

Project idea form - small projects

Version 2.1

Registration no. (filled in by MA/JS only) _____

Project Idea Form

Date of submission 04/06/2025

1. Project idea identification

Project idea name ChangeUp - Building Resilient Ecosystems for the Youth Facing Change

Short name of the project ChangeUp

Previous calls yes ☐ no ☒

Seed money support yes ☐ no ☒

2. Programme priority

1. Innovative societies

3. Programme objective

1.1. Resilient economies and communities

4. Potential lead applicant

Name of the organisation (original) Oddział Terenowy Towarzystwa Rozwijania Aktywnosci Dzieci "SZANSA" Warszawa Targówek

Name of the organisation (English) TASzansa Association

Website <https://www.taszansa.pl/>

Country PL



Type of Partner	NGO
	Non-governmental organisations, such as Greenpeace, WWF, etc.

Contact person 1

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Which organisation(s) in the planned partnership take part in a project within the Interreg Baltic Sea Region Programme for the first time? Please list the respective partners.

TASzansa Association

5.1 Specific challenge to be addressed

Children and adolescents (ages 10–18) undergo profound life transitions – puberty, moving to new school levels, parental separation, relocation, bereavement, etc. – that involve simultaneous biological, psychological and social shifts. A life-course perspective emphasizes that promoting well-being in adolescence has benefits across the lifespan. If these changes are not experienced positively or supported, youth may develop vulnerabilities such as anxiety, depression or other mental health issues. Indeed, early adolescence is a balance of “unexpressed potential and fragility,” and without proper support this transition can undermine adaptive coping. In contrast, resilience – the capacity of a system (individual, family, school or community) to adapt successfully to challenges – is built through multisystem interactions. However, many schools and communities currently lack a dedicated role or structured approach to guide young people through change. In the Baltic Sea Region, education and social service policies addressing youth transitions are fragmented and uneven across countries. This gap in coordinated, preventive support for universal developmental challenges represents a critical societal need. The proposed project addresses this challenge by strengthening capacity in schools and communities to bolster resilience during life-course changes, while also fostering a supportive

ecosystem of interconnected actors – educators, families, peers, and services – that together create a resilience-enabling environment..

5.2 Focus of the call

The proposal aligns directly with the the call's priorities on innovation, resilience and inclusion. Within the project framework we pilot a novel 'Change Assistant' role in schools or youth-supporting organisations and co-design user-friendly tools to help young people navigate through change processes. This approach exemplifies an innovative solution to a societal challenge (youth well-being). It explicitly builds community resilience: by embedding support in educational and local health systems, we empower an interconnected ecosystem of teachers, school staff, social workers, families, and local communities to act collaboratively and sustainably in support of young people. We will engage adolescents from diverse backgrounds in co-design to ensure tools are inclusive and low-threshold. In short, this people-driven, evidence-based initiative will create scalable practices and materials that can be adopted by diverse communities, in line with the call's emphasis on people-centered innovation and cross-sector cooperation. Research shows that higher resilience in youth correlates with better mental health and should be a cornerstone of prevention programs; our project puts this into practice across the Baltic Sea Region. In doing so, we not only strengthen individual resilience but also enhance the collective capacity of communities to support adaptive transitions across the life course.

6. Transnational relevance

Youth mental-wellbeing during is a common challenge throughout the Baltic Sea Region. All partner countries experience similar developmental issues and share goals of supporting healthy childhood and adolescence. However, policies and school practices vary widely by nation and locality. A transnational approach is therefore needed: by comparing systems and piloting interventions in multiple countries (urban and rural schools), we can identify universally effective strategies as well as adapt to local contexts. The consortium will exchange best practices and harmonize data on readiness, ensuring that the resulting Change Assistant model and tools are applicable across borders. This cooperation adds value by enabling scaling-up; project outputs (guidelines, policy recommendations, training modules) will be designed for broader adoption in the entire region, thus strengthening the capacity of entire community ecosystems to promote youth resilience and contribute to BSR-wide social cohesion.

7. Specific aims to be addressed

Building trust that could lead to further cooperation initiatives

This project strengthens cross-sector trust by engaging youth, educators, families, and local authorities in a shared process of co-designing support for life transitions. By addressing a universal, non-stigmatising challenge – managing change – and embedding support into everyday school life, the initiative builds strong foundations for long-term cooperation between education, health, and social sectors. Mutual understanding between countries and regions will deepen through joint research,



shared tools, and transnational co-creation workshops, paving the way for future collaboration in youth mental health and education innovation

The project will establish the basis for a Baltic Sea Network for Youth Transition Support, connecting educators, youth workers, mental health professionals, and local policymakers. Through structured exchanges, joint evaluation activities, and capacity-building events, partners will co-develop and share strategies for resilience-building in young people. This network will continue beyond the project's lifetime, supported by shared digital platforms and open-access tools, strengthening cohesion and regional identity across the BSR.

Bringing the Programme closer to the citizens

The project is rooted in real-life needs of adolescents and their communities. Youth aged 10–18, especially those from vulnerable groups (e.g. rural, migrant, disabled), will co-create and directly benefit from solutions such as the Change Assistant, digital diary tools, and narrative kits. Families and teachers will be engaged through practical resources and training. All activities are designed to be participatory, inclusive, and easy to scale—ensuring that citizens see direct value and relevance. The Change Assistant model, in particular, creates visible, person-centred support embedded in everyday life.

Allowing a swift response to unpredictable and urgent challenges

Life transitions are often triggered by unpredictable events—family disruption, forced relocation, school changes—and youth frequently lack structured support to navigate these stressors. This project introduces a flexible, evidence-informed model that can be rapidly implemented in schools and communities, enabling an immediate response to emerging challenges. By developing modular tools and training protocols, and identifying system readiness early, the project will leave behind a transferable solution capable of enhancing local resilience in the face of social, psychological or demographic shocks.

8. Target groups

Primary beneficiaries: Children and adolescents (10–18 years)

Will co-design and test tools developed in the project and benefit directly from the support provided by Change Assistants, especially during key life transitions.

Families and caregivers

Will take part in family modules and co-creation activities to strengthen their role in supporting youth through change.

Educators and school staff

Will be trained to collaborate with Change Assistants and implement the Toolkit in everyday school practice to foster resilience among students.

Youth and community organizations

Will contribute to needs assessments, outreach, and support the integration of tools into local youth support networks.

Policy-makers and practitioners

Will participate in reviewing results and help develop implementation strategies to embed successful practices into local and regional systems.

Please use the drop-down list to define up to five target groups that you will involve through your project's activities.	Please define a field of responsibility or an economic sector of the selected target group	Specify the countries and regions that the representatives of this target group come from.
1. NGO	Implementers of the model in pilot schools and potential promoters of system-level change. link to local community	Poland,
2. Higher education and research institution	Advisors and potential implementers of the "Animator of Wellbeing" concept.	Poland, Germany
3. Interest group	Advisors and potential implementers of the "Animator of Wellbeing" concept.	Poland, Lithuania,
4. Local public authority	Implementers of the model in pilot schools and potential promoters of system-level change.	Poland, Lithuania,
5. Education/training centre and school	Direct participants in training and pilot activities; users of new tools for emotional classroom management, consultancies.	Poland, Lithuania,

9. Contribution to the EU Strategy for the Baltic Sea Region

Please indicate if your project idea has the potential to contribute to the implementation of the Action Plan of the EU Strategy for the Baltic Sea Region (<https://eusbsr.eu/implementation/>).

yes ☒ no ☐

Please select which policy area(s) of the EUSBSR your project idea contributes to most.

PA Health

PA Education

The MA/JS may share your project idea form with the respective policy area coordinator(s) of the EUSBSR. You can find contacts of PACs at the EUSBSR website (<https://eusbsr.eu/contact-us/>).

☐ If you disagree, please tick here.

10. Partnership

1. TaSzansa Association (Poland) – lead partner with expertise in emotional support, education and community engagement, working on local level with strong connections with rural areas in Mazovia Region where is transferring competences and knowledge to local societies.

2. Nofer Institute of Occupational Medicine (Poland) - academic/ research partner with professional knowledge about mental health (research).

3. Kaunas Regional Development Agency (Lithuania) - Partner with strong relationships on local level, responsible for supporting regional policies including health of the society.

4. Hamburg University of Applied Sciences - research partner with professional knowledge about mental health based from scientific research.

It is expected to add local partners from Finland and Latvia in order to secure wider audience in Baltic Countries.

11. Workplan

The project will develop and test an innovative school-based solution to support children and adolescents (ages 10–18) in managing key life transitions such as changing schools, family restructuring, or moving. We will introduce the role of a “Change Assistant” — a specialist supporting emotional safety, resilience, and positive peer and family relationships in everyday school life. In the first phase, we will map needs, protective and risk factors, and system readiness in selected schools and communities. Using mixed methods (surveys, focus groups, interviews), we will engage youth, parents, teachers, and stakeholders to understand transition challenges and existing support. Next, we will co-design a conceptual and practical framework outlining key phases, indicators, and psychosocial dynamics of youth transitions. Based on this, we will develop user-centered tools to support emotional regulation, narrative reflection, and social connectedness. These will include



accessible psychoeducational content for youth, narrative mapping kits for peer or facilitated group sessions, and family support modules to strengthen caregiver involvement during transitions. In the pilot phase, the Change Assistant role will be implemented in selected schools across at least four countries. Trained specialists will work directly with students, teachers, and families, delivering brief interventions, facilitating conversations, mediating conflicts, and reinforcing inclusive peer support. The model will be locally adapted to different school cultures and support systems. Simultaneously, Labs for teachers and staff will provide practical techniques and micro-tools to create emotionally safe learning environments and reduce stress. Parent workshop series will offer caregivers practical guidance on emotional literacy and supporting adolescents in transition. The pilot will be evaluated with process and outcome indicators (e.g., changes in coping, relationship quality, school engagement). Results will inform a scalable solution including the Change Assistant profile and training, digital and educational resources, and implementation guidelines. All activities will be co-created with target groups: youth will shape tools; teachers will co-develop practices; families will test support models; local actors will join feedback loops. This participatory approach ensures relevance and sustainability.

Final outputs will be used by:

- Schools and municipalities to embed the Change Assistant role and integrate tools into support systems;
- Parent support NGOs and youth counseling services to adapt and distribute materials;
- Teacher training institutions to include transition-sensitive content in professional development;
- Policy-makers to inform systemic youth mental health prevention strategies.

This project lays the foundation for a replicable, transferable solution supporting healthy youth transitions across the Baltic Sea Region.

12. Planned budget

ERDF budget (planned expenditure of partners from the EU)	EUR 500,000.00
Norwegian budget (planned expenditure of partners from Norway)	EUR 0.00
Total budget (including preparatory costs)	EUR 500,000.00

13. Project consultation

Please indicate if you wish to have a consultation (online meeting) with the MA/JS to discuss your project idea

yes ☒ no ☐

14. Questions to the MA/JS

Questions related to the content of the planned project *(max.1.000 characters incl. spaces)*





Questions related to budgeting and expenditure Is there possibility to finance internal micro grants for local institutions in order to initiate local institutions involvement in the project?

Any other questions *(max. 1.000 characters incl. spaces)*

15. Additional information

(max. 1.000 characters incl. spaces)

Your account in BAMOS+

Please remember that to officially submit your application you need to access our electronic data exchange system BAMOS+. More information about the process of applying for your account in BAMOS+ you will find here:

<https://interreg-baltic.eu/gateway/bamos-account>

