

M04 - A.Focus.Youth_VL – project summary

NGO Name	Asociatia Focus on Youth / (Focus on Youth Association)
Project Title	Fii Prieten, Nu Agresor / (Be a Friend, Not a Bully)
Budget	€15,000
Target Group	54 events organised with 1609 participants (all validated; 993 unique). Validated participants: - 951 children and 454 parents – beneficiaries of an awareness campaign; - 170 teachers – beneficiaries of training sessions; - 34 experts – beneficiaries of good practice exchange and networking sessions; - 10 schools in rural and urban areas in Vâlcea County;
Project objectives	Project duration: 9 months (15.02.2025 – 14.11.2025) General Objective: Develop a safe, respectful, and inclusive school environment by reducing bullying and promoting the values of empathy, mutual respect, and effective communication among students, teachers, and parents. Specific Objectives: 1. Increase the level of awareness and understanding of the bullying phenomenon among students by organizing interactive non-formal activities. 2. Distribute practical kits for children, parents and teachers on the bullying phenomenon. 3. Raise awareness among parents by organizing information sessions in school unit.
Project activities & results	- Awareness campaign for 951 children through 23 information sessions organized by volunteers (video presentation, role-playing, creative expression workshops through drawing, texts, artistic creations); “The activity aimed at developing socio-emotional skills, managing emotions and conflicts, assertive communication, empowering students, identifying forms of bullying (physical, verbal, online), understanding the consequences for victims and aggressors, the role of positive witnesses and the need for a safe and inclusive school climate.” - Awareness campaign for 454 parents through 16 sessions on the topic of bullying prevention, focused on the family role in early detection and management of aggressive behaviour; “The topics covered recognizing signs of victims or aggressors, the emotional impact of bullying, effective parent-child communication, and collaboration with the school and specialists.” - Training campaign for 170 teachers through 14 sessions on topics related to violence against children; “The topics covered recognizing signs of bullying, effective intervention and reporting strategies, the role of the teacher as a mediator and role model, as well as methods for creating a positive educational climate, based on respect and inclusion.” - One networking and best practices exchange event with 34 experts; “The event was dedicated to the exchange of good practices and collaboration, the role of institutions and NGOs in protecting vulnerable children and the importance of coordinated intervention between school, family and social services.” - 7 partnership agreements: 6 with schools and 1 with the local Social Assistance Direction;
Publications promotion	- 1 Guide for children; 1 Guide for parents; 1 Guide for teachers; “All the materials contain simple and effective methods for managing conflicts and developing a safe environment in the classroom. The teachers confirmed that they will continue to use these materials in their current work, and the fact that the materials are easy to adapt and use.” - Promotion materials: 1 Roll-up, 4 strikers, 7 bookmarks; - 2 press releases published on “Unirea” newspaper and “Stiri ONG” website; - 5 posts in online media (“Scoala incotro”, “Curierul de Ramnic”); - 6 Posts on the Facebook profile of the organisation;
Best of ... (grantee quote in narrative report)	“The interventions for students increased the level of understanding of aggressive behaviours and reporting capacity. The meetings with parents strengthened communication with the school. The training for teachers improved their ability to manage bullying situations. The exchanges of best practices strengthened cooperation between specialists, institutions and NGOs.” “For each category, students, parents and teachers, two meetings were organized, each session addressing different themes and information, which complemented each other. Students participated in practical activities such as the “Protective Word Game” and the analysis of video scenarios. Parents received concrete recommendations on communication, identifying signs of bullying and emotional support for the child. Teachers explored prevention and intervention techniques, including restorative approaches and the involvement of positive witnesses. “ “One of the most important parts of this project is the change in attitude and the increase in the level of understanding of the bullying phenomenon. Children, parents and teachers have acquired clear information on how to recognize aggressive behaviours and how to intervene correctly, who to turn to if they are victims. The aggressors have also better understood the impact of their actions on victims. Following free discussions with all categories of participants, they told us that the information received during the activities will continue to positively influence them, improving the school climate and relationships in the community, a result that remains valid even after the project is completed.”
Sustainability (grantee)	- 6 collaboration agreements with schools: “These allow us to continue our activities with students in the 2025–2026 school year, and the schools have committed to identifying solutions to maintain and develop actions to prevent and combat violence, to carry out information activities on bullying, and to ensure the sustainability of interventions by involving school counsellors and school mediators.”

quote in narrative report)	- 1 collaboration protocol with Social Assistance Directorate of Râmnicu Vâlcea: "It is an essential partner in identifying and supporting vulnerable children and families. The protocol establishes clear responsibilities, and allows the detection of vulnerable cases and the support of families."
Children/ participants' involvement feedback (grantee quote in narrative report)	"Students actively participated in group exercises, expressing personal experiences or those observed in the school environment. Teamwork helped them to express their emotions and opinions more easily, and free discussions favoured the exchange of ideas and empathy between colleagues. Many students came up with their own proposals for anti-bullying actions, such as creating a "friendship corner" in school, or organizing days dedicated to respect and tolerance. Their interventions contributed significantly to the authenticity of the campaign." "During the activities, the students became more open, sharing personal experiences and real examples of bullying situations encountered in the school environment. They proposed their own solutions to prevent aggressive behaviours and formulated rules of coexistence based on respect, empathy and mutual support. During the group exercises, they actively collaborated in the production of creative materials ("superheroes against bullying") and in the design of campaign messages." "Parents actively intervened, asking concrete questions related to personal situations or the school environment. Many shared their own experiences, providing examples of behaviours that they previously did not recognize as forms of bullying. The discussions were constructive, favouring mutual learning and strengthening a support network among parents. Their interventions contributed to adapting the campaign message to the realities of each community and provided the psychologist with a valuable perspective on the real needs of families."; "Parents from rural areas, although initially shyer and with less knowledge about the phenomenon of bullying, gradually began to actively engage in discussions. Many shared examples from their own experiences and requested guidance on how to approach aggressive behaviours or emotional difficulties of children. Their interventions were sincere and relevant, reflecting a desire to learn and an openness to collaborate with the school and specialists. The activity visibly contributed to increasing the parents' confidence and developing their communication skills." "The teachers brought concrete examples from their practice and analysed, together with the trainer, effective ways of intervention. They proposed personalized solutions for conflict prevention and educational activities for developing empathy among students. Open discussions favoured the exchange of experiences between teachers from different schools, generating a collaborative learning process. Their interventions contributed to adapting the practical guide to local realities and to shaping future proposals for anti-bullying school policies."