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EUROPEAN PROJECTS 2008-2019

Since 2008 have we participated in high qualitative and professional European projects.

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Contact us if you need a European project partner.

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PAGES 2017-2019

“PATHWAYS FOR GUIDING EMPLOYMENT SKILLS FOR ASD”

Start: 01-10-2017 - End: 30-09-2019

Project Reference: 2017-1-ES01-KA204-038393

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Summary

Project context/background:

The project has focused on people with TEA, professionals working with them, as well as potential employers. It has been structured around three axes: intervention, training and integration into the labour market. Working on training to facilitate access to the labour market and continuing training, in a context of intervention that takes into account global and international local realities by promoting the transfer of good practices, innovative experiences and open educational resources.

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The objectives of the project:

To identify the skills of people with TEA to enter the labour market. Contribute to a methodology of inclusion of people with ASD in the labour market. Provide a favourable working environment for TEA people from the training and training of employers, managers and to assist companies in recruiting people with TEA and to promote job matching.

Type number/profile of participants:

The total number of participants is 17,922 people. This total has been divided into two main groups: Direct beneficiaries:

By SURVEY: Experts and professionals working with this group directly or indirectly (at company level) in the various partner countries of the project which replied to the survey and subsequently benefited from the resulting information (71 persons) Bulgaria:9, UK:13, Spain:38, Italy:1,

By TRAINING ACTIVITIES: Technicians and experts in inclusion who work directly with a group of TEA people, regardless of the partner participants, have benefited from this training a total of 13.

For MULTIPLIER EVENTS: 41 expert and professional beneficiaries (between IT and UK) working with this group have benefited directly from the activities and presentations of both MS Indirect beneficiaries: A total of 28 professionals working with TEA, employers, technicians and experts on issues of labour inclusion have participated in the national steering committees. Persons visiting the project website for information purposes: 17769

Description of the activities carried out:

Four learning sessions of the CPT Pedagogical Cultural Theatre methodology have been carried out, a survey on necessary competencies of the ASDs for their labour inclusion with the objective of gathering relevant information and materials that will form the basis of the 3 open resource guides. 1. Guide of recommendations for the company to hire the right people with ASD against abuse. 2 Guide of good practices for the company to create an appropriate environment and good treatment for people with ASD at work. In the latter, the 6 videos, 4 on the CPT method have been included in (ES, IT, BG, UK) and 2 edited from the 70 recordings made in the performances of the CPT sessions. 3 Guide to territorial networks between related community organizations in the form of an interactive map.

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Results and impact achieved:

The basic competences of the Tea in the field of work and the needs of the socio-educational professionals in contact with the vocational and socio-occupational training of the Tea have been concretized, a teaching guide has been created for adult education professionals who may have contact with TEA adults, recommendations have been provided for the correct recruitment of people with TEA, the CPT method and its applications in educational groups and in situations of employability of people with ASD have been worked on and publicised, with the participants acquiring skills for such management and project results at European level.

Four National Reports (ES, IT, BG, UK) have been developed emphasizing the national situation on the labour inclusion of people with ASD along with the drafting of a set of national recommendations to improve and promote social and labour inclusion at the national level. These reports not only help partners to map the state of the art in their countries, but also easily support the identification of common points and challenges or potential work points.

Potential long-term benefits:

The benefits of this project lie in better training of people with ASD in the labour market, on the basis of an analysis of labour market needs and skill demands for inclusion. Along with this, the training of professionals and employers will facilitate the incorporation and inclusion of people with ASD in a standardized employment. The development of open educational resources, both training and teaching resources and support guides, will allow the products and results of the project to be scaled up and replicated in other scenarios.

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TRAIL 2015-2017

“Teenagers, The Road with Autism to Independent Living”

The European Commission has rated the project as a:

**GOOD PRACTICE
EXAMPLE**

Start: 01-09-2015 - End: 28-02-2018

Project Reference: 2015-1-FR01-KA204-015397

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Summary

Context

Nowadays, autism affects 3.3 million people in the European Union - about 1 in 150 people are diagnosed with this disability in Europe. Although specific efforts have been made by autism plans in different key phases of the life of autistic people, the transition phase of adolescents and young adults in their access to a more independent life is a special phase insufficiently taken into account in an inclusive aim. In addition to having a comparative approach to the policies of the Member States to work on convergences and benchmark, the challenge is to better define the needs of the relevant stakeholders and to propose innovative tools and methods to professionals (education, social) to support the transition to an integrated and independent approach. life. Professionals and families need access to tools, devices and resources to better support this phase.

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Objectives

TRAIL has contributed to the identification and implementation of good practices (frameworks, resources, tools) to support the transition phase of young adults with autism. These innovations are aimed at support professionals but also at young people and their families for a more independent life in ordinary life. An essential objective was also to transfer 3 innovative practices directly operational and usable by a large number of professionals: HIPE training (TOI Leonardo 2012) short session for an immediate efficiency of professionals in contact with autistic people) – Interactive FORM Theatre method allowing professionals to co-construct and script complex situations.

Mobile Units of the APAJH38 allowing multidisciplinary teams to intervene at home with people with autism to help them in their daily lives.

Consortium

The promoter LES PAPILLONS BLANCS de Dunkerque - SAMO (France) is an association that supports people with intellectual disabilities with or without associated disorders including autism. TRAIL has logically mobilized 5 partners of the HIPE4ASD project:

THE REGIONAL DIRECTORATE OF THESSALY RECTORATH (Greece) which made it possible to work on the axis of inclusive education in close connection with families

FORO TECNICO DE FORMACION (Spain) a centre certified national vocational training program which also helped to deploy a skills approach in the transfer phases

PASSPORT EUROPE (France) coordinator of HIPE4ASD was able to support the coordination, the process of valorisation and innovation

NATIONAL AUTISTIC SOCIETY (UK) Association the National Major Program on Autism in the UK joined HIPE in the final conference and carried out the project studies.

TP-TEATERN (Sweden) Theatre Company working for the social sector and APAJH38 (France) accompanying people with disabilities in different fields have completed the project as a bearer of innovative actions to transfer their know-how.

INTERMEDIAKT (Greece) ICT specialist took charge of the creation of TRAIL's online environment.

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Activities and results

A comprehensive online environment have been created to support information gathering, communities (especially for studies) and learning activities (especially during innovation transfer) and dissemination.

The consortium finalized 4 studies (not exhaustive) to have a comparison between partner countries in the transition phase: 1. Comparative approach of social policies 2. Needs of professionals 3. Needs of young adults and their families 4. Survey of decision makers.

The collected information and the documentary research have identified a set of innovations (validated by the Steering Committees) assembled in the TRAIL Toolkit (devices, tools and resources) covering the different fields of life of young people in transition.

A training module has been created to help professionals support these young people during the transition phase.

Impact and benefices

Studies, exchanges have highlighted large differences in approaches and organizations related to the specific cultures and social policies of each country, each partner discovering devices, innovations, training modules Directly transferable. Of this collaborative work was born the desire to develop projects aimed at improving the courses for all partners, as for example in France and in Greece, the use of interactive theatre in schools, college and high School to promote Inclusion and acceptance of the difference, in an inclusive view.

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IESEC 2014-2016

“INCREASING EMPLOYABILITY AND STANDARDS OF ELDERLY CAREGIVERS”

Project number: 2014-1-ro01-ka200-002868

Title: increasing employability and standards of elderly caregivers through specialized training and innovative empowerment.

Strategic partnerships in the field of vocational education and training coordinator: appc republicii 3505200 fagaras.

CMA Care Quality Consultancy, UK;

Comune di firenze, it;

ecode fundacion, Es;

kerigma instituto de inovacao e desenvolvimento social de barcelos, pt;

aile ve sosyal politikalar ankara il müdürlüğü, tr;

biblioteca di pace, it;

serviciul public de asistenta sociala fagaras, ro;

knowl social enterprise for education and lifelong learning, el;

TP-Teatern, SE

Contract duration: 24 months priority

1 or main: facilitating the validation of non-formal and informal learning and its permeability with formal education pathways priority

2: contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults) topic

3: labour market issues incl. Career guidance / youth unemployment topic

4: recognition (non-formal and informal learning/credits) topic

5: open and distance learning cluster(s): employability; improving the quality of education / training systems; new technologies & digital competences.

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DESCRIPTION: In most European countries inside the partnership, since a long time, the caregiver is the one who is placed under the full responsibility to care for, supervise, guide and monitor the elderly person who needs care. Very often caregivers lack specific training and the support they offer is based on empirical and tacit knowledge. This background supports the urgent need to map and understand the situation of the caregivers, as well as give them the necessary skills in order to support their work with the elderly at their charge. From the perspective of health and social services in it is crucially important to both identify the hazards of caregiving as well as to develop potential improvements and solutions allowing caregivers to continue caring for as long as they wish to and are able to do so, without jeopardising their own health and wellbeing, financial security, or reducing their expectation of a reasonable quality of life. The project aims to support the development and implementation of higher standard services for the elderly through specialized training and innovative empowerment of ageing specialists and caregivers in order to assist recognition and validation of informal and non-formal competences and skills and provide increased employment opportunities along with acquisition of key competences of the latter.

Participants: 6 physicians or nurses; 6 psychologists or social workers;

14 NGO staff; 6 public administration staff; 60 caregivers of elderly; 4 actors; 1 theatre director; 1 theatre producer; 1 theatre technician.

Activities: elaboration of framework for the assessment, validation and recognition of informal and non-formal competences of elderly caregivers; elaboration of a unified curriculum on elderly caregiving fundamentals; organization of focus groups with caregivers to identify their emotional needs; elaboration of a workbook for caregivers of seniors; production of 2 videos for the empowerment of the caregivers; virtual and physical training of ageing specialists and caregivers; interactive forum theatre demonstrations; elaboration of a model of intervention to support elderly caregivers in order to reduce public costs; organization of career guidance for caregivers. **Methodology:** common research of partners to elaborate: the framework for the assessment, validation and recognition of informal and non-formal competences of elderly caregivers; the unified curriculum on elderly caregiving fundamentals; the workbook for caregivers of seniors; model of intervention to support elderly caregivers in order to reduce public costs.

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Focus groups to identify the emotional needs of caregivers and produce the pedagogical videos by TPT. CPT- Cultural Pedagogical Tools' demonstrations to handle stress and carry out the role of caregiver Results:

1 common framework for the assessment, validation and recognition of competences and skills of elderly caregivers; 1 unified curriculum on elderly caregiving fundamentals;

1 workbook for caregivers of seniors; 2 pedagogical videos using CPT for caregivers to fight caregiver's syndrome; 1 training of ageing specialists – medical training; 1 training of ageing specialists–relational training; 1 model of intervention to support the elder caregivers in order to reduce public costs; 6 training of informal caregivers at local level; 8 focus groups to identify the caregivers' needs; 6 career guidance, counselling and support services for caregivers.

The materials resulted from IESEC project will support further development of validation of non-formal and informal learning of caregivers at European, national and local levels. These materials should be seen as a contribution to a set of European guidelines for validation, further development and strengthening will be needed and should be pursued by bringing forward the process of cooperation of interested entities in this field.

The framework for the assessment, validation and recognition of informal and non-formal competences and skills concerning elderly caregiving address the wide range of policy-makers and practitioners involved in developing and implementing validation arrangements at different levels.

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CAPWIN 2013-2015

CAPWIN project has originated in the concern which is found in the context of the European Strategy 2020 regarding school drop-out.

The main goal of the project is to train the professionals dealing with kids being in this situation (school drop-out) on how to reconnect the kids with their goals, so that the kids put themselves again on the track and return to the classical school system.

The method of psychosocial identity and decision-making process analysis is central in the project. This method, transversely integrated in the educational work:

- makes it possible to adjust the goals and the means of the targeted professionals (socio-educative and teaching teams)
- brings a way to re-evaluate their skills and to increase their professional well-being, thanks to the permanent adjustment of their expertise and of their educative actions (reinforced adaptability and thus easier mobility)
- places them again in a context of success (prevention of abuse and burnout)
- gives them the ability to help the children: see that they are again able to succeed in rediscovering their own skills and capacity «to do», by redefining simple life goals progressively and in an adjusted way to their individuality and personal context and regain self-confidence and trust in learning.

Three axes of transfer of innovation are integrated in the project:

1. The ITEP organization (promoter) has been using the method as transversal approach at all levels of professional training, educational activities, selection of external partners such as schools and transfer to the social sector and to other social actors.
2. The process of transfer of the method developed in CHILDHOOD LINKS project (LEONARDO DA VINCI- TOI-2011) -maintaining family links for children placed in shelters- that will be used here to transfer the method as the backbone of a comprehensive approach.
3. The method of interactive theatre as a tool of TP-TEATERN will support the demonstration of the method and help the learners to better understand its use in specific situations (partner specializing in the social sector). Videos will be built and scripted to help the "visual" transfer method. Recommendations will be made for the appropriation of stage performances by the educational teams themselves.

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The consortium consists of 8 partners from

(FR) Itep Arc-En-Ciel (promoter) and Passeport Europe (coordinator),

(ES): Foro Técnico de Formación,

(PT): Kerigma,

(IS): Miðstöð símenntunar á Suðurnesjum,

(RO): Asociația Pentru Participare Cetățenească,

(SE): TP Teatern and

(EL): Education Directorate Thessaly.

The work of the project has been so far: Transfer of the method and training of trainers (9 referents 1 and 8 referents 2)/Development of training materials in 6 languages/Implementation of the method of interactive theatre for achieving support videos for training and testing/Implementation of the experimental phase:

6 pilot courses, of 24 hours, face to face methodology, 6 countries with 92 trainees of 32 participant organizations, 73% of trainees with level 6 of qualification (40% teachers, 30% social workers, advisors and social educators and 20%), other professionals of sector: psychologists, pedagogues, managers and coordinators /Evaluation of the transfer and of the pedagogical deliverables and of the skills of the referents before the test /Evaluation of the testing phase and trainees , adjustments and final assessment /Completion of deliverables /Validation transfer process/Recommendations.

KAFE 2012-2014

“Knowledge Across Fair Experience”

The Swedish National Agency rated the project as

“Very Good”

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ATTEMPT 2010-2012

“Attractive Training Techniques to EMpower Parents and Teachers”

Project Reference Number: JUST/2009/DAP3/AG/1007

Focus and context

In 2006, Coos Marche Onlus organization ran the Daphne project PEAB –Peer Education Against Bullying- focused on peer education as an approach to allow children develop communicative and behavioural strategies to face peer violence episodes, look for adults’ support, acquire consciousness of one’s own aggressiveness or submissiveness and reflect upon the reaction to a given behaviour.

The findings of this project outlined that, when bullying episodes occur, children cannot trust adults because unprepared to support and protect them properly.

In this light, ATTEMPT project aims to further investigate the reasons why children perceive such an incompetence. In the specific, the project aimed to:

identify the reason hindering adults from collaborating in finding effective strategy to fight bullying and protect their children;

identify the most critical relational and communication problems hindering proper collaboration;

design a tailored training session around the emerged problems and needs;

identify attractive and innovative techniques to deliver these contents;

propose the training session to a group of parents and teachers together;

gather their feedback about the efficacy and the impact of the proposed training.

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Project activities

The following activities were undertaken under this project:

launch of a survey; training session; organization of conferences;
workshops; production and distribution of videos.

The project mainly targeted professionals from educational staff and parents. To reach its objectives, the project carried out a survey involving parents and teachers of one (or more) selected pilot school(s). The analysis of data, in each partner country, resulted in a list of problems which represented the premises for the training contents.

The purpose was to gather expertise from partners and propose a non-conventional training based on highly interactive and innovative techniques. These techniques were mainly based on theatre; their common goal was to help parents and teachers develop coping skills, allowing them to face bullying from a different perspective.

The training sessions were video-recorded in order to collect multimedia material to be used for both evaluation and dissemination purposes.

Children were involved in the follow-up phase: they were asked to evaluate their parents' and teachers' behaviours through the vision of the video created during the training. They were also asked to express their feelings about the communication strategies shown in these videos. Finally, they completed a simple questionnaire common for all the partners, to eventually make the comparison of results.

Dissemination

The Dissemination was led by YES Forum Network and was meant to constantly inform people on the project progress and achievements, mainly through the ATTEMPT web site and the YES Forum newsletter.

A final Conference was held in Berlin to present the project results and allow participants to experience some of the training methods, through dedicated workshops.

A pen drive containing the selection of the 4 videos, subtitled in English, was produced for the Final conference and distributed to the participants - it is now available on the ATTEMPT web-site.

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Project results

The proposed training resulted highly successful in all partner countries, with parents and teachers expressing their satisfaction and their appreciation for the proposed techniques and for their capacity to raise awareness.

The children feedback offered interesting insights worthy of further consideration. Notably, they found the different techniques very effective to promote the dialogue among adults and strengthen their collaboration.

Participants confirmed the potential of these techniques in involving people and developing a more effective communication way.

THEA 2008-2010

“Theatre Education for Adults”

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Staff Education/ Training courses 2016-2018 "CPT"- Cultural Pedagogical Theatre Tools.



The revolutionary and unique CPT education/training courses includes:

IFT: Interactive Form Theatre. IDT: Interactive Design Theatre.

ISW: Interactive Script-Writing.

Trainees/ Participants/occupation: Social and health workers, directors, headmaster, psychologists, actors, teachers, Ceo's, theatre directors, Ngo employee's, students etc.

March 18: Cardiff, Wales, April 18: Rome, Italy, April 18: Sofia, Bulgaria, May 18: Madrid, Spain

January 16: Stockholm, Sweden, August 16: Barcelona, Spain, October 16: Gothenburg, Sweden

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