, something that gives us orientation?

Well, when it comes to ethical issues there is something that all religions and humanistic philosophies commonly share: a simple but effective set

of standards – guidelines to create a peaceful and loving atmosphere, be it on an interpersonal, national or even international level. This set of ethical standards that all religions and humanistic philosophies have in common, is called Global Ethic. It was developed by Hans Küng, a Swiss theologian. He elaborated the so-called **Declaration towards a Global Ethic**, which was endorsed by the Parliament of the World Religions in 1993 in Chicago. This declaration was signed by representatives of all religions and it contains global ethical standards, all religions and humanistic philosophies agree upon. So the idea of a Global Ethic is not to establish a mono-religion or a new ideology. Nor is it a substitute for religion or philosophy. A Global Ethic is a basic consensus about binding values, standards and rules for human behaviour – it is like a global roadmap in the field of ethics.

So, let us have a closer look at this basic consensus. Its principles read:

1. **“Every human being must be treated humanely.”**
2. The Golden Rule: **“What you do not wish done to yourself, do not do to others.”**

According to these principles four directives are formulated, which concern four central aspects of life:

- a. **“Have respect for life!”**, for violence may not be a means of settling differences with others. This directive is about fostering a culture of non-violence and respect for life.
- b. **“Deal honestly and fairly!”**, for greedy people lose their “souls” – what makes them human. This directive is about fostering a culture of

solidarity and just economic order.

- c. **“Speak and act truthfully!”**, for every human being has a right to truth and truthfulness. This directive is about fostering a culture of tolerance and a life of truthfulness.
- d. **“Respect and love others!”** This directive is to foster a culture of equal rights and partnership.

As already mentioned, these principles and directives are shared by all religions as well as philosophies and they are upheld by believers and non-believers.

What is the main purpose of a Global Ethic? Its main aim is to give global orientation on ethical questions, i.e.: How to treat others and yourself? How to live together in a community in a peaceful and respectful way? How to engage in dialogue rather than in conflict? So, in a metaphorical sense, you can compare a Global Ethic with a wayfinding-system at an airport. The guidelines of a Global Ethic are like information-panels guiding the way towards a more peaceful world. Its directives give direction towards a culture of respect, fairness, truthfulness and partnership. But can these guidelines be recognized by people all over the globe – like the signs and icons at an airport? Yes, they can. Although many people are without a religious denomination nowadays and the influence of religions as institutions of faith decrease, religious traditions still have a major impact on the value-systems of cultures. Therefore, independent of their cultural background, people are familiar with the guidelines of a Global Ethic. People understand them and know what is meant by them, since they are part of the intangible

heritage of every culture. But with these guidelines it is exactly the same as it is with the signs at an airport: You can follow them, but you don't have to. If you don't, then of course you risk to get lost and confused – lost in the way you treat others and yourself. So finally it is on us, whether we want to make use of this ethical wayfinding – this interreligious and intercultural basis – or not. And only because we know and understand the guidelines of a Global Ethic, does not mean that we are acting according to them. But acting according to a Global Ethic means that we are applying an ethical code, which is easy to decode for everyone on this globe. And that can help to find orientation in human interactions, wherever you are on this on this planet.

The Global Ethic project, initiated by Hans Küng, became a successful and internationally admitted milestone in the field of global peace building and peace education during the last twenty years. It was enshrined in the final report of the United Nations' "International Year of the Dialogue among Civilizations 2001"¹ as well as into the so-called Declaration of Human Responsibilities. This declaration was developed by the InterAction Council, which is composed of former heads of state and of government. Today the

“For me this was a huge change because I have a concentration problem. I was very happy about the good performance yesterday because usually, I would avoid such end result and only join the process. But because of the people depending on each other I really tried my best and I think that's the values we were all talking about this week and I am grateful for all I have learned.”

Negesty, 24, youngster from the Netherlands

Global Ethic Foundation in Germany has many subsidiaries in several continents and countries to promote the idea of a Global Ethic worldwide.

At the Global Ethic Initiative Austria we are focussing on ethical awareness raising. For that purpose we employ different approaches: Our staff is running peace education projects at schools, lecturing at universities, organizing lecture series as well as

publishing books. Furthermore we apply diverse tools, developed by the Global Ethic Foundation, to promote and distribute the idea of a Global Ethic in the public sphere too. A few of them should be highlighted here, since they are of great value to get an overview over religious traditions, their ethical implications and the commonly shared principles of a Global Ethic. The travelling exhibition "World Religions – Universal Peace – Global Ethic", for example, offers an elaborated but easy-to-understand introduction into a Global Ethic and its roots in the world religions. The DVD collection "Tracing the way" is a documentary to explore the spiritual dimensions and the tracks of the world religions. Last but not least the learning platform "A Global Ethic now!" has to be mentioned here: a multimedia online teaching tool, available in three languages and free of charge. It offers easy-to-access information on the topics "Global Ethic and Religions", "Global Ethic and Politics", "Global Ethic and Economy" and "Global Ethic in Everyday Life" and encourages its users to

reflect upon their ethical attitude and behaviour. This platform represents a useful application to become familiar with different religions, philosophies and value-systems. Furthermore, it offers interactive features to discuss ethical dilemmas. So, if you want to learn more about a Global Ethic and discover the references of this article, have a look at ► www.global-ethic-now.de

¹ Annan, Kofi (Ed.) (2001): Crossing the Divide. Dialogue among Civilizations. Seton Hall University.



Challenges of modern ICT

The film “The Social Network” has recently received several Oscars. But this isn’t the reason why we chose to include the following interview. Instead, it was because of the participants that we opened up to this new focus: The results of the task “How far can values travel?” stressed the impact of modern communication technology & social networks and the chosen drama workshops proved that cyber-bullying also is quite an issue nowadays. Therefore, Rebecca Zeilinger asked **Bernhard Jungwirth, the coordinator of Saferinternet.at** for firsthand information and recommendations.

Zeilinger: As you are aware the project “ARTiculating Values“ deals with topics such as values (family, Human Rights, friendship, freedom, equality etc.) empathy and interreligious dialogue. Do you see the link to your work?

Jungwirth: Of course! One of the most vehement debates regarding the internet e.g. deals with the notion of the internet as a more or less “neutral space” which stems from the idea that no single transmission should have priority over any other transmission. This idea is closely connected to values such as “Freedom” or “Equality”: Anyone can put up a website to promote a concept, product or service and easily place it within reach of a worldwide audience. But it is precisely this “neutrality” that entails an ongoing discussion as this means that for instance any content, e.g. also sites propagating national socialist ideas or showing child pornography can be found on the world wide web. Given this situation, there are two opposed approaches besides the common position that deleting illegal content has top priority: On the one hand, there are those arguing that e.g. the access-provider should be obliged to block the access to these sites because even if experienced users are able to overcome this obstruction, this might have a deterring effect. On the other hand, there are those claiming that the success of the World Wide Web is due precisely to the fact that it is “free” and “neutral”. In their opinion any ban whatsoever can be regarded as the first steps towards potential censorship.

The value of “Friendship” is also linked to the internet, especially to

the social networks. Nowadays, we can easily communicate with friends around the world, via e-mails and through social networks such as Facebook or the like. But then again, my “250 facebook-friends” probably have little to do with the conventional notion of “friendship” as – at least in the most cases – they rather are “contacts” than “true friends”.

According to our experience, there are two main motivating factors for using social networks: Firstly, as a means to show a permanent interest in the life of the others – which wasn’t possible to this extent before and secondly, self-promotion by means of own links (plays crucial role in the shaping of identity), exaggerations and image building. As a consequence this image-building happens on two levels – in the real world and on the World Wide Web.

This, inevitably, leads to the question “What is private and what is public?” In our view “privacy” is an important value and I don’t believe that “privacy” as such is “outdated” as claimed by Mark Zuckerberg, the founder of Facebook. But there definitely seems to be a different understanding regarding what information is private and worthy of protection depending on whether I am a “digital native” or a “digital immigrant”. The “digital native” seems to be ready more easily to share pictures and personal information, which is not necessarily a bad thing. But key is to promote the awareness about potential risks being too revealing. Part of the task of Saferinternet.at is to promote the idea of privacy and this isn’t such an easy job – at least in Austria.

Zeilinger: Within the framework of the project, the participants were invited to do a small “action research” called “How far do values travel?” encouraging them to interview their grandparents and to find out if and how the values have changed. According to what you mention, the possibilities of digital technology and the use of ICT definitely seem to have an impact on some of the values. But what about some specific chances and challenges or even possible dangers of the internet, maybe also related to the values we have discussed?

Jungwirth: You told me about the International Training Event you organised within the framework of the project. Thanks to digital technology the shared experience, for instance, can be easily carried further and onto a different level than any conventional correspondence between pen pals. We feel as part of a community, can keep in touch, upload and share pictures or films or comment on a specific topic. Well facilitated this can be quite an opportunity for any international project – of course always keeping in mind the netiquette in order not to offend the others as this obviously would have an effect totally opposite to the intentions.

Also, the internet definitely provides access to information. The challenge, however, is that we have to be able to critically analyze the given information. As with any media, it is crucial that we don’t take for granted what is written. With the internet, we sometimes feel overwhelmed by the information we can find, nonetheless we must always

consider who e.g. wrote an article and what possible interest this person might have. And we also have our own responsibilities e.g. when it comes to correctly quoting the information or when it comes to copyrights.

I have already mentioned the aspect of “privacy“. The right to privacy is actually crucial to any real democracy. Nonetheless, we often are ignorant regarding the “data tracks“ we leave in the World Wide Web. Most of them probably are fairly harmless; others are just our personal concern (state of health, bank account details, your political or religious attitude, your family status etc.). The more personal information we share, the easier it is to use our data, e.g. for advertising purposes, or to even misuse it for fraud. Last but not least, the sharing of personal data might also cause harassment to the point of cyber-mobbing. Of course it is up to us, how and how much we get involved but we must always keep in mind that the internet has the memory of an elephant and that e.g. – one day – we might regret the information or the photos we once were happy to share and might not have the possibility to delete them.

Zeilinger: What would you recommend the participants of “ARTiculating Values“, the youngsters as well as their teachers and youth workers?

Jungwirth: Whenever you visit platforms of communities or alike, the first step should be to make use of the various settings that are supposed to help you to safeguard your privacy, e.g. by allowing only your friends to see your

profile on Facebook. And of course we shouldn't reveal any personal information (phone number, address etc.) that might allow strangers to seek us out in “real life“.

Before publishing any information or pictures, the following questions might be helpful.

- Would I also share this information with my parents, my teachers etc.?
- Could this information, photo, etc. be used against me one day or could I find it embarrassing myself (e.g. when applying for a job)?
- Are there some copyrights to be considered when using or uploading music or photos I haven't produced myself? In most cases the approval to use the music or pictures for free isn't given which makes it illegal. But on the net we can also find so called “open contents“ that can be used without asking permission of the copyright owner. The nonprofit cooperation Creative Commons (► creativecommons.org), for instance, provides these free contents.

A specific recommendation for teachers and any grown-up would be to take an active and sincere interest in how the youngsters use the internet, their mobile phone and so on; to try to understand what they might find so fascinating about it and to accept their expertise when it comes to the technical user competence. Avoiding the digital technology and denying its achievements isn't an option; instead we need to understand that every generation has its means of communication that could also be used in class or in group work.

Zeilinger: You have mentioned cyber-mobbing as a possible consequence of neglecting the protection of privacy. Quite a few of our participants have decided to perform a play on cyber bullying as this seems to be part of their

daily reality. What are your experiences related to that issue and what are your recommendations?

Jungwirth: Our experience is that very often it only becomes an issue in schools when teachers are actually victims themselves. There have, for instance, been several cases in Austria where teachers have been filmed during their lessons and where these videos were uploaded on the net. The terms “mobbing“ or “bullying“ imply that somebody is deliberately and systematically offended, humiliated, harassed ... by another individual or by a group and throughout a longer period of time. This isn't a new phenomenon but the use of new media to harass somebody has consequences.

Cyber-bullying has at least four main specifics: Firstly, because the offending messages and pictures are disseminated via social networks, e-mails or alike, they reach a huge audience within seconds. Secondly, given the availability of the internet and the mobile phones, it can happen everywhere and anytime. “Just switching off the mobile phone“ e.g. isn't an option for the young people, even if some parents and teachers might think so, because this would make them feel totally excluded from any social life. Thirdly, cyber-bullies often seem to believe that they can act anonymously by e.g. hiding behind an invented identity. This apparent anonymity causes additional stress and fear on behalf of the victim.

On behalf of the bully, a lacking ability to empathize surely is an issue. As the inhibition threshold for any sort of violence is lowered when they are not

actually confronted with the reactions of their victims on a face-to-face-level, they might not even be aware of the harm they cause. However, what the internet-users often seem to forget is that the so-called IP-address of any computer can be easily identified. Thus, at the end of the day we aren't so anonymous at all. Fourthly and finally, when dealing with cyber-mobbing it often seems that the roles of "victim" and "perpetrator" are not so clear. Any attack might cause a counter-attack, leading to a change of roles.

Whenever being confronted with cyber-bullying, we need to deal with it on two levels: On the one hand, we need to inform about the rights we have and provide information on how we can safeguard it. On the other hand, it is crucial to find and solve the conflict that forms the basis of the cyber-bullying.

Some recommendations for people concerned would be: "Stay calm, there's nothing wrong with you!"; "Don't reply and – if possible – block those harassing you!"; "Report on your problems to the provider of your website!"; "Save any kind of evidence for the harassment, as it might help finding the bully!"; "Don't remain silent: Talk about it with your person of trust!"; "Support victims."

Teachers and youth workers can always try to act preventively, e.g. by organizing workshops on "safer internet issues", by strengthening the self-esteem of the youngsters as well as by fostering their ability to empathize, by creating an atmosphere of trust in the group, by establishing peer mediation in the school or organisation, by jointly elaborating respect-guidelines and by setting up an anonymous letter box. If a case of cyber-mobbing actually comes up in the school or youth organisation it is essential to talk with the victims and – if known – the bully and to think about a possible solution.

Instead of covering it up, it is crucial to deal with it openly, to involve and inform parents about it and to take the case as an opportunity to e.g. raise awareness about the issue and encourage the young people to step in the shoes of the victims and consider the motives of the perpetrator. It might

also make sense to establish new house rules related to the use of new media. In some cases, however, you might even have to seek professional support or consult the police.

Zeilinger: Last question – You mentioned that we can't take for granted what we see and read on the internet. Obviously this refers to other media as well. But the internet offers even more information. One of our project aims is to raise critical awareness. As to the "old" media we might at least know the political attitude of the chief editor, but we don't have any idea of the background of the articles in the net – or do we? How can we filter all the information; are there reliable websites? And do you have any hints on how to verify the content of the information?

Jungwirth: We can't rely on any authority stating which websites are trustworthy and which aren't. Of course I can assume that the website of the New York Times – provided that it really is the website of the New York Times and not some sort of joke – is more trustworthy than let's say an essay by a high school student. However, it depends on us and our level of media literacy how we deal with any sort of media. The term media literacy implies three dimensions: Firstly, there is the technical user competence; secondly, the ability to critically analyze the

provided information (what is true, what is wrong and how can I check the information?) and being aware of how I want to be "seen" in the net. Thirdly, there is the aspect of active participation and the use of media as our very own means of expression for our personal interests.

The critical assessment of sources is a very important issue and can be dealt with in classes and groups. The following questions should definitely be considered: "Does the article offer lists of references?"; "Is the page linked to any other page and what is the character of this page (e.g. commercial, political etc.)?"; "Might there be any specific interest or subjectivity (of the author, the organisation that could be related to the page)?" "Who could stand behind possible logos, an imprint or any other identifying mark?". The data bank www.whois.net can possibly help you to get an idea whom the internet-address belongs to. In order to check if the author is competent, it could be helpful to enter the name in a search machine and to see whether the person has been often quoted related to the topic.

And of course, whenever we use the media on whatever level, we must not only be sure to quote correctly ourselves, but to always consider the possible copyright, the "Nettiquette" and/or "Community Guidelines".

Zeilinger: Thank you very much for your time and for the interview!



Bernhard Jungwirth is managing director of the Austrian Institute for Applied Telecommunications (OIAT). OIAT is a private and independent non-profit organisation based in Vienna. He is coordinator of Saferinternet.at and the Internet Ombudsman. Saferinternet.at is an initiative to promote the safe and responsible use of internet, mobile phones etc. The main target groups are minors, teachers and parents. Jungwirth is a member of the national Advisory Board for Information Society (BIG) at the Austrian Federal Chancellery and the Steering Committee of the European Safer Internet network (INSAFE). His work experiences cover management, consulting, training and journalism in the fields of internet, media literacy, e-learning and evaluation. Bernhard Jungwirth has a background in communication science, organisational development (Universities of Vienna, Linz and Illinois/US) and telecommunications engineering.



For more information on the OIAT and the services (free brochures, ...) of Saferinternet.at, visit ► www.oiat.at and ► www.saferinternet.at

Most of you don't speak German, so you might want to check out ► www.saferinternet.org/web/guest/home, the European network of Awareness Centres promoting safe, responsible use of the Internet and mobile devices to young people.

“ I feel recharged with positive social and creative energy – and full of new questions and impulses (with regard to work as well as my “private self”).“

Marlene, teacher from Austria

“ I became more and more confident on stage, learned more phrases in new languages and made new friends. I also became a more social person.”

Miran, 17, student from Jordan

“ The actress hidden inside me came out. I have learnt to use my body to express my feelings”.

Gülümşer, teacher from Turkey

“ I have learnt to become more true, to assert myself but to accept other opinions calmly. At this event new friendships were created and old ones (from the former project) were cemented.”

Dalal, teacher from Jordan





Materials & Links

The list below offers relevant materials and links to websites and organisations dealing with relevant topics focusing on Interreligious Dialogue and Values and other interesting issues. An extended version of the list can be found on www.articulatingvalues.net

Organisations

Anna Lindh Foundation

- ▶ www.euromedalex.org/

UNESCO

The United Nations Educational, Scientific and Cultural Organisation focuses amongst other things on education and culture from a global perspective.

- ▶ www.unesco.org

SALTO-Youth Resource Centres

Salto supports cooperation in the field of European youth programmes. This Website provides materials as there are publications, videos, reports and educational tools.

- ▶ www.salto-youth.net/

Interreligious Dialogue and Values

Stories for a Culture of Peace

Inspirational Stories for your very own Pages for Peace

- ▶ www.peaceculture.net/krieg-us/index.htm

Learning to Live Together. An Intercultural and Interfaith Programme for Ethics Education

This document provides the tools for an intercultural and interfaith programme, which should help the young to understand and respect people from other cultures and religions.

- ▶ www.ethicseducationforchildren.org/mm/file/Learning%20to%20Live%20Together%20En.pdf

Faith, Religion and Dialogue. Educational Report

This report is a tool for aiding and promoting learning on Faith, Religion and Dialogue.

- ▶ www.salto-youth.net/downloads/4-17-1528/Rapport%20Web2.pdf

Ethics Education for Children

The aim of the organisations involved is to promote wide-spread education for children in the fields of intercultural and interreligious dialogue and children's rights. On this website you find relevant documents, publications, links and best practices for educational projects.

- ▶ www.ethicseducationforchildren.org

The Local Interfaith Guide

This publication of the Interfaith Network for the UK gives practical information and guidelines for interfaith-cooperations and interreligious dialogue.

- ▶ www.interfaith.org.uk/publications/lifg2005.pdf

Global Ethic Foundation

On this website you find materials and information about intercultural and interreligious research, education and encounter as well as the "Declaration toward a Global Ethic" in different languages.

- ▶ www.weltethos.org

A Global Ethic Now!

The learning platform of the Global Ethic foundation offers resources and materials for teaching ethics.

- ▶ www.global-ethic-now.de

United Religions Initiative

The United Religions Initiative offers resources and information regarding different religions and peacebuilding.

- ▶ www.uri.org

Interfaith Holy Days and Festival Calendar

This website gives an overview on the holy days and religious festivals of different faiths.

- ▶ www.bbc.co.uk/religion/tools/calendar

BBC Religion

This website gives information on the different religions and beliefs.

- ▶ www.bbc.co.uk/religion

Council for a Parliament of World Religions

The Council for a Parliament of World Religions was created to cultivate harmony among the world's religious and spiritual communities and fosters their engagement in order to achieve a just, peaceful and sustainable world.

- ▶ www.parliamentofreligions.org

Declaration towards a Global Ethic. The Council of the World's Religions

- ▶ www.parliamentofreligions.org/_includes/FCKcontent/File/TowardsAGlobalEthic.pdf

Division of Intercultural Dialogue of UNESCO. Interreligious Dialogue Programme

An International Survey on Education and Teaching of Intercultural and Interreligious Dialogue (1999-2001). The survey was made with the objective that education and teaching in the field of intercultural and interreligious dialogue must be collective and developed through partnerships between the various actors.

- ▶ unesdoc.unesco.org/images/0012/001271/127158e.pdf

Atlas of European Values

The Atlas of European Values provides Data from the European Values Study 1999-2004 concerning different issues like interest in politics, confidence in institutions, respect for individual human rights etc. for many European but also Non-European countries.

- ▶ www.atlasofeuropeanvalues.eu

Augusto Boal and the Theatre of the Oppressed

Theatre of the Oppressed

The website of the International Theatre of the Oppressed Organisation gives an overview on the different techniques like forum theatre, newspaper theatre, image theatre etc. and provides a library with relevant literature, reports and links. Furthermore you find all organisations in your country which deal with Boal's Theatre of the Oppressed.

- ▶ www.theatreoftheoppressed.org

Participation, Empowerment and Global Citizenship

T-Kit on Intercultural Learning

- ▶ doku.cac.at/tkit4intercultural_learning.pdf

T-Kit on Project Management

- ▶ doku.cac.at/tkit3project_management.pdf

T-Kit on Citizenship, Youth and Europe

- ▶ youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/7/tkit7.pdf

Coyote – Human Rights Education

- ▶ youth-partnership-eu.coe.int/youth-partnership/documents/Publications/Coyote/9/coyote09.pdf

Intercultural Dialogue

The Project Publication "EuroMed School Forum: Dialogue Meetings and Knowledge Management. A Handbook of Next Practises"

This publication deals with the former EuroMed School Forum Project which took place in 2007-2008 and where students from the EuroMed countries participated. The main objective was to get rid of prejudices and stereotypes through active and constructive participation in intercultural dialogue.

- ▶ doku.cac.at/project_handbook.pdf

Human Rights and Conflict Resolution

Universal Declaration of Human Rights (Source: United Nations)

- ▶ www.un.org/en/documents/udhr/index.shtml

Convention on the Rights of the Child

- ▶ www2.ohchr.org/english/law/crc.htm

The Global Human Rights Education Association (HREA)

The Global Human Rights Education Association (HREA) is an international non-governmental organisation that supports human rights learning. On the website under the menu item "learning centre" you find information about special human rights issues. The item "resource centre" provides amongst others a well-assorted library concerning educational policy, curriculum, training, methodology and research of human rights learning.

- ▶ www.hrea.org

COMPASS. A Manual on Human Rights Education with young people

- ▶ eycb.coe.int/compass/en/contents.html

Media Education

Media Education Kit for Teachers, Students and Professionals

- ▶ unesdoc.unesco.org/images/0014/001492/149278E.pdf



DVD 1 **ARTiculating Values:** on Stage in EuroMed
Main film

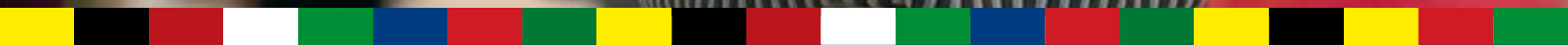


DVD 2 **ARTiculating Values:** on Stage in EuroMed
Bonus Material

- Performances¹
- Games
- Values Exhibition
- Teaching Materials (PDFs)
- Xtra Interviews

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A film by Fairsoul Communications and Interkulturelles Zentrum

¹ English summaries of performances held in other languages can be found on www.articulatingvalues.net



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