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PROGETTO EUROPEO ERASMUS +

Educarte

EDUC-ARTE EN IDENTIDAD EUROPEA

Terni : la costruzione di una identità europea nel controllo di alcuni momenti cruciali del suo sviluppo storico



Con il patrocinio





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of the European Union



**Erasmus+ Educarte en Identidad Europea  
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FUNDACION YEHUDI MENUHIN ESPAÑA  
EDUC-ARTE EN IDENTIDAD EUROPEA  
MADRID COMUNIDAD DE MADRID INTERCAMBIO DE BUENAS PRÁCTICAS**

**PARTNER**

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# EUROPEAN IDENTITY PROJECT PRACTICAL CASE IN TERNI

Since April in Terni, work has begun to implement the 'philosophy' of the **Erasmus + Educ-ARTE - European Identity Project** through the design of a diachronic path that analyzes the construction of a European identity in the local territory, read in the backlight of some crucial moments of its historical development.

A territory whose identity has its historical roots in the Roman world, which was then transmuted into the Christian identity. The 'political' belonging of Terni to the Church for centuries has shaped its anthropological physiognomy, up to the profound social and cultural transformations produced by industrialization, which this territory has profoundly distorted and redefined.

Terni managed to recover from the drama of totalitarianism and war madness, experiencing, in the 60s and 70s of the last century, a season of prosperity and development that the international steel crisis dramatically interrupted. Now the urban structure is deeply marked by a loss of identity connected to the economic, employment and social crisis.

Only the ever stronger anchoring to the European dimension can offer the city a prospect of redemption, the spread of a new vision for its future, for overcoming a present that has strongly weakened the younger generations, who appear to be increasingly exposed. to the risk of degradation, of identity weakness.





# EUROPEAN IDENTITY PROJECT PRACTICAL CASE IN TERNI

Projects like this are capable of offering young people the awareness of how the deep roots of a territory rich in history, of an archaeological, historical, cultural heritage can receive new stimuli from European intercultural exchange for redemption, for a prospect of the future.

Democratic coexistence, inclusion, acceptance of the other, safeguarding human rights, respect for the widest range of diversities, in all areas: social, ethnic, religious, linguistic, cultural ... constitute fundamental and inalienable values that the pangs of the economic crisis seem threaten. The school is the bulwark within which growth processes can be safeguarded, as long as it opens up to educational offers and takes them as an innovation factor.

This project aims at strengthening, within the educational project pursued by the school, of a series of laboratory experimentation paths of sectorial languages of the arts that are assumed as a factor of change, of inclusion, of experimentation of good teaching practices in the sectors of the arts. digital, theatrical and pictorial expression, the practice of Street art as a reappropriation of the territory by young citizens.

The care and learning of video documentation activities, both in the production phase and in post-production, provide the tools for the processing, dissemination of content and products developed. The academic seminars that guide the whole laboratory setting constitute the cultural framework that gives meaning and reflects on the educational processes in progress.



# INSTITUTIONAL SUBJECTS INVOLVED

**Scuola Media Leonardo da Vinci e  
Orazio Nucula**



**Comune di Terni**



**Biblioteca Comune di Terni**



**Museo Diocesano**



## Formalization of the relationship with the Schools involved



Headmistress & coordinating  
Teachers

In May and June 2021, preparatory meetings were held, via ZOOM, with the Headmistress and the Teachers who will coordinate the development of activities in the Schools aimed at the implementation of the project leading ideas in educational processes.



## Formalization of the relationship with the Schools involved



In September and October 2021 planning meetings were held with the School Management and Teachers, in presence, at the school premises, for the tuning of the taxonomies and operational methodologies provided by our Erasmus with the school training plan, in perspective of the implementation, during school hours, of the Laboratories centered on the activation of experimentation paths through the arts languages.



To ensure full involvement of all classes in the two schools involved, with expected fruitful results on dissemination, we will proceed to:

- the organization of the video shooting of all the thematic project Seminars and their inclusion on the school website
- the incentive for all teachers and families of school pupils to the fruition of the video seminars
- the involvement of all classes in the laboratories activities on the project themes
- to support the identification of the didactic space offered by the teaching of Civic Education ( present in the scholastic curriculum ) as 'venue' for coordinating activities related to the project themes, in any case involving the whole range of disciplines (Art, in particular!)

# OUR IDEA OF PROJECT DEVELOPMENT

Terni: the construction of a European  
identity in light of some crucial moments  
of its historical development



## **SEMINARS**

**(coherent with the Thematic Segments)**

**We are planning the activation of 9 theoretical Seminars (each of them to be developed in 4 hours , coherent with the individual project thematic segments).**

**The theoretical Seminars will be conducted by experts, academics, researchers known for their very high cultural, artistic, scientific, pedagogical and historical value. In fact, we are organizing a group of excellence, that will follow our project work for the entire duration of the Project.**





# Segment 1

**a) Seminar synthesizing the project philosophy (focusing on single thematic segments) with the articulation of the workshops activities, aimed at the implementation of the Laboratories coherent with the thematic segments**

**b) Work unit for the training of the trainers involved in the entirety of project activities**

**c) Definition of training/educational objectives and project outcomes**





## Segment 2

**a) *Interamna Nahars*: anthropization of the valley between rivers; the Roman town at the crossroads of the north-south axis towards Rome and east-west between the Adriatic and Tyrrhenian seas**

**b) Valentino, bishop of Terni; relations with Rome during the phase of the rise of Christianity**



### Segment 3

**a) Terni, the crossroads of real and ideal “paths” in the expansion phase of the new Christian spirituality personified by Francesco di Assisi.**

**b) The beautiful but tragic mystical adventure of the young boys born in the small ancient villages surrounding Terni. They were the first witnesses of the Minoriti Ordine and traveled as far as Morocco to preach the gospel, even to the point of martyrdom.**

**c) These young proto-martyrs also won over to Franciscanism a young Portuguese Augustinian priest, a priest of Lisbon just ordained, and a priest in Coimbra who will be venerated as Anthony of Padua. Thanks to the Diocese of Coimbra (where the friars were buried in 1220), the relics of the five Franciscan Proto-martyrs have returned to rest on Terni soil.**



## Segment 4

a) Terni, the medieval towered town, flourished in crafts and commerce. There was a period of turbulence linked to internal struggles until 1540 when the Umbrian territory became part of a larger state structure, becoming domain of the Papal state (which included the territories from Rome to Ferrara).

b) The Council of Trent (1545 -1563) of the Catholic Church convened to react to the spread of the Protestant reformation in Europe. The Church was dedicated to check the expansion of Martin Luther's doctrine. The outcome was the Catholic Reformation, or counter-reform: a powerful and at the same time dramatic set of measures of spiritual, theological and liturgical nature.

c) The seventeenth century represents a phase of political, economic and social crisis in the area, driven by the demographic decline of Terni following epidemics, famines and religious divides that plunged Europe into a series of religious wars.

d) Within this historical context, lies the intense and fascinating story of Caterina, a young girl born in the historic center of the town, who, having made the total choice to live the Carmelite cloistered life, embarked upon an incredible European journey when called to the Imperial Court of Austria. She was sent then to Styria, and eventually north to magical Prague to the foundation of the Carmels , all during a time when the European Imperial lands were at war.



## Segment 5

a) In Europe, in the eighteenth and nineteenth centuries, we witness the establishment of an educational model for young European intellectuals, a model based on knowledge of the precious cultural, artistic, historical and archaeological heritage of the Mediterranean European countries. Hundreds of intellectuals representing the intelligentsia of northern European countries enthusiastically begin to walk a path leading to their cultural, historical, artistic, archaeological and emotional formation, pushing themselves towards the light, the warmth, the beauty of southern Europe, on a journey that of course would take them to traverse our beloved peninsula, many arriving as far as Rome, others reaching Naples, with the bravest arriving even further south ... to reach the mythical Greece.

b) The Grand Tour, the cultural initiation trip to Italy, included Umbria and in particular the Marmore waterfall as a special destination for this great historical and cultural phenomenon. The site of the Marmore and the bridge of Augustus became a myth, places that absolutely had to be visited by cultured men and women from the Northern European countries. The 'Enchanted Valley' that hosts Terni and its environmental and artistic surroundings was a heritage site of The Grand Tour and plays an important role in the history of the construction of a European identity. The travelers of the Grand Tour, Goethe, Byron, Corot, Turner... who from the 1600s frequented and stayed in Terni to visit the Marmore Falls, were impressed with the beauty of the Terni valley and the magnificent productions of its fertile soil.



## Segment 6

**a) Between the end of the nineteenth and the beginning of the twentieth century, the rural image of the Terni area was flanked by a new image linked to the industrial development that focused on the birth of steel mills and arms factories, a development favored by the presence of production sites already active in the region, and in particular by the presence of a hydrographic basin particularly suitable for the exploitation of electricity (powerful hydroelectric plants characterize the territory). Terni becomes the Italian Manchester.**

**b) The town undergoes profound transformations related to the late, but strongly impacting, industrial revolution that totally changes the urban layout of the medieval, renaissance and seventeenth-century landscape. Working-class neighborhoods arise in the peripheral city. The town is modeled on the large factory whose presence spreads over ancient Terni, totally modifying its social, anthropological and cultural dynamics.**



## Segment 7

- a) Identified as an industrial center for war production, enormously strengthened in the phase preceding Italy's entry into the Second World War, Terni was exposed to an incredible number of air raids that have made it one of the most bombed cities in Europe, devastating its urban structures.
- b) A Jewish presence, the most painful point of the devastation in Europe during the pre-war and war period, has been attested to in Terni since antiquity and has been integral in various phases of the city's development. An interesting exhibition in January-February 2012, reconstructed through original documents the memory of Jewish presence, illustrating how even if in a karst way, this presence has gone through different phases of the economic, social and cultural history of our town, highlighting the composite character of Terni.
- c) Since the Middle Ages, the town has grown following various migratory processes that accompanied its development, with a significant peak coinciding with the period of strong industrialization, starting from the last twenty years of the nineteenth century, when workers were called to Terni to support the growth of powerful and strategic industrial and hydroelectric sites. This migration forged the city's open and dynamic character up until the arrival of the complex contemporary migration, which also characterized the anthropological face of the town, initiating a strong demand to support multiculturalism and interreligious dialogue.



## Segment 7

**d) The issue of migration that pervades the contemporary world affected Terni in the phase of industrialization by the immigration of a workforce from other Italian regions to support strong industrial development. The theme has then partially manifested itself, as in every part of Italy, in recent decades in conjunction with the great migratory processes that globalization has accentuated**

**e) Terni, therefore, experiences the richness (not without tensions linked to the difficulty of entering a weak productive structure) of the presence of new immigrants, coming from many countries of Europe and the world, who have created small communities in the town, who live productive multicultural, multi-ethnic, multi-religious relationships with the traditional demographic structure. Umbria, through the dialogue carried out by the 'Spirit of Assisi', represents, on a global level, a beacon for the commitment in the direction of coexistence among all peoples.**

## Segment 8

**a) In the post-war period, Terni experiences an important reconstruction process that affects its urban structure and production system. Steel production expands to retail uses of the product. The nascent chemical industry is also established in Terni with scientific achievements of great importance, Giulio Natta winning the Nobel Prize for his studies on polypropylene, conducted in the Montedison chemical laboratories in Terni.**

**b) Industrial development is accompanied by a significant economic and social growth of the town. Terni records a progressive demographic increase; the urban structure is expanding enormously. The town is experiencing a fruitful phase of experimentation of urban, industrial, cultural, artistic and medical models.**



## Segment 9

**a) The crisis of the international steel industry that exploded at the end of the 1970s completely changes the city's future perspective. A debate, which is still going on, discusses the future of Terni. The large steel plant is internationalizing, returning to multinational ownership, while the chemical industry loses the importance that had characterized it.**

**b) The town now has a large and rich heritage of abandoned industrial sites that wind from the city center, along the course of the Nera river. These sites offer prospects for new uses in the field of Industrial Archeology.**





## Segment 9

**c) For Terni, the debate and operations have developed not only in the classical sense of creating a tourist center and educational attraction, but above all specifically focus on the direction of new uses for these sites. The former Bosco machine shops have been transformed into a multi-dimensional video center, the former SIRI into a complex museum, and the ancient chemical plant of Papigno has become the seat of film studios. In this context, Terni experienced a proud moment when the production of the film by R. Benigni 'La Vita È Bella', shot in film laboratories created within the brownfield sites, was met with worldwide success and received an Oscar. Other cinematographic and multimedia productions have joined the list, stimulating the interest of many young people in Terni to participate in these professional sectors.**

**d)The debate on the new identity for Terni is open and revolves around issues that aim to identify perspectives of youth entrepreneurship in order to counter the heavy and deleterious phenomenon of youth emigration and the consequent cultural and human impoverishment of the city. The very topical Recovery fund plan of the Umbria Region seems to be inspired, for Terni, by this philosophy of development that could help to redefine the identity of the town, to better reconnect it to the economic, social, cultural and artistic processes of Europe, of which Terni has been an important segment.**



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## The rooms of the Municipal Library in Terni hosting the “EDUCARTE” Seminars and the Meeting (15 and 16 February 2022)

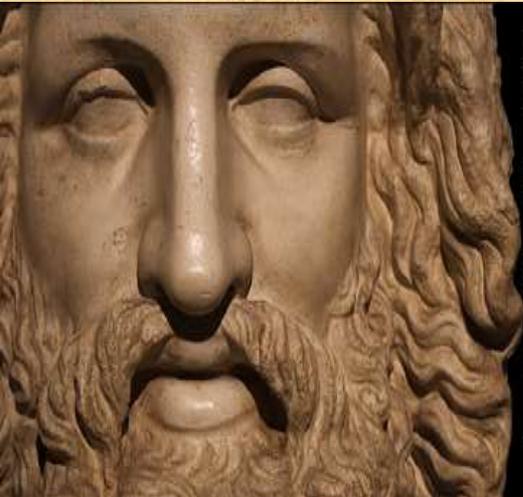




## Calendario Incontri

Data	Orario	Sede	Evento
<b>Mercoledì 3 Novembre 2021</b>	15.30 / 18.30	Sala Videoconferenze BCT	Seminario di formazione
<b>Venerdì 12 Novembre 2021</b>	16,00 / 18,00	Sala Videoconferenze BCT	Incontro con Relatori dei seminari
<b>Lunedì 29 Novembre 2021</b>	15.30 / 18.30	Caffè Letterario BCT	Presentazione Progetto e 1° seminario tematico
<b>Giovedì 16 Dicembre 2021</b>	15.30 / 18.30	Sala Videoconferenze BCT	2° seminario tematico
<b>Martedì 18 Gennaio 2022</b>	15.30 / 18.30	Sala Videoconferenze BCT	3° seminario tematico
<b>Martedì 15 Febbraio 2022</b>	9.30 /13.00	Sala Videoconferenze BCT	MEETING INTERNAZIONALE
<b>Martedì 15 Febbraio 2022</b>	15.30 / 18.30	Caffè Letterario BCT	MEETING INTERNAZIONALE
<b>Mercoledì 16 Febbraio 2022</b>	9.30 /13.00	Sala Videoconferenze BCT	MEETING INTERNAZIONALE
<b>Mercoledì 16 Marzo 2022</b>	15.30 / 18.30	Sala Videoconferenze BCT	4° Seminario Tematico
<b>Giovedì 21 Aprile 2022</b>	15.30 / 18.30	Sala Videoconferenze BCT	5° seminario Tematico
<b>Giovedì 12 Maggio 2022</b>	15.30 / 18.30	Caffè Letterario BCT	Seminario resoconto progettuale

# ARTIST / EXPERT TRAINING SEMINAR 3.11.2021



## EDUC-ARTE EN IDENTIDAD EUROPEA

*Progetto EU Erasmus +*

A.I.S.T.E.L. APS Associazione Italiana  
Servizi e Tempo Libero di promozione sociale

Terni 03/11/2021



Trainer  
DOTT. FRANCESCO  
BRUNO BONDANINI



## metodologia (MUS-E)

Fundación Yehudi Menuhin España  
<http://fundacionyehudimenuhin.org/>

### partecipazione

- Lavorare sempre in gruppo
- Sottraggere la competizione fra a se stessi
- Creare momenti di condivisione del lavoro fatto.
- Necessità di capire e spiegare il risultato.
- Noi ci sporciamo le mani come il resto
- **Guadagnare la fiducia del gruppo**
- Dare gli strumenti per creare: non usare gli studenti come "mano d'opera" per creare quello che vogliamo noi.
- La partecipazione è un processo di creazione insieme al gruppo.
- Noi siamo dialogatori, intermediari, ascoltatori e persuasori.

### processo

- Osservare e comprendere il contesto.
- Studio delle necessità.
- Utilizzare gli strumenti che consentano per costruire insieme ai partecipanti
- Relazioni con il quartiere/la scuola, con le persone che partecipano.
- La creazione artistica come processo condiviso
- Il processo + le dinamiche che siamo riusciti a mettere in azione sono il vero risultato.
- Non creiamo qualcosa per noi ma qualcosa che gli altri vedano bello perché fatto da loro o/a per loro.
- Tenere un diario

### trasformazione

- Lavorando con l'infanzia dobbiamo considerare la questione di genere, l'inclusione dello straniero, la diversità in generale.
- L'arte è lo strumento per rivendicare, per esprimere emozioni e problemi, per narrare, raccontare, per sanare.
- Arte per cambiare lo status quo, far riflettere
- Mai arte che guarda all'ombelico

### esempi e bibliografia

• Malagoli, L.: 100 linguaggi del bambino  
<https://www.zanichelli.it/>

• Masini, M.: *La scuola*

• Bond, A.: *Il teatro degli incapaci. Teoria e pratica del teatro*

• Freire, P.: *La pedagogia degli oppressi*

PT participatory video photo voice

• Wang, C.: *C Participatory Action Research Strategy Applied to Women's Health*

• Participatory video

<https://vimeo.com/participatory>

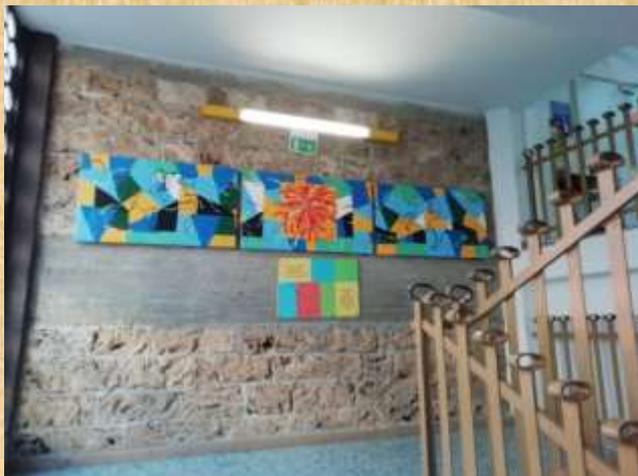
• Eriksson-Davieson

<https://www.participatoryactionresearch.org/davieson>

## Laboratory methodology

Proviamo a immaginare un laboratorio:

- il contesto
- i destinatari
- partiamo dalle problematiche: Come facciamo per capire le necessità?
- metodologia di lavoro
- tempo a disposizione
- risultati previsti





# "EDUCARTE" Project Presentation to the City

Co-funded by the Erasmus+ Programme of the European Union

YEHUDI & MENCHIN

ISTEL

**SEMINARIO**  
Presentazione del progetto Europeo ERASMUS +

**"Educarte"**  
EDUC-ARTE EN IDENTIDAD EUROPEA

**Terni: la costruzione di una identità europea nel controllo di alcuni momenti cruciali del suo sviluppo storico**

**PROGRAMMA**  
Ore 15.30 SALUTI

**Dott. Sandro Pascarelli**  
Presidente A.I.S.TEL. APS  
(Associazione Italiana Servizi e Tempo Libero di promozione sociale)

**Prof.ssa Cinzia Fabrizi**  
Assessore Scuola e Servizi Educativi-  
Università - Ricerca e Formazione -  
Diritto allo Studio - del Comune di Terni

**Prof.ssa Barbara Margheriti**  
Dirigente Scolastico Scuola  
Secondaria di 1° grado  
Leonardo Da Vinci - Orazio Nucola

Ore 16.15 PRIMO SEMINARIO TEMATICO

**Valentino, Vescovo di Terni:**  
**I rapporti con Roma nella fase di affermazione del Cristianesimo**  
Introduce

**Prof.ssa Rosella Mastodonti**  
Responsabile Progetti Europei  
A.I.S.TEL. APS  
(Associazione Italiana Servizi e Tempo Libero di promozione sociale)

**Relatori**

**Don Claudio Bosi**  
Direttore Museo Diocesano e  
Capitolare Terni

**Prof. Edoardo D'Angelo**  
Professore Filologia medievale  
dell'Università degli Studi di Napoli

**29 NOVEMBRE 2021**  
15.30 - 18.30  
Caffè Letterario - Biblioteca Comunale Terni

con il patrocinio

## Second Thematic Seminar



## **Theoretical-practical laboratories**

implemented in schools during **school hours** by **experts in European identity and intercultural dialogue (theoretical part - 15%)** and by **artists (practical part of internalization through Arts - 85%)**

## **LABORATORIES**

**(coherent with the Thematic Segments and the Theoretical Seminars)**

We expect the activation of workshops that will enable students to operationally interpret, through the languages of art, the cultural contents defined in the sequence of Thematic Segments and explored within the Theoretical Seminars.

We have identified some 'artistic languages' to be privileged in specific Laboratories:

**Creative painting workshop**

**Street Art Workshop**

**Music / Theater**

**Video Laboratory I (Video production/ Filmmaking technics/ Direction of Photography/ Drone aerial image/Multimedia laboratory)**

**Video Laboratory II (Editing/ Post-production / Audio mastering)**

- \* For the conduct of the Laboratories, we provide the involvement of young artists accredited for the quality of their specific curricula.





Terni expresses prestigious art containers that we chosen to exhibit the works that will arise from the activities of the EDUCARTE Laboratories. Among them the 'Capitular Diocesan Museum', housed in an ancient structure built in 1653 and the 'CAOS', Center for the Arts Opificio Siri: a space dedicated to culture born from the reconversion of the former SIRI chemical factory in Terni, owned by Municipality of Terni

