

M02 - Elastic_BH – project summary

NGO Name	Asociatia ELASTIC / (ELASTIC Association)
Project Title	IMPULS (impeuna militam pentru un loc sigur) / (IMPULS (together we advocate for a safe place))
Budget	€15,000
Target Group	75 events organised with 1701 participants (1701 validated; 1113 unique). Validated participants: - 1026 children and 489 parents – beneficiaries of information sessions; - 151 teachers – beneficiaries of training sessions; - 35 experts – beneficiaries of best practices exchange and networking sessions; - 14 schools in rural and urban areas from Bihor and Dâmbovița counties and Bucharest Municipality
Project objectives	Project duration: 9 months (01.03.2025 – 30.11.2025) General Objective: Increase awareness and understanding of the different forms of violence against children in communities from 2 counties (Bihor, Dâmbovița) and Bucharest Municipality. Specific Objectives: 1. Develop and distribute informational resources on children's rights, reporting mechanisms, and available services for children, parents, teachers and community members, NGOs, and experts. 2. Implement a comprehensive training program for teachers and staff from schools or kindergartens on identifying and addressing signs of violence against children. 3. Organize community dialogues and meetings to discuss the impact of violence against children and explore community-proposed solutions to address the issue, as well as develop at least one collaboration protocol with schools or key institutions regarding violence against children.
Project activities & results	- Campaign of 40 mixed workshops with 736 children, 134 parents, 43 teachers and 21 experts, to increase knowledge, skills, and practices in violence prevention, and conflict management; - Campaign of 10 art workshops (8 art & music, 2 handmade & drawing) with 255 children and 16 teachers, combating violence against children, using music, musical instruments and art as working tools; - Campaign of 5 training sessions for 49 teachers and 6 parents, on identifying and addressing signs of violence against children, with examples of activities for students; - Campaign of 3 community dialogues and meetings with 2 children, 2 teachers and 14 experts, preventing and reducing violence in the school environment through an integrated approach; - Campaign of 11 non-formal meetings (information & awareness), with 33 children, 205 parents, 10 teachers, with the aim of preventing and reducing violence in the school environment through an integrated approach in the field of education and child protection; - Campaign of 5 online sessions of leaflets dissemination for 144 parents and 18 teachers; - Final conference with 13 teachers on the topic of best interests of the child, methods and ways of recognizing and denouncing violence against children, but also for exchange of good practices; - 1 partnership agreement between the grantee and a school, and other collaboration agreements with schools hosting the activities;
Publications promotion	- 1 flyer for children promoting help-centre for children, victims of violence; - 1 leaflet for parents and teachers with information about violence against children, institutions and NGOs working for child protection and violence prevention; - 1 video including art exhibition with artistic works of children (pictures made by children during art workshops, expressing fillings in art); - 4 reels taken during the art workshops with children; - 3 audio podcasts (over 10 minutes/each), on the topic of violence against children; - 2 press releases at the beginning and at the end of the project; - 1 dedicated Facebook profile with 12 posts (including above materials);
Best of ... (narrative report quote)	"We consider the art and non-formal activities, group psychotherapy sessions successful because we saw the beneficiaries' satisfaction directly. They asked when it would be repeated. The children were especially very excited and actively participated, even overcoming barriers or leaving their comfort zone, which we consider a success and fulfilment. They overcame barriers because, especially in the activities of expressing feelings through music, at first the children were reluctant and did not want to touch the instruments. In the end, they were excited and willing to try as many instruments as possible. At the painting workshops, the beneficiaries were sceptical at first, but in the end, they collaborated and even made some drawings together. In the handmade activities, they helped each other and made bracelets together in pairs, one person strung the beads and the other made sure they did not come loose and fall off. During the storytelling activities and with the psychotherapist, they were not very cooperative at first, but after a few minutes they began to share details and participate actively."
Sustain-ability (narrative report quote)	"Teachers stated that they would use what they learned in the activities with specialists, in everyday life and at school, in activities with students. For example, teachers received examples of activities. They learned how or where to report cases of violence against children. We also discussed about key people in each school who are responsible, or should be responsible in cases of violence against children. For some beneficiaries, this information was just a reminder, but for others, the information was new. They learned that there is a person who can be contacted and who is prepared to act accordingly. The information in the flyer and leaflet is also important, and beneficiaries can access them at any time. As for the children, they certainly remembered the phone numbers 119 or 112, numbers to which they can report any violence against children, and they also remembered information about who to contact if they want to report cases of violence at school. These examples are some of the results that the

	beneficiaries will certainly multiply and put into practice, both in schools and in institutions, or even at home, because the children shared with their parents the experiences they had during the workshops.”
Children/ participants’ involvement feedback (narrative report quote)	“Some of the students formulated mature reflections, indicating a deeper understanding of the topics discussed. They mentioned that, following the activities, they began to recognize more easily their own and others’ emotions, to be more attentive to the social context and to react more consciously in situations of pressure or conflict. Some expressed their desire to actively intervene in cases of bullying and offered ideas for its prevention in school. Some declared their interest in running specific anti-bullying campaigns in school. There were valuable contributions in the debates and simulations, where students showed initiative and critical thinking skills. We constantly sought to describe the importance of a safe and stable space of interaction.” “The children showed high interest and active involvement. Role-playing games and practical tasks contributed to a better understanding of the concept of safety. Some children provided personal examples of minor accidents they had experienced. The activity facilitated collaboration between children and the development of team spirit. The interventions of external guests brought added credibility and captured the attention of the adolescents. The activity favoured the development of communication skills, critical thinking and collaboration. Practical exercises reinforced theoretical knowledge.” “During the event, participants made valuable contributions, sharing personal experiences and concrete proposals for improving safety in the school and community environment. Notable initiatives include: - the proposal to establish patrols made up of volunteer students, designed to monitor areas with potential risk and report incidents to teachers; - the development of visual guides and educational posters to be placed in school spaces, to constantly remind of safety rules and preventive behaviour; - the organization of periodic awareness campaigns, involving parents, teachers and the local community, in order to strengthen a safe and harmonious climate; - the idea of integrating additional educational modules into the curriculum, focused on the development of social and emotional skills related to risk prevention and conflict management.” “After the classes ended, in addition to being asked when I would visit them again, I had the case of a little girl who came and asked permission to give me a hug, an intervention that was emotional but also an awareness that that activity had a direct impact.”