# Transnational Synthesis and Roadmaps for Youth Inclusion and Support

2025

BEYOND

GENERATION FOR CHANGE CY

Blackwater Training & Consulting

SITUATIONAL CENTER OPEN DOORS

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# Foreword & Acknowledgment

This publication was developed as one of the core outputs of the **BEYOND - Building Bridges: Empowering Youth, Nurturing Determination** project, co-funded by the European Union under the Erasmus+ program.

BEYOND is an 18-month initiative running from April 2024 to October 2025. The project aims to provide holistic and age-appropriate support to vulnerable people aged 14 to 30 living in Bulgaria, Cyprus, and Ireland. Through targeted interventions, it seeks to strengthen young people's inner resilience and empower them to navigate their challenges.

The project is a partnership between **G.F.C. Generation for Change CY** (Coordinator, Cyprus), **Blackwater Training & Consulting** (Ireland), and **Foundation "Situational Center Open Doors"** (Bulgaria). The research team from all three organizations extends its deepest gratitude to the young people in Cyprus, Bulgaria, and Ireland who generously participated in the interviews and surveys. Their courage and openness in sharing their lived experiences and challenges lie at the heart of this report.

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# INTRODUCTION

The designed roadmap builds directly on the findings of the BEYOND mini report, which explored the lived realities, challenges, and aspirations of youth in Cyprus, Bulgaria, and Ireland. Research across the three countries was conducted between April and July 2024 and combined desk reviews of national policies and literature with fieldwork involving semi-structured interviews, focus groups, and surveys. The field research captured perspectives from young people. including asylum seekers, unaccompanied minors, recognized refugees, youth with temporary protection status, and local youth. as well as key stakeholders such as educators, youth workers, and civil society actors.

- In Cyprus, the research, led by G.F.C. Generation for Change CY (GFC), focused on youth from diverse regions including the Middle East, Sub-Saharan Africa, and South Asia. Findings highlighted barriers to education, mental health services, and employment, especially for those over 18, as well as challenges related to legal status, language, and social inclusion.
- In Bulgaria, the research was led by Foundation "Situational Center Open Doors" (FSCOD) and focused specifically on Ukrainian refugee youth. The research uncovered pressing needs around mental health, language acquisition, skills development, and social integration, shaped by trauma and displacement.
- In Ireland, the research led by Blackwater Training & Consulting focused on both local youth and Ukrainian refugees. While local youth identified gaps in access to social activities, mental health services, housing, and employment, Ukrainian youth emphasized challenges in healthcare access, education, life skills, and employability training.

# INTRODUCTION

Across all three contexts, youth described emotional strain, exclusion, and limited access to supportive services. These findings were used to co-design targeted interventions that are context-specific yet adaptable, aiming to improve youth well-being and integration.

This roadmap was co-developed through a participatory, co-creative process, involving inter-partner reflection sessions, local consultations, and collaborative workshops. The project partners worked closely to ensure interventions are rooted in youth voices, community needs, and national realities, while allowing for cross-country learning and adaptation.

The roadmap outlines three tailored interventions per country, with a focus on:

- Mental health and psychosocial resilience
- Social inclusion and cultural expression
- Life skills, employability, and physical well-being through structured activities

Each intervention is designed to be sustainable, scalable, and implementable by local civil society organizations, youth-led groups, community initiatives, and public agencies committed to supporting at-risk and marginalized youth in their respective contexts.

## COMMON FINDINGS FROM THE NEED ASSESSMENT

Mental health concerns were consistently raised by young people in all three countries. In Cyprus, 7.6% of survey respondents cited the need for mental health services, while focus groups revealed widespread feelings of stress, sadness, and low motivation, often unrecognized as mental health issues. This demonstrates a critical need for mental health awareness programs to help youth identify and address emotional distress. In Ireland, 11.34% of youth reported urgent mental health support needs, with similar rates among Irish (11.11%) and Ukrainian (11.76%) participants, and noted challenges such as loneliness, anxiety, low motivation, and inadequate culturally competent services. Similarly, about 20% of Ukrainian refugee youth in Bulgaria reported symptoms of anxiety, depression, and trauma-related disorders. Barriers to care included logistical, linguistic, financial challenges, and stigma. Youth across all three countries stressed the need for trauma-informed, accessible, and culturally competent support.

Employment and economic empowerment also emerged as a shared priority. In Cyprus, 17.7% of youth identified employment as a key concern, and 13.9% sought entrepreneurship and skills training, revealing a strong demand for workforce development. In Ireland, 56% considered employment the most pressing long-term need, with 29% of Ukrainian youth highlighting the importance of language training. Bulgaria faces the highest youth unemployment, with 70% of Ukrainian refugee youth out of work. Across countries, barriers included language, a lack of recognition of qualifications, and limited vocational training; however, youth consistently expressed a desire to work and a need for tailored resources and networks to achieve sustainable economic independence.

# COMMON FINDINGS FROM THE NEED ASSESSMENT

Language support was a central enabling theme in all three assessments. In Cyprus, young people cited language barriers as a hindrance to employment and community engagement. In Ireland, 29% of Ukrainian youth identified tailored English classes as a short-term priority for integration and employment opportunities. In Bulgaria, limited proficiency in Bulgarian hindered access to education, led to higher dropout rates, and deepened exclusion. In all contexts, language acquisition is necessary for social and economic participation, education, and well-being.

Social integration and inclusion were similarly prioritized, with different emphases based on local realities. In Cyprus, 12.7% of participants underscored the need for community support and social connection, with many expressing a sense of isolation and difficulty adapting to life on the island.

In Ireland, 24% of young people reported a lack of accessible and meaningful social activities, particularly outside of sports, and in rural areas with limited transportation. Youth in Bulgaria pointed to experiences of bullying, exclusion, and discrimination, calling for more structured intercultural initiatives and peer engagement programs to foster inclusion. While each country's context differs, the overarching need remains consistent: youth-friendly spaces and inclusive community engagement opportunities are essential for fostering a sense of belonging and resilience.

## COMMON FINDINGS FROM THE NEED ASSESSMENT

Turning to another aspect of youth well-being, priorities around physical activity and recreation varied. In Cyprus, youth consistently connected physical activity to emotional well-being and resilience, with focus groups advocating for inclusive and accessible sports programs. Similarly, in Ireland, physical activity was linked to stress relief and community connection, although youth there noted a lack of non-sport-based social options. In contrast, this theme was less prominent in Bulgaria; instead, youth prioritized access to education, stable housing, and legal protections, given their uncertain residency status and economic instability. Together, these differences highlight how basic stability often precedes participation in recreational or wellness activities, although the long-term value of such programming remains relevant across all settings.

Taken together, these findings illustrate that while Cyprus, Ireland, and Bulgaria each have unique challenges, they all share key areas needing support: mental health, employment readiness, language acquisition, and social inclusion. These common priorities form a strong basis for joint interventions and policy recommendations. However, each context also presents distinct needs, for instance, Bulgaria faces urgent legal and housing concerns, while Cyprus deals with under-recognition of mental health issues. Therefore, roadmaps for support should be both unified and adaptable, ensuring that interventions are flexible enough to address local realities. This approach will make programs more impactful and relevant for vulnerable youth in each country.

The BEYOND project interventions in Cyprus, Ireland, and Bulgaria were implemented in real community settings, moving from theory to practice. This approach provided practical insights across various national and cultural contexts, supporting ongoing learning and adaptation with youth and local stakeholders.

# COMMON APPROACHES AND BEST PRACTICES

Through this process, three common approaches emerged as particularly effective and cross-cutting across all interventions:

- Trauma-Informed Care (TIC)
- Beneficiary-Led Design
- Universal Design for Learning (UDL)

These approaches were central to designing and piloting the interventions and were essential to fostering activity participation, engagement, and direct impact. The next section outlines these approaches, detailing how each translates into specific practices and their importance for future programs focused on migrant, refugee, and at-risk youth.

## 1. Trauma-informed care

### 1.1. DEFINITION:

Trauma-Informed Care (TIC) is a comprehensive approach to organizational change. TIC means adapting all individuals (staff and clients), procedures (protocols and practices), and environments (physical and social settings) to consistently account for the possibility of trauma. Just as medical professionals wear gloves as a standard precaution, a trauma-informed organization uses metaphorical "gloves." These include modifying behaviors, policies, and settings to minimize the risk of re-traumatization **1**. This approach integrates an understanding of personal (one's own trauma), historical (past collective events), racial (race-based trauma), and systemic (trauma from systems or institutions) trauma. It creates spaces that reduce harm and promote healing and growth. TIC represents a fundamental shift in perspective: asking, "What happened to you?" instead of, "What's wrong with you?" **2**. This change is reflected at every level of the organization.

1. Koury, S. P., Green, S. A., & Way, I. (2022). Trauma-informed organizational change manual. The Institute on Trauma and Trauma-Informed Care. http://socialwork.buffalo.edu/trauma-manual

2. Bloom, S. L. (2013). Creating sanctuary: Toward the evolution of sane societies. Routledge.

# COMMON APPROACHES AND BEST PRACTICES

## 1.2. **CORE PRINCIPLES:**

Embracing the values and principles of trauma-informed care empowers individuals and organizations to break the cycle of re-traumatization. By transforming our interactions, policies, procedures, and environments, we not only prevent further harm but also create an environment that fosters resilience, healing, and growth. Drs. Maxine Harris and Roger Fallot highlight five guiding values: safety (both physical and emotional), trustworthiness, choice, collaboration, and empowerment. In a world shaped by individual, historical, racial, cultural, and systemic trauma, true universal precaution means placing diversity, equity, inclusion, accessibility, and justice (DEIAJ) at the heart of our work **3**.

The following outlines how each of these core principles can be practically applied within youth programs, with particular attention to the unique needs and experiences of migrant and refugee youth:

**Safety**: Defines as creating physically and emotionally safe environments. In youth programs, this may involve consistent routines, welcoming and culturally sensitive spaces, trained facilitators, and a zero-tolerance policy for bullying, discrimination, or exclusion.

**Trustworthiness**: Defined as fostering reliability through clear communication, predictable boundaries, and honesty from adults and program leaders. For youth facing past betrayal, displacement, or abrupt change, a trustworthy environment is one where expectations are clearly stated and consistently upheld, helping to restore a sense of security.

**Choice**: Defined as the intentional offering of meaningful options in activities, participation, and self-expression. This includes allowing youth to decide which workshops to join, how to express themselves (e.g., through art, speech, or movement), and their level of engagement. For refugee and migrant youth who lack control in their broader lives, choice helps rebuild their agency.

3. Harris, M., & Fallot, R. D. (Eds.). (2001). Using trauma theory to design service systems. New directions for mental health services. Jossey-Bass.

# COMMON APPROACHES AND BEST PRACTICES

**Collaboration**: Defined as engaging youth and staff in joint decision-making and encouraging peer support. Collaboration is realized when youth help co-design programs, set group norms, or lead mentorship opportunities, reinforcing that each participant's voice holds value.

## 1.3. APPLICATION ACROSS COUNTRY ROADMAPS:

All the partner countries adapted trauma-informed principles to fit local contexts and youth needs, below are examples of how these principles were applied across the different national interventions.

**Cyprus**: In Cyprus, Mental Health Workshops were organized by age group to enhance the relevance of the topics discussed among participants. The facilitators intentionally introduced important mental-health relevant concepts, including stress, anger, and anxiety, and provided practical exercises to support the participating youth develop healthy coping strategies. One way the facilitators prioritized emotional and psychological safety was by never requiring participants to share personal or traumatic experiences and by fully respecting their boundaries. The language was purposely friendly, inclusive, and culturally sensitive to foster trust and create a welcoming environment. This approach created the condition for the participating young people, particularly migrants and refugees, to benefit as much as possible from the mental health workshops, while minimizing the risk of re-traumatization.

## COMMON APPROACHES AND BEST PRACTICES

**Bulgaria**: In the Community Engagement and Social Integration intervention (community game-nights) , the implementing facilitators were trained to identify signs of social withdrawal, stress, and emotional overwhelm among participants. TIC practices were applied throughout the sessions, including discreet interventions to address emerging distress and the establishment of clear privacy boundaries and informed-consent procedures from the outset. A psychologically safe environment was also fostered by ensuring that sessions took place in stable venues, light refreshments were provided, and teams were mixed to minimize potential triggers, helping prevent re-traumatization that could arise from emotionally charged group dynamics. Each session began with simple, low-pressure activities and gradually progressed as trust developed. Participation in baseline assessments was voluntary and confidential,
and the involvement of a psychologist was recommended to support participant screening and facilitate staff reflection.

**Ireland**: All activities in Ireland were planned and delivered through a trauma-informed lens. For example, the participants were never required to disclose personal or distressing experiences. The sessions were informal and encouraged everyday-like conversations, utilizing gentle prompts and humor, with a focus on building a greater sense of community rather than formal interventions.
Parents and caregivers familiar with the organization were encouraged to attend, creating a supportive circle for young people, especially those hesitant to join mixed-age sessions or interact with unfamiliar adults. Activities took place in a community sports club already associated with positive experiences for young people, enhancing feelings of familiarity and safety. Moreover, participation was optional, and young people could step in or out as they wished. While no sensitive topics arose, clear boundaries, supportive facilitation, and culturally sensitive language were used to ensure that Ukrainian participants could navigate potentially difficult moments without risk of re-traumatisation.

# COMMON APPROACHES AND BEST PRACTICES

## 2. BENEFICIARY-LED APPROACH

### 2.1. DEFINITION:

A beneficiary-led approach, particularly when working with vulnerable youth including migrants and refugees, places individuals at the center of program design and decision-making. Rather than applying predetermined solutions, this approach actively involves participants in assessing their own needs, shaping the structure of activities, and influencing how programs are delivered. It represents a shift from traditional top-down models, where providers make decisions on behalf of beneficiaries, to a participatory framework that recognizes and values the lived experiences, expertise, and autonomy of those directly affected **4**.

### 2.2. CORE PRINCIPLES:

**Participation and consultation:** Prioritize the active involvement of target beneficiaries in shaping programs and policies that affect them, from initial consultations to ongoing evaluations. Their lived experiences directly inform the development of support activies and services to ensure they remain relevant and responsive.

**Needs Assessment**: Design interventions driven by the target population's own priorities. Beneficiary-led programs engage participants in defining their specific needs, ensuring that services for youth, including migrants and refugees, reflect their cultural, linguistic, and situational diversity.

**Empowerment:** Equip beneficiaries with the skills, resources, and opportunities to manage integration. For youth, focus on building confidence so they transition from recipients to contributors.

**Ownership**: Foster personal and collective investment by enabling beneficiaries, particularly youth, to lead activities or co-manage initiatives. This deepens motivation, accountability, and sustained engagement.

4. Ehab. Integration and Participation of Refugees and Migrants: Building Inclusive Societies. Medium, (2023). FCDO. Beneficiary Engagement. Bond, (2021). https://www.bond.org.uk/resources/fcdo-beneficiary-engagement/

# COMMON APPROACHES AND BEST PRACTICES

**Rights-Based**: Anchor all programming in fundamental human rights to ensure support for migrants and refugees is dignified, equitable, and just. Youth programs should incorporate anti-discrimination policies, safeguards, and inclusivity.

**Sustainability**: Ensure programs are effective beyond initial stages by involving beneficiaries at every phase. In youth work, develop young leaders and sustainable peer initiatives integrated into communities.

## 2.3. APPLICATION ACROSS COUNTRY ROADMAPS:

The beneficiary-led approach was implemented differently across the three country contexts, with a shared emphasis on listening to, involving, and empowering at-risk youth throughout each program phase. Below is an example of how this approach was applied:

**Cyprus:** In Cyprus, the beneficiary-led model was demonstrated through the organization of the VibeWave Community Day, which was a youth-centered event co-designed with and for the beneficiaries. Prior to the event, participants were consulted about their interests, preferred activities, and the most suitable day and time for the event. This ensured high relevance and accessibility. Furthermore, beneficiaries were invited to take on leadership roles by facilitating workshops during the event, a practice that enabled them to share their skills and experiences with their peers. At the end of the day, the organizers collected a structured feedback from all the participants, in order to inform and improve future initiatives.

**Bulgaria**: In Bulgaria, the Community Engagement and Social Integration intervention (the game-nights model) showcased the beneficiary-led approach through its gradual transition from staff-moderated to youth-led sessions. Motivated participants were identified and mentored into leadership roles, eventually taking ownership of organizing the activities. A continuous feedback loop, including anonymous suggestion boxes, in-person reflections, and QR-code feedback forms, was established to inform decisions and potential improvements.

## COMMON APPROACHES AND BEST PRACTICES

Adjustments were made iteratively and clearly communicated back to participants, ensuring transparency and reinforcing shared ownership of the process. Furthermore, the Life Skills Development and Employability Enhancement Workshops in Bulgaria applied the beneficiary-led approach by beginning with self-discovery and goal-setting activities, followed by one-on-one mentoring. The sequencing of content, mock interviews, and networking sessions was adapted based on mid-program feedback and participants' individual goals. Post-program check-ins were also conducted in alignment with each participant's chosen pathway, ensuring continuous support and relevance to their personal aspirations.

**Ireland**: In Ireland, young people were actively involved in shaping activities from the outset. Prior to the social evening, they were consulted via social media and training sessions regarding the type of board games they wished to participate in. Their preferences guided the event, and on arrival, the selected games were available, demonstrating that their voices were central to the program design.
During activities, young people assumed leadership roles by explaining rules, assisting with translation, organising teams, and proposing ideas for future sessions. This approach fostered co-creation, with the organisation facilitating while participants guided the direction. The outcome was a genuinely youth-led programme that validated their experiences and strengthened their confidence as decision-makers.

# COMMON APPROACHES AND BEST PRACTICES

## 3. UNIVERSAL DESIGN FOR LEARNING (UDL)

### 3.1. DEFINITION:

Universal Design for Learning (UDL) is a research-based educational framework designed to make learning accessible and effective for all students, regardless of ability, background, or learning style. Rooted in neuroscience, UDL recognizes there is no "average learner." Individuals engage with, process, and express learning in different ways. UDL does not rely on a uniform instructional model. Instead, it promotes deliberate development of adaptable learning environments and materials to meet diverse needs. These needs include students with disabilities, those facing language barriers, and individuals from many cultural and educational backgrounds **5**.

### 3.2. CORE PRINCIPLES:

- **Multiple Means of Engagement (the "Why" of Learning):** Recognizes that students are motivated by different factors. UDL encourages varied ways of sparking interest and sustaining effort, such as through collaborative work, real-world relevance, or self-directed learning.
- **Multiple Means of Representation: (the "What" of Learning):** Acknowledges that learners absorb and understand information differently. UDL promotes the presentation of content in varied formats (e.g. visual, auditory, tactile) to make learning accessible for all.
- **Multiple Means of Action and Expression (the "How" of Learning):** Emphasizes that students express what they know in diverse ways. UDL supports flexibility in assessments, communication methods, and the development of strategic skills.

5. Centre for the Integration of Research, Teaching and Learning (CIRTL). Short Guide 6: Universal Design for Learning. (2024). Bloom, S. L. (2013). Creating sanctuary: Toward the evolution of sane societies. Routledge.

# COMMON APPROACHES AND BEST PRACTICES

### 3.3. Application Across Country Roadmaps:

Universal Design for Learning (UDL) principles were integrated into program design in Cyprus, Bulgaria, and Ireland. This integration promoted inclusivity, responsiveness, and accessibility for all youth participants. Adapting learning environments to address the specific needs, backgrounds, and abilities of young migrants and refugees in each country demonstrated that UDL supports meaningful participation and equitable learning outcomes.

**Cyprus:** In Cyprus, UDL guided the mental health workshops and youth events, including VibeWave Community Day that offered multiple activities for diverse, needs, interests, and skills (e.g. hop-hop dance, makeup, handicrafts, and djembe workshops). Organizers promoted engagement by designing activities that reflected the diverse interests and cultural backgrounds of participants. For example, during a hip-hop workshop, participants chose songs from their home countries to foster personal and cultural connections. This method provided multiple avenues for expression and interaction, as participants communicated through music, movement, and speech. The event used various formats, including creative and peer-led workshops to allow youth to participate according to their strengths and communication styles. Using UDL throughout planning and implementation reduced participation barriers and supported a more inclusive, flexible learning environment.

**Bulgaria**: To reduce language barriers and enhance participation, the game-nights intervention prioritized simple, low-verbal cooperative and lightly competitive games, supported by multilingual instructions and staff training in language-friendly and non-verbal facilitation techniques. Sessions were held in neutral and accessible venues, beginning with easy icebreakers and gradually advancing to more complex activities, while mixed-ability groups were intentionally formed to foster inclusion and confidence.

# COMMON APPROACHES AND BEST PRACTICES

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The Neurographics workshops offered diverse means of representation and expression through visual, non-verbal art-making, guided symbolism, visualization, and optional group reflection. This structured yet flexible process allowed participants to communicate emotions and experiences without relying on Bulgarian language proficiency, with translation support available when needed.

**Ireland**: In Ireland, the three interventions were designed with accessibility and flexibillity at their core, enabling meaningful participation for young people from diverse linguistic, cultural, and ability backgrounds. The English language focus group was facilitated bilingually by a Ukrainian youth worker, allowing participants to communicate in Russian while practicing English with guidance. This reduced language anxiety and enabled deeper, more personal engagement.

The social evening applied Universal Design for Learning (UDL) principles in both format and setting. Hosting it at the familiar local GAA club created a welcoming atmosphere, and the activity offered multiple engagement modes: competitive or casual board games, small group interaction, or simply observing. This flexibility supported neurodiverse participants and attracted young parents and rural community members, demonstrating the value of low-threshold, inclusive activities.

An online focus group further extended access, with translation support, simple language, and clear structure allowing contributions on safe spaces. Across all activities, UDL principles ensured participation was flexible, letting young people choose how, when, and to what degree they engaged.

# CYPRUS

# Cyprus Intervention 1

## Mental Wellness Workshops

***What is the intervention?***

This intervention is a series of mental health workshops designed to support young migrants and refugees aged 14-30 residing in Cyprus.

The workshops will focus on addressing mental health challenges such as stress, anxiety, depression, and social isolation. To ensure relevance and effectiveness, the workshops will be separated into groups based on age and gender, recognizing the different needs of minors and adults, as well as men and women.

This approach ensures that the content is tailored to the specific cultural, emotional, and gender-related needs of each group. Interpreters will be available if needed to ensure all participants can fully engage and benefit from the workshops. Additionally, workshop providers will assess if a participant needs psychiatric support and will refer them to appropriate services if needed.

***Target implementers of the intervention:***

The intervention can be implemented by a team of mental health professionals (e.g., psychologists, counselors, social workers).

These implementers can be supported by community outreach coordinators who are familiar with the needs of young migrants and refugees.

Additionally, Peer support facilitators, who are trained members from within the migrant community, can bridge language barriers and cultural gaps, ensuring the workshops are both accessible and culturally relevant.

# Mental Wellness Workshops

## *Components and activities:*

Structured bi-weekly activities include interactive presentations on the importance of mental health, the psychological impact of displacement, and how to recognize signs of mental health disorders. Sessions incorporate art, music therapy, and journaling as creative outlets to support emotional expression and stress relief, helping participants process their experiences in a culturally sensitive way.

- **Group exercises offer practical tools for managing stress, anxiety, anger, and emotional difficulties, with a strong emphasis on addressing cultural stigma surrounding mental health, particularly relevant for individuals from African and Middle Eastern backgrounds.**

- **Role-playing, group discussions, and storytelling** foster resilience, encourage social connection, and support adaptation to a new society. Discussions also explore the unique mental health challenges faced by men and women in migrant and refugee communities, including the impact of gender roles, expectations, and coping strategies.

- Each workshop begins with a clear explanation of its purpose and structure to ensure participants feel comfortable, informed, and motivated to engage. The intervention empowers individuals to confront challenges in healthy ways, strengthening their emotional regulation and adaptability.

- **Discussions on the unique mental health challenges** faced by men and women in the migrant/refugee community, addressing issues such as gender roles, expectations, and coping strategies.

# Cyprus Intervention 1

## Mental Wellness Workshops

***Tasks and Subtasks:***

**1. Identify/rent a youth-friendly and accessible space for all participants such as community halls, school and university halls and training centers. Implementors can:**

a. contact the municipality, ministry of education, universities, and local organizations to present the project and inquire about available youth-friendly and accessible spaces for free or at a low cost, such as community halls, school/university auditoriums, or training centers. If no suitable spaces are available, proceed with searching for alternative venues that meet accessibility needs and budget constraints.
b. equip these places with comfortable equipment, board games, and creative supplies.
c. ensure it is equipped with necessary facilities like seating, lighting, and Wi-Fi.

**2. Recruit and train professionals and peer support facilitators. Implementors can:**

a. launch an open call on social media platforms (e.g. Facebook and Instagram).
    i. create an engaging post that emphasizes the importance of mental health workshops for migrants' well-being and integration, highlighting the need for psychologists, occupational therapists, social workers, and life coaches to facilitate the sessions.
    ii. share the call widely to reach a broad audience.
b. contact universities with relevant programs (psychology, social work, occupational therapy, life coaching) to inquire if master's students can complete their practical training by facilitating the workshops, and reach out to professors or department heads for recommendations.
c. connect with organizations offering psychological support services to ask if they have qualified professionals who could facilitate the workshops or if they can recommend suitable facilitators.
d. if none of these options bring sufficient candidates, post the open position on popular job portals such as Ergodotisi and Carierista, ensuring to include a detailed job description and emphasize the role's significance in supporting migrants' mental health and integration.
e. recruit two facilitators, if possible, one man and one woman, as this can help create a more inclusive and supportive environment.

***Note 1:** ensure that all professionals and facilitators possess the necessary legal certifications to work with adults and minors, including a clean criminal record certificate and a certificate verifying no history of sexual abuse or related offenses.

**Note 2:** when selecting facilitators, consider cultural and gender dynamics to ensure that facilitators share, where possible, the same cultural background and gender as participants to help foster trust, comfort, and openness.

## Mental Wellness Workshops

***Tasks and Subtasks:***

**3. Develop workshop curriculum and content, ensuring they are culturally sensitive and accessible - Implementors can:**

a. research culturally appropriate trauma and stress management strategies (grounding techniques, relaxation, mindfulness).
b. create materials to support participants to build emotional resilience.
c. develop culturally sensitive content for managing anxiety and depression.
d. design interactive activities to promote social connection and reduce isolation.
e. include strategies to help migrants cope with culture shock and preserve their cultural identity.
f. provide content to help participants process grief and loss.
g. it is recommended to keep the language as simple and clear as possible, especially to ensure understanding across different language levels and overcome potential language barriers.

**4. Develop a digital platform to organize activity schedules, handle sign-ups, and collect feedback from young participants involved in the events - Implementors can use:**

a. Google Forms: Create custom sign-up forms and feedback surveys.
b. Google Calendar: Organize and share event schedules with participants.
c. Trello: Use boards for event planning, sign-up lists, and feedback links.
d. SurveyMonkey: Manage sign-ups and collect detailed feedback with custom forms.
e. Eventbrite: Create, promote, and manage events with customizable registration forms and feedback tools.

***Note:** combine interventions and use sports or other activities as an engaging entry point could help attract and involve more young people.

## Mental Wellness Workshops

***Tasks and Subtasks:***

**5. Conduct outreach to invite participants - Implementors can:**

a. define the specific group of participants to invite, considering factors such as age, interests, and demographic characteristics.
b. craft a clear and engaging invitation message that highlights the benefits of participating, event details, and any relevant instructions.
c. select appropriate outreach channels (e.g., social media, email, NGOs, school/university networks, and refugee camps) based on the target audience and reach out to spread the word and encourage participation.

**6. Provide Refreshments. Implementors can:**

a. purchase healthy snacks and drinks that are youth-friendly and keep them stocked throughout the event.

**7. Collect Feedback - Implementors can:**

a. engage with participants regularly to gather feedback on the effectiveness of the workshops and make improvements.
b. set up a structure feedback system e.g., Feedback survey designed on with Google forms.

**8. Promote Engagement - Implementors can:**

a. share updates and encourage participation by regularly informing participants and volunteers about upcoming workshops and events through messaging, social media posts, direct emails or word to mouth.

***Relevant Stakeholders:***

1. Government Agencies: Ministry of Education, Ministry of Health, Local Municipalities
2. Universities and colleges(public and private)
3. Local NGOs, Community Organizations, Shelters for at-risk youth, Schools, and Youth organizations
4. Mental Health Professionals
5. Migrants and Refugees trained in various topics such as cultural mediation, facilitation of the intervention-focused topics, peer facilitators
6. Professionals: social workers, integration officers, occupational therapists, mental health professionals

***Note:** combine interventions and use sports or other activities as an engaging entry point could help attract and involve more young people.

# Mental Wellness Workshops

***Nature of Partnership Strategy that implementors can work towards:***

**1. Government Agencies - Ministry of Education:**

a. provide policy alignment, funding, and resources.
b. support curriculum development and promote the program in schools.
c. offer access to school spaces outside school hours for program activities.

**2. Government Agencies - Ministry of Health**

a. provide policy alignment and support for mental health initiatives.
b. offer access to mental health services, including psychiatric support.
c. collaborate on program development for migrant and refugee mental health.

**3. Government Agencies - Local Municipalities**

a. provide space (e.g. KEEAED which is located in Nicosia and provides various services, including information, training, and support aimed at promoting employment and entrepreneurship, particularly among vulnerable groups. The center helps organizations by offering space for hosting events related to their mission), and funding (including financial support and material resources such as equipment, event supplies, printed materials, and technology essential for the successful execution of activities).
b. support by offering specialized professionals such as psychologists and social workers to conduct the workshops.
c. facilitate community integration and promote the program.

**4. Universities and colleges:**

a. offer research support and volunteer opportunities for students (students from disciplines such as psychology, social work, physical education, fine arts).
b. offer students volunteer opportunities where students from disciplines like psychology, social work, and related fields can gain hands-on experience, while contributing valuable support to the intervention. They can actively contribute to the program by assisting in workshop facilitation and material creation, conducting surveys or interviews for the baseline data (pre-, mid-, and post-workshop assessments), and helping with event coordination.
c. co-host events.

**5. Local NGOs, Community Organizations, Shelters for at-risk youth, Schools (public and private), and Youth organizations:**

a. offer specialized professionals or services like mental health support.
b. adopt or expand the methodologies and approach of the intervention.
c. will act as outreach bodies to engage young people (e.g. vulnerable) and promote the projects.

## Mental Wellness Workshops

***Nature of Partnership Strategy that implementors can work towards:***

**6. Mental Health Professionals**

a. psychologists, occupational therapists, social workers, and life coaches can facilitate the mental health workshops, providing their expertise in psychological, emotional, and social well-being. Their involvement ensures that the workshops are led by qualified professionals who can offer evidence-based strategies, address complex mental health concerns, and provide participants with practical tools for improving their mental health.

**7. Trained Migrants and Refugees**

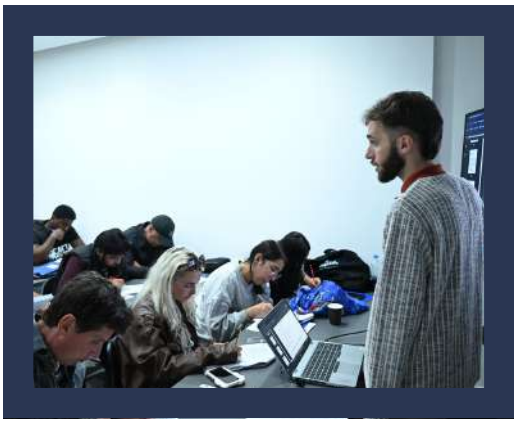
a. engage trained migrants and refugees in cultural mediation or community support to bridge cultural gaps, provide feedback, and ensure the program is inclusive. These individuals can be identified through NGOs or refugee agencies, and they can offer language translation and interpretation in various languages (e.g., Arabic, Farsi, French). You can collaborate with local NGOs to host informational sessions on program goals and offer incentives, such as certificates or professional development, to encourage participation.
b. identify individuals through NGOs, refugee agencies, and community groups specializing in cultural integration and empowerment.
c. Include language interpretation services in multiple languages (e.g., Arabic, Farsi, French) for full participant engagement.
d. collaborate with local NGOs and support organizations to host informational sessions explaining the program's goals, contribution opportunities, and benefits.
e. offer incentives such as stipends, certificates, or professional development to encourage participation.

**8. Community leaders**

a. promote the program and encourage participation of migrant and refugee community leaders who can support through a range of options such as outreach and recruitment of participants and providing expert advice to the implementors.

## Mental Wellness Workshops

***Capacity-Building Training for professionals Development in areas such as:***



**1.Cultural Awareness and Sensitivity:** facilitators may need to receive training on the diverse cultural backgrounds, traditions, and challenges of migrant and refugee communities. This ensures they respect cultural norms, avoid unintentional biases, and understand the different realities faced by people across sectors.

**2.Gender Sensitivity:** training on understanding and addressing gender-based challenges and discrimination faced by migrants and refugees can significantly benefit in fostering an inclusive environment that supports men and boys and women and girls.

**3.Trauma-Informed Care:** specialized training on recognizing signs of trauma, understanding the psychological effects of displacement, conflict, and the refugee experience, and how to create a trauma-sensitive environment, along with inclusive activities and settings that foster participation from all backgrounds while respecting the specific needs present in a diverse environment, would be significantly helpful for the facilitators.

**4.Adapting teaching methods to migrants' cultural and educational needs:** facilitators can benefit from training on using culturally relevant examples, simplifying language, incorporating visual aids, and providing bilingual resources to ensure accessibility and engagement for migrants and refugees with diverse cultural backgrounds, language barriers and varying levels of formal education.

**5.Understanding Socioeconomic, Legal, and Institutional Realities:** the engaged facilitators should participate in training on the socioeconomic challenges, legal barriers, and institutional realities faced by migrants and refugees in Cyprus to increase their understanding of their workshops and activities participants.

**6.Conflict resolution skill:** training the facilitators to manage and resolve conflicts that may arise during the activities can be effective for the program. This includes techniques in effective communication, active listening, and de-escalation strategies, helping them address any interpersonal issues and maintain a positive, respectful environment.

***Capacity-Building Training for professionals Development in areas such as:***

**7.<u>Keeping People Engaged:</u>** Facilitators should seek training in techniques to keep participants motivated and engaged. This includes using interactive methods, adapting content to different age groups and interests, and fostering a sense of trust and belonging to encourage regular participation and engagement.

**8.<u>Performance Indicators and Monitoring</u>:** Training on implementing performance monitoring and evaluation can help facilitators assess the effectiveness of activities. This includes setting measurable goals, tracking participation, collecting feedback, and evaluating outcomes to ensure continuous improvement and relevance to participants' needs.

***Baselines & Milestones:***

**Baseline Data:**

Baseline data refers to initial information that can be gathered from migrant participants through pre-intervention surveys or interviews. This data helps assess their starting conditions and measure improvements during the intervention..

**Pre-Intervention Assessments:**

Participants can complete pre-intervention surveys to assess their current status, including indicators such as stress, depression, anxiety, trauma, and social isolation. The assessments will also explore challenges faced in daily life, such as language barriers, employment, documentation issues, and adaptation difficulties, as well as levels of social connection, participation in community activities, and overall sense of belonging in the local society

## Mental Wellness Workshops

***Performance Indicators*:**

**Pre- and Mid-Intervention mechanisms implementors can introduce to collect:**

1. Number of participants attending the workshops and their level of active involvement through attendance sheet.
2. Data concerning participants' well-being status can be monitored through surveys.
3. Data on participants' engagement and integration into society can be identified through surveys.
4. Data on participants' personal skills status can be identified through pre-intervention surveys.
5. Data on the positive changes in self-reported mental well-being scores can be monitored through mid-intervention surveys.
6. Number of workshops and activities successfully delivered, documented via event tracker.
7. Measurement of participant engagement by assessing active participation in discussions, completion of workshop activities, and feedback provided during sessions.
8. Assessment of participants' knowledge of mental health issues and coping strategies, learned during the workshops, through a post-activity survey.
9. Identification of positive changes in self-reported mental well-being scores of the surveys.

**Post-Intervention Indicators implementors can introduce:**

1. Post-intervention assessment of mental health (using the same tools as pre-intervention to gauge improvements or changes). This will allow for the documentation of the:
   a. changes in self-reported feelings of social connectedness, support, and community engagement.
   b. qualitative feedback from participants about the effectiveness of the workshops, their emotional well-being post-intervention, and their confidence in applying the tools learned.

# Cyprus Intervention 1

## Mental Wellness Workshops

***Adaptation Process:***

1. Feedback can be gathered at each phase to identify areas for improvement.
2. Facilitators can meet regularly to share insights and adjust delivery as needed.
3. Feedback can guide adjustments in content to address unmet mental health or gender-related concerns.
4. Based on participant input, delivery may be adjusted (e.g., simpler language, more visuals).

***Timelines:***

**Month 1:**

1. Finalize intervention design and objectives.
2. Secure venues, arrange transportation, and prepare materials for workshops.

**Months 2:**

1. Recruit and train facilitators and mental health professionals, peer facilitators, volunteers and staff.
2. Establish partnerships with universities, municipalities and NGOs for logistical support coordination and promotion of the intervention.

**Months 3:**

1. Develop workshop materials
2. Finalize assessment tools (surveys, questionnaires)
3. Launch outreach campaigns to invite participants (social media, community partners, local organizations).

**Months 4-12:**

1. Conduct bi-weekly sessions with a focus on mental health education, coping strategies, and emotional well-being for each group.
2. Begin first round of workshops (four sessions each round – 2 months) with an introductory session for all participants (minor and adult groups, men and women separated).
3. Collect participant feedback after each session through quick surveys and informal check-ins.

**Month 5,7,9,11:**

1. Hold mid-session focus groups to gather qualitative feedback.
2. Conduct mid-term surveys to assess progress, engagement, and participant satisfaction.
3. Review facilitator feedback and adjust content or delivery methods as necessary.

# Mental Wellness Workshops

***Timelines:***

**Months 6,8,10,12:**

1. Conduct post-workshop surveys to assess mental health outcomes and participant satisfaction.
2. Conduct focus groups to capture in-depth reflections on the overall impact of the workshops.
3. Analyze baseline vs. post-intervention mental health data and feedback to measure change and identify areas for improvement.
4. Compile data from post-intervention surveys, focus groups, and feedback forms.
5. Prepare a final evaluation report detailing outcomes, challenges, and key recommendations for future interventions.
6. Organize a closing event to celebrate the success of the program and share results with participants and community partners.
7. Present the final report to stakeholders, partners, and funding bodies.

***Advocacy Mechanisms:***

**Policy Advocacy:**

1. Use pre and post-intervention data to highlight improvements in mental health, well-being, and integration if the participants to key stakeholders.
2. Compose briefs linking workshops to social inclusion and migrant support goals.
3. Present the intervention as cost-effective, reducing long-term healthcare and social service expenses.
4. Collaborate with local NGOs and community groups to build support and amplify the message.
5. Utilize media to raise awareness through real stories of the participants, fostering public support.
6. Host webinars and conferences with stakeholders to increase visibility and encourage discussion.
7. Advocate for increased funding for youth sports and mental health programs.
8. Collaborate with local authorities to integrate physical activity into youth support services.

**Awareness Campaigns and Promotion:**

1. Collaboration with local organizations to inform migrants and refugees about the workshops and activities.
2. Community meetings to explain the workshops' benefits and registration process.
3. Social media campaigns on platforms like Facebook and Instagram will be used to promote workshops and provide easy registration links, complemented by direct cooperation with NGOs, shelters for at-risk youth, community centres, and community leaders to ensure broad outreach and engagement.
4. Sharing of success stories to highlight the impact of the activities and encourage participation.
5. Target Audience: Vulnerable youth, their families, and community members.
6. Highlight the mental health benefits of activities and the availability of the programs.

## Mental Wellness Workshops

**Milestones:**

**Month 1:**

1. Finalize design, materials, and logistics.

**Month 2:**

1. Recruit and train staff, build partnerships.

**Month 3:**

1. Finalize materials, launch recruitment.

**Months 4-12:**

1. Hold sessions, gather feedback.

**Months 5, 7, 9, 11:**

1. Gather feedback, e.g., through post-workshop surveys or focus groups, leading to adjustments in workshop content.

**Months 10, 12:**

1. Closing event and report presentation.
2. Prepare reports.

***Feedback Mechanisms***

**Feedback Channels:**

1. **Anonymous Surveys and Questionnaires**:
   a. Participants can be asked to complete surveys with Likert scale questions immediately after each session or at the end of the entire workshop series to gather their impressions on content, facilitators, and overall effectiveness.
   b. Participants will have the opportunity to provide qualitative feedback on what they found most helpful or areas they believe could be improved.
2. **Focus Groups**:
   a. Conducting focus group discussions midway through the intervention to obtain more in-depth feedback on the workshops. These can create a more conversational and open environment, allowing participants to share their experiences and concerns.
   b. A final focus group can be held to capture long-term reflections on the impact of the workshops, what has been useful, and what could be changed to better meet their needs.
3. **1:1 interviews** can be conducted with a sample of participants (especially those who might be more vulnerable or have specific needs) to obtain personal, detailed feedback and to ensure that their voices are heard in shaping the intervention.

# Mental Wellness Workshops

***Requirements and Allocation*:**

**Financial Resources:**

1. Venue rental, facilitator fees, staff salaries, materials (e.g., handouts, printed resources).
2. Costs for digital advertising, social media campaigns, and media outreach.
3. Transportation and catering of participants.

**Human Resources:**

1. Professionals, facilitators, or trained peer educators to conduct the activities.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Administrative support team.
4. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
5. Interpreters or multilingual volunteers.

**Material Resources:**

1. Printed handouts, workbooks, and activity guides.
2. Computers, projectors, audio-visual equipment, PlayStation, board games, art and supplies.

**Resource Allocation:**

1. Prioritise venues in areas with higher concentrations of young migrants and refugees who are most in need, especially those facing high levels of isolation or mental health challenges.
2. Prioritize regions or communities with limited access to mental health services and community activities, such as rural or underserved areas, and with limited access to sports and fitness facilities.
3. Prioritize funding for training facilitators and support staff, ensuring they are culturally competent and well-equipped to address the mental health needs of the target population.
4. Ensure resources are allocated to create gender-inclusive and culturally sensitive activities.

# Cyprus Intervention 2

## VibeWave Community Space

***What is the intervention?***

This intervention is focused on creating a welcoming, creative hub designed to support young migrants and refugees aged 14-30 by offering a balanced mix of fun and educational activities that foster connection, skill-building, and personal growth. The space can be open on Saturdays, from 10:00-14:00 for young adults (18-30), offering a combination of empowerment tools, career guidance, personal development workshops, and relaxing activities like yoga, meditation and coffee time. The pop-up style allows individuals to attend without an appointment, acknowledging that many do not have fixed schedules. This flexible format creates a welcoming environment where participants can drop in, engage in activities, or simply take a break in a safe and supportive space.

This mix ensures that participants not only develop new skills but also have the opportunity to unwind and recharge in a peaceful, supportive environment. From 15:00-19:00, the space will cater to young minors (14-17), with creative and interactive activities like storytelling sessions, drawing workshops, board and video games, and collaborative learning projects, all designed to be both fun and educational.

VibeWave is a place where participants can express themselves, share their stories, learn new skills, and form meaningful connections in a supportive, inclusive environment.

***Target implementers of the intervention:***

The intervention can be implemented by a team of skilled professionals, including creative workshop facilitators (e.g., art instructors, and game coordinators), integration officers, occupational therapists, wellness instructors (e.g., yoga and meditation facilitators), volunteers, and the participants themselves (involving participants in the planning and organization process fosters a sense of ownership).

These implementors can be supported by mental health professionals (e.g., counselors and social workers) to ensure a holistic approach to the participants' well-being. Additionally, community outreach coordinators who are familiar with the needs of young migrants and refugees will help promote the program and ensure access to those who would benefit most.

Peer support facilitators, who are trained members from within the migrant community, can bridge language barriers and cultural gaps, ensuring the activities are accessible and culturally relevant. Together, this diverse team can create an environment where participants can thrive, learning new skills, making meaningful connections, and relaxing in a supportive space.

## VibeWave Community Space

***Components and activities:***

- **Creative workshops** on a weekly basis with activities like storytelling, drawing, dancing, and art workshops that allow participants to express themselves and explore their cultural identities.
- **Relaxation and Wellness Sessions** with yoga, meditation, and mindfulness activities designed to promote mental well-being and help participants manage stress and anxiety.
- **Career Development Workshops** on empowerment tools, resume-building, interview preparation, labour rights, job readiness workshops, and financial literacy (e.g., budgeting and managing personal finances).
- **Social and Recreational Activities** like board and video games and group indoor and outdoor sports.
- **Peer-led support sessions** where participants can share experiences, build connections, and receive guidance from others in the community.
- **Programs** that promote cultural exchange (e.g., movie screening), appreciation, and understanding through shared experiences and collaborative learning projects.
- **Workshops** focusing on self-esteem, goal-setting, and time management to empower participants and foster a growth mindset.

# VibeWave Community Space

***Tasks and Subtasks:***

**1. Identify/ rent a youth-friendly and accessible space for participants such as community halls, school and university halls, and training centers. Implementors can:**

a. contact the municipality, the ministry of education, universities, and local organizations to present the initiative and inquire about available youth-friendly and accessible spaces for free or at a low cost, such as community halls, school/university auditoriums, or training centers. If no suitable spaces are available, proceed with searching for alternative venues that meet accessibility needs and budget constraints.
b. equip the venue with comfortable and learning equipment, board and video games, and creative supplies.
c. ensure it is equipped with necessary facilities like seating, lighting, and Wi-Fi.

**2. Recruit and train professionals and facilitators. Implementors can:**

a. launch an open call on social media platforms (e.g., Facebook and Instagram).
    i. create an engaging post that emphasizes the importance of the community space for migrants' well-being and integration, highlighting the need for psychologists, occupational therapists, social workers, integration officers, life coaches, artists, and yogis to facilitate the sessions.
    ii. share the call widely to reach a broad audience.
b. contact universities with relevant programs (psychology, social work, occupational therapy, fine arts, life coaching) to inquire if master's students can complete their practical training by facilitating the workshops, and reach out to professors or department heads for recommendations.
c. connect with organizations offering educational, recreational and in-door cultural, and career guidance services, to ask if they have qualified professionals who could facilitate the workshops or if they can recommend suitable facilitators.
d. if none of these options bring sufficient candidates, post the open position on popular job portals (if funds available) such as Ergodotisi and Carierista, ensuring to include a detailed job description and emphasize the role's significance in supporting migrants' well-being and integration.

***Note:** ensure that all professionals and facilitators possess the necessary legal certifications to work with adults and minors, including a clean criminal record certificate and a certificate verifying no history of sexual abuse or related offenses.

## VibeWave Community Space

***Tasks and Subtasks:***

**3.Develop workshop curriculum and materials, ensuring they are culturally sensitive and accessible - Implementors can:**

a. develop for each workshop (career guidance, collaborative projects, art, storytelling, yoga, personal development, productivity tools, stress management, etc.), culturally, gender, and age-appropriate materials to ensure relevance, inclusivity, and engagement for all participants.
b. create materials focused on personal, professional and mental development.
c. design interactive activities that encourage social connection and help participants overcome isolation and loneliness.
d. include strategies to help migrants cope with culture shock and integrate into the new culture while maintaining their cultural identity.

**4.Develop a digital platform to organize activity schedules, handle sign-ups, and collect feedback from young participants involved in the events - Implementors can use:**

a. Google Forms and SurveyMonkey can be used to create custom sign-up forms and feedback surveys, while Google Calendar allows you to organize and share event schedules with participants.
b. Trello is a project management tool that can be adapted for event planning. You can use boards for organizing activities, create sign-up lists, and include links for collecting feedback.
c. Eventbrite is a platform for creating, promoting, and managing events. It offers sign-up capabilities, customizable registration forms, and feedback collection tools.

**5.Conduct outreach to invite participants - Implementors can:**

a. define the specific group of participants to invite, considering factors such as age, interests, and demographic characteristics.
b. design a clear and engaging invitation message that highlights the benefits of participating, event details, and any relevant instructions.
c. select appropriate outreach channels (e.g., social media, email, NGOs, school/university networks and refugee camps) based on the target audience and reach out to spread the word and encourage participation.

## VibeWave Community Space

***Tasks and Subtasks:***

**6. Provide Refreshments - Implementors can:**

a. purchase healthy snacks and drinks that are youth-friendly and keep them stocked throughout the event.

***7.*** **Collect Feedback - Implementors can:**

a. engage with participants regularly to gather feedback on the effectiveness of the workshops and make improvements.
b. set up a structure feedback system e.g., Feedback survey designed on with Google forms.

**8. Promote Engagement - Implementors can:**

a. share updates and encourage participation by regularly informing participants and volunteers about upcoming workshops and events through messaging, social media posts, direct emails or word to mouth.

***Relevant Stakeholders:***

1. Government Agencies: Ministry of Education, Ministry of Health, Local Municipalities
2. Universities and colleges(public and private
3. Local NGOs, Community Organizations, Shelters for at-risk youth, Schools, and Youth organizations
4. Mental Health Professionals
5. Migrants and Refugees trained in various topics such as cultural mediation, facilitations of the intervention-focused topics, e.g., sports coaching
6. Professionals: social workers, integration officers, occupational therapists, mental health professionals, artists
7. Migrants and refugees as peer facilitators

## VibeWave Community Space

**Nature of Partnership Strategy that implementors can work towards:**

**1. Government Agencies - Ministry of Education**:

a. provide policy alignment, funding, and resources.
b. support curriculum development and promote the program in schools.
c. offer access to school spaces outside school hours for program activities.

**2. Government Agencies - Ministry of Health**

a. provide policy alignment and support for mental health initiatives.
b. offer access to mental health services, including psychiatric support.
c. collaborate on program development for migrant and refugee mental health.

**3. Government Agencies - Local Municipalities**

a. provide space (e.g. KEEAED which is located in Nicosia and provides various services, including information, training, and support aimed at promoting employment and entrepreneurship, particularly among vulnerable groups. The center helps organizations by offering space for hosting events related to their mission), and funding (including financial support and material resources such as equipment, event supplies, printed materials, and technology essential for the successful execution of activities).
b. support by offering specialized professionals such as psychologists and social workers to conduct the workshops.
c. facilitate community integration and promote the program.

**4. Universities and colleges:**

a. offer research support and volunteer opportunities for students (students from disciplines such as psychology, social work, physical education, fine arts).
b. offer students volunteer opportunities where students from disciplines like psychology, social work, and related fields can gain hands-on experience, while contributing valuable support to the intervention. They can actively contribute to the program by assisting in workshop facilitation and material creation, conducting surveys or interviews for the baseline data (pre-, mid-, and post-workshop assessments), and helping with event coordination.
c. co-host workshops, cultural or sports events .

**Nature of Partnership Strategy that implementors can work towards:**

**5. Local NGOs, Community Organizations, Shelters for at-risk youth, Schools, and Youth organizations:**

a. offer specialized professionals or services like mental health support.
b. adopt or expand the methodologies and approach of the intervention.
c. will act as outreach bodies to engage young people (e.g. vulnerable, relevant to interventions 1 and 3) and promote the projects.
d. sports clubs can provide equipment, facilities, and venues (relevant to Cyprus Intervention 3).

**6.Professionals:**

a. social workers, integration officers, occupational therapists, mental health professionals, psychologists, life coaches, artists, local sports clubs, and game coordinators will facilitate creative, educational, career guidance, and mental health workshops, as well as sports events, aimed at fostering community-building and enhancing participants' psychological, emotional, social, and professional well-being. Their combined expertise ensures that all activities are led by qualified professionals who can offer evidence-based strategies, address complex social and mental health concerns, and equip participants with practical tools to improve their personal and professional lives.
b. physical activities professionals will offer guidance and support in the implementation of the interventions. Physical activities professionals will take up a chief role during the sessions.

**7.Trained Migrants and Refugees:**

a. engage trained migrants and refugees in cultural mediation or community support to bridge cultural gaps, provide feedback, and ensure the program is inclusive. These individuals can be identified through NGOs or refugee agencies, and they can offer language translation and interpretation in various languages (e.g., Arabic, Farsi, French). You can collaborate with local NGOs to host informational sessions on program goals and offer incentives, such as certificates or professional development, to encourage participation.
b. identify individuals through NGOs, refugee agencies, and community groups specializing in cultural integration and empowerment.
c. Include language interpretation services in multiple languages (e.g., Arabic, Farsi, French) for full participant engagement.
d. collaborate with local NGOs and support organizations to host informational sessions explaining the program's goals, contribution opportunities, and benefits.
e. offer incentives such as stipends, certificates, or professional development to encourage participation.

## VibeWave Community Space

**Nature of Partnership Strategy that implementors can work towards:**

**8.Local and Migrant Community**

a. Promote the program and encourage the active participation of both migrant and refugee community leaders, as well as Cypriot local leaders.

b. Actively engage civil society organizations and Cypriot citizens to:

- foster meaningful connections between local and migrant/refugee communities;
- promote intercultural dialogue and mutual understanding that actively combat racism and discrimination through shared participation and co-created initiatives.

***Capacity-Building Training for professionals Development in areas such as:***

**1.Cultural Awareness and Sensitivity:** facilitators may need to receive training on the diverse cultural backgrounds, traditions, and challenges of migrant and refugee communities. This ensures they respect cultural norms, avoid unintentional biases, and understand the different realities faced by people across sectors.

**2.Gender Sensitivity:** training on understanding and addressing gender-based challenges and discrimination faced by migrants and refugees can significantly benefit in fostering an inclusive environment that supports men and boys and women and girls.

**3.Trauma-Informed Care:** specialized training on recognizing signs of trauma, understanding the psychological effects of displacement, conflict, and the refugee experience, and how to create a trauma-sensitive environment, along with inclusive activities and settings that foster participation from all backgrounds while respecting the specific needs present in a diverse environment, would be significantly helpful for the facilitators.

***Capacity-Building Training for professionals Development in areas such as:***

**4.Adapting teaching methods to migrants' cultural and educational needs:** facilitators can benefit from training on using culturally relevant examples, simplifying language, incorporating visual aids, and providing bilingual resources to ensure accessibility and engagement for migrants and refugees with diverse cultural backgrounds, language barriers and varying levels of formal education.

**5.Understanding Socioeconomic, Legal, and Institutional Realities:** the engaged facilitators should participate in training on the socioeconomic challenges, legal barriers, and institutional realities faced by migrants and refugees in Cyprus to increase their understanding of their workshops and activities participants.

**6.Conflict resolution skill:** training the facilitators to manage and resolve conflicts that may arise during the activities can be effective for the program. This includes techniques in effective communication, active listening, and de-escalation strategies, helping them address any interpersonal issues and maintain a positive, respectful environment.

**7. Keeping People Engaged**: Facilitators should seek training in techniques to keep participants motivated and engaged. This includes using interactive methods, adapting content to different age groups and interests, and fostering a sense of trust and belonging to encourage regular participation and engagement.

**8. Performance Indicators and Monitoring**: Training on implementing performance monitoring and evaluation can help facilitators assess the effectiveness of activities. This includes setting measurable goals, tracking participation, collecting feedback, and evaluating outcomes to ensure continuous improvement and relevance to participants' needs.

## VibeWave Community Space

***Baselines:***

**Baseline Data:**

Baseline data refers to initial information that can be gathered from migrant participants through pre-intervention surveys or interviews. This data helps assess their starting conditions and measure improvements during the intervention.

**Pre-Intervention Assessments:**

Participants can complete pre-intervention surveys to assess their current status, including indicators such as stress, depression, anxiety, trauma, and social isolation. The assessments will also explore challenges faced in daily life, such as language barriers, employment, documentation issues, and adaptation difficulties, as well as levels of social connection, participation in community activities, and overall sense of belonging in the local society.

***Performance Indicators:***

**Pre- and Mid-Intervention mechanisms implementors can introduce to collect:**

1. Number of participants attending the workshops and their level of active involvement through attendance sheet.
2. Data concerning participants' well-being status can be monitored through surveys.
3. Data on participants' engagement and integration into society can be identified through surveys.
4. Data on participants' personal skills status can be identified through pre-intervention surveys.
5. Data on the positive changes in self-reported mental well-being scores can be monitored through mid-intervention surveys.
6. Number of workshops and activities successfully delivered, documented via event tracker.
7. Measurement of participant engagement by assessing active participation in discussions, completion of workshop activities, and feedback provided during sessions.
8. Assessment of participants' knowledge of mental health issues and coping strategies, learned during the workshops, through a post-activity survey.
9. Identification of positive changes in self-reported mental well-being scores of the surveys.

**Post-Intervention Indicators implementors can introduce:**

1. Post-intervention assessment of well-being status (using the same tools as pre-intervention to gauge improvements or changes).
2. Changes in self-reported feelings of social connectedness, support, and community engagement through post-activity surveys.
3. Qualitative feedback from participants about the effectiveness of the workshops, their emotional and physical well-being post-intervention, and their confidence in applying the tools learned included in the post-activity surveys.

## VibeWave Community Space

***Adaptation Process:***

1. Feedback will be gathered at each phase to identify areas for improvement.
2. Facilitators will meet regularly to share insights and adjust delivery as needed.
3. Feedback will guide adjustments in content to address unmet mental health or gender-related concerns.
4. Based on participant input, delivery may be adjusted (e.g., simpler language, more visuals).

***Timelines:***

**Month 1:**

1. Finalize design, objectives, and materials.
2. Secure venues, transportation, and logistics.

**Months 2:**

1. Recruit and train facilitators, professionals, volunteers, and staff.
2. Establish partnerships for support and promotion.

**Months 3:**

1. Develop workshop materials and assessment tools.
2. Launch outreach campaigns for participant recruitment.

**Months 4:**

1. Program launch and first sessions (youth, by age group).
2. Begin pre-intervention surveys and data collection.

**Month 4-12:**

1. Continue weekly workshops and tailored sessions for youth.
2. Monthly surveys and focus groups for feedback.
3. Ongoing volunteer involvement.

**Month 9-10:**

1. Mid-intervention surveys to track progress and social integration.
2. Adjust program based on feedback.

**Month 10-12:**

1. Post-workshop surveys and focus groups for impact evaluation.
2. Analyze baseline vs. post-intervention data.
3. Compile data for the final evaluation report.
4. Closing event to celebrate program success.
5. Present final report to stakeholders and funders.

## VibeWave Community Space

***Milestones:***

**Month 1:**
Finalize design, materials, and logistics.
**Month 2:**
Recruit and train staff, establish partnerships.
**Month 3:**
Develop materials and tools.
**Month 4-12:**
Weekly workshops, monthly feedback.
**Months 9-10:**
Mid-intervention surveys, adjust program.
**Months 10-12:**
Post-workshop surveys, final report and closing event.

***Feedback Mechanism:***

**Feedback Channels:**

1. **Anonymous Surveys and Questionnaires:**

- Participants can be asked to complete surveys with Likert scale questions immediately after each session or at the end of the entire workshop series to gather their impressions on content, facilitators, and overall effectiveness.
  - Participants will have the opportunity to provide qualitative feedback on what they found most helpful or areas they believe could be improved.

2. **Focus Groups:**

- Conducting focus group discussions midway through the intervention to obtain more in-depth feedback on the workshops and activities. These can create a more conversational and open environment, allowing participants to share their experiences and concerns.
  - A final focus group can be held to capture long-term reflections on the impact of the workshops, what has been useful, and what could be changed to better meet their needs.

3. **1:1 interviews** can be conducted with a sample of participants (especially those who might be more vulnerable or have specific needs) to obtain personal, detailed feedback and to ensure that their voices are heard in shaping the intervention.

***Advocacy Mechanisms:***

**Policy Advocacy:**

1. Use pre and post-intervention data to highlight improvements in mental health, well-being, and integration if the participants to key stakeholders.
2. Compose briefs linking workshops to social inclusion and migrant support goals.
3. Present the intervention as cost-effective, reducing long-term healthcare and social service expenses.
4. Collaborate with local NGOs and community groups to build support and amplify the message.
5. Utilize media to raise awareness through real stories of the participants, fostering public support.
6. Host webinars and conferences with stakeholders to increase visibility and encourage discussion.
7. Advocate for increased funding for youth sports and mental health programs.
8. Collaborate with local authorities to integrate physical activity into youth support services.

**Awareness Campaigns and Promotion:**

1. Collaboration with local organizations to inform migrants and refugees about the workshops and activities.
2. Community meetings to explain the workshops' benefits and registration process.
3. Social media campaigns on platforms like Facebook and Instagram will be used to promote workshops and provide easy registration links, complemented by direct cooperation with NGOs, shelters for at-risk youth, community centres, and community leaders to ensure broad outreach and engagement.
4. Sharing of success stories to highlight the impact of the activities and encourage participation.
5. Target Audience: Vulnerable youth, their families, and community members.
6. Highlight the mental health benefits of activities and the availability of the programs.

## VibeWave Community Space

***Requirements and Allocation:***

**Financial Resources:**

1. Venue rental, facilitator fees, staff salaries, materials (e.g., handouts, printed resources).
2. Costs for digital advertising, social media campaigns, and media outreach.
3. Transportation and catering of participants.

**Human Resources:**

1. Professionals, facilitators, Coaches, or trained peer educators to conduct the activities.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Administrative support team.
4. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
5. Interpreters or multilingual volunteers.

**Material Resources:**

1. Printed handouts, workbooks, and activity guides.
2. Computers, projectors, audio-visual equipment, PlayStation, board games, art and supplies.

**Resource Allocation:**

1. Prioritise venues in areas with higher concentrations of young migrants and refugees who are most in need, especially those facing high levels of isolation or mental health challenges.
2. Prioritize regions or communities with limited access to mental health services and community activities, such as rural or underserved areas, and with limited access to sports and fitness facilities.
3. Prioritize funding for training facilitators and support staff, ensuring they are culturally competent and well-equipped to address the mental health needs of the target population.
4. Ensure resources are allocated to create gender-inclusive and culturally sensitive activities.

# Cyprus Intervention 3

## Physical Activities for Vulnerable Youth

***What is the intervention?***

This intervention aims to empower vulnerable youth aged 14-30 by using physical activities as a mental health support tool while fostering a sense of community. The program will be divided into two age groups: minors (14-17) and young adults (18-30), with separate activities to ensure age-appropriate engagement. For minors, activities can be held outside school hours, e.g., on Saturdays, including group sports, fitness sessions, and outdoor activities designed to promote physical health and mental well-being. For young adults, the program could run outside main working hours, e.g., evening on weekdays or on Saturdays, offering fitness classes, group sports, and relaxation activities like yoga and mindfulness. These activities will be held in accessible community centers, public sports facilities, and outdoor spaces to ensure inclusion.

The program's primary goal is to provide both physical health and emotional support through engaging and interactive activities that help participants develop resilience, build connections, and reduce isolation. Trained professionals will lead each session, ensuring a safe and inclusive environment. By offering these structured sessions, the intervention will not only promote physical fitness but also create a supportive community where vulnerable youth can thrive, share experiences, and engage in personal growth.

***Target implementers of the intervention:***

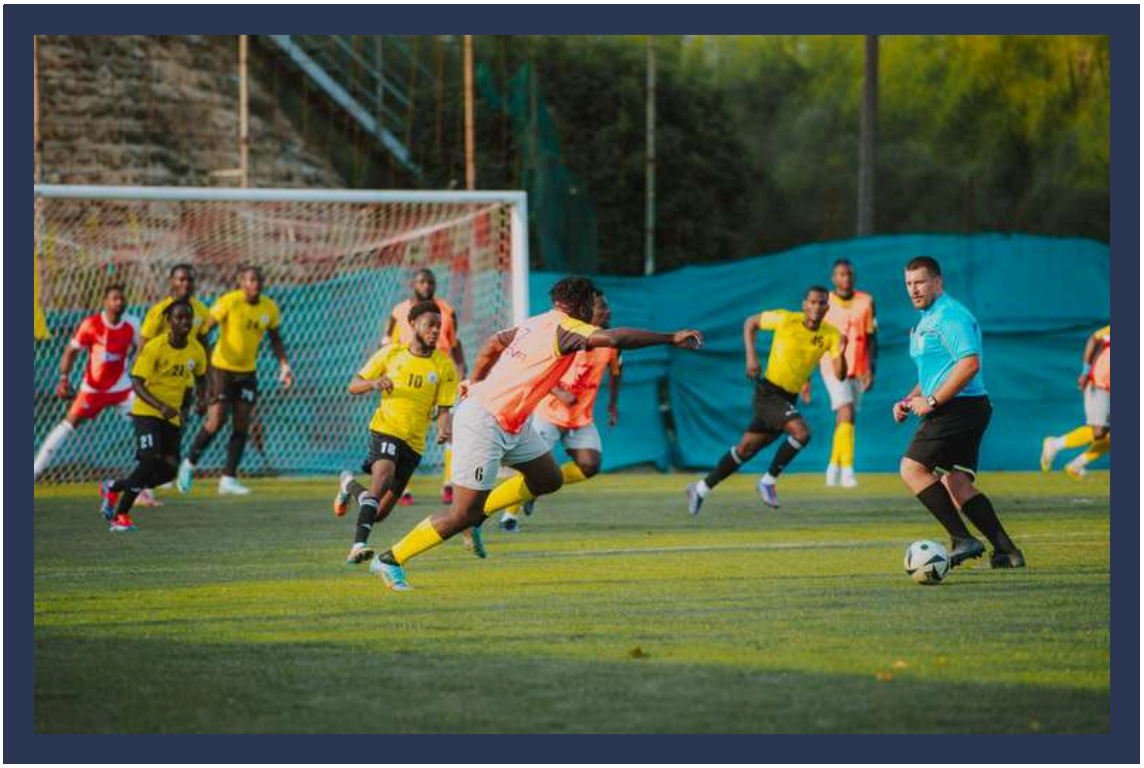
The intervention will be led by trained coaches and youth workers who will oversee the physical activities' sessions. Local sports clubs, NGOs, and community organizations will collaborate to implement the intervention.

# Cyprus Intervention 3

## Physical Activities for Vulnerable Youth

***Components and activities*:**

- **Weekly group sports sessions** such as football, basketball, and volleyball to encourage teamwork, physical health, and social interaction in a supportive environment.
- **Fitness-focused activities** including yoga, dance, aerobics, and calisthenics—bodyweight exercises like push-ups, pull-ups, squats, and planks—designed to improve strength, flexibility, and overall fitness without the need for equipment.
- **Outdoor adventure-based activities** like hiking, team-building exercises, and physical games that promote resilience, trust-building, and a connection to nature, while also enhancing physical well-being.



# Physical Activities for Vulnerable Youth

***Tasks and Subtasks:***

**1. Identify/ rent a youth-friendly and accessible space for participants, such as public parks, activity halls, schools, and university yards. Implementors can:**

a. approach the municipality, the Ministry of Education, universities, and local organizations to present the project and inquire about available youth-friendly and accessible spaces for free or at a low cost, such as community halls, school/university auditoriums, or training centers. If no suitable spaces are available, proceed with searching for alternative venues that meet accessibility needs and budget constraints.
b. ensure venues meet safety and accessibility requirements (e.g., first aid access).
c. secure necessary permits or permissions for public spaces like parks.

**2. Design the physical activities' sessions gathering input from beneficiaries and in collaboration with stakeholders. Implementors can:**

a. Conduct surveys or focus groups with beneficiaries to understand their needs, preferences (e.g., concerning preferred type of activities), and limitations, e.g, in terms of time to conduct the activities.
b. Collaborate with the targeted communities and groups to align goals and expectations.
c. Research evidence-based physical activity programs and adapt them to the target audience.
d. Define session objectives, duration, frequency, and intensity levels.
e. Create a draft plan for the sessions and share it with stakeholders for feedback.
f. introduce new sports and physical activities tailored to the interests of the community being served.

**3. Acquire or get access to the listed tools and equipment deemed necessary for the physical activities sessions to take place. Implementors can:**

a. Create a detailed list of required tools and equipment (e.g., balls, cones, mats, first aid kits).
b. Research suppliers and compare costs for purchasing or renting equipment.
c. Explore partnerships with local organizations or businesses for donations or sponsorships.
d. Allocate a budget for equipment acquisition.
e. Organize storage and maintenance plans for the equipment.
f. Verify that all equipment meets safety standards.

## Physical Activities for Vulnerable Youth

***Tasks and Subtasks*:**

**4. Recruit coaches and facilitators. Implementors can:**

a. launch an open call on social media platforms (e.g., Facebook and Instagram).
b. create an engaging post that emphasizes the importance of physical activity Sessions for migrants' well-being and integration, highlighting the need for trained coaches, youth workers and students of school of Physical Education and Sports to facilitate the sessions.
c. share the call widely to reach a broad audience.
d. contact universities with relevant programs to inquire if master's students can complete their practical training by facilitating the sessions, and reach out to professors or department heads for recommendations.
e. if none of these options bring sufficient candidates, post the open position on Popular job portals such as Ergodotisi and Carierista, ensuring to include a detailed job description and emphasize the role's significance in supporting migrants' mental health and integration.
f. provide training on the program's goals, scope and deliverables.
g. train coaches on first aid, CPR, and emergency response procedures.
h. organize ongoing professional development and support for coaches.

**5. Develop a schedule of activities and workshops. Implementors can:**

a. determine the frequency and timing of sessions based on beneficiary availability.
b. create a balanced schedule that includes warm-ups, main activities, breaks and others if needed.
c. ensure the schedule aligns with venue availability and coach schedules.
d. share the schedule with beneficiaries and stakeholders for feedback.
e. publish the final schedule and distribute it through appropriate channels.

**6.Promote the program through schools, community networks, and social media. Implementors can:**

a. design promotional materials (e.g., flyers, posters, social media posts).
b. coordinate with pertinent stakeholders to spread the word.
c. design and publish social media content.
d. highlight program benefits and success stories to attract participants.
e. monitor the effectiveness of promotional efforts and adjust strategies as needed.

***Note:** ensure that all professionals and facilitators possess the necessary legal certifications to work with adults and minors, including a clean criminal record certificate and a certificate verifying no history of sexual abuse or related offenses.

***Tasks and Subtasks:***

**7.Identify and evaluate potential risks that can impact the implementation of the intervention and plan accordingly to mitigate such risks.**

a. conduct a risk assessment to identify potential hazards (e.g., injuries, weather, venue issues).
b. develop a risk management plan with mitigation strategies for each identified risk.
c. create contingency plans for unexpected issues (e.g., alternative venues, backup equipment).
d. review and update the risk management plan if needed.
e. ensure the presence of a volunteer nurse or certified first aid responder during activities to address any immediate health needs and promote a safe environment.

**8.Monitor participation and collect feedback for continuous improvement.**

a. develop a system to track participant attendance and engagement.
b. collect feedback from participants, coaches, and stakeholders through surveys or interviews.
c. analyse feedback and identify areas of improvement.
d. share progress reports with stakeholders to maintain transparency.

# Cyprus Intervention 3

## Physical Activities for Vulnerable Youth

**Relevant Stakeholders:**

1. Government Agencies: Ministry of Education, Ministry of Health, Local Municipalities
2. Universities and colleges(public and private
3. Local NGOs, Community Organizations, Shelters for at-risk youth, Schools, and Youth organizations
4. Migrants and Refugees trained in various topics such as cultural mediation, facilitations of the intervention-focused topics, e.g., sports coaching
5. Migrants and refugees as peer facilitators
6. Local sports clubs, fitness centres, coaches, and public authorities managing spaces identified as potential venues.

# Physical Activities for Vulnerable Youth

**Nature of Partnership Strategy that implementors can work towards:**

**1. Government Agencies - Ministry of Education:**

a. provide policy alignment, funding, and resources.
b. support curriculum development and promote the program in schools.
c. offer access to school spaces outside school hours for program activities.

**2. Government Agencies - Ministry of Health**

a. provide policy alignment and support for mental health initiatives.
b. offer access to mental health services, including psychiatric support.
c. collaborate on program development for migrant and refugee mental health.

**3. Government Agencies - Local Municipalities**

a. provide space (e.g. KEEAED which is located in Nicosia and provides various services, including information, training, and support aimed at promoting employment and entrepreneurship, particularly among vulnerable groups. The center helps organizations by offering space for hosting events related to their mission), and funding (including financial support and material resources such as equipment, event supplies, printed materials, and technology essential for the successful execution of activities).
b. support by offering specialized professionals such as psychologists and social workers to conduct the workshops.
c. facilitate community integration and promote the program.

**4. Universities and colleges:**

a. offer research support and volunteer opportunities for students (students from disciplines such as psychology, social work, physical education, fine arts).
b. offer students volunteer opportunities where students from disciplines like psychology, social work, and related fields can gain hands-on experience, while contributing valuable support to the intervention. They can actively contribute to the program by assisting in workshop facilitation and material creation, conducting surveys or interviews for the baseline data (pre-, mid-, and post-workshop assessments), and helping with event coordination.
c. co-host workshops, cultural or sports events .

# Physical Activities for Vulnerable Youth

**Nature of Partnership Strategy that implementors can work towards:**

**5. Local NGOs, Community Organizations, Shelters for at-risk youth, Schools, and Youth organizations:**

a. offer specialized professionals or services like mental health support.
b. adopt or expand the methodologies and approach of the intervention.
c. will act as outreach bodies to engage young people and promote the projects.
d. sports clubs can provide equipment, facilities, and venues.

**6.Professionals:**

a. social workers, integration officers, occupational therapists, mental health professionals, psychologists, life coaches, artists, local sports clubs, and game coordinators will facilitate creative, educational, career guidance, and mental health workshops, as well as sports events, aimed at fostering community-building and enhancing participants' psychological, emotional, social, and professional well-being. Their combined expertise ensures that all activities are led by qualified professionals who can offer evidence-based strategies, address complex social and mental health concerns, and equip participants with practical tools to improve their personal and professional lives.
b. physical activities professionals will offer guidance and support in the implementation of the interventions. Physical activities professionals will take up a chief role during the sessions.

**Nature of Partnership Strategy that implementors can work towards:**

**7.Trained Migrants and Refugees**

a. engage trained migrants and refugees in cultural mediation or community support to bridge cultural gaps, provide feedback, and ensure the program is inclusive. These individuals can be identified through NGOs or refugee agencies, and they can offer language translation and interpretation in various languages (e.g., Arabic, Farsi, French). You can collaborate with local NGOs to host informational sessions on program goals and offer incentives, such as certificates or professional development, to encourage participation.
b. identify individuals through NGOs, refugee agencies, and community groups specializing in cultural integration and empowerment.
c. Include language interpretation services in multiple languages (e.g., Arabic, Farsi, French) for full participant engagement.
d. collaborate with local NGOs and support organizations to host informational sessions explaining the program's goals, contribution opportunities, and benefits.
e. offer incentives such as stipends, certificates, or professional development to encourage participation.

**8.Community leaders**

a. promote the program and encourage participation of migrant and refugee community leaders who can support through a range of options such as outreach and recruitment of participants and providing expert advice to the implementors.

# Cyprus Intervention 3

## Physical Activities for Vulnerable Youth

***Capacity-Building Training for professionals and facilitators Development in areas such as:***

**1.Cultural Awareness and Sensitivity:** facilitators may need to receive training on the diverse cultural backgrounds, traditions, and challenges of migrant and refugee communities. This ensures they respect cultural norms, avoid unintentional biases, and understand the different realities faced by people across sectors.

**2.Gender Sensitivity:** training on understanding and addressing gender-based challenges and discrimination faced by migrants and refugees can significantly benefit in fostering an inclusive environment that supports men and boys and women and girls.

**3.Trauma-Informed Care:** specialized training on recognizing signs of trauma, understanding the psychological effects of displacement, conflict, and the refugee experience, and how to create a trauma-sensitive environment, along with inclusive activities and settings that foster participation from all backgrounds while respecting the specific needs present in a diverse environment, would be significantly helpful for the facilitators.

**4.Adapting teaching methods to migrants' cultural and educational needs:** facilitators can benefit from training on using culturally relevant examples, simplifying language, incorporating visual aids, and providing bilingual resources to ensure accessibility and engagement for migrants and refugees with diverse cultural backgrounds, language barriers and varying levels of formal education.

**5.Understanding Socioeconomic, Legal, and Institutional Realities:** the engaged facilitators should participate in training on the socioeconomic challenges, legal barriers, and institutional realities faced by migrants and refugees in Cyprus to increase their understanding of their workshops and activities participants.

**6.Conflict resolution skill:** training the facilitators to manage and resolve conflicts that may arise during the activities can be effective for the program. This includes techniques in effective communication, active listening, and de-escalation strategies, helping them address any interpersonal issues and maintain a positive, respectful environment.

**7.Training on Basic and Sports First Aid:** this training can equip the facilitators of physical activities-related activities with the skills to handle medical emergencies, such as CPR, wound care, and sports-specific injuries like concussions and sprains, ensuring they can provide effective first aid and support for migrant participants during sports activities.

***Capacity-Building Training for professionals and facilitators Development in areas such as:***

**8. Keeping People Engaged:** Facilitators should seek training in techniques to keep participants motivated and engaged. This includes using interactive methods, adapting content to different age groups and interests, and fostering a sense of trust and belonging to encourage regular participation and engagement.

**9.Performance Indicators and Monitoring:** Training on implementing performance monitoring and evaluation can help facilitators assess the effectiveness of activities. This includes setting measurable goals, tracking participation, collecting feedback, and evaluating outcomes to ensure continuous improvement and relevance to participants' needs.

***Baselines:***

**Baseline Data:**

Baseline data refers to initial information that can be gathered from migrant participants through pre-intervention surveys or interviews. This data helps assess their starting conditions and measure improvements during the intervention.

**Pre-Intervention Assessments:**

Participants can complete pre-intervention surveys to assess their current status, including indicators such as stress, depression, anxiety, trauma, and social isolation. The assessments will also explore challenges faced in daily life, such as language barriers, employment, documentation issues, and adaptation difficulties, as well as levels of social connection, participation in community activities, and overall sense of belonging in the local society.

***Performance Indicators:***

**Pre- and Mid-Intervention mechanisms implementors can introduce to collect:**

1. Number of participants attending the workshops and their level of active involvement through attendance sheet.
2. Data concerning participants' well-being status can be monitored through surveys.
3. Data on participants' engagement and integration into society can be identified through surveys.
4. Data on participants' personal skills status can be identified through pre-intervention surveys.
5. Data on the positive changes in self-reported mental well-being scores can be monitored through mid-intervention surveys.
6. Number of workshops and activities successfully delivered, documented via event tracker.
7. Measurement of participant engagement by assessing active participation in discussions, completion of workshop activities, and feedback provided during sessions.
8. Assessment of participants' knowledge of mental health issues and coping strategies, learned during the workshops, through a post-activity survey.
9. Identification of positive changes in self-reported mental well-being scores of the surveys.

**Post-Intervention Indicators implementors can introduce:**

1. Post-intervention assessment of well-being status (using the same tools as pre-intervention to gauge improvements or changes).
2. Changes in self-reported feelings of social connectedness, support, and community engagement through post-activity surveys.
3. Qualitative feedback from participants about the effectiveness of the workshops, their emotional and physical well-being post-intervention, and their confidence in applying the tools learned included in the post-activity surveys.

**Milestones:**

**Month 1-2:**
Secure partnerships (funding, venues, outreach…) and staff. Finalize program design and schedule.

**Month 3:**
Launch promotional campaigns. Conduct staff training.

**Month 3-6:**
Complete baseline assessments and begin program activities.

**Month 6:**
Conduct mid-term evaluation and adjust activities as needed.

**Month 12:**
Post-program surveys, final report and closing event.

***Feedback Mechanism:***

**Feedback Channels:**

1. **Anonymous Surveys and Questionnaires:**

- Participants can be asked to complete surveys with Likert scale questions immediately after each session or at the end of the entire workshop series to gather their impressions on content, facilitators, and overall effectiveness.
  - Participants will have the opportunity to provide qualitative feedback on what they found most helpful or areas they believe could be improved.

2. **Focus Groups:**

- Conducting focus group discussions midway through the intervention to obtain more in-depth feedback on the workshops and activities. These can create a more conversational and open environment, allowing participants to share their experiences and concerns.
  - A final focus group can be held to capture long-term reflections on the impact of the workshops, what has been useful, and what could be changed to better meet their needs.

3. **1:1 interviews** can be conducted with a sample of participants (especially those who might be more vulnerable or have specific needs) to obtain personal, detailed feedback and to ensure that their voices are heard in shaping the intervention.

# Cyprus Intervention 3

## Physical Activities for Vulnerable Youth

***Adaptation Process:***

1. Monthly review meetings to analyse feedback and make adjustments.
2. Incorporate participant suggestions into future activities and schedules.
3. revise activity formats or scheduling based on engagement levels and expressed preferences (e.g., adjusting session duration or activity type).

***Timelines:***

**Month 1-2:**

- Finalize program design, objectives, and activity types for both age groups (14–17 and 18–30).
- Recruit and train facilitators, professionals, volunteers, and staff.
- Secure venues (community centers, parks, sports facilities) and obtain necessary permits.
- Develop safety protocols and accessibility plans.
- Plan transportation and logistics for participants.

**Month 3-6:**

- Launch outreach campaigns for participant recruitment.
- Program launch and first sessions (youth, by age group).
- Begin pre-intervention surveys and data collection.
- Conduct monthly feedback sessions through short surveys or focus groups.

**Month 6:**

- Assess progress on social integration, emotional resilience, and physical well-being.
- Modify session content, structure, or delivery methods based on evaluation findings.

**Month 10-12:**

- Administer post-intervention surveys and conduct focus groups to assess overall impact.
- Compare baseline and endline data to evaluate outcomes and effectiveness.
- Prepare and distribute a final evaluation report for stakeholders and funders.
- Organize a closing event to showcase participant achievements and celebrate the program's success.

***Advocacy Mechanisms:***

**Policy Advocacy:**

1. Use pre and post-intervention data to highlight improvements in mental health, well-being, and integration if the participants to key stakeholders.
2. Compose briefs linking workshops to social inclusion and migrant support goals.
3. Present the intervention as cost-effective, reducing long-term healthcare and social service expenses.
4. Collaborate with local NGOs and community groups to build support and amplify the message.
5. Utilize media to raise awareness through real stories of the participants, fostering public support.
6. Host webinars and conferences with stakeholders to increase visibility and encourage discussion.
7. Advocate for increased funding for youth sports and mental health programs.
8. Collaborate with local authorities to integrate physical activity into youth support services.

***Advocacy Mechanisms:***

**Awareness Campaigns and Promotion:**

1. Collaboration with local organizations to inform migrants and refugees about the workshops and activities.
2. Community meetings to explain the workshops' benefits and registration process.
3. Social media campaigns on platforms like Facebook and Instagram will be used to promote workshops and provide easy registration links, complemented by direct cooperation with NGOs, shelters for at-risk youth, community centres, and community leaders to ensure broad outreach and engagement.
4. Sharing of success stories to highlight the impact of the activities and encourage participation.
5. Target Audience: Vulnerable youth, their families, and community members.
6. Highlight the mental health benefits of activities and the availability of the programs.

# Physical Activities for Vulnerable Youth

***Requirements and Allocation*:**

**Financial Resources:**

1. Venue rental, facilitator fees, staff salaries, materials (e.g., handouts, printed resources).
2. Costs for digital advertising, social media campaigns, and media outreach.
3. Transportation and catering of participants.

**Human Resources:**

1. Professionals, facilitators, Coaches, or trained peer educators to conduct the activities.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Administrative support team.
4. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
5. Interpreters or multilingual volunteers.

**Material Resources:**

1. Printed handouts, workbooks, and activity guides.
2. Sports equipment and fitness gear.

**Resource Allocation:**

1. Prioritise venues in areas with higher concentrations of young migrants and refugees who are most in need, especially those facing high levels of isolation or mental health challenges.
2. Prioritize regions or communities with limited access to mental health services and community activities, such as rural or underserved areas, and with limited access to sports and fitness facilities.
3. Prioritize funding for training facilitators and support staff, ensuring they are culturally competent and well-equipped to address the mental health needs of the target population.
4. Ensure resources are allocated to create gender-inclusive and culturally sensitive activities.

# BULGARIA

# Bulgaria Intervention 1

## Community Engagement and Social Integration Initiative

***What is the intervention?***

This initiative involves structured board game meetups designed to connect Ukrainian displaced youth and local youth in a welcoming social environment. These meetups provide an informal space for interaction, friendship building, and overcoming communication barriers through cooperative or lightly competitive games. Board games act as a social lubricant, encouraging teamwork and natural interaction without requiring deep conversation initially.

Sessions will occur regularly (1-2 evenings/week) in a fixed location. Games will be chosen to encourage social interaction while minimizing language barriers, prioritizing cooperative play with some competitive elements for engagement.

The goal is to gradually break down barriers, fostering mutual understanding, camaraderie, and belonging through a fun, structured, and repeated social setting. Over time, the meetups should transition from being staff-moderated to being youth-led, enhancing leadership and teamwork skills among participants.

***Target implementers of the intervention:***

This intervention can be implemented by a variety of organizations and institutions, such as:Non-Governmental Organizations working with refugee integration, youth development, and mental health support.

Youth Groups and Cultural Organizations that focus on cross-cultural interaction, leadership, and community building.

Schools and Universities that have Ukrainian refugee students and are looking for ways to support social inclusion.

Public Libraries and Community Centers, which often have spaces available for educational and recreational events.
Cafés and Co-Working Spaces willing to host community-driven initiatives.
Game Stores and Hobby Clubs, which may already have board games and an interested audience.

Faith-based Organizations and communities which often have youth-focused social programs and event spaces.

# Bulgaria Intervention 1

## Community Engagement and Social Integration Initiative

***Components and activities:***

The intervention will be structured as a weekly or bi-weekly event at a consistent, welcoming venue. The key components include:

- **Stable Location:** A venue that is accessible, safe, and welcoming, such as a library, youth center, NGO office, coworking, café, school, or community space.
- **Appropriate Game Selection:** Games will be carefully chosen to minimize language dependency while encouraging interaction. Suitable games include:
- **Cooperative Games:** Pandemic, Forbidden Island, Just One, The Crew
- **Lightly Competitive Games:** Ticket to Ride, Settlers of Catan, Azul
- Party & Icebreaker Games: Exploding Kittens, Virus, Flux, Werewolf/Mafia (no materials needed)
- **Refreshments:** Light snacks and soft drinks (non-alcoholic) contribute to the psychological sense of safety
- **Facilitated Sessions:** An organizer or facilitator will moderate the initial meetings to encourage interaction and guide the flow of activities.
- **Transition to Youth Leadership:** As the group becomes more comfortable, leadership will be handed over to the most engaged and responsible participants.

# Bulgaria Intervention 1

## Community Engagement and Social Integration Initiative

***Tasks and Subtasks:***

1. **Setting Up the Location**
   a. Identify a suitable space (e.g., own office, youth center, library, school, café, community center).
   b. Ensure accessibility for both Ukrainian and local youth.
2. **Acquiring Board Games**
   a. If the organization has a budget, purchase suitable games.
   b. If not, run a donation campaign asking for second-hand games
   c. Partner with bookstores, hobby shops, or libraries for game sponsorships.
   d. If the resources are very limited, and acquiring games is not possible, carry out the activity with games that require no materials (role cards can be hand-drawn), such as Mafia or Werewolf.
3. **Promoting the Game Nights**
   a. Announce the initiative through social media, community networks, and local youth organizations.
   b. If you are a local organization, partner with organizations that work with refugees to reach the displaced youth target group, and vice-versa.
4. **Facilitating the Initial Meetups**
   a. Assign a staff member or volunteer to supervise, moderate, and facilitate initial interactions.
   b. Create a participant agreement outlining expectations, rules, and responsibilities.
   c. Structure sessions to ensure all participants feel included and comfortable.
   d. Ensure the teams are mixed – avoid situation where local youth play as a group vs. displaced youth
   e. Introduce simple games first, then progressively more interactive games as the group builds trust.
5. **Establishing Youth Leadership**
   a. Identify motivated, responsible participants who can take on leadership roles.
   b. Support youth leaders in organizing future sessions, allowing the event to become self-sustaining.
6. **Sustaining and Expanding the Initiative**
   a. Maintain consistent scheduling to build trust and routine.
   b. Regularly introduce new games to keep the meetups engaging.
   c. Evaluate effectiveness through participant feedback and adjust as needed.
   d. Explore additional social activities, such as cultural exchange events or outdoor meetups.

# Bulgaria Intervention 1

## Community Engagement and Social Integration Initiative

***Stakeholders and Partnerships:***

1. **Government Agencies and Municipalities**
   a. Municipal Social Services Departments – Can help identify at-risk refugee youth and connect them to the initiative.
   b. Local Integration and Refugee Support Offices – Can promote the initiative among displaced families.
2. **Educational Institutions**
   a. Schools – Can encourage student participation, provide venues, and offer teachers as support staff.
   b. Universities and Student Clubs– Can involve university students as volunteers and mentors and offer meetup spaces.
   c. Language Schools and Cultural Centers – Can help with language-friendly resources and offer meetup spaces.
3. **NGOs and Civil Society Groups, informal groups**
   a. Refugee Support NGOs – Can facilitate outreach to displaced youth, provide additional psychosocial support, help with funding, or provide venues.
   b. Youth-Focused NGOs – Can facilitate outreach to local youth and contribute to facilitators, games, and venues.
4. **Local Communities and Municipal Partners**
   a. Community Centers and Libraries – Can provide accessible, neutral spaces for meetups and games.
   b. Cultural and Intercultural Associations – Can provide venues and support cross-cultural understanding through complementary events.
   c. Volunteer Groups and Local Activists – Can assist with organizing, fundraising, and mentoring.
5. **Private Sector and Corporate Partners**
   a. Board Game Shops and Publishers – Can donate games or offer sponsorships.
   b. Bookstores and Toy Shops – Can contribute game materials, gift vouchers, or event sponsorship.
   c. Cafés and Co-Working Spaces – Can host the game nights and promote the event to local youth.
6. **Professionals and Experts**
   a. Youth and Social Workers – Can help mediate activities, provide emotional support, and track impact.
   b. Psychologists and Counselors – Can support youth struggling with anxiety, social isolation, or trauma.
   c. Educators and Language Trainers – Can integrate informal learning opportunities within the intervention.
   d. Community Leaders and Religious Organizations – Can help engage hard-to-reach youth and provide mentorship.

# Bulgaria Intervention 1

## Community Engagement and Social Integration Initiative

***Partnership Strategy:***

Multi-sectoral collaboration in the context of this intervention is valuable, as it strengthens the broader community by promoting empathy, cooperation, and mutual understanding.

**Municipal social services** departments, integration offices, and refugee support agencies can provide valuable outreach by identifying displaced youth in need of social integration opportunities. Additionally, they can support the initiative by offering logistical assistance, publicizing events through their networks, and integrating game nights into broader social inclusion programs.

**Educational institutions**, including schools, universities, and language centers, can be organizers or key partners in recruitment and venue provision. Regardless of whether they have refugee students, schools can encourage participation by promoting the meetups within their student body and integrating the initiative into extracurricular activities. Universities, particularly student clubs and volunteering organizations, can provide participants and student facilitators. Language schools and cultural centers can contribute by offering language-friendly materials or training participants in basic communication techniques to ensure the intervention is accessible to a broader range of participants, regardless of language proficiency.

**Refugee-focused NGOs** can be organizers and partners that facilitate outreach to displaced youth, provide psychosocial support where needed, use their offices as a venue for the intervention, or organize campaigns to collect games. Youth-focused NGOs can also be organizers, contribute to facilitators, assist in structuring the activities, and ensure that game nights are tailored to the participant's needs.
Community centers, libraries, and cultural associations can be organizers, provide accessible venues, and integrate game nights into their programs.

**The private sector**, particularly board game stores, publishers, bookstores, and cafés, can support the intervention. Game shops and publishers may provide in-kind support through game donations, discounts, or sponsorships, ensuring that the selection of games remains engaging and diverse. Bookstores and toy shops can assist through promotional campaigns, event sponsorships, or by contributing other materials. Cafés and co-working spaces willing to host game nights can offer a comfortable, informal setting that attracts both local and displaced youth, helping to normalize integration in everyday community spaces. Food shops, supermarkets, cafes, etc., can provide refreshments for each event.

**Professionals**, including youth workers, social workers, psychologists, and educators, can ensure the intervention is socially, emotionally, and developmentally beneficial by providing moderation, support, and learning opportunities. Community leaders can help engage hard-to-reach youth and provide mentorship.

# Community Engagement and Social Integration Initiative

***Capacity-Building Needs:***

**Professional Development:** To ensure the effectiveness of this intervention, professionals involved would benefit from capacity-building support to effectively foster social integration, emotional well-being, and personal development.
**Training Content:** Staff who facilitate board game nights and mediate interactions, will require training in intercultural communication and conflict resolution. Many Ukrainian refugee youth may experience cultural dissonance, difficulty forming peer connections, or hesitation in social situations due to past trauma or language barriers.

Youth workers strive to develop techniques to create a safe and inclusive environment, encourage organic friendships, and ensure that both displaced and local youth feel equally engaged. Additionally, they should be trained in facilitating cooperative and strategic play, ensuring that games are not only enjoyable but also build teamwork, leadership, and problem-solving skills.

Additionally, since the game nights will also serve as an avenue for language acquisition and social-emotional learning, staff should be trained in integrating language-friendly strategies within gameplay. This includes accommodating varying language proficiencies, using interactive methods to reinforce vocabulary and communication skills, and recognizing opportunities to integrate learning experiences within an informal setting. Moreover, staff should receive training on facilitating peer-to-peer mentorship, to ensure local youth support their displaced peers in a way that is empowering rather than patronizing.

Not in the last place, staff capacity-building needs include training in trauma-informed care, particularly as it relates to social integration. The staff must be able to recognize signs of social withdrawal, stress, or emotional overwhelm during sessions. They should be trained in providing discreet interventions that respect the autonomy of the participants while offering support mechanisms when needed. Additionally, staff may benefit from professional development in facilitation of psychosocial support within recreational contexts, allowing them to assist in making game nights a source of therapeutic social engagement rather than merely a recreational activity.
Facilitators must also learn how to identify and mentor youth leaders, delegate responsibilities effectively, and create structures that empower young participants to take ownership of the initiative. Similarly, the youth taking leadership roles within the intervention should receive orientation on inclusive facilitation techniques, non-verbal communication strategies, and best practices in supporting individuals with different levels of social confidence.

# Community Engagement and Social Integration Initiative

***Baselines & Milestones:***

**Baseline Data:**

**Pre-intervention assessments** will include surveys administered to displaced youth participants at the beginning of their involvement. These surveys will focus on key indicators such as social confidence, frequency of social interactions, levels of loneliness or social isolation, perceived sense of belonging, and comfort in communicating with individuals from different cultural backgrounds. Organizer staff, ideally a psychologist, will also conduct brief, informal interviews with each participant to gain deeper insights into their initial experiences, challenges, and expectations. These conversations will provide qualitative context to complement survey data, allowing facilitators to identify specific concerns.

**Observational assessments** will also be employed to gather baseline data on participant behavior and engagement levels in social settings. During initial meetups, facilitators will record structured observations using predefined criteria, such as body language, willingness to participate, initiation of conversation, and interactions between displaced and local youth.

**Anonymous demographic data** should also be collected (age, gender, length of displacement, basic socio economic indicators, educational background) to ensure that the intervention reaches the intended target group.

**NOTE: All baseline data collection should be voluntary, conducted in compliance with ethical research standards, ensuring participant confidentiality and informed consent, through a safe and respectful approach.*

# Community Engagement and Social Integration Initiative

***Performance Indicators:***

**Social Integration Indicators:** Baseline surveys will assess the frequency and quality of participants' social interactions, including the number of local peers they interact with regularly and their level of comfort in cross-cultural settings. Mid-Intervention, surveys, and facilitator observations will measure any increase in mixed-group interactions, the emergence of friendships, and participant willingness to engage in cooperative activities with peers from different backgrounds. Post-intervention success will be indicated by a significant increase in self-reported friendships between displaced and local youth, higher comfort levels in intercultural social settings, and increased participation in social activities outside of the intervention.

**Emotional Well-Being Indicators:** Pre-Intervention, participants will self-report on feelings of loneliness, stress, and social anxiety using a Likert-scale questionnaire. Facilitators will also assess visible signs of social withdrawal and hesitancy to engage. Mood tracking diary pages and qualitative reflections will monitor improvements in emotional resilience, comfort in social settings, and changes in stress levels. Facilitators will also document instances of positive social interactions and emotional expression during game nights. The intervention's impact will be demonstrated through decreased self-reported feelings of isolation, increased emotional stability, and participants expressing a greater sense of belonging and connection within their peer group.

**Confidence and Communication Indicators:** Pre-Intervention, participants will rate their confidence in social settings, particularly in initiating and maintaining conversations with peers outside their immediate cultural group. Language barriers and anxieties around communication will also be assessed. Observational data will track improvements in participants' willingness to engage in conversations, their use of social skills during game nights, and any reduction in language-related self-consciousness. A key success indicator will be a marked increase in self-reported confidence in socializing with local youth, greater ease in communication despite language differences, and active participation in discussions and group activities.

**Cross-Cultural Understanding Indicators:** Pre-Intervention, participants' perceptions of the other cultural group will be assessed through survey questions on stereotypes, biases, and comfort in engaging with peers from different backgrounds. Changes in attitudes will be measured through group discussions and reflection exercises, examining whether participants report greater openness and reduced social barriers. The intervention's impact will be demonstrated by participants expressing positive attitudes toward cultural diversity, a willingness to engage in intercultural activities, and an improved understanding of the experiences of displaced youth.

# Community Engagement and Social Integration Initiative

***Performance Indicators:***

Program Engagement and Retention Indicators : Pre-Intervention, initial participant interest and expected commitment will be measured through sign-up sheets. Attendance tracking and engagement levels during sessions will be monitored, including the number of repeat attendees and active participation. Drop-off rates and reasons for discontinuing will be analyzed to address potential barriers. A high retention rate, sustained participation beyond the initial sessions, and continued engagement in social activities outside of game nights will indicate the intervention's success. Additionally, follow-up surveys will assess whether participants continue attending mixed-group events or maintain friendships formed during the program.

***Feedback Mechanisms:***

**Feedback Channels:**

1. **Suggestion box placed at the venue** will provide a discreet and pressure-free way for participants to share their thoughts about the sessions, suggest improvements, or express concerns without fear of judgment. This is particularly important for those who may be hesitant to provide feedback directly to facilitators.
2. **Participants will be encouraged to provide in-person feedback** to organizational staff, facilitators, or youth leaders, sharing their experiences and suggestions during or after the sessions. Staff members will be trained to actively listen and document feedback.
3. **A Google Form** will be created, which will be easily accessible through a QR code displayed at the venue, which will allow participants to provide feedback at their convenience, whether immediately after a session or later at home. The form will include a mix of multiple-choice questions to assess overall satisfaction and engagement, as well as open-ended questions for more detailed input.

**Adaptation Process:**

Feedback requiring small-scale changes—modifying game selection, adjusting session formats, or improving facilitation techniques—will be implemented on a rolling basis to enhance participant engagement and comfort. Larger structural adjustments, such as altering session frequency, expanding the venue, or refining leadership transition processes, will be evaluated based on cumulative feedback. Participants will be informed of how their feedback has shaped the program.

# Bulgaria Intervention 1

## Community Engagement and Social Integration Initiative

**Timelines:**

**Month 1: Planning & Preparation**

1. Secure venue and establish partnerships.
2. Acquire or source board games through purchase or donations.
3. Develop outreach materials and begin participant recruitment.
4. Train facilitators and volunteers on intercultural communication and inclusive facilitation.
5. Establish feedback channels (suggestion box, QR code for Google Form, in-person feedback).

**Months 2-3: Program Launch & Initial Sessions**

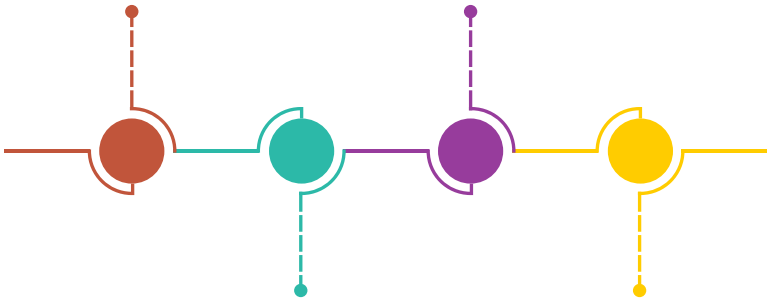
1. Conduct baseline data collection (pre-intervention surveys and observations)
2. Conduct first board game meetups with facilitator-led sessions.

**Months 4–6: Ongoing Implementation & Evaluation**

1. Carry out activities as described.
2. Monitor participation levels and engagement trends.
3. Conduct mid-intervention assessments (surveys, focus groups, feedback analysis).
4. Adjust game selection, facilitation strategies, or logistics as needed.

**Months 6–ongoing: Transition to Youth-Led Sessions**

1. Implement structural changes based on mid-point feedback.
2. Identify and mentor youth leaders for gradual leadership transition.
3. Support peer-led facilitation of game nights as needed.



**Post-Intervention Evaluation & Sustainability Planning**

1. After the end of intervention, conduct final surveys and focus groups to assess impact.
2. Analyze data and compare with baseline measures.
3. Develop recommendations for sustainability (securing funding, expanding locations, institutionalizing meetups).
4. Share results with partners and stakeholders to explore long-term integration.

# Community Engagement and Social Integration Initiative

***Advocacy Mechanisms:***

**Policy Advocacy:** Engagement with municipal social services and refugee integration offices will be prioritized, demonstrating how the intervention aligns with existing policies on youth development and refugee support. Reports showcasing participant outcomes will highlight the program's social impact and potential for scaling. Collaboration with educational institutions will serve as another pathway for institutional integration.

**Awareness Campaigns and Promotion:** The first step will be targeted outreach through community networks and partner organizations. NGOs, community centers, schools, universities, and municipal refugee support services will receive digital flyers, emails, and posters with QR codes linking to program information. These organizations will share information within their communities to maximize reach. Posters and flyers will also be placed in community centers, libraries, cafés, and youth hubs frequented by displaced and local youth.

**A dedicated campaign** will be launched across platforms such as Facebook, Instagram, and Telegram, featuring engaging content. The online registration form will be continuously promoted.

**Press releases and partnerships with local media** outlets will highlight the program's positive impact, increasing visibility and potential institutional support.

***Resource Requirements and Allocation:***

**Financial Resources:** A modest budget will be required to cover venue rental (if not provided in-kind), facilitator and support staff compensation, board games, promotional materials, and participant refreshments. If resources are limited, cost-saving measures such as venue partnerships, game donations/implementing Mafia or Werewolf, and volunteer facilitators will be explored.

**Human Resources:** Facilitator/Staff Member: One dedicated facilitator will oversee sessions, moderate interactions, explain game rules, and ensure inclusivity. A team member or volunteer will manage online promotion, create digital content, and engage participants through community networks. This role may be fulfilled by a dedicated staff member or shared among facilitators. One staff will be responsible for conducting surveys, processing participant feedback, and evaluating program impact. Over time, engaged participants will take on leadership roles, assisting with organization, promotion and even data collection.

## Community Engagement and Social Integration Initiative

***Resource Requirements and Allocation:***

**Material Resources:**

**Venue**: A community center, library, café, office, or school with enough space for group activities. Partnerships with existing community spaces will be sought if no venue budget is available.

**Furniture**: Tables and chairs will be needed.

**Board Games:** If resources allow, the games described above will be acquired. If funding is unavailable, no-cost games will be implemented, as they require only paper or role cards.

**Snacks & Beverages:** Providing refreshments (e.g., soft drinks, tea, cookies).

**Resource Allocation:**

1. Prioritise areas with higher concentrations of young migrants and refugees.
2. Prioritize underserved areas.
3. Prioritize funding for training facilitators, ensuring they are appropriately equipped to moderate interactions, facilitate inclusion, foster a positive atmosphere and encourage engagement.

## End of Intervention 1

# Bulgaria Intervention 2

## Mental Health Support and Resilience-Building – Neurographics

***What is the intervention?***

This intervention consists of facilitated group art therapy sessions built around Neurographics, a creative and therapeutic technique designed to help participants process emotions, reduce stress, and develop new ways of thinking.

Neurographics (Neurographica) is a creative and therapeutic drawing method that combines art and psychology to help individuals process emotions, reduce stress, and develop problem-solving skills. Developed by Russian psychologist Pavel Piskarev in 2014, it is based on the idea that drawing certain interconnected, free-flowing lines and shapes can help rewire thought patterns and create new neural connections.

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***Target implementers of the intervention:***

This intervention can be implemented by a variety of organizations and institutions, such as:

Non-Governmental Organizations working with refugees for integration, youth development, and mental health support.

Youth Groups and Cultural Organizations that focus on cross-cultural interaction, leadership, and community building.

Schools and Universities that have Ukrainian refugee students and are looking for ways to support social inclusion.

Public Libraries and Community Centers, which often have spaces available for educational and recreational events.

# Bulgaria Intervention 2

## Mental Health Support and Resilience-Building – Neurographics

***Components and activities:***

The intervention will be structured as a bi-weekly facilitated group art therapy session, incorporating Neurographics techniques in a calm, structured, and supportive environment. Each session will follow a guided process, gradually increasing in complexity. The key components include:

- **Stable and Safe Venue**
- **Trained Facilitator:** A youth worker, counselor, social worker, educator, art therapist, or mental health professional guiding the sessions. Ideally, this facilitator will be able to speak the language of the target group.
- Art Supplies: Paper, markers, colored pencils, and optionally- watercolors or pastels.
- **Structured Creative Process:** Guided Neurographics exercises
- **Group Reflection & Sharing**

# Bulgaria Intervention 2

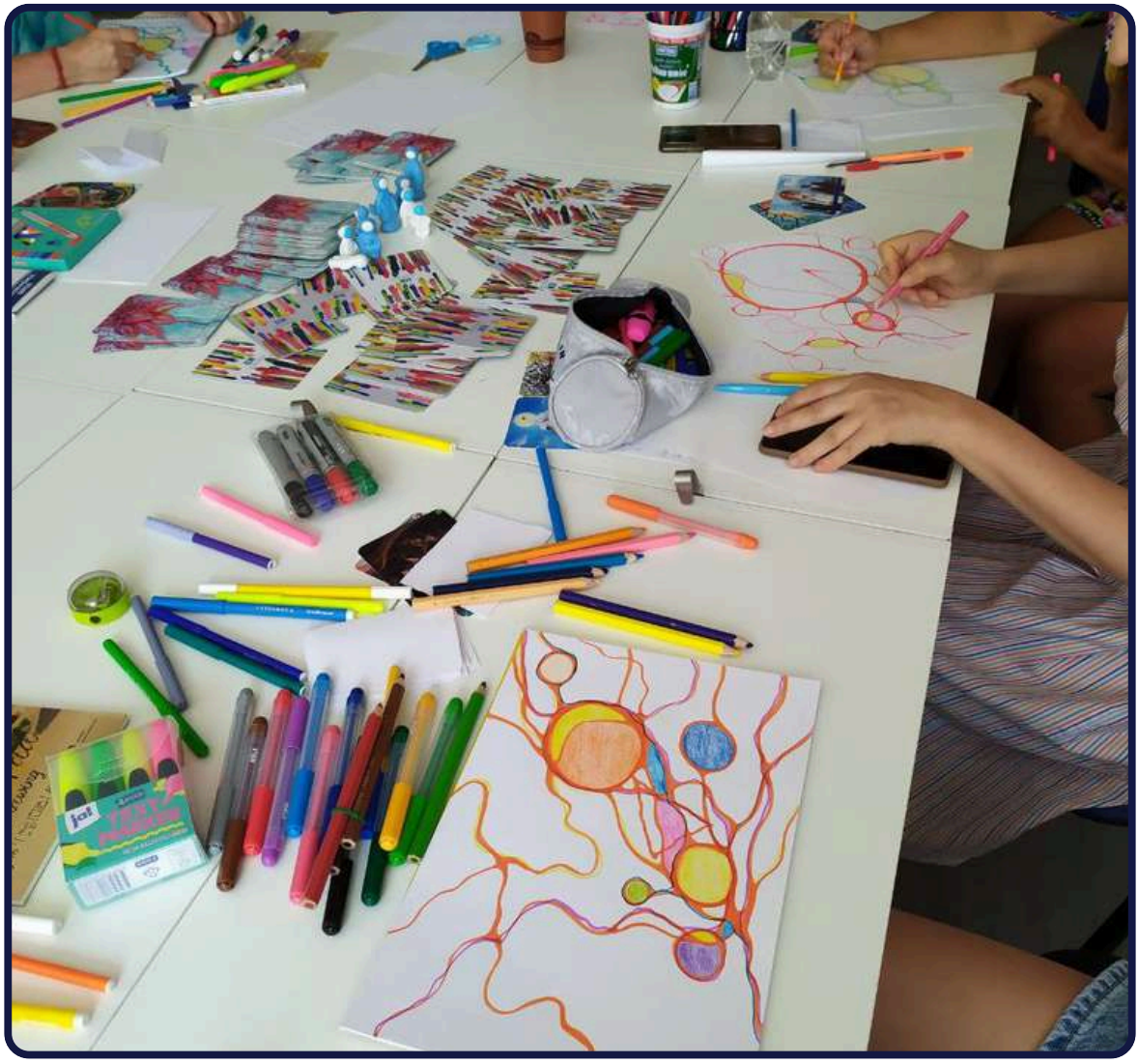
## Mental Health Support and Resilience-Building – Neurographics

***Tasks and Subtasks:***

1. **Setting Up the Location**
   a. Identify a suitable space (e.g., own office, youth center, community center).
   b. Ensure accessibility for displaced youth.
   c. Arrange seating and table with enough space for the activity. Ensure proper lighting for comfortable artistic work.
   d. Set up relaxing background music and refreshments (tea, soft drinks)
2. **Recruiting or training Facilitators**
   a. Disseminate a call for facilitators with experience in Neurographics techniques, trauma-informed facilitation, and group dynamics.
   b. Alternatively, disseminate a call and select facilitators with experience in youth work, art therapy, or creative mental health practices, and provide them with training in Neurographics techniques.
3. **Acquiring Supplies**
   a. If the organization has a budget, purchase suitable supplies
   b. If not, run a donation campaign raising such supplies in-kind from the community.
   c. Partner with bookstores, hobby shops, office supply shops, local businesses or supermarkets for activity sponsorships.
4. **Promoting the sessions**
   a. Announce the initiative through own social media, community networks, and organizations working with displaced youth.
   b. Reach out to organizations that work with refugees to reach the displaced youth target group.
5. **Conducting Sessions**
   a. Introduce participants to Neurographics and its mental health benefits.
   b. Guide them through basic exercises.
   c. Encourage self-reflection without pressure to share personal experiences.
   d. Gradually introduce more complex techniques (symbolism, intention setting, visualization).
   e. Incorporate personal storytelling through artwork
   f. Offer optional group reflections
6. **Sustaining and Expanding the Initiative**
   a. Maintain consistent scheduling to build trust and routine.
   b. Explore additional social activities, such as cultural exchange events or outdoor meetups.

# Mental Health Support and Resilience-Building – Neurographics

7. **Monitoring, Feedback, and Adaptation**
   a. Evaluate effectiveness through participant feedback and adjust as needed.
   b. Collect pre- and post-intervention surveys to measure emotional and social progress.
   c. Use anonymous feedback channels (suggestion boxes, QR code forms) to refine the program.
   d. Hold mid-point evaluations to adjust facilitation techniques and session content.
   e. Explore expansion possibilities based on demand and impact assessment.



# Mental Health Support and Resilience-Building – Neurographics

***Stakeholders and Partnerships:***

1. **Government Agencies and Municipalities**
   a. Municipal Social Services Departments – Can help identify at-risk refugee youth and connect them to the initiative.
   b. Local Integration and Refugee Support Offices – Can promote the initiative among displaced families.
2. **Educational Institutions**
   a. Schools – Can provide venues, and offer school psychologists as support staff.
   b. Universities and Student Clubs– Can promote the activity among students who belong to the target group, and offer spaces for meetups.
3. **NGOs and Civil Society Groups, informal groups**
   a. Refugee Support NGOs – Can facilitate outreach to displaced youth, provide additional psychosocial support, and help with funding or provide venues.
   b. Youth-Focused NGOs – Can facilitate outreach to local youth, contribute facilitators, materials and venues.
4. **Local Communities and Municipal Partners**
   a. Community Centers and Libraries – Can provide accessible, neutral spaces for sessions.
   b. Cultural and Intercultural Associations – Can provide venues.
   c. Volunteer Groups and Local Activists – Can assist with organizing and fundraising
5. **Private Sector and Corporate Partners**
   a. Shops and other local businesses – Can donate art materials or refreshments, or offer cash sponsorships.
6. **Professionals and Experts**
   a. Youth Workers and Social Workers – Can facilitate the activity, after completing appropriate training.
   b. Psychologists and Counselors – Can facilitate the activity, if trained, or after completing training. Can offer training to other facilitators, if experienced in Neurographics.
   c. Language professionals (translators, language teachers, multilingual individuals) – Can offer translation services if the trained facilitator cannot speak the target group language.

# Bulgaria Intervention 2

## Mental Health Support and Resilience-Building – Neurographics

***Partnership Strategy:***

Collaboration among stakeholders will be structured through resource-sharing, capacity-building, and coordinated outreach.

**Municipal social services** and integration offices will refer vulnerable youth and integrate the intervention into broader refugee support strategies.

**Educational organizations** will promote the initiative, provide venues or psychological support, and involve student volunteers.

**Refugee support and youth development NGOs** will lead outreach, facilitate sessions, and contribute trauma-informed care expertise.

**Community centers**, libraries, and cultural associations will provide accessible venues and integrate the program into existing youth engagement activities.

**Local businesses**, bookstores, and art supply shops will support the initiative through in-kind donations, sponsorships, or promotional events.

**Mental health professionals and art therapists** will train facilitators and offer specialized care. Volunteer groups and local activists will assist with logistics and encourage community involvement.

# Mental Health Support and Resilience-Building – Neurographics

***Capacity-Building Needs:***

1. **Professional Development:** To ensure successful implementation, professionals (youth workers, educators, mental health practitioners, and art facilitators) must receive training in Neurographics. Facilitators must be trained in Neurographics principles and techniques, including its psychological and emotional impact. Given that the target group may have experienced trauma, professionals must also be equipped to recognize trauma-related responses and provide a safe, supportive environment. Ideally, facilitators will share the cultural background of participants; where this is not possible, they need skills in cross-cultural communication and non-verbal engagement. Facilitators should also receive training in managing group interactions effectively, fostering a safe, non-judgmental space while balancing structured guidance with creative freedom.It is crucial that facilitators are trained in helping participants navigate emotional responses that may arise during the creative process, ensuring the sessions remain supportive and therapeutic.

2.**Training Content:** To build the competencies, described above, training modules for facilitators need to include the following components to fill the skill gaps of facilitators, as needed:

1. **Neurographics and Its Application in Mental Health**
a.Theoretical foundations of Neurographics (art therapy principles, neuroplasticity).
b.Step-by-step instruction on drawing techniques and their psychological significance.
c.Case studies of Neurographics used in emotional processing and resilience-building.
2. **Trauma-Informed Facilitation and Emotional Support**
a.Recognizing signs of trauma and stress responses in participants.
b.Creating a safe, structured environment that promotes healing.
c.How to de-escalate emotional distress during sessions.
d.Encouraging participation while respecting personal boundaries.
3. **Culturally Sensitive and Inclusive Approaches**
a.Addressing cultural differences in emotional expression.
b.Non-verbal communication techniques to engage participants with language barriers.
c.Working with interpreters or multilingual co-facilitators when needed.
4. **Group Facilitation and Moderation Skills**
a.Techniques for guiding group discussions.
b.Balancing structure and creative freedom in a therapeutic setting.
c.Ensuring equal participation and preventing social exclusion.
d.Managing conflicts or tensions in a mixed group setting.
5. **Self-Care for Facilitators**
a.Recognizing facilitator burnout and emotional fatigue.
b.Practicing mindfulness and self-care techniques.
c.Establishing professional boundaries in emotionally sensitive environments.

# Mental Health Support and Resilience-Building – Neurographics

***Baselines & Milestones:***

**Baseline Data:**

Baseline data will be collected through a combination of one-on-one pre-intervention assessments, conducted by a trained psychologist, and self-reported surveys, to establish a reference point for participants' emotional well-being, stress levels, social confidence, and engagement in creative activities before starting the intervention.

**Pre-intervention participant surveys** will include questions related to emotional well-being (levels of stress, anxiety, sense of belonging), levels of comfort in social interactions, level of adaptation/integration in the new context.

**One-on-one assessment interviews**, conducted by a mental health professional, will provide deeper insights into participants' emotional states, social challenges, and expectations.

**Anonymous demographic data** should also be collected (age, gender, length of displacement, basic socioeconomic indicators, educational background) to ensure that the intervention reaches the intended target group.

**NOTE: All baseline data collection should be voluntary, conducted in compliance with ethical research standards, ensuring participant confidentiality and informed consent, through a safe and respectful approach.*

## Mental Health Support and Resilience-Building – Neurographics

***Performance Indicators:***

**Emotional Well-Being and Stress Levels:**Baseline surveys will assess self-reported levels of stress and anxiety on a Likert scale. Reports resulting from the one-on-one interviews will contain a section on this as well. Mid-Intervention, participant reflections on whether the intervention has helped them feel calmer or more in control, and interim surveys will measure any shift in indicators. Mood tracking diary pages and qualitative reflections can also be used to monitor improvements in emotional resilience, comfort in social settings, and changes in stress levels. Post-intervention success will be indicated by a significant reduction in self-reported stress and anxiety, and increase in self-reported emotional stability.

**Social Confidence and Interaction:** Pre-intervention, participants will self-report their comfort level in group settings and willingness to engage in social activities using a questionnaire. Facilitators will also assess for social withdrawal and hesitancy. Mid-intervention, increased participation and ease in social interactions will indicate progress. The intervention's impact will be demonstrated through decreased self-reported feelings of isolation, increased self-reported confidence in engaging with peers, increased self-reported emotional stability, and participants expressing a greater sense of purpose, motivation, and clarity about the future.

**Adoption of Creative Coping Mechanisms:** Pre-Intervention, participants will note the frequency, if any, with which they engage in creative or artistic activities for emotional processing.Mid-Intervention, self-reported interest in using Neurographics independently will indicate the level of participants' willingness to adopt such mechanism long-term. Post-intervention, a key success indicator will be reported continued use of the technique outside of sessions.

**Engagement and Retention:** Pre-Intervention, participants' motivation and expectations will be discussed and noted in the first group meeting. As the intervention progresses, attendance rates and session engagement will indicate the levels of participants' satisfaction with the activity. Drops in attendance and/or engagement should be addressed immediately by the facilitator by requesting in-person feedback from the participants, one-on-one, and issues should be addressed on an ongoing basis. The intervention's success will be demonstrated by high retention rates, consistent participation, and voluntary involvement in future similar activities.

***Feedback Mechanisms:***

**Feedback Channels:**

1. **Suggestion box placed at the venue** will provide a discreet and pressure-free way for participants to share their thoughts about the sessions, suggest improvements, or express concerns without fear of judgment. This is particularly important for those who may be hesitant to provide feedback directly to the facilitator.
2. **Participants will be encouraged to provide in-person feedback** to organizational staff or facilitator, sharing their experiences and suggestions during or after the sessions. Staff and facilitator will be trained to actively listen and document feedback to ensure that insights are systematically recorded and addressed.
3. **A Google Form** will be created, which will be easily accessible through a QR code displayed at the venue, which will allow participants to provide feedback at their convenience, whether immediately after a session or later at home. The form will include a mix of multiple-choice questions to assess overall satisfaction and engagement, as well as open-ended questions for more detailed input.

**Adaptation Process:**

Feedback requiring small-scale changes—modifying game selection, adjusting session formats, or improving facilitation techniques—will be implemented on a rolling basis to enhance participant engagement and comfort. Larger structural adjustments, such as altering session frequency, expanding the venue, or refining leadership transition processes, will be evaluated based on cumulative feedback. Participants will be informed of how their feedback has shaped the program.

# Bulgaria Intervention 2

## Mental Health Support and Resilience-Building – Neurographics

**Timelines:**

**Month 1: Planning & Preparation**

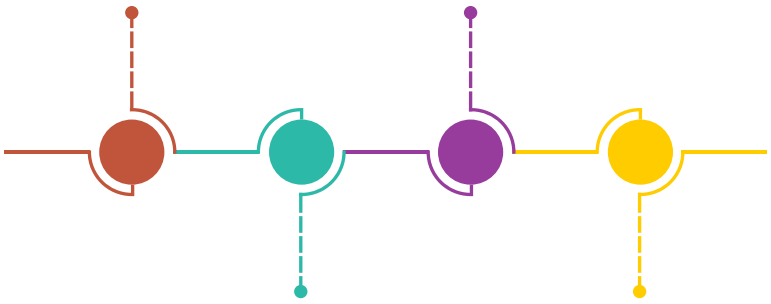
1. Secure venue and establish partnerships with stakeholders.
2. Recruit or train facilitators.
3. Acquire or source supplies through purchase, in-kind donations, or sponsorships.
4. Develop and launch campaign to recruit participants (social media, community networks, NGO outreach).
5. Design pre-intervention assessments (surveys, facilitator observation forms).

**Months 2-3: Program Launch & Initial Sessions**

1. Collect baseline data through pre-intervention surveys and facilitator observations.
2. Conduct first session, introducing the method and its benefits.
3. Communicate feedback mechanisms to participants.
4. Monitor initial participant engagement and comfort levels.

**Months 4–Ongoing: Ongoing Implementation & Evaluation**

1. Continue implementing bi-weekly facilitated sessions with reflection.
2. Introduce more complex creative techniques (symbolism, intention setting, visualization).
3. Conduct a mid-intervention evaluation through participant surveys.
4. Adapt session content and facilitation techniques based on feedback, if needed.
5. Continue monitoring participant engagement and emotional well-being.



**Post-Intervention Evaluation & Sustainability Planning**

1. After the end of intervention, conduct final surveys and focus groups to assess impact.
2. Analyze data and compare with baseline measures.
3. Share results with partners and stakeholders to explore long-term integration.
4. Explore expansion possibilities, including integrating activity into other youth programs or securing funding for continued implementation.

# Mental Health Support and Resilience-Building – Neurographics

***Advocacy Mechanisms:***

**Policy Advocacy:** To encourage state and local authorities to adopt or support the intervention, engagement with municipal social services and refugee integration offices will be prioritized, demonstrating how the intervention aligns with existing policies on youth development and refugee support. Reports showcasing participant outcomes will highlight the program's social impact and potential for scaling.

**Awareness Campaigns and Promotion:** The first step will involve targeted outreach through community networks and partner organizations to attract participants. NGOs, community centers, schools, universities, and municipal refugee support services will receive digital flyers and emails explaining the program's benefits, as well as posters with QR codes linking to program information and sign-up. Organizations will be encouraged to share information within their communities to maximize reach. Posters and QR-coded flyers will also be placed in community centers, libraries, cafés, and youth hubs frequented by displaced youth.

**A dedicated campaign** will be launched across platforms such as Facebook, Instagram, and Telegram, featuring information about the benefits of the activity, and participant testimonials. The online registration form will be continuously promoted.

***Resource Requirements and Allocation:***

**Financial Resources:** A modest budget will be required to cover venue rental (if not provided in-kind), facilitator and support staff compensation, art supplies, promotional materials, and participant refreshments. If resources are limited, cost-saving measures such as venue partnerships, donations campaign for supplies and refreshments, and volunteer facilitators will be explored.

**Human Resources:** Facilitator: One dedicated facilitator, with background and training in providing mental health support, art therapy, counselling, psychological first aid or similar AND training in conducting Neurographics will oversee sessions, moderate interactions, and lead reflection activities. One certified mental health professional will conduct initial participant evaluations. This may or may not be the same person as the facilitator. A team member or volunteer will manage online promotion, create digital content, and engage participants through community networks. One staff member will be responsible for conducting surveys, processing participant feedback, and evaluating program impact. This role may be fulfilled by a dedicated staff member or can be done by the facilitator.

## Mental Health Support and Resilience-Building – Neurographics

***Resource Requirements and Allocation:***

**Material Resources:**
**Venue**: Such as the ones of described above. If there's no venue budget, partnerships with existing community spaces will be sought.
**Furniture**: Tables and chairs and good lighting for creative activities. Furniture should allow each participant to have eye contact with the facilitator.
**Art supplies:** Supplies will be bought or acquired through donations.
**Snacks & Beverages:** Refreshments (e.g., soft drinks, tea, cookies).

**Resource Allocation:**
1. Prioritise areas with higher concentrations of young migrants and refugees.
2. Prioritize underserved areas.
3. Prioritize funding for training facilitators, ensuring they are appropriately trained to lead the Neurographics technique.

## End of Intervention 2

# Bulgaria Intervention 3

## Life Skills Development and Employability Enhancement Workshop

***What is the intervention?***

The Life Skills Development and Employability Enhancement Workshop is a structured training program designed to equip displaced youth with essential life skills, career readiness, and personal development tools. The intervention provides participants with practical skills that enhance their employability, self-confidence, and ability to navigate social and professional environments effectively.

This workshop addresses the critical need for career preparedness and social integration among displaced youth who face barriers such as language limitations, socioeconomic barriers, cultural adaptation struggles, and limited access to professional networks. Through a combination of interactive training sessions from experts (HR, vocational education, career counselors, industry leaders, business trainers, established displaced entrepreneurs and professionals) hands-on exercises, one-on-one mentoring, and guidance, participants will develop competencies in communication, problem-solving, teamwork, emotional intelligence, workplace adaptability, and other skills relevant to their desired fields.

The program includes career guidance, resume-building workshops, interview preparation, networking sessions with representatives of local businesses, and connections with specialists from professional and vocational education centers, as well as labor bureau representatives, who will provide insights into employment pathways. Sessions will be held in a consistent and welcoming venue, such as a community center, NGO office, vocational training center, or co-working space, with a structured curriculum delivered over several weeks. The intervention will transition from expert-led presentations to hands-on interactive activities, encouraging youth to practice applying their learning in real-world contexts.[1]

[1] How can the intervention be adopted by other stakeholders (all the info and steps they need to know so they can implement the intervention).

# Bulgaria Intervention 3

## Life Skills Development and Employability Enhancement Workshop

***Target implementers of the intervention:***
NGOs focused on youth empowerment, refugee integration, and career development.

Refugee reception centres

Educational institutions (schools, universities, and Vocational Education and Training (VET) Centers).

Job Centers and Employment Services (Labor Bureaus).

Community Centers and Libraries that provide educational and professional development programs.

Businesses interested in mentoring, training, and hiring young talent.

Youth Networks and Volunteer Groups that facilitate peer mentoring and knowledge-sharing.

***Components and activities:***

The intervention consists of a multi-session workshop series, integrating theoretical learning with hands-on activities, group discussions, one-on-one mentoring, and networking opportunities.

- **Stable and Safe Venue:** A space that supports interactive learning, such as an NGO or company office, university or vocational training center hall, coworking or community center.
- **Facilitators and mentors:** Professionals with expertise in career development, life skills training, mental health support, and vocational training, industry professionals, local entrepreneurs, successful displaced entrepreneurs or professionals, HR specialists, career or life coaches.
- **Curriculum:** A structured series of workshops covering communication, teamwork, adaptability, emotional intelligence, resume writing, job interview techniques, and vocational skills, as well as interactive learning activities (role-playing exercises, problem-solving games, networking events, and interview simulations).

# Life Skills Development and Employability Enhancement Workshop

***Components and activities:***

- **Professional mentoring:** One-on-one mentoring with professionals, career advisors, labor bureau representatives, and/or vocational education instructors.
- **Individualized support:** Each participant will receive tailored career coaching, goal-setting assistance, and emotional support from mentors or facilitators.
- **Training materials:** Worksheets and online tools to reinforce learning and enable independent skill development.

# Life Skills Development and Employability Enhancement Workshop

***Tasks and Subtasks:***

1. **Setting Up the Location**
   a. Identify a suitable space, as described above. Explore partnership with local businesses, industry, career centres, etc.
   b. Ensure accessibility for displaced youth.
   c. Arrange space depending on the activity (lecture/seminar, interactive session, individual/group mentoring)
   d. Ensure adequate seating, tables, and technology
2. **Recruiting trainers, mentors and facilitators**
   a. Disseminate a call for trainers, mentors and facilitators with relevant experience, in career development, vocational training, and life skills education as described above. Also engage corporate volunteers, industry professionals, labor bureau specialists, and career advisors as one-on-one mentors.
   b. Train selected facilitators and mentors
   c. Provide appropriate translation, as needed.
3. **Acquiring Supplies**
   a. If the organization has a budget, purchase suitable training supplies
   b. If not, run a donation campaign raising such supplies in-kind from the community.
   c. Partner with bookstores, office supply shops, local businesses, or training centers for activity sponsorships.
4. **Promoting the sessions**
   a. Announce the initiative through own social media, community networks, and organizations working with displaced youth.
5. **Conducting Sessions**

**Week 1:** Self-Discovery and Goal Setting: Personal strengths assessment, identifying goals, career interests and aspirations, one-on-one mentoring session for personalized goal-setting.

**Week 2:** Communication and problem-solving: Assertiveness and effective communication training. Design thinking for problem-solving. Public speaking and confidence-building exercises.

**Week 3:** Upskilling Insights: Review of available local reskilling, upskilling, workplace and vocational training opportunities, programs and resources. Sessions with specialists from training centers, vocational education centers and labor bureaus, as well as businesses that offer on-the-job training.

# Life Skills Development and Employability Enhancement Workshop

***Tasks and Subtasks:***

**Week 4:** Career Development and Job Readiness: Resume writing and job application tips and tricks. Interview preparation and mock interviews with mentors. Networking skills and building professional relationships.

**Week 5:** Networking: Reviewing upcoming local opportunities for professional networking. Practicing networking skills in in-house networking event with guests from local businesses.

6. **Sustaining and Expanding the Initiative**
    a. Explore additional activities, such as buddy programs with experienced professionals, periodic online Q&A sessions with experts, etc.
7. **Monitoring, Feedback, and Adaptation**
    a. Evaluate effectiveness through participant feedback and adjust as needed.
    b. Collect pre- and post-intervention surveys to measure skill improvement and confidence levels.
    c. Use anonymous feedback channels (suggestion boxes, QR code forms) and facilitator observations to refine the program.
    d. Hold mid-point evaluations to adjust facilitation techniques.
    e. Explore expansion possibilities based on demand and impact assessment.
    f. Track participant employment, vocational training enrollments, or further professional outcomes post-workshop.

# Life Skills Development and Employability Enhancement Workshop

***Stakeholders and Partnerships:***

1. **Government Agencies and Municipalities**
   a. Municipal Labor and Employment Bureaus: can provide labor market insights, career counseling, and potential job placements.
   b. Refugee integration and Social Services offices: Can assist in outreach to displaced youth and ensure their access to career support programs. Can help identify at-risk refugee youth and connect them to the initiative.
   c. Ministries of Labour, Education and Youth: Can endorse the program and promote integration of this training into nationwide initiatives.
2. **Educational Institutions**
   a. Vocational Education and Training (VET) Centers: can offer trainers/speakers/mentors, specialized career training and facilitate skill certification opportunities for participants.
   b. Universities and Student Career Centers: Can provide trainers/speakers/mentors, mentoring, career counseling, and potential internship opportunities.
   c. Technical Schools and Community Colleges: Can provide trainers/speakers/mentors and additionally support participants in gaining practical skills relevant to different industries.
3. **NGOs and Civil Society Organizations**
   a. NGOs: Can provide trainers/speakers/mentors and/or venues
   b. Refugee Support Organizations: Can facilitate outreach and psychosocial support
   c. NGOs and organizations providing mental health services: Can provide training on emotional resilience, stress management, and culturally sensitive approaches.
4. **Local Communities and Municipal Partners**
   a. Community Centers and Libraries: Can provide venues for training sessions.
   b. Intercultural Associations and Language Schools: Can offer additional support for overcoming language and cultural barriers in professional settings.
   c. Volunteer Groups: can engage professionals and local business leaders as mentors.

# Bulgaria Intervention 3

## Life Skills Development and Employability Enhancement Workshop

**Stakeholders and Partnerships:**

**5.Corporate Partners and Private Sector Organizations**
a.Local businesses and other employers: Can provide internship, job shadowing, and employment opportunities. Can provide venues and/or trainers/speakers/mentors. Can sponsor training materials.
b.HR and Recruitment Agencies: Can offer trainers/speakers/mentors for workshops on resume writing, job search strategies, and interview techniques.
c.Corporate Social Responsibility (CSR) Programs: Can sponsor training materials.
**6.Industry Experts and Professionals**
a.Career Coaches and HR Specialists: Can be hired or volunteer as trainers/speakers/mentors.
b.Entrepreneurs and Business Leaders – Can be hired or volunteer as trainers/speakers/mentors. Can provide guidance on self-employment and entrepreneurship.
c.Vocational Trainers and Technical Experts – Can offer industry-specific sessions in trades, digital skills, and emerging job sectors.

***Partnership Strategy:***

The intervention will adopt a multi-sectoral collaboration framework.

**Government agencies and labor bureaus** will serve as key institutional partners. Their collaboration will help align the intervention with existing national employment strategies, ensuring that participants receive credible and actionable career support.

**Educational institutions** will facilitate structured learning pathways by informing the program with their career development services.

**Community centers and libraries** will provide accessible venues for training, mentorship, and networking, fostering an inclusive learning environment.

**Corporate partners and employers** will bridge training with real-world opportunities via mentorship, job placements, and internships.

**Industry experts and vocational trainers** will enhance technical training with sector-specific expertise aligned with local market needs, improving employability.

# Life Skills Development and Employability Enhancement Workshop

***Capacity-Building Needs:***

Facilitators must be equipped with both technical and interpersonal competencies to create an inclusive, engaging, and psychologically safe learning environment.
The primary capacity-building needs for professionals engaged in the intervention include:
a.Trauma-Informed Facilitation
b.Culturally Sensitive Mentorship

It is crucial that facilitators are trained in helping participants navigate emotional responses that may arise during the training process, ensuring the sessions remain supportive and empowering.

2.**Training Content:** The training program for facilitators should cover the following core areas of trauma-informed and culturally sensitive approaches

a.Understanding the psychological impact of displacement and career instability.
b.Recognizing signs of trauma and anxiety in youth and responding appropriately.
c.Using inclusive language and communication techniques to foster engagement across cultural and linguistic barriers.
d.Creating a safe and respectful learning environment where all participants feel valued.

# Life Skills Development and Employability Enhancement Workshop

***Baselines & Milestones:***

**Baseline Data:**

Baseline data should provide insights into participants' current skill levels, career readiness, employment status, and psychosocial well-being. The following methods will be used for data collection:

**Pre-Intervention Participant Surveys** will assess current employment status, educational background, and training experience, fields of interest, career goals, skills related to the desired fields, self-assessed levels of confidence in job searching, interviewing, and professional networking, perceived barriers to employment (e.g., language proficiency, lack of professional experience, social anxiety).

**Initial facilitator/trainer/mentor observations** will assess initial participant engagement, motivation, readiness to engage in peer collaboration and group discussions, level of verbal and non-verbal communication skills and confidence levels during first session.

**Demographic and Socioeconomic Data:** age, gender, duration of displacement, prior employment, educational background, basic socioeconomic indicators will be collected anonymously to ensure that the intervention reaches the intended target group.

**NOTE: All baseline data collection should be voluntary, conducted in compliance with ethical research standards, ensuring participant confidentiality and informed consent, through a safe and respectful approach.*

## Life Skills Development and Employability Enhancement Workshop

***Performance Indicators:***

Performance indicators will be tracked pre- and post-intervention, and after each module, using participant self-assessments and facilitator observations. Post-intervention success will also include employment tracking.

**Employability and Career Readiness:** Pre-intervention, the percentage of participants reporting low confidence in job searching, resume writing, and interview skills will be recorded. Readiness to apply and perceived improvement in skills will be tracked after each workshop. Post-intervention success will be measured by the percentage who apply for jobs, secure interviews/jobs, or enroll in upskilling/reskilling/internships/training.

**Psychological Well-Being:** Pre-intervention self-reported stress, uncertainty, and anxiety related to job-seeking will be recorded. Post-intervention success will be indicated by the percentage who report increased confidence, adaptability, emotional resilience, and a stronger sense of purpose, direction, and self-reliance.

**Sustainability:** Intervention sustainability will be indicated by the percentage who maintain professional relationships and mentor connections, secure employment/internships, or enter reskilling/upskilling/training.

***Feedback Mechanisms:***

**Feedback Channels:**

**Suggestion box placed at the venue** will provide a discreet way for participants to share their thoughts about the sessions, suggest improvements, or express concerns.

**Participants will be encouraged to provide in-person feedback** to organizational staff, trainer, mentor or facilitator, sharing their experiences and suggestions.

**A Google Form Adaptation Process:**

Feedback requiring small-scale changes—modifying topics, adjusting session format, or improving facilitation techniques—will be implemented on a rolling basis to enhance participant engagement and comfort. Larger structural adjustments, such as altering session frequency, or changing the venue, time, etc. will be evaluated based on cumulative feedback. Participants will be informed of how their feedback has shaped the program.

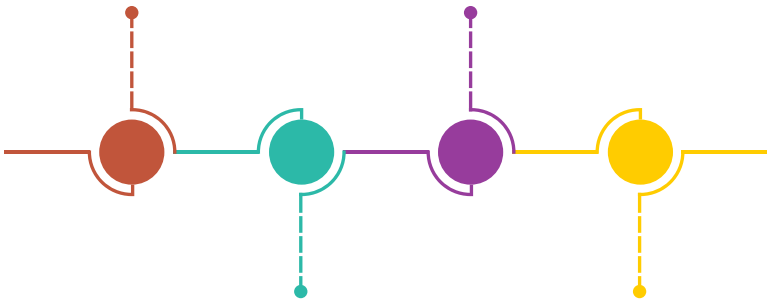
# Life Skills Development and Employability Enhancement Workshop

**Timelines:**

**Phase 1: Preparation (weeks 1–6 before program launch)**

**Week 1–4: Stakeholder engagement & recruitment:** Establish partnerships with vocational education centers, labor bureaus, and local businesses. Identify and onboard mentors, facilitators, and industry professionals. Provide training in trauma-informed methods and cultural sensitivity. Secure venue, training materials, and necessary supplies.

**Week 4–6: Participant outreach & pre-assessment:** Promote program through partner networks, educational institutions, and social media. Register participants and conduct pre-intervention assessments (baseline data collection).



# Life Skills Development and Employability Enhancement Workshop

**Phase 2: Program implementation (weeks 7–11)**

| Week | Milestone | Activities |
|---|---|---|
| Week 1: Self-Discovery & Goal Setting | Establish participant career aspirations and strengths. | Personal strengths assessment, career interest identification, goal-setting sessions with mentors. |
| Week 2: Communication & Problem-Solving | Build soft skills necessary for professional success. | Assertiveness and effective communication training, public speaking exercises, problem-solving through design thinking. |
| Week 3: Upskilling Insights | Introduce participants to reskilling and vocational training opportunities. | Sessions with specialists from vocational education centers, labor bureaus, and companies offering on-the-job training. |
| Week 4: Career Development & Job Readiness | Equip participants with resume writing, job application, and interview skills. | Resume building, mock interviews with mentors, networking strategy development. |
| Week 5: Professional Networking | Enable participants to practice networking in a real-world environment. | Review upcoming local networking events, in-house networking event with industry professionals. |

# Life Skills Development and Employability Enhancement Workshop

**Phase 3: Follow-up & post-program evaluation (1–3 months after completion)**

**Month 1 Post-Program: Career & Training Support**

1. Conduct one-on-one mentoring check-ins to support participants in their job search.
2. Track applications for jobs, internships, and vocational training enrollments.
3. Provide additional career coaching if needed.

**Month 2–3 Post-Program: Evaluation & Reporting**

1. Conduct post-program surveys to measure career readiness, confidence levels, and employment outcomes.
2. Track job placements, training enrollments, and continued mentoring relationships.
3. Organize a final review meeting with stakeholders to discuss program impact and sustainability.

**Months 4–Ongoing: Ongoing Implementation & Evaluation**

1. Continue implementing bi-weekly facilitated sessions with reflection.
2. Introduce more complex creative techniques (symbolism, intention setting, visualization).
3. Conduct a mid-intervention evaluation through participant surveys.
4. Adapt session content and facilitation techniques based on feedback, if needed.
5. Continue monitoring participant engagement and emotional well-being.

**Post-Intervention Evaluation & Sustainability Planning**

1. After the end of intervention, conduct final surveys and focus groups to assess impact.
2. Analyze data and compare with baseline measures.
3. Share results with partners and stakeholders to explore long-term integration.
4. Explore expansion possibilities, including integrating activity into other youth programs or securing funding for continued implementation.

# Life Skills Development and Employability Enhancement Workshop

***Advocacy Mechanisms:***

**Policy Advocacy:** To support the long-term sustainability and institutional adoption of the Life Skills Development and Employability Enhancement Workshop, it is essential to engage state and local authorities by demonstrating how this intervention aligns closely with existing national and municipal workforce development policies, particularly those aimed at youth employment and/or refugee integration, if any. Demonstrating its effectiveness should be data-driven, this is why proper data collection is crucial to enable the program can be positioned as a valuable complement to state-run initiatives. Advocacy efforts should position the intervention as a cost-effective, scalable model that can be implemented within existing services.

**Awareness Campaigns and Promotion:** For a successful awareness campaign, both digital and community-based engagement are needed. Social media and instant messenger groups will primarily reach the target audience with engaging short-form video and clear information on registration, content, schedules, and support services. Regular communication via emails and messaging will maintain engagement. Community-based promotion is crucial for reaching youth offline, requiring partnerships with educational institutions, refugee support organizations, and municipal employment offices. Additionally, partnerships with business leaders and HR professionals for networking, mentorship, and employer engagement will expand employment opportunities and promote the program within industry networks.

## Life Skills Development and Employability Enhancement Workshop

***Resource Requirements and Allocation:***

**Financial Resources:** Financial Resources: A modest budget will be required to cover venue rental (if not provided in-kind), facilitator and staff compensation, training materials, promotional materials. If resources are limited, cost-saving measures will be explored.

**Human Resources:** One facilitator will oversee session setup, coordinate with speakers/mentors/trainers, conduct surveys, collect data, process feedback, and follow up with participants. A team member or volunteer will manage online promotion and engage participants through community networks. To secure speakers/trainers/mentors (from the business community, employment agencies, or educational bodies) who may require fees, offer pro bono participation through visibility and recognition (social/local media publications, certificates, etc.).

## End of Intervention Section

# IRELAND

# Ireland Intervention 1

## Enhancing Social Activities for Youth in Ireland

***What is the intervention?***

This intervention aims to increase young people's access to inclusive, engaging, and locally delivered social activities, with a particular focus on rural communities where opportunities for connection may be limited. It is designed to address growing concerns around social isolation, low youth engagement, and reduced participation in community life - especially among migrant, minority, and marginalised young people.

The intervention provides structured and informal recreational opportunities in accessible community spaces such as libraries, GAA clubs, and multipurpose halls. Activities may include creative workshops, sports sessions, games nights, cultural events, or peer-led meetups - all of which are intended to foster connection, belonging, and improved mental health.

To ensure both safeguarding and age-appropriate engagement, activities are organized in separate groups based on age. This structure supports more meaningful peer interaction, tailored facilitation, and promotes a safe and comfortable environment aligned with the developmental, emotional, and social needs of each group.

By supporting positive youth development and peer interaction, this initiative contributes to broader goals around integration, inclusion, and community resilience. The intervention is also flexible in design, allowing local implementers and young people themselves to co-create activity schedules based on local interests, needs, and available resources.

***Target implementers of the intervention:***

The target implementers of this intervention include local government bodies, education & training providers, community groups, youth organisations, non-profit organisations, youth councils in Ireland, and the participants themselves (to become empowered and identify the interests of their peers). These groups have access to community spaces, such as training centres, community halls, and open spaces that could be used as welcoming spaces for young people to gather.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

***Components and activities:***

This intervention supports the social inclusion and mental wellbeing of rural youth by offering regular, structured activities that reflect their interests. Events are designed to promote confidence, reduce isolation, and build a stronger sense of community among Irish and migrant youth alike.

- Organise **monthly sports, arts, and cultural events** in local venues such as GAA clubs, libraries, and community centres.
- Partner with artists, community groups, and migrant organisations to deliver inclusive and **youth-led workshops.**
- Improve accessibility **for young people to attend these events** through **volunteer-based transport, such as car sharing, or repurposing bicycles** in collaboration with local Tidy Towns and Men's Sheds.
- Establish **youth councils with Family Resource Centres** to involve young people in planning and leading activities.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

***Tasks and Subtasks:***

1. **Identify and secure youth-friendly community spaces**
   a. Reach out to GAA clubs, local libraries, schools, and community centres to access suitable venues.
   b. Ensure spaces are accessible, safe, and welcoming, with necessary facilities such as seating, lighting, and Wi-Fi.
2. **Equip spaces for regular youth engagement**
   a. Furnish with beanbags, board games, sports equipment, art supplies, and basic digital tools to support diverse activities.
   b. Display multilingual signage where required and provide culturally inclusive materials to create a sense of belonging.
3. **Plan a recurring calendar of social and cultural events**
   a. Organise monthly events including sports, arts, workshops, and intercultural evenings. Young people suggested that specific events, such as board games evenings, could be organised on a less frequent basis depending on the interests of the group.
   b. Collaborate with local artists, community groups, and volunteers to co-host inclusive activities.
4. **Establish youth participation structures**
   a. Partner with community organisations such as the Family Resource Centres to form youth councils that contribute to event planning and delivery.
   b. Offer leadership roles to young people to build confidence and foster ownership.
5. **Promote access through rural mobility solutions**
   a. Develop a local lift-share system supported by community volunteers.
   b. Collaborate with Men's Sheds or Tidy Towns groups to repurpose bicycles and provide safety gear.
6. **Conduct outreach and engagement with the target group**
   a. Use schools, community networks, social media, and local services to promote events.
   b. Create inclusive invitations that reflect the diversity of young people in the area.
7. **Develop a digital platform to manage activities and collect feedback**
   a. Use free tools like Google Calendar and Google Forms to schedule events, handle sign-ups, and gather insights.
   b. Set up a simple web page or use existing platforms to keep participants informed.
8. **Provide refreshments and a welcoming atmosphere**
   a. Offer youth-friendly snacks and drinks at events to encourage participation.
   b. Ensure the space feels relaxed and informal to support relationship-building and return attendance.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

***Relevant Stakeholders:***

1.**Government Agencies and Local Authorities:** Local County Councils, Local Authority Integration Teams (LAIT), Local Community Development Committees (LCDCs), and Community and Enterprise Units.

2.**Educational Institutions:** Education and Training Boards (ETBs), Adult Learning Centres, post-primary schools, and further education colleges.

3.**Community and Migrant Support Organisations:** Family Resource Centres, Local Development Companies, migrant-led groups (e.g., Association of Ukrainians in Ireland), intercultural projects.

4.**Youth Organisations:** Foróige, Youth Work Ireland, Garda Youth Diversion Projects, youth councils.

5.**Professionals**: Youth workers, social workers, community development officers, English language teachers, job coaches, counsellors, and artists.

6.**Local Sports and Recreation Networks:** GAA clubs, community sports facilities, local youth sports organisations.

7.**Young People and Peer Facilitators:** Migrant and local youth engaged in co-design, peer mentoring, and leadership roles.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

**Nature of Partnership Strategy that implementors can work towards:**

1. **Government Agencies and Local Authorities**
   - a. Provide funding, infrastructure, and policy alignment in line with national youth integration and education strategies.
   - b. Support outreach efforts through youth services, Local Community Development Committees (LCDCs), and Local Authority Integration Teams (LAIT).
   - c. Offer access to public venues such as libraries, sports halls, and community rooms for programme delivery.
2. **Educational Institutions**
   - a. Promote the intervention to students and families through secondary schools, ETBs, and Adult Education Centres.
   - b. Offer venues (e.g., classrooms, sports facilities) for use during evenings or weekends.
   - c. Support learner progression through guidance counselling, literacy supports, or digital skill workshops.
3. **Community and Migrant Support Organisations**
   - a. Provide frontline support, peer outreach, and referrals through Family Resource Centres, migrant-led organisations, and intercultural centres.
   - b. Facilitate recruitment of participants and volunteers from diverse backgrounds.
   - c. Offer psychosocial or integration-related services to complement core activities.
4. **Youth and Sports Organisations**
   - a. As interest in the groups increases, looking at hosting weekly activities or drop-in sessions within their venues.
   - b. Share equipment (e.g., games, sports gear) or trained facilitators.
   - c. Support young people's engagement through existing youth clubs or sports networks.
5. **Charities and Mental Health Organisations**
   - a. Deliver wellbeing-focused sessions on resilience, stress, and social connection, especially for vulnerable or isolated youth.
   - b. Offer trained counsellors or facilitators to support youth during workshops or activities.
   - c. Assist in identifying early signs of distress and refer young people to appropriate services.
6. **Local Businesses and Hospitality Sector**
   - a. Provide sponsorship (e.g., materials, refreshments, transport vouchers) or allow use of underutilised space (e.g., hotel meeting rooms, café backrooms).
   - b. Participate in mentoring and mock interviews to support migrant youth's employability.
   - c. Promote the programme within their customer networks and staff teams.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

**Nature of Partnership Strategy that implementors can work towards:**

7. **Trained Migrants and Peer Facilitators**
   a. Act as community connectors by co-facilitating conversation circles, mentoring sessions, and cultural exchange events.
   b. Help bridge language and cultural gaps, particularly in employability and youth-led planning activities.
   c. Receive recognition or certificates for their contribution to the intervention.
8. **Young People and Community Leaders**
   a. Young people will co-design events, lead promotional activities, and build peer interest in the hubs or social programmes.
   b. Community leaders can promote the programme through local networks and contribute cultural expertise, mentorship, or strategic input.
   c. Both groups can play key roles in sustaining engagement and ensuring the programme remains relevant to local needs.

***Capacity-Building Training for professionals Development in areas such as:***

1. **Cultural Awareness and Diversity:** Facilitators and volunteers should receive training on cultural sensitivity, diversity, and inclusion to ensure respectful engagement with migrant and minority youth. This includes recognising unconscious bias, understanding cultural norms, and creating inclusive environments.

2. **Youth Mental Health and Trauma-Informed Practice:** Training should cover mental health awareness, youth-specific trauma, and how to respond appropriately to emotional or behavioural challenges. Workshops in trauma-informed care and mental health first aid are essential for ensuring a safe and supportive environment.

3. **Community Hub and Safe Space Management:** Volunteers managing community hubs should be trained on maintaining welcoming, accessible, and youth-centred environments. Training will also include procedures for venue upkeep, safeguarding, and managing multi-use spaces effectively.

4. **Children and Vulnerable Adult Protection (Safeguarding):** All facilitators working directly with young people must complete certified child protection training, including Tusla's Children First Programme, and understand their legal and ethical responsibilities in safeguarding minors and vulnerable adults.

5. **Conflict Resolution and Communication:** Facilitators will benefit from training in conflict management, de-escalation strategies, and positive communication techniques to ensure a peaceful and respectful atmosphere in community hubs and group activities.

6. **Activity Planning and Delivery:** Workshops will train facilitators in planning inclusive, engaging social and cultural events - including games nights, workshops, and youth-led initiatives - tailored to different age groups and interest levels.

7. **First Aid and Emergency Response:** General first aid and mental health first aid training should be provided to all professionals and volunteers. This includes CPR, response to minor injuries, and recognising signs of psychological distress.

# Enhancing social activities for youth in Ireland

***Capacity-Building Training for professionals Development in areas such as:***

8.**Volunteer Retention and Youth Engagement Strategies:** Training should include techniques to keep both volunteers and youth engaged over time. This includes participatory approaches, leadership opportunities, and feedback-based programme design.

9.**Monitoring and Evaluation**: Facilitators should be trained to track participation, gather feedback, and measure outcomes using simple monitoring tools. This helps ensure continuous improvement and alignment with participant needs and project goals.

***Baselines & Milestones:***

**Baseline Data:**

- Pre-interventions surveys to measure current levels of youth engagement and their mental health.
- Pre-intervention surveys to assess stakeholders knowledge of the gaps in youth engagement and mental health support available in the community.
- Some baseline questions that could be asked include:
  a. In the past month, how many times have you participated in a community activity or event (e.g., sports, arts, or cultural events)? (a) None; (b) 1–2 times; (c) 3–5 times; (d) More than 5 times.
  b. Do you feel there are enough social activities available for young people in your area? (a) Yes; (b) No; (c) Not sure.
  c. How easy is it for you to travel to social or youth events in your community? (a) Very easy; (b) Somewhat easy; (c) Difficult; (d) I don't attend because of transport issues.
  d. How often do you feel lonely or socially isolated? (a) Never; (b) Sometimes; (c) Often; (d) All the time.
  e. Do you feel included or welcomed when you attend social activities in your community? (a) Always; (b) Sometimes; (c) Rarely; (d) I don't attend social activities.

**Pre-Intervention Assessments:**
Participants can complete pre-intervention surveys to assess their current status, including indicators such as stress, depression, anxiety, trauma, and social isolation. The assessments will also explore challenges faced in daily life, such as language barriers, employment, documentation issues, and adaptation difficulties, as well as levels of social connection, participation in community activities, and overall sense of belonging in the local society.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

***Performance Indicators:***

**Pre- and Mid-Intervention mechanisms implementors can introduce to collect:**

1. Number of participants attending each session, recorded using sign-in sheets or digital attendance trackers.
2. Baseline information on participants' language ability, confidence, and sense of belonging, gathered through pre-intervention self-assessment surveys.
3. Feedback on initial expectations and motivations for participation, collected through intake forms or informal interviews.
4. Midpoint assessments of participants' progress in communication, confidence, or social engagement, using simplified reflection tools or surveys.
5. Self-reported mental wellbeing scores, collected at pre- and mid-intervention stages to track change in stress, isolation, and mood.
6. Number and type of workshops delivered, recorded using an activity log or digital event tracker.
7. Level of engagement, assessed through participation in activities, discussions, peer sessions, and mentoring.
8. Feedback from volunteers, peer facilitators, and staff, to evaluate programme delivery and identify emerging needs.
9. Observed improvements in employability skills or community integration, captured through mid-intervention reflections, focus groups, or one-to-one check-ins.

**Post-Intervention Indicators implementors can introduce:**

1. Post-intervention assessment of participants' confidence, communication skills, and mental wellbeing, using the same self-assessment tools from the pre- and mid-intervention phases to measure change.
2. Changes in participants' reported sense of inclusion, community connection, and readiness for work or further education, captured through post-programme surveys or informal interviews.
3. Qualitative feedback from participants on the usefulness of the intervention, challenges faced, and how they plan to apply what they've learned, gathered via surveys, focus groups, or reflection forms.

# Ireland Intervention 1

## Enhancing social activities for youth in Ireland

**Adaptation Process:**

1. Feedback will be collected through surveys and informal conversations after each event.
2. Organisers will meet regularly to review insights and adjust event content and formats.
3. Suggestions will guide the introduction of new activities or changes in delivery style.
4. Adjustments will ensure ongoing relevance, accessibility, and youth engagement.

**Timelines:**

**Months 1 – 3:**

1. Preparation & planning phase to engage community, conduct research and develop the training programme for workshops and the calendar of events for the social activities.

**Months 4 – 5:**

1. Launch recruitment and training phase for the volunteers.

**Months 6 – 7:**

1. Launch the first round of social activities for young people in one pilot location.

**Months 8 – 12:**

1. Full rollout of the social activities calendar in communities in rural Ireland.

**Months 13 – 15:**

1. Evaluate the success of the social activities programme, develop long term sustainability plans to secure future funding and continuously monitor the sessions throughout.

# Enhancing social activities for youth in Ireland

***Advocacy Mechanisms:***

**Policy Advocacy:**

1. Use pre- and post-intervention data across all three programs to highlight improvements in youth mental health, confidence, language skills, and social inclusion.
2. Develop concise policy briefs that align the interventions with Ireland's national goals for youth development, migrant integration, education, and rural inclusion.
3. Position the interventions as cost-effective, preventative measures that reduce future social spending by improving wellbeing, employability, and community engagement.
4. Collaborate with local stakeholders (e.g. ETBs, FRCs, LAIT teams, youth services, GAA clubs) to build local ownership, strengthen advocacy, and encourage policy alignment.
5. Promote public awareness through media campaigns, local radio interviews, and community newsletters - sharing real stories from participants and facilitators.
6. Host stakeholder briefings and open events at Community Hubs or training venues to showcase success, invite dialogue, and promote cross-sector collaboration.
7. Advocate for increased investment in youth-focused spaces, language learning supports, and inclusive employability programmes in rural and migrant communities.
8. Prepare a "Community Snapshot Report" combining statistical evidence, geographic service gaps, and participant testimonials to influence funders and policymakers.

**Awareness Campaigns and Promotion:**

1. Collaborate with local schools, Family Resource Centres, youth services, and migrant-led organisations to promote social activities, employability training, and Community Hubs.
2. Host community information events and open evenings at Community Hubs and training venues to explain the programmes and encourage sign-ups.
3. Run social media campaigns across Facebook, Instagram, and WhatsApp groups using posters, videos, and testimonials, supported by outreach from youth workers and community volunteers.
4. Share stories of impact such as youth gaining employment, building friendships, or improving their wellbeing to inspire others to participate.
5. **Target Audience**: Migrant and local youth aged 14–30, their families, peer networks, schools, and frontline service providers.
6. Emphasise the emotional, social, and educational benefits of participation, including reduced isolation, improved language skills, and access to safe community spaces.

# Enhancing social activities for youth in Ireland

**Milestones:**

**Months 1–2:**
1. Finalise event formats, logistics, and outreach plan.
2. Conduct baseline assessments and begin youth engagement.

**Months 3–4:**
1. Recruit and train volunteers.
2. Secure community venues and partnerships.

**Months 5–6:**
1. Launch pilot activities and transport support.
2. Begin gathering initial participant feedback.

**Months 7–12:**
1. Deliver regular events and expand to new groups.
2. Collect feedback through surveys and informal check-ins.

**Months 8, 10, 12:**
1. Review progress and adjust activities based on feedback..

**Month 12:**
1. Host a closing event and present evaluation findings.
2. Prepare a final report and recommendations for sustainability.

***Feedback Mechanisms***

**Feedback Channels:**
1. **Anonymous Surveys and Attendance Tracking**: Youth participants will be invited to complete short, anonymous surveys after events or workshops to rate their experiences, facilitators, and content. Attendance will also be tracked to identify engagement patterns, helping implementers understand which sessions are most effective and whether any barriers to participation exist.
2. **Focus Groups and 1:1 Conversations:** Midway and at the end of the intervention, group discussions will be held to gather open feedback on what participants find most valuable, and what could be improved. One-to-one conversations with youth and volunteers will be used to gather deeper insights, especially from those who may be less confident in group settings.
3. **Creative and Media-Based Feedback:** Young people will be encouraged to share their thoughts through short video testimonials, written reflections, or drawings. These materials can both inform programme development and support outreach by showcasing positive experiences.

# Enhancing social activities for youth in Ireland

***Resource Requirements and Allocation:***

***Financial Resources:***

1. Venue hire (where not provided in-kind), facilitator fees, volunteer stipends, and materials such as games, stationery, refreshments, and workshop supplies.
2. Costs for promotional materials, social media advertising, and community outreach campaigns.
3. Transport supports for participants (e.g., bus passes, bike repair schemes) and light catering for community events or hub sessions.

**Human Resources:**

1. Professionals or trained peer educators to conduct workshops.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
4. Interpreters or multilingual volunteers.
5. Young people who can be onboarded as the sessions continue to co-facilitate or co-host the events.

**Material Resources:**

1. Comfortable seating (e.g., beanbags, chairs), tables, and room dividers to create welcoming zones.
2. Recreational resources such as board games, gaming consoles, books, and music speakers.
3. Art and craft supplies (e.g., paints, markers, paper) for creative activities, youth-led projects, and promotional materials (relevant to all interventions).

**Resource Allocation:**

1. Prioritise delivery in rural or underserved areas with limited access to youth services, especially where migrant and vulnerable youth experience social isolation.
2. Allocate resources to support venues that are already used by or accessible to young people, including GAA clubs, libraries, Family Resource Centres, and community halls.
3. Direct funding towards the training of facilitators and volunteers to ensure inclusive, trauma-informed, and culturally responsive service delivery.

## End of Intervention 1

# Ireland Intervention 2

## Language and Employability Skills Development Programme for Migrant Youth

***What is the intervention?***

In the 2024 BEYOND research, 56% of migrant youth identified long-term employment support as their most urgent need, while 29% highlighted language training as their most immediate priority. These findings reflect a clear need for integrated supports that bridge language learning with employability pathways.

The Language and Employability Skills Development Programme for Migrant Youth is designed to address both needs simultaneously. The intervention provides tailored English language training alongside practical job readiness skills - such as CV writing, interview preparation, and workplace communication - to enhance participants' confidence, social integration, and career prospects in Ireland.

***Target implementers of the intervention:***

The intervention can be implemented by a range of actors working in migrant integration, education, and youth development. These include educational institutions such as Further Education and Training (FET) providers, English language schools, and Adult Education Services, who can lead the delivery of tailored language training and employability modules.

Community organisations and charities supporting migrants including Family Resource Centres, migrant-led associations, and intercultural projects, can offer local access points for participants and provide wraparound support such as mentoring, peer support, and signposting to services.

Government and public agencies, such as Education and Training Boards (ETBs), the Department of Children, Equality, Disability, Integration and Youth (DCEDIY), and local development companies can support implementation through funding, infrastructure, and integration strategy alignment.

Peer facilitators from migrant communities can play a key role in outreach, language support, and cultural mediation, ensuring the programme is inclusive and responsive to participants' lived experiences. Career guidance professionals, employers, and job coaches can also be engaged to co-deliver practical sessions and strengthen progression pathways into work or further training.

Together, this diverse group of implementers can deliver a programme that is both practical and empowering, equipping migrant youth with the tools, confidence, and connections they need to build their future in Ireland.

# Ireland Intervention 2

## Language and Employability Skills Development Programme for Migrant Youth

***Components and activities*:**

- **Weekly English language classes** focused on everyday communication and work-related vocabulary, using real-life materials such as job adverts, CV templates, and application forms.
- **Employability workshops** covering topics like CV writing, interview preparation, workplace communication, and understanding payslips and basic contracts.
- **Monthly mentoring sessions** connecting migrant youth with local professionals for informal English practice, career guidance, and job market orientation.
- **Peer-led conversation circles** to practice English, build confidence, and share job-seeking tips in relaxed community settings such as libraries or cafés.
- **Training for peer support workers** from migrant communities to assist with language learning, job preparation, and outreach to newly arrived youth.
- **Intercultural awareness sessions** exploring workplace expectations, rights at work, and cultural norms to support integration and readiness.
- **Blended learning tools and online resources** to support flexible access for learners with varying schedules and digital skills.
- **Sessions delivered in accommodation centres** or in local community hubs to support participation rates.

# Language and Employability Skills Development Programme for Migrant Youth

***Tasks and Subtasks:***

1. **Secure accessible community-based learning venues**
    a. Contact local ETBs, libraries, community centres, adult education providers, and accommodation centres to identify available learning spaces.
    b. Ensure the venues are youth-friendly, safe, and equipped with whiteboards, tables, chairs, and Wi-Fi.
    c. Equip spaces with culturally inclusive visuals, translation aids, and digital devices where possible.
2. **Recruit and train qualified language and employability facilitators**
    a. Launch an open call through social media, migrant support organisations, and educational job boards.
    b. Engage CELTA-qualified English language teachers, as well as job coaches, mentors, or volunteers experienced in youth work or integration.
    c. Reach out to CELTA course providers and local colleges to identify trainees or recent graduates seeking hands-on experience.
3. **Develop curriculum content aligned with migrant learners' needs**
    a. Prepare culturally sensitive and level-appropriate lessons on English for work, CV writing, interview skills, and workplace communication.
    b. Adapt materials to include visuals, simplified English, and real-world examples like job adverts and payslips.
    c. Include modules on intercultural understanding and navigating the Irish workplace.
4. **Design a mentoring and peer support programme**
    a. Recruit local professionals through business networks such as BNI or Network Ireland to act as mentors.
    b. Match mentors with migrant youth based on career interest or shared language.
    c. Develop peer-led conversation groups or informal meet-ups to practise English and share job-seeking experiences.
5. **Create a digital platform to manage logistics and participation**
    a. Use Google Forms for registration and feedback, and Google Calendar to share class schedules.
    b. Create a simple webpage or digital noticeboard for participants to access materials and event info.
    c. Track attendance and feedback through easy-to-use tools like Trello or Eventbrite.

# Ireland Intervention 2

## Language and Employability Skills Development Programme for Migrant Youth

***Relevant Stakeholders:***

1.**Government Agencies and Local Authorities:** Local County Councils, Local Authority Integration Teams (LAIT), Local Community Development Committees (LCDCs), and Community and Enterprise Units
2.**Educational Institutions:** Education and Training Boards (ETBs), Adult Learning Centres, post-primary schools, and further education colleges
3.**Community and Migrant Support Organisations:** Family Resource Centres, Local Development Companies, migrant-led groups (e.g., Association of Ukrainians in Ireland), intercultural projects
4.**Youth Organisations:** Foróige, Youth Work Ireland, Garda Youth Diversion Projects, youth councils
5.**Professionals:** Youth workers, social workers, community development officers, English language teachers, job coaches, counsellors, and artists
6.Local Businesses and Sector Representatives: Employers, hospitality sector businesses, business networks (e.g., BNI, Network Ireland), workplace mentors.
7.Young People and Peer Facilitators: Migrant and local youth engaged in co-design, peer mentoring, and leadership roles.

***Tasks and Subtasks:***

***1.*Promote the programme and recruit participants**

a. Partner with Family Resource Centres, migrant-led groups, and language schools to share posters and digital flyers.
b. Promote through social media, WhatsApp groups, community events, and local job centres.
c. Ensure all outreach is multilingual and accessible to non-native English speakers.

2.**Provide refreshments and support materials**

a. Offer tea, coffee, and snacks to create a welcoming learning environment.
b. Provide notebooks, pens, translated key word sheets, and vocabulary cards to aid learning.
c. Ensure printed materials are simple, attractive, and practical.

3.**Gather feedback and adapt based on experience**

a. Distribute short surveys or use informal feedback tools at the end of each session.
b. Hold monthly facilitator debriefs to review challenges, successes, and participant needs.
c. Adjust content, delivery methods, or scheduling in response to feedback and attendance trends.

# Ireland Intervention 2

## Language and Employability Skills Development Programme for Migrant Youth

**Nature of Partnership Strategy that implementors can work towards:**

1.**Government Agencies and Local Authorities**

a.Provide funding, infrastructure, and policy alignment in line with national youth, integration, and education strategies.

b. Support outreach efforts through youth services, Local Community Development Committees (LCDCs), and Local Authority Integration Teams (LAIT).

c. Offer access to public venues such as libraries, sports halls, and community rooms for programme delivery.

2.**Educational Institutions**

a. Promote the intervention to students and families through secondary schools, ETBs, and Adult Education Centres.

b. Offer venues (e.g., classrooms, sports facilities) for use during evenings or weekends.

c. Support learner progression through guidance counselling, literacy supports, or digital skill workshops.

3.**Community and Migrant Support Organisations**

a. Provide frontline support, peer outreach, and referrals through Family Resource Centres, migrant-led organisations, and intercultural centres.

b. Facilitate recruitment of participants and volunteers from diverse backgrounds.

c. Offer psychosocial or integration-related services to complement core activities.

4.**Youth and Sports Organisations**

a. Host weekly activities or drop-in sessions within their venues.

b. Share equipment (e.g., games, sports gear) or trained facilitators.

c. Support young people's engagement through existing youth clubs or sports networks.

# Language and Employability Skills Development Programme for Migrant Youth

**Nature of Partnership Strategy that implementors can work towards:**

**5.Charities and Mental Health Organisations**

a. Deliver wellbeing-focused sessions on resilience, stress, and social connection, especially for vulnerable or isolated youth.

b. Offer trained counsellors or facilitators to support youth during workshops or activities.

c. Assist in identifying early signs of distress and refer young people to appropriate services.

**6.Local Businesses and Hospitality Sector**

a. Provide sponsorship (e.g., materials, refreshments, transport vouchers) or allow use of underutilised space (e.g., hotel meeting rooms, café backrooms).

b. Participate in mentoring and mock interviews to support migrant youth's employability.

c. Promote the programme within their customer networks and staff teams.

**7.Trained Migrants and Peer Facilitators**

a. Act as community connectors by co-facilitating conversation circles, mentoring sessions, and cultural exchange events.

b. Help bridge language and cultural gaps, particularly in employability and youth-led planning activities.

c. Receive recognition or certificates for their contribution to the intervention.

**8.Young People and Community Leaders**

a. Young people will co-design events, lead promotional activities, and build peer interest in the hubs or social programmes.

b. Community leaders can promote the programme through local networks and contribute cultural expertise, mentorship, or strategic input.

c. Both groups can play key roles in sustaining engagement and ensuring the programme remains relevant to local needs.

# Ireland Intervention 2

## Language and Employability Skills Development Programme for Migrant Youth

***Capacity-Building Trainings for Facilitators Development in areas such as:***

1.**Cultural Awareness and Diversity:** Facilitators and volunteers should receive training on cultural sensitivity, diversity, and inclusion to ensure respectful engagement with migrant and minority youth. This includes recognising unconscious bias, understanding cultural norms, and creating inclusive environments.

2.**Youth Mental Health and Trauma-Informed Practice:** Training should cover mental health awareness, youth-specific trauma, and how to respond appropriately to emotional or behavioural challenges. Workshops in trauma-informed care and mental health first aid are essential for ensuring a safe and supportive environment.

3.**Community Hub and Safe Space Management:** Volunteers managing community hubs should be trained on maintaining welcoming, accessible, and youth-centred environments. Training will also include procedures for venue upkeep, safeguarding, and managing multi-use spaces effectively.

4.**Children and Vulnerable Adult Protection (Safeguarding)**: All facilitators working directly with young people must complete certified child protection training, including Tusla's Children First Programme, and understand their legal and ethical responsibilities in safeguarding minors and vulnerable adults.

5.**Conflict Resolution and Communication:** Facilitators will benefit from training in conflict management, de-escalation strategies, and positive communication techniques to ensure a peaceful and respectful atmosphere in community hubs and group activities.

6.**Activity Planning and Delivery:** Workshops will train facilitators in planning inclusive, engaging social and cultural events - including games nights, workshops, and youth-led initiatives - tailored to different age groups and interest levels.

7.**First Aid and Emergency Response**: General first aid and mental health first aid training should be provided to all professionals and volunteers. This includes CPR, response to minor injuries, and recognising signs of psychological distress.

8.**Volunteer Retention and Youth Engagement Strategies:** Training should include techniques to keep both volunteers and youth engaged over time. This includes participatory approaches, leadership opportunities, and feedback-based programme design.

9.**Monitoring and Evaluation:** Facilitators should be trained to track participation, gather feedback, and measure outcomes using simple monitoring tools. This helps ensure continuous improvement and alignment with participant needs and project goals.

# Language and Employability Skills Development Programme for Migrant Youth

***Baselines & Milestones:***

**Baseline Data:**

- Research the levels of migrant youth unemployment in rural communities
- Research the language skills of migrants who are seeking employment
- Analyse the barriers that are faced by migrant youth that prevent them from accessing the labour market.
- Conduct level testing with interested participants to match them to the correct class based on their level.
- Some baseline questions that could be asked include:
  a. How would you rate your English language skills for everyday communication? (a) Beginner; (b) Basic; (c) Intermediate; (d) Advanced.
  b. How confident are you in using English to apply for a job (CV, interview, application forms)? (a) Not confident at all; (b) Somewhat confident; (c) Confident; (d) Very confident.
  c. Have you ever applied for a job in Ireland? (a) Yes; (b) No; (c) I don't know how to apply for jobs here.
  d. Do you currently have access to English language classes or support in your area? (a) Yes; (b) No; (c) Not sure.
  e. How connected do you feel to your local community in Ireland? (a) Very connected; (b) Somewhat connected; (c) Not very connected; (d) Not connected at all.

**Pre-Intervention Assessments:**

Participants can complete pre-intervention surveys to assess their current status, including indicators such as stress, depression, anxiety, trauma, and social isolation. The assessments will also explore challenges faced in daily life, such as language barriers, employment, documentation issues, and adaptation difficulties, as well as levels of social connection, participation in community activities, and overall sense of belonging in the local society.

***Performance Indicators:***

**Pre- and Mid-Intervention mechanisms implementors can introduce to collect:**

1. Number of participants attending each session, recorded using sign-in sheets or digital attendance trackers.
2. Baseline information on participants' language ability, confidence, and sense of belonging, gathered through pre-intervention self-assessment surveys.
3. Feedback on initial expectations and motivations for participation, collected through intake forms or informal interviews.
4. Midpoint assessments of participants' progress in communication, confidence, or social engagement, using simplified reflection tools or surveys.
5. Self-reported mental wellbeing scores, collected at pre- and mid-intervention stages to track change in stress, isolation, and mood.
6. Number and type of workshops delivered, recorded using an activity log or digital event tracker.
7. Level of engagement, assessed through participation in activities, discussions, peer sessions, and mentoring.
8. Feedback from volunteers, peer facilitators, and staff, to evaluate programme delivery and identify emerging needs.
9. Observed improvements in employability skills or community integration, captured through mid-intervention reflections, focus groups, or one-to-one check-ins.

**Post-Intervention Indicators implementors can introduce:**

1. Post-intervention assessment of participants' confidence, communication skills, and mental wellbeing, using the same self-assessment tools from the pre- and mid-intervention phases to measure change.
2. Changes in participants' reported sense of inclusion, community connection, and readiness for work or further education, captured through post-programme surveys or informal interviews.
3. Qualitative feedback from participants on the usefulness of the intervention, challenges faced, and how they plan to apply what they've learned, gathered via surveys, focus groups, or reflection forms.

# Ireland Intervention 2

## Language and Employability Skills Development Programme for Migrant Youth

**Adaptation Process:**

1. Feedback will be collected after each session through short surveys and informal conversations.
2. Facilitators and coordinators will meet regularly to review feedback and share observations.
3. Training content will be adjusted based on emerging language needs, cultural considerations, or learner confidence.
4. Delivery methods may be adapted to include simpler language, more visuals, or blended learning formats as needed.

**Timelines:**

**Months 1–2:**

1. Finalise programme design, learning objectives, and resource materials.
2. Secure training venues and coordinate logistics with community partners.

**Month 3:**

1. Recruit and train English language facilitators, job skills trainers, and peer support workers.
2. Establish partnerships with local businesses and community organisations.

**Month 4:**

1. Launch the programme with first English and employability sessions.
2. Begin pre-intervention assessments and participant profiling.

**Months 4–9:**

1. Continue weekly training sessions and mentoring activities.
2. Organise monthly feedback check-ins, peer support circles, and progress reviews.
3. Maintain active volunteer and mentor involvement.

**Months 7–8:**

1. Conduct mid-intervention evaluations to measure language progress, confidence, and job readiness.
2. Adjust content and delivery based on participant feedback.

**Months 10–12:**

1. Deliver mock interviews, career fairs, and final mentoring sessions.
2. Complete post-intervention evaluations and compare data to initial assessments.
3. Develop personalised next-step plans with each participant.
4. Host a closing event and share outcomes with stakeholders.
5. Compile and present final report with recommendations for scaling or sustaining the programme

# Language and Employability Skills Development Programme for Migrant Youth

**Milestones:**

**Months 1–2:**

1. Conduct baseline assessments and identify participants.
2. Finalise programme design, materials, and logistics.

**Month 3:**

1. Recruit and train facilitators and peer support workers.
2. Establish partnerships with employers and support organisations.

**Months 4–9:**

1. Deliver weekly language and employability training sessions.
2. Organise regular mentoring and peer support activities.
3. Collect monthly feedback and monitor participation.

**Months 7–8:**

1. Conduct mock interviews with employers and training partners.
2. Adjust content and methods based on participant feedback.

**Months 10–12:**

1. Run post-programme assessments and final participant evaluations.
2. Prepare a final report and present findings to stakeholders.
3. Host a community event to celebrate the programme's completion.

***Feedback Mechanisms***

**Feedback Channels:**

1. **Anonymous Surveys and Attendance Tracking:** Youth participants will be invited to complete short, anonymous surveys after events or workshops to rate their experiences, facilitators, and content. Attendance will also be tracked to identify engagement patterns, helping implementers understand which sessions are most effective and whether any barriers to participation exist.
2. **Focus Groups and 1:1 Conversations:** Midway and at the end of the intervention, group discussions will be held to gather open feedback on what participants find most valuable, and what could be improved. One-to-one conversations with youth and volunteers will be used to gather deeper insights, especially from those who may be less confident in group settings.
3. **Creative and Media-Based Feedback:** Young people will be encouraged to share their thoughts through short video testimonials, written reflections, or drawings. These materials can both inform programme development and support outreach by showcasing positive experiences.

***Advocacy Mechanisms:***

**Policy Advocacy:**

1. Use pre and post-intervention data to highlight improvements in mental health, well-being, and integration.
2. Provide briefs linking workshops to social inclusion and migrant support goals.
3. Present the intervention as cost-effective, reducing long-term healthcare and social service expenses.
4. Collaborate with local NGOs and community groups to build support and amplify the message.
5. Utilize media to raise awareness through real stories, fostering public support.
6. Host webinars and conferences with stakeholders to increase visibility and encourage discussion.

**Awareness Campaigns and Promotion:**

1. Collaboration with local organizations to inform migrants and refugees about the workshops.
2. Community meetings to explain the workshops' benefits and registration process.
3. Using social media platforms like Facebook and Instagram to promote workshops and provide easy registration links.
4. Sharing of success stories to highlight the impact of the workshops and encourage participation.

***Resource Requirements and Allocation:***

**Financial Resources:**

1. Venue rental, facilitator fees, materials (e.g., handouts, printed resources)
2. Costs for digital advertising, social media campaigns, and media outreach.
3. Transportation and catering of participants.

**Human Resources:**

1. Professionals or trained peer educators to conduct workshops.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
4. Translators or multilingual volunteers.

# Language and Employability Skills Development Programme for Migrant Youth

***Resource Requirements and Allocation*:**

**Financial Resources:**

1. Venue hire (where not provided in-kind), facilitator fees, volunteer stipends, and materials such as games, stationery, refreshments, and workshop supplies.
2. Costs for promotional materials, social media advertising, and community outreach campaigns.
3. Transport supports for participants (e.g., bus passes, bike repair schemes) and light catering for community events or hub sessions

**Human Resources:**

1. Professionals or trained peer educators to conduct workshops.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
4. Interpreters or multilingual volunteers

**Material Resources:**

1. Printed handouts, worksheets, and CV templates.
2. Recreational resources such as board games, gaming consoles, books, and music speakers.
3. Art and craft supplies (e.g., paints, markers, paper) for creative activities, youth-led projects, and promotional materials.
4. Basic IT equipment (e.g., laptops, projectors, Wi-Fi routers) for blended learning, presentations, and digital skills sessions.

**Resource Allocation:**

1. Prioritise delivery in rural or underserved areas with limited access to youth services, especially where migrant and vulnerable youth experience social isolation.
2. Allocate resources to support venues that are already used by or accessible to young people, including GAA clubs, libraries, Family Resource Centres, and community halls.
3. Direct funding towards the training of facilitators and volunteers to ensure inclusive, trauma-informed, and culturally responsive service delivery.

## End of Intervention 2

# Ireland Intervention 3

## Community Hubs

***What is the intervention?***

This intervention aims to empower vulnerable youth aged 14-30 by using physical activities as a mental health support tool while fostering a sense of community. The program will be divided into two age groups: minors (14-17) and young adults (18-30), with separate activities to ensure age-appropriate engagement.
This intervention aims to support the social inclusion and wellbeing of vulnerable and migrant youth aged 14–30 by transforming existing community spaces into safe, welcoming, and youth-friendly hubs. These hubs will offer informal drop-in spaces as well as structured social and cultural activities tailored to the needs of young people living in rural areas.

The programme will be inclusive of two age groups: adolescents (14–17) and young adults (18–30), with flexible schedules to accommodate school, work, or care commitments. Activities can take place during weekday evenings or weekends and may include creative workshops, games, discussion circles, music nights, or cultural exchange events.

Community hubs will be hosted in accessible venues such as libraries, GAA clubs, schools, or local halls, with the aim of creating consistent, centralised spaces where young people feel safe, respected, and engaged. The intervention will be facilitated by trained staff or volunteers, with opportunities for youth leadership and peer involvement.

`The hub model will also adapt during key exam periods. During these times, the hubs can function as study-friendly spaces, offering drop-in access to tables, snacks, and a quiet, relaxed atmosphere. This allows young people to revise individually or in small groups, supporting their educational wellbeing in a low-pressure, supportive setting.

By providing these consistent spaces for connection, relaxation, and creative expression, the intervention seeks to reduce social isolation, build resilience, and foster a stronger sense of belonging among vulnerable youth in rural Ireland.

***Target implementers of the intervention:***

The target implementers of the intervention include GAA clubs, local government and public authorities, community groups and charities, local businesses with office space, the hospitality sector, such as hotels with underutilised rooms, and schools & educational institutions.

## Community Hubs

***Components and activities:***

- Weekly **drop-in sessions** offering board games, music, refreshments, and social activities to create a relaxed, youth-friendly space for connection and conversation.
- **Creative and recreational activities** such as art workshops, film screenings, and gaming nights designed to support emotional wellbeing and encourage participation.
- **Cultural and community events** including themed meals, intercultural evenings, and community-led projects to build belonging and promote mutual understanding.
- **Youth-led planning and engagement**, where young people help design and shape the hub's layout, activities, and atmosphere, fostering ownership and leadership skills.

# Community Hubs

***Tasks and Subtasks:***

1. **Identify and secure suitable community spaces for youth hubs**
    a. Approach libraries, GAA clubs, community centres, and schools to explore free or low-cost access to youth-friendly spaces.
    b. Assess accessibility (e.g., ramps, transport links) and safety features.
    c. Obtain necessary permissions or agreements for regular use of the venue.
2. **Furnish and equip the hubs based on youth input**
    a. Consult with young people on desired equipment and layout (e.g., gaming area, conversation zone, refreshment corner).
    b. Acquire or request donations of TVs, beanbags, games, and other youth-friendly resources.
    c. Ensure the hub includes inclusive signage and multilingual materials where appropriate.
3. **Provide refreshments and create a welcoming atmosphere**
    a. Stock healthy snacks, water, and youth-friendly drinks for free or low-cost access.
    b. Ensure food safety standards are met and consider dietary preferences.
    c. Display clear codes of conduct to promote respect and inclusion in shared spaces.
4. **Recruit and support a team of youth-friendly volunteers**
    a. Launch a volunteer call through social media and local networks.
    b. Partner with Family Resource Centres and youth services for recruitment and screening.
    c. Offer basic training on safeguarding, communication, and community engagement.
5. **Design a schedule of structured and unstructured activities**
    a. Create a weekly or monthly calendar of events based on young people's interests.
    b. Include a mix of drop-in social hours and planned activities (e.g. film nights, art workshops).
    c. Publicise the calendar using posters, social media, and community partners.
6. **Promote youth engagement and leadership in hub development**
    a. Form a small youth advisory group to co-design activities and advise on the layout.
    b. Encourage peer-led sessions or events.
    c. Recognise contributions through certificates or volunteer awards.

***Tasks and Subtasks:***

7. **Monitor usage and gather feedback for ongoing improvement**
    a. Track attendance, activity engagement, and space usage.
    b. Use short surveys, a suggestion box, or informal check-ins to gather feedback.
    c. Share findings with youth and volunteers, and adapt accordingly.
8. **Promote the hubs and maintain community visibility**
    a. Share regular updates on activities through schools, local newsletters, WhatsApp groups, and youth-facing social media.
    b. Showcase success stories and testimonials to encourage participation.
    c. Coordinate with local services to build referrals and strengthen hub sustainability.

***Relevant Stakeholders:***

1. **Government Agencies and Local Authorities:** Local County Councils, Local Authority Integration Teams (LAIT), Local Community Development Committees (LCDCs), and *Community and Enterprise Units*
2. **Educational Institutions**: Education and Training Boards (ETBs), Adult Learning Centres, post-primary schools, and further education colleges
3. **Community and Migrant Support Organisations:** Family Resource Centres, Local Development Companies, migrant-led groups (e.g., Association of Ukrainians in Ireland), intercultural projects
4. **Youth Organisations:** Foróige, Youth Work Ireland, Garda Youth Diversion Projects, youth councils
5. **Professionals:** Youth workers, social workers, community development officers, English language teachers, ancillary staff, job coaches, counsellors, and artists
6. **Local Businesses and Sector Representatives:** Employers, hospitality sector businesses, business networks (e.g., BNI, Network Ireland), workplace mentors
7. **Local Sports and Recreation Networks:** GAA clubs, community sports facilities, local youth sports organisations
8. **Young People and Peer Facilitators:** Migrant and local youth engaged in co-design, peer mentoring, and leadership roles (relevant across all three interventions)

**Nature of Partnership Strategy that implementors can work towards:**

1.**Government Agencies and Local Authorities**

a.Provide funding, infrastructure, and policy alignment in line with national youth, integration, and education strategies.

b. Support outreach efforts through youth services, Local Community Development Committees (LCDCs), and Local Authority Integration Teams (LAIT).

c. Offer access to public venues such as libraries, sports halls, and community rooms for programme delivery.

2.**Educational Institutions**

a. Promote the intervention to students and families through secondary schools, ETBs, and Adult Education Centres.

b. Offer venues (e.g., classrooms, sports facilities) for use during evenings or weekends.

c. Support learner progression through guidance counselling, literacy supports, or digital skill workshops.

3.**Community and Migrant Support Organisations**

a. Provide frontline support, peer outreach, and referrals through Family Resource Centres, migrant-led organisations, and intercultural centres.

b. Facilitate recruitment of participants and volunteers from diverse backgrounds.

c. Offer psychosocial or integration-related services to complement core activities.

4.**Youth and Sports Organisations**

a. Host weekly activities or drop-in sessions within their venues.

b. Share equipment (e.g., games, sports gear) or trained facilitators.

c. Support young people's engagement through existing youth clubs or sports networks.

**5.Charities and Mental Health Organisations**

a. Deliver wellbeing-focused sessions on resilience, stress, and social connection, especially for vulnerable or isolated youth.

b. Offer trained counsellors or facilitators to support youth during workshops or activities.

c. Assist in identifying early signs of distress and refer young people to appropriate services.

**Nature of Partnership Strategy that implementors can work towards:**

**6.Local Businesses and Hospitality Sector**

a. Provide sponsorship (e.g., materials, refreshments, transport vouchers) or allow use of underutilised space (e.g., hotel meeting rooms, café backrooms).

b. Participate in mentoring and mock interviews to support migrant youth's employability.

c. Promote the programme within their customer networks and staff teams.

**7.Trained Migrants and Peer Facilitators**

a. Act as community connectors by co-facilitating conversation circles, mentoring sessions, and cultural exchange events.

b. Help bridge language and cultural gaps, particularly in employability and youth-led planning activities.

c. Receive recognition or certificates for their contribution to the intervention.

**8.Young People and Community Leaders**

a. Young people will co-design events, lead promotional activities, and build peer interest in the hubs or social programmes.

b. Community leaders can promote the programme through local networks and contribute cultural expertise, mentorship, or strategic input.

c. Both groups can play key roles in sustaining engagement and ensuring the programme remains relevant to local needs.

***Capacity-Building Training for professionals Development in areas such as:***

1.**Cultural Awareness and Diversity**: Facilitators and volunteers should receive training on cultural sensitivity, diversity, and inclusion to ensure respectful engagement with migrant and minority youth. This includes recognising unconscious bias, understanding cultural norms, and creating inclusive environments.

2.**Youth Mental Health and Trauma-Informed Practice:** Training should cover mental health awareness, youth-specific trauma, and how to respond appropriately to emotional or behavioural challenges. Workshops in trauma-informed care and mental health first aid are essential for ensuring a safe and supportive environment.

3.**Community Hub and Safe Space Management:** Volunteers managing community hubs should be trained on maintaining welcoming, accessible, and youth-centred environments. Training will also include procedures for venue upkeep, safeguarding, and managing multi-use spaces effectively.

4.**Children and Vulnerable Adult Protection (Safeguarding)**: All facilitators working directly with young people must complete certified child protection training, including Tusla's Children First Programme, and understand their legal and ethical responsibilities in safeguarding minors and vulnerable adults.

***Capacity-Building Training for professionals Development in areas such as:***

5.**Conflict Resolution and Communication:** Facilitators will benefit from training in conflict management, de-escalation strategies, and positive communication techniques to ensure a peaceful and respectful atmosphere in community hubs and group activities**.**

6.**Activity Planning and Delivery:** Workshops will train facilitators in planning inclusive, engaging social and cultural events - including games nights, workshops, and youth-led initiatives - tailored to different age groups and interest levels.

7.**First Aid and Emergency Response:** General first aid and mental health first aid training should be provided to all professionals and volunteers. This includes CPR, response to minor injuries, and recognising signs of psychological distress.

8.**Volunteer Retention and Youth Engagement Strategies:** Training should include techniques to keep both volunteers and youth engaged over time. This includes participatory approaches, leadership opportunities, and feedback-based programme design.

9.**Monitoring and Evaluation:** Facilitators should be trained to track participation, gather feedback, and measure outcomes using simple monitoring tools. This helps ensure continuous improvement and alignment with participant needs and project goals.

***Baselines & Milestones:***

**Baseline Data:**

- Identify existing community spaces that can be used as Community Hubs. Assess their suitability to see if they are accessible for young people, people with additional needs, such as reduced mobility, and other marginalized individuals.
- Conduct surveys or research to understand and evaluate social isolation experienced by rural young people in Ireland. Some questions that could be asked include:
  a. Is there a place in your community where you regularly go to relax, socialise, or meet people your own age? (a) Yes; (b) No; (c) Sometimes.
  b. How safe do you feel when spending time in public spaces in your area (e.g., parks, cafés, community centres)? (a) Very safe; (b) Somewhat safe; (c) Unsafe; (d) I don't go to public spaces.
  c. How often do you spend time with other young people outside of school or work? (a) Every day; (b) A few times per week; (c) Rarely; (d) Never.
  d. Do you feel your community offers a welcoming space for all young people, regardless of background? (a) Yes; (b) Sometimes; (c) No; (d) Not sure.
  e. Would you attend a local youth hub if it offered games, refreshments, and space to hang out? (a) Yes; (b) Maybe; (c) No; (d) I'd need more information.

***Baselines & Milestones:***

**Pre-Intervention Assessments:**

Participants can complete pre-intervention surveys to assess their current status, including indicators such as stress, depression, anxiety, trauma, and social isolation. The assessments will also explore challenges faced in daily life, such as language barriers, employment, documentation issues, and adaptation difficulties, as well as levels of social connection, participation in community activities, and overall sense of belonging in the local society.

***Performance Indicators:***

**Pre- and Mid-Intervention mechanisms implementors can introduce to collect:**

1. Number of participants attending each session, recorded using sign-in sheets or digital attendance trackers.
2. Baseline information on participants' language ability, confidence, and sense of belonging, gathered through pre-intervention self-assessment surveys.
3. Feedback on initial expectations and motivations for participation, collected through intake forms or informal interviews.
4. Midpoint assessments of participants' progress in communication, confidence, or social engagement, using simplified reflection tools or surveys.
5. Self-reported mental wellbeing scores, collected at pre- and mid-intervention stages to track change in stress, isolation, and mood.
6. Number and type of workshops delivered, recorded using an activity log or digital event tracker.
7. Level of engagement, assessed through participation in activities, discussions, peer sessions, and mentoring.
8. Feedback from volunteers, peer facilitators, and staff, to evaluate programme delivery and identify emerging needs.
9. Observed improvements in employability skills or community integration, captured through mid-intervention reflections, focus groups, or one-to-one check-ins.

**Post-Intervention Indicators implementors can introduce:**

1. Post-intervention assessment of participants' confidence, communication skills, and mental wellbeing, using the same self-assessment tools from the pre- and mid-intervention phases to measure change.
2. Changes in participants' reported sense of inclusion, community connection, and readiness for work or further education, captured through post-programme surveys or informal interviews.
3. Qualitative feedback from participants on the usefulness of the intervention, challenges faced, and how they plan to apply what they've learned, gathered via surveys, focus groups, or reflection forms.

**Adaptation Process:**

1. Monthly review meetings with staff and volunteers to assess attendance, feedback, and engagement trends.
2. Incorporate young people's suggestions into future activity planning and space improvements.
3. Adjust hub schedules, activity formats, or equipment based on usage patterns and participant preferences.

**Timelines:**

**Months 1–2:**

1. Finalise programme design, layout, and activity types based on youth input.
2. Identify and secure suitable venues (e.g., community centres, libraries, schools).
3. Recruit and train volunteers to manage and support hub activities.
4. Source furnishings, games, and supplies to create a welcoming environment.
5. Develop accessibility plans and safety protocols for hub operation.

**Months 3–6:**

1. Launch outreach campaigns through schools, youth services, and community networks.
2. Open the Community Hub and begin weekly drop-in sessions and structured activities.
3. Begin pre-intervention engagement tracking and informal participant feedback.
4. Continue recruiting and training volunteers as the hub grows.

**Month 6:**

1. Review attendance, engagement, and feedback from youth and volunteers.
2. Adjust activity offerings, layout, or schedule based on participation trends and requests.

**Months 10–12:**

1. Conduct final feedback sessions with young people and volunteers.
2. Evaluate the impact of the hub on youth wellbeing and community connection.
3. Prepare and share a final report with local stakeholders and funders.
4. Host a closing event to celebrate achievements and present future plans for sustainability.

## Community Hubs

**Milestones:**

**Months 1–2:**

1. Secure funding, confirm partnerships, and finalise the programme design and layout for the Community Hubs.
2. Identify and secure youth-friendly venues and begin volunteer recruitment and training.
3. Organise a visit to an existing community centre currently delivering similar youth programming. This visit will involve volunteers to provide them with an opportunity to observe the setup, atmosphere, and operational practices first-hand.

**Month 3:**

1. Launch local promotional campaigns and community outreach.
2. Train staff and volunteers on hub activities, safeguarding, and youth engagement.

**Months 3–6:**

1. Complete baseline assessments and open the Community Hubs.
2. Begin weekly activities and informal drop-in sessions for young people.

**Month 6:**

1. Conduct a mid-term review to evaluate participation, feedback, and operational needs.
2. Make adjustments to the schedule, layout, or activity types based on youth input.

**Month 12:**

1. Administer post-programme surveys and focus groups.
2. Prepare a final evaluation report and host a community event to share results and celebrate the hubs' success.

**Feedback Channels:**

- **Anonymous Surveys and Attendance Tracking:** Youth participants will be invited to complete short, anonymous surveys after events or workshops to rate their experiences, facilitators, and content. Attendance will also be tracked to identify engagement patterns, helping implementers understand which sessions are most effective and whether any barriers to participation exist.
- **Focus Groups and 1:1 Conversations:** Midway and at the end of the intervention, group discussions will be held to gather open feedback on what participants find most valuable, and what could be improved. One-to-one conversations with youth and volunteers will be used to gather deeper insights, especially from those who may be less confident in group settings.
- **Creative and Media-Based Feedback:** Young people will be encouraged to share their thoughts through short video testimonials, written reflections, or drawings. These materials can both inform programme development and support outreach by showcasing positive experiences.

***Advocacy Mechanisms:***

**Policy Advocacy:**

- Use pre and post-intervention data to highlight improvements in mental health, well-being, and integration.
- Provide briefs linking workshops to social inclusion and migrant support goals.
- Present the intervention as cost-effective, reducing long-term healthcare and social service expenses.
- Collaborate with local NGOs and community groups to build support and amplify the message.
- Utilize media to raise awareness through real stories, fostering public support.
- Host webinars and conferences with stakeholders to increase visibility and encourage discussion.

**Awareness Campaigns and Promotion:**

- Collaboration with local organizations to inform migrants and refugees about the workshops.
- Community meetings to explain the workshops' benefits and registration process.
- Using social media platforms like Facebook and Instagram to promote workshops and provide easy registration links.
- Sharing of success stories to highlight the impact of the workshops and encourage participation.

***Resource Requirements and Allocation:***

**Financial Resources:**

1. Venue hire (where not provided in-kind), facilitator fees, volunteer stipends, and materials such as games, stationery, refreshments, and workshop supplies.
2. Costs for promotional materials, social media advertising, and community outreach campaigns.
3. Transport supports for participants (e.g., bus passes, bike repair schemes) and light catering for community events or hub sessions

**Human Resources:**

1. Professionals or trained peer educators to conduct workshops.
2. Coordinators, outreach workers, and volunteers to help with logistics, registration, and translation services.
3. Staff from local NGOs and universities to assist with outreach, coordination, and participant recruitment.
4. Interpreters or multilingual volunteers

## Community Hubs

***Resource Requirements and Allocation*:**

**Material Resources:**

1. Comfortable seating (e.g., beanbags, chairs), tables, and room dividers to create welcoming zones
2. Recreational resources such as board games, gaming consoles, books, and music speakers
3. Art and craft supplies (e.g., paints, markers, paper) for creative activities, youth-led projects, and promotional materials
4. Basic IT equipment (e.g., laptops, projectors, Wi-Fi routers) for blended learning, presentations, and digital skills sessions

**Resource Allocation:**

1. Prioritise delivery in rural or underserved areas with limited access to youth services, especially where migrant and vulnerable youth experience social isolation.
2. Allocate resources to support venues that are already used by or accessible to young people, including GAA clubs, libraries, Family Resource Centres, and community halls.
3. Direct funding towards the training of facilitators and volunteers to ensure inclusive, trauma-informed, and culturally responsive service delivery.

## End of Intervention Section

## About the Project

These interventions was produced as part of the BEYOND project, a cross-national initiative aiming to enhance the inclusion, well-being, and civic participation of migrant and refugee youth across Europe. The project is coordinated by Generation for Change CY, a migrant-led grassroots organization based in Cyprus, and is implemented in partnership with Blackwater Training & Consulting in Ireland and the Foundation "Situational Center Open Doors" in Bulgaria.

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