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REPORT

Acting Up Piloting of the Course for Beneficiaries



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Table of contents

- Introduction to Acting Up project 3
- Why drama techniques? 3
- Introduction to the course for beneficiaries 3
- Support training material available 4
- Piloting objectives 4
- Piloting dates 4
- Piloting plan 4
- Evaluation feedback 11
 - Trainers and education professionals feedbacks 11
 - Report of beneficiaries questionnaires 13
 - Impact on trainers and organisations 15
- Multiplier events 16



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Introduction to Acting Up project

ACTING UP sets the objective to engage adult learners (especially those low-skilled with fewer opportunities) in continuing education through the use of drama techniques and up-skill them to find proper education and employment pathways.

Acting UP project focuses on two target groups: i. adult educators, trainers, vocational counsellors, and socio-cultural practitioners, who will be trained to use drama activities as pedagogic method to support vulnerable adult learners and ii. adult learners at particular risk of exclusion, those who require up-skilling or re-skilling, often affected by unemployment, restructuring and career transitions.

Why drama techniques?

In the teaching-learning process motivation must be present at all times. Trainers facilitate the construction of the training process influencing the participants' motivation development. Drama is a very efficient teaching technique aiming to involve participants in a different dynamics. It's possible to work and integrate different areas using drama to develop essential life-skills such as creativity, confidence and collaboration.

Drama is a teaching methodology that leads to a good verbal/oral expression, encouraging the dramatization capacity, power of synthesis, collective idea generation, creativity, involvement with physical and theatrical language, etc.

Drama operates through cognitive understanding and emotional empathy, where participants imitate life through improved, fictional contexts and situations providing participants with a safe learning environment and a creative structure for managing conflicts in their lives.

Also in this perspective, should include the difficulty of exposing themselves and to communicate as it is a strong obstacle in the participants development - "How to have the courage to express my opinion in front of so many people?".

Drama allows informality and ensures psychological participation of the individual and the group eliminating inhibitions and facilitating communication, develop relationship skills with others by understanding the nature of human behavior, facilitate communication "showing" rather than "talking", gives the opportunity for individuals to "represent" their personal problems that in real life they could not recognize and understand them when they were performing on stage.

Introduction to the course for beneficiaries

25 adult education professionals have been trained in using drama techniques during the Acting Up seminar held in November 2015 in Porto (Portugal) . Here the education professionals discovered new and innovative techniques to be used with their adult beneficiaries aiming at motivate them and increase their self-esteem, preventing the risk of social exclusion.



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The education professionals trained in Portugal, have acquired new training skills and have designed a course for their beneficiaries combining the drama techniques and the regular techniques they use in every-day education activities.

Support training material available

- Trainers' sessions in your national language:
<http://platform-actingup.eu/index.php/session-plans>
- Videos and photos of drama techniques:
<http://platform-actingup.eu/index.php/shop-digi>
- Course for beneficiaries in your national language:
<http://actingup.eu/downloads/>

Piloting objectives

The piloting of Acting Up Courses for Beneficiaries had the following objectives:

- Test the validity of Acting Up approach with our beneficiaries.
- Through drama classes, beneficiaries are expected to develop and increase their:
 - life skills (creative problem solving, decision making, visualizing goals);
 - social skills (respect, confidence, self-discipline, intrapersonal and interpersonal skills);
 - work skills, such as: cooperation, collaboration, punctuality, dedication, concentration, acceptance of disappointment, adaptability and attention to nuance.

A final presentation has been delivered at the end of the piloting in each country, in the shape of a Multiplier Event.

Piloting dates

From March 2016 to May 2017.

Piloting plan

All the 5 modules have been tested by trainers with different groups of adult learners engaged in inclusion training pathways aiming at up-skilling them to find proper education and employment. The beneficiaries of the experimentations were adult learners at particular risk of exclusion, far from the labour market and in some cases students with special needs and immigrants.

As a total, 188 adult learners have benefited from this training that has been delivered in small groups, from 7 to 14 beneficiaries per group, depending on the country. The details of the piloting plan per country are reported below:



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Name of organisation	Contact person	Email	Target group	Number of beneficiaries	Modules piloted	Facilitator name	Dates
36.6 Competence Centre Lodz, Poland	Anna Ziemecka-Poteraj	office@36and6.pl	Lone parents, participants of tailor-made course organised on regular basis combined with individual coaching	30 (10 per group)	Module I, Unit 1, Activity 2: Take the space Module I, Unit 1, Activity 3: Me, myself, I Module I, Unit 1, Activity 4: Obstacle course Module III, Unit 1, Activity 1: Walking through Module V, Unit 1, Activity 1,2: Person to person	Jakub Poteraj	November 2016 to April 2017 (3 sessions)
Glasgow Clyde College Scotland, Great Britain	Jim Anderson	janderson@glasgowclyde.ac.uk	Young Adults (18-29 years), returners to work or vulnerable adults far from the labour market, lacking in core skills to allow them to secure further training or employment	30 (10 per group)	Module I, Unit 1, Activity 1: Make yourself memorable Unit 2, Activity 2,3: Support and counterbalance Take my weight Activity 4: Obstacle course Unit 1, Activity 3: Me, myself and I Module III, Unit 1, Activity 4: What are you doing? Unit 2, Activity 9: Finding myself Unit 3, Activity 13: Everyone at the picture Module III, Activity 3: What are you doing? Module IV, Unit 1, Activity 1: Superheros Module V, Unit 1, Activity 1: Circle of knots Activity 5: The drunk bottle Unit 2, Activity 1: Self sculpture Group sculpture	Jacqline Kennedy, Thomas Walker	October 2016 to April 2017 (3 sessions)



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<p>GIP FCIP de l'Académie de Caen Caen, France</p>	<p>Alice Pedrotti</p>	<p>cafoc.europe@ac-caen.fr</p>	<p>Adults (16+) unemployed far from the labour market lacking engagement in inclusion schemes to define a qualification project</p>	<p>37 (5 groups)</p>	<p>Module I, Unit 1, Activity 1: Make yourself memorable Activity 2: Take the space Activity 3: Me, myself and I Activity 4: Obstacle course Unit 2, Activity 2: Support and counterbalance Module II, Activity 0a: Letter to myself in the future Module III, Unit 1, Activity 1: Walking through Activity 2: Bubble gum Unit 3, Activity 10: Be a newspaper Module IV, Activity 3: Compound stimulus Module V, Unit 1, Activity 1: Circle of knots Person to person The drunk bottle Hypnosis The mirror Unit 2, Activity 1: Self sculpture Group sculpture Activity 2: Image Theatre Unit 3: Forum Theatre</p>	<p>Christelle Touati, Cynthia Leroy, Nathalie Heurtevent, Guillaume Delange</p>	<p>November 2016 to April 2017 (5 sessions)</p>
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<p>Sociedade Portuguesa de Inovação (SPI) Porto, Portugal</p>	<p>Ana Fernandes</p>	<p>anafernandes@spi.pt</p>	<p>Students from CENFIM (Centro de Formação para a Indústria Metalúrgica e Metalomecânica), one specific education center where people can learn about metal and metalomecanic industrial jobs, located in Trofa, Portugal</p>	<p>49 (4 groups)</p>	<p>Module I – Social and Personal Skills: Name yourself Walking through Make yourself memorable What are you doing? Intention Letter Module II – Body Attitude: Be a newspaper Everyone at the picture Statues (Image Theatre: describe a theme with body; themes: school, job) Blablabla: speak about a theme, switching from Portuguese and blablabla Finding myself Module III – Solving Problems / Finding solutions: Point of view Image Theatre: puppet Solve Problems / Inclusion Problem map: roleplaying Module IV – Life Goals and self-knowledge: Bubble Gum Problem Map: roleplaying II Intention Letter Evaluation</p>	<p>Gisela Baltazar, Gisela Borges</p>	<p>March 2017</p>
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<p>Associazione N.E.T. Ponte San Nicolo, Italy</p>	<p>Sabrina Manuela Emilio</p>	<p>sabrimanu78@gmail.com</p>	<p>Mixed group (men and women), long-term unemployed people with problems related to disability, mental health (depression, anxiety), lonely people without family supporting networks, refugees, young people seeking first job</p>	<p>42 (3 groups)</p>	<p>Module I - Skills assessment: Activity 1: Letter to yourself (Italy) Activity 2: Evaluation of expectation form Activity 3: Make yourself unforgettable Activity 4: Skills assessment form Activity 5: Do it bigger! Activity 6: Life planning (self-rebuilding) Module II – Define professional targets: Activity 1: Super heroes Activity 2: Image theatre: describe a topic through the body Activity 3: Game / professional target form – return to the group Activity 4: Continuing of life planning game (targets) Module III – Professional profile and active job research tools: Activity 1: Activity based on recognition of knowledge and emotions from the last meeting Activity 2: Exercise : Knots circle Activity 3: Noise or the called blind Continuing of life planning game (action plan) Module IV – Active job research tools and learning test: Activity 1: Activity based on recognition of knowledge</p>	<p>Sabrina Manuela Emilio, Francesco Ridolfi</p>	<p>April 2016 to May 2017</p>
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					<p>and emotions from the last meeting</p> <ul style="list-style-type: none"> • Activity 3: Continuing of life planning game (action plan) • Activity 4: Role playing: job interview • Activity 5: What I leave and what I take <p>Module V Forum Theatre</p> <ul style="list-style-type: none"> • Activity 1: Group walking with different steps • Activity 2: Raft exercise • Activity 3: Meeting the other <p>Activity 4:</p> <ul style="list-style-type: none"> • Warming up • Concentration walking • Activity 5: Walking with numbers • Activity 6: Trust • Activity 7: Circle • Activity 8: Walking <p>Activity 9:</p> <ul style="list-style-type: none"> • Games: wush\zap\revolution <p>Activity 10: Feedback in circle</p> <p>Activity 11:</p> <ul style="list-style-type: none"> • Circle: oppressions at work <p>Activity 12: Autogeninc training</p> <ul style="list-style-type: none"> • Activity 13: Massage in pairs and care of the others • Activity 14: 5 minutes of your life • Activity 15: Theatre of the Oppressed and analysis of the oppressions at work • Activity 16: Image Theatre • Activity 17: Arranging scenes for forum 		
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					<ul style="list-style-type: none">🎤 Activity 18: Working on characters🎤 Activity 19: Rehearsals🎤 Activity 20: Hypothesis of possible interventions during the forum🎤 Activity 21: Hot chair		
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Evaluation feedback






























Trainers and education professionals feedbacks

- Results of the piloted modules on beneficiaries**

The feedbacks of trainers on the outcomes observed on beneficiaries after the experimentation of Acting Up learning provision are very positive from the 5 countries. Trainers affirm that core skills have been improved through the use of theatre techniques provided by the 5 modules.

The main skills that trainers state as being the most developed thanks to Acting Up tools are those related to self-confidence, self-awareness and trust. Theatre techniques helped to build on confidence and self-esteem and helped to create a good working atmosphere where students trusted each-other and their trainers.

Trainers underline the fact that it is important that exercises are adapted to each group level to secure the smooth running of the pathway. The details of the main outcomes observed on beneficiaries are reported below:

Piloted module	Outcomes observed on beneficiaries	Comments
Module 1 (UK)	Very good module to improve:  Self-confidence  Self-awareness  Body-awareness  Trust  Space-awareness  Memory  Concentration  Creativity  Communication  Ability to overcome obstacles	Module described as being very powerful by most trainers. Beneficiaries appreciate working together as a group and produce a common output and a common beautiful choreography. With this module beneficiaries realise they have a creative power and can express them-selves in ways they are not used to. In some groups the use of music has been very appreciated by beneficiaries who feel more comfortable in an environment they enjoy. Several trainers points out that these activities work better further on in the programme as students are more familiar with one another and more confident.
Module 2 (IT)	Very good module to improve:  Analysis skills  Memory  Self-confidence  Decision-making  Objectives definition	Module described as being helpful to define priorities and secondary objectives and the means to reach them. Beneficiaries take the time to focus on themselves, their aspirations, hopes and reason for their issues. Trainers point out that some exercises bring strong emotions that have to be managed by the facilitator.
Module 3 (PT)	Very good module to improve:  Communication skills  Feelings control  Feeling understanding  Self-confidence  Concentration  Trust  Team working  Creativity  Problem solving	Module described as being helpful in fostering empathy and communication skills. Exercises of expression are strong moments for group cohesion because the beneficiaries choose to deliver a little of themselves, according to what they wish to share. The module is also described as being very useful as a “drama training” to develop further theatrical activities. Several trainers point out that some exercises should be adapted to the level of openness towards others of the group.
Module 4 (PL)	Very good module to improve:  Concentration  Reaction  Self-awareness  Self-confidence  Decision-making	Module described as being very powerful in fostering concentration and self-awareness. Beneficiaries also learn that the opinion of each one is important, they can confront each other and get to know unfamiliar situations. Several trainers pointed out that some exercises should be adapted to the group avoiding overwhelming emotions.

Module 5 (FR)	Very good module to improve: Targets definition Self-awareness Self-confidence Decision making Team work Trust Body-awareness Space awareness	Module described as being very powerful to foster group cohesion and team working. The beneficiaries can draw enormous energy and push their own limits. Several trainers point out that some exercises are useful as ice-breakers or as “break” exercise in between two activities.
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• **Analysis of impact on beneficiaries of the entire piloted course**

The trainers who have experimented the Acting Up tools with beneficiaries have noticed that these new and innovative techniques have had a strong impact on students. They underline in particular the powerful impact they have on social skills. Through drama exercises beneficiaries have improved interpersonal skills that will be a strong asset in their qualification and employment pathway.

Some beneficiaries (especially in Poland and France) don’t understand how the experimentation of drama techniques can support them in their professional environment. This is due to two main reasons, the first being that some courses do not deliberately focus on job-search skills, but rather on empowerment and the second being the difficulty to understand the link between social skills and work environment, students being more focused on technical and professional skills.

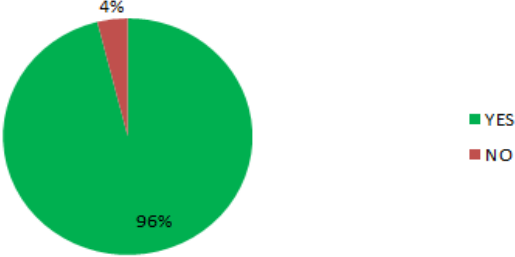
The details of the main impacts observed on beneficiaries are reported below:

Impact on life skills (creative problem solving, decision making, visualizing goals)	Impact on social skills (respect, confidence, self-discipline, intrapersonal and interpersonal skills)	Impact on work skills (cooperation, collaboration, punctuality, dedication, concentration, acceptance of disappointment, adaptability and attention to nuance)
<p>By taking part in these activities the students improved their capacities to solve problems and make decisions.</p> <p>They have learnt how to focus on goals and take decisions to take reach these goals without being overwhelmed by anxiety.</p> <p>Students also learned to find solutions to overcome obstacles and stay focused on their target.</p>	<p>Acting Up tools improved communication skills of every participant.</p> <p>Interpersonal and social skills were trained, participants developed their cooperation attitudes based on mutual respect.</p> <p>Through drama and movement-based exercises they were taught conflict resolution processes, tolerance towards differences and assertiveness.</p> <p>In some cases, students reported that their relatives noticed enormous changes in their interpersonal attitude.</p>	<p>Even if most of the courses were not deliberately focusing on job-search skills development but rather on empowerment, trainers have observed improvement of work skills such as cooperation, time management, adaptability, team work, respect and mutual understanding.</p> <p>In the case of students lacking concentration due to personal reasons, the cooperation within the team helped everybody to understand the rules.</p> <p>The courses also had a great impact on motivation to change, to grow and develop, so that the beneficiaries are prepared to identify employment pathways.</p>

Report of beneficiaries questionnaires

<p>Did you enjoy the course/module? Please indicate the number of green/red smileys.</p> <p>■ YES ■ NO</p>	<p>Synthesis of beneficiaries comments Very positive comments. Exemplary feedbacks: <ul style="list-style-type: none"> 👤 Improving knowledge on oneself 👤 Learning a new expression technique 👤 Working on interesting topics 👤 Identifying one's skills 👤 Defining a personal and professional project </p>
<p>Do you feel you have improved your life skills? (creative problem solving, decision making, visualizing goals) Please indicate the number of green/red smileys.</p> <p>■ YES ■ NO</p>	<p>Synthesis of beneficiaries comments Exemplary feedbacks: <ul style="list-style-type: none"> 👤 Improving self-confidence 👤 Managing problems 👤 Identifying aims 👤 Appreciating movements 👤 Improving team work 👤 Opening away from the programme 👤 Improving communication skills <p>Very few negative comments, mostly related to difficulties in undertaking group activities.</p> </p>
<p>Do you feel you have improved your social skills? (respect, confidence, self-discipline, intrapersonal and interpersonal skills) Please indicate the number of green/red smileys.</p> <p>■ YES ■ NO</p>	<p>Synthesis of beneficiaries comments Exemplary feedbacks: <ul style="list-style-type: none"> 👤 Improving communication skills 👤 Improving self-confidence 👤 Improving team work 👤 Improving solidarity </p>
<p>Do you feel you have improved your work skills (cooperation, collaboration, punctuality, dedication, concentration, acceptance of disappointment, adaptability and attention to nuance) Please indicate the number of green/red smileys.</p> <p>■ YES ■ NO</p>	<p>Synthesis of beneficiaries comments Exemplary feedbacks: <ul style="list-style-type: none"> 👤 Improving job interviews techniques 👤 Improving cooperation 👤 Improving team work 👤 Improving time management 👤 Improving negotiation skills 👤 Improving Concentration skills 👤 Improving attention to details 👤 Improving adaptability <p>The negative comments: beneficiaries didn't see how the exercises undertaken can be helpful in professional contexts.</p> </p>

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<p>Do you feel that this course/module has been helpful? Please indicate the number of green/red smileys.</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>96%</td> </tr> <tr> <td>NO</td> <td>4%</td> </tr> </tbody> </table>	Response	Percentage	YES	96%	NO	4%	<p>Synthesis of beneficiaries comments Exemplary feedbacks:</p> <ul style="list-style-type: none"> ☺ <i>Improving self-confidence</i> ☺ <i>Managing problems</i> ☺ <i>Identifying aims</i> ☺ <i>Appreciating movements</i> ☺ <i>Improving team work</i> ☺ <i>Opening away from the programme</i> ☺ <i>Improving communication skills</i> ☺ <i>Improving motivation</i>
Response	Percentage						
YES	96%						
NO	4%						

Impact on trainers and organisations











In Scotland, France and Poland the trainers undertaking the experimentations were not drama experts, whereas in Italy and Portugal, the experimentations with beneficiaries has been carried out by trainers used to drama techniques in learning schemes. These two trainers' profiles both benefited from the experimentation and gained new skills. Those already comfortable with the use of drama appreciated to know and use new techniques dealing with different topics, not only in the efficiency of interventions, but also to open horizons of knowledge and integrate resources and knowledge and adapt them to the objectives of their target group. Whereas those who were not used to these techniques appreciated testing new tools that equipped them with additional approaches to manage, design and deliver training.

In some cases (FR, UK, PL) the trainers who benefited from the training session in Portugal transferred the know-how gained to other trainers within our organizations and networks ensuring a snow-ball effect and the take-up of Acting Up provision by a wider community.

All the involved organisations enriched their learning offer with new learning provision proved to be successful and appreciated by students that can be adapted to other context to respond to other target groups' needs.

All partners also strengthen their local and international base through cooperation with external stakeholders and dissemination activities.

The details of the main impacts observed on trainers skills beneficiaries are reported below:

Impact on trainers skills	Impact on organisations
<ul style="list-style-type: none">  Learn a wide variety of tools materials to cover a large number of themes and issues.  Gain of confidence giving instructions and setting up the activities (in the case of non-experimented trainers).  Gain international context of their activities, having the opportunity to exchange expertise with European colleagues through direct and on-line contacts, requiring improvement of language and IT skills. 	<ul style="list-style-type: none">  Adoption of new learning provision proven to be successful.  Strengthened links to external stakeholders.  Satisfaction of learners.  Positive atmosphere amongst the staff committed in new projects.  Development of further training schemes for staff to implement Acting Up tools.  Increase of local and international base.  Improvement of management skills.



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Multiplier events

A final presentation has been delivered at the end of the piloting in each country, in the shape of a Multiplier Event to disseminate and show the results of the project to a wider public.

At the end of the training pathway the learners under trainers' supervision delivered a final performance during Multiplier Event with local stakeholders. Usually it was a sample of Theatre Forum methodology involving the audience, presentation of drama-based exercises or combination of both. In case of Poland, Multiplier Event had a little bit different character. It was of bigger-scale Final Conference form at international level and was the occasion to present all project results with support of project partners, trainers, beneficiaries.

The most important aim of all Multiplier Events was to attract local (or in case of Poland both local and international) relevant stakeholders interested in using drama in adult education. We invited representatives of adult education institutions, educational associations, policy makers, voluntary organisations, associations, foundations, NGOs, training centres, etc. This objective was achieved successfully. New networks of cooperation at local and international level were established that would constitute substantial base for further cooperation after project termination.

The only difference from the initial plan was the fact, that along to Multiplier Event in Italy additional Transnational Partners Meeting was organised. Thanks to it, all partners could observe the ME in Florence; they could meet both the trainers and beneficiaries and share experiences with them. It was particularly interesting and inspiring for the trainers from France and Scotland to follow the Theatre Forum performance and some of them even participated actively in the process getting involved in the role-playing. The proposal of change was firstly communicated to the National Agency. We got official approval in advance as it enriched project activities and results at the end.

Photo galleries from all Multiplier Events are available on the project web-site: <http://actingup.eu>. Videos recorded during Multiplier Events are accessible from the project e-Learning platform: <http://platform-actingup.eu>, in particular within our project YouTube Channel: <https://www.youtube.com/channel/UCUpvXo3dADA8a2EuJfj8rOA>.

Below please find short highlights about each Multiplier Event organised:

POLAND / Lodz (10.07.2017)

Polish Multiplier Event titled 'ACTING UP Erasmus+ Drama in Adult Education' was in the form of formal International Conference. It was held on the 10th of July 2017 in Double Tree by Hilton Lodz. Its main purpose was to disseminate all project results and intellectual outputs with the support of project partners, trainers and beneficiaries. It was directed to Polish and International audience. It attracted around 100 participants.

SCOTLAND-UK / Glasgow (05.06.2017)

The college Multiplier Event took place on the 5th June 2017 and was attended by 50 attendees, the event took place at the Double Tree Hilton Hotel within the Glasgow City Centre. The event was published and advertised within Eventbrite and had 70+ registered to attend, the final number to attend was 50, which was the overall target. It was attended by a wide range of participants and local adult learning groups, including local colleges and staff from Glasgow City Council and Glasgow Life.

FRANCE / Coutances (07.04.2017)

The event was organized and led by the 4 trainers who were up skilled in Portugal during the



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Learning event. More than 100 participants attended. Half of the participants were trainers of learners of our network of training centres. The other half of the participants were external stakeholders: Local authorities, Job centre, Women rights association, Theatre professionals, Youth centres, Training providers, Support organisations, General public.

PORTUGAL / Porto (13.07.2017)

SPI organised a one-day event that took place on 13th July 2017 at the CENFIM facilities. SPI made a brief introduction to the Acting Up Project and presented a short theatrical performance - the theatre of the oppressed. In morning session we had an audience of 86 persons. In the afternoon, we performed a workshop for trainers so they can experience the theatre of the oppressed techniques. 12 trainers attended the workshop. The event had 98 participants in total.

ITALY / Florence (29.05.2017)

The ME was organized after the TPM in Florence in order to show the project partners what was the forum theatre used with beneficiaries (mostly young low-skilled job seekers). From a real story, they were invited to play their disadvantage. The stakeholders were invited to participate to the event and were very positively impressed by the results of this training and the self-confidence of beneficiaries performing in front of such an audience. Event gathered 54 participants.



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