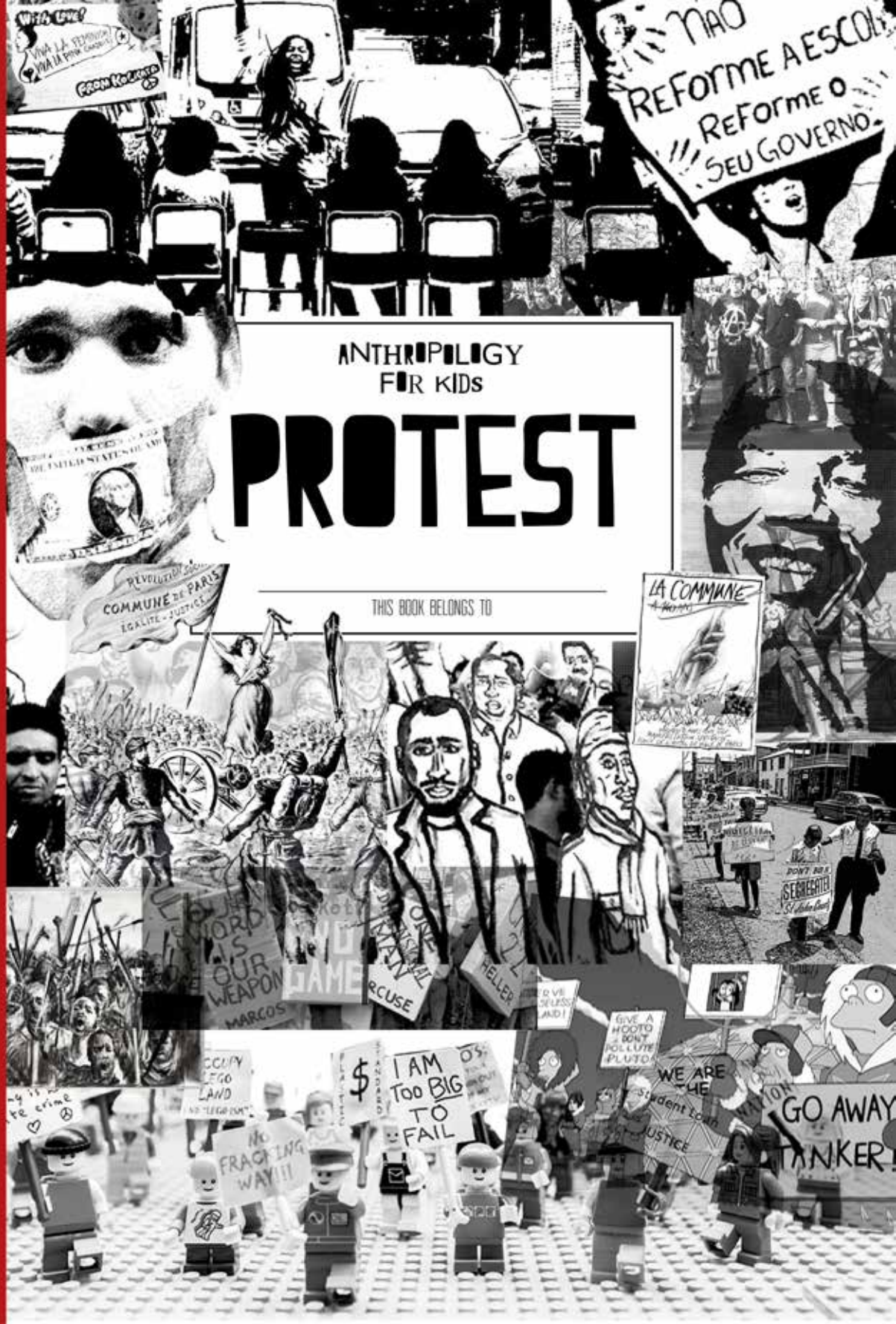
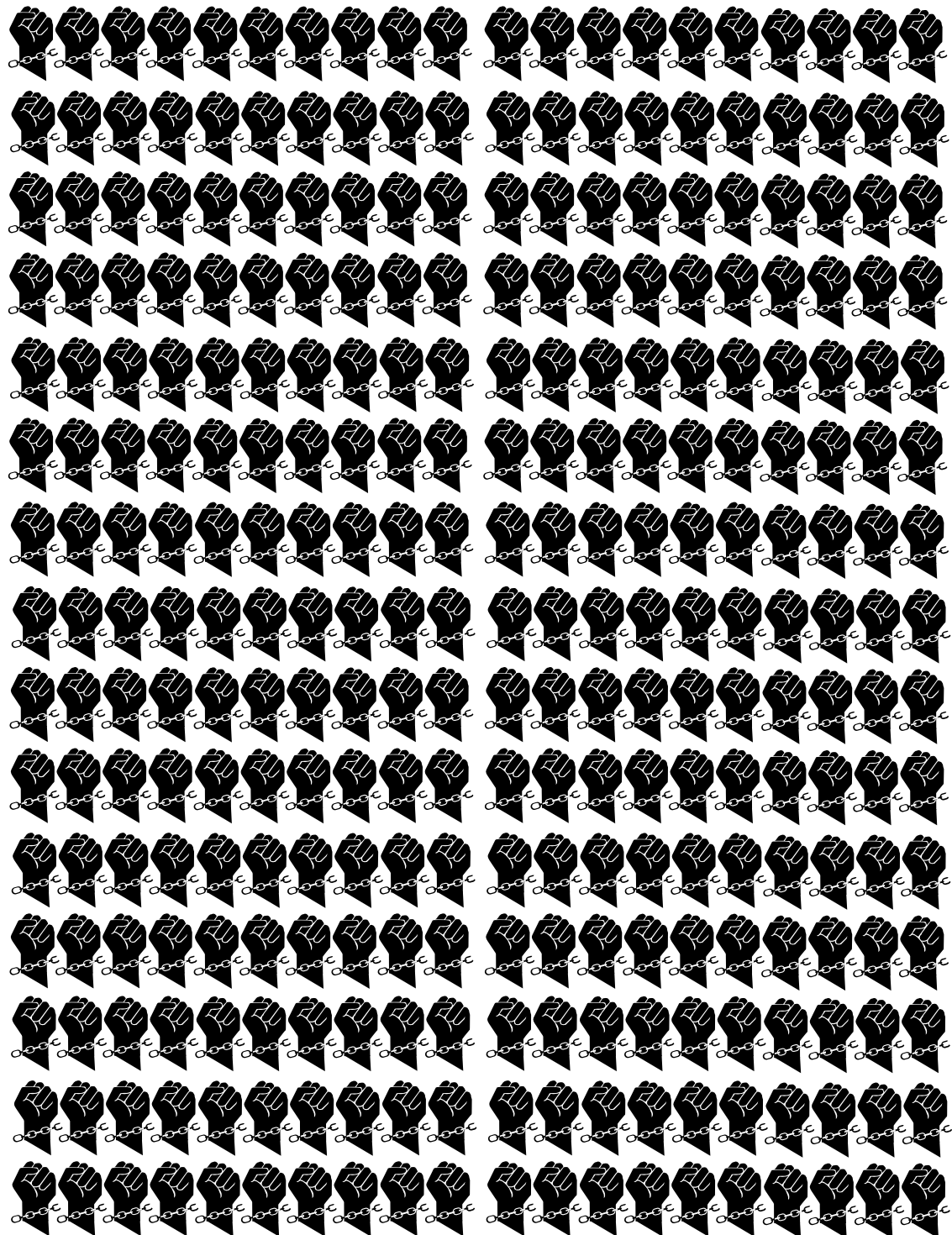
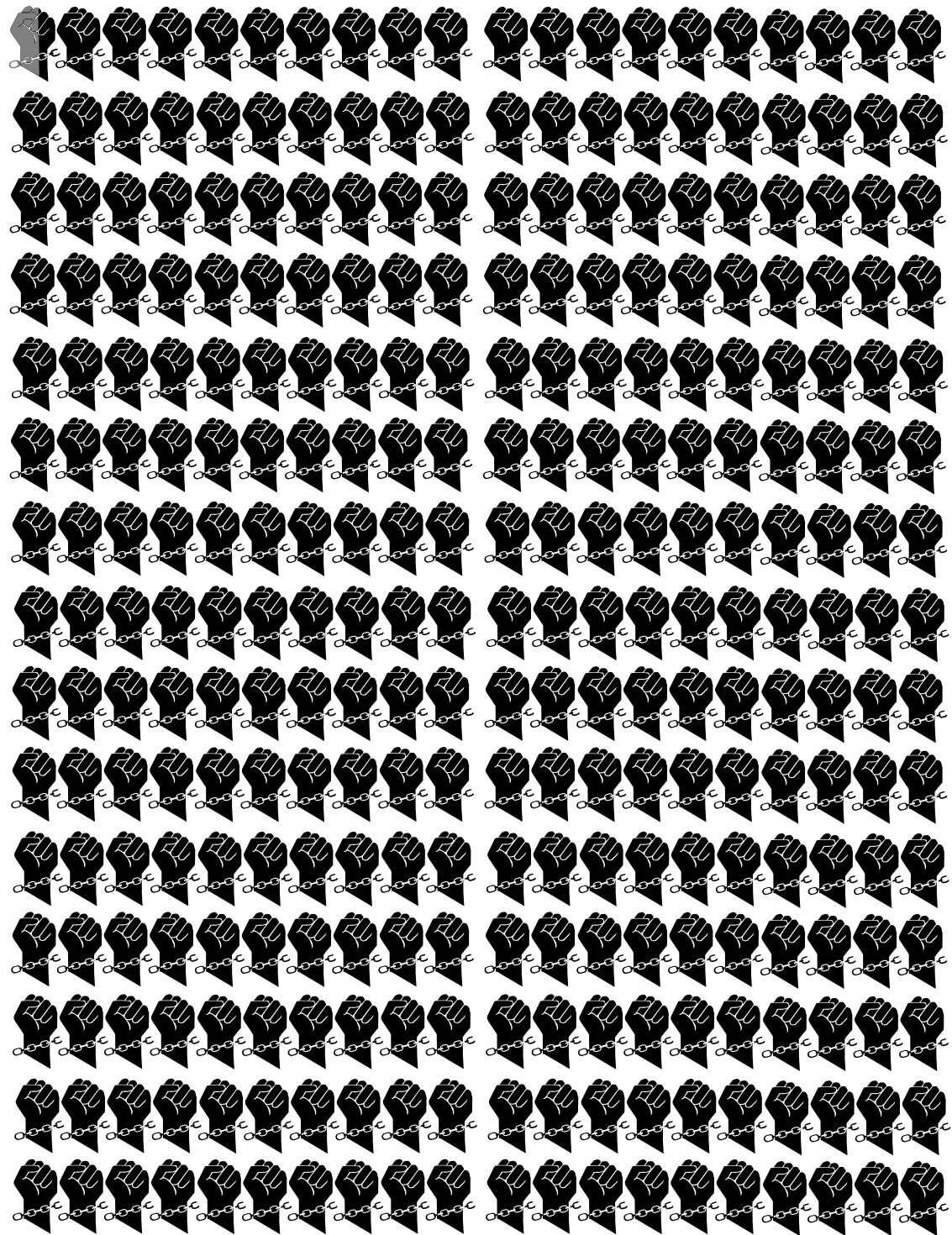


ANTHROPOLOGY
FOR KIDS

PROTEST

THIS BOOK BELONGS TO





THE HISTORY OF PROTEST:

THE BOOK
THAT SHOULD BE
CONTINUED

ANTHROPOLOGY FOR KIDS

description of the project

Authors of The History of Protest

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with lots of help of

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and many others

The pictures were taken and partly drawn by Nika Dubrovsky

The cover picture is by Willaime Kentrige

Drawing for the film Other Faces, 2011

charcoal and coloured pencil on paper, 62 x 121 cm

Cover design & layout by Ludmila Ivakina

Throughout history, people have made their voices heard and expressed their opinion about what is fair, by protesting. Sometimes these protests resulted in victories, other times in failure and defeat. Many have been recorded into history, so we can remember key events and the reasons for struggles. Just as many have been neglected or forgotten.

This book is about a range of world-changing protests organized in different countries, pursuing different aims. This book is not organized around a single history or theory, but is composed of stories and opinions about people's struggles.

The aim is not to understand protest through a single formula or world view, but to create space for thought. The book is an invitation to join me in thinking about social and political change, and how this comes about.

What would you come up with, if you were standing in the places of these protesters? What would you want to change or make better in your own situation today? Which changes are possible? Are there changes that are impossible? How do we decide whether change is possible or not?

I think that posing a good question gets you half way towards an answer. All we have to do is learn to ask good questions. **Please share your own questions, opinions and stories about justice and fairness with me and everybody else.**

PROTESTS



1.

SCHOOL OCCUPATIONS ACROSS SÃO PAULO

THE GOVERNOR OF SÃO PAULO DECIDED TO CLOSE LOTS OF SCHOOLS AND FIRE THE TEACHERS FROM THEIR JOBS



2.

OCCUPY WALL STREET

ON SEPTEMBER 2011 IN ZUCCOTTI PARK, THE "OCCUPY" MOVEMENT BEGAN. IT CAME UP WITH THE SLOGAN: "WE ARE THE 99%"

3.

THE ARAB SPRING

A TRAGIC SUICIDE OF A YOUNG TUNISIAN AROUSED A NATIONWIDE WAVE OF PROTESTS

4.

BOOK BLOC

IN 2010 ENGLISH STUDENTS PROTESTED THE PRIVATIZATION OF PUBLIC EDUCATION

5.

PINK CHADDI CAMPAIGN

IN INDIA A GROUP OF HINDU EXTREMISTS ATTACKED YOUNG WOMAN FOR SPENDING TIME IN PUBLIC WITH MEN

6.

ALTER GLOBALISTS

A GROUP OF PEOPLE CARRIED A MEDIEVAL CATAPULT

7.

THE ZAPATISTA INDIGENOUS UPRISING



JUSTICE FOR INDIGENOUS PEOPLE AND FOR EVERYBODY IN THE COUNTRY

8.

ASHES ACTION

THE STRUGGLE AGAINST THE AIDS VIRUS

9.

GERMAN SCHOOL

IN A SMALL TOWN IN WEST GERMANY IN 1987, ONE OF THE SCHOOL TEACHERS WAS CRUELLY AND REPEATEDLY PUNISHING CHILDREN

10.

THE YES MEN - INDIA

MEMBERS OF THE ART GROUP "THE YES MEN" TRICKED A NEWS STATION BY PRETENDING TO BE THE BOSS OF A HUGE CORPORATION AND PROMISING TO RESTORE JUSTICE



11.

GREENPEACE

IN ORDER TO PROTEST AMERICAN NUCLEAR TESTS A GROUP OF YOUNG CANADIANS GOT INTO A BOAT AND SAILED TO THE ISLAND WHERE A BOMB WAS SUPPOSED TO BE DROPPED

12.

SOWETO UPRISING

IN 1967 SOUTH AFRICAN BLACK CHILDREN WERE ORDERED TO LEARN IN SCHOOLS IN AFRIKAANS, THE LANGUAGE OF THE WHITE PEOPLE WHICH WAS CONSIDERED THE LANGUAGE OF THE OPPRESSOR

13.

MANDELA

THE BLACK POPULATION OF SOUTH AFRICA WAS DEPRIVED OF ITS POLITICAL AND ECONOMIC RIGHTS. IT WAS NELSON MANDELA WHO BECAME THE SYMBOL OF THE RESISTANCE



14.

MARTIN LUTHER KING

HIS WEAPONS WERE HIS SPEECHES. THEY WERE HEARD BEYOND AMERICA AND THROUGHOUT THE WORLD

15.

MAHATMA GANDHI

GANDHI CALLED FOR NONVIOLENT CIVIL DISOBEDIENCE AND ORGANIZED THE SALT MARCH

16.

MOTHER JONES

IN 1903 MARY JONES ORGANIZED THE CHILDREN WHO WORKED AT MINES AND FACTORIES TO GO ON A "CHILDREN'S CRUSADE"

17.

THE SUFFRAGETTES

FOR MOST OF HISTORY WOMEN DID NOT HAVE EQUAL RIGHTS INCLUDING THE RIGHTS TO VOTE

18.

LEO TOLSTOY

TOLSTOY'S TEACHING AND LIFE WERE EXAMPLES OF HOW NONVIOLENT RESISTANCE CAN CHANGE SOCIETY

19.

THE PARIS COMMUNE

IN 1871 CITIZENS OF PARIS TOOK OVER THE CITY. THEY WERE SIMPLE PEOPLE: SHOP OWNERS, CRAFTSMEN, AND WORKERS

SCHOOL OCCUPATIONS

ACROSS SÃO PAULO

THE GOVERNOR OF SÃO PAULO DECIDED TO CLOSE LOTS OF SCHOOLS AND FIRE THE TEACHERS FROM THEIR JOBS.



The schools were already overcrowded and did not have enough resources. In response, students occupied more than 200 schools. This went on for more than a year.

Students locked the doors of the schools and organized student assemblies, despite threats from the administration, some teachers, and the police. They reached out to the neighborhoods, collecting food and help from parents, some teachers, and other citizens.

They rejected government proposals to negotiate individually, saying that the government would have to negotiate with students from all occupied schools at once, or not at all.

THESE BRAZILIAN STUDENTS WERE INSPIRED BY THE EXAMPLE OF CHILEAN STUDENTS IN 2011 WHO ORGANIZED MASS PROTESTS AND OCCUPATIONS, DEMANDING FREE PUBLIC EDUCATION – A MOVEMENT KNOWN AS THE “CHILEAN WINTER.” THEY SKYPED WITH CHILEAN STUDENTS, RECEIVING SUPPORT, ENCOURAGEMENT, AND TIPS.



Prior to the occupation, teachers had to follow a curriculum based on preparing students for standardized tests. **AT OCCUPIED SCHOOLS, STUDENTS VOTED ON THE TOPICS THEY WANTED TO LEARN ABOUT AND TEACHERS WERE FREE TO PROPOSE CLASSES ON THEIR OWN INTERESTS.** Students took classes about the Russian Revolution and the Arab Spring, topics that were not covered by the traditional curriculum.

One student said, “I am learning more in these few months than I did in years of school. We are bringing in more culture to the school than I have ever seen in a public school in Brazil.”

IMAGINE A SCHOOL WITHOUT GRADES, WHERE YOU WILL CHOOSE THE SUBJECTS THAT YOU WANT TO STUDY.

MONDAY

- _____
- _____
- _____
- _____
- _____
- _____

TUESDAY

- _____
- _____
- _____
- _____
- _____
- _____

WEDNESDAY

- _____
- _____
- _____
- _____
- _____
- _____

THURSDAY

- _____
- _____
- _____
- _____
- _____
- _____

FRIDAY

- _____
- _____
- _____
- _____
- _____
- _____

It could be anything: cooking, dancing, reading, or creating computer games.

LIKE MANY BIG CITIES, NEW YORK IS A VERY EXPENSIVE PLACE: FOOD, RENT, MEDICINE – EVERYTHING COSTS A LOT. AFTER THE US-LED GLOBAL ECONOMIC CRASH IN 2008, MANY PEOPLE LOST THEIR HOMES AND THEIR SAVINGS, BUT THE GOVERNMENT FOCUSED MORE ON SAVING THE BANKS, RATHER THAN THE PEOPLE SUFFERING FROM THE CRISIS.

OCCUPY WALL STREET



ON SEPTEMBER 2011 IN ZUCCOTTI PARK, THE “OCCUPY” MOVEMENT BEGAN. IT CAME UP WITH THE SLOGAN:

“WE ARE THE 99%.”

JUST FIVE WORDS MADE THE POINT THAT MOST CITIZENS ARE NOT MILLIONAIRES, AND HAVE TO WORK HARDER AND HARDER JUST TO SURVIVE.

For more than two months, people shared food and shelter, were treated by volunteer doctors, and attended free classes. They set up a People’s Library and daily assemblies to organize everything. They showed it is possible to share resources and treat people with care through democratic processes.

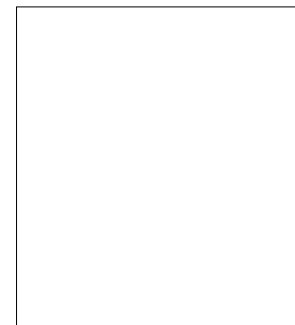
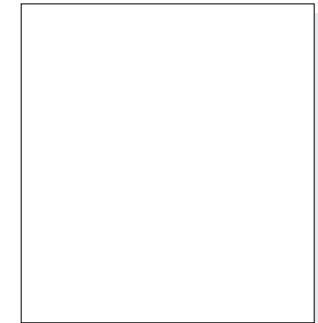
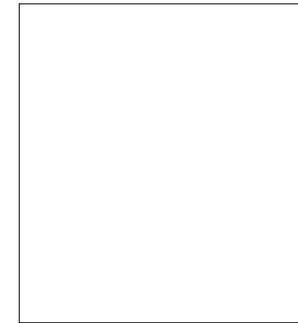
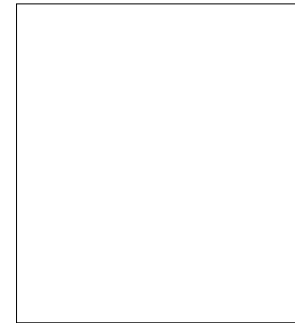
FAMOUS MUSICIANS HELD FREE CONCERTS, PROFESSORS GAVE LECTURES, ACTIVISTS HELD DISCUSSIONS, AND HOMELESS PEOPLE WERE FED.

The right to public assembly is enshrined in the US Constitution. Supporters of the protest included President Barack Obama, the Mayor of New York, and many politicians and journalists. But protesters were eventually harshly expelled and hundreds of arrests were made. Police used water cannons and military gear against peaceful citizens.

AFTER THE EVICTION, SIMILAR OCCUPY CAMPS SPRUNG UP IN PUBLIC SQUARES AROUND THE WORLD.

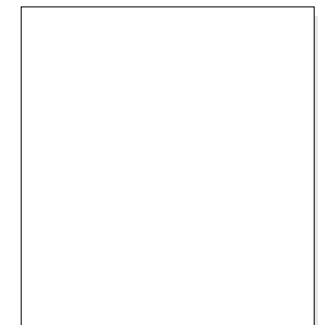
The movement successfully managed to change public discussions about money and inequality. People understood better how the financial system created debt. Before Occupy, debt was considered a personal problem that was all the individual’s fault.

POLITICIANS ARE NOW FORCED TO ADDRESS THESE PROBLEMS OF INEQUALITY AND POVERTY.



OCCUPY CAME UP WITH A LOT OF FUN AND EASY TO UNDERSTAND SLOGANS TO EXPLAIN HOW EQUALITY IS LACKING AND WHY IT IS NECESSARY.

Write their slogans in these tables



ЧТОБЫ ПРОЧУВСТВОВАТЬ,
ЧТО ТАКОЕ
СПРАВЕДЛИВОСТЬ,
МОЖНО ПОПРОБОВАТЬ
ПРЕДСТАВИТЬ СЕБЕ, ЧТО ТАКОЕ
НЕСПРАВЕДЛИВОСТЬ

THE ARAB SPRING

IN 2010, A YOUNG TUNISIAN MAN WHO HAD RECENTLY GRADUATED WITH HIS MASTERS DEGREE COULD NOT FIND A JOB. HE BEGAN SELLING VEGETABLES FROM A CART ON THE CITY STREETS TO MAKE SOME MONEY. BUT EVEN THIS JOB HE COULDN'T KEEP FOR LONG. CITY OFFICIALS CONFISCATED HIS CART. THEY WANTED THE YOUNG MAN TO PAY THEM EVEN MORE MONEY OUT OF THE SMALL AMOUNT THAT HE MADE. DESPERATE, THE YOUNG MAN SET HIMSELF ON FIRE AND DIED IN THE HOSPITAL. HIS TRAGIC SUICIDE AROUSED A NATIONWIDE WAVE OF PROTESTS.



Tunisia was a poor and corrupt country, ruled by the same family for twenty years. The government, fearing mass demonstrations, opened fire on protester. The repressive use of force led to more violent uprisings and calls for revolution. Finally, the Tunisian dictator escaped with his family and the country's gold reserves on a plane to Saudi Arabia, and a democratic regime was established in Tunisia.

THIS SUCCESS INSPIRED REVOLUTIONS IN OTHER ARAB COUNTRIES.

Most of them, however, have not led to a peaceful change of government. IN BAHRAIN AND IRAQ, PEACEFUL DEMONSTRATIONS WERE BRUTALLY SUPPRESSED. IN SYRIA AND LIBYA, TERRIBLE CIVIL WARS HAVE BEEN STARTED. EGYPT ESTABLISHED A MILITARY DICTATORSHIP.

Imagine that there is a totally unjust situation. Something is terribly wrong. But in order to battle it, one needs to risk even the little security and justice that one has.

Some people would say: "We are for 'evolution,' we do not like 're-revolution,' it is too dangerous and often leads to even more suffering."

Some people say that revolutions show the true will of the people.

They will eventually improve the living conditions of the people.

WHAT DO YOU THINK ABOUT THIS?

A series of horizontal lines for writing a response to the prompt.





DO YOU THINK THAT PEOPLE (ALL PEOPLE)
SHOULD HAVE A CHANCE TO SPEAK AND LIVE IN JUSTICE?

WOULD THIS REQUIRE

① MORE FREEDOM OR ② MORE POLICE? WHY?

**IN 2010, ENGLISH STUDENTS
PROTESTED THE PRIVATIZATION
OF PUBLIC EDUCATION.**

UNIVERSITIES THAT HAD BEEN FREE IN ENGLAND FOR MANY YEARS STARTED TO CHARGE STUDENTS FEES THAT THEY COULD NOT AFFORD TO PAY. THEY WERE FORCED TO BORROW MONEY FROM BANKS AND AS A RESULT FINISHED THEIR EDUCATIONS DEEP IN DEBT.

BOOK BLOC



Students demanded a stop to rising fees for university study. They claimed that government spent too much money to support corporations and the military. Education, claimed the students, is more important than anything else.

STUDENTS USED HUGE HOMEMADE BOOKS THAT LOOKED LIKE MEDIEVAL SHIELDS to protect them from police. It was such a clear, perfect idea! **IT SYMBOLIZED WHO IS FOR EDUCATION AND WHO IS AGAINST IT.**



This idea raised sympathy from the press and the public for the side of the students. It was as if culture itself was protesting against the education reforms! The book titles were chosen individually, but using books as shields let them visually appear as a collective.

The book bloc not only physically protected students from the police, but also protected their identities, since they could hide behind the shields.

OVERALL THE PROTESTS IN ENGLAND WERE NOT SUCCESSFUL: EDUCATION IS STILL EXPENSIVE.

But the idea of producing and using your own book blocks is used by students in many countries: Italy, Spain, and the USA.

**WRITE THE NAME AND THE REASON FOR YOUR PROTEST AND
DRAW THE TITLES OF THE SHIELD-BOOKS THAT YOU WOULD USE!**



BOOK BLOC

PINK CHADDI CAMPAIGN

IN INDIA A GROUP OF HINDU EXTREMISTS ATTACKED YOUNG WOMEN FOR SPENDING TIME IN PUBLIC WITH MEN.

THEY THREATENED WITH PHYSICAL VIOLENCE ANYONE WHO CELEBRATED VALENTINE'S DAY, BECAUSE ACCORDING TO THEM IT WAS AGAINST INDIAN CULTURE.

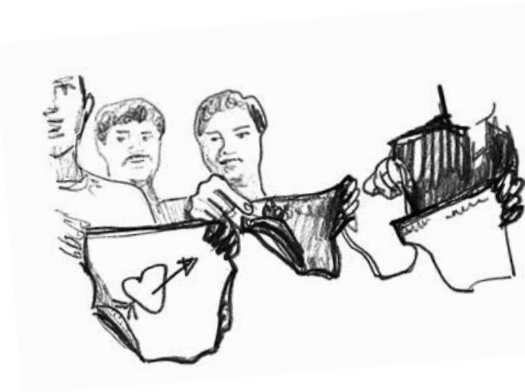
IN RESPONSE TO THIS THREAT, INDIAN WOMEN ORGANIZED A FACEBOOK GROUP that asked their supporters to go to the pub, raise a toast for Valentine's Day, take pictures, and send photos to the "Army of Lord Ram," a Hindu extremist group. Women proposed to send pink panties by post to the government, to demand protection for women from physical attacks and insults.

Within one week the FB group had 45 000 members. Women wrote a blog:

WHAT HAPPENS AFTER VALENTINE'S DAY?

"After Valentine's Day we should get some of our elected leaders to agree that beating up women is ummm... AGAINST INDIAN CULTURE."

Under the pressure of pink panties the extremist group withdrew their threats.

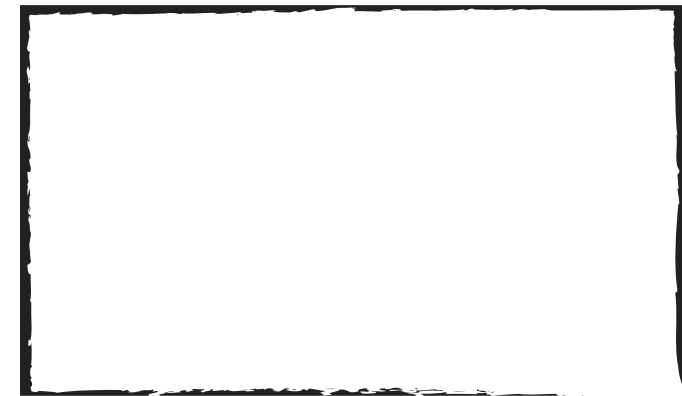


MANY OF THEM SPENT VALENTINE'S DAY HAVING MUCH MORE FUN THAN USUAL.

AS A RESULT, INDIAN WOMEN NOT ONLY SOLVED THE SPECIFIC PROBLEM FACED BY THEIR FRIENDS IN A SMALL INDIAN CITY, BUT ALSO CREATED A FRIENDLY COMMUNITY, READY TO HELP AND PARTICIPATE IN SOLVING OTHER PROBLEMS.

WHAT WOULD YOU MAIL TO A PERSON (OR GOVERNMENT) IN ORDER TO CONVINCEN THEM TO CHANGE THEIR MIND?

Try to come up with a harmless joke, but consider that you might be joined by many many people. Try to create a fun message!



THE CHEERFUL TONE OF THE CAMPAIGN, THE FACT THAT IT TOOK PLACE NOT ONLY ON THE INTERNET BUT ALSO IN REALITY – THE THOUSANDS OF UNDERPANTS SENT BY POST LOOKED VERY IMPRESSIVE – HELPED TO RECRUIT A LARGE NUMBER OF PARTICIPANTS.

LONG FRIDAY. ICELAND



**IN 1975 90% OF WOMEN IN ICELAND FOR 24 HOURS
REFUSED TO DO ANY HOUSEWORK AND DID NOT SHOW UP FOR WORK.**

They went on a demonstration, demanding equal wages and equal place
in society. Fathers had to take their kids along to workplaces.

Schools, hospitals and stores shut down.

THE LIFE IN THE COUNTRY HAD STOPPED.

Women of Iceland successfully demonstrated what their work is ACTUALLY worth.

THE GOVERNMENT CHANGED THE CONSTITUTION, ENSURING EQUAL RIGHTS FOR WOMEN.

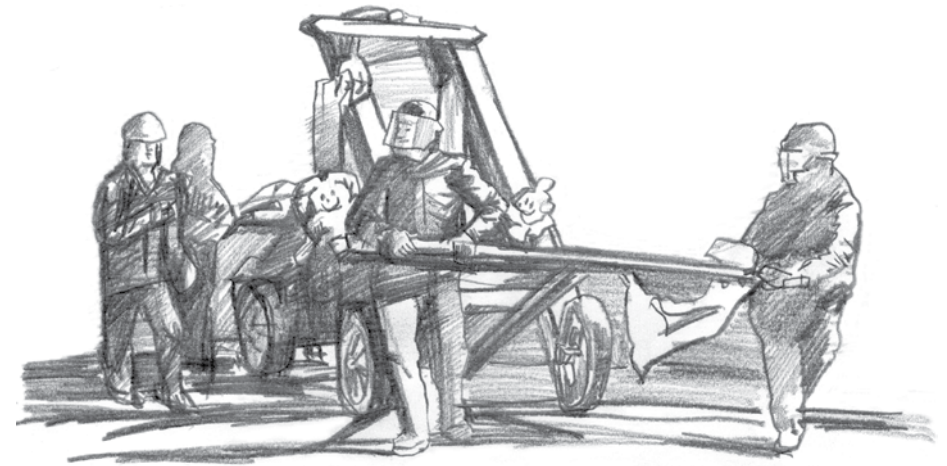
THE WORLD'S FIRST FEMALE PRESIDENT WAS ELECTED IN ICELAND.

WHAT WOULD YOU DO TO CRACK DOWN ON THE DEMONSTRATION?

How would you treat the women who refused to surrender?

IN 2001 IN QUEBEC, CANADA A GROUP OF PEOPLE CARRIED A MEDIEVAL CATAPULT THAT THEY HAD CONSTRUCTED TO THROW STUFFED PANDAS INSIDE THE FENCED AREA WHERE THE GOVERNMENTS OF SOUTH AND NORTH AMERICAN COUNTRIES WERE HOLDING THEIR MEETING.

THIS WAS ONE OF MANY BIG PROTESTS ORGANIZED BY GROUPS THAT ARE CALLED "ALTER-GLOBALISTS."



Alter-globalist protesters were very successful in changing public opinions of how and why people of different countries should cooperate with each other. **THEY WERE ALSO THE BASIS FOR MANY SOCIAL MOVEMENTS THAT CAME AFTER THEM, INCLUDING MOVEMENTS TRYING TO PREVENT CLIMATE CHANGE.**

ALTER GLOBALISTS

They claimed that capitalist globalization is only good for corporations, but not for people. Capital can move freely across borders, but people cannot.

The interests of corporations are very well protected by international institutions, but people are still vulnerable.

These protesters were faced with excessive force: mounted police, secret services, and police shooting rubber bullets and tear gas into peaceful demonstrations. The government prepared prisons to "host" the protesters and organized arrests in advance, turning the whole city into a "no access zone."



THE RESPONSE OF THE PROTESTERS WAS TO BE MORE CREATIVE AND MORE SPECTACULAR. THEY DELIBERATELY CONSTRUCTED THE MEDIA RESPONSE AND THE SPREAD OF INFORMATION.

IMAGINE THAT YOU ARE PART OF A PROTEST THAT IS FACING A HUGE ARMY. Resistance is futile, but you still want to make your point. You have a catapult!
Draw or write what would you throw out at the enemy!



THE ZAPATISTA INDIGENOUS UPRISING: THE OTHER CAMPAIGN

CANDIDATE ZERO DID NOT WANT TO BE ELECTED PRESIDENT. HE PARTICIPATED IN A CAMPAIGN TO EXPLAIN WHAT THE ZAPATISTAS WANTED: JUSTICE FOR INDIGENOUS PEOPLE AND FOR EVERYBODY IN THE COUNTRY.

THE MEXICAN GOVERNMENT DID NOT RECOGNIZE THE RIGHTS OF INDIGENOUS PEOPLE.

During the 2001 election, the Zapatistas organized a peaceful march through the whole country towards Mexico City, and the government was afraid to stop them. At that time the Zapatistas had been in armed conflict with the government for many years.

Support from the people in Mexico and around the world was huge. Reports, TV interviews, and films were produced and distributed on a mass scale. IF ZAPATISTAS HAD JUST WANTED TO WIN THE ELECTION, IT WOULD HAVE BEEN EASY FOR THEM.

Instead they named their spokesman Candidate Zero and demanded changes to the constitution to provide rights of autonomy for indigenous people, as well as to ban privatization of public land and natural resources.

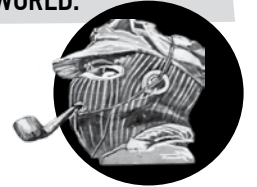
Working for 20 years the community of the Zapatistas built lots of schools and hospitals, they preserved their languages and cultures, and they built strong international support not only for themselves, but for other oppressed groups of people around the globe.



Many attribute this to how the Zapatistas turned for help to the international community:

THEY DID NOT PROMOTE THEIR LEADERS. THEY TIED STRUGGLES FOR JUSTICE IN THEIR OWN COMMUNITY WITH STRUGGLES FOR THE RIGHTS OF OTHER OPPRESSED AND NEGLECTED COMMUNITIES AROUND THE WORLD.

They were able to find a language to relate to people around the globe, writing books, giving interviews, making films, inviting journalists and artists to visit them, and organizing festivals and meetings.



You have become the leader of a revolt of the oppressed in your country, but you can not win militarily. **YOU HAVE AN OPPORTUNITY TO ORGANIZE 5 EVENTS TO CONVINCE THE PRESS AND THE PUBLIC TO SUPPORT YOU.**

DESCRIBE WHAT YOU WOULD DO:

1. _____

2. _____

3. _____

4. _____

5. _____



I THINK

THAT THE ANCIENT UR
ITSELF RESEMBLES A PRISON
AND EVERYONE IN IT
WAS KIND OF PRISONERS
OR PRISON WARDERS

IN A SMALL TOWN IN WEST GERMANY IN 1987,
ONE OF THE SCHOOL TEACHERS
 HAD BEEN CRUELLY AND
 REPEATEDLY PUNISHING CHILDREN.

GERMAN SCHOOL



Der Opfer des Golfkrieges gedachten die Teilnehmer der Mahnwache am späten Freitagnachmittag mit einem im Wortsinne gespenstigen Umzug durch die Innenstadt. Mit ihrer Aktion wollten sie deutlich machen, daß der Krieg katastrophal folgenlos geblieben sei: Die ökologischen Folgen, aber auch die Tausende von Toten unter der irakischen Zwischverkökung sollten durch den Umzug ins allgemeine Bewußtsein gerückt werden.
 Foto: Zedler

Mittwoch
 Altena
 Ziehen Bands bald im Jugendzentrum ein? — Juso-Gespräch mit Herbert Packruhn

Rausschmiß für Musiker Nun fehlt ein Proberaum

Von Corina Turner
 Altena — Musikinstrumente im Wert von mehreren tausend Mark verfaulen zur Zeit in irgendwelchen Zimmern oder Kellern, nur weil wir keine Räume finden — Über mangelnde Proberäume in Altena sprach die Juso-AG mit dem stellvertretenden SPD-Fraktionsvorsitzenden Herbert Packruhn.

«Er war als einziger Ratskammer der Erstellung der Juso-AG beteiligt und setzte sich im Rahmen des Projektes «Lebende Stadt oder tote Häuser» den Anliegen der Jugendlichen.

Die Musiker der Gruppen «Der Jonge Zusammenschluß von Rhythmen, Tönen & Worten», «Aino» dochts und «Van Silencio» erklärten Packruhn zunächst die Lage: «Seit zwei Jahren haben wir in den Räumen unter dem BGA geprobt und sind danach vor den Sommerferien plötzlich ohne erkennbaren Grund herangezogen worden. Zurück hat keine Schulleitung plötzlich erklärt, die Räume nur über die Sommerferien zu schließen — ein neues Schloß wurde eingebaut. Die Jugendlichen erhielten jedoch die Zusage, nach dem Ferien weiter dort in ihrem Hobby nachgehen zu dürfen. Nach der «Sommerpause» wurden sie dann jedoch vor vollendeter Tatsache

«den gerollt» Proben, das gibt es hier nicht mehr.»

Die Eigeninitiative der Musiker bei der Suche nach neuen Möglichkeiten war erstaunlich. Sie geben Zeitungsanzeigen auf, setzen sich mit den Besitzern von leerstehenden Fabrikhallen in Verbindung, suchen privat einen neuen Raum — alles ohne Erfolg. Als sie dann gar nicht mehr weiter wollten, gingen sie schließlich zum Stadtdirektor. Er versprach, sich um Räumlichkeiten zu kümmern, was dann jedoch plötzlich nicht mehr zu erreichen. Über seine Selbstkritik erfahren die Jungen, Reinhard Richter habe viel über-entfesselt — ein direktes Feedback vom Stadtdirektor erhielten sie jedoch nicht.

Herbert Packruhn erklärte, er höre von dem Problem in diesem Ausmaß zum ersten Mal und könne dem Jugendlichen nicht mehr versprechen, als der Stadtdirektor auch — sich darum zu kümmern.

«Eine Möglichkeit wäre es, die zwei Basiskellern im Keller des Jugendheimen, die so-wohl kaum genutzt werden, zusammenzuliegen und den dann frei verbleibenden Raum dem Bands zur Verfügung zu stellen. Der Vorteil: Da die Proben der Musik-Gruppen — aus Erfahrung — einige Zuschauer anziehen, würde auch die Besucherzahl des Jugendheimen ansteigen.

Die Musiker erklärten, sie würden ja noch nicht einmal einen besonders tollen Raum suchen, nur Miete wären vorbereitet, im angemessenen Rahmen zu bezahlen, was ist auch kein Problem, wenn wir selbst initiativ renovieren müssen — Hauptanbe, wir finden einen Platz, wo wir können sitzen, und unsere Instrumente, Verstärker, Aufnahmegeräte, verrufen nicht.» Packruhn versprach auf drängen der Jugendlichen, ihnen in 14 Tagen Bescheid zu sagen, ob sich etwas ergeben hat oder nicht.

If students did not know their French vocabulary or forgot their homework, they would be forced to stand next to the blackboard, face the wall, put a trash bin on their head, and stand there for the rest of the class.

The students had their own school newspaper, which they self-published. They wrote about politics and school events.

ONE STUDENT WRITER DENOUNCED THE TEACHER'S PUNISHMENT TECHNIQUE IN AN ARTICLE. THIS CREATED A PUBLIC SCANDAL.



Jugendlichen und Musiker sprachen mit dem stellvertretenden SPD-Fraktionsvorsitzenden Herbert Packruhn über fehlende Proberäume für drei Bands.
 Foto: Turner

THE PARENTS AND THE LOCAL PRESS WERE OUTRAGED.
 THE TEACHER TRIED TO BULLY THE YOUNG AUTHOR, BUT IT DIDN'T WORK.
 HE NEVER AGAIN USED THIS CRUEL TECHNIQUE.

WRITE A STORY FOR AN IMAGINARY NEWSPAPER ABOUT ANYTHING THAT YOU FIND UNJUST IN YOUR SCHOOL.

Justice for everybody: teachers, parents, student: for the whole community.

A large rectangular area containing several rows of horizontal lines, intended for writing a story.

If you can't think of something unjust, write about something great instead.

Let's say you are the chief police officer in a town with an uprising of school kids.

WHAT WOULD YOU DO TO CLEAR THE AIR?

And what if you were the head teacher? How would you talk to the students?

WRITE DOWN YOUR SPEECH HERE.

Now let's imagine that you are a kid. Imagine you have organized a special "disobedience fest" and set up your own school to host all the other schools. All the mandatory classes at your school have been cancelled and instead you have a number of elective classes.

WHAT KIND OF ELECTIVE CLASSES WOULD THE KIDS AT YOUR SUPERSCHOOL ATTEND?

Culinary – so that they could learn to cook for themselves and then enjoy the food they made all day.

Farming – so they could learn to grow their own vegetables and fruit.

Astronomy – so they could learn about the stars and attend Calculus lectures.

Sewing – so they could make their own fashionable outfits and organize fashion shows?



THE YES MEN-INDIA

MEMBERS OF THE ART GROUP THE YES MEN TRICKED A NEWS STATION BY PRETENDING TO BE THE BOSS OF A HUGE U.S. CORPORATION AND PROMISING TO RESTORE JUSTICE.

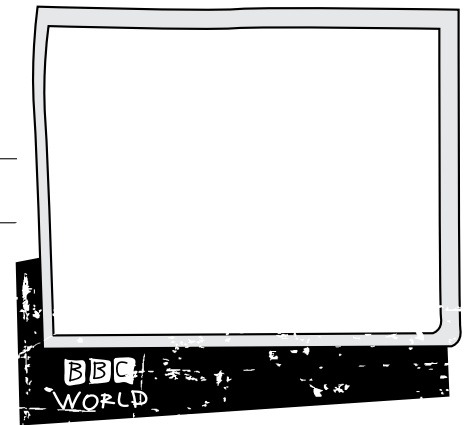


ONE OF THE BIGGEST POLLUTION CASES IN THE WORLD WAS A GAS LEAK CAUSED BY AN AMERICAN CORPORATION IN BHOPAL, INDIA IN 1984.

It killed thousands of people, and many remain injured or disabled today. The corporation responsible never helped the victims or cleaned up the mess. The real boss soon admitted publicly that he would fix nothing. So the whole world saw how evil the company was.

THE YES MEN WERE NOT PUNISHED FOR THEIR TRICK because what they did was an art performance.

COME UP WITH YOUR OWN TV APPEARANCE TO RESTORE JUSTICE



1. WHO WOULD YOU PRETEND TO BE?
Imagine that you can impersonate anybody: the Queen of England, your country's president.

2. HOW WOULD VIEWERS REACT?
Would they be happy?
Would they be surprised?
Would your actions make them think?

3. HOW WOULD THE PEOPLE IN POWER RESPOND TO YOUR SHOW?



GREENPEACE

GREENPEACE
We know who you are.
We know where you live.
We know where you work.

IN 1970, THE USA WANTED TO TEST AN ATOMIC BOMB NEAR ALASKA. THE CITIZENS WHO LIVED THERE WERE AFRAID THE TEST WOULD CAUSE EARTHQUAKES, DO DAMAGE TO THE ENVIRONMENT, OR MAKE THEM SICK. THEY TRIED TO ORGANIZE LOCAL PROTESTS, BUT THIS DIDN'T CHANGE THE DECISION.

DESPERATE TO GET THE ISSUE IN THE MEDIA, A GROUP OF YOUNG CANADIANS GOT INTO A BOAT THEMSELVES, AND WENT TO THE ISLAND WHERE THE BOMB WAS SUPPOSED TO BE DROPPED.

Their protest was so unusual and brave that it gained a lot of international press and support from people around the world. The group became Greenpeace, and would go on to conduct thousands of direct actions aimed at conserving natural resources, preventing environmental disasters, protecting plants and animals, and investing in alternative energy sources.

THEY ARE LARGE AND POWERFUL, WITH MEMBERS IN 52 COUNTRIES AND A BUDGET OF 400 MILLION DOLLARS, BUT THEY STILL FOLLOW BASICALLY THE SAME PRINCIPALS:

INDEPENDENCE

never take money from a person or organization that can affect your decisions

PEACE

never repay violence with violence

JUSTICE

witnessing and direct action

Their belief in the role of direct action and media attention has proven very successful.

Their opinion is so important on the international level that governments and corporations are now forced to lobby Greenpeace itself.

IMAGINE THAT YOU NEED TO CONVINCE THE GOVERNMENT THAT IT IS OBLIGED TO PROVIDE ALL RESIDENTS WITH ACCESS TO FREE, CLEAN DRINKING WATER.

WHAT ACTIONS WOULD YOU CHOOSE:

- Write a letter to the government, urging it to take action.
- Organize daily or weekly protests (where?)
- Talk to people on the street
- Occupy a water source and build a water supply for all (how?)
- Do something else?



**IN 1967 SOUTH AFRICAN BLACK CHILDREN WERE ORDERED
TO LEARN IN SCHOOLS IN AFRIKAANS,
THE LANGUAGE OF THE WHITE PEOPLE WHICH
WAS CONSIDERED THE LANGUAGE OF THE OPPRESSOR.**



SOWETO UPRISING

Black kids did not know Afrikaans well. This meant that they would be barely able to understand what was going on in the classroom.

20 000 children went on a peaceful demonstration with posters demanding changes. Children were met by the police with tear gas, dogs, and real bullets. During 3 days of protests between 170 to 700 kids were murdered. Videos and photos of killed kids went viral around the world. White students in Johannesburg staged a demonstration in support of Blacks. There were waves of protests around the country and lots of support around the world.

**IN A WAY THIS WAS THE BEGINNING OF THE END OF APARTHEID.
IT TOOK A WHILE TO COMPLETELY TAKE IT DOWN, BUT THROUGH THESE PROTESTS
THE INHUMAN CORE OF THE REGIME WAS MADE CLEAR TO EVERYBODY.**

**WHEN PROTESTERS (EVEN CHILDREN) FIND THEMSELVES FACE-TO-FACE
WITH ARMED MEN, THERE IS ALWAYS THE DANGER THAT SHOOTING WILL START.**

Let's think about it: if we were in a situation of intolerable injustice and had to protest, what could be done to prevent direct danger to participants as much as possible? Can we be creative and escape violence, while still making our point?

MANDELA

THE BLACK POPULATION OF SOUTH AFRICA WAS DEPRIVED OF ITS POLITICAL AND ECONOMIC RIGHTS.

THIS OPPRESSION, CALLED "APARTHEID," WAS ONE OF THE MAIN FUNCTIONS OF THE SOUTH AFRICAN STATE AND ITS GOVERNMENT.

RESISTANCE AGAINST SUCH GLARING INJUSTICE BROUGHT TOGETHER MANY PEOPLE FROM AROUND THE WORLD, BUT IT WAS **NELSON MANDELA WHO BECAME THE SYMBOL OF THIS FIGHT.**

Initially Mandela followed Gandhi's ideas of peaceful resistance. Later, once he understood that this approach was not likely to change the regime, Mandela formed an armed branch of his party.

In response, the authorities arrested Mandela. **HE SPENT NEARLY 27 YEARS IN PRISON.**

HIS IMPRISONMENT BECAME A PUBLIC STAND-OFF BETWEEN MANDELA AND THE AUTHORITIES.

The international community organized economic and cultural boycotts against South Africa and, finally, the ruling elite of the country were forced to give up on apartheid.



THE CONSTITUTION OF THE SOUTH AFRICAN STATE WAS CHANGED.
NELSON MANDELA WAS ELECTED THE COUNTRY'S FIRST BLACK PRESIDENT.
HE LED A PROCESS OF RECONCILIATION. THE COMMUNIST VIEWS ONCE HELD BY THE YOUNG MANDELA DID NOT INFLUENCE HIS PRESIDENTIAL REFORMS. DESPITE HAVING POLITICAL RIGHTS, THE BLACK POPULATION OF SOUTH AFRICA REMAINED MARGINALIZED BY THE COUNTRY'S ECONOMY.


IMAGINE THAT AFTER THE END OF THE APARTHEID, YOU BECAME THE MINISTER OF EDUCATION. YOUR GOAL IS TO ESTABLISH JUSTICE, ESPECIALLY IN TERMS OF ACCESS TO EDUCATION, SINCE THAT DETERMINES THE FUTURE OF EACH CHILD. DESCRIBE HOW YOU WOULD ORGANIZE THE SCHOOLS IN SOUTH AFRICA.

How many children would be in each class? Would you allow the students to choose the subjects that they study? Which subjects would you make the most important in the school program? Pick four core subjects and four electives. How would you arrange the students in the classroom? One option is that the teacher is in front of the blackboard at one end of the room and the children are all behind desks set in rows. The other option is that the children sit in a circle, and the teacher walks around them.

Would you like to see schools where students are divided based on their interests – for example, those who like to dance go to dance school, and those who like math go to math school? Or does everyone need to have at least the same basic general education?

Can you imagine a school in which there would be no grades at all? Do you think everybody who wants to study at university should have access for free?

WRITE BELOW WHAT YOU WOULD LIKE TO CHANGE ABOUT YOUR OWN SCHOOL.



IF YOU WERE ASKED
TO PAINT GRAFFITI
ON THIS WALL,
WHAT WOULD IT LOOK LIKE?



MARTIN LUTHER KING JR.

HIS WEAPONS WERE HIS SPEECHES. THEY WERE HEARD BEYOND AMERICA AND THROUGHOUT THE WORLD.



HERE IS A PART OF ONE OF HIS SPEECHES:

But just before leaving I want to say this. I want to urge you. You have voted [for this boycott], and you have done it with a great deal of enthusiasm, and I want to express my appreciation to you, on behalf of everybody here. Now let us go out to stick together and stay with this thing until the end. Now it means sacrificing, yes, it means sacrificing at points. But there are some things that we've got to learn to sacrifice for.

In Alabama, USA in the early 1960s, racial segregation was still legal.

African American people were only able to sit in the back seats of the bus.

KING ORGANIZED A NON-VIOLENT BUS BOYCOTT.

People squeezed into cars and walked long distances for months to avoid the unfair system. Many were arrested, but the bus system needed their money, which gave them power.

After 381 days, the Supreme Court of the United States of America ruled that not only should every citizen have equal access to public transport, but also that all kinds of racial segregation were forbidden across the country.



KING'S SPEECHES HELPED PEOPLE IMAGINE THAT THE STRUGGLE FOR EQUALITY COULD BE WON. "I WANT TO URGE YOU. YOU HAVE VOTED [FOR THIS BOYCOTT]."

What do you think is unjust or unfair around you?

Write a speech to help people imagine a world without injustice.

MAHATMA GANDHI

GANDHI CALLED
FOR NONVIOLENT
CIVIL DISOBEDIENCE
AND ORGANIZED

THE SALT MARCH

Colonial powers forbade Indian people to make salt from seawater. **MAHATMA GANDHI SAID: "THIS OUR LAND AND OUR SALT."** Gandhi wrote many letters to colonial authorities urging them to overturn the unjust law. He said that if the law was not overturned he would organize acts of civil disobedience.

The representative of the British Empire answered that he was saddened to hear that Gandhi planned to participate in actions which would endanger social order. Together with 80 followers, Gandhi marched 380 kilometers to the coastal village of Dandi, attracting new followers on the way.

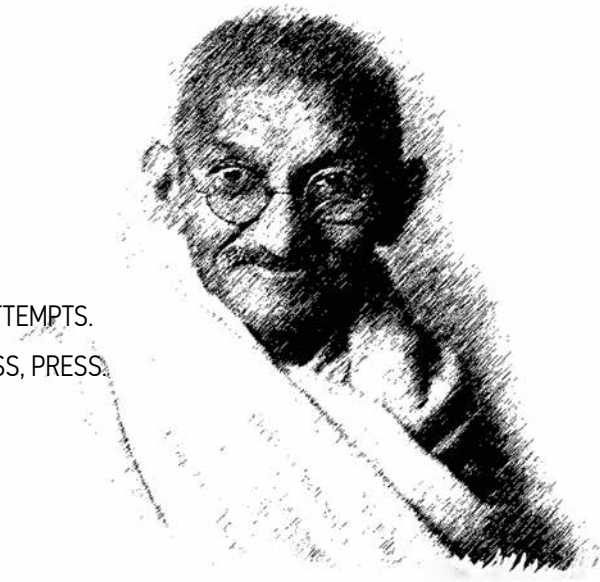
IT WAS THERE THAT MAHATMA BROKE THE LAW AND MADE A SPOONFUL OF SALT IN FRONT OF JOURNALISTS AND COLONIAL AUTHORITIES. THOUSANDS OF PEOPLE FOLLOWED HIS EXAMPLE. British policemen tried in vain to stop thousands of Indian people, beating them while journalists witnessed the resistance.

PHOTOS OF INDIAN CIVILIANS BEING BEATEN UP BY POLICE FOR TRYING TO EXTRACT SALT FROM THEIR OWN OCEAN SPREAD THROUGH THE INTERNATIONAL PRESS.

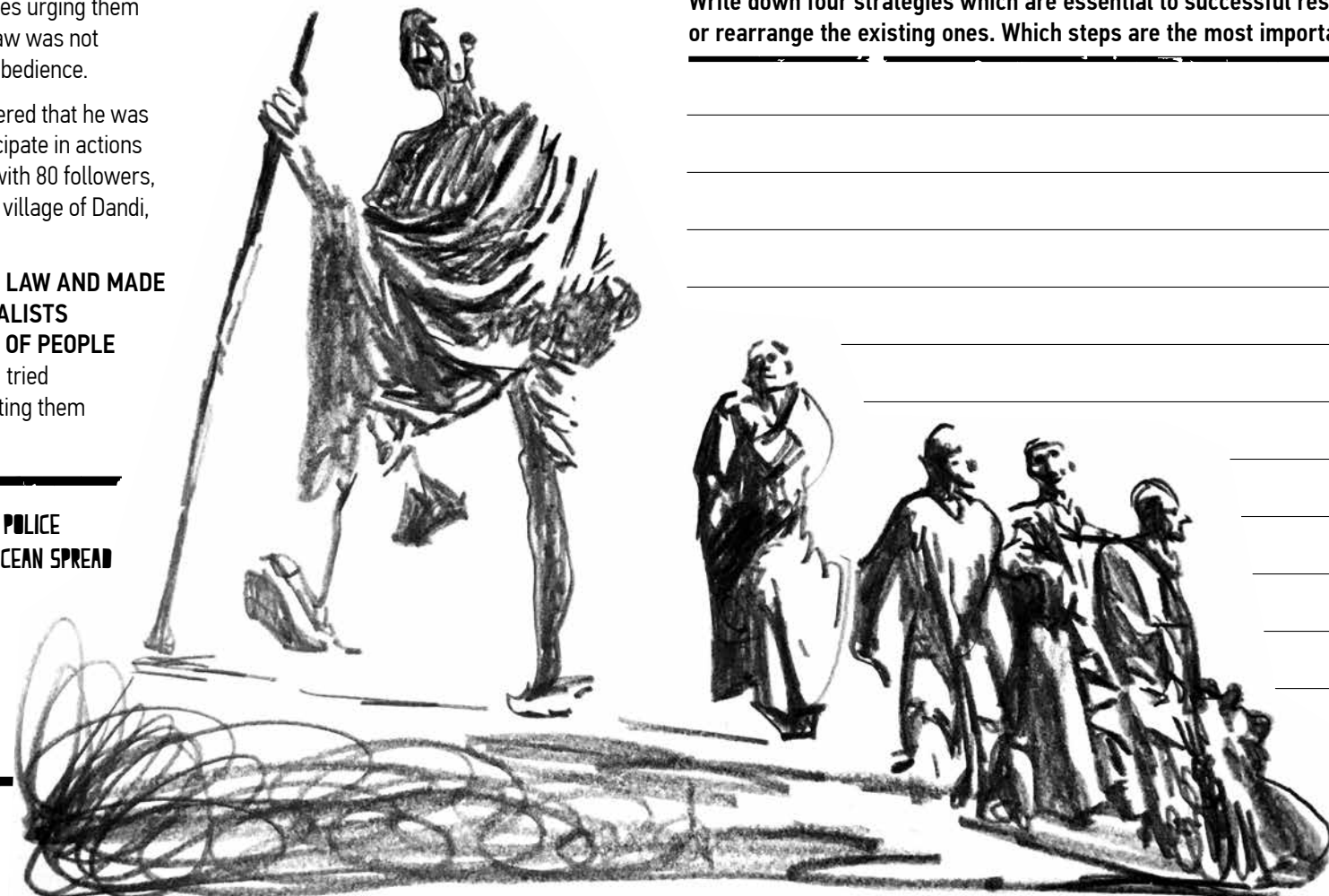
THE WHOLE WORLD WITNESSED THE INJUSTICE. THIS WAS THE END OF LEGITIMACY FOR THE ENGLISH COLONIAL POWER.

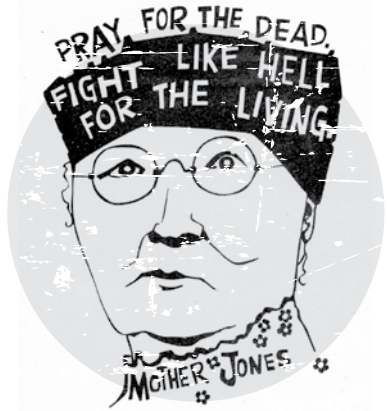
ORGANIZATION:

1. TRY ALL THE LEGAL WAYS OF SOLVING THE PROBLEM AND DOCUMENT THESE ATTEMPTS.
2. SPREAD THE INFORMATION: PRESS, PRESS, PRESS.
3. GATHER MANY SUPPORTERS.
4. THINK THROUGH YOUR PROTEST: HOW, WITH WHOM AND WHEN?



WHAT DO YOU THINK IS MOST ESSENTIAL IN ORGANIZING A SUCCESSFUL PROTEST? Write down four strategies which are essential to successful resistance or rearrange the existing ones. Which steps are the most important?



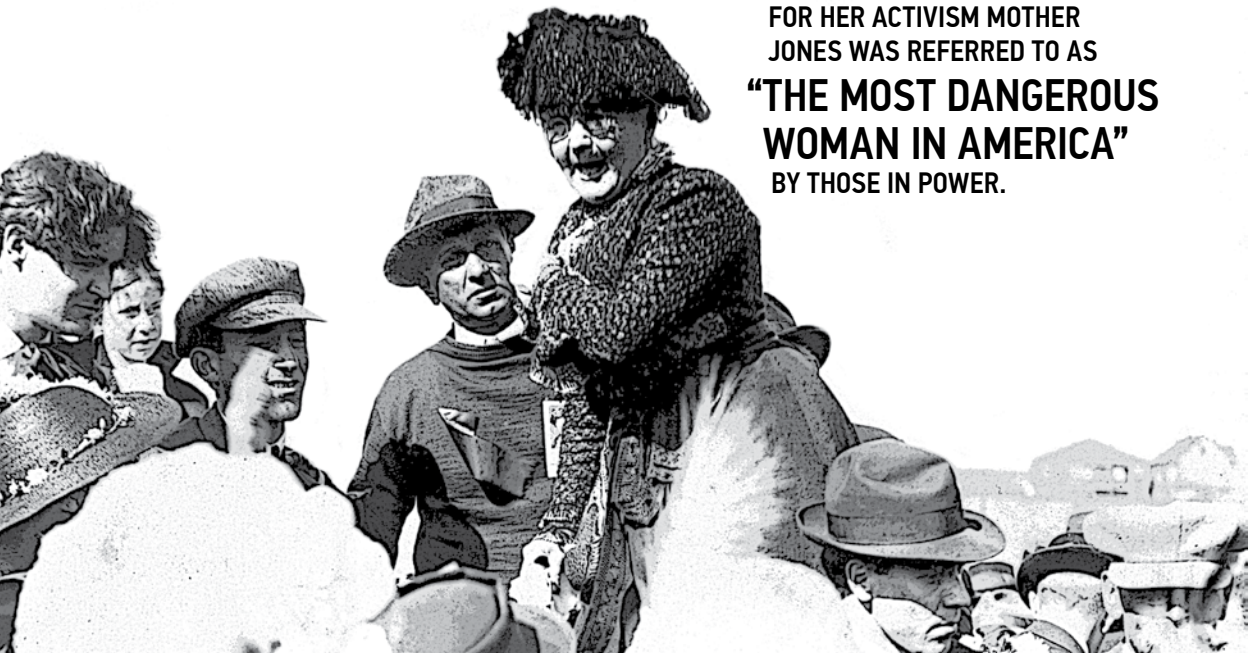


MOTHER JONES

THE STORY OF MARY HARRIS JONES (ALSO KNOWN AS «MOTHER JONES») IS A PERFECT EXAMPLE OF HOW A WOMAN CAN INSPIRE TO FIGHT FOR THEIR RIGHTS. SHE PLAYED A GREAT PART IN ORGANIZING THE FIGHT OF WORKERS IN THE UNITED STATES.

In 1901 in Pennsylvania she took part in several labor conflicts at the textile mills that employed many underage girls.

IN 1903 MARY JONES ORGANIZED THE CHILDREN WHO WORKED AT MINES AND FACTORIES TO GO ON A "CHILDREN'S CRUSADE". It was a march from Kensington to Oyster Bay, which was the hometown of President Theodore Roosevelt. The President refused to meet with the participants of the march, but the event did draw the attention of the public to the issue of child labor exploitation.



FOR HER ACTIVISM MOTHER JONES WAS REFERRED TO AS "THE MOST DANGEROUS WOMAN IN AMERICA" BY THOSE IN POWER.

AS YOU PROBABLY KNOW, THE MANDATORY PAID LEAVE, UNEMPLOYMENT BENEFITS, ADDITIONAL PAY FOR THE WORK PERFORMED OVERNIGHT OR ON WEEKENDS ARE ALL QUITE RECENT ACHIEVEMENTS OF THE LABOR MOVEMENT.

Back in the early 20th century the factories in Europe and America employed a great number of children as young as 5 years old. They performed monotonous and dangerous work on machine tools, so by the age of 18 they were not only uneducated, but also ill.

Today child labor is a taboo in the developed countries. But children in the developing countries still continue to work. Helping one's parents is an important part of growing up for every child. In some poor Indian families children are let out to pay off the debts of their parents. 5 and 6-year-old girls work all day long at rock quarries. Some other poor families have their children learn traditional trades. In helping their parents children receive their future profession.

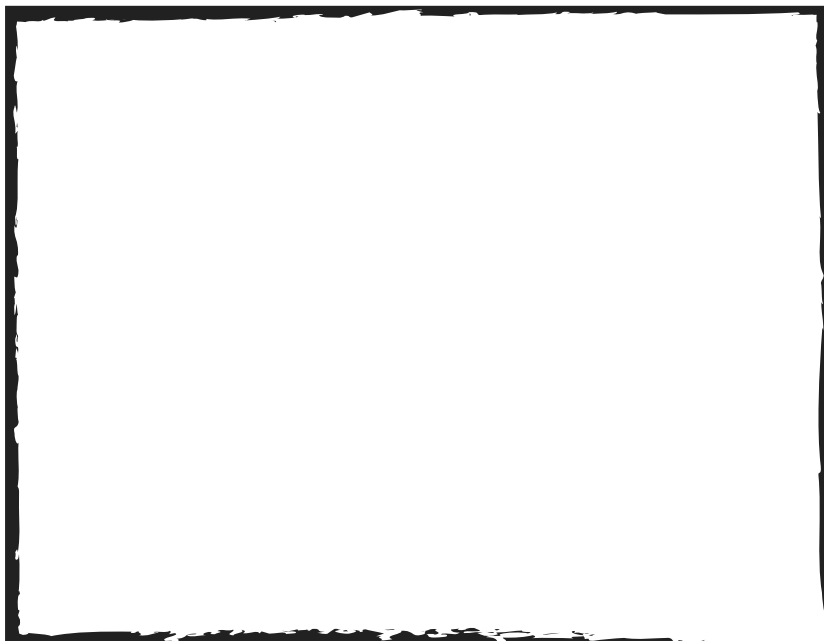


Please use the left column to write down how and why children must not work until the age of 18. Use the right column for where, how and why they may.

IMAGINE THAT YOUR COUNTRY WOULD LIVE BY THE RULES THAT YOU WRITE DOWN.

Two columns of horizontal lines for writing.

НАРИСУЙ ПЛАКАТ ДЛЯ ЖЕНСКОЙ КАМПАНИИ
плакат, который выставляет в неприглядном свете
настроенных против женщин агитаторов.



ВСЕ ЛИ ПРАВА ДОЛЖНЫ БЫТЬ ОДИНАКОВЫМИ У МУЖЧИН И ЖЕНЩИН?

Некоторые считают, что у женщин должно быть больше прав
на воспитание детей, чем у мужчин.

Например, при разводе, напиши какое твое мнение по этому вопросу.

Если женщины живут в стране где их права приравнены к правам
маленьких детей или даже к правам животных, что они должны делать?

ВЕРИШЬ ЛИ ТЫ, ЧТО У НИХ ПОЛУЧИТСЯ ОТСТОЯТЬ РАВНЫЕ ПРАВА?

Представь себе, что взрослой женщине
нужно просить разрешения, чтобы пойти
на улицу одной, сходить гости к подружке,
поступить учиться. В некоторых странах
женщинам до сих пор не разрешают водить
машины самостоятельно. А муж и отец
для женщины — все равно, что начальник
на работе: она должна спрашивать
у него разрешение во всем...



WHAT WOULD YOU DO TO CRACK DOWN ON THE DEMONSTRATION?

How would you treat the women who refused to surrender?



**TOLSTOY'S TEACHING
AND LIFE WERE EXAMPLES
OF HOW NON-VIOLENT
RESISTANCE
CAN
CHANGE SOCIETY.**

LEO TOLSTOY

Tolstoy was one of the most famous Russian writers and public figures. Today we would call him an activist. He not only wrote novels, but also wrote manifestos and news articles, organized free schools, and distributed food to poor and oppressed people.

When he was alive, in the late 19th century, his ideas and actions towards equality were considered to be extreme, dangerous, and even criminal. The government employed secret police to spy on him and many of his books were censored.

TODAY HOWEVER, MOST COUNTRIES HAVE ACCEPTED

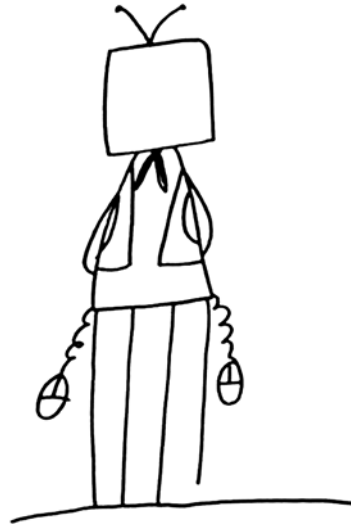
THE NOTION OF BASIC RIGHTS FOR EVERY CITIZEN.

Can you think of any laws that you consider unjust or inhumane?

LIST THEM HERE:

HOW WOULD YOU CHANGE THEM?

NEW
COWBOY



**In his work Dan Perjovschi talks a lot about media.
This drawing is called “The New Cowboy”.**

But even our own Lev Tolstoi used the media channels that existed in his era to push his ideas, which were quite radical for that time. He participated in publishing projects that were rather nonconventional for his epoch — for example, he used his own funds to publish the ABC book for the poor, wrote tales and texts, speeches and so on. To put it simply, he was sort of a media cowboy.

Think of as many ways as possible that we can influence the media.

WRITE THEM DOWN.

What types of media can you list?
Television, radio, blogs, what else?

THE PARIS COMMUNE 1871

IN 1871 THE CITIZENS OF PARIS TOOK OVER THE CITY.
THEY WERE SIMPLE PEOPLE: SHOP OWNERS, CRAFTSMEN, AND WORKERS.



AFTER THEY TOOK OVER THE CITY, THEY INTRODUCED THE 8-HOUR WORKING DAY, EQUAL PAY FOR MEN AND WOMEN, PLANNED PUBLIC TRANSPORT IN THE CITY, STREET LIGHTING AND MORE.

All of these sorts of things are considered normal in our times.

But at that time — the late 19th century — they were considered rebellious and were brutally suppressed. Lots of people were killed when the army took the city back under control.

Some people said the protesters did not concentrate enough on defense. Others said that if they had, they would have ended up with a military settlement rather than a blueprint for humanity for the years to come.

IMAGINE THAT YOU CAN CHANGE ANYTHING YOU WANT IN YOUR CITY,
and have all the money and resources that you need.

LIST THE
FIVE
MOST IMPORTANT
THINGS
YOU WOULD
CHANGE.

1) _____

LIST THE NEW LAWS YOU WOULD WRITE

2) _____

3) _____

4) _____

5) _____

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ПОЖЕРТВОВАВШИЙ
СВОБОДОЙ
РАДИ БЕЗОПАСНОСТИ
НЕ ЗАСЛУЖИВАЕТ НИ СВОБОДЫ,
НИ БЕЗОПАСНОСТИ

Бенджамин Франклин

THIS BOOK ONLY LOOKS LIKE AN ORDINARY SCHOOL
NOTEBOOK IN WHICH A TEACHER GRADES WHETHER
THE STUDENT HAS ACTUALLY LEARNED THE LESSON.
IT IS ACTUALLY NOT!

I gathered this collection of historical notes
so that together we can think about how the idea
of justice developed in different countries and
in different historical epochs. These are "les-
sons of history" for which there is no single
(unified) answer. Everyone has to decide for him-
self or herself.

People have always dreamed of utopian harmony
and drawn a picture of Paradise, but in reality,
we live in a society full of conflicts. It looks
like we cannot change it very quickly or maybe we
cannot change it at all: we all understand ideas
of justice and fairness very differently. The
question is how we resolve our differences, and
how can we do this together?

It is believed that the first protests occurred
in ancient Egypt, when the slaves who built
the pyramids stopped getting deliveries of food.
They starved and were forced to protest.

A small child may not always agree with his or
her parents or other adults. But over the course
of a lifetime we learn to negotiate for our
rights and respect the rights of others around
us. People throughout history also questioned the
social order and tried to come up with new rules
that reflected their understanding of fairness.

As you can see, in different times people saw
different things as "protests." Sometimes even
the distribution of food to starving fellow citi-
zens, as Count Leo Tolstoy did, could displease
the authorities; and sometimes a false statement
on a major news channel, which brought financial
loss to a major Western corporation, allowed art-
ists like the Yes Men to achieve their goals.

It seems to me that protests start and make
sense when there is an obvious injustice that
cannot be sustained.

Often, skillfully and creatively organized pro-
tests bring great results and are much safer
to implement for participants than large-scale
actions that have not been carefully thought
through.

Because protest can be dangerous.

In the final part of the book I would like to leave as much room for you as possible, WHERE YOU CAN WRITE DOWN YOUR IMPRESSIONS AND DEVELOP YOUR OWN IDEAS.

1) Which of the protests described in the book do you think was the most fair?

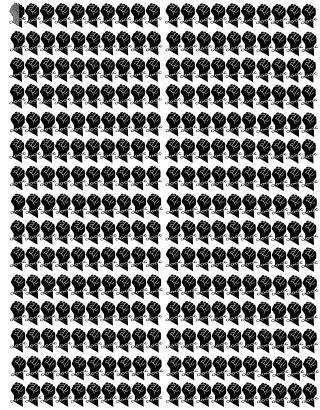
2) Which one do you think was not right, or even harmful or unjust?

3) Was there one that you personally would have liked to participate in?

Invent and describe your own perfect protest, which you think would be useful and important for your community or family.

DRAW SLOGANS OR GRAFFITI DESIGNS FOR YOUR IDEAL PROTEST.

HAVE YOU EVER PARTICIPATED IN A PROTEST OR DEMONSTRATION?



Nika Dubrovsky's practice evolved from visual arts, journalism, internet culture and publishing. Her critical position on educational regimes led to the development and publishing of doodle books for children.

She started the Anthropology For Kids project 8 years ago for her son, who was 6 at that time. She has lived in France, Israel and the USA, now lives in Berlin, Germany.

Alexander Koch is a curator and art gallerist in Germany. He advised and helped with editing the Anthropology For Kids series, because it is in line with his belief in equal education for all. He also believes strongly in the importance of research on collective content production. Alexander lives in Berlin, Germany.



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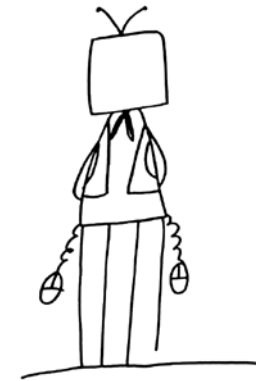


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Frank Engster is a philosopher, book author and political activist. He is one of the organizers of the Blockupy Frankfurt and Black Bloc movement in Germany. He lives in Berlin, Germany.

Barbara – editor and proof reader.

Ludmila Ivakina – graphic designer and computer artist.

Tania Volkova – curator, activist and art critic.

Vladimir Kharitonov – editor, publisher and researcher, currently living in Moscow.

Willam Kentridge – South African artist.

Patric Bond – professor of political economy Wits School of Governance.

Mari Galvin – Associate Professor of Anthropology and Development Studies, University of Johannesburg (thank you Mari and Patric for a warm conversation in Johannesburg and for sharing your knowledge).

maliehe – African economic historian and ethnographer University of Pretoria).

Iasha Lurie – journalist and author of short documentaries.

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