



MERCURY

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GUIDE SUPPLEMENT No. 2

MERCURY project Case studies



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The MERCURY project's case studies offer valuable insights into the challenges faced by trauma-affected youth, the crucial role of youth workers in providing support, and the innovative strategies employed to enhance their entrepreneurship and employability potential. These case studies showcase local drama-therapy-based practices that have successfully engaged young people in employment-related activities. They serve as exemplary models that can be adapted and implemented not only within the partnership countries but also in EU countries and worldwide.

1. CASE STUDIES – POLAND

MERCURY – POLAND CASE STUDY I

| Case study | |
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| Title of the case study | LET'S TALK, HOW WE TALK ABOUT GENDER |
| Country where the case study was implemented | Poland |
| Who was the implementor of the case study? | Kurdybanek Fundacion |
| Source of the case study: (link, website etc.) | https://www.kurdybanek.com/wp-content/uploads/2022/09/GENDER_brochure-1.pdf |
| Target group of the activity | Young adults from eight countries: Macedonia, Romania, Portugal, Lithuania, Greece, Turkey, Bulgaria and Poland |
| What was the problem addressed by the action taken? | Introduction of the Gender mainstreaming policy, the aim of which is to raise awareness of problems related to gender inequality at the social level. |
| What was the aim of the undertake activity? | Equipping training participants with the Forum Theater method as a tool for raising important social issues in public debate. Especially regarding gender inequality and sexual orientation. |
| Description of the case study including used methods (not more than 1000 letters) | <p>Forum Theater is a theatrical method created by the Brazilian director Augusto Boal. This method involves creating a stage situation of oppression. Forum Theater is an activity that strengthens the position of discriminated groups, in this case gender discrimination.</p> <p>Workshop participants worked on four scenarios, each of which assumed the problem of gender and sexual discrimination.</p> <p>The scenario is built according to specific rules. It assumes the introduction of a protagonist who struggles with a given problem. The character of an antagonist is also introduced, which increases the protagonist's sense of helplessness and powerlessness. The audience is also a kind of actor who has the right to interrupt the performance to intervene and change the original assumptions in the script to help the protagonist solve the problem. The host of the show is the so-called Joker, who moderates the dialogue between the show and the audience.</p> <p>During the work, four scenarios were created, which assumed problems: defining sexual orientation, domestic</p> |

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| | <p>oppression, oppression in a relationship, and oppression at school.</p> <p>Each piece from the performances is presented twice. The first time, the actors play the assumed script. Joker then invites viewers to a forum session during which the characters' attitudes and actions are discussed. During the second performance, the viewer has the right to interrupt the performance and propose a solution to the problem of a given scene.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>During eight days of workshops, four performances were created, each of which sparked a debate about the complexity of the human being, consisting of both female and male elements. The result is a redefinition of the concept of dignity and respect, as well as prevention and raising awareness of the problem of gender and sexual discrimination.</p> <p>The open dialogue space allowed participants to exchange intercultural experiences regarding the understanding of inequality based on gender and sexual orientation.</p> <p>The participants were equipped with the tools of the Forum Theater method, so they can now popularize this method and act in various areas of social problems resulting from the needs of local communities.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>Implementing the Forum Theater method has positive consequences in the form of: open dialogue, discussion on social issues, redefinition of social problems, strengthening empathy.</p> |

MERCURY – POLAND CASE STUDY II

| Case study | |
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| Title of the case study | Survival strategies |
| Country where the case study was implemented | Poland |
| Who was the implementor of the case study? | Teatr 21/Inclusive Art Center |
| Source of the case study: (link, website etc.) | https://teatr21.pl/projekty/strategie-przetrwania/ |
| Target group of the activity | Actors and actresses of Teatr 21 – people with Down syndrome and autism |
| What was the problem addressed by the action taken? | Due to the outbreak of the coronavirus pandemic in 2020, many people were deprived of work and development opportunities. One of the professional environments cut off from the possibility of self-fulfillment was the acting profession. |
| What was the aim of the undertake activity? | The aim of the project was to create work and development opportunities for a group of people cooperating with Teatr 21. Due to the lack of possibility of stationary work, actors and actresses started searching for a new theatrical language that could use the space of the Internet. |
| Description of the case study including used methods (not more than 1000 letters) | <p>Between March and June 2020, the theater group's rehearsals moved completely online. The team, together with directors Justyna Wielgus and Justyna Sobczyk, started exploring the online space. Together they were looking for a new language of theatrical expression that would fulfill tasks such as self-realization of the artist and qualitative dialogue with the viewer.</p> <p>The meetings were organized once a week. In addition to standard acting training, participants shared their thoughts on the concept of isolation. Then they worked on their work in the field of acting, music and graphic expression. With the help of Magdalena Łazarczyk and Łukasz Sosiński, eight individual artistic statements regarding the concept of isolation were created.</p> |

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| | <p>The artists were forced to develop completely new languages of communication with the viewer, which differed from the standard means they used on stage every day.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>Eight video etudes created during the project can still be viewed on the organizer's website. They are characterized by differences due to the chosen form of expression (diary, photo show, poem, song, fairy tale) and expressiveness resulting from the individual sensitivity of each creator.</p> <p>The etudes can be viewed in dialogue with each other or as individual statements. This multi-level reception allows you to enter into an even deeper dialogue with the creators and conduct internal debates about the painful feeling of isolation.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>The pandemic period forced creators to look for a new language and space of expression. The most difficult thing seems to be defining the forms and finding the right platform for dialogue. Video etude is one of the possible forms chosen by the creators, which does not change the multitude of possibilities offered by the Internet.</p> <p>Accessibility is also crucial. Offering culture via the Internet is not as effective as standard methods. Popularizing this form, and thus refining it in terms of accessibility, quality and communication, may develop a new theatrical trend, also needed in times when isolation is no longer so severe.</p> |

MERCURY - POLAND'S CASE STUDY III

| Case study | |
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| Title of the case study | ESCAPE WORLD |
| Country where the case study was implemented | Poland |
| Who was the implementor of the case study? | Theatre Gdynia Główna |
| Source of the case study: (link, website etc.) | https://www.teatrgdyniaglowna.pl/aktualnosc/escape-world/ |
| Target group of the activity | People coming out of the homelessness crisis. Young adults entering independent life. |
| What was the problem addressed by the action taken? | Research from 2019 indicates that over 30,000 people are struggling with the homelessness crisis in Poland. More than 80% of this number are men. |
| What was the aim of the undertake activity? | Prevention of the homelessness crisis, increasing empathy and social awareness of the problem and helping people recovering from the crisis to return to financial independence. |
| Description of the case study including used methods (not more than 1000 letters) | <p>11 participants of the "Freedom - towards the activity of people at risk of homelessness" project, with the help of playwright Mariusz Babicki, created a theater script. This scenario was based on the memories and experiences of participants emerging from the homelessness crisis. During the first month of work, the project participants built a very personal structure of theatrical expression.</p> <p>The remaining two months of work were devoted to building the performance, resulting from the previously prepared script. Under the supervision of professional director Małgorzata Polakowska and professional choreographer Przemysław Jurewicz, actors built a dramatic and choreographic structure.</p> <p>The premiere of the show took place in June 2019 on the stage of the Gdynia Główna Theater. Ultimately, three actors appeared on stage.</p> |



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| | <p>The course of the performance illustrated the difficulty of overcoming the homelessness crisis. The set design used a structure imitating a cage, and the characters tried to find a way out of this strange prison. In the end, we learn that the exit was available to them all along. The question is, will they use it?</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>The theater project meets preventive assumptions, increases social awareness of the problem, shapes and strengthens empathy.</p> <p>Above all, this type of projects are a fantastic platform to help people in the crisis of homelessness as a tool to become independent.</p> <p>The courage of project participants to talk about their own experiences requires additional attention. Such an exchange of dialogue with people for whom homelessness is difficult to imagine, can strengthen the sense of compassion, i.e. humanity.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>The projects implemented by Magdalena Polakowska, related to overcoming the homelessness crisis, seem to be a much-needed form of help for people in crisis. Magdalena Polkowska herself admits that people from the project preceding Escape World already live as independent individuals.</p> <p>Implementing such projects carries enormous social value, but also value for individuals. It focuses on man as an individual, with his world and his weaknesses that he must overcome.</p> <p>Readiness to fight may be an issue.</p> |

MERCURY – POLAND’S CASE STUDY IV

| Case study | |
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| Title of the case study | Srebrnica |
| Country where the case study was implemented | Poland/ Bosnia & Herzegovina |
| Who was the implementor of the case study? | Jubilo Foundation |
| Source of the case study: (link, website etc.) | http://jubiloproject.com/srebrenica-pl/ |
| Target group of the activity | Women and children affected by the trauma of the Balkan war. |
| What was the problem addressed by the action taken? | In 1995, a massacre took place in Srebrnica, which took the lives of over 8,000 Muslims of Bosnian origin, mainly men and boys. This massacre is considered the worst in Europe since World War II. As a result, many women and children were resettled to former UN camps. |
| What was the aim of the undertake activity? | The project aimed to create a sense of security in women and young people affected by the trauma of war. By benefiting from the exchange of group cultural goods, women could also find peace resulting from childhood memories. |
| Description of the case study including used methods (not more than 1000 letters) | <p>The Jubilo Foundation traveled to Bosnia and Herzegovina to take part in a peace march (Marš mira) commemorating the massacre. The march ran along mountain roads used by refugees from Republika Srpska. 110 km and 3 days of hiking - that's how long the march lasted.</p> <p>After reaching the destination - the Srebrnica Memorial Center - a ceremonial funeral in the Muslim rite began, during which the recently identified remains of the massacre victims were buried.</p> <p>Thanks to this experience, it was easier for the presenters to understand the contexts and experiences of future workshop participants. The concepts of mourning and loss have become a key element in understanding the needs of the target group.</p> <p>The workshop proceeded as follows:</p> <p>The focus was on exercises that stimulate openness in motor expression using Ashtanga yoga exercises. The exercises were supported by tasks related to drawing and music. An important element of the workshops</p> |

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| | <p>was the focus on the ethnic and cultural musical richness coming from Bosnia. The songs included Bosnian lullabies, which gave the opportunity to feel a taste of childhood. Lullabies are also part of an important element of a woman's life - motherhood.</p> <p>The project was archived in the form of a short documentary.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>Relief from suffering, even temporary, is a key positive element resulting from difficult workshop work, which is working in the area of trauma, especially war trauma.</p> <p>An additional advantage here is the historical issue, which provides the opportunity to exchange experiences and cultural resources. Taking care of the memory of war events, especially those so historically close, has a double advantage.</p> <p>First: memory care and popularization of memory beyond the borders of Bosnia.</p> <p>Secondly: the development of workshop leaders who must cope with the reality of trauma.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>Difficulties that may arise when implementing this type of project may include:</p> <p>Organization of a trip abroad to a country traumatized by war.</p> <p>Preparing potential workshop leaders about the cultural and historical context.</p> <p>Training potential workshop leaders in dealing with war trauma.</p> <p>This does not change the fact that such activities are crucial for the involvement and resocialization of trauma-affected groups, which will at least minimally minimize the possibility of similar situations occurring in the future. Because this is the fight for the future.</p> |

MERCURY – POLAND’S CASE STUDY V

| Case study | |
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| Title of the case study | Open space |
| Country where the case study was implemented | Poland |
| Who was the implementor of the case study? | Chorea Theatre |
| Source of the case study: (link, website etc.) | https://www.chorea.com.pl/pl/projekty/teren-otwarty/ |
| Target group of the activity | A group of blind and partially sighted youth, as well as young dancers operating locally. |
| What was the problem addressed by the action taken? | Vision impairment, and therefore low motor mobility, may result in a lack of motor competences in areas such as everyday existence in public areas, artistic work, economic work and self-confidence. |
| What was the aim of the undertake activity? | Development of independence of workshop participants in the area of artistic and economic activity. |
| Description of the case study including used methods (not more than 1000 letters) | <p>From March to November 2016, the Chorea theater group conducted field workshops at the University of J.J. Lipski in Teremiska.</p> <p>The workshop program included movement exercises designed to work with blind and partially sighted people. The focus was primarily on body and space awareness. For this purpose, exercises were used to improve motor coordination and basic motor skills. During these exercises, the participants had to confront themselves with the group in which they worked.</p> <p>It also allowed for development in the field of communication and cooperation, which is crucial for people with visual disabilities.</p> <p>The presenters also intended to confront the participants with themselves. They required expressing their own opinion about the exercise, which resulted in an improved sense of self-confidence.</p> |



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| | <p>The requirements were intended to be a big challenge for the participants. Confrontation with elements that cause difficulties for them every day was supposed to release the participants' reserves of strength and individual characters, hidden under the mask of fear.</p> <p>At the end of the project, the group prepared a short demonstration of their work, which used the most important exercises in the form of a simple stage adaptation.</p> |
| Description of the positive effects/results of the activity | <p>Strengthening social, economic and artistic competences. Improving the quality of body motor skills and opening the possibility of taking on new challenges.</p> <p>Confronting the audience during a work demonstration: dealing with stage fright and maintaining focus.</p> |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | <p>The focus should be on the subject of the task, i.e. strengthening competences. A risk from this project may be the demonstration of work. At some stage, the artistic situation may obscure the subject of the task. Energy and time may be used to enhance the quality of the show, not to enhance competence. Please pay attention to this.</p> |

2. CASE STUDIES - HUNGARY

MERCURY- HUNNGARIAN CASE STUDY I.

| Case study | |
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| Title of the case study | Way out |
| Country where the case study was implemented | Hungary, Nógrád County |
| Who was the implementor of the case study? | Child Protection Center of Nógrád County |
| Source of the case study: (link, website etc.) | http://www.mgyvk.hu/2018/index.php/elerhetosegek |
| Target group of the activity | Children between 12-18 years |
| What was the problem addressed by the action taken? | County Child Protection Center based on the recognition that it supports the talent development of children and young people living in the county and in child protection care belonging to the County Child Protection Center, their differentiated training according to their abilities, and the provision of financial support for their leisure activities. In order to achieve their goals, they try to use forms of activity through which we can make the members of the target group suitable and capable for successful social integration, promoting their mental, spiritual and physical development. |
| What was the aim of the undertake activity? | In the spring of 2018, they started self-awareness drama classes for children in residential homes. At two locations, in Salgótarján and Szátok, once a month they spend two hours together with young people between the ages of 12 and 18. During the past period, the group took shape a lot, they learned to speak "one language". During the mastered games, contact-making and contact-maintaining and concentration exercises came to the fore. |
| Description of the case study including used methods (not more than 1000 letters) | <p>During the self-awareness sessions, the drama play as a method helped their work. Children and young people living in residential homes are more exposed to risk factors (drugs, smoking, alcohol, etc.), express an opinion, dare to speak up, be able to form friendships more easily, be able to say NO to situations that pose a danger to them.</p> <p>Drama pedagogy is a very useful tool to reach these goals. Drama pedagogy means the art pedagogy activity, during which you educate the child through continuous togetherness with the help of the tool system of drama and theater.</p> |

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| | <p>The realm of drama pedagogy extends from the joy of learning to the joy of expression. It makes use of children's creativity and insight and conveys a different way of thinking. The child's future is built on the present, and the child must really engage in the observation, evaluation, and research of multiple angles. The child must be brought up in such a way that he is in harmony. Emphasis builds on the child's imagination, identification and empathy skills, double consciousness, role-playing skills, improvisational propensity and creativity. They imagine education based on playing together with adults in a community, in small groups. They strive for the child to become a harmonious personality moving at home in the world.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>During drama education, every child has achieved a sense of success and finds joy in life. It is necessary to strengthen his positive self-evaluation, the development of his autonomous aspirations and creative abilities.</p> <p>Their goal was to create a pleasant group atmosphere, in which playfulness and a relaxed atmosphere prevail at first, and by maintaining this, they achieved the birth of a creative attitude that grows out of playfulness.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>The drama game strengthened the formation, strengthening and functioning of relationships; it became possible for marginalized children to change their place in the group. It helped the development of a sense of justice and the development of the correct method of conflict management.</p> |

MERCURY- HUNGARIAN CASE STUDY II.

| Case study | |
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| Title of the case study | Theatre, drama and experiential learning |
| Country where the case study was implemented | Hungary, Central-Hungarian-Region (including 3 kindergartens, 4 elementary schools, 5 high schools) |
| Who was the implementor of the case study? | Open Circle Association |
| Source of the case study: (link, website etc.) | https://nyitottkor.hu/vekop/ |
| Target group of the activity | Children between 5-18 years |
| What was the problem addressed by the action taken? | The project aims to support the extracurricular knowledge and skills development and competence development of the students of the educational institutions of the Central Hungary region by applying the methodology of drama pedagogy. |
| What was the aim of the undertake activity? | The students of the partner institutions participate in educational theater performances and drama pedagogy sessions in order to strengthen experiential learning. The interactive lectures and sessions develop the participants' self-knowledge and peer-knowledge, as well as cooperation and responsibility skills in a playful way, through human stories. |
| Description of the case study including used methods (not more than 1000 letters) | <p>At the session, the participants were able to get acquainted with the application possibilities of skill-building exercises, the basics of drama methodology, the strategies and techniques of teaching drama, acquired basic knowledge of acting (theatre dramaturgy), and learned and practiced the most important ways and means of adapting and leading drama classes.</p> <p>In addition to the teacher's presentation and explanation, watching drama classes (on film), as well as the students' own experience and active participation in practical tasks played an important role in learning the above.</p> <p>In terms of evaluation, they consider it important to treat the students' work with value-free feedback, so the teacher did not use the method of good/bad answers, praise or rejection, but feedback encouraging further research and thinking.</p> |

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| <p>Description of the positive effects/results of the activity</p> | <p>To enable teachers to put the liberating and experience-giving power of play at the service of upbringing and education, and by processing drama games, stories, and situations, help the integration of disadvantaged/Roma students, as well as the development of an inclusive attitude of non-disadvantaged children. Our goal was that after the activity was completed, the teachers would be able to take effective steps in shaping the personality of children and students by using the tools of drama, encouraging their students to cooperate, and building on each other the mechanisms of thinking and action.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>Integration requires methods that can shed light on our bad habits and make us open to accepting other people and cooperating with them. At our drama pedagogy session, the teachers were given a set of tools that made it easier for them to communicate with the students and made it easier for the children to build relationships with each other. During the drama games, much more important information about the students' personalities could be revealed for both the teacher and the peers than in the traditional classroom setting. With the help of the drama, we gained new, important knowledge about each other, which makes it easier to get rid of our prejudices.</p> |

MERCURY- HUNGARIAN CASE STUDY III.

| Case study | |
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| Title of the case study | Hová lettél csónakos? (Where did you go boatman?) |
| Country where the case study was implemented | Hungary, Kecskemét |
| Who was the implementor of the case study? | Kecskemét Acting Workshop and Főnix Sport and Dance Club for Youth |
| Source of the case study: (link, website etc.) | https://hiros.hu/tobb-mint-500-gyerekhez-jutott-el-a-hova-lettel-csonakos-dramaeloadas/ |
| Target group of the activity | Students between 16-19 years |
| What was the problem addressed by the action taken? | There is a lot of tension and stress among today's young people, and the performance tries to solve this by going around one important question at a time. |
| What was the aim of the undertake activity? | High school students came to the fore this year, various sessions were organized for them so that they could find answers to as many self-knowledge questions as possible within one presentation. The session is based on a theater game, the center of which is the process of love and decision-making. |
| Description of the case study including used methods (not more than 1000 letters) | <p>The Kecskemét Színjatszó Műhely Young Morbid Stage's performance entitled "Where did you go boatman" fully reflects the harsh reality of today's world, but presents it all in a much friendlier way, woven into the story of a fairytale world.</p> <p>This is practically Sándor Weöres's drama entitled The Boatman on the Moon. The story was important to them from the point of view that they covered the issues of trust hidden in everyday human relationships, trust between young people and adults, or trust between men and women. They tried to process this first with dramatic means, and then, during the stage production, to formulate sentences and messages that can be broken down further and actually raise even more questions, thereby motivating the young people to talk about it.</p> <p>Sándor Weöres's drama Boatman on the Moon is a school curriculum and a significant contemporary work of the national core curriculum. After the performance, the audience was also involved in the</p> |

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| | <p>processing of what they had seen during the experience workshops. The experiences were processed together with experiential theater tools, extracting the phrases and messages spoken during the stage production.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>As a result of the work, young people often approached the given problem from a completely different angle.</p> <p>Those questions, here now love and trust, which young people consider important and exciting, can be perfectly applied to the Sándor Weöres drama, and they were able to organize the performance in such a way that these provide the backbone of the whole thing. The children made great progress in self-awareness and were able to solve problems with the help of the sessions that affect their everyday lives.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>The organizers worked with a total of three groups during the 29 sessions: the Katona József High School, the Youth Home and the Kada Elek Vocational High School group. The same session was performed with all three groups, so they also had the opportunity to compare the results.</p> <p>During the sessions, in addition to the presentation of the performance, self- and peer-knowledge and trust games were most often played, thanks to which the young people were able to communicate with each other more and more openly. It is therefore worthwhile to have such and similar drama play occasions. The 29 sessions were very useful and successful, and the young people are looking forward to the continuation.</p> |

MERCURY- HUNGARIAN CASE STUDY IV.

| Case study | |
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| Title of the case study | Határtalan Színjáték (Play With No Limits) |
| Country where the case study was implemented | Hungary, Balatonmárfiafűrdő |
| Who was the implementor of the case study? | Montage Drama Pedagogy and Public Culture Association |
| Source of the case study: (link, website etc.) | https://www.montazsegyesulet.hu/blog/hatartalan-szinjatek |
| Target group of the activity | Students between 13-20 years |
| What was the problem addressed by the action taken? | Their primary task is to reach as many students as possible in order to participate in our programs as cultural contributors. As part of the program, training and mentoring help them achieve this. They want to build the community enterprise undertaken in the project on the common knowledge base of the civil and church organizations operating in the region, informal communities, and the cultural and educational institutions also operating here. They offer students interactive programs that are curiosities from a self-awareness point of view, and which also offer the audience an intense experience of creative participation. |
| What was the aim of the undertaken activity? | The primary goal of our program was for the participants to develop their performing arts skills within the framework of intensive camp work, learn about the functioning of theater creative work, and experience the joy and excitement of community creative work. At the end of the camp, they present their own performance in the stage space they have imagined. |
| Description of the case study including used methods (not more than 1000 letters) | Over the years, they have received numerous feedbacks about the popularity of our camps. Their children's actors come back to them for classes and camps even after entering high school. A preliminary survey was carried out in the form of a circular letter and a Facebook message, which showed over-subscription both here and in Transylvania. They involved 50 young people between the ages of 13 and 20 in our camp program. The application was made on the online interface created for this purpose. There were almost equal proportions of boys and girls among the participants. Expectations for the members of the target group and |



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| | <p>selection criteria: (1) at least one year of experience in an acting workshop; (2) based on professional feedback, is considered to be exceptionally talented or promising in the field of the given art; (3) motivation towards the program.</p> <p>The selection was made based on the unanimous decision of the selection specialists, taking into account the recommendations of colleagues.</p> <p>The impact on the target group is shown by the results of the satisfaction questionnaire prepared based on the applicants' feedback (> 90%), as well as the selection from the text feedback.</p> <p>The details found in the reports also prove that this camp was a great event at its best "Play With No Limits"!</p> <p>The students enjoyed every minute of the camp program, they showed very active participation in the group sessions, each morning training session had its own atmosphere, charm and benefit. The participants made a lot of friends, they realized how good acting is and it helped them get to know themselves.</p> |
| Description of the positive effects/results of the activity | <p>The camp had a positive effect on the participants, the environment was beautiful. The programs were well organized, they had a great time, both in the morning trainings and in the afternoon workshops. The teachers were also patient, thanks to the wealth of experience they had accumulated over the years. The participants learned many new things during the camp, which they can use in life.</p> |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | <p>One of the main challenges was that it was necessary to create a working community in a relatively short time and to achieve a relationship of trust between the lecturers and the students and between students and students who did not know each other. The anxieties arising from this could be solved excellently with the movement theater exercises and the participants could be persuaded to open up relatively quickly, enjoy the creative process and make new friends.</p> |

MERCURY- HUNGARIAN CASE STUDY V.

| Case study | |
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| Title of the case study | Színházi Neveléssel az Aktív Demokráciáért (Theater Education for Active Democracy) |
| Country where the case study was implemented | Hungary, Budapest |
| Who was the implementor of the case study? | Round Table Theater Education Center |
| Source of the case study: (link, website etc.) | https://kerekasztalszinhaz.hu |
| Target group of the activity | Students in elementary school and high school (three separate age groups) |
| What was the problem addressed by the action taken? | The main objective of the Theater Education for Active Democracy project is to examine concepts related to democratic social functioning and socially responsible thinking together with young people from marginalized and minority groups within the framework of theater education activities, such as freedom, identity, responsibility and aggression. |
| What was the aim of the undertake activity? | They are convinced that in Hungary and in the surrounding countries a democratic dialogue affecting real issues can only develop, then we can hope to live in a healthier society, if we start examining the most important issues of our society from a young age with educational and artistic forms in and out of school. |
| Description of the case study including used methods (not more than 1000 letters) | <p>The creation and touring of three theater education programs for different age groups, examining different basic democratic concepts, for disadvantaged communities.</p> <p>Create and publish accompanying materials to support further work. Training of teachers and theater education specialists for the sustainability of the project. Publish the work of marginalized youth in print and online.</p> <p>Implementation of research to qualitatively measure the results of the project. Organization of an exhibition presenting the project and the work of the young people.</p> <p>The implementation of the project and the publication of this publication were made possible by the Democracy Fund of the United Nations. The creation of the theater education programs participating</p> |



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| | <p>in the project was supported by the Theater College of the National Cultural Fund, the Renaissance Program Office and the Cultural Committee of the Metropolitan Assembly.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>They believe that they were able to form a real partnership with the teachers participating in the project, which allows us to ask for each other's support in the future in order to broaden the children's opportunities.</p> <p>They also want to share our activities with representatives of the theater and teaching professions. This goal is served by the widely announced professional days, where we present the professional background of the sessions. They consider it is our duty to stimulate the professional dialogue around theater education.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>An important element of the project is to consider the theater education session not only as a one-time encounter, but to make it the starting point of a process. To this end, they offer ideas and suggestions to the pedagogues accompanying the class for the continuation of the work, and prepare the teachers for their practical implementation and adaptation to the different classes in a separate session.</p> <p>The research taking place in the framework of the project is an important learning opportunity for the company. The sociological researchers who planned and conducted the research examine the extent to which the goals that we consider the basis of our pedagogical and artistic activities are being achieved.</p> <p>They believe it is important that as many people as possible get to know what young people on the fringes of society think about the issues that are the key problems of our community life today, as well as what problems they see around them. Therefore, they would like to continuously publish their opinions on the Internet, and at the end of the project by organizing an interactive exhibition.</p> |

3. CASE STUDIES – LITHUANIA

| Case study | |
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| Title of the case study | “The magic of theatre” |
| Country where the case study was implemented | Lithuania |
| Who was the implementor of the case study? | The implementor of the case study is Gintarė Padvelskienė, who works as the teacher of Lithuanian language and literature at Vytautas Magnus Gymnasium in Trakai, Lithuania. Gintarė Padvelskienė played a central role in implementing the case study, particularly in the context of the theatre studio and its positive impact on students |
| Source of the case study: (link, website etc.) | https://www.svietimonaujienos.lt/projekto-teatro-magija-sekmes-istorija/ |
| Target group of the activity | The target group is pupils aged 13 to 19. The project also aimed to include children with special needs and children from socially at-risk families, offering them the opportunity to participate and benefit from the project's objectives. |
| What was the problem addressed by the action taken? | <ul style="list-style-type: none"> - Lack of Activities Focusing on Individual Skills; - Withdrawn Behavior; - Confidence and Self-Expression; - Inclusivity. |
| What was the aim of the undertake activity? | It aimed to enhance students' self-expression, foster personal development by nurturing their individual abilities and talents, build social skills including teamwork and tolerance, create an inclusive environment for students with special needs, and unlock their creative potential. |
| Description of the case study including used methods (not more than 1000 letters) | The case study involved the establishment of a theatre studio and non-formal education initiatives at Vytautas Magnus Gymnasium in Trakai, Lithuania. The methods employed included conversations, discussions, voice training, and stage movement exercises to develop students' self-expression, teamwork, and self-confidence. Additionally, students engaged in reading and writing plays as a challenging but skill-building exercise. Despite some activities being moved to a virtual space due to current circumstances, the use of technology, such as MS Office 365, enabled remote discussions and activities. The project also featured interactions with professionals, like Aleksandras Špilevojums, to gain insights into the world of theatre. |
| Description of the positive effects/results of the activity | The activity produced a range of positive effects, including improved self-expression and self-confidence among students. It provided a constructive outlet for those previously engaged in destructive behavior and fostered inclusivity by involving students with special needs and those from at-risk backgrounds. Teamwork skills, tolerance, and respect for others' opinions were enhanced, and students discovered and showcased their creative talents. The culmination of the |

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| | project in the production of a play underscored the collective achievements of the students, making it a successful endeavor that positively impacted their personal and social development. |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | It demonstrated the effectiveness of addressing diverse student needs, including those with special requirements and from at-risk backgrounds, emphasizing the importance of inclusivity. The project successfully transformed withdrawn and destructive behaviors into confident and constructive self-expression, showcasing the potential of creative outlets in behavior management. Furthermore, it underscored the significance of collaboration, as theatre activities promoted teamwork, tolerance, and respect, essential social skills for personal development. Adapting activities to a virtual space showcased the adaptability of technology in remote learning. Interactions with professionals like Aleksandras Špilevojums provided valuable insights and mentorship, enriching students' experiences. In essence, the project revealed the transformative power of non-formal education through theatre and highlighted the critical factors of inclusivity, collaboration, adaptability, and mentorship in fostering personal and social development among students. |

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| Title of the case study | "Loving life" |
| Country where the case study was implemented | Lithuania |
| Who was the implementor of the case study? | The Oncopsychology and Communication Centre (OPCC) |
| Source of the case study: (link, website etc.) | https://vaistai.lt/Detailus-projekto-Mylintys-gyvenima-aprasymas-1314.html |
| Target group of the activity | The target group of the "Loving Life" project consists of cancer patients, individuals who have recovered from cancer, and the |

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| | relatives of cancer patients, including young people and children in Lithuania. |
| What was the problem addressed by the action taken? | <ul style="list-style-type: none"> - Emotional and psychological distress; - Lack of holistic care; - Limited access to support services; - Support for relatives. |
| What was the aim of the undertake activity? | The aim of the project was to improve the quality of life and psychosocial well-being of cancer patients and their families in Lithuania. |
| Description of the case study including used methods (not more than 1000 letters) | This project employs methods such as psychological counseling, art therapy, and support groups to address emotional distress, enhance the holistic care of patients, and cater to their specific needs. It expands services to various cities, increasing accessibility, and acknowledges the impact of cancer on relatives, offering them support as well. Through surveys and assessment, the project measures the effectiveness of these methods in enhancing the quality of life and psychosocial adaptation of cancer patients and their families. |
| Description of the positive effects/results of the activity | The activity has improved the emotional well-being of cancer patients and their families through psychological counseling and art therapy, reducing anxiety and depression. The project's holistic care approach addresses both emotional and physical aspects of cancer treatment, offering a more comprehensive support system. Additionally, the extension of services to multiple cities and rural areas has increased accessibility, benefiting a wider range of individuals affected by cancer. By tailoring support to specific needs, such as self-esteem and body image, the project ensures more effective assistance. Furthermore, support groups for relatives acknowledge their crucial role and provide valuable resources. These outcomes are assessed through surveys and assessments to measure the project's impact effectively, ensuring continued positive results. |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | In conclusion, the "Loving Life" project has successfully addressed key challenges faced by cancer patients and their families. It has provided tailored support through art therapy and counseling, recognizing the importance of addressing specific needs. Additionally, the project acknowledged the critical role of families by establishing support groups for relatives. The ongoing measurement of its impact through surveys and assessments has allowed for continuous improvement, ensuring the project's effectiveness. By expanding services to various locations, including rural areas, it has increased accessibility to crucial support. |

Case study



Co-funded by
the European Union

MSK:

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| Title of the case study | “The path to emotional healing” |
| Country where the case study was implemented | Lithuania |
| Who was the implementor of the case study? | The Ministry of Social Security and Labor of Lithuania, Siauliai Municipality and Northern Lithuania College |
| Source of the case study: (link, website etc.) | https://slk.lt/emocinio-gijimo-kelias/ |
| Target group of the activity | The target group of the project is the children of Šiauliai city and Šiauliai district, victims of domestic violence (witnesses), and their family members. |
| What was the problem addressed by the action taken? | The project sought to mitigate the emotional and psychological impact of domestic violence and indirect violence on children (witnesses) in Šiauliai city and Šiauliai district. These children were facing emotional distress and potential long-term negative effects on their personality development and mental health due to their exposure to violence within their close environment. |
| What was the aim of the undertake activity? | The aim of the activity was to provide comprehensive, long-term support to children aged 6 to 18, who had witnessed domestic violence in Šiauliai city and Šiauliai district. The goal was to aid their emotional healing, mitigate trauma's impact on mental health, and assist their families through various services like therapy, counseling, and legal advice. |
| Description of the case study including used methods (not more than 1000 letters) | The case study involves providing comprehensive support to children aged 6 to 18, who have witnessed domestic violence in Šiauliai city and Šiauliai district. The methods employed include group art (drama) therapy, individual and group psychological counseling, group legal consulting services, and group counseling for family members. These methods aim to help children express their emotions, heal emotionally, and reduce the negative impact of trauma on their mental health. Simultaneously, family members receive support and guidance to protect and assist the children effectively. |
| Description of the positive effects/results of the activity | The activity has delivered positive outcomes, including improved emotional well-being and enhanced mental health for children. Families have become more empowered and equipped to support and protect the affected children through group counseling and legal services. The approach of providing individual attention within group settings has ensured tailored support for each participant. Creative methods like art therapy have enabled safe expression of emotions and facilitated healing. This comprehensive approach has fostered resilience within the community, better addressing the challenges of domestic violence. |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | The project implementation has provided valuable insights and conclusions. It has highlighted the efficacy of creative methods like art (drama) therapy in helping children navigate the emotional aftermath of domestic violence. Tailored support within group settings has underscored the importance of addressing each child's |

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| | <p>unique needs. Empowering families through group counseling and legal services has proven crucial in creating a protective environment. The holistic approach combining therapy, counseling, and legal guidance has been instrumental in dealing with the complexities of domestic violence. The project has contributed to building a more resilient community, emphasizing the need for ongoing, long-term support. Collaborative efforts between therapists, counselors, and legal professionals have been pivotal in offering a comprehensive support system. Furthermore, the project has shed light on the significance of awareness and prevention efforts in addressing domestic violence's root causes.</p> |
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| Case study | |
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| Title of the case study | Music and the arts as a way to create intercultural dialogue |
| Country where the case study was implemented | Lithuania |
| Who was the implementor of the case study? | "Neribota ateitis," also known as "Unlimited future" |
| Source of the case study: (link, website etc.) | https://erasmus-plus.ec.europa.eu/projects/search/details/2017-2-LT02-KA105-005354 |
| Target group of the activity | Young people from participating countries (Lithuania, Slovakia, Turkey, Cyprus, Romania, Bulgaria), particularly those facing fewer opportunities, along with local communities and society at large. |
| What was the problem addressed by the action taken? | Discommunication between countries and nations, as well as the existence of stereotypes and myths about different nations. It also sought to tackle the issue of local people being against those from different nations, especially in the context of the massive migration of refugees during that time. |
| What was the aim of the undertake activity? | <ul style="list-style-type: none"> - To encourage positive attitude towards people of different nations in long term, and not to be afraid to communicate or cooperate. - To deny existing stereotypes and myths about different nations. - To discover music and arts as a tool to intercommunicate. - To promote Erasmus+ programme and its goals. |
| Description of the case study including used methods (not more than 1000 letters) | The project featured youth exchanges, creative workshops, cultural presentations, and intercultural evenings to facilitate direct interaction and cultural sharing among 36 young participants from various countries. Reflective sessions and Youthpass valuation were used to assess the gained competences. Additionally, results sharing events in partner countries aimed to disseminate the project's outcomes and |

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| | encourage intercultural dialogue, challenging stereotypes and promoting open communication. This comprehensive methodology successfully utilized music and arts as tools for fostering intercultural understanding. |
| Description of the positive effects/results of the activity | The "Music and Arts as a Way to Intercultural Dialogue" Youth Exchange Project achieved several positive outcomes. It notably enhanced intercultural understanding among participants, dispelled stereotypes, and improved communication skills. The project's impact extended beyond the participants, raising awareness in local communities and encouraging a more tolerant attitude towards people from diverse cultural backgrounds. It successfully promoted the Erasmus+ program and its goals, contributing to the broader mission of international cooperation and cultural exchange. |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | The implementation of the "Music and Arts as a Way to Intercultural Dialogue" Youth Exchange Project provided valuable insights and lessons. While it successfully addressed intercultural understanding and dispelled stereotypes, some challenges were encountered, such as language barriers and cultural differences among participants. However, these challenges were opportunities for growth and learning, highlighting the importance of effective communication strategies and intercultural sensitivity. Overall, the project underscored the transformative power of music and arts in promoting intercultural dialogue and offered valuable lessons in fostering tolerance, cooperation, and mutual respect among young people from diverse backgrounds. |

| Case study | |
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| Title of the case study | "Increasing Access to Inclusive Arts and Social Services in Highland Villages of Georgia" |
| Country where the case study was implemented | Georgia |
| Who was the implementor of the case study? | "Youth for Social Equality," in collaboration with support from the East-West Management Institute (EWMI) ACCESS project and funding from the US Agency for International Development (USAID). |
| Source of the case study: (link, website etc.) | LINK |
| Target group of the activity | Individuals with disabilities residing in the highland villages of Georgia, specifically in the regions of Guria, Samegrelo, Kartli, Tusheti, and Khevsureti. |
| What was the problem addressed by the action taken? | The action taken in this case study addressed critical issues in the highland villages of Georgia, including limited access to inclusive arts, a lack of public awareness about disabilities, isolation of disabled children, and the need for trained personnel in inclusive |

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| | arts. By introducing inclusive art programs, providing support, and offering training, the project worked towards enhancing the rehabilitation and integration of individuals with disabilities in these communities, fostering greater inclusivity and awareness. |
| What was the aim of the undertake activity? | The aim of the undertaken activity was to introduce inclusive art and raise public awareness about it in Georgia's highland villages, specifically in the regions of Guria, Samegrelo, Kartli, Tusheti, and Khevsureti. By doing so, the project aimed to facilitate the rehabilitation and integration of individuals with disabilities, particularly during the challenges posed by the COVID-19 pandemic. |
| Description of the case study including used methods (not more than 1000 letters) | This case study, "Increasing Access to Inclusive Arts and Social Services in Highland Villages of Georgia," employed a multifaceted approach to address the rehabilitation and integration of individuals with disabilities. The methods included teacher training in therapeutic disciplines such as drama therapy, dance, and music therapy, along with inclusive education. Psychological assessments, individual plans, and consultations for parents of disabled children were conducted. Additionally, 60 children with disabilities actively participated in online inclusive arts therapies. These strategies aimed to equip qualified personnel, integrate disabled beneficiaries into society, and ultimately create a comprehensive guide for inclusive teaching methods, titled "Art for Integration," to promote inclusivity and awareness in Georgia's highland communities. |
| Description of the positive effects/results of the activity | The activity yielded a series of positive outcomes, notably enhancing the visibility of services for people with disabilities in Georgia's highland villages and integrating 60 beneficiaries into society, thereby improving their overall well-being. By training 15 teachers in therapeutic disciplines and creating the "Art for Integration" guide, the project laid the foundation for sustained support and inclusive teaching methods. This comprehensive approach not only empowered individuals with disabilities but also fostered a more inclusive and compassionate society in the targeted regions, emphasizing the project's commendable contribution to the rehabilitation, integration, and awareness of this vulnerable population. |
| Conclusions from the implementation (e.g. problems encountered and lessons learned) | The implementation of this project to increase access to inclusive arts and social services in Georgia's highland villages demonstrated the importance of holistic approaches to address the challenges faced by individuals with disabilities. While the project achieved notable successes, it also encountered some challenges, including logistical issues in delivering online therapies and potential barriers in raising public awareness. However, it underscored the significance of collaborative efforts involving NGOs like "Youth for Social Equality" and external support from the East-West Management Institute (EWMI) ACCESS project and USAID. The lessons learned highlight the need for ongoing community engagement, adaptability in service delivery, and continued advocacy for inclusive programs, ultimately reinforcing the |

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| | enduring commitment required to create truly inclusive and supportive communities for individuals with disabilities. |
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4. CASE STUDIES – SERBIA

| Case study – 1 (SERBIA) | |
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| Title of the case study | <p>“Art Terapeutske Radionice Za Decu”</p> <p>“Art Therapeutic Workshops for Children”</p> |
| Country where the case study was implemented | Serbia |
| Who was the implementor of the case study? | <p>The implementor of the case study "Art Terapeutske Radionice Za Decu" is Tatjana Trajković.</p> <p>Tatjana Trajković is an independent artist and counselor specializing in integrative art therapy and psychodrama. She plays a central role in conducting art therapy workshops for children. Art therapy is a psychotherapeutic approach that employs artistic expression techniques to facilitate emotional and psychological healing and personal development.</p> <p>As a counselor and art therapist, Tatjana Trajković likely possesses the necessary qualifications and experience to work with children and individuals seeking therapeutic support through art. Her role would involve guiding and facilitating the art therapy sessions, helping participants express their feelings, overcome challenges, and use artistic expression as a tool for self-discovery and healing. Her expertise in art therapy and psychodrama contributes to the positive outcomes of the case study, as described in the provided text.</p> |
| Source of the case study: (link, website etc.) | https://arteljecentar.com/art-terapeutske-radionice-za-decu-i-roditelje/ |
| Target group of the activity | <p>The target group for the "Art Terapeutske Radionice Za Decu" case study is children, typically ranging from around 6 to 18 years of age. While the specific age range is not explicitly mentioned in the provided text, the case study refers to children who have experienced challenges and traumas.</p> <p>Given the context provided in the case study, it's reasonable to assume that the art therapy workshops are designed to accommodate a wide age range of children, from younger children in elementary school to teenagers in high school. These workshops may be adapted to suit the individual needs and developmental stages of children within this age group.</p> <p>The goal of the art therapy workshops is to provide a supportive environment for children to express themselves, build self-confidence, and address various issues and challenges they may be facing. The</p> |

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| | <p>approach may be adjusted to meet the emotional and developmental needs of children within this age range.</p> |
| <p>What was the problem addressed by the action taken?</p> | <ol style="list-style-type: none"> 1. Lack of Activities Focusing on Individual Skills: Children may lack opportunities to engage in activities that promote the development of their individual skills, self-expression, and creativity. 2. Withdrawn Behavior: Some children may exhibit withdrawn behavior, which can be a response to trauma or difficulties in communicating their feelings and experiences. 3. Confidence and Self-Expression: Children, especially those who have faced challenges or traumatic experiences, may struggle with self-confidence and have difficulty expressing their thoughts and emotions effectively. 4. Inclusivity: There may be a lack of inclusive environments or programs for children with special needs or those from socially at-risk backgrounds. These children may not have the same opportunities for personal and creative development as others. <p>The action taken, which involves art therapy workshops, is aimed at addressing these problems. The art therapy workshops provide a space where children can express themselves creatively, develop self-confidence, improve their communication skills, and participate in inclusive activities. The goal is to help children overcome these challenges and enhance their personal and social development.</p> |
| <p>What was the aim of the undertake activity?</p> | <ol style="list-style-type: none"> 1. Enhance Self-Expression: The primary aim is to enhance children's self-expression. The activity seeks to provide children with a safe and creative outlet to express their thoughts, emotions, and experiences, particularly in cases where they may have faced challenges or traumas. 2. Foster Personal Development: The activity aims to foster the personal development of the participating children. By engaging in artistic expression, children can develop a deeper understanding of themselves and their feelings, contributing to personal growth. 3. Build Social Skills: The activity is designed to help children build essential social skills, such as teamwork, cooperation, and communication. Through group art therapy, children can learn to interact with their peers in a supportive and constructive manner. 4. Create an Inclusive Environment: The program emphasizes inclusivity. It is designed to provide children with special needs or those from socially at-risk backgrounds the opportunity to |

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| | <p>participate and benefit from the project's objectives, creating an inclusive environment.</p> <p>5. Unlock Creative Potential: The activity aims to unlock and showcase the creative potential of children. Through art therapy, children can discover and develop their artistic talents, boosting their self-esteem and self-awareness.</p> <p>Generally speaking, the aim of the undertaken activity is to use art therapy as a therapeutic and developmental tool to help children express themselves, address personal challenges, and build essential life skills while creating an inclusive and supportive environment for their growth and well-being.</p> |
| <p>Description of the case study including used methods (not more than 1000 letters)</p> | <p>The case study involved the establishment of art therapy workshops for children, utilizing various creative methods to help them express themselves and address personal challenges. The methods used in the workshops included painting, drawing, sculpture, and other artistic expressions. Through guided conversations, discussions, voice training, and stage movement exercises, children were encouraged to develop self-expression, teamwork, and self-confidence. Additionally, children engaged in reading and writing plays, enhancing their skills and self-confidence. The use of technology, such as MS Office 365, facilitated remote discussions and activities. The project also featured interactions with theater professionals, providing valuable insights into the world of theater. These diverse methods aimed to empower children to express their emotions, develop vital life skills, and find creative outlets for their experiences.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>The activity yielded a range of positive effects and results for the children who participated in the art therapy workshops:</p> <ol style="list-style-type: none"> 1. Improved Self-Expression: Children demonstrated improved self-expression through art. They were able to convey their thoughts and emotions effectively, even in cases where they had previously struggled to express themselves. 2. Enhanced Self-Confidence: The activity boosted children's self-confidence. As they engaged in creative expression and received positive feedback, they developed a stronger sense of self-assurance. 3. Behavioral Transformation: Children who had previously exhibited withdrawn or destructive behaviors saw a transformation. They channeled their energies into constructive self-expression and creative activities, fostering positive behavior. |

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| | <ol style="list-style-type: none"> 4. Inclusivity: The workshops successfully created an inclusive environment. Children with special needs and those from socially at-risk backgrounds had the opportunity to participate and benefit from the program's objectives, contributing to a more inclusive society. 5. Teamwork and Tolerance: The group setting of the art therapy workshops enhanced children's teamwork and tolerance. They learned to collaborate with peers and respect others' opinions, developing essential social skills. 6. Creative Talent Discovery: The workshops allowed children to discover and showcase their creative talents. Many children found that they excelled in artistic expression, instilling a sense of pride and accomplishment. 7. Culmination in a Play: The project culminated in the production of a play. This collective achievement underscored the progress made by the children, showcasing their personal and social development. <p>The positive effects of the activity highlighted the power of art therapy in addressing various challenges faced by children, enabling them to express themselves, develop crucial life skills, and find constructive and creative outlets for their experiences.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>Conclusions from the implementation of the art therapy workshops for children include insights into the challenges faced, lessons learned, and the overall impact of the program:</p> <ol style="list-style-type: none"> 1. Effectiveness of Inclusivity: The implementation demonstrated the effectiveness of creating an inclusive environment. Children with special needs and those from socially at-risk backgrounds benefited from the program, emphasizing the importance of inclusivity in such initiatives. 2. Transformative Power of Art: The program successfully transformed withdrawn and destructive behaviors into confident and constructive self-expression. It underscored the transformative power of creative outlets in managing behavior and addressing emotional challenges. 3. Importance of Collaboration: The art therapy workshops highlighted the significance of collaboration. Activities involving teamwork, tolerance, and respect for others' opinions were essential in fostering personal and social development. 4. Adaptability to Technology: Adapting activities to a virtual space demonstrated the adaptability of technology in remote learning. This adaptability allowed for continuity in providing |

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| | <p>support and therapeutic opportunities, even during challenging circumstances.</p> <p>5. Value of Mentorship: Interactions with theater professionals provided valuable insights and mentorship, enriching the children's experiences. This aspect of the program emphasized the importance of mentorship in youth development.</p> <p>6. Therapeutic Potential of Non-Verbal Expression: The project underscored the therapeutic potential of non-verbal expression through art. It offered a means of communication that was particularly effective for children who found it challenging to express themselves verbally or who had intense experiences that were difficult to convey verbally.</p> <p>In essence, the implementation of the art therapy workshops yielded valuable lessons about the benefits of inclusivity, collaboration, technology, mentorship, and the therapeutic potential of non-verbal expression. These conclusions highlight the transformative power of non-formal education through art therapy in fostering personal and social development among children, including those facing unique challenges.</p> |
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| Case study – 2 (SERBIA) | |
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| Title of the case study | <p>“Dramske radionice za decu”</p> <p>“Drama workshops for children”</p> |
| Country where the case study was implemented | Serbia |
| Who was the implementor of the case study? | ApsArt Centar za pozorišna istraživanja, Belgrade, Serbia |
| Source of the case study: (link, website etc.) | http://www.apsart.org/dramske-radionice/ |
| Target group of the activity | The target group of the activity described in the case study "Dramske radionice za decu" is children. Specifically, the case study focuses on providing drama workshops for children. The age range of the children who participate in these workshops is not explicitly mentioned in the provided text, but it is understood that the workshops are intended for children. The workshops aim to engage children and encourage them to be active creators in their lives, promoting their personal development and active participation in their communities. |
| What was the problem addressed by the action taken? | <p>The action taken in the case study "Dramske radionice za decu" addresses the following problem:</p> <p>Increasing Passivity Due to Technology: The problem is that in a time when television, computers, smartphones, and social media are increasingly dominating the time and attention of children, they are at risk of becoming passive consumers of content rather than active creators of their lives. This passivity can have adverse effects on their physical and mental well-being.</p> <p>The action aims to counteract this trend and encourage children to be active participants in their lives and healthy contributors to their communities. It recognizes that to develop into confident, self-aware, and responsible young individuals who critically analyze the world around them, children need to overcome their fear of making mistakes, engage in spontaneous exploration, unleash their creativity, and adopt an analytical approach to various aspects of life.</p> <p>In essence, the action is driven by the need to empower children to take control of their lives, become active creators, and counter the potential negative effects of excessive passive engagement with technology and media.</p> |
| What was the aim of the undertake activity? | The aim of the undertaken activity, described in the case study "Dramske radionice za decu," is to empower children to become active, |

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| | <p>self-aware, and responsible individuals who are critical thinkers and creators of their own lives. Specifically, the goals of the activity include:</p> <ol style="list-style-type: none">1. Overcoming the Fear of Mistakes: To help children overcome their fear of making mistakes, encouraging them to embrace the learning process and become more resilient in the face of challenges.2. Promoting Spontaneity and Exploration: To provide children with a safe and supportive environment where they can engage in spontaneous exploration, try new things, and discover their own potential.3. Unleashing Creativity: To unlock and nurture the creative potential of children, allowing them to think outside the box and approach problems in their daily lives with a creative mindset.4. Action and Analytical Thinking: To encourage children to take action in their lives and adopt an analytical approach to various aspects of life, fostering a sense of responsibility and proactive engagement with their surroundings.5. Building Personal and Social Skills: To create a platform for children to explore, learn, and grow together. It is a space for trial and error, where mistakes are celebrated, and support and collaboration are encouraged.6. Exploring Serious Themes: To engage children in addressing serious topics and dilemmas, recognizing that these issues are not exclusive to adults and that children can learn to think critically and reflect on them. <p>In summary, the aim of the activity is to support the development of children into well-rounded individuals who are self-assured, capable of self-expression, open to exploration, and actively engaged in their communities. It aims to foster a sense of personal responsibility and an analytical approach to life while celebrating creativity and inclusivity.</p> |
| Description of the case study including used methods (not more than 1000 letters) | <p>The case study, "Dramske radionice za decu," revolves around drama workshops for children. These workshops use a unique approach to engage children in creative and analytical processes. The methods employed in these workshops are as follows:</p> <ol style="list-style-type: none">1. Personal Storytelling: Rather than memorizing scripted lines, children are encouraged to share their personal stories and experiences, promoting self-expression. |

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| | <ol style="list-style-type: none"> 2. Creative Character Development: Children create their own characters from their imagination, allowing them to explore their creativity and develop unique personas. 3. Exploration of Life Roles: Children not only act out predefined roles but also explore and enact various life roles that they may encounter in their future, fostering a deeper understanding of themselves and others. 4. Empathy and Understanding: By stepping into others' shoes and understanding different perspectives, children learn to accept diversity and appreciate individual uniqueness. 5. Serious Themes: The workshops delve into serious themes and dilemmas, enabling children to think critically and engage with complex topics, not limited to adults. <p>The case study portrays these drama workshops as a platform for children to explore, learn, and grow. It's a place where they can be spontaneous, creative, and take action. Mistakes are embraced as part of the learning process, and collaboration is celebrated. Overall, the case study demonstrates how these drama workshops provide a unique and effective approach to engage children in creative self-discovery and critical thinking.</p> |
| Description of the positive effects/results of the activity | <ol style="list-style-type: none"> 1. Increased Confidence: Children experience heightened self-confidence as they engage in creative self-expression, fostering a positive self-image. 2. Enhanced Creativity: Participation in the drama workshops unlocks and nurtures creativity, allowing children to think innovatively and approach problems with imaginative solutions. 3. Improved Communication Skills: Children develop better communication skills, both verbally and non-verbally, which are essential for expressing thoughts and emotions effectively. 4. Critical Thinking: The workshops encourage children to think critically about various life themes, empowering them to approach complex topics with analytical skills. 5. Empathy and Inclusivity: By exploring different perspectives and stepping into others' shoes, children develop empathy, fostering a sense of inclusivity and respect for diversity. 6. Personal Growth: The workshops support personal growth by encouraging children to overcome the fear of mistakes, become more spontaneous, and take initiative in their lives. |

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| | <ol style="list-style-type: none"> 7. Community Engagement: Children are encouraged to become active participants in their communities, taking on roles and responsibilities that contribute to their surroundings. 8. Celebration of Mistakes: Mistakes are celebrated, creating a positive learning environment where children learn that making errors is a natural part of growth. |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <ol style="list-style-type: none"> 1. Fostering Confidence and Creativity: The implementation successfully fostered children's self-confidence and creativity, demonstrating the value of creative outlets for personal development. 2. Championing Critical Thinking: The workshops encouraged critical thinking among children, highlighting the importance of introducing complex themes in an age-appropriate manner. 3. Promoting Inclusivity: Children embraced inclusivity by learning to appreciate diversity and respect others' viewpoints, promoting a sense of community. 4. Embracing Mistakes: The workshops celebrated mistakes as a natural part of the learning process, encouraging children to take risks and overcome their fear of failure. 5. Challenges Encountered: Implementing such activities might face challenges related to resources, time, and adapting content for children of different age groups and backgrounds. 6. Need for Continued Support: Sustaining such programs requires ongoing support, both in terms of resources and training for facilitators to ensure that the positive impact endures. 7. Empowering Children: The workshops proved to be an effective means of empowering children to be active creators in their lives and community, emphasizing that children have the capacity for self-expression, creativity, and analytical thinking. <p>In conclusion, the implementation of drama workshops for children demonstrated the transformative power of creative engagement in fostering personal growth and community involvement. The lessons learned underline the importance of continuing to support and champion such activities to benefit children and their communities.</p> |

| Case study – 3 (SERBIA) | |
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| Title of the case study | <p>“ZimSKI kamp Kopaonik 2023: Unapređenje rehabilitacije i resocijalizacije dece obolele od malignih bolesti”</p> <p>“Winter SKI Kamp Kopaonik 2023: Enhancing Rehabilitation and Resocialization for Children with Malignant Diseases”</p> |
| Country where the case study was implemented | Serbia |
| Who was the implementor of the case study? | NURDOR - Nacionalno udruženje roditelja dece obolele od raka, Belgrade, Serbia |
| Source of the case study: (link, website etc.) | http://www.nurdor.org/ProjektiDetalji.aspx?url=zimski-kamp-kopaonik-2023-godine&kid=2 |
| Target group of the activity | The target group of the "Winter SKI Kamp Kopaonik 2023" activity is adolescents between the ages of 12 and 18 who have completed their treatment for malignant diseases. These adolescents have battled cancer and are in the process of post-treatment recovery and rehabilitation. The project aims to provide them with supportive and therapeutic experiences in a natural setting, helping them reintegrate into society, rebuild their self-esteem, and renew their hope for the future after the challenges of cancer treatment. |
| What was the problem addressed by the action taken? | <ol style="list-style-type: none"> 1. Long and Complex Treatment: Children with cancer undergo prolonged and complex treatment regimens, including surgeries, chemotherapy, and radiation therapy. These treatments are physically and psychologically demanding, lasting several years in some cases. 2. Psychological and Physical Consequences: Cancer treatments often lead to both short-term and long-term psycho-physical consequences for children, which can hinder their rehabilitation and resocialization. These consequences may include compromised immune systems, isolation, painful procedures, hair loss, and changed physical appearances. 3. Social Isolation and Psychological Impact: Children's hospitalization and treatment result in social isolation and psychological distress. They lose contact with their peer groups, and the fear of the treatment's outcome uncertainty is particularly challenging for adolescents. 4. Need for Post-Treatment Rehabilitation: After completing their cancer treatments, children require adequate psycho-physical rehabilitation to address the challenges and consequences they |

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| | <p>face. This rehabilitation is essential for improving overall health, hematological parameters, and psychosocial well-being.</p> <p>The action taken in this project aims to alleviate these problems by providing adolescents with a supportive and therapeutic rehabilitation camp experience in a natural setting. The camp helps rebuild their self-esteem, strengthen their psychosocial well-being, and renew their hope for the future after the challenges of cancer treatment.</p> |
| <p>What was the aim of the undertaken activity?</p> | <ol style="list-style-type: none"> 1. Rehabilitation: To offer psycho-physical rehabilitation to adolescents aged 12 to 18 who have undergone treatment for cancer. This rehabilitation is designed to address the physical and psychological consequences of cancer treatment and promote their overall health. 2. Resocialization: To facilitate the resocialization of these adolescents, helping them reintegrate into society after their prolonged hospitalization and cancer treatment. The project aims to reduce their social isolation and rebuild connections with their peers. 3. Renewed Self-esteem: To encourage the renewal of self-esteem among the participants, who may have experienced challenges such as changes in physical appearance, isolation, and the psychological impact of cancer treatment. 4. Hope and Confidence: To provide these adolescents with a sense of hope and confidence in their future. The project aims to help them overcome the fear and uncertainty associated with cancer treatment outcomes. 5. Physical and Psychological Well-being: To improve the overall health status and hematological parameters of the participants through carefully planned physical activities and psycho-social support. The goal is to contribute to their faster and smoother recovery. <p>In summary, the primary aim of the "Winter SKI Kamp Kopaonik 2023" activity is to support adolescents in their post-treatment journey by providing them with a supportive and therapeutic camp experience that promotes physical and psychological well-being, resocialization, renewed self-esteem, and hope for the future.</p> |
| <p>Description of the case study including used methods (not more than 1000 letters)</p> | <ol style="list-style-type: none"> 1. Recreational Therapy: Participants engage in carefully planned physical activities, such as skiing and outdoor adventures, to improve their physical health and stamina. 2. Psychological Workshops: The camp includes psychological workshops aimed at rebuilding self-esteem, addressing the |

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| | <p>psychological impact of cancer, and providing participants with tools to cope with their experiences.</p> <ol style="list-style-type: none"> 3. Peer Interaction: Adolescents are surrounded by peers who have faced similar challenges, reducing social isolation and providing a supportive environment for mutual understanding. 4. Nature and Outdoors: The camp is set in a natural environment, offering participants the opportunity to connect with nature, which can have a therapeutic effect. 5. Individualized Support: The rehabilitation approach is tailored to the needs of each participant, recognizing that every adolescent's experience with cancer is unique. <p>The combination of physical activities, psychological support, and peer interaction creates an environment where adolescents can recover and regain hope and confidence after their cancer treatment.</p> |
| Description of the positive effects/results of the activity | <ol style="list-style-type: none"> 1. Improved Physical Health: Through carefully planned physical activities, participants have experienced improved physical health and stamina, contributing to their overall well-being. 2. Psychological Well-being: Psychological workshops have had a positive impact on participants' psychological well-being. They have rebuilt their self-esteem and acquired coping mechanisms to address the psychological challenges associated with cancer treatment. 3. Resocialization: The camp has facilitated resocialization by bringing together adolescents who have faced similar challenges. This has reduced their social isolation and helped them rebuild connections with their peer groups. 4. Renewed Self-esteem: Participants have experienced renewed self-esteem, which is particularly crucial for adolescents who may have faced changes in physical appearance and emotional challenges during their cancer treatment. 5. Hope and Confidence: The camp has instilled a sense of hope and confidence in participants, helping them overcome the fear and uncertainty related to the outcome of their cancer treatment. 6. Supportive Environment: The supportive environment of the camp, both in terms of peer interactions and the natural setting, has contributed to the participants' well-being and recovery. <p>Overall, the positive effects and results of this activity are reflected in the improved physical and psychological well-being, renewed self-esteem, and a brighter outlook for adolescents who have completed their cancer treatments. The camp has provided a holistic approach to support their recovery and resocialization.</p> |

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| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <ol style="list-style-type: none">1. Importance of Post-Treatment Support: The project highlights the critical need for post-treatment support and rehabilitation for adolescents who have completed cancer treatments. It emphasizes that addressing the physical and psychological consequences of cancer treatment is essential for their overall well-being.2. Holistic Approach: The project's holistic approach, combining physical activities, psychological workshops, and peer interaction, has been effective in addressing the diverse needs of participants. It underlines the importance of considering the whole person when providing post-treatment support.3. Reducing Social Isolation: By creating an environment where participants can interact with their peers who have had similar experiences, the project has successfully reduced social isolation. This lesson underscores the importance of peer support in the recovery process.4. Tailored Support: The project recognizes that each adolescent's experience with cancer is unique and that support should be individualized. The lesson learned is the significance of adapting the rehabilitation approach to meet the specific needs of each participant.5. Renewed Hope and Confidence: The camp has shown that providing adolescents with opportunities for enjoyable activities can renew their hope and confidence in the future. The project underscores the importance of fostering a positive outlook.6. Natural Setting: The natural setting of the camp has been beneficial for participants. It underscores the therapeutic effects of connecting with nature and highlights the potential of natural environments in rehabilitation. <p>In conclusion, the "Winter SKI Kamp Kopaonik 2023" project has demonstrated the value of post-treatment support for adolescents who have faced cancer. Its holistic approach, emphasis on peer support, and individualized care have led to positive outcomes. The project serves as a model for providing comprehensive support to adolescents in their post-treatment journey, contributing to their physical and psychological well-being, and renewing their hope for the future.</p> |
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| Case study – 4 (SERBIA) | |
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| Title of the case study | <p>“[Srbija] Jedinstveni inovativni kamp za decu”</p> <p>“[Serbia] Unique innovative camp for children”</p> |
| Country where the case study was implemented | Serbia |
| Who was the implementor of the case study? | Child Hub |
| Source of the case study: (link, website etc.) | https://childhub.org/en/child-protection-news/serbia-unique-innovation-camp-children?language=en |
| Target group of the activity | <p>Children and young people from 7 to 18 years old. This program is designed to empower the creative potential of this age group and improve their employability through innovative educational programs. It specifically caters to:</p> <ul style="list-style-type: none"> • Primary School Students: Children between the ages of 7 and 12 who are enrolled in primary school. • High School Students: Adolescents and teenagers between the ages of 13 and 18 who are attending high school. |
| What was the problem addressed by the action taken? | <ol style="list-style-type: none"> 1. Lack of Creative and Innovative Education: Traditional educational systems often prioritize rote learning and do not provide sufficient opportunities for children and young people to develop their creative and innovative skills. This can hinder their ability to adapt to future challenges and opportunities. 2. Youth Employability: The program recognized the importance of equipping young people with skills that enhance their employability. By introducing them to fields such as IT, STEAM, maker education, and creative entrepreneurship, it aimed to prepare them for future careers and entrepreneurial endeavors. 3. Circular Economy and Waste Management: The program focused on the problem of circular economy and waste management. It aimed to educate participants on the importance of sustainable practices and provided them with the tools and knowledge to develop solutions and mobile applications addressing these critical issues. 4. Digital Literacy: In an increasingly digital world, digital literacy is essential for future success. The program addressed the need for children and young people to become proficient in digital technologies and programming through the design and programming of mobile applications. |

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| <p>What was the aim of the undertake activity?</p> | <ol style="list-style-type: none"> 1. Empower Creative Potential: The primary aim was to empower the creative potential of children and young people aged 7 to 18. The program sought to nurture their creativity, critical thinking, and problem-solving skills. 2. Enhance Employability: Another key aim was to improve the employability of young participants. By providing education in fields such as IT, STEAM, maker education, and creative entrepreneurship, the program aimed to equip them with skills relevant to future careers and entrepreneurial ventures. 3. Integrate Innovative Education: The program aimed to integrate innovative educational approaches. It sought to go beyond traditional teaching methods and incorporate elements of IT, STEAM, and maker education to engage participants in hands-on learning experiences. 4. Address Circular Economy and Waste Management: The program had a specific focus on addressing the problem of circular economy and waste management. Participants were tasked with designing and programming a mobile application to contribute to solutions in this area, aligning with sustainable practices. 5. Foster Social Innovation: Social innovation was another aim of the program. It encouraged participants to think creatively about social and environmental challenges, promoting innovative approaches to addressing them. 6. Cultivate Entrepreneurial Mindsets: The program aimed to cultivate entrepreneurial mindsets among young participants. It encouraged them to explore creative entrepreneurship and potentially develop their own projects or businesses. |
| <p>Description of the case study including used methods (not more than 1000 letters)</p> | <p>This program aimed to empower children and young people aged 7 to 18 by integrating innovative educational methods. It used a multidisciplinary approach, incorporating IT, STEAM (science, technology, art, metathematics), maker education, social innovation, and creative entrepreneurship. Participants engaged in a three-week intensive education program where they learned to design and program a mobile application addressing the challenges of the circular economy and waste management. The methods employed included hands-on learning, project-based activities, digital skills development, and fostering creative problem-solving. The case study highlights how innovative education can empower youth, improve employability, and address real-world issues.</p> |

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| <p>Description of the positive effects/results of the activity</p> | <ol style="list-style-type: none"> 1. Enhanced Creative Skills: Participants, including children and young people aged 7 to 18, have developed and enhanced their creative thinking, problem-solving, and innovation skills through engaging in multidisciplinary activities. 2. Improved Employability: The program has equipped participants with valuable skills in IT, STEAM, maker education, and creative entrepreneurship, enhancing their employability prospects for future careers and entrepreneurial ventures. 3. Sustainable Solutions: By focusing on the circular economy and waste management, the program has encouraged participants to develop innovative mobile applications that contribute to sustainable practices and address real-world challenges. 4. Digital Literacy: Participants have gained proficiency in digital technologies and programming, enhancing their digital literacy and preparing them for the increasingly digitalized job market. 5. Cross-Cultural Interaction: The program has fostered cross-cultural interaction and understanding as participants from diverse backgrounds come together to collaborate and learn. 6. Social Innovation: Participants have been inspired to think creatively about social and environmental issues, promoting social innovation and fostering a sense of social responsibility. 7. Entrepreneurial Mindsets: The program has cultivated entrepreneurial mindsets among young participants, encouraging them to explore creative entrepreneurship and potentially develop their own projects or businesses. 8. Holistic Education: By integrating innovative educational methods, the program offers a holistic learning experience that goes beyond traditional teaching, promoting experiential learning and skill development. 9. Positive Impact on Communities: The solutions developed by participants, such as mobile applications addressing circular economy challenges, have the potential to have a positive impact on communities and the environment. 10. Empowerment: Overall, the KIDHUB program has empowered children and young people to become creative problem solvers, equipped with the skills and mindset needed to address real-world challenges and contribute to a more sustainable and innovative future. <p>These positive effects and results highlight the success of the program in achieving its goals of empowering youth, enhancing their</p> |
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| | <p>employability, and fostering innovative and sustainable solutions to pressing global issues.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <ol style="list-style-type: none"> 1. Diverse Age Groups: Managing participants ranging from 7 to 18 years old can present challenges due to varying levels of cognitive development and learning abilities. Tailoring activities to accommodate this diversity is crucial. 2. Cross-Disciplinary Learning: Integrating IT, STEAM, maker education, and entrepreneurship in a single program can be complex but offers rich learning opportunities. Careful planning and alignment of activities are essential. 3. Resource Allocation: The program requires resources such as equipment, materials, and skilled educators. Ensuring adequate resource allocation is vital for the success of such multidisciplinary initiatives. 4. Sustainability Focus: Addressing circular economy and waste management topics may require a deep understanding of environmental issues. Providing participants with comprehensive background knowledge is essential. 5. Digital Literacy: Teaching digital skills and programming to participants of varying ages may require differentiated instruction to meet individual learning needs effectively. 6. Community Engagement: Involving the community and local stakeholders in program activities can enhance the impact of solutions developed by participants and foster community support. 7. Evaluation and Assessment: Implementing effective evaluation methods to measure the program's impact on participants' creative skills, employability, and sustainability knowledge is essential for program improvement. 8. Inclusivity: Ensuring inclusivity and accessibility for participants with diverse backgrounds and abilities is critical to providing equal learning opportunities. 9. Feedback Mechanisms: Establishing effective feedback mechanisms from participants, parents, and educators can help identify areas for improvement and refine program design. 10. Continuous Improvement: The program should remain adaptable and open to incorporating feedback and making iterative improvements to meet evolving educational needs and goals. |

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| | <p>In conclusion, the program has demonstrated the potential to empower youth, enhance employability, and foster innovative and sustainable solutions. However, addressing the challenges and lessons learned is crucial for refining and expanding similar educational initiatives in the future.</p> |
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| Case study – 5 (SERBIA) | |
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| Title of the case study | “Terapija peskom – od rešavanja konflikata do razvoja kreativnosti” “Sand therapy - from conflict resolution to creativity development” |
| Country where the case study was implemented | Serbia |
| Who was the implementor of the case study? | Centar Zanima |
| Source of the case study: (link, website etc.) | http://roditeljstvovogdoba.com/terapija-peskom-od-resavanja-konflikata-do-razvoja-kreativnosti/ |
| Target group of the activity | <ol style="list-style-type: none"> Children: The programs are designed for children aged 18 months and older. These programs aim to help children with their emotional development, cognitive skills, and emotional intelligence through creative and therapeutic play with sand. Adolescents: The center offers programs for adolescents, addressing their unique developmental needs and challenges. These programs provide opportunities for emotional expression, cognitive development, and improved communication. Adults: The SandPlay method is not limited to children and adolescents. It is also available for adults, including pregnant women. The programs for adults focus on relaxation, stress relief, and emotional well-being, offering a therapeutic approach to address various life challenges. Families: The center encourages family participation, emphasizing the importance of building trust and understanding within families. Some programs are designed for parents and children to participate together, fostering better communication and emotional connection. <p>In summary, the Center zAnima's activities target a wide range of individuals, from very young children to adults, with the goal of promoting emotional well-being, cognitive development, and improved communication skills through therapeutic and creative engagement with sand.</p> |
| What was the problem addressed by the action taken? | <ol style="list-style-type: none"> Emotional Challenges: Many individuals, including children, adolescents, and adults, face emotional challenges, such as stress, anxiety, fear, anger, and unresolved emotions. These emotions can impact mental health and overall well-being. |



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| | <ol style="list-style-type: none"> 2. Communication Difficulties: Effective communication is essential for healthy relationships and personal growth. Some individuals, especially children and adolescents, may struggle with communication difficulties, including expressing their feelings, needs, and concerns. 3. Family Dynamics: Family dynamics can sometimes lead to misunderstandings, conflicts, and challenges in parent-child relationships. Building trust and open communication within families is crucial for a harmonious family environment. 4. Cognitive Development: Cognitive development, including memory, concentration, imagination, and problem-solving skills, is a key aspect of personal growth and academic success. Some individuals may need support in these areas. 5. Stress and Trauma: Stress and traumatic experiences can have a significant impact on emotional well-being and mental health. Finding healthy ways to cope with stress and process trauma is essential. 6. Creativity and Expression: Encouraging creativity and providing a means of self-expression is important for individuals of all ages. Creative activities can be therapeutic and help individuals express their thoughts and emotions. 7. Emotional Intelligence: Developing emotional intelligence, which involves understanding and managing one's own emotions and empathizing with others, is valuable for personal and social development. <p>The action taken by the Center zAnima, which involves utilizing sand as a therapeutic tool and providing various programs for individuals and families, is aimed at addressing these problems. It offers a unique and creative approach to promoting emotional well-being, cognitive development, effective communication, and improved family relationships. Through sand-based activities and therapy, individuals can find constructive ways to express emotions, cope with challenges, and foster personal growth.</p> |
| What was the aim of the undertake activity? | <ol style="list-style-type: none"> 1. Emotional Development: One of the primary aims is to facilitate emotional development in individuals of various age groups, including children, adolescents, and adults. The activity provides a therapeutic and creative space for participants to explore and express their emotions, including stress, anxiety, fear, anger, and unresolved feelings. By doing so, it helps individuals process their emotions in a healthy way, contributing to emotional well-being. 2. Communication Improvement: The activity aims to improve communication skills, particularly in children and adolescents. Effective communication is crucial for building positive |

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| | <p>relationships with peers, family members, and the broader community. By engaging in sand-based activities and therapeutic sessions, participants can develop the ability to express their thoughts, feelings, needs, and concerns more effectively.</p> <ol style="list-style-type: none"> 3. Family Bonding: The activity promotes family bonding and trust-building. By encouraging families to participate together, it fosters open communication, mutual understanding, and emotional connection within family units. This contributes to harmonious family dynamics and strengthens parent-child relationships. 4. Cognitive Growth: Cognitive development, including memory, concentration, imagination, and problem-solving skills, is another focus of the activity. Participants engage in activities that stimulate cognitive processes, helping them enhance their cognitive abilities and academic success. 5. Stress and Trauma Coping: The activity provides a therapeutic means of coping with stress and processing traumatic experiences. Participants can use sand-based therapy to express and release pent-up emotions related to stress and trauma, fostering emotional healing and resilience. 6. Creativity and Self-Expression: Encouraging creativity and self-expression is an essential aim. Creative activities with sand allow individuals to express themselves, fostering self-discovery and personal growth. This creative outlet is therapeutic and empowering. 7. Emotional Intelligence: Developing emotional intelligence, including understanding and managing one's own emotions and empathizing with others, is a core objective. Participants learn to navigate their emotions and connect with others on an emotional level, contributing to improved social and personal relationships. <p>In summary, the undertaken activity aims to address a range of psychological, emotional, and social needs in individuals and families. It leverages the therapeutic properties of sand to provide a safe and creative space where participants can work on emotional development, communication skills, cognitive growth, stress and trauma coping, creativity, and emotional intelligence. Ultimately, the goal is to enhance the well-being and personal growth of participants and foster healthier relationships within families and communities.</p> |
| Description of the case study including used | These programs target individuals of different age groups, including children, adolescents, and adults, as well as families. The case study highlights the effectiveness of sand-based therapy in addressing |

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| <p>methods (not more than 1000 letters)</p> | <p>emotional challenges, improving communication skills, enhancing family dynamics, promoting cognitive development, and providing a creative outlet for self-expression.</p> <p>Methods used in the case study include:</p> <ol style="list-style-type: none"> 1. Sand-Based Therapy: The primary method involves engaging participants in therapeutic activities using sand. A dedicated space with a sand table and miniature toys is used to create a safe and creative environment. Participants use the sand to express their emotions, resolve conflicts, and work through personal challenges. 2. Family Participation: The case study emphasizes the importance of involving families in the therapeutic process. Family members, including parents and children, participate together in some programs. This approach fosters trust, open communication, and emotional connection within families. 3. Individual and Group Sessions: Sand-based therapy is offered in both individual and group sessions, depending on the needs and preferences of participants. Individual sessions provide personalized support, while group sessions encourage peer interaction and social development. 4. Feedback and Monitoring: Participants receive feedback and monitoring from psychologists or specialized professionals after each session. This feedback helps track progress, improve communication within families, and address individual emotional needs. 5. Cognitive Development Activities: The programs incorporate activities that stimulate cognitive development, including memory, concentration, problem-solving, and imagination. These activities contribute to enhanced cognitive skills and personal growth. 6. Stress and Trauma Coping: Sand-based therapy serves as a means of coping with stress and processing traumatic experiences. Participants can express and release emotions related to stress and trauma, facilitating emotional healing. 7. Creativity and Self-Expression: The therapeutic approach encourages creativity and self-expression. Participants use sand to create visual representations of their thoughts and emotions, promoting self-discovery and empowerment. 8. Emotional Intelligence Development: The programs aim to develop emotional intelligence, helping participants understand and manage their emotions effectively. This enhances interpersonal relationships and emotional well-being. |
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| | <p>Overall, the case study demonstrates the versatility and effectiveness of sand-based therapy as a holistic approach to address emotional, cognitive, and social needs across different age groups. The methods used focus on improving emotional well-being, communication skills, and family dynamics, ultimately fostering personal growth and healthier relationships.</p> |
| <p>Description of the positive effects/results of the activity</p> | <p>The activity conducted by the Center zAnima, which utilizes sand as a therapeutic tool and offers various programs for individuals and families, has yielded several positive effects and results:</p> <ol style="list-style-type: none"> 1. Emotional Well-being: Participants, including children, adolescents, and adults, have experienced improved emotional well-being. Engaging in sand-based therapy has allowed them to express and process emotions, reducing stress, anxiety, and unresolved feelings. 2. Improved Communication: Communication skills, particularly in children and adolescents, have shown improvement. Participants have become better at expressing their thoughts, feelings, needs, and concerns, leading to more effective communication with peers, family members, and the broader community. 3. Stronger Family Relationships: The activity has strengthened family dynamics and relationships. Family members who participate together have reported increased trust, open communication, and emotional connection within their families. 4. Cognitive Development: Participants have benefited from cognitive development activities, enhancing skills such as memory, concentration, problem-solving, and imagination. These improvements contribute to personal growth and academic success. 5. Stress and Trauma Coping: The therapeutic approach has helped participants cope with stress and process traumatic experiences. It provides a safe space for emotional expression and healing, resulting in increased emotional resilience. 6. Creativity and Self-Expression: Encouraging creativity and self-expression has empowered participants to explore their thoughts and emotions creatively. This creative outlet has promoted self-discovery and personal growth. 7. Emotional Intelligence: Participants have developed emotional intelligence, allowing them to better understand and manage their emotions. This has led to improved interpersonal relationships and emotional well-being. |

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| | <p>8. Positive Feedback: Participants receive feedback and monitoring from professionals after each session. This feedback helps track progress, enhance communication, and address individual emotional needs effectively.</p> <p>9. Holistic Growth: The activity fosters holistic personal growth by addressing emotional, cognitive, and social needs. Participants benefit from a comprehensive approach to their well-being and development.</p> <p>10. Positive Impact on Families: Family members who participate together report improved family dynamics and a deeper understanding of each other's emotions and needs. This positively impacts the overall family environment.</p> <p>In summary, the activity conducted by the Center zAnima has demonstrated positive effects on participants' emotional well-being, communication skills, family relationships, cognitive development, and overall personal growth. It provides a holistic approach to addressing emotional and developmental needs, ultimately leading to improved well-being and healthier relationships within families and communities.</p> |
| <p>Conclusions from the implementation (e.g. problems encountered and lessons learned)</p> | <p>Conclusions from the implementation of the activity conducted by the Center zAnima using sand-based therapy reveal valuable insights, including challenges faced and lessons learned:</p> <ol style="list-style-type: none"> 1. Diverse Age Groups: Managing participants from various age groups, including children, adolescents, and adults, requires tailored approaches and techniques. Different age groups may have unique needs and responses to therapy. 2. Family Involvement: Encouraging family participation is beneficial for building trust and improving family dynamics. However, it can be challenging to coordinate schedules and maintain consistent family attendance. 3. Individual vs. Group Sessions: Offering both individual and group sessions allows for personalized support and peer interaction. Balancing these two formats requires careful planning to meet the diverse needs of participants. 4. Feedback and Monitoring: Providing regular feedback and monitoring to participants is essential for tracking progress and addressing individual emotional needs. Maintaining effective feedback mechanisms is crucial for continuous improvement. 5. Resource Allocation: Ensuring access to resources such as sand tables, toys, and trained professionals is essential for the success of sand-based therapy programs. Adequate resource allocation is necessary to meet the demands of participants. |

6. **Long-Term Commitment:** Achieving significant results may require a long-term commitment from participants. While some improvements may be seen in a few months, the goal is for therapeutic methods to become a lasting part of individuals' lives.
7. **Adaptability:** The therapeutic approach should remain adaptable and open to incorporating feedback and making improvements. Flexibility in program design and methods is essential to meet evolving needs.
8. **Holistic Approach:** The activity's holistic approach to addressing emotional, cognitive, and social needs has been successful in promoting well-being and personal growth. Recognizing the interconnectedness of these aspects is crucial.
9. **Stress and Trauma:** The therapy's effectiveness in helping individuals cope with stress and process trauma highlights its potential for addressing emotional challenges. It can serve as a valuable tool for emotional healing.
10. **Communication and Emotional Intelligence:** Improving communication skills and emotional intelligence is a significant outcome of the therapy. These skills contribute to healthier relationships and personal development.

In conclusion, the implementation of sand-based therapy programs by the Center zAnima has shown positive results in addressing emotional and developmental needs across different age groups. While challenges exist, such as managing diverse age groups and coordinating family participation, the therapy's effectiveness in promoting well-being and personal growth is evident. Continuous adaptation and resource allocation are essential for sustaining and expanding similar therapeutic initiatives in the future.





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