

Comune Di Reggio Emilia Municipio

Contains proceedings of the 7th International Conference on Ecosystems and Sustainable Development (ECOSUD) held in Chianciano Terme, Italy, in 2009. An eye-opening view of the unprecedented global spread of El Sistema—intensive music education that disrupts the cycles of poverty. In some of the bleakest corners of the world, an unprecedented movement is taking root. From the favelas of Brazil to the Maori villages in New Zealand, from occupied Palestine to South Central Los Angeles, musicians with strong social consciences are founding intensive orchestra programs for children in need. In this captivating and inspiring account, authors Tricia Tunstall and Eric Booth tell the remarkable story of the international El Sistema movement. A program that started over four decades ago with a handful of music students in a parking garage in Caracas, El Sistema has evolved into one of classical music's most vibrant new expressions and one of the world's most promising social initiatives. Now with more than 700,000 students in Venezuela, El Sistema's central message—that music can be a powerful tool for social change—has burst borders to grow in 64 countries (and that number increases steadily) across the globe. To discover what makes this movement successful across the radically different cultures that have embraced it, the authors traveled to 25 countries, where they discovered programs thriving even in communities ravaged by poverty, violence, or political unrest. At the heart of each program is a deep commitment to inclusivity. There are no auditions or entry costs, so El Sistema's doors are open to any child who wants to learn music—or simply needs a place to belong. While intensive music-making may seem an unlikely solution to intractable poverty, this book bears witness to a program that is producing tangible changes in the lives of children and their communities. The authors conclude with a compelling and practicable call to action, highlighting civic and corporate collaborations that have proven successful in communities around the world.

Noi siamo quello che altri hanno voluto che diventassimo. Facciamo in modo che diventiamo quello che noi avremmo (rafforzativo di saremmo) voluto diventare.

The Italian cinema is regarded as one of the great pillars of world cinema. Films like *Ladri di biciclette* (1948), *La dolce vita* (1960), and *Nuovo cinema Paradiso* (1988) attracted unprecedented international acclaim and a reputation, which only continue to grow. Italian cinema has produced such acting legends as Sophia Loren and Roberto Benigni, as well as world-renowned filmmakers like Federico Fellini, Sergio Leone, Mario Bava, Dario Argento, and Lina Wertmüller, the first woman to ever be nominated for the Best Director award. The A to Z of Italian Cinema provides a better understanding of the role Italian cinema has played in film history through a chronology, an introductory essay, a bibliography, appendixes, black-&-white photos, and hundreds of cross-referenced dictionary entries on actors, actresses, movies, producers, organizations, awards, film credits, and terminology.

Includes decisions of the civil courts of Italy.

The Historical Dictionary of Italian Cinema provides a better understanding of the role Italian cinema has played in film history through a chronology, an introductory essay, a bibliography, appendixes, black-&-white photos, and hundreds of cross-referenced dictionary entries on

actors, actresses, movies, producers, organizations, awards, film credits, and terminology. Loris Malaguzzi fue una de las figuras más importantes de la educación infantil del siglo XX. Alcanzó un reconocimiento mundial gracias a sus ideas educativas y a su labor en la creación de escuelas infantiles municipales para niños y niñas en la ciudad italiana de Reggio Emilia; un verdadero ejemplo de educación progresista, democrática y pública. A pesar de la repercusión de su trabajo, solo está disponible en castellano una pequeña parte de sus escritos y de su pensamiento sobre la educación en la primera infancia. Este libro permite llenar ese vacío, presentando por primera vez en nuestro idioma textos y discursos realizados entre los años 1945 y 1993, seleccionados por un grupo de compañeras suyas del archivo establecido en Reggio Emilia. Podemos encontrar desde poemas breves, cartas y artículos de prensa, hasta fragmentos sobre los primeros años en la vida de Malaguzzi, los orígenes de las escuelas municipales, así como su pensamiento sobre la infancia, la pedagogía y la escuela. Este material está organizado en cinco capítulos cronológicos, que comienzan al final de la Segunda Guerra Mundial y acaban justo antes de su muerte.

Nord e Sud, Reggio Emilia e Catania: una sola Italia, o piuttosto due? Cronache, persone e disavventure di un paese disunito e alla deriva, osservato da due città-simbolo della sua storica e apparentemente – solo apparentemente – insanabile spaccatura. Non c'è nazione del mondo industrializzato dove lo scarto di civiltà, la differenza di redditi, la qualità dei servizi, la mancanza di coesione sociale siano tanto profondi e disuguali come nel Nord e nel Sud del nostro paese. Ecco le 'portabandiera' delle due Italie in cui viviamo e che normalmente si ignorano: Reggio Emilia, stereotipo di un modello che funziona, della convivenza civile e del senso civico; Catania, il suo alter ego, sorta di Sodoma e Gomorra stretta nella morsa della mafia. L'emiliana, città con un'opinione pubblica vivace e un'informazione locale pluralista; la siciliana raccontata da un giornale solo. Reggio Emilia, che vanta gli asili pubblici più belli e copiati del mondo; Catania che non ne ha o quasi. La prima con un'amministrazione pubblica gestita come un'impresa; la seconda con un'amministrazione colabrodo sull'orlo del fallimento. Reggio Emilia custode della memoria antifascista; Catania priva di memoria antimafia. Nord e Sud come nei vecchi cliché? La verità è più sfaccettata di così anche se non per forza migliore: perfino nel ventre pasciuto dell'Emilia si annida la criminalità mafiosa e il cuore operaio cede alle lusinghe della Lega. Questa è la storia parallela di due città agli antipodi e di un paese in cui cambia tutto per non cambiare nulla.

Noi siamo quello che altri hanno voluto che diventassimo. Facciamo in modo che diventiamo quello che noi avremmo (rafforzativo di saremmo) voluto diventare. Oggi le persone si stimano e si rispettano in base al loro grado di utilità materiale da rendere agli altri e non, invece, al loro valore intrinseco ed estrinseco intellettuale. Per questo gli inutili sono emarginati o ignorati.

Playing for Their Lives: The Global El Sistema Movement for Social Change

Through MusicW. W. Norton & Company

This book deals with the social exclusion of Romanies ('Gypsies') in Italy. Based on interviews with Romani individuals, institutional and Civil Society Organisations' (CSOs) representatives, participant observation and a broad range of secondary sources, the volume focuses on the conditions of those living in Rome's urban slums and on the recent implementation of the so-called 'Emergenza Nomadi' (Nomad Emergency). The enactment of this extraordinary measure concealed the existence of a long-established institutional tradition of racism and control directed at Romanies. It was not the result of a sudden, unexpected situation which required an immediate action, as the declaration of an 'emergency' might imply, but rather of a precise government strategy. By providing an investigation into the interactions between Romanies, local institutions and CSOs, this book will deliver a new perspective on the Romani issue by arguing that the 'camp' is not only a tool for institutional control and segregation, but also for 'resistance', as well as a huge business in which everyone plays their part.

Loris Malaguzzi was one of the most important figures in 20th century early childhood education, achieving world-wide recognition for his educational ideas and his role in the creation of municipal schools for young children in the Italian city of Reggio Emilia, the most successful example ever of progressive, democratic and public education. Despite Malaguzzi's reputation, very little of what he wrote or said about early childhood education has been available in English. This book helps fill the gap, presenting for the first time in English, writings and speeches spanning 1945 to 1993, selected by a group of his colleagues from an archive established in Reggio Emilia. They range from short poems, letters and newspaper articles to extended pieces about Malaguzzi's early life, the origins of the municipal schools and his ideas about children, pedagogy and schools. This material is organised into five chronological chapters, starting at the end of World War Two and ending just before his death, with introductions to each chapter providing background, including the historical context, the main events in Malaguzzi's life and the rationale for the selection of documents. The book provides a unique insight into the background, thinking and work of Malaguzzi, revealing, in his own words, how his thinking developed, how he moved between theory and practice, how he border-crossed many disciplines and subjects, and how he combined many roles ranging from administrator and campaigner to researcher and pedagogue. Academics, students and practitioners alike will find this landmark publication provides rich insights into his life and work.

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