

Theatre of the Oppressed for citizenship education

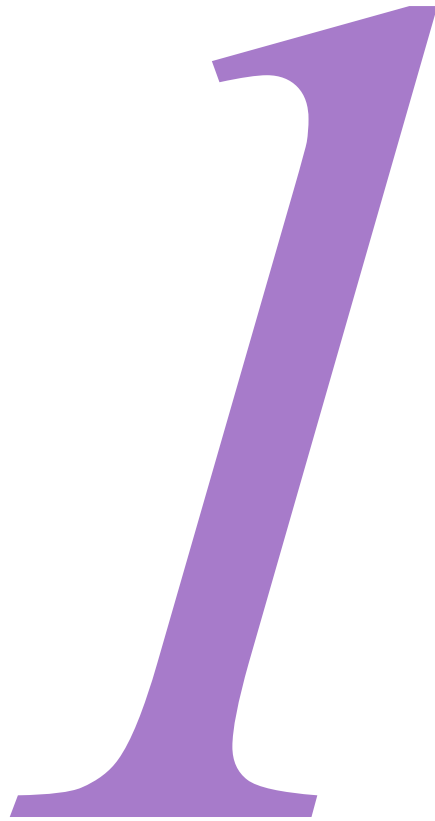
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Context: Estonia

- Historical background - minorities from 3% in 1945 up to 39% in 1989, now around 27% (Statistic Estonia, 2007)
- Main political, geographical, social and economic cleavage in Estonia is between Estonians and Russophones (Vetik 2012, 2015; Saarts 2017, Estonian Integration Monitoring 2017,etc).
- Economic cleavage - 20% (Soosaar, Urke and Päranae, 2017)
- Educational difference - one year difference in PISA results (Põder 2017, Täht 2018, OECD 2006, 2009, 2012, 2015; Tire 2016, etc)



Bourdieu's theory of social practice

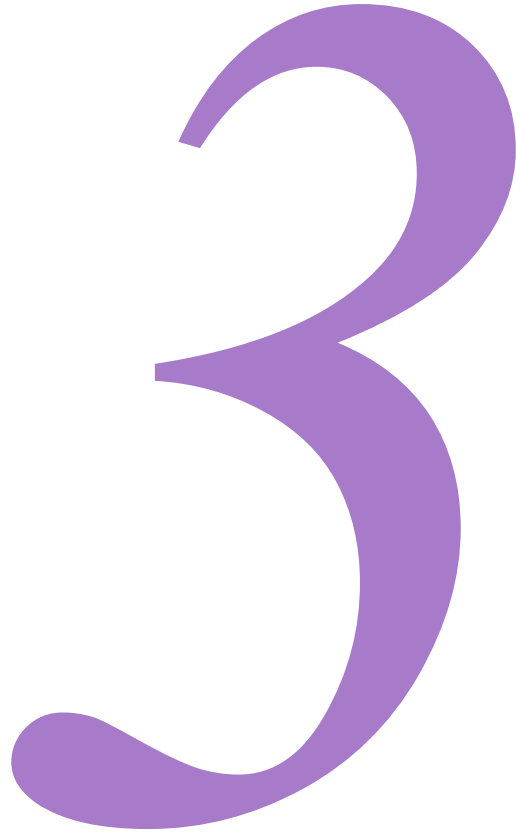
- Society as a field - asymmetrical hierarchical relationship between subject positions (Bourdieu 1977, 1979, 1984)
- Narratives, misrecognition and reproducing social structures
- Habitus - based on differences - comes from childhood and **education** (reproduction of dominant culture)
- Change of habitus requires “*counter-training, involving repeated exercises*” (Bourdieu 2000: 172)
- Antagonism!





Freire's Pedagogy of the Oppressed (Freire 1990)

- The banking model of education → problem-posing education
- Education as a system of reproducer of inequality
- Making the habitus *visible*
- Dialogue - co-operative activity and relationship
- Praxis - knowledge and self-directed action



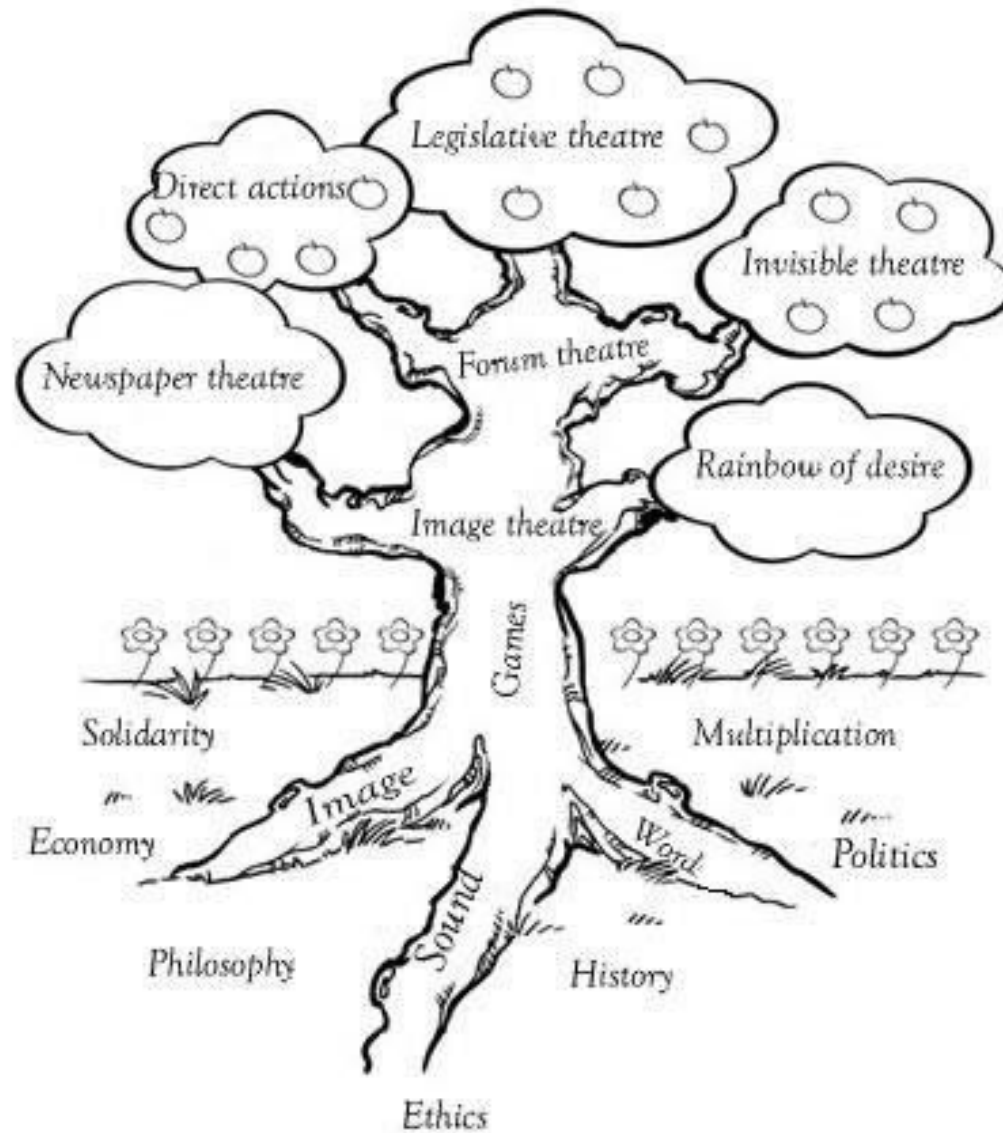
Reconceptualization

- Common aspects
 - Conflict in society
 - Importance of education
- Difference
 - Possibility of change - conflict can be generative (conflict and cooperation paradigm)
- **Outcome** - expansion of habitus
 - scientific reflexivity and artistic creativity (Gorski, 2016) - becoming aware of the habitus and transformation by externally imposed counter-training

Augusto Boal's Theatre of the Oppressed (TO) (Boal 1985, 1995)

- “Reinventing Freire”
- “someone who is oppressed perform and action in theatrical fiction, this will enable him or her to perform it also in real life” (Boal, 1995: 46)
- Nonconscious - conscious (invisible - visible)
- Forum Theatre play - protagonist, antagonist, spect-actors

Tree of the Theatre of the Oppressed



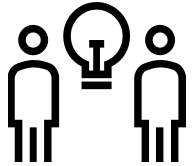
Source:

https://www.researchgate.net/figure/Tree-of-the-Theatre-of-the-Oppressed-This-figure-illustrates-the-components-of_fig1_326881850

Workshop plan:

1. Introduction circle
2. Energizing mind and body -
democratization
3. Image Theatre
4. Developing of FT plays
5. Reflection
6. Spect-actors
7. Reflection

Citizenship education (Huddleston and Kerr 2006:10)



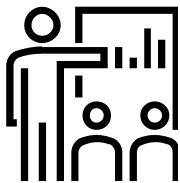
Activity -
learning by
doing



Interactivity -
discussion and
debates



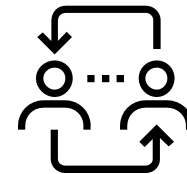
Relevance -
real life issues



Critical
thinking and
reflection



Cooperation -
learning
together



Participation -
being part of
the learning
process



Sources

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*THANK
YOU!*

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