

UNLOCKED

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Educating the Educators II. (ways of implementing art therapy)

Workshop Booklet

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2nd international meeting in Athens

29-30.07.2021. (Thursday-Friday)

SCHEDULE

The meeting will be hosted at Poliplanity / office address: Sina 36, 10672, Athens, Bell: ΠΟΛΥΠΛΑΝΗΤΗ / POLYPLANITY, 4th floor

1st day : Thursday 29th July

9.00 Meeting point at Sina 36, 10672, Athens - Welcome

10.00-10.30 Short presentation of AMAKA, Presentations of partner organizations

11.00-12.30 (Guest) Presentation by Human Rights 360, psychosocial rehabilitation in Greece

12.30-14.30 Lunch Break (individually)

14.30- 15.30 Project Discussions: Administrative, financial, dissemination

16.00- 17.00 Experiential Art Therapy Activity

17.00 Dinner together at a local Athenean restaurant (AMAKA's budget)

We are also proposing a cultural visit/Theater play at 21.00: Epidavros Festival http://aefestival.gr/festival_events/h-dimokratia-toy-mpaklava/?lang=en (individual expenses)

2nd day: Friday 30th July

9.00 Meeting point at Sina 36, 10672, Athens

9.30 – 12.30 Cultural visit - Athens Downtown

12.30-14.30 Lunch Break (individually)

14.30- 16.30 IO4 presentations (progress made so far) - future steps

17.0 Administrative & Farewell!



ATHENS, Greece

AMAKA ASTIKI MI KERDOSKOPISI ETAIRIA (GR)

The 2nd Transnational meeting was held in Athens, Greece by AMAKA. The Transnational Meeting was focused on Intellectual Output 4 - Educating the Educators II (ways of implementing art therapy). The goal of the Intellectual Output 4 curriculum is to get acquainted with approaches, methodologies, tools, methods and techniques, mapping and learning different opportunities that can be used in the competence development of experts/and/or supporters working in reintegration, first of all through the methodology of art therapy. The target group of the curriculum / course is the volunteers, supporters and professionals 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.

AMAKA presented her part for the Intellectual Output 4 which was divided in 3 modules:

- Burn-out prevention
- Managing emotional stress
- Communication skills

AMAKA focused on the 1st module “Burn-out prevention”. A need-analysis for the development of this module and relevant research showed that the level of emotional burn out can be determined through psychometric projective test and is particularly high among professionals who work within the social rehabilitation sector. Job burnout consists of four dimensions: job stress, job satisfaction, job demand, and social support.

The aim of this Module is:

- To identify the most important emotions and stress factors.
- To alter the mindset/transform and develop coping strategies to manage specific stressful events people may encounter in the workplace.
- To explore the root causes of job burnout and their relationships.
- To provide basis and support for individual difference management of job stress management and job burnout intervention.

Art therapy possibilities in reintegration lie on specific Art Therapy methodologies and Intervention techniques through arts. In addition, the use of visual arts better engage staff in conversations on vicarious work and personal issues, than verbal methods alone and facilitate deeper processing and freer professional sharing on different topics. The Art Therapy Sessions Include 3 stages: Art Material, Creative process, Group sharing, Reflection. These stages can be used in combination or separately. Sometimes in a

workshop the facilitator might chose to put extra emphasis on Art Materials, or Art-Process/Experience, or Reflection on Final Products:

- Art Materials Exploration: it help us connect to our own and others world/with others. In addition, art materials can evoke emotions that words and writing alone cannot access.
- Chosen / Modulated by the Facilitator in relation to the therapeutic goals
- Process:/Art experience (Art viewing, art making, debriefing)
- Decreases Cortisol Levels
The creative process itself improves emotional outcome
- Meaning making
- The act of creating artworks from unconscious material facilitates movement/transformation of difficult memories and traumatic experience to consciousness (conscious awareness)

Group Reflection:

- Verbal expression of the art-experience enhances promotes and develops emotional vocabulary
- Group reflection and sharing of Art Products is a key component of group art therapy, as the verbal translation of the experience offers new perspectives, encourages social skills, and promotes development of emotional vocabulary.
- Different Interventional methods are determined by the goals set from the group

Facilitator's Role:

- Supports the group experience
- Acts as active listener
- Facilitates creative process
- Act as conflict mediator
- Modulates and guides artistic material exploration

The use of visual arts better engaged staff in conversations on vicarious work and personal issues, than verbal methods alone and facilitated deeper processing and freer professional sharing on these different topics.

UTRUZENJE ZA MENTALNU HIGIJENU ANTROPOS (SRB)

During the second transnational meeting, which was held in Athens, we got to know the work of AMAKA in more detail. As we had the opportunity to talk with the founder of the organization. She shared her experiences, which she gained while working in female prison and with victims of sex trafficking. From what she shared with us it clear that there are a lot of social and legal issues that needs to be addressed and sadly, not many countries begin the journey of awareness.

The conversation showed the different social, legal, etc needs in each partner's country. We also heard a presentation by the representatives of Human Rights 360. Human Rights 360 is a civil society organization established in Greece. Its mission is to protect and empower the rights of all, with no discrimination, giving special focus on the most disadvantaged and vulnerable populations. The cornerstone of its action is the belief that the social inclusion may be achieved only through the protection of the individual, political and social rights of the entire population, and that through wider alliances, both in Greece and internationally, open and tolerant societies can be built. One of the main activities of the organizations is integration services (mainly in refugees' field such as legal aid and borders monitoring), reintegration services and support of vulnerable people (homeless, ex-prisoners). While combating hate crimes through recording incidents for the Network of Racist violence, promoting campaigns, participating to researches, reports, editions and providing legal support to victims of racist crimes, strategic communication and advocacy for human rights protection, and management of regranting programs.

These "street lawyers" give the opportunity to individuals to seek help and realize legal administration, as many times they are too afraid to even to initiate.

During the meeting, we experienced an art therapy session with the guidance of one the professionals from AMAKA. We created a "Lock down ABC". We wrote down words for each letter. Than we split up the ABC among us. With the help of magazines, markers, crayons, etc every participant created a small picture that reminded the person about the assigned work. This was a use experience because we could get a glimpse in to their work but also learning something new and expanding our own toolbar of good practices.

As the result of further professional discussions, deadlines for IO4 were modified and sub-deadlines were set. We also agreed that every organization is going to work out three modules, curriculum units, based on the aspects set on the first transnational meeting. The list of the modules per partner organization was developed in order to avoid overlapping of the content of the modules.

Antropos undertakes to develop the methodological structure of the tale therapy workshops. Which includes the organization of the workshops, the choice of topics, in

particular with regard to the target group, and the description of the methodological elements of the workshops and their use. The tale workshops are based around a fairy tale, which is developed using a variety of art therapy tools (visual arts, dramatic elements, music and movement), in order to help the target group to identify and apply behavioral patterns to adaptively cope with social stimuli. Methodological development of trainings includes knowledge transfer, skills development, attitude shaping and emotional education. In our methodological material, we present the structure of a tale workshop, starting from how to define the aim, the target group, the design of the room, the choice of warm-up and tuning activities, the choice of the story, the questions and exercises related to its processing. In the latter case, the technical instructions of the art therapy tools used (drawing, painting, clay, montage and collage) will be presented (when, why, what technique to use, how to work with the finished works and how to relate them to the personal development goal). In addition to art therapy tools, the possibilities of using dramatic tools (role-play) in the processing of fairy tales are also presented. Their application and technical management will also be developed. When preparing our methodological manuals, we keep in mind the competence boundaries.

VÁLTÓ-SÁV ALAPÍTVÁNY

According to the application content IO4 *Educating the Educators II. (ways of implementing art therapy)* (considering it being course / curriculum, pilot course / module) the preparation / needs analysis were the following: previous project experience (e.g. VSA-Antropos: TRANSPORTER. Knowledge sharing in an international cooperation /2018-2019/, Amaka VSA: E.U.R.O.P.E-project, where, with two Polish partners, we developed a training material for volunteers, IGA – training material for experts, VSA: Together as one/ LÉLEKVETÉS (Soul Review) – an art therapy program for detainees and experts dealing with them, http://www.valtosav.hu/bm_17_esemenyek.html 7., etc.), and their daily work with client target group and with experts treating them, their feedback.

Target groups: people with high criminogenic risk, offenders, detainees and released, addicted, marginalized target group and professionals dealing with them - the latter is the primary target group and the client group is the long-term beneficiary.

Elements of innovation: the aim of the curriculum / course is to map out and learn about approaches, tools, methods and techniques, opportunities that develop the competencies of professionals and / or supporters working in the field of reintegration - primarily with the methodology of art therapy. Target group of the curriculum / course: volunteers, interested individuals and professionals / staff who are in the field of reintegration, disadvantaged, marginalized, deviant, people with criminal lifestyles / offenders, addicted, adults and juveniles in closed institutions (correctional institution, penitentiaries, etc.), and anyone

Competences that can be acquired: the participant recognizes, evaluates and develops his / her coping strategies in a positive direction. He / she can resolve conflict situations more easily, manage stress situations more effectively. The participant will be able to identify signs of burn-out and effectively prevent and / or treat it. In connection with his / her private life and work, he / she is able to identify / recognize and experience the flow experience. By learning and raising awareness of the tools of art therapy, the participant will feel more successful and competent in his / her work and private life with a new and more effective tool.

Chapters, thematic focuses: the role and possibility of creative programs in reintegration work: when? what? why? how?, art therapies: theoretical and practical knowledge, personal experience: literature and bibliotherapy, tale therapy, craft techniques (enchastic, paverpol, calligraphy, re-use, etc.), music, dance / movement, theater / drama pedagogy. Creating own lesson plans for personal workplace, area, target group (practice). Art therapy in the service of the mental health of professionals (recharging,

self-strengthening, positive experiences, creation, productivity, source of joy, flow, coping).

In each case, we emphasize the conceptual aspect of "art therapy" as "art integration." Primarily techniques, works, their processing, i.e. art as personality development, a tool of helping work appear in our nomenclature.

The training is for professionals, so this must be taken into account when developing both the modules and the curriculum. So the focus is on training professionals to lead an art therapy program.

Expected impact: expanding methods and tools, approach change, gathering good practices, gathering knowledge, ideas and inspirations, using them in everyday work, increasing mental health, flow and coping.

Transferability potential: project website, publication, animation and dissemination events, implementing actual trainings by country.

Related activity: testing, trial, evaluation, feedback, correction.

Related multiplier event: November 2021, in each country.

Work language: English. Summary in the national language of the partner organizations, too.

Váltó-sáv Alapítvány envisions the development of the curriculum in the following structure; each element is defined together (with partner organizations). The structure can be supplemented and changed. As an appendix, lesson plan must be included for implementing a session / series of sessions - we can determine exactly how much when we can see exactly who and what (which area) each organization develops, as well as, when there are actual prepared parts.

Additional aspects for development:

- Topics being built on each other, synergy

- Breakdown of certain topics / occasions, e.g. (example only!):

1. Thought-provoking theoretical introduction, topic starter (60 minutes)

2. Interactive professional discussion (60 minutes)

Break (15 minutes)

3. Workshop discussion (75 minutes)

4. Closing, evaluation, synthesis; evaluation sheets (30 minutes)

- Methodology (example only!):

1. formal (mainly for theoretical parts)

2. non-formal (interactive professional discussions: small group, plenary, reflection, debate, simulation / situational exercises, case reports / analyzes, etc.).

3. informal 2. (workshops: with target group members, invited speakers, gaining personal experience in art therapy, etc.)

4. informal (networking, indirect conversations, meeting opportunities).

The experience of our organization in professional training is as follows:

- Váltó-sáv Alapítvány is an adult education institution (registration number: B/2020/007559)
- has several licensed adult education programs:

Tolerance strengthening, anti-discrimination training (10 hours): E-000363/2014/D003
My opportunities and competencies in reintegration work (10 hours): E-000363/2014/D009
Coordination of work and private life (20 hours): E-000363/2014/D010
Change-Fever board game – game master training (30 hours): E-000363/2014/D013

Opportunities, competencies and tools for teachers in school crime prevention (PED/575-13/2020) - training program for teachers

CHANGE FEVER: opportunities for support work in the (re)integration of offenders (prisoners, released) (M-05-004/2020) - training program for social workers

IN-CHANGE: a health promotion program of Váltó-sáv Alapítvány (9/2020) - a school health promotion program, part of which is designed for teachers.

- we constantly deal with the "training" of professionals at events, workshops, professional programs, some of which are topic-focused (e.g.: Possibility of creative programs in reintegration work, 28.02.2018), others are continuous (e.g. TRANSPORTER. Knowledge sharing in international cooperation (EFOP-5.2.2-17-2017-00019, study visits for professionals), Community Crime Prevention Model (EFOP-5.2.1-17-2017-00003 - method development, professional workshops), case discussions.

Some thought of the evaluations of professionals:

- *Opportunity to build new relationships, and with it, openness. The coexistence of people in one place who can accept the methods presented through their values. Learn new methods / tools.*
- *Usefulness, tangibility, familiarity, easiness.*
- *The theory was followed by interactivity.*
- *Family atmosphere, good professional training, cheerful atmosphere.*

What they need the most is based on the answers of the professionals:

- Practical training package
- Can be used immediately and integrated into everyday work
- Well-structured, easy-to-use, transparent knowledge and competence development
- Trainings concentrating on support, supervision and the “soul” of helpers
- Focus on the development of the psychological, mental and professional immune system.

CRIME PREVENTION FUND - IGA (BG)

The IO4 curriculum will serve as a guide for program managers and peer educators who wish to add theatrical elements to their work with juveniles dealing with contemporary problems. It is intended to provide an alternative approach to working with juveniles at risk and as such – to help reduce the number of cases of violence and antisocial behavior of children and youngsters.

The training material shall be used in a training of trainers, so the following participant prerequisites have to be in place:

The cases of antisocial behavior reflect not only on the social system but on the very children and the relevant approaches to engaging them. The antisocial behavior and the violence are accompanied by problems concerning social adaptation, attendance at school classes, achievements at school. Besides, the antisocial behavior is related to different internal and external problems – affective disorders, identity problems, alcohol and drug abuse, future social realization and opportunities of developing future relations.

- The level of education should be Higher education or specialized professional education in psychology, pedagogy, social work or social activities.
- The profession/ professional qualification of the participants should be one of the following: Psychologist, Social worker, Pedagogue/ Teacher, School Psychologist, Pedagogic Counselor.
- The professional experience of the participants in the training should include a least 6 months of experience working with vulnerable/ at risk juveniles in a residential service.

The training material is structured in three main modules:

Module 1: Target group-specific basics: Characteristics, risks, needs of juveniles in residential services. Holistic approach and key elements of effective practice in working with the target group.

This module is intended to introduce or refresh knowledge of the participants in the training about certain problems and characteristics of the target group – childhood and adolescent development, psychological and psychiatric problems related to deviant behavior, as well as the main methods used in the process of working with juveniles at risk, including issues of risk and needs assessment and multidisciplinary work. Techniques for motivational and social interviewing are also discussed in this module.

Module 2: Art therapy introduction: Theatre as a form of art therapy. Methodology of educational theatre.

This module is intended to present the complete methodology for implementing educational theatre – the prerequisites, the forming of teams/ groups, the roles of

participants, the steps in developing theatre scenes and etudes and some practical examples. It is based on the material developed within Intellectual Output 1 and follows the step by step structure of the process of implementing educational theatre.

Module 3: Practice: Developing educational theatre etudes.

The third module is devoted mainly to practical exercises. It will allow the trainees to work in small groups to develop, rehearse and present to the rest of the training participants their scenes, up to a three or four scene etude.

So far work has been largely completed on the first module. It will provide opportunities to the trainees of acquiring further theoretical knowledge and specific professional skills needed in order to be able to implement in a high quality way the method of educational theatre with these specific groups:

- understanding risk and needs and the importance of adequate assessment of every concrete case;
- the elaboration of individual plans of full value for work on every case using the holistic approach (how to link together the different activities and programs to achieve added value);
- the importance of skills for work in a multidisciplinary team.

The module consists of four separate lessons, three theoretical and one practical. It is designed to provide a rapid refreshment of the knowledge and skills of the trainees and to recreate and structure the context in which education theatre will be implemented. It is therefore intended to link the context to the requirements of educational theatre and prepare the participants for the next two modules.

The curriculum of the module is as follows:

Lesson 1: Characteristics of juvenile behavior deviations. Biological and psychological factors.

Lesson 2: Types of risk. Characteristics of at risk juveniles. Risk and needs assessment.

Lesson 3: Elements of effective practice. Assessment and Case Management. Multi-agency cooperation.

Lesson 4 (practice): Case Simulation – the trainees work in small groups to discuss a single case from different perspectives and from a multidisciplinary one.



The photos were taken during the 2nd Transnational Meeting in Athens, 29 & 30th of July 2021.



Photo showcasing the experiential activity facilitated by AMAKA, The ABC of Human Rights & Literacy Through Photography.