



UNLOCKED (no. 2020-1-HU01-KA204-078660)
MULTIPLIER EVENT

Athens:
Organized by AMAKA

INVITATION TO EVENT: UNLOCKED PROJECT (NO. 2020-1-HU01-KA204-078660)

WE WOULD LIKE TO INVITE YOU TO THE EVENT WHICH TAKES PLACE IN THE FRAMEWORK OF THE ERASMUS+ PROJECT, UNLOCKED.

THE EVENT IS ADDRESSED TO PROFESSIONALS WORKING WITHIN THE SOCIAL REINTEGRATION & REHABILITATION OF EX-DETAINEES & OFFENDERS. THE TRAINING MATERIAL (IO1 & IO4) OF THE PROJECT WILL BE PRESENTED TOGETHER WITH NON-FORMAL EDUCATIONAL ACTIVITIES.

DATE & TIME:

7/2/2022 , 10.00-15.00

ADDRESS:

AGIOU NIKOLAOU 11, KOUKAKI, ATHENS

CONTACT:

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SOME OF OUR PAST PROJECTS:

- Art Emergency program, implemented since 2015, as an immediate response to the huge refugee flow in Greece. AMAKA has designed an innovative art therapy intervention applied in a national level, as a pilot project of psychosocial support for young refugees through the Arts
- The European project PAROL – writing and art beyond borders, beyond walls» with the aim to create a bridge of communication between European prisons and societies through means of Art
- Since 2018 AMAKA implements MEMORIAM, an outdoor walking museum of memory project in Lefkada, founded by SNFPHI and with the support of Columbia University where high school students will organize and participate in oral history and documentary filmmaking workshops to engage the history of their community and bring the outdoor museum to life.

OUR VALUES:

- **AMAKA** has chosen Art as its basic tool to promote positive change to groups and individuals, offering workshops of Art Therapy, Phototherapy, Literacy through Photography, Drama Therapy and Participatory video. AMAKA is member of the E.P.E.A (European Prison Education Association), and through its network runs workshops of Art along European prisons. In Greece its affiliates, the Onassis Cultural Centre, the Stavros Niarchos Foundation and the Bodossaki Institute have been supporting AMAKA's workshops creating long-term relationships of collaboration.
- Every year **AMAKA** organizes/ participates in different cultural /art events that have as a goal to raise social awareness, and promote the sustainability of its actions.



THE EUROPEAN PROJECT

UNLOCKED:

- The **UNLOCKED** Project (No. KA204-02467C96, KA2) is a partnership project of 4 partner organizations (**Váltó-sáv Alapítvány, Crime Prevention Fund-IGA, Amaka, Antropos Association**) from 4 countries (Hungary, Bulgaria, Greece, Serbia).
- The project aims to develop and improve local and international (re)integration programs who have as target group offenders, detainees and ex-detainees with a high criminality risk, addicts and generally those living in marginalised contexts. It further aims to educate and support professionals and experts that work with this population. This will be achieved through sharing of knowledge and experience and by employing innovative, non-formal creative programs and methods in order to facilitate personal development, motivation and learning for the beneficiaries of the program.
- **UNLOCKED** project started in January 2021 and ends in February 2023. A key activity of the project is the development of interdisciplinary guidelines and good practices that will enrich the scientific literature.
- The project is funded by Erasmus+ and the European Union and is coordinated by the VSA organization.

Intellectual Output 1

Different Ways of Using Art Therapy with Marginalized, Vulnerable Social Groups

(Studies /analyses - Best practice guidelines / report)



Edited by Lídia Lindner and Mercedes Mészáros (VSA)

AUTHORS

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IO1 : Csorba-Simon Eszter: Self-knowledge Work Behind Walls - The Role of Literature in Closed Institutions

“Developmental literature therapy is a loosely structured therapeutic method that works with narratives, and which has a primary therapeutic goal of general personality development. That is, it deals partly with the deepening of self-knowledge and partly with the development of factors that are among the most important criteria of a healthy personality (e.g. general adaptability, competent interpersonal behavior, emotional and motivational control, social skills, integration)”

IO1 : Csorba-Simon Eszter: Self-knowledge Work Behind Walls - The Role of Literature in Closed Institutions

- Literary therapy is a multidisciplinary interactive form of activity that is related to reception aesthetics and hermeneutics, so the effect of reading on the reader is important, not the interpretation of the literary work (Ricoeur, 1999).
- As Judit Béres put it, literary therapy is an interactive, reflective, verbality-based support work based on psychotherapeutic techniques, in which the personal experience of reading and writing, as well as the quality support relationship itself and the interpersonal processes and deep encounters support the individual in change (Béres, 2012)

- A literature therapy session is always organized around a pre-selected literary work that, if possible, targets a similar problem of group members.
- Bibliotherapy is reading a book or books together with the purpose of helping the reader cope with some personal problem.

Goals of bibliotherapy

- Problem solving, which can be helped with literature for the reader.
- Most bibliotherapists agree that assistance with the help for increasing personal insight, inducing catharsis, and problem-solving participants can see through the eyes of others, an can become more empathetic. The ultimate test of bibliotherapy is the emergence of behavioral changes.
- It helps to establish effective and satisfactory social relationships. The group has a motivating effect on the individual, and the importance of the shared experience in the group can play a big role in the lives of the participants. Books create a point which around common interests and common experiences can be discovered, from which friendships can later develop. In addition, books can reduce feelings of personal isolation by allowing the reader to identify with a character in the book
- Bibliotherapy can serve as a source of information for readers who are isolated from their environment due to certain problems. This problem can be related to family or social relationships, or to illnesses. Books can serve as a guide, an example, and show the reader a possible route.
- Entertainment: people also read because reading is fun. A good book can pique the reader's curiosity, helping to shape new behaviors.

IO1: Andrey Momchilov (Crime Prevention Fund – IGA, Bulgaria)
**Theater as a Form of Art Therapy for Juveniles in Residential
Social Services**

Setting the context:

The term "educational theater" refers to the supplementation and expansion of the inherent entertainment goals of the theater and highlighting the impact of its potential on the change of knowledge, attitudes, and thus - on the behavior of the target audience. Its specificity is built on the basis of uniting different genres of art and borrowing various means of expression in order to provoke and activate the participation of children in different levels of the educational process. According to Augusto Boal, who made a significant contribution to the development (1950 to 1960) of the interactive theatrical model (the ever growing in popularity "Forum Theater"), there are enough theater plays that recreate a reality, and this must change. In this context, he finds that in the performance of scenes from their lives, the participants not only imagine but also achieve changes. Flexible and interactive, these methods find successful application in the form of theater in education.

A theatrical activity should :

- involve each and every juvenile in the group;
- make it possible for each child to manifest their strengths and at the same time improve on their weaknesses;
- be inclusive in the context of differences, while at the same time encouraging tolerance and diversity;
- not be harmful in terms of asking the child to re-experience trauma.

From theory to practice (IO1)



IO1: Non-formal experiential activities

- AMAKA: Case Study Introduction of Art-Based Practise / Responce Art Activity

Phototherapy Activity: Photo- projection



Theater – based activity (Inspired by IGA)

Drama therapy / theater activity

Let's stand up!

IO4 : Educating the educators (Ways of implementing art therapy)

AUTHORS

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Ricz Dencs Tünde (Antropos Mental Hygiene Association, SRB)

Niovi Stavropoulou (AMAKA NGO - GR)

GENERAL INFORMATION OF

IO4:

Target groups: marginalised target group with high criminality risk of detainees, ex-detainees and addicts, and the expert group working with them. Here the primary target group is the latter, and the client group is the long-term beneficiary of the program. The target group of the curriculum / course : Volunteers, supporters and experts/fellow-workers who work in the field of reintegration, with the marginalised, deviant target group with a highly criminal lifestyle, offenders, addicts and anyone receiving a closed institutional education (reformatories, prisons, penal institutions etc.) or support or work with any other vulnerable target group.

GENERAL INFORMATION OF IO4:

- **Acquired competences in general:** Participants are able to identify, assess, and positively improve their coping strategies. They can resolve conflicts more easily and manage stressful situations better. They will be able to identify the signals of burn-out, and effectively prevent and/or treat them. They will also be able to identify and experience flow experience in their private and professional life and find solutions (solution-oriented thinking), instead of just identifying the problems. By learning and using the tools of art therapy they receive an effective tool and may feel more successful and competent in their professional and private life as well. See it below in details.
- **Chapters and thematic focuses:** the role and opportunities of creative programs in reintegration: when? What? Why? How? Art therapies: theoretical and practical knowledge, selfexperience: literature-, and bibliotherapy, tale therapy, artisan techniques (enchautic, paverpol, ebru, calligraphy, re-use etc.), music, movement/dance, theatre/drama pedagogy. Creating lesson plans for actual work places, fields and target groups (practice). Art therapy in the service of experts/professionals (recharging, self-reinforcement, positive experience creation, productivity, source of joy, flow, coping).
- **Total number of hours:** 103 hours. Theory out of this: 38 hours, practice 65 hours.

IO4 SYLLABUS

II.1.	Professional self-knowledge and its development in the work of assisting a special target group (offenders, prisoners and released). Field competence (10 hours)
II.2.	Burnout prevention and treatment; stress management (12 hours)
II.3.	Methodological possibilities in the helping work with a special target group (offenders, prisoners and released) (12 hours)
II.4.	Group formation, group leadership, different types of groups (8 hours)
II.5.	Method of literature therapy (bibliotherapy) (possibilities, tools, suggestions for conducting creative programs) (15 hours)
II.6.	Working with tales in reintegration (12 hours)
II.7.	Possibilities of applying elements of folk techniques in reintegration (10 hours)
II.8.	Characteristics, risks, needs of juveniles in residential services. Holistic approach and key elements of effective practice in working with the target group (8 hours)
II.9.	The methodology of educational theater as a form of art therapy (8 hours)
II.10.	Developing educational theater etudes (8 hours)

- Possibilities of applying elements of folk techniques in reintegration

From theory to practice (IO4)



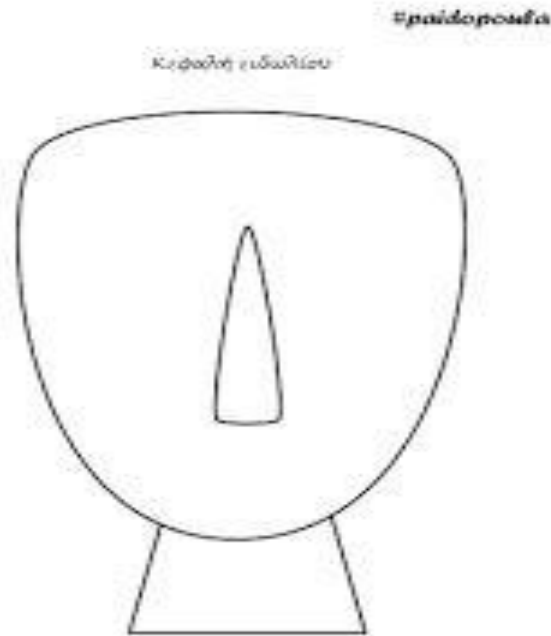
ANNEX 11 – Activity Raising awareness about prison Harms

Objectives:

- provide an opportunity to strengthen self-confidence and self-identity of each participant by finding their own self-symbol and personal meaning;
- remind the participants about their achievements, help them notice their strong points and increase self-image/self-concept;
- promotion of positive emotions

IO4 Non-formal experiential activity :

Self-portrait



NEXT STEPS OF UNLOCKED:

- **IO5: RELEASE DIARY / SELF-HELP TOOL (to be completed on March 2022)**
- IO6: Women – as free? Methodology / guidelines - Pedagogical strategy
- IO8: Ways of implementing game therapies in adult learning.
- IO9: Methodology options of protected and half-way accommodations

IO4 Non-formal experiential activity :

- Personal Goal of the training - *Feedback zone !*

Questions:

- a) What do you want to achieve with this training?
- b) What are your abilities related to these goals?
- c) How will you notice that you have reached your goal?
- d) What will change in your work if you achieve these goals?
- e) How will other people, who are important for you, notice that you learned something during the training?

Feedback zone !

Please consider your work within the rehabilitation field. Reflect on:

- Strengths of the practice
- Weaknesses of the practice
- Opportunities
- Threats / Challenges / Things to be done better



Stay tuned for more info about the project materials and activities:

- <http://www.unlocked.hu/index.html>
- <http://www.unlocked.hu/io1-art-therapy.html>

amaka

non
profit
organization

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