

L29 - A.Entuziart_B – project summary

NGO Name	Asociatia Entuziart / (Entuziart Association)
Project Title	EEI! - Ecosisteme Empatice Incluzive / (EEI! - Inclusive Empathic Ecosystems)
Budget	€30,000
Target Group	122 events organised with 3245 participants (all validated; 2258 unique). Validated participants: - 1987 children and 903 parents – beneficiaries of information sessions; - 283 teachers – beneficiaries of training sessions; - 72 experts – beneficiaries of best practices exchange and networking sessions; - 10 schools in rural and urban areas from Bucharest, Ilfov, Prahova, Timis;
Project objectives	Project duration: 13 months (15.02.2025 – 14.03.2026) General Objective: Prevent and combat violence and stigmatization against children with SEN enrolled in mainstream education. Create educational contexts for the general public and specialists through artistic methods to raise awareness, develop empathy, build support communities, expand knowledge about diversity and children's rights, control aggressive impulses, and challenge change through critical reflection, dialogue, and action. Specific Objectives: 1. Prevent and combat violence and stigmatization against children with SEN through a Forum Theatre performance and theatrical shows for students and teachers, creation and distribution of a virtual reality forum program for students and parents, and implementation of Art Therapy workshops for students. 2. Train teachers in Forum Theatre techniques through workshops. Teachers will be introduced to both theory and practice of a wide range of creative tools adaptable to any educational context, useful for conflict resolution and educating participants to develop prosocial and critical behaviours. 3. Develop a support community through a Facebook group and Capoeira workshops for students, networking and good practice exchange for experts in education and/or child protection, and relevant actors representing the community of people with different abilities.
Project activities & results	- Forum theatre plays for children with 8 shows for 416 students, 28 teachers and 5 experts, dedicated to inclusion and combating discrimination; “Forum Theatre included theme research, script development, rehearsals and production of a show focusing on discrimination, bullying and domestic abuse. Participants were invited to actively participate in the action, propose solutions and explore alternatives.” - Capoeira campaign with 9 workshops for 249 students and 8 teachers; - Art therapy campaign with 9 workshops for 203 students; “The workshops used expressive-creative and corporal methods to develop cooperation, trust and mutual respect. The activities offered children safe contexts for expression and relationships, through educational and artistic interventions.” “The activities generated artistic works, photo-video materials and numerous examples of cooperation and inclusion among participants.” - An interactive WEB-XR video available online with interactive experiences on bullying situations (the video includes different scenarios and choices to be made by the viewers); - Campaign of WEB-XR meetings (interactive experience of online movie) with 51 Web WR meetings for 1110 students, 15 teachers, 1 expert; “The Virtual Reality Forum program was developed and distributed to partner institutions, offering participants the opportunity to interactively explore situations of exclusion, bullying and discrimination.”; - Campaign of teachers training with 10 workshops for 223 teachers and 1 expert; “Teachers have acquired both theoretical knowledge and practical skills regarding a wide range of creative tools, adaptable to various educational contexts. The methods presented contribute to the prevention and management of conflicts, as well as to the development of prosocial behaviours, critical thinking and active involvement of participants in the learning process.” - Awareness campaign based on online movie with 29 interactive meetings for 581 parents, 6 students and 7 experts; - Awareness campaign by materials dissemination among 274 parents, to identify and report abuse; - 1 Forum Theatre event for networking among 30 parents; - Campaign of 4 conferences for networking with 58 experts, 9 teachers, 18 parents and 3 students; “Through all the activities, the project created concrete opportunities for dialogue, experiential learning and active participation for students, parents, teachers and specialists, contributing to reducing stigma, promoting inclusion and strengthening safer and more empathetic educational environments.” - 7 collaboration protocols: “The project has strengthened collaboration with educational institutions, specialists in the field of education and child protection, non-governmental organizations and relevant institutions, relationships that will form the basis for future partnerships and joint initiatives dedicated to school inclusion and the prevention of violence against children with SEN.” - 1 advocacy campaign: “The advocacy campaign was implemented as planned and included consultations, awareness-raising activities and the submission of a petition to relevant institutions at the national level, contributing to the promotion of the rights of children with SEN and increasing the visibility of the issues addressed.”; “The objective was to identify solutions to increase access of students with disabilities to support services and reduce vulnerability to bullying and social exclusion.”
Publications promotion	- Press releases - initial-final - Online promotion

	- An interactive WEB-XR video available online with interactive experiences on bullying situations (the video includes different scenarios and choices to be made by the viewers) - PPT - children's resources; - PPT - adults' resources; - PPT - identifying and reporting abuse – parents; - PPT - identifying and reporting abuse – teachers; - PPT - teachers' introduction to Forum Theatre; - Forum Theatre techniques, training program; - Promotional materials Sticker-Leaflet; - Project start event video;
Best of ... (narrative report quote)	“The Forum Theatre performance created a safe space where students, teachers, and parents could analyse real-life situations involving discrimination, exclusion, and bullying. The participatory nature of the method allowed the audience to intervene directly in the unfolding action and experiment with alternative solutions, transforming spectators into active participants in the learning process. The XR learning tool served as an innovative component of the project, providing access to immersive experiences that facilitate an understanding of diverse perspectives and the development of empathy. Its interactive, non-linear digital format enabled the project's impact to extend beyond face-to-face activities and ensures the tool can continue to be used after the funding period ends. Teacher training had a significant impact by transferring participatory and creative methods that can be integrated into day-to-day educational practice. Teachers valued the practical nature of the workshops and the immediate applicability of the presented tools for preventing conflict and promoting inclusion.”
Sustain-ability (narrative report quote)	1. The XR learning tool and associated multimedia materials. These resources remain available freely and perpetually online and can continue to be used by schools, organizations and specialists in education, awareness and bullying prevention activities. 2. The skills acquired by teachers in the training workshops. Participating teachers can continue to use Forum Theatre methods and participatory techniques in their classroom activities, multiplying the impact of the project towards new generations of students. 3. The collaboration network created between teachers, specialists, organizations and institutions involved in the project.
Children/ participants' involvement feedback (narrative report quote)	“The students took on the roles of the characters, proposing creative and realistic solutions to the situations presented in the scene, such as requesting help from the counselor, principal or the Child Helpline. Multiple intervention options were formulated, some of them novel – such as solidarity with colleagues against online bullying, calling on a counselor or specialized NGOs and even mediating the conflict between the parents of the victims and the aggressors. The children showed empathy towards the vulnerable characters and discussed in a mature manner the emotional effects of discrimination and violence, including the need to talk to a trusted adult.” “A boy considered an aggressor had tears in his eyes secretly. He didn't make a sound and drew an apocalyptic world: crimes, pollution, still life, worms and insects, and inside living nature and a faceless boy asking himself questions about solutions and love. He hid it in his backpack and wanted to leave. He seemed happy that I gave him the opportunity to say what he felt “There is beauty inside even when you can't see it”. “There were many significant interventions from parents: - parents who shared their personal parenting experience, the mistakes they made and how they would do it differently now; - the desire to receive specific solutions and a reluctance to remain open with their children and test different ways in which they can maintain a trusting relationship; - a father who came to the front of the class and admitted that he still uses physical discipline with his children and that he thinks he does a very good job, then left; - a group of parents who turned into a support group for a mother who made herself vulnerable in front of others, talking about her regret at ignoring her daughter's bullying experience.”