MindFit

Enhancing Youth Mental Health & Well-being Through Sports

National Report Cyprus

WP2: MindFit Training Toolkit



Prepared by People Forward

2026

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

MINDFIT
INCLUSIVE SPORT, STRONGER MINDS

Contents

1. Introduction 3
2. Methodology 4
3. Desk Research Findings 5
3.1. National policies and strategies 5
3.2. Existing programmes -projects using sport for mental health/skills 6
3.3. Main challenges and gaps 7
3.4. Good practices 7
4. Field Research Findings 11
4.1. Survey Results 11
4.2. Focus Group Results 20
5. Conclusions and Recommendations 23
6. References 25

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

1. Introduction

In Cyprus, the mental health and well-being of youth have gained increasing significance in policy and practice discussions. Young people grow up in a context shaped by academic pressure, uncertainty about employment and future opportunities, social media influence, and, for some groups, social or geographical exclusion. These pressures can affect confidence, motivation, participation, and overall well-being. At the same time, there is growing recognition at the national level that youth policy cannot focus solely on education, employment, or participation, but must also address health, prevention, inclusion, and supportive environments for young people.

Within this context, sport and physical activity hold an important place in Cyprus. National policy frameworks already recognise sport as more than exercise or competition. The National Youth Strategy identifies health and well-being as a core area and promotes recreational activities and sports as tools to improve both physical and mental health, support personality development, and prevent social problems among young people. In parallel, the Cyprus Sports Organisation promotes broad participation through large-scale programmes such as Sports for All, which aim to increase access to physical activity across the population, including among vulnerable groups. This shows that, at the policy level, Cyprus already acknowledges the social and developmental value of sport for young people.

Cyprus also reflects broader European and international trends that link physical activity to public health, inclusion, and prevention. Existing national approaches, as reflected in the report draft, link sport to healthier lifestyles, social inclusion, and community participation, while schools, youth organisations, and community sport settings are seen as important spaces for positive youth development. In practice, this means that sport is often used to engage young people, build routine, encourage teamwork, and strengthen social bonds. For many young people, especially those less likely to engage in formal support settings, sport can offer an accessible and less stigmatising entry point for connection, self-expression, and participation.

At the same time, the Cyprus context also reveals a clear gap between recognising the value of sport and using it in a structured way to support mental health. While existing strategies and programmes address well-being, inclusion, and healthy lifestyles, they offer limited practical guidance on how youth workers, grassroots coaches, and community practitioners can integrate mental health literacy, emotional support, coping skills, or referral pathways into everyday sports practice. The report draft also highlights that coaches and youth workers often remain close to young people's daily realities, yet may feel underprepared to recognise distress, respond appropriately, or create psychologically safe environments. This weakens the potential of sport as a protective and preventive tool.

Cyprus, however, does show promising examples that build on this connection. Community sport programmes, school-based health and sports activities, youth exchanges, and newer projects focusing on mental well-being in sport demonstrate that there is already interest and experience in this field. These initiatives suggest that the national context is ready for more practical, targeted approaches that connect youth work, sport, and mental health in a stronger and more intentional way. Overall, the Cyprus context is characterised by growing awareness, supportive policy language, and relevant local practice, but also by clear capacity and implementation gaps. This makes Cyprus a relevant setting for the MindFit project, which can help translate broad policy intentions into practical tools and methods for those working directly with young people through sport.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

2. Methodology

This national report combined desk research, an online survey, and qualitative consultations with practitioners to build a practical picture of how sport, youth work, and mental health are currently connected in Cyprus.

Desk research approach

The desk research reviewed national and European sources relevant to the Cyprus context, focusing on youth, sport, mental health, well-being, inclusion, and non-formal education. Sources included national strategies and policy documents, Youth Wiki and other official information portals, reports by public bodies, programme descriptions, project websites, and examples of practices linking sport with mental health or personal development. The search used keywords such as **Cyprus youth mental health**, **sport and well-being**, **physical activity and young people**, **grassroots sport**, **youth work and sport**, **mental health in sport**, **inclusion in sport**, **young people with fewer opportunities**, and **coaches and youth workers' mental health support**.

The inclusion criteria focused on sources that were:

1. relevant to Cyprus or directly applicable to the national context,
2. clearly linked to youth, sport, physical activity, mental health, or inclusion,
3. produced by credible institutions, organisations, or recognised projects, and
4. useful for identifying policies, challenges, gaps, and good practices.

Priority was given to sources that helped explain how sport is currently positioned in relation to youth well-being and what practical gaps remain for grassroots practitioners. This was consistent with the wider report objective to examine national policies, existing programmes, and current challenges and gaps.

Survey approach

The survey aimed to gather practice-based input from people working with young people in Cyprus through youth work, sport, physical activity, community activities, and non-formal education. The sample was purposive rather than representative, focusing on respondents who could provide direct insight into how sport is used in youth settings, what mental health and well-being needs they observe, and what kinds of support or training they require. Participants included youth workers, trainers, coaches, educators, and other practitioners working with adolescents and young adults.

Data were collected through a structured online questionnaire distributed through professional contacts, partner networks, and relevant youth and sport channels. The questionnaire included closed and short open-ended questions covering current use of sport or physical activity, confidence in addressing mental health-related issues, perceived training needs, inclusion challenges, and ideas for the MindFit toolkit. The use of an online tool made participation easier across different locations and allowed responses to be collected in a consistent format for later summary and comparison. The survey directly supported the report sections on current use of sport in youth work, confidence and training needs, and key patterns emerging from practitioner responses.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

Focus group approach

The qualitative consultation involved **seven youth workers and practitioners** who work directly with young people in community, non-formal education, and sport-related settings in Cyprus. Participants had experience working with adolescents and young adults, including those with fewer opportunities, such as NEETs, migrants, rural youth, and young people facing social or economic barriers.

Due to participants' availability, the consultation was conducted in a mixed format. One online focus group was conducted with three participants, while the remaining participants contributed via individual online interviews using the same discussion framework. This approach made it possible to retain the depth of qualitative input while adapting to scheduling constraints. The sessions explored young people's mental health and well-being challenges; the role of sport in engagement and support; barriers and enabling factors; inclusion issues; and recommendations for the MindFit toolkit. The group discussion lasted approximately one hour, while the individual interviews were shorter and more flexible in length. Together, these consultations generated the material used in the report section on focus group results, including participant descriptions, key themes, and anonymised quotes.

Ethical and GDPR considerations

The research followed basic ethical and data protection principles appropriate to a small-scale needs analysis. Participation in both the survey and qualitative consultation was voluntary. Participants were informed about the purpose of the activity, how the information would be used, and that reporting would be anonymised. Because the focus group and interviews were conducted online, no physical signatures were collected; however, informed verbal consent was obtained from all participants before the discussions began.

No unnecessary personal data was collected. Responses were reviewed and reported in aggregated or anonymised form, and direct quotations were presented without names or identifying details. The data were used only for the purposes of the MindFit research and reporting process, in line with GDPR principles of purpose limitation, data minimisation, confidentiality, and responsible handling of participant information. This was particularly important given the sensitivity of topics related to youth well-being and mental health.

3. Desk Research Findings

3.1. National policies and strategies

Cyprus has embedded sport and physical activity within its broader youth and health strategies, with a growing emphasis on well-being and inclusion. The National Youth Strategy 2017-2022 (under revision) identifies "Health and Well-being" as a core field of action and explicitly promotes recreational activities and sports as tools to improve physical and mental health, develop character, and prevent violence, substance use, and other social problems among young people. [1]

The Cyprus Sports Organisation (CSO) Strategy is integrated into this Youth Strategy and underpins large-scale national "Sports for All" programmes targeting the general population and specific vulnerable groups. Objectives include lifelong physical activity, improvement of mental and physical health, promotion of fair

[1] https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/cyprus/73-sport-youth-fitness-and-physicalactivity#:~:text=National%20Youth%20Strategy%202017%2D2022%20which%20sets%20Health%20and%20Well%2Dbeing

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

play and sportsmanship, and encouraging "healthy hobbies" to help youth avoid crime, drugs and other problematic behaviours[2].

Cyprus also follows WHO recommendations on physical activity; the WHO Physical Activity Factsheet for Cyprus highlights multi-sectoral policies that integrate physical activity promotion into health, education and social inclusion, including special programmes for people in drug treatment and other vulnerable groups. In parallel, national mental health policy documents and recent high-level conferences under the Cypriot EU Council Presidency emphasise prevention, early intervention, and inclusive services for young people, recognising schools, youth organisations, and sports settings as key environments for promoting mental well-being and reducing stigma. [3]

Overall, policy frameworks acknowledge sport as a vehicle for health promotion, social inclusion, and skills development among youth, but they provide limited, concrete guidance or toolkits for youth workers and grassroots coaches on integrating mental health literacy, coping skills, and structured psychosocial support into everyday sport practice. [4]

3.2. Existing programmes -projects using sport for mental health/skills

In Cyprus, several initiatives already link sport, youth work and mental health or transversal skills, even if this is not always their primary label:

- The CSO "Sports for All" programme and its Social Sports components offer inclusive sport opportunities in communities across Cyprus and explicitly target groups such as people with psychological problems, chronic diseases and those undergoing drug rehabilitation, aiming to support their physical and mental health and social integration. [5]
- School-based extracurricular sports and health-education activities, highlighted in national and WHO documents, are used to promote physical activity, healthy lifestyles and life skills among children and adolescents, indirectly supporting mental well-being.
- Youth exchanges such as "Sport and Mental Health: Don't bury your emotions, let it flow", hosted in Cyprus in 2025, use a mix of sports, yoga, meditation, journaling, art therapy and group reflection to help 15–19-year-olds understand mental-health issues, express emotions and develop coping strategies.[6]
- Sport is often associated with competition, performance, and results. But what if it were also a positive and inclusive space that enhanced young people's mental well-being? This question is at the heart of MINDFIT – Empowering Minds: Enhancing children's mental fitness, a new initiative that raises awareness of inclusion and young people's mental wellbeing in sport. Co-funded by the European Commission, the project aims to support the psychological health and mental fitness of children, adolescents, and young adults in sports and educational settings by providing practical tools to all stakeholders and promoting more inclusive and mindful educational and sports environments.[7]

[2] https://youthpolicy.onek.org.cy/en/national-youth-strategy/8-pillars/
[3] https://cso.org.cy/
[4] https://cdn.who.int/media/docs/librariesprovider2/country-sites/physical-activity-2021-cyprus-eng.pdf
[5] https://cdn.who.int/media/docs/librariesprovider2/country-sites/physical-activity-2021-cyprus-eng.pdf
[6] https://www.acpelia.org/post/sport-and-mental-health-don-t-bury-your-emotions-let-it-flow-sporty-mental-ye-in-cyprus-23-10-24
[7] https://cesie.org/en/news/promoting-mental-wellbeing-young-people-sport/

Co-funded by the European Union
Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

- Sport federations and NGOs have started integrating sports psychology and athlete mental-wellbeing content into their communication and training offers; for example, the Cyprus Tennis Federation provides information on psychological pressures faced by young athletes and the need for support structures around them. [8]

3.3. Main challenges and gaps

Desk research points to several Cyprus-specific challenges that MindFit can address:

- Limited systematic integration of mental-health content into grassroots sport. National sport policies link physical activity to mental and social benefits, but mainstream programmes (e.g., Sports for All, school sport) rarely include structured mental health literacy modules, coping skills training, or clear referral pathways for youth with emerging problems.[9]
- Capacity gaps among coaches and youth workers. Evidence from European projects involving Cypriot partners indicates that coaches and trainers often feel ill-equipped to recognise psychological distress, address bullying or emotional abuse in sport, and create psychologically safe environments, despite their frequent contact with young people.[10]
- Capacity gaps among coaches and youth workers. Evidence from European projects involving Cypriot partners indicates that coaches and trainers often feel ill-equipped to recognise psychological distress, address bullying or emotional abuse in sport, and create psychologically safe environments, despite their frequent contact with young people.[11]

3.4. Good practices

Good Practice 1

Title of the practice/programme	**Sports for All – Social Sports Programme**
Country and organisation	Cyprus; Cyprus Sports Organisation (CSO)
Duration/period of implementation	Ongoing programme integrated into CSO Strategy and National Youth Strategy
Target groups (e.g. youth workers, young people 15–24, girls, NEETs, young people with disabilities)	General population (children, adolescents, adults, older adults) with specific sub-programmes for people with disabilities, people with psychological problems, people with chronic diseases, individuals undergoing drug-rehabilitation and their families.
Main objectives	• Promote lifelong participation in physical activity for all. • Improve physical and mental health through regular, supervised sport. • Ensure equal access to sport irrespective of age, gender, disability or socioeconomic status.

[8] https://www.tennis.com.cy/en/page/sports-psychology
[9] https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/cyprus/75-mental-health
[10] https://sports-tetris.eu/wp-content/uploads/2022/12/TETRIS_PR1_National-Report_Cyprus_v3.0_FINAL.pdf
[11] https://cyprus-mail.com/2024/11/06/a-new-vision-for-sports-in-cyprus-building-a-healthier-more-inclusive-future

Co-funded by the European Union
Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

	• Use sport to prevent violence, substance abuse and other social problems among youth.
Description of the approach	Sports for All provides low-cost or free, community-based sport classes and recreational activities across Cyprus, delivered by trained instructors in local facilities. Social Sports sub-programmes are tailored to vulnerable groups, including those with psychological difficulties and people in drug-treatment, with adapted activities and small groups. Sport is used as a safe, structured context to build routines, social support and a sense of belonging while promoting healthy lifestyles.
Mental health and/or skill-building focus (e.g. stress management, confidence, social skills	Stress reduction, improved mood, increased self-esteem, social skills and community integration for vulnerable youth and adults.
Main results or outcomes (qualitative or quantitative)	National reporting highlights high participation rates and widening access to organised sport for people who otherwise might be excluded, with positive feedback on well-being and social inclusion.
Lessons learned / success factors	Strong public support, local delivery in many municipalities, symbolic participation fees and explicit focus on vulnerable groups make participation feasible and sustainable for families with fewer opportunities.
Link or contact details (if available)	YouthWiki – Cyprus, Chapter 7.3 Sport, youth fitness and physical activity.

Good Practice 2

Title of the practice/programme	**Sport and Mental Health: Don't bury your emotions, let it flow (Youth Exchange)**
Country and organisation	Cyprus; implemented by ACPELIA and partners (Erasmus+ Youth Exchange)
Duration/period of implementation	13–24 October 2024 (12 days, including travel), hosted at Hylatio Tourist Village in Pissouri.
Target groups (e.g. youth workers, young people 15–24, girls, NEETs, young people with disabilities)	Young people aged 15–19 from several European countries (including 10 teenagers from the Cypriot organisation) plus youth leaders and stakeholders
Main objectives	• Promote young people's mental health through sport and physical activity. • Raise awareness about mental-health issues and reduce stigma among youth. • Develop practical coping skills (breathing, relaxation, self-expression) related to stress and anxiety.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

	• Foster social inclusion, active citizenship and intercultural learning through group activities.
Description of the approach	The youth exchange combines daily sport activities with non-formal education methods, including yoga, golf, group games, art therapy, meditation, breathing exercises, journaling, reflection groups and cultural exchanges. Sport is framed as a medium for expressing emotions, building connections and exploring healthy lifestyle choices. Participants work in a supportive, multicultural environment that encourages openness about mental-health challenges.
Mental health and/or skill-building focus (e.g. stress management, confidence, social skills	Stress management, emotional expression, self-awareness, social connection, empathy, teamwork and communication skills.
Main results or outcomes (qualitative or quantitative)	The project description reports that sports participation is linked to lower stress, anxiety and depression and to higher resilience, self-regulation and executive functioning, which are explored with participants through experiential activities; the exchange offers concrete experiences that illustrate these benefits.
Lessons learned / success factors	Combining structured sport sessions with reflective and creative methods (art, journaling, group discussions) helps young people translate physical experiences into mental-health learning; hosting the project in a residential setting supports community building and peer support.
Link or contact details (if available)	ACPELIA project page: "Sport and Mental Health: Don't bury your emotions, let it flow"

Good Practice 3

Title of the practice/programme	**MINDFIT – Empowering Minds: Enhancing children's mental fitness (CERV project, Cyprus partner)**
Country and organisation	Implemented in Cyprus, Greece and Italy; Cypriot partners
Duration/period of implementation	24-month project under the CERV programme, starting 1 May 2025
Target groups (e.g. youth workers, young people 15–24, girls, NEETs, young people with disabilities)	Children and adolescents in sport and educational settings; educators, coaches and youth practitioners working with them.
Main objectives	• Support psychological health and "mental fitness" of children and adolescents in sports and education contexts. • Increase awareness among professionals about mental-health challenges in sport settings and how to address them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

	• Develop and share tools and practices that integrate mental-fitness into sport and educational activities.
Description of the approach	The project brings together professionals in psychology, pedagogy and education from Cyprus, Greece and Italy to discuss cultural differences in how mental health is addressed in sport and to co-create tools and methodologies. The kick-off meeting in Nicosia focused on reflecting on mental well-being in sport settings and identifying common challenges such as the invisibility of mental-health needs and the lack of structured support for young athletes.
Mental health and/or skill-building focus (e.g. stress management, confidence, social skills	Mental-fitness concepts (resilience, emotional regulation, self-awareness), mentoring relationships in sport, and supportive educational practices that normalise discussion of mental-health issues among children and adolescents.
Main results or outcomes (qualitative or quantitative)	As an ongoing project, early results include a shared understanding among partners of key challenges and the development of a workplan for tools and training activities to be piloted in the three countries, including Cyprus.
Lessons learned / success factors	Cross-country collaboration anchored in Cyprus shows that mental-health in sport is a common challenge; involving experts from psychology and education from the start increases the quality and relevance of materials for coaches and youth workers.
Link or contact details (if available)	''Promoting mental wellbeing and mental fitness for young people through sport"

Good Practice 4

Title of the practice/programme	**EUYOUSPORT – Bringing Youth Policy to Sports**
Country and organisation	European project with Cypriot partners; promoted in Cyprus by the Cyprus Youth Council and ENGSO Youth.
Duration/period of implementation	Erasmus+ project around 2024–2026
Target groups (e.g. youth workers, young people 15–24, girls, NEETs, young people with disabilities)	Young sport leaders, youth workers in sport organisations, youth councils and sport clubs in Cyprus and other countries.
Main objectives	• Empower and connect young leaders in sport at European level. • Integrate sustainability, social inclusion and mental-health issues into youth and sport policies. • Strengthen youth participation in sport-related decision-making

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

Description of the approach	In Cyprus, EUYOUSPORT activities are promoted through the Cyprus Youth Council, offering information events and opportunities for young sport leaders to join European training and policy processes. The project links mental-health and inclusion concerns to sport governance and encourages young Cypriots to shape more supportive sport environments in their clubs and communities.
Mental health and/or skill-building focus (e.g. stress management, confidence, social skills	Leadership, advocacy, policy-influencing skills, awareness of mental-health and inclusion issues in sport and development of youth-friendly, supportive sport environments
Main results or outcomes (qualitative or quantitative)	The project is building a network of young sport leaders, including Cypriots, who are better equipped to address mental-health and inclusion issues in sport policy and practice.
Lessons learned / success factors	Connecting mental-health concerns with youth leadership and policy participation enhances the likelihood of systemic change in sport structures, not only in isolated programmes.
Link or contact details (if available)	Cyprus Youth Council – EUYOUSPORT announcement

4. Field Research Findings

4.1. Survey Results

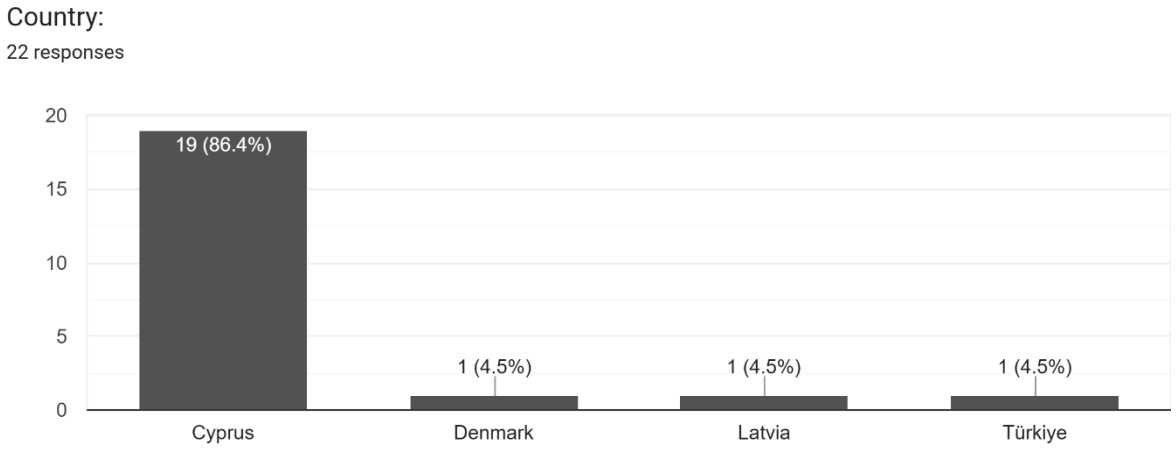


Figure 1. Country of respondents

The survey reached **22 respondents**. Most responses came from **Cyprus**. More specifically, **19 respondents were based in Cyprus**, and **one additional youth worker, originally from Cyprus but currently based in Denmark, also contributed**, bringing the Cyprus-related sample to **20 participants** in total. The survey also included **one response each from Latvia and Türkiye**. This shows that the findings are strongly grounded in the Cyprus context and include a small number of perspectives from other partner countries.

Co-funded by the European Union
Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

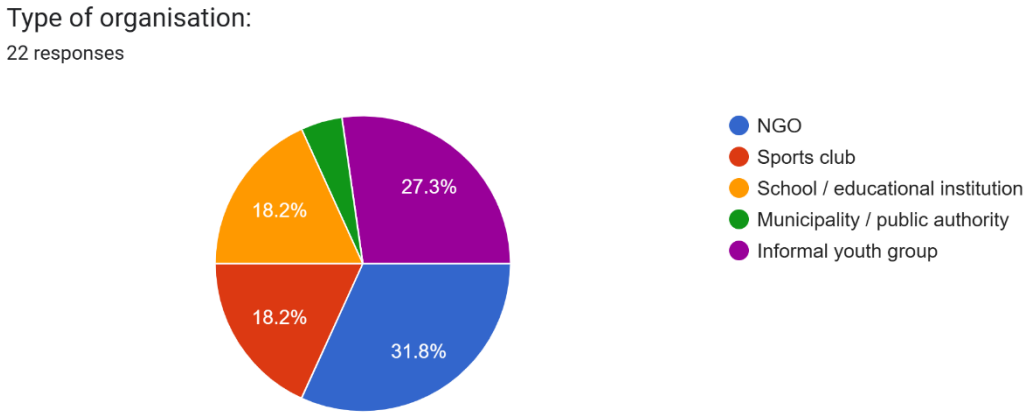


Figure 2. Type of organisation of respondents

The survey sample includes respondents from a **diverse range of organisations**. The largest group comes from **NGOs (31.8%, 7 respondents)**, followed by **informal youth groups (27.3%, 6 respondents)**. **Sports clubs** and **schools or educational institutions** each account for **18.2% (4 respondents each)**, while **municipalities or public authorities** represent **4.5% (1 respondent)**. Overall, this shows that the survey primarily reflects perspectives from civil society and youth fields, while also including views from sport, education, and public-sector settings.

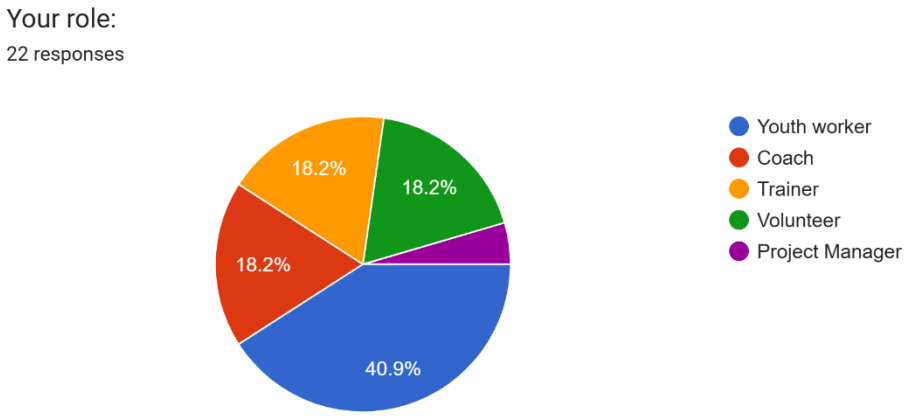


Figure 3. Role of respondents

The largest group of respondents were **youth workers (40.9%, 9 respondents)**. They were followed by **coaches, trainers, and volunteers**, each representing **18.2% (4 respondents each)**. **Project managers** made up **4.5% (1 respondent)**. This shows that the survey mainly reflects the views of **frontline practitioners** who work directly with young people, which is highly relevant for understanding how sport and mental health are addressed in everyday practice.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

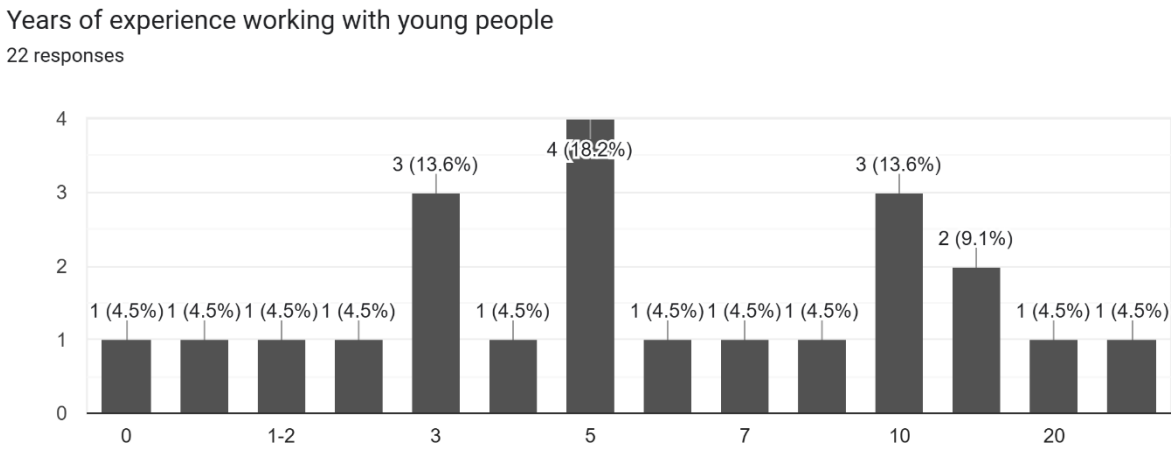


Figure 4. Years of experience working with young people

The respondents show a **wide range of experience**, from newcomers to practitioners with **20 years or more** of work with young people. The largest group reported **5 years of experience (18.2%, 4 respondents)**, while **3 and 10 years were also common, each at 13.6% (3 respondents)**. Overall, the sample includes both less experienced and more established practitioners, providing a balanced picture of views from different levels of practice and professional maturity.

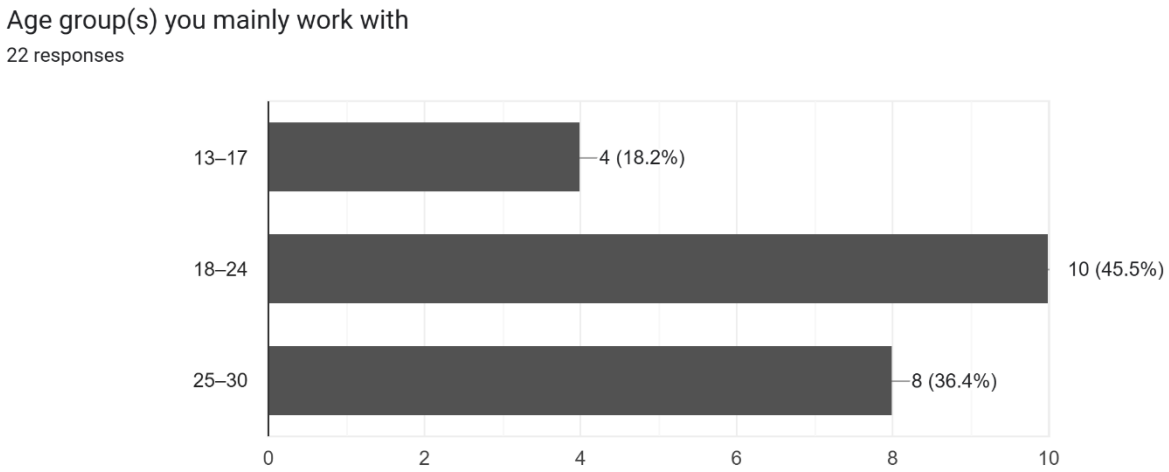


Figure 5. Age group(s) mainly served by respondents

Most respondents work mainly with **young adults aged 18-24 (45.5%, 10 respondents)**, followed by those working with the **25-30 age group (36.4%, 8 respondents)**. A smaller share works mainly with **adolescents aged 13-17 (18.2%, 4 respondents)**. This suggests that the survey findings primarily reflect practices among older youth and young adults, while still including some perspectives from younger adolescents.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

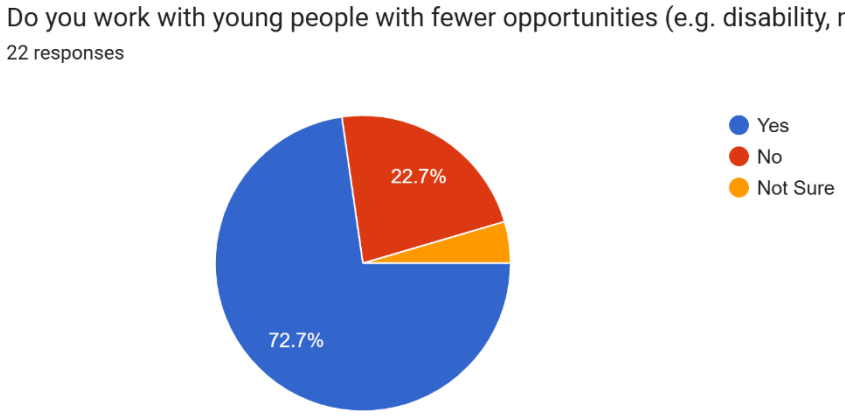


Figure 6. Work with young people with fewer opportunities

A clear majority of respondents **work with young people with fewer opportunities (72.7%, 16 respondents)**. In comparison, **22.7% (5 respondents)** said they do not, while **4.5% (1 respondent)** was not sure. This shows that the survey is strongly informed by practitioners who already work in inclusive or vulnerable youth contexts, which is important for understanding barriers, support needs, and the potential of sport-based approaches for more diverse groups.

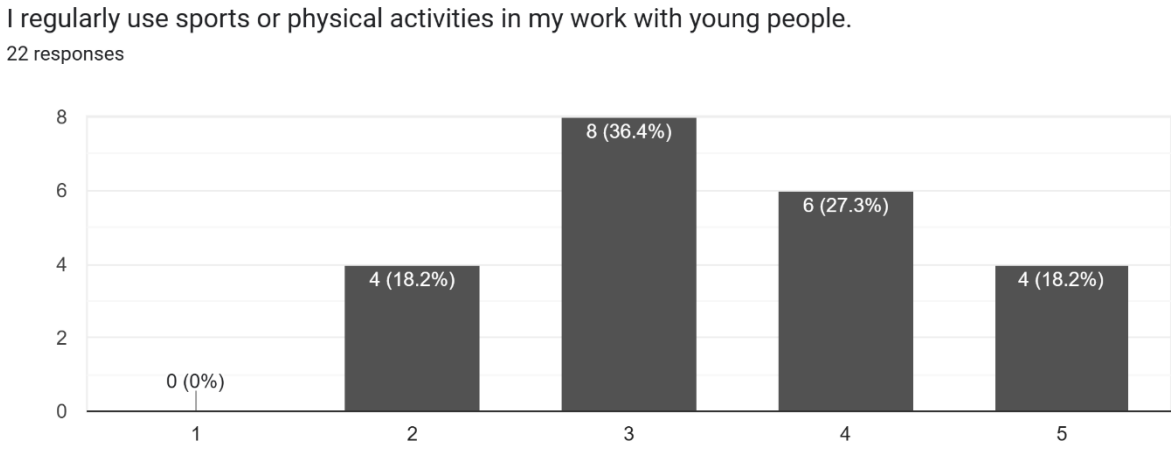


Figure 7. Regular use of sport or physical activity in work with young people

The responses show that sport and physical activity are used **fairly regularly** in youth work, although not always in a highly systematic way. The most common answer was **3 out of 5 (36.4%, 8 respondents)**, followed by **4 out of 5 (27.3%, 6 respondents)** and **5 out of 5 (18.2%, 4 respondents)**. Another **18.2% (4 respondents)** selected **2 out of 5**, while no respondent selected **1 out of 5**. Overall, this suggests that most participants already incorporate sport or physical activity into their work to some extent, which provides a good basis for the MindFit project to build on existing practice rather than introduce a completely new approach.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

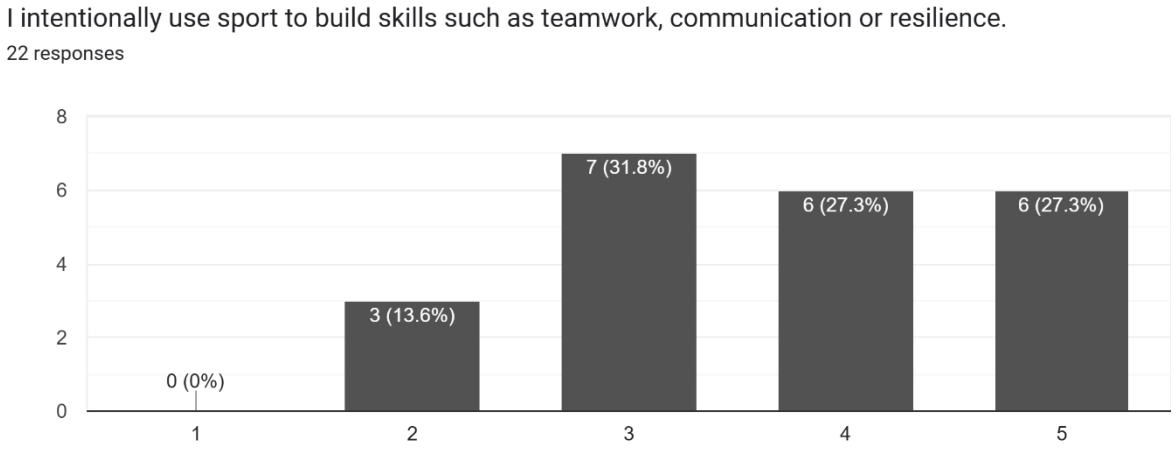


Figure 8. Intentional use of sport to build teamwork, communication, and resilience

The responses suggest that many practitioners intentionally use sport to develop broader personal and social skills. The most common response was **3 out of 5 (31.8%, 7 respondents)**, followed by **4 out of 5** and **5 out of 5**, each with **27.3% (6 respondents)**. A smaller group selected **2 out of 5 (13.6%, 3 respondents)**, while no respondent selected **1 out of 5**. Overall, this shows that sport is not used only for participation or recreation, but also as a tool to support skills such as teamwork, communication, and resilience, which are highly relevant for the aims of MindFit.

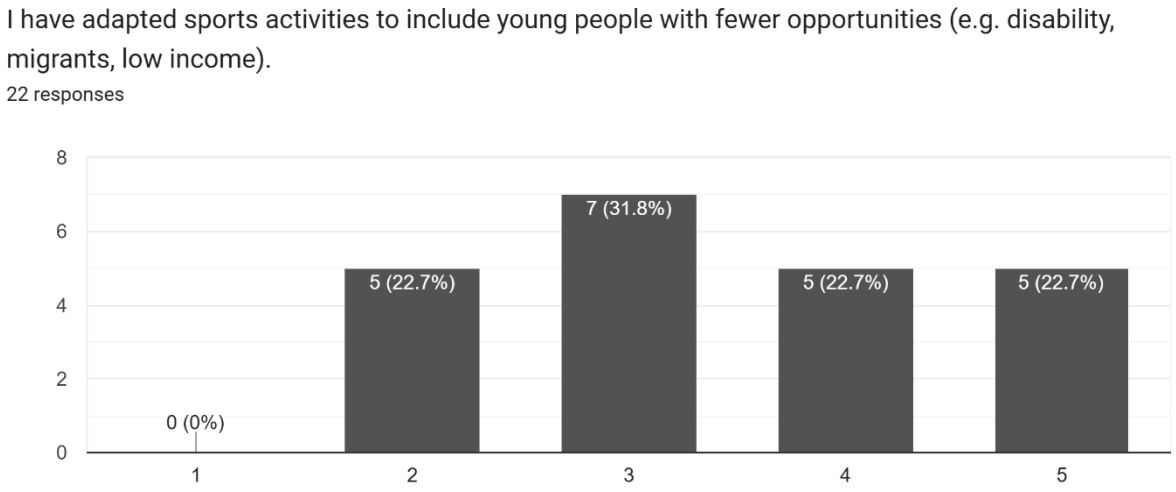


Figure 9. Adaptation of sports activities for young people with fewer opportunities

The responses show a **moderate to strong level of adaptation** of sports activities to include young people with fewer opportunities. The most common answer was **3 out of 5 (31.8%, 7 respondents)**, while **4 out of 5** and **5 out of 5** were each selected by **22.7% (5 respondents)**. Another **22.7% (5 respondents)** chose **2 out of 5**, and no respondent selected **1 out of 5**. Overall, this suggests that many practitioners are already making some effort to adapt activities for inclusion, but the results also point to uneven practice and a need for more structured support, tools, and guidance.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

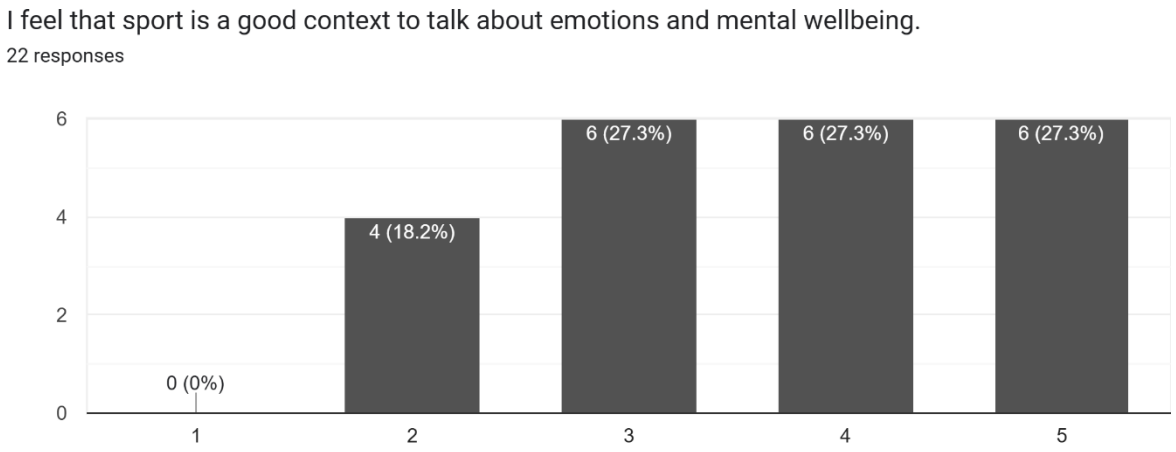


Figure 10. Sport as a context to talk about emotions and mental well-being

The findings show a **generally positive view** of sport as a setting to discuss emotions and mental well-being. Responses were spread across the upper-middle and high end of the scale, with **3 out of 5**, **4 out of 5**, and **5 out of 5** each selected by **27.3% (6 respondents)**. A smaller group selected **2 out of 5 (18.2%, 4 respondents)**, while no respondent selected **1 out of 5**. Overall, this suggests that most practitioners see sport as a useful and realistic entry point for conversations about well-being, even if confidence and practice levels may differ.

Open question 1. Examples of sports-based activities that worked well

Responses show that the most successful activities were **outdoor and team-based**, such as hiking, treasure hunts, volleyball, basketball, football, beach tennis, and cooperative group games. Participants highlighted that these activities worked well because they promoted **teamwork, communication, trust, problem-solving, and active participation**. Several responses also indicated that adapted, **non-competitive formats** were especially effective for mixed-ability and intercultural groups, helping young people feel included, relaxed, and connected.

Open question 2. Main challenges when using sport with youth groups

The most common challenges mentioned were **limited facilities**, **time constraints**, and **difficulties related to inclusion**. Respondents also referred to **different motivation levels**, especially among young people who do not see themselves as sporty, and the need to adapt activities for different physical abilities, confidence levels, and backgrounds. Overall, the responses suggest that while sport is seen as valuable, practitioners need **more accessible spaces, flexible methods, and stronger support for inclusive delivery**.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

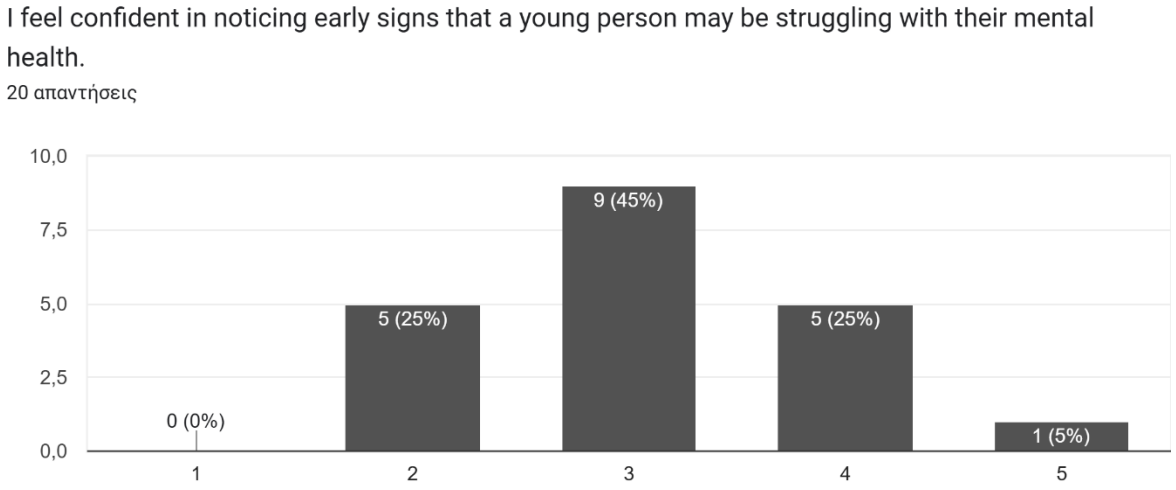


Figure 11. Confidence in noticing early signs of mental health difficulties

The responses suggest a **moderate level of confidence** in recognising early signs that a young person may be struggling with their mental health. The most common response was **3 out of 5 (45%, 9 respondents)**, while **25% (5 respondents)** selected **2 out of 5** and another **25% (5 respondents)** selected **4 out of 5**. Only **5% (1 respondent)** selected **5 out of 5**, and no one selected **1 out of 5**. Overall, this indicates that most respondents feel somewhat able to notice warning signs, but relatively few feel highly confident, pointing to a need for further training and practical guidance.

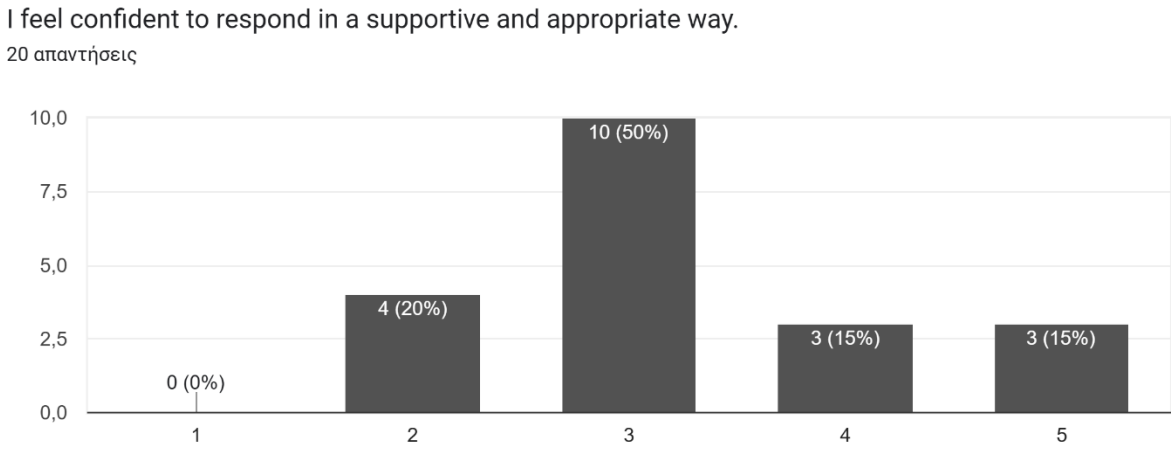


Figure 12. Confidence in responding in a supportive and appropriate way

The responses indicate a **moderate level of confidence** in responding to young people in a supportive and appropriate way. Half of the respondents selected **3 out of 5 (50%, 10 respondents)**, while **20% (4 respondents)** selected **2 out of 5**. A smaller share reported higher confidence, with **15% (3 respondents)** selecting **4 out of 5** and another **15% (3 respondents)** selecting **5 out of 5**. No respondent selected **1 out of 5**. Overall, this suggests that many practitioners feel somewhat able to respond, but confidence remains inconsistent, reinforcing the need for practical training and clear guidance.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

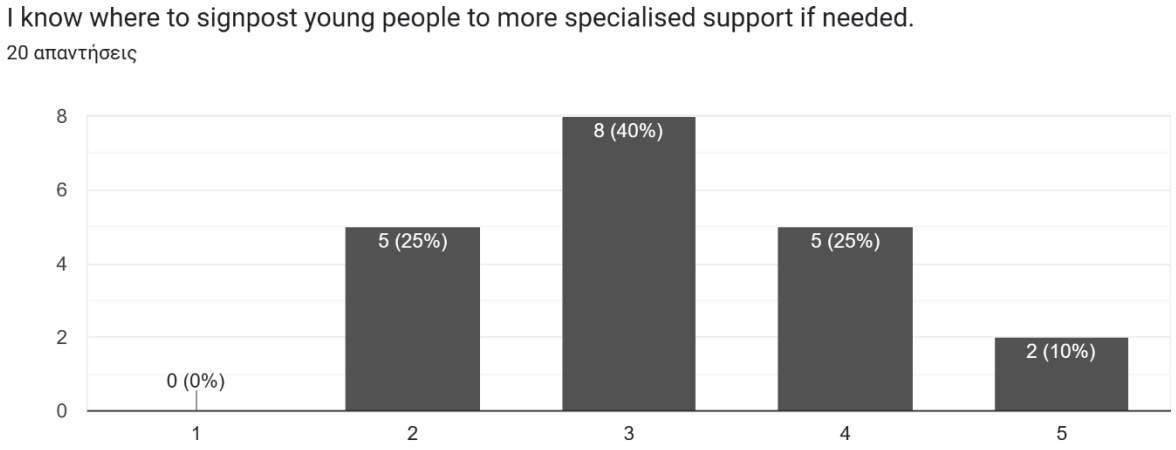


Figure 13. Knowledge of where to signpost young people for specialised support

The responses show a **moderate level of awareness** of where to refer young people for more specialised support. The most common answer was **3 out of 5 (40%, 8 respondents)**, while **25% (5 respondents)** selected **2 out of 5,** and another **25% (5 respondents)** selected **4 out of 5**. Only **10% (2 respondents)** selected **5 out of 5**, and no one selected **1 out of 5**. Overall, this suggests that some practitioners know referral pathways, but this knowledge is not yet strong or consistent across the sample.

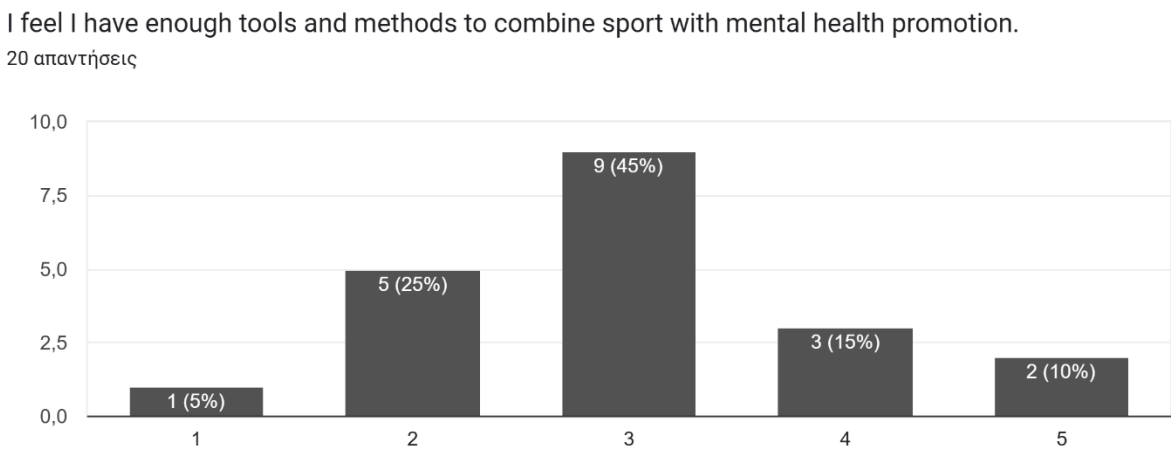


Figure 14. Perceived availability of tools and methods to combine sport with mental health promotion

The responses show that many practitioners do **not yet feel fully equipped** with the tools and methods needed to combine sport with mental health promotion. The most common response was **3 out of 5 (45%, 9 respondents)**, followed by **2 out of 5 (25%, 5 respondents)**. Only **25%** reported higher confidence, with **15% (3 respondents)** selecting **4 out of 5** and **10% (2 respondents)** selecting **5 out of 5**, while **5% (1 respondent)** selected **1 out of 5**. Overall, this points to a clear need for practical resources, ready-to-use methods, and targeted training through MindFit.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

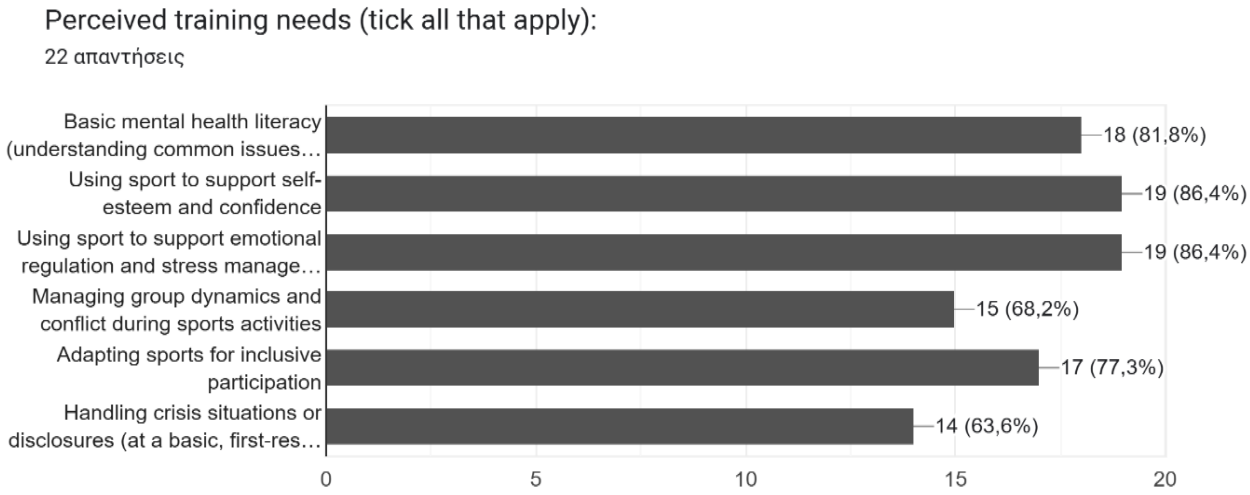


Figure 15. Perceived training needs

The results show strong demand for training across all areas, with the highest needs linked to using sport to support self-esteem and confidence, and to **using sport to support emotional regulation and stress management**, both selected by **86.4% (19 respondents)**. This was followed by **basic mental health literacy (81.8%, 18 respondents)** and **the adaptation of sports for inclusive participation (77.3%, 17 respondents)**. Lower, but still significant, needs were reported for **managing group dynamics and conflict (68.2%, 15 respondents)** and **handling crisis situations or disclosures at a basic level (63.6%, 14 respondents)**. Overall, the findings show that respondents want practical training that helps them connect sport, inclusion, and mental health in a safe and confident way.

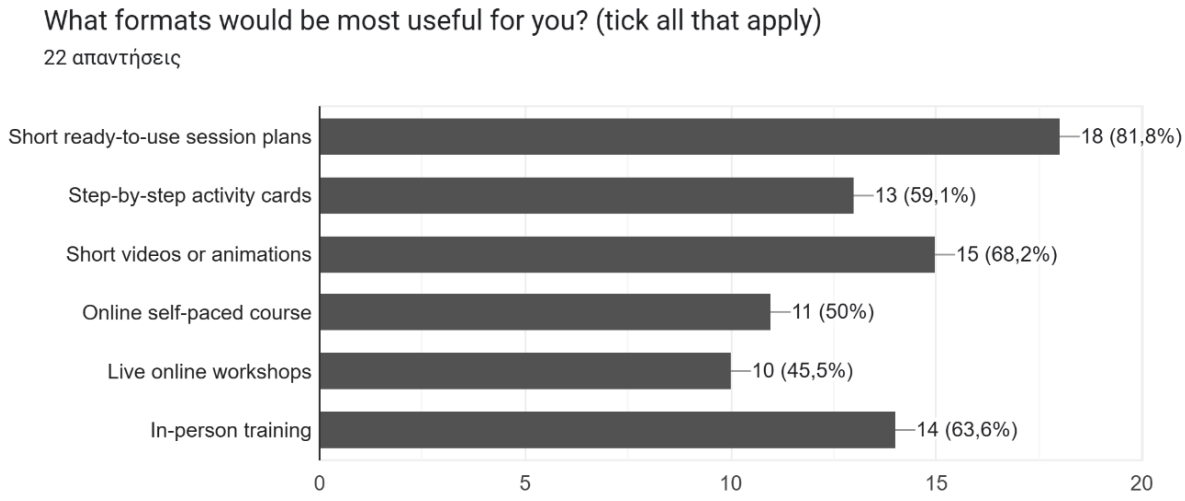


Figure 16. Preferred training and toolkit formats

The findings show a clear preference for **practical and ready-to-use formats**. The most useful option was **short, ready-to-use session plans (81.8%, 18 respondents)**, followed by **short videos or animations (68.2%, 15 respondents)** and **in-person training (63.6%, 14 respondents)**. **Step-by-step activity cards** were also strongly valued **(59.1%, 13 respondents)**. Lower but still relevant interest was reported for an **online self-paced course (50%, 11 respondents)** and **live online workshops (45.5%, 10 respondents)**. Overall, this

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

suggests that respondents prefer simple, practical materials they can apply directly in their work, supported by a mix of visual and face-to-face learning.

Open question 3. What would make a MindFit Training Toolkit truly useful in practice?

Responses reveal a strong preference for a practical, straightforward, and ready-to-use toolkit. Participants consistently requested session plans, step-by-step activity cards, real examples, and adaptable exercises that clearly link sport with mental well-being, reflection, self-esteem, resilience, and emotional regulation. They also emphasised the need for guidance on inclusion, group management, challenging behaviours, refusal to participate, psychological safety, and responding to warning signs or disclosures. Overall, the findings indicate that the toolkit should be highly practical, easy to implement in real youth work settings, and flexible enough to accommodate different group sizes, abilities, time constraints, and facility limitations.

4.2. Focus Group Results

Description of participants

The Cyprus focus group brought together 7 youth workers and practitioners who work directly with young people in community, non-formal education, and sports-related settings. Participants represented local youth organisations, youth centres, community initiatives, and sports-oriented activities where young people engage in both structured and informal learning environments. Their experience included work with adolescents and young adults, generally ages 13 to 25.

The group included practitioners working with diverse target groups, including young people facing social, economic, and geographical barriers. Participants referred in particular to young people with fewer opportunities, such as NEETs, migrants, young people living in rural areas, and young people who may face exclusion due to disability, limited family support, low confidence, or economic disadvantage. This gave the discussion a practical, grounded perspective, as participants were able to reflect on both mainstream youth engagement and the realities of inclusion in Cyprus.

Most participants reported already using some form of sport or physical activity in their work with young people. These activities included football, volleyball, basketball, outdoor games, movement-based energisers, walking activities, and team-building exercises. In many cases, sport was not used as a formal intervention tool but rather as a practical, accessible way to build relationships, foster group cohesion, and attract young people who may not engage in more traditional workshop-based activities. Participants noted that sport often provides a more relaxed entry point for participation and helps young people express themselves more naturally.

At the same time, participants had different levels of confidence in addressing mental health and well-being issues through sports-based activities. While most felt able to notice when a young person appeared withdrawn, stressed, or emotionally overwhelmed, they also highlighted the limits of their role and the need for clearer guidance, practical tools, and referral pathways. This made the focus group particularly relevant, as participants were able to reflect not only on the value of sport but also on the support they need in order to use it more intentionally for youth mental health and well-being.

Overall, the participant group offered a relevant mix of field-based experience, practical knowledge of youth engagement, and awareness of the growing emotional and mental health needs of young people in Cyprus.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

Their contributions provided useful insight into both current practice and the gaps that the MindFit project can address.

Main themes

Several clear themes emerged from the Cyprus focus group. These relate to the role of sport in youth work, the main mental health challenges facing young people, the barriers and enabling factors for integrating mental health into sports-based practice, the inclusion of young people from fewer-opportunity backgrounds, and ideas for the MindFit toolkit.

Mental health and well-being challenges facing young people

Participants agreed that young people in Cyprus face a range of well-being challenges that affect their daily lives, motivation, and participation. The most frequently mentioned issues were stress, anxiety, low self-esteem, emotional pressure, loneliness, and uncertainty about the future. School and exam pressure were highlighted as major sources of stress, especially for teenagers. Participants also referred to social media pressure, negative self-comparison, financial insecurity, and family-related difficulties as factors that can reduce young people's confidence and emotional resilience.

There was broad agreement that these issues are becoming more visible in youth work settings. Participants felt that many young people struggle silently and do not always openly express what they are experiencing. For this reason, youth workers viewed sport and physical activity as useful spaces where signs of distress may become more visible through behaviour, mood, withdrawal, or lack of engagement.

Sport as a tool for engagement, connection, and emotional support

A strong theme across the discussion was that sport can play a positive role in supporting youth mental health and well-being. Participants saw physical activity as a practical and accessible tool that helps reduce stress, improve mood, and create structure and routine. Team sports and group activities were also seen as important for building trust, a sense of belonging, communication, and peer connections.

Participants stressed that sport works particularly well when used in an inclusive, non-pressured way. They noted that young people often respond better when activities are enjoyable, informal, and focused on participation rather than performance. In this sense, sport was described not only as a physical activity but also as a relational tool that helps young people connect with others, feel part of a group, and build confidence.

At the same time, participants were clear that sport alone is not enough. They emphasised that the value of sport depends heavily on the way it is facilitated. A safe atmosphere, positive group dynamics, and sensitive facilitation are essential if sports-based activities are to support mental health in a meaningful way.

Barriers to integrating mental health into sports-based youth work

Although participants recognised the value of sport, they also identified several barriers to more intentional integration of mental health into their activities. The most common barrier was limited training and confidence. Many participants said they can recognise some warning signs when a young person is struggling, but they do not always know how to respond appropriately. They were particularly concerned about saying the wrong thing, crossing professional boundaries, or not knowing when and how to refer a young person to specialist support.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

Other barriers included limited time, a lack of structured tools, and the absence of simple resources for everyday youth work. Participants explained that mental health is often seen as a specialist topic, while sports activities are seen as practical or recreational. As a result, there is a gap between the two, and youth workers need help to bridge that gap in a realistic way.

Stigma was also identified as an important challenge. Some participants felt that talking directly about mental health may still be difficult for some young people, families, or communities. For this reason, sports-based activities may offer a useful entry point, but facilitators still need methods to build trust and facilitate safe, open reflection.

Enablers and supportive conditions

The discussion also highlighted important enabling factors. Participants agreed that existing trust between the youth worker and the group makes it much easier to introduce well-being topics in sports settings. Small groups, informal environments, regular sessions, and activities that include time for reflection were all mentioned as helpful conditions.

Participants also highlighted the importance of having clear and practical methods. They wanted activities that are easy to run, adaptable to different age groups, and directly linked to emotional well-being, teamwork, confidence, or stress management. Organisational support was another enabling factor. Where staff have time, training, and encouragement to work more holistically with young people, it becomes easier to connect sports participation with broader well-being goals.

Inclusion of young people with fewer opportunities

Inclusion was one of the strongest themes in the discussion. Participants agreed that sports activities can support inclusion, but only if they are designed carefully. They identified several barriers to participation for young people with fewer opportunities, including transport difficulties, financial barriers, language barriers, limited accessibility, low self-confidence, and fear of judgment. Competitive environments were also seen as a barrier for some young people, especially those who already feel excluded or insecure.

Participants said that inclusive sports-based youth work requires flexibility, adaptation, and outreach. This may include adjusting activities to accommodate different physical abilities, offering low-pressure, non-competitive formats, using simple language, providing peer support, and creating welcoming spaces where all young people feel safe joining. There was also recognition that inclusion does not happen automatically and that facilitators need practical guidance on adapting activities to different needs and contexts.

Ideas for the MindFit toolkit

Participants expressed a strong interest in a practical and user-friendly MindFit toolkit. They said the toolkit should be simple, realistic, and directly usable in daily youth work practice. The most requested elements were ready-made activity plans, step-by-step session guidance, reflection exercises, group-building activities, and practical tips for linking sport with emotional well-being.

They also wanted guidance on how to notice signs of distress, how to respond safely, and when to refer young people to other services. Inclusion tips were seen as essential, especially when working with diverse groups and young people from less privileged backgrounds. Participants suggested that the toolkit should combine short written materials with checklists, printable resources, and digital formats that can be accessed quickly.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

Real-life examples and case studies were also mentioned as helpful, along with brief facilitator training to build confidence in using the materials effectively.

Overall, the discussion showed that there is strong potential for sport to support youth mental health in Cyprus, but also a clear need for practical tools, stronger confidence, and inclusive methods that fit the reality of youth work settings.

Selected anonymised quotes to illustrate key messages

Below are selected anonymised quotes that reflect the main messages raised during the focus group:

- "Sport helps young people relax and connect. Sometimes they speak more openly after an activity than in a formal discussion."
- "We can often see when a young person is not well, but we do not always know what the right way to respond is."
- "Physical activity can reduce stress, but it depends a lot on the atmosphere. If the environment feels safe, the impact is much stronger."

5. Conclusions and Recommendations

Summary of main needs and gaps

The Cyprus findings show that sport and physical activity are already used by many youth workers, coaches, trainers, and community practitioners in their work with young people. Respondents see sport as a useful way to promote teamwork, communication, resilience, participation, and social connection. They also view sport as a promising context for discussing emotions and mental well-being, especially because it can provide a more natural, informal, and less stigmatising setting for engagement.

At the same time, the findings point to clear gaps. First, practitioners show only moderate confidence in identifying early signs of mental health difficulties, responding appropriately, and signposting young people to specialised support. Second, many do not feel they have enough practical tools and methods to combine sport with mental health promotion in a structured and safe way. Third, although many respondents work with young people with fewer opportunities and already make some adaptations for inclusion, practice remains uneven, and more guidance is needed on designing accessible, non-competitive activities that are responsive to diverse needs.

The open responses strengthen this picture. Practitioners value outdoor, cooperative, and team-based activities, but they also face barriers related to facilities, time constraints, varying levels of motivation, and inclusion challenges. Overall, the main need is not to convince practitioners of the value of sport, but to support them with practical methods, confidence, and simple frameworks that can help them use sport more intentionally for mental health and well-being outcomes.

Implications for the MindFit Training Toolkit

The findings have clear implications for the design of the MindFit Training Toolkit. In terms of content, the toolkit should include practical methods that connect sport with self-esteem, emotional regulation, stress management, resilience, teamwork, and communication. It should also include basic mental health literacy, guidance on noticing early warning signs, tips on supportive responses, and clear advice on when and how to signpost young people to specialised support. Inclusion should be built in throughout the toolkit, with

Co-funded by the European Union
Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

specific guidance on adapting activities for young people with fewer opportunities, different confidence levels, and mixed-ability groups.

In terms of format, respondents clearly prefer short, practical, and ready-to-use materials. This means the toolkit should prioritise brief session plans, step-by-step activity cards, reflection and debriefing questions, and short visual materials such as videos or animations. Materials should be easy to use in real youth work and sports settings, including in contexts with limited time, limited facilities, or mixed groups. In-person training should complement the toolkit, as respondents also expressed interest in practical training that allows discussion, modelling, and direct practice.

In terms of language and style, the toolkit should use clear, simple, and accessible language. It should avoid overly theoretical or clinical wording and instead focus on concrete examples, realistic scenarios, and direct application. In terms of length, it should be concise and modular. Rather than a single long manual, it would be more useful to structure the toolkit into short sections or units that practitioners can quickly access as needed.

Suggestions for piloting and future use

For the piloting phase, the toolkit should be tested with a small but diverse group of youth workers, coaches, and trainers working in different settings, including NGOs, sports clubs, schools, and informal youth groups. It will be important to pilot it with practitioners working with young people from less privileged backgrounds, as this will help assess whether the activities are truly inclusive and adaptable in practice. The pilot should test both the content and the usability of the toolkit, including clarity of instructions, timing, ease of facilitation, and relevance to real youth work settings.

The pilot should also gather feedback on which activities work best with different age groups, how easy it is to facilitate reflection on emotions and well-being, and whether practitioners feel more confident after using the materials. Special attention should be paid to the balance between sport, reflection, and inclusion, as this is central to the MindFit approach.

For future use, the toolkit should remain flexible and easy to integrate into existing youth work and sports programmes. It should be designed for reuse beyond the project, both as a standalone practical resource and as part of future staff training or youth worker development. To strengthen long-term uptake, it would be useful to combine the toolkit with short training sessions, peer exchange, and examples of good practice from different countries. This would help ensure that MindFit is not used only as a project output, but as a practical resource that supports everyday work with young people over time.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000

6. References

- ACPELIA. (2024). *Sport and Mental Health: Don't Bury Your Emotions, Let It Flow*. Erasmus+ Youth Exchange project page.
- CESIE. (2025). *Promoting mental well-being and mental fitness for young people through sport*. MINDFIT project news page.
- Cyprus Sports Organisation. (2026). *Official website of the Cyprus Sports Organisation (KOA), including Sports for All / Athlitismos Gia Olous*.
- European Commission, EACEA. (2025). *Youth Wiki: Cyprus overview*.
- European Commission, EACEA. (2025). *Youth Wiki: Cyprus, 1.3 National Youth Strategy*.
- European Commission, EACEA. (2025). *Youth Wiki: Cyprus, 7. Health and Well-Being*.
- European Commission, EACEA. (2025). *Youth Wiki: Cyprus, 7.3 Sport, youth fitness and physical activity*.
- MINDFIT Project. (2025). *MINDFIT: Empowering Minds, Enhancing Children's Mental Fitness*. Official project website.
- World Health Organisation. (2024). *Physical activity factsheet: Cyprus 2024*.
- Youth Board of Cyprus, Surveys page. Useful as an official source for the Youth Barometer and other youth-focused evidence in Cyprus.
- Youth Board of Cyprus, Summary of the 1st Youth Barometer 2020 results. Useful for citing youth perceptions and needs in Cyprus, including pressure, quality of life, and wider youth concerns.
- UNICEF, Policy Brief on Mental Health Support for Youth and Children in Cyprus. Useful for short policy-oriented recommendations and recent national-level concerns.
- WHO, Child and Youth Mental Health in the WHO European Region. Useful if you want a wider European framing for why youth mental health matters in national policy and practice.
- Educational Psychology Service, Ministry of Education. Useful for showing that school-based psychological support structures exist in Cyprus.
- Eurostat, Young people: health. Useful for adding EU-level comparative framing on youth health, mental health, and physical activity.
- Eurostat, Health-enhancing physical activity statistics. Useful if you want to place Cyprus in a wider EU participation context.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-PL01-KA210-YOU-000352000