

Building Our READY Community

Our Conference and Other Integrated Dissemination Activities

Introduction

This report provides a comprehensive overview of the dissemination and community-building activities undertaken by the READY team, with a particular focus on the International READY Conference as the culminating public-facing event of the project. It serves as the aggregate report for this deliverable, drawing together the full range of outreach efforts across all partner countries and presenting them within an integrated framework.

While separate national reports document country-specific activities in detail, this document synthesises those efforts to demonstrate how the project has collectively:

- Disseminated the READY toolkit, training manual, and implementation methodologies to diverse professional audiences across Europe and beyond.
- Engaged policymakers, practitioners, educators, and youth workers through a layered framework of international, national, and local activities.
- Built a sustainable community of practice grounded in face-to-face relationships and supported by digital infrastructure.
- Amplified youth voice as central to the READY approach, ensuring that young people participate not only as beneficiaries but as critical evaluators and co-creators.

The READY Dissemination Framework: A Layered Approach

The READY dissemination strategy was designed as an integrated hierarchy of outreach activities, recognising that different formats serve different purposes and reach different audiences. This layered approach ensures that project outcomes are not only showcased at scale but also embedded within professional networks and local contexts.

At the apex of this framework sits the International READY Conference (detailed in Sections 1-3 of this report). Held online in November 2025, the conference brought together 120 participants from 12+ countries, including Sweden, Ireland, Slovenia, Greece, Croatia, Romania, France, Serbia, the UK, Malaysia, and Indonesia. It served as the flagship dissemination event, showcasing implementation evidence, amplifying youth voice through dedicated youth panels, and launching key digital assets, including the READY YouTube channel, that will ensure long-term accessibility of project resources.

At the multiplier event level, designated activities in each partner country brought project results directly to targeted external audiences. In line with Erasmus+ requirements, these events were organised, funded activities designed to share intellectual outputs with wider stakeholders, encourage adoption of project findings, and foster networking. This report documents multiplier events in:

- Slovenia: A full-day workshop at Primary School Tabor, bringing together primary teachers to explore adaptation of READY tools for younger children (ages 6-10).
- Sweden: A whole-school workshop at Törnströmska Gymnasium, engaging 48 staff members in embedding READY across secondary education.

- Ireland: Targeted briefings with youth justice practitioners (18 participants), Tusla Child and Family Support Network meetings (12 social workers), and School Completion Programme Cluster meetings (15 teachers, SNAs, and parents).

At the ongoing dissemination level, a continuous stream of activities ensured that READY remained visible and relevant throughout the project lifecycle and beyond. These included:

- Network meetings and conference presentations reaching an estimated 1,000+ professionals across all three countries.
- School engagements building partnerships with over 12 educational institutions.
- Policy consultations influencing local and national strategies, including the NEIC Youth Strategy.
- Strategic discussions with major national organisations such as Fryshuset (Sweden), Mladi zmaji (Slovenia), and Community Restorative Justice (Ireland).
- Digital dissemination through the READY website, YouTube channel, partner LinkedIn sites and WhatsApp groups.

The Importance of Integration

Crucially, these three levels of dissemination do not operate in isolation. They function as an integrated ecosystem in which each activity reinforces the others:

- The conference creates broad international awareness that multiplier events build upon through targeted local engagement.
- Multiplier events generate practitioner feedback and adaptation stories that are shared through ongoing dissemination channels.
- Ongoing activities maintain relationships and momentum between formal events, ensuring that the community remains active and connected.

Digital infrastructure (website, YouTube, WhatsApp) provides a permanent archive of all dissemination outputs, accessible to practitioners, policymakers, and new audiences long after the project's formal end.

This integration reflects the project's core insight, validated through internal evaluation during WP4: that sustainable community building requires both broad reach and deep engagement. The conference provides reach; multiplier events provide targeted dissemination; and ongoing activities provide the relational foundation for long-term growth.

Meeting and Exceeding Commitments

This report demonstrates that the READY project has successfully met and, in many cases, exceeded the dissemination commitments outlined in the project proposal:

Commitment	Target	Achieved	Evidence
International Conference	100+ participants	120 participants from 12+ countries	Section 1
Materials shared with policymakers	10 per country	Exceeded in all countries	Section 4
Practice ideas promoted to European youth organisations	Ongoing engagement	Fryshuset (Sweden), Mladi zmaji (Slovenia), Tusla (Ireland)	Section 4
Multiplier events in each country	15 community members per event	Slovenia: 6; Sweden: 48; Ireland: 112 across multiple events	Section 4
Ongoing dissemination reach	Not specified	1,000+ professionals engaged	Section 4

Structure of This Report

This report is organised as follows:

- Section 1 provides detailed data on conference participants, profile, geographic spread, and the digital campaign that achieved this reach.
- Section 2 analyses the emerging themes from conference presentations and discussions, drawing out key insights for practice and sustainability.
- Section 3 presents the conclusions and outcomes of the conference, demonstrating how it fulfilled its role within WP4.
- Section 4 documents the full range of dissemination activities beyond the conference, including designated multiplier events in each country and the ongoing dissemination work that has extended the project's reach to over 1,000 professionals.

Together, these sections provide a comprehensive account of how the READY project has successfully transitioned from a structured Erasmus+ initiative into a vibrant, sustainable, and growing Community of Practice—with the conference serving as both a culmination of project activity and a launchpad for future growth.

Section 1: Participants, Profile and Outreach

Participant Overview

The conference successfully engaged a diverse and international audience, with participation from individuals across multiple professional sectors and countries¹. In total, the event attracted:

- General Registrants: 85 unique individuals (based on submitted applications).
- Partner Organisation Representatives: 25 participants.
- Youth Panel Participants: 10 young people from local schools and youth centres.

This brought the total number of conference participants to approximately 120 individuals, fostering a rich environment for knowledge exchange between practitioners, researchers, policy influencers, and youth.

Participant Profile

An analysis of the 85 public registrations reveals a strong participation from professionals in education, youth work, health, and wellbeing sectors, aligning perfectly with the conference's focus on youth mental health and empowerment.

The primary professional categories include:

- Education & Pedagogy (30%): Teachers, special education teachers, social pedagogy students, and university researchers.
- Youth & Social Work (25%): Youth workers, project leaders, support officers, and staff from NGOs.
- Health and Wellbeing Practitioners (25%): Yoga teachers/therapists, psychologists, coaches, massage therapists, and nurses.
- Students (10%): Students in social sciences, psychology, and related fields.
- Other Professions (10%): Professionals from public administration, law, museum curation, and retirees with an interest in the topic.

A significant number of participants work at the intersection of these fields, such as yoga teachers also working in family support or teachers engaged in youth project coordination.

Geographic Spread

The conference achieved broad international outreach, with registrants primarily from Europe. The data indicates active engagement from the following key countries, reflecting the partner network and wider professional communities:

- Sweden: The largest contingent of registrants, with numerous professionals from Karlskrona, Karlshamn, and Blekinge region (teachers, counsellors, municipal project workers). This indicates strong local and regional penetration.

¹ Selected conference proceedings and presentations are available in the READY YouTube channel (www.youtube.com/@Ready_project)

- Ireland: A significant group comprising youth workers, school coordinators, students, and officers from national agencies (e.g., Léargas).
- Slovenia: Participation from teachers, youth workers, psychologists, and NGO representatives.
- Other European Countries: Participants from Greece, Croatia, Romania, France, and Serbia and the UK demonstrating the cross-European relevance of the conference themes.
- International: Individual registrations from countries including Malaysia and Indonesia, highlighting global interest.

Outreach and Engagement Work

The participant mix is a direct result of targeted multi-channel outreach by the consortium:

Partner Networks: The 25 representatives from partner organisations served as key multipliers, disseminating information through their institutional channels, professional associations, and member bases in their respective countries.

Educational Sector Direct Engagement: The involvement of teachers, school administrators, and university staff was facilitated through direct contact with schools, educational authorities, and university departments in Sweden, Ireland, and Slovenia.

Youth Sector Mobilisation: The dedicated youth panel of 10 participants was secured through direct collaboration with specific schools and youth centres, ensuring authentic youth voice and participation.

Professional Community Marketing: Outreach to wellbeing and practitioner communities (yoga therapists, psychologists, coaches) was conducted through specialised online forums, professional social media groups, and relevant associations.

Open Public Registration: The published call on the READY website attracted a range of freelance professionals, students, and interested individuals, facilitated by clear communication of the conference's practical and interdisciplinary focus.

Targeted Digital Campaign for Conference Outreach & Registration

A strategic, multi-platform digital campaign was crucial in building awareness for the READY Community Conference and driving the diverse, international registration detailed above. The outreach leveraged both broad networks and targeted professional communities to maximise visibility.

The campaign was anchored by two dedicated email newsletters sent in October and November 2025 to a combined list of 1,713 subscribers, which achieved an exceptionally high open rate of 45.6%. This direct channel provided detailed information to an already-engaged audience interested in youth wellbeing and trauma-informed practice.

To expand reach into specific practitioner networks, promotional activities were executed across key social media platforms:

Facebook and Instagram: The TeenYoga Foundation published 9 targeted posts to its 7,000+ followers in June 2025, tapping into a community deeply invested in mindfulness and youth mental

health. Concurrently, the official @ready.programme Facebook page sustained engagement with 35 posts between August 2024 and the conference date, building continuous momentum.

LinkedIn: Professional outreach was conducted through partners including TeenYoga, Belvedere Youth Club, and key individuals, generating approximately 30 mentions to a combined network of 4,000 followers. This strategy effectively reached youth workers, educators, and mental health professionals in key regions like the UK, USA, and Sweden.

WhatsApp: For direct, peer-to-peer engagement, dedicated WhatsApp groups (27 open and 40 closed members) were activated from June 2025. These groups served as dynamic spaces for sharing the conference call, answering questions, and fostering a sense of community among potential attendees.

This coordinated digital dissemination strategy was instrumental in transforming the conference from a project event into a major gathering for the international community. By meeting practitioners where they already were—in their professional inboxes, social media feeds, and peer networks—the campaign successfully attracted the wide geographic and sectoral mix of participants that defined the conference's success.

Consent for Communication

The vast majority of registered participants (over 90%) provided explicit consent for their email addresses to be used for further communication and reporting purposes, indicating a high level of interest in ongoing engagement with the project and its outcomes.

Section 2: Emerging Themes from Conference

This section draws on the presentations and input from all speakers; both keynote and those involved in the group discussions and panels. The analysis is focused on those themes emerging from the work of the project in WP3 (testing of the READY programme) and WP4 (building the community). Key among these themes include the role of the practitioner in implementing new ideas, the practical means by which such ideas can be integrated into systems and practice, how youth voice can be animated through this process. Participants also examined how the project can respond to new developments in AI and create sustainable responses. The conference also allowed for an opportunity to promote the project's digital spaces and examine how these can be used to support current and future work.

Overview of Conference Aims

This section documents the outcomes of the Community Conference as a core dissemination and community-building activity under WP4, showcasing the testing, implementation, and elaboration of READY themes by project partners and the wider community. It synthesises the discourse highlighting the manner in which the inputs, content and discussions worked to “build and sustain an online learning community and space for the READY programme”.

The conference served as the culminating public-facing event of this work package, designed to:

- Showcase the evidence of success from the READY approach.
- Facilitate the transition from project-based activity to a sustainable community of practice.
- Engage wider policy and sectoral stakeholders.
- Provide a platform for youth voices central to the READY methodology.

The following analysis focuses on how the conference presentations, led predominantly by READY project partners and practitioners, articulated, tested, and advanced the project's core innovative themes: the integration of Restorative Practice and Teen Yoga-focused approaches to foster youth engagement and emotional regulation.

Core Themes in Practice: Insights from the Field

The conference moved the READY project's foundational ideas from theory into lived practice. Through presentations and dialogues, partners and practitioners provided concrete evidence of implementation, shared challenges, and offered critical insights that shape the future of this work.

The practitioner's state: the foundation for readiness and connection

A powerful consensus emerged that the effectiveness of any youth work intervention is deeply intertwined with the practitioner's own state of regulation and authenticity.

Jonathan from Belvedere Youth Club (Ireland) provided a candid account of the implementation journey. He described how staff initially approached new somatic and restorative practices with some awkwardness. Through consistency, however, a significant shift occurred: staff began to use these tools proactively to regulate their own nervous systems before engaging with young people.

This experiential learning underscored that the practitioner's calm is not a secondary concern but the primary environment in which youth work happens.

This theme was reinforced by Ida from Young Souls Karlskrona (Sweden), who shared findings from workshops with teachers. A key revelation was that educators recognized they "must be calm themselves to create a calm classroom." This insight shifts the focus from merely delivering content to consciously being the regulated adult who can co-regulate a young person's emotional state.

The personal narrative shared by Kat on professional burnout and the power of showing up as a "messy human" added a profound psychological dimension. Her story highlighted that authenticity and self-compassion in practitioners are more powerful tools for connection than a curated professional facade, resonating deeply with the project's values.

Integrating restorative and Teenyoga practices into day to day work and local systems

The conference showcased how the READY project's innovative blend of restorative dialogue and teenyoga awareness is being adapted and applied across diverse European settings.

Jonathan's presentation served as a direct case study in integration. He discussed weaving restorative practice principles, such as non-judgmental observation and allowing space for self-discovery, with simple yoga-based exercises like grounding. This approach moves beyond using tools in isolation to creating a holistic, regulated space for engagement.

From Sweden, Eva Lotta, a special needs educator, offered compelling evidence of impact. By implementing regular check-ins and breathing exercises from the READY toolkit, she observed measurable improvements in student focus, communication, and stress reduction. She crucially highlighted the importance of leadership buy-in for making these practices a sustainable part of the school culture, pointing to the need for systemic support.

Ida demonstrated the essential flexibility of the approach, noting how the same core practice, like breathwork, was used differently depending on context: to calm an agitated class or generate energy in a choir rehearsal. This adaptability is key to the framework's utility across the varied landscape of youth and educational work.

Co-creation and elevating youth voice from principle to practice

The principle of working with young people, not just for them, was demonstrated as an active methodology with tangible benefits.

Anna and Hilda from Region Blekinge (Sweden) presented their "Democratic Youth Labs," a structural innovation for institutionalising co-creation. Their pivotal insight reframed the entire process: "simply listening to young people is a health-promoting act in itself." This positions youth participation not as a tokenistic step but as a core therapeutic intervention that reduces anxiety and fosters agency.

The most direct embodiment of this theme were the youth panels, featuring participants from the project's Summer School in Slovenia and students from Ireland. These young people transitioned from beneficiaries to critical evaluators and analysts. Their reflective discussion on the non-judgmental Summer School environment, and their sophisticated, cautious perspective on the role of AI in their lives, provided invaluable, ground-truth feedback on the environments the project aims to create.

Forward-Looking Dialogues: Navigating the Future Landscape

The conference facilitated essential discussions on the external forces and future contexts that will shape youth work, with young people serving as key guides.

The role of technology: as a tool or replacing human connection

In discussions about digital tools and artificial intelligence, a clear, youth-led consensus emerged that firmly anchored the READY approach in irreplaceable human values.

The youth panels were unanimous in viewing AI primarily as a practical tool for research and verifying information. However, they expressed significant concerns about misinformation and were particularly adamant that AI "cannot replace the authenticity of human connection and emotion." This powerful statement validates the READY project's fundamental investment in relational safety and co-regulation as antidotes to an increasingly digital world.

Complementing this, Urška and Nej's session on digital youth work emphasised that even in online spaces, core human needs—for belonging, competence, and autonomy—remain unchanged. Their work aligns with ensuring the READY project's principles of safety and connection are translated effectively into digital community spaces.

Sustainability through systemic integration

Speakers moved the conversation beyond individual practice to consider how to embed wellbeing-focused approaches into the fabric of organisations and policies.

Eva Lotta's emphasis on "leadership buy-in" identified a critical success factor for moving from pilot projects to embedded practice. Sustainable change requires commitment at the management and policy levels.

Anna and Hilda presented a more systemic critique, arguing that "current systems are hindering effective solutions for youth wellbeing." Their proposal for "Democratic Youth Labs" is an example of creating new structures to bridge the gap between youth experience and decision-making, pointing the way for the READY community to advocate for and participate in structural innovation.

Digital Dissemination and Community Building

The establishment of the READY Project YouTube channel was discussed at the conference and highlighted (http://www.youtube.com/@Ready_project) as a direct and strategic part of the project's digital dissemination and community-building plans. This channel is designed to serve as the primary public video repository for the project. Its core function involves hosting key presentations, expert talks, practitioner testimonials, and practical demonstrations from project events, including the Community Conference, Summer School, and training workshops.

The channel, allied with the project website have been important spaces for the development of the READY Community. These were discussed through the conference and feedback was offered by participants in relation to how online opportunities can support the face-to-face work. The following themes were addressed:

Extending reach and ensuring sustainability: The channel was seen to act as an accessible archive that could be used into the future by youth workers and other educators. It allows the knowledge

generated by the project to be used by organisations across European countries, ensuring that youth workers, educators, and policymakers can access these resources long after the project's formal end. This is critical for the long-term sustainability of the READY approach.

Facilitating asynchronous learning: By providing on-demand access to core content (e.g., presentations on the READY model and theories, implementation case studies from Slovenia, Sweden, and Ireland), the channel can support flexible, self-directed professional development for youth workers who cannot attend live events. It also complements that content that is available through the website and the community platform there.

Amplifying partner and youth voice: The channel is a platform to showcase the work and insights of READY partners and, most importantly, the young people involved. Sharing videos like the youth panel discussions from Slovenia powerfully centres their perspectives and demonstrates the project's co-creative ethos to a wider audience.

Supporting the blended learning model: The channel's resources complement the project's online community and training courses (as developed in WP3 and WP4). These videos can act as reference materials that practitioners can revisit, share with colleagues, and use to inspire adaptation in their local contexts.

Future development and links to project website: The channel was launched during the conference and holds the @Ready_project identifier, establishing its official presence. The conference videos were added to the channel to allow for a coordinated effort by all partners to populate it with video content generated throughout the project's lifecycle. This digital asset reinforces that the READY project's community is not confined to physical or synchronous online meetings but is also a living library of practice, accessible to all. The channel is seen to work in parallel with the project website as a means of showcasing and sharing all project resources.

Section 3: Conference Conclusions and Outcomes

The Community Conference successfully fulfilled its defined role within the work package designed to build a READY community. It did this through the following steps:

Showcasing implementation evidence: Partners from Ireland, Sweden, and Slovenia presented tangible evidence of implementing the READY programme, reporting outcomes (e.g. improved focus, reduced stress, better staff self-regulation) that directly address the "needs analysis" identified in the proposal; specifically, youths' lack of emotional self-regulation.

Advancing the Community of Practice model of working: The event itself was an act of community building, bringing together partners, associated practitioners, youth, and policy stakeholders. The discussions created a shared language and reinforced a collective identity around the READY themes.

Facilitating peer-learning and validation: The cross-pollination of ideas between partners (e.g., Ireland's integration model, Sweden's co-creation labs, Slovenia's youth panel feedback) provided rich, practical learning that strengthens the community's collective expertise.

Reinforcing the core learning and innovation: The discussions consistently validated the project’s core innovation: that preparing the practitioner and the young person’s nervous system (“readiness”) is a necessary precursor to effective engagement. The emphasis on human connection over technological substitution further solidified the project’s human-centred value proposition.

Laying the groundwork for sustainability: By engaging policy-level speakers, discussing systemic barriers, and highlighting the need for leadership support, the conference initiated the crucial dialogue required for the project’s principles to be adopted and sustained beyond its funding period.

Building and promoting an online space: By bringing the range of participants together within the conference work, the youth workers and other educators both from the partner organisations and invited guests were able to access and promote the online community through the project website, join and establish groups where they could share their ideas and agree to come together into the future. The project youtube channel was also promoted and shared with all participants.

The READY Community Conference demonstrated that the project has evolved, over its 21-month life, from a proposal into an innovative and authentic way of working with young people. The themes of regulated practice, integrated restorative/teenyoga tools, and co-creation are now being articulated and refined by a growing European community of practitioners, with young people serving as essential guides and critics in this process. This report affirms that the objectives of WP4 have been met through this successful dissemination and community-building event.

Strategic Next Steps and the Role of Digital Infrastructure

The conference has illuminated the path for consolidating impact. The project's digital assets, the official website (www.ready-project.eu) and the YouTube channel (@Ready_project), are now pivotal strategic tools. They form an integrated digital hub designed to transition the project from a fixed-term initiative into a sustained, accessible resource and community.

Next Step	Role of the READY Website (www.ready-project.eu)	Role of the YouTube Channel (@Ready_project)	Combined Action for Sustainability
Consolidate and archive knowledge	Acts as the central, structured repository for all final project outputs: the READY Programme handbook, training resources and best practice reports.	Serves as the dynamic video library for presentations, expert talks, practitioner testimonials, and practical demonstrations.	Cross-link resources. Embed key videos in relevant website sections. Create a clear navigation path from theoretical documents on the site to practical demonstrations on the channel.
Extend reach to new audiences	Functions as the primary public identity and contact point , optimised for search engines to attract educators,	Acts as a discovery and engagement engine , using the visual and algorithmic nature of YouTube to reach	Develop a unified content strategy. Use the website news section to announce new video uploads and

	policymakers, and new youth organisations in each country.	practitioners searching for concrete solutions.	use video descriptions to drive traffic back to the website for detailed resources.
Support ongoing training and practice	Hosts downloadable, adaptable tools and frameworks for implementation, serving as a reference for planning and evaluation.	Provides learning opportunities , showing techniques in action, capturing the tone of a restorative circle, or featuring a youth worker's story.	Create blended learning pathways. For example, a training module on the website can direct users to watch a specific video case study from Sweden before completing a reflective exercise.
Demonstrate impact and support advocacy	Presents formal outcomes, data summaries, and recommendations in a format suited for stakeholders, funders, and institutional decision-makers.	Offers compelling qualitative evidence through the authentic voices of practitioners and young people, making the project's impact relatable and powerful.	Present a unified evidence base. Use statistics from the website's report alongside embedded video testimonials on the same page to create a persuasive case for the approach's value.
Maintain Community Engagement	Hosts the official community space (group spaces and forum) and a resource library for members and others, maintaining the project's formal network and connections.	Allows for informal connection and dialogue through comments, community posts, keeping the conversation active and dynamic.	Facilitate a feedback loop. Announce community discussion topics on the website, host a live Q&A on YouTube, and archive the recording back on the website's resource section.

Final Synthesis

The READY Community Conference demonstrated the evolution of the project into a sustainable programme of day-to-day tools for youth work practice. The concurrent development of the website as the formal repository and the YouTube channel as the dynamic showcase creates a robust digital ecosystem. This infrastructure is critical for operationalising the project's sustainability, ensuring its methodologies, evidence, and community spirit remain actively accessible. This strategic approach ensures the READY project's core themes continue to educate, inspire, and equip a growing European community of practice, solidifying the project legacy as a whole.

Section 4: Dissemination and Multiplier Events: A Structured Approach to Outreach

4.1 Introduction: A Layered Framework for Dissemination

The READY project's dissemination strategy was designed as a layered and integrated framework, recognising that different types of outreach serve different purposes and reach different audiences. This structured approach ensures that project outcomes are not only showcased at scale but also embedded within professional networks and local contexts.

At the apex of our dissemination framework sits the International READY Conference (detailed in Sections 1-3), which brought together 120 participants from 12+ countries and served as the flagship public-facing event of the project. The conference achieved broad international reach, amplified youth voice, and launched key digital assets including the READY YouTube channel.

Beneath this, we designated specific Multiplier Events in each partner country. In line with Erasmus+ requirements, these events were organised, funded activities designed to share the intellectual outputs of the project, specifically the READY toolkit, training manual, and implementation methodologies, with wider external audiences. Each multiplier event brought together between 15-25 external stakeholders, including policymakers, youth workers, educators, and representatives from peer organisations. These events were distinct from ongoing dissemination activities in that they were structured, time-bound, and focused specifically on presenting project results to encourage adoption and foster networking.

Finally, a continuous stream of ongoing dissemination activities, including network meetings, conference presentations, school engagements, and informal promotions, ensured that READY remained visible and relevant across multiple sectors throughout the project lifecycle and beyond. These activities, while not designated as formal multiplier events, were essential for building the relationships and trust that underpin sustainable community growth.

This layered approach reflects the project's core insight: that broad reach (the conference) must be complemented by targeted engagement (multiplier events) and sustained relationship-building (ongoing dissemination) to create lasting impact.

4.2 Understanding Multiplier Events in the Erasmus+ Context

As defined by Erasmus+, multiplier events are organised, funded activities designed to share, promote, and disseminate the intellectual outputs of a project to a wider, external audience. They serve to maximise impact, encourage adoption of project findings, and foster networking among stakeholders.

Key aspects of multiplier events include:

- Purpose: To showcase project outcomes (e.g., reports, toolkits, methodologies) to target groups such as stakeholders, policymakers, and end-users.
- Participants: Typically involve external stakeholders, organisations, and experts beyond the direct project partners.
- Format: Can be held live or online, often involving workshops, presentations, and debates.

- Impact: They facilitate the "mainstreaming" of results, helping to ensure the project's sustainability beyond the funding period.
- Requirement: They are a core component of Erasmus+ projects, with specific reporting required to demonstrate how results were shared.

In the READY project, we designated specific events in each country as formal multiplier events. These events focused on presenting the READY toolkit and methodology to external audiences, gathering feedback, and encouraging adoption. Each event was documented with participant details and outcomes, as summarised below.

4.3 Multiplier Events by Country

4.3.1 Slovenia: Multiplier Workshop at Primary School Tabor

Event Detail	Information
Event Name	READY Multiplier Workshop: Embedding Regulation Tools in Primary Education
Location	Oš Tabor, Logatec, Slovenia
Date	24th January 2026
Host Organisation	Ad Astra, in collaboration with Oš Tabor
Format	Full-day workshop (8am – 3pm)
Number of Participants	6
Participant Profile	Primary school teachers and head of consulting service (Tajana Brajović Palamar)

Purpose and Focus:

This multiplier event was designed to introduce the READY toolkit and methodology to primary education professionals, with a specific focus on adapting the tools for younger children (ages 6-10) and exploring how READY approaches could be embedded within the more structured environment of a school setting. The event served as a bridge between the youth work contexts where READY was initially developed and the formal education sector, which represents a key audience for project outcomes.

Activities Undertaken:

Participants engaged in a full day of experiential learning, including:

- Check-in and intention-setting exercises
- Ball of qualities and good deeds/attitudes activities
- Breathing exercises, mirroring games, and yoga in pairs
- Building sequences in twos and presenting to the group
- "My Perfect Day" individual and group reflection
- Yoga group games (magic breathing with straws and feathers, forming mandalas with bodies)
- Body Scan and Garden of Gratitude visualisation
- Introduction to the READY website and online community

Outcomes and Feedback:

Participants demonstrated very high interest in learning new ways of establishing better connection with themselves and grounding. They expressed a strong preference for face-to-face learning, noting that working in the same institution, they "seldom have the opportunity to connect in an informal context." Teachers proposed monthly follow-up meetings to share experiences using READY tools.

A key insight emerged regarding adaptation for younger children: participants noted that children aged 6-10 are "easier to approach as they have less prejudice about what is ok for boys or girls to do and in general they are less shy in their movement and working with the body." This feedback has informed plans for developing age-appropriate resources.

Teachers also identified challenges around large class sizes (25+ children) and lack of unstructured time. Solutions developed during the workshop included using very short activities (1-minute silence, grounding exercises) and a peer-teaching model where children who already know exercises can teach their classmates.

Evidence:

- Photographs available (attached)
- Attendee list/sign-in sheet available (attached)
- All participants subscribed to READY online community

4.3.2 Sweden: Multiplier Workshop at Törnströmska Gymnasium

Event Detail	Information
Event Name	READY Multiplier Event: Embedding Regulation Tools in Secondary Education
Location	Törnströmska Gymnasium, Karlskrona, Sweden
Date	26th January 2026
Host Organisation	Young Souls Karlskrona
Format	Half-day workshop
Number of Participants	48
Participant Profile	Entire school staff including teachers, counsellor, mentors, and principal

Purpose and Focus:

This multiplier event was designed to introduce the READY toolkit and methodology to the entire staff of Törnströmska Gymnasium, a partner school that had been engaged throughout the project. The event aimed to consolidate learning, demonstrate the full range of READY tools, and ensure whole-school adoption of the approach. As a multiplier event, it focused on presenting project outcomes to an external audience (the school staff) and encouraging sustained implementation beyond the project timeline.

Activities Undertaken:

- Introduction to the READY website and community membership
- Presentation of project results and evidence of impact
- Demonstration of READY tools in practice
- Guided exploration of the READY toolkit
- Discussion of implementation strategies and challenges

Outcomes and Feedback:

Attendees showed particular interest in the toolkit, appreciating that it is "clear and easy to use" with sections that make it easy to "navigate and pick what you need for your class for the moment."

A key discussion point addressed how to work with groups that are not initially focused or interested in READY. The facilitators shared examples of consistency paying off: students who were initially sceptical "ended up asking for doing the check-in, yoga and breathing in the beginning of the classes."

Participants expressed a strong preference for face-to-face workshops, noting that in-person sessions allowed them to "have a break from the work and really focus on READY and also be in a group and ask questions directly."

The partner school now uses READY tools consistently, with staff reporting they feel "stronger, more balanced, less stressed."

Evidence:

- Photographs available (attached)
- 48 participants engaged (12 of whom signed up to the READY website)

4.3.3 Ireland: Multiplier Engagement with Youth Justice Services²

Event Detail	Information
Event Name	READY Multiplier Event: Youth Justice Service Briefings
Location	Dublin, Ireland
Date	2025 (multiple sessions)
Host Organisation	Belvedere Youth Club / Nexus
Format	Series of targeted briefings
Number of Participants	18 (across multiple sessions)
Participant Profile	Youth justice workers

Purpose and Focus:

This multiplier event was designed to present READY as an effective approach for engaging young people in or at risk of entering the justice system. The briefings aimed to introduce the READY toolkit and methodology to youth justice practitioners, gather feedback on the specific needs of this sector, and lay the groundwork for future adaptation of READY tools for youth justice contexts.

Activities Undertaken:

- Presentation of READY project outcomes and evidence of impact
- Demonstration of READY toolkit and its applications
- Discussion of trauma-informed approaches in youth justice settings
- Gathering of practitioner feedback on sector-specific needs

² While this engagement was delivered across multiple sessions, we present it here as a coherent multiplier event focused on a specific target audience: youth justice practitioners. The participant numbers reflect the total reached through this targeted dissemination activity.

- Exploration of potential adaptations for youth justice contexts

Outcomes and Feedback:

Participants expressed strong interest in tools tailored to youth justice settings. The engagement directly informed the project's subsequent decision to pursue a youth justice needs analysis and adaptation strand, as outlined in the Sustainability Plan.

The briefings contributed to READY being referenced in policy consultation processes, including the NEIC Strategy development work, and positioned the project for continued engagement with the Youth Justice Service.

Evidence:

- Engagement recorded in Irish community building report
- 18 youth justice workers reached
- Direct link to sustainability planning for youth justice adaptation

4.4 Ireland: Additional Multiplier Events

To provide a fuller picture of Ireland's multiplier activities, we also highlight two additional events that, while smaller in scale, were significant for their targeted reach and strategic impact.

4.4.1 Tusla Child and Family Support Network Meetings

Event Detail	Information
Event Name	READY Multiplier Event: Tusla Child and Family Support Network
Location	Dublin, Ireland
Date	2025
Number of Participants	12
Participant Profile	Social workers
Purpose	Positioned READY as a supportive, trauma-informed framework for frontline staff in child and family services
Outcomes	READY embedded in discussions within statutory child protection agency

4.4.2 School Completion Programme Cluster Meetings

Event Detail	Information
Event Name	READY Multiplier Event: School Completion Programme Cluster
Location	Dublin, Ireland
Date	2025
Number of Participants	15
Participant Profile	Teachers, SNAs, parents
Purpose	Explored READY as a tool to improve attendance, engagement, and emotional regulation
Outcomes	Practical adaptation discussions; increased school-sector awareness

4.5 Ongoing Dissemination Activities: Building Reach and Relationships

Beyond the designated multiplier events, the READY project maintained a continuous stream of dissemination activities across all partner countries. These activities, while not formal multiplier events, were essential for building awareness, testing approaches, and establishing the relationships that underpin sustainable community growth.

4.5.1 Slovenia: Ongoing Dissemination

Activity	Audience	Outcomes
Youth Centre partnerships (Cona Most, Cona Cent'r, Cona Polje, Cona Fužine)	Youth workers	Tools embedded in daily practice; centres committed to future consortium
Mladi zmaji introductory workshop and conference participation	Youth workers, international participants	New partnership with Slovenia's largest youth organisation
School contacts (OŠ Ketteja in Murna, OŠ Šmartno, OŠ Vižmarje-Brod, OŠ Polje, SNU Samorog, OŠ Borovnica)	Teachers	Multiple school partnerships in development
Weekly yoga class for teachers at OŠ Vide Pregarc	Teachers	Self-care support; READY tools introduced in each session
Municipality of Ljubljana Sports Division engagement	Policymakers	READY positioned within "Sport is live" initiative
KATIS application (submitted March 2026)	National teacher training system	Potential for national-level systemic integration

4.5.2 Sweden: Ongoing Dissemination

Activity	Audience	Outcomes
Breakfast network meeting	Professionals across Blekinge County	50+ reached
Regional conference, Ronneby	Teachers, mentors, counsellors, politicians	100+ reached
Meetings with counsellors and school nurses	School health professionals	Ongoing engagement
Information sessions at three gymnasiums	School staff	Multiple schools reached
Meeting with preventive intervention group	Police, teachers, organisations, principals	20+ reached
Discussions with Central Student Health Services	Managers and staff	Ongoing policy engagement
Meeting with School leaders and managers	Karlskrona Municipality Education Administration	15+ reached
Mission Mental Health engagement	National health initiative	READY positioned within national discourse
RF-SISU engagement	Swedish sports movement	New sectoral engagement

Fryshuset discussions	National youth organisation	Advancing towards partnership
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4.5.3 Ireland: Ongoing Dissemination

Activity	Audience	Outcomes
City Connects Breakfast Event	75 youth workers and education providers	READY introduced to cross-sector network
YPAR – Young People at Risk Event	46 social care workers, youth workers	Awareness raised among frontline practitioners
School Supports Engagements	72 teachers, SNAs, parents	School-sector engagement strengthened
Dublin Inner City Youth Strategy Consultations	50 youth workers, community workers	READY referenced in policy consultation
Community of Practice Meetings (3 sessions)	36 practitioners	Peer learning network established
Fundraising Events	45 corporate and community representatives	Awareness raised among potential funders

4.6 Summary of Dissemination and Multiplier Event Reach

The following table provides a high-level summary of the reach achieved through all dissemination activities, distinguishing between formal multiplier events and broader ongoing dissemination.

Country	Formal Multiplier Events	Participants (Multiplier Events)	Ongoing Dissemination Reach	Total Estimated Reach
Slovenia	Primary School Tabor workshop	6	150+	156+
Sweden	Törnströmska Gymnasium workshop	48	600+	648+
Ireland	Youth Justice Briefings + Tusla + School Completion	45 (18+12+15)	250+	295+
TOTAL³	5+ designated multiplier events	99	1,000+	1,099+

4.7 Conclusion: A Comprehensive Dissemination Framework

The READY project's dissemination activities demonstrate a comprehensive and layered approach to outreach, impact maximisation, and sustainability.

³ These figures represent conservative estimates based on these documented activities. The International READY Conference, detailed separately, reached an additional 120 participants from 12+ countries

- **At the apex**, the International READY Conference brought together 120 participants from 12+ countries, showcasing project outcomes to a broad international audience and launching key digital assets for long-term sustainability.
- **At the multiplier event level**, designated events in each country brought project results directly to targeted external audiences: primary school teachers in Slovenia, secondary school staff in Sweden, and youth justice practitioners and social workers in Ireland. These events, ranging from 6 to 48 participants, provided focused opportunities for engagement, feedback, and relationship-building.
- **At the ongoing dissemination level**, a continuous stream of network meetings, conference presentations, school engagements, and policy discussions ensured that READY remained visible and relevant across multiple sectors throughout the project lifecycle. These activities, reaching an estimated 1,000+ professionals, built the relationships and trust that underpin sustainable community growth.

This layered framework reflects the project's core insight: that sustainable impact requires both broad reach and deep engagement. The conference provided the reach; the multiplier events provided targeted dissemination; and the ongoing activities provided the relational foundation for long-term community building. Together, they form a coherent and effective dissemination strategy that has positioned READY for continued growth beyond its funding period.

Appendix 1: READY Conference Speakers Summary

This conference served as a pivotal dissemination and peer-learning event for the READY project, directly supporting the objectives of WP4: Testing, Implementation, and Dissemination. Over two days, project partners, practitioners, and youth shared insights, tested methodologies, and explored innovative practices for promoting wellbeing. The sessions provided a platform to present tools developed within the project, gather feedback, and foster a community of practice dedicated to implementing trauma-informed, somatic, and co-creative approaches across European youth work and educational settings.

Day 1: Dissemination of Core Methodologies and Fostering Connection

Opening and Introduction

The conference began with a welcome from Paul Butler and an introduction by Suzanne Byrne from Léargas, the Irish National Agency. Suzanne explained that the "Ready" project is funded through Erasmus+ Cooperation Partnerships in Youth. She highlighted that this funding allows organizations to collaborate across Europe to create innovative tools that enhance youth work practices. Paul then led a check-in session where participants shared their energy levels and Christmas wishes to gauge the room's engagement and foster connection among the international attendees.

Fostering Connection: The PACE Model

Paloma Plaza, a dyadic developmental psychotherapist, presented on the PACE model (Playfulness, Acceptance, Curiosity, Empathy) as a method to create emotional safety and connection with young people who have experienced trauma. She explained that playfulness should be used to create connection rather than shame, while acceptance involves sitting with a child's emotional truth without immediately trying to fix it. Curiosity allows adults to explore a child's experience without judgment, helping to overcome roadblocks in communication. Empathy was described as a true understanding of another's experience, requiring the adult to slow down and observe. Paloma emphasized that these techniques help co-regulate a child's nervous system through dialogue.

Wellbeing and Menstruation

In a video presentation, Elena Riu discussed the importance of body literacy and framing the menstrual cycle as a source of wisdom rather than a taboo. She argued that girls need age-appropriate, friendly information to understand the changes in their bodies and to own their physical experiences. The talk highlighted how yoga and breathing can help regulate the emotional and physical fluctuations associated with the cycle, such as releasing tension or anger. The discussion following the video focused on practical yoga tools, such as hip releases and grounding poses (Apana), to alleviate physical symptoms like cramps.

The Adolescent Brain

A short video presentation by Lena Comb addressed the adolescent brain and behaviour. The session touched upon the development of the brain and the concept of "sunny" versus "grey day" brains, relating these states to the capabilities and challenges young people face.

Authenticity in Professional Practice

Kat shared her personal journey of taking a career break from the NHS to reconnect with her own wellbeing after feeling burnt out. She discussed the pressure professionals feel to have a "tidy mind" to help others, arguing instead that showing up as a "messy human" can be a powerful tool for

connection. Using a story about a sauna interaction, she illustrated how vulnerability and honesty can dissolve social awkwardness and create a sense of belonging. She emphasised that thoughts are just the mind's way of trying to predict and make sense of the world, and they do not need to be an enemy to one's practice.

Nervous Systems and Safety

Lucy Arnsby-Wilson presented on the interpersonal, intrapersonal, and systemic levels of working with youth. Drawing on polyvagal theory, she explained that safety is not just the absence of threat but the presence of connection. She highlighted that adults lend their nervous systems to young people to help them regulate, making the adult's own state of regulation a primary intervention tool. Lucy shared practical techniques for practitioners, such as using "feeling finders" or carrying a symbolic object to ground themselves before entering challenging situations.

Breathwork Practice

Lisa led a practical breathing session focused on the "square breath" technique (inhale for four, hold for four, exhale for four, hold for four). She explained that this sequence gives individuals a sense of control and that the pause allows for self-awareness and stillness. Lisa noted that simple, visual breathing techniques---such as tracing a square on a phone or using stress balls---are effective for neurodivergent young people or those with attention difficulties to use outside of a yoga class.

Youth Panel and AI Discussion

The day concluded with a panel featuring young people and youth workers who participated in the project's summer school in Slovenia. Participants reflected on the summer school as a non-judgmental, supportive environment that fostered quick and deep connections. The conversation then shifted to the role of AI in their lives. The young panellists viewed AI as a useful tool for research and checking sources but expressed concerns about its potential to spread misinformation or replace human jobs. There was a strong consensus that while AI is becoming integrated into society, it cannot replace the authenticity of human connection and emotion.

Overview of Day 1

The first day of the conference focused heavily on the themes of connection, regulation, and self-care for both youth and practitioners. Through a mix of expert presentations and practical examples, speakers explored how to create emotional safety using models like PACE and how to utilize somatic tools like yoga and breathwork to support mental health. A recurring message was that for youth workers and educators to effectively support young people, they must first attend to their own nervous systems and show up authentically. The day ended with a forward-looking discussion led by young people, reinforcing that despite technological advancements like AI, genuine human connection remains the essential foundation of wellbeing and youth work.

Day 2: Implementation in Diverse Contexts

Opening and Grounding

The second day of the conference began with a grounding exercise led by Michael Darragh MacAuley. He guided participants through a breathing technique involving belly and chest breathing, followed by a period of silence to "draw a line on anything that's happened this morning". Following the exercise, Michael Darragh discussed his background in high-level sports with the Dublin GAA team and his work in community settings. He explained how yoga and mindfulness became crucial for his

team's performance, specifically for staying present during high-pressure games in front of 80,000 people. He detailed how he transitioned this practice into community work in Dublin's northeast inner city, introducing yoga to schools and addiction recovery centers. He emphasized the concept of "planting seeds," sharing a story of a participant in an addiction program who eventually became a yoga teacher herself.

Technology for Mental Load: Mindata

Ivan presented on "Mindata," an app designed to control and assess mental load and fatigue in sports. He highlighted that stress and high mental load can reduce physical performance and increase negative emotions in athletes. The app aims to measure both physical and mental aspects to provide a holistic view of the athlete, using cognitive tests (like the Stroop test) and questionnaires to monitor motivation and emotions. Ivan noted they are also piloting this in academic contexts to manage student mental load.

Partner Implementation Case Studies

The Ready Project: Perspectives from Slovenia, Sweden, and Ireland

Three partners from the Ready Project shared their experiences implementing project tools:

Slovenia: Nina, a yoga teacher and teacher in schools, discussed her work with youth workers and primary teachers. She shared feedback from a teen yoga student who used sun salutations to feel awake and ready for the day. Nina also described sensory workshops using essential oils and tactile objects from nature to help ground young people and encourage sharing feelings.

Sweden: Ida described workshops with teachers at a "gymnasium" (upper secondary school). A key finding was the importance of teacher self-care; teachers realized they must be calm themselves to create a calm classroom. Teachers used breathing exercises differently depending on the class needs--some to calm students down, others (like a choir teacher) to generate energy. Ida emphasized that teachers need to "own" the practice for students to buy into it.

Ireland: Jonathan from Belvedere Youth Club discussed integrating restorative practice with yoga. He noted that staff initially found yoga awkward, but through consistency, they began to use it to regulate themselves before engaging with young people. He described how transition year students responded well to grounding exercises, such as taking off shoes to feel the floor. He emphasized the philosophy of observing without evaluating and allowing people to find their own answers through regulation.

Special Needs and School Leadership

Eva Lotta, a special needs educator from Sweden, shared her experience implementing the Ready Project. She used check-ins and breathing exercises with students, noticing improved focus, reduced stress, and better communication. She highlighted the high levels of stress reported by female students in Sweden and how these simple tools helped students realize they could influence their own wellbeing. She stressed the importance of leadership buy-in to make these practices sustainable.

Wellbeing Pause

Ida led a short "wellbeing pause," guiding participants to focus on their breathing and the movement of their belly to center themselves.

Co-Creation and Systemic Innovation

Innovation and Co-creation in Health Promotion

Anna and Hilda from Region Blekinge/Karlskrona presented on "Mission Mental Wellbeing," a project focused on co-creating solutions for complex societal challenges. They argued that current systems are hindering effective solutions for youth wellbeing. A fundamental insight from their work was that young people's voices are rarely included in decision-making. They established "Democratic Youth Labs" to bridge the gap between decision-makers and youth. They noted that simply listening to young people is a health-promoting act in itself, reducing anxiety for youth and providing a healing experience for adults.

Inclusive Science Education and ADHD

Karen presented her PhD research on inclusive science education with a focus on students with ADHD. She noted that traditional teaching methods often fail to engage these students, leading to lower grades and exclusion. Her interviews with teachers revealed that success factors include awakening curiosity through mysteries (like the universe) and engaging the body in tasks (e.g., feeling forces in physics). Challenges include abstract concepts and the need for immediate support. Her future research will involve co-designing lessons with students to make science more relevant and accessible.

Digital Youth Work and Innovation

Urška and Nej discussed the role of digital tools in youth work. Urška emphasized that learning happens everywhere and advocated for recognizing non-formal learning through digital badges. She introduced the "Digital Systeming" project, which offers resources and mentorship for youth workers to navigate digital transformation. She argued that basic human needs---belonging, competence, autonomy, and generosity---remain the same even in digital spaces. Nej discussed the practical use of AI, noting it should be viewed as a tool to aid work rather than replace it.

Yoga in Schools: A Teacher's Perspective

Laura, a former secondary teacher and founder of Rising Yogis, discussed the immense pressure on both teachers and students. She described her journey from practicing yoga for her own survival to training as a teen yoga teacher. She emphasized that yoga for teens is a distinct discipline requiring a trauma-informed (or "people-informed") approach that prioritizes consent and agency. She advocated for a whole-school approach where teachers are regulated and can use micro-practices (like chair yoga or breathwork) to manage the classroom emotional climate.

Disseminating Future-Oriented Insights

Panel Discussion: AI and the Future

The conference concluded with a panel discussion on Artificial Intelligence involving the speakers and a group of young students from Ireland.

Usage: The students described using AI primarily as a research tool and for cross-checking information for schoolwork, emphasizing the need to not rely on it entirely.

Fears and Risks: Concerns were raised about AI generation of deep fakes, misinformation, and scams targeting vulnerable people. There was a significant discussion on AI replacing human jobs, though some students countered that it might create new administrative roles.

Human Connection: The panel discussed the danger of using AI for emotional support or therapy, with students arguing it lacks authenticity and cannot replicate human emotion. The consensus was that while AI is a powerful tool, human connection and regulation must remain central.

Overview of Day 2



The second day of the Ready conference wove together themes of mindfulness, inclusion, and innovation, moving from personal grounding practices to systemic change. Speakers from across Europe demonstrated how integrating yoga and restorative practices into schools and youth work can address the rising levels of stress and anxiety among young people and the professionals who support them. A recurring message was the necessity of "people-informed" approaches---whether in digital youth work, science education for neurodiverse students, or leadership---that prioritize listening, consent, and authentic human connection. The day concluded with a forward-looking dialogue on AI, reinforcing that while technology is an inevitable part of the future, the essential element of youth development remains the presence of regulated, compassionate adults.

Overall WP4 Conclusions from the Conference

This conference successfully advanced the goals of WP4 by:

- Disseminating the READY project's core philosophies to a wide European audience.
- Showcasing implementation through concrete case studies from Slovenia, Sweden, and Ireland, providing models for adoption in diverse settings (schools, youth clubs, special needs education).
- Testing and validating approaches through feedback from the youth panel and discussions on practical application, highlighting what works and what concerns exist (e.g., regarding AI).
- Fostering co-creation and innovation by presenting models like Democratic Youth Labs and co-designed research, emphasizing the critical role of youth voice in developing effective wellbeing tools.
- Building a Community of Practice that connects practitioners, researchers, and young people, ensuring the sustainability and continued evolution of the project's outcomes beyond its initial scope.

Appendix 2: Slovenia Multiplier Event


Projekt READY
 Erasmus+

Lista prisotnosti na dejavnosti

Ime dejavnosti: READY delavnica za učitelje in strokovne delavce, 2. del
Datum in lokacija: 24. januar 2026, Osnovna šola Tabor, Logatec

	Ime in priimek	Vloga v organizaciji	Podpis
1	LINDA HANČIČ	UČITELJ RP	<i>[Signature]</i>
2	ŽIVA CELARC	UČITELJICA ŠPO	<i>Celarc</i>
3	VESNA SLABE	UČITELJICA DSP	<i>Vesna Slabl</i>
4	JERNEJA JERISA SLOGA	UČITELJICA OPB	<i>J. J. Sluga</i>
5	Tajana Brajčič Blaukat	ŠSS	<i>Bjmuš Palomnik</i>
6	ANA VERŠINEK	UČITELJICA DSP	<i>de. V.</i>
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13			
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Appendix 3: Sweden Multiplier Event



Appendix 4: Ireland Multiplier Event and Dissemination Events



