PLAN B

STRENGTHENING RESILIENCE OF YOUTH ORGANISATIONS

YOUTH FOR EXCHANGE
AND UNDERSTANDING

EYF
european youth foundation
fonds européen pour la jeunesse

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

"This publication was produced by Youth for Exchange and Understanding with the support of the European Youth Foundation of the Council of Europe. It does not necessarily reflect the official position of the Council of Europe."

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1. INTRODUCTION

1.1 ABOUT YEU INTERNATIONAL

Youth for Exchange and Understanding (YEU) was founded in Strasbourg in 1986 by a group of 120 young people from 11 different countries. In 1989 it was recognized as a member association of the European Coordination Bureau (E.C.B.).

YEU is led by young people for young people by means of a democratic structure and its members are mainly working on a voluntary basis. The limit age to participate in the activities is 30 years but the majority of participants are under the age of 25. It is young people who decide about the activities of the organisation, define the strategies and implement the action plans, run the organisation and ultimately evaluate it. It is important to note that most young people in YEU are actively involved in other aspects of civil society, frequently establishing links between the Member Organisations and the local, regional and national institutions, other youth organisations and the community in general, extending the participation in the international organisation to the local dimension.

Youth for Exchange and Understanding works to promote peace, understanding and cooperation between the young people of the world, in a spirit of respect for human rights.

Today YEU is a member of the European Youth Forum(YFJ) and Lifelong Learning Platform(LLLP) which are the independent platforms for INGYOs and NYCs in Europe. YEU has young people from over 30 countries from across Europe and Africa involved in its activities.

1.2 COUNCIL OF EUROPE – EUROPEAN YOUTH FOUNDATION

The Council of Europe is an international organisation whose stated aim is to uphold human rights, democracy and the rule of law in Europe. Founded in 1949, it has 46 member states, covering approximately 820 million people. The aim of the Council of Europe is to achieve a greater unity between its members for the purpose of safeguarding and achieving the ideals and principles which are their common heritage and facilitating their economic and social progress. Membership is open to all European states who seek harmony, cooperation, good governance and human rights, accepting the principle of the rule of law and are able and willing to guarantee democracy, fundamental human rights and freedoms.

The main missions of Council of Europe are to protect human rights, pluralist democracy and the rule of law; to promote awareness and encourage thedevelopment of Europe's cultural identity and diversity; to find common solutions to the challenges facing European society: such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking of human beings, organized crime and corruption, cybercrime, violence against children and to consolidate democratic stability in Europe by backing political, legislative and constitutional reforms.

Founded in 1972, the European Youth Foundation (EYF) plays a pivotal role in the Council of Europe's work to encourage cooperation between young people in Europe and to facilitate their active participation in civil society and political decision-making. The European Youth Foundation gives young people a voice in political and democratic life and the tools they need to function effectively in today's diverse societies. European Youth Foundation supported European co-operation and focused on multilateral youth activities (participation of youth of many nationalities).

The main mission is supporting young people in getting closer to their objectives and their vision of a better future. The European Youth Foundation (EYF) provides assistance and funding for youth activities which promote human rights, democracy, tolerance and solidarity. The Foundation has an annual budget of approximately 3.7 million Euros, which is mainly made

up of obligatory contributions from each Council of Europe member state. Since 1972, more than 300 000 young people, aged between 15 and 30 and mostly from member states, have benefited directly from EYF supported activities. This program made a real contribution towards a closer cooperation between Eastern and Western Europe within the free circulation of people and ideas in Europe.

1.3 EXECUTIVE SUMMARY

Youth organisations are in general quite fragile – high turnover of people or, organisations becoming a one-person-show until they find other interests, are an unfortunate reality around Europe.

For many organisations, the first reaction to a challenge or change is to continue with the "business as usual" approach – but what if "business as usual" is why we faced the crisis in the first place? Too fast, too self-centred, too busy – finding excuses worked until we got confined due to COVID19 and realised that it was not about not having time – living in instant times made it ok to have instant solutions without stopping to breathe and think about new ways and strategies.

To be sustainable – passion is not enough. Becoming credible and accountable is paramount especially if working with local communities and/or vulnerable groups, taking time to implement continuous work with enormous invested effort in building trust all across. Because, when the difficult times come, all eyes are on the organisation expecting it to be ready with all the solutions…

Covid-19 showed us the reality that many organisations were not ready to face these challenges both on personal and professional levels. Organisations had to act fast, adapt and re-focus themselves to the aspects that were not as clear before the pandemic. The need to support the beneficiaries was becoming more and more crucial, but many organisations didn't know where to start because they were the ones that needed support to adapt simultaneously.

With the support of the organisations that were part of the process, we discovered what it meant to be sustainable, to have the strength to be resilient and face challenges in the way that would support the growth of the organisation without jeopardising it. This is the reality for many organisations, and we hope that our experience will be able to support other organisations in finding their strength to adapt, become more resilient and work towards a sustainable future!

1.4 ABOUT THE PROJECT – PLAN B

Plan B work plan aimed to prepare youth workers, educators, coordinators, managers of youth organisations to develop resilience strategies in terms of organisational and people management with a focus on supporting beneficiaries (young people, citizens, local communities in general) in times of crisis. Resilience is the capacity to respond effectively to change, to adapt successfully to new and unforeseen conditions and circumstances – and to seize opportunity. It's an essential characteristic of organisations that are built for ongoing success.

In the process we focused on:

- Raising resilience of youth workers on both personal and professional levels: strong and resilient individuals lead to stronger leadership thus stronger and more agile youth organisations.
- Developing and acquiring resilience and sustainability strategies of youth organisations by planning the long- term antifragility strategy through analysis of different risk related factors in everyday work.
- Learning to learn and adapt: understanding the needs, analysing them and discussing the possible solutions face to face and online (leading to adapting agile management approach).
- Offline, rethinking and re-connecting: building resilience on both organisational and individual level through experiential learning (leading to more productive and less stressed individuals).

2. RESILIENCE OF THE YOUTH ORGANISATIONS

2.1 WHAT IS RESILIENCE?

We could say that being resilient is to turn challenges into success.

Resilience is the quality of being able to quickly return to a previous good condition after problems, according to Cambridge dictionary. It's one's flexibility, elasticity and plasticity, also the capability to adjust and learn from mistakes and handle the challenges. Resilience is the process of managing stress and functioning well even when faced with adversity and trauma or problem. (Youth Thrive[1]) Resilience is all about working in advance, creating a possible solution before a problem comes.

Resilience means having some concrete skills, for example:

- Staying calm in stressful/problematic situation;
- Being prepared for the risks and deal with them;
- Being flexible, responsible, self-aware, confident, sharing the knowledge and be open for new knowledge;
- Being confident that your action can change the outcome of the event.

[1] Centre for study of social policy - https://cssp.org/wp-content/uploads/2018/08/YT_Youth-Resilience.pdf

2.2 RESILIENCE IN A YOUTH ORGANISATION

The purpose of resilience in a youth organisation is to enable the youth workers and other employees to develop mechanisms for protection against experiences that could be overwhelming and destructive for the organisation, but as well for them personally. Being resilient gives stability and security to an organisation and ensures that the organisation can go through every situation. It is important because it helps maintain the balance in the structure of the organisation when something or someone is missing, or when a difficult period comes such as the recent pandemic Covid-19 which changed the way of functioning form many youth organisations.

The resilience skills are very crucial for the mental health of the youth workers, volunteers, participants and everyone who is involved in the work of the organisation. If the employees don't have developed resilience skills, they can struggle with the functioning even if there is a very little challenge.

There are many examples which could describe the importance of the resilience strategy in an organisation, especially when some situations happen unexpectedly and youth workers have to be able to react upon.

One of the examples is the missing person who had to take a break from work for different reasons and other coworkers are supposed to share the workload. In order to prevent the panic situation and frustration of everyone, it is advisable to be familiar with the work that everyone in the organisation does. To have the regular meeting, access to the shared calendar and to be updated of the current work. Or in case of a situation that occurred when the Covid-19 pandemic started – youth organisations were lacking the skills to work with online tools, to work from home and to be separate from their colleagues due to the lack of resilience skills. This situation taught us that being resilient in those moments was crucial for overcoming the big challenges.

2.3 KEY CHALLENGES IN ENSURING RESILIENCE

There are some common challenges when we talk about creating a resilient environment in a youth organisation. Most common challenges are:

- Lack of opportunities to develop emotional skills (not every youth worker is able to recognise, define and control their emotions and behaviours, which contributes to making decisions based on fears or doubts, rather than making decisions based on their rationality and strength).
- Lack of communication skills (not every youth worker is aware of assertive communication skills, which contributes to creating internal strategies to resolve conflict situations);
- Lack of decision making skills in crisis situations;
- Unsupportive work environment (work atmosphere is not supportive and there is lack of teamwork or collaboration between team mates);

- Poor working conditions (not having enough resources to use all the potential of an organisation);
- Lack of strategic planning on an organisational level (organisation is reacting when problem occurs, not investing time to prevent it);
- Lack of the knowledge transfer and understanding of what are the responsibilities and work of other employees;
- Lack of risks management (while planning any activity it is important to have a plan B in order to make it work).

2.4 BEST PRACTICES IN MAKING RESILIENT SURROUNDING IN A YOUTH ORGANISATION

Some previously described challenges could be resolved by the specific actions that could build the knowledge and thus boost the resilience among the youth organisations. Most of these practices can be organised in the form of trainings, workshops, webinars, seminars, etc. For example:

- Initiate team building (develop communication skills and raise the level of emotional intelligence, organise outdoor activities in order to build interpersonal relations and strengthen and deepen connections among team members);
- be sure that each employee/youth worker is aware of each others work (teach and inform the employees about the nature of their colleagues jobs, tasks and duties);
- reflect on past experiences (learn from mistakes and failures);
- create rational strategies and assess the risks (make analysis in advance and be prepared for the possible risks);
- have a plan B (having a second plan can make the organisation more resilient).

3. SUSTAINABILITY OF THE YOUTH ORGANISATION

3.1 WHAT IS SUSTAINABILITY?

Sustainability is defined as an organisation's ability to:

- Improve institutional capacity to continue its activities among target populations over an extended period of time;
- Maximise impact by providing quality services and products;
- Minimise financial vulnerability; and
- Develop diversified sources of institutional and financial support.

In other words, sustainability consists of an NGO's ability to define a relevant mission and to develop diversified sources of income that assure continuity of quality activities and services and coverage of target populations.

Some more colloquial definitions of sustainability would be "future proofing" of organisations and "achieving success today without compromising the needs of the future". Sustainable organisations are important because they are valuable change makers in society. Many policies are highlighting the importance of environmental, social and financial performance. These policies seek to develop a culture of sustainability by articulating the values and beliefs that underpin the organisation's objectives.

3.2 PURPOSE OF ENSURING SUSTAINABILITY IN YOUTH ORGANISATIONS

A culture of organisational sustainability improves trust and engagement between staff members, beneficiaries and stakeholders, attracts and retains employees, builds credibility, improves relationships and reinforces community relations. In order to accomplish the long term mission of an organisation, it is important to have stable human resources and ensure that human rights are protected. There is a need to provide training courses, good working conditions, safe space, give opportunity for personal growth, improvement, and learning. Motivation of the team should be on a high level in order to keep the team growing and accomplishing the mission of the organisation. Being a multi-disciplinary organisation as a youth organisation can also attract and motivate diverse young people.

3.3 KEY CHALLENGES AND BEST PRACTICE EXAMPLES

How to diversify sources of financial support in an organisation?

- Having a sound budget is imperative to understanding the financial needs of the organisation, thus guiding the fundraising strategy.
- The fundraising strategy should account for both operational (project costs) and non-operational functions (personnel salary and overheads) of the organisation.
- It is important for instance, seeking support from individual as well as corporate donors will require different communication and dissemination mechanisms.
- Highlighting a specific project or intervention for which funding is required will aid the fundraising process.

- The NGO should remain updated on the economic, legal, and political framework of the state/country of origin so that the fundraising process is a good fit within this structure.

How to approach potential donors?

- Potential donors are likely to notice active dissemination of annual reports of the NGO.
- Advertising the work of the NGO through different platforms helps in the fundraising process. For instance, setting up stalls in college festivals or other such events help in fundraising in two ways: first, by increasing visibility of the NGO, and second, direct fundraising through selling of products made by the communities where the NGO is working.
- Background research of the donors' interest areas and previous history of funding is likely to go a long way in mapping donor priorities. This would help develop a tailor-made fundraising strategy that could go a long way in retaining existing donors as well as cultivating interests of new donors.
- Choosing donors that complement the organisation's value system will help avoid ethical issues and conflict of interest in funding.
- Giving donors feedback regarding how funds were allocated and used will ensure transparency and sustain fundraising efforts.
- Give marketing a high priority in your organisation. Have a PR strategy for your organisation. Also, have useful posts for young people in your social media, which can attract the attention of young people. More young people present on your social media channels will also raise the interest of potential donors to support your work.

3.4 QUALITY YOUTH WORK

The key to ensure long term impact in the community is to deliver quality youth work. Since many youth organisations are project oriented, it is needed to have a good long term strategic planning that is going to keep

focus on the mission and the vision. When an organisation is starting to write the project proposal, the first thing to start with is to reflect if that project is in line with the mission and vision of the organisation and in which way it is going to contribute to the wider impact the organisation is trying to provide for the community. Each activity within the project should deliver specific value to the beneficiaries and in that way each person involved in the process will feel satisfaction and will want to continue participating which will lead to long term impact.

Another important part of delivering quality youth work is to have good partnerships. When choosing a partner organisation for the project, good practice is to ask for references from previous projects they were part of, this will ensure that you are partnering up with someone that is reliable. It is good to have a wide network of partners in order to be able to find the most suitable partner for a specific topic. Making a wide, diverse and reliable network takes a lot of time and dedication, but it is an important part of making your organisation stronger and more sustainable.

4. ORGANISATIONAL DEVELOPMENT OF THE YOUTH ORGANISATION

Organisational Development (OD) is a science-based, interdisciplinary field rooted in psychology, culture, innovation, social sciences, adult education, human resource management, change management, organisation behaviour, research analysis and design, among others, processes that help organisations build their capacity to change and achieve greater effectiveness. This process focuses on improving and developing an organisation's capability through the alignment of mission, strategy, leadership, structure, information and reward systems, metrics, work policies and management processes.[2]

"Organisation development refers to a long-range effort to improve an organisation's problem-solving capabilities and its ability to cope with changes in its external environment with the help of external or internal behavioural-scientist consultants, or change agents, as they are sometimes called".[3]

"Organisation development is a systemwide process of data collection, diagnosis, action planning, intervention, and evaluation aimed at (1) enhancing congruence among organisational structure, process, strategy, people, and culture; (2) developing new and creative organisational solutions; and (3) developing the organisation's self-renewing capacity".[4] This procedure is "managed from the top, to (4) increase organisation

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[2] (Association for Talent Development; Academy to Innovate HR; Warner Burke and David Bradford cited by Thomas G. Cummings & Christopher G. Worley)

[3] Wendell French cited by Thomas G. Cummings & Christopher G. Worley)

[4] Michael Beer cited by Thomas G. Cummings & Christopher G. Worley

effectiveness and health through (5) planned interventions in the organisation's processes".[5]

In this process, there are five phases:

1. Identifying the problem and desire to improve or change;
2. Diagnosis: data gathering process for investigating the problem/need to change;
3. Explore solutions and benchmarks;
4. Design interventions and results expectation;
5. Implement intervention.

After this process it is also important to evaluate the result of it and verify the improvement of your organisation and employee's productivity and efficiency.

4.1 PURPOSE IN YOUTH ORGANISATION

Organisation development can help the whole organisation be more flexible, adaptable, and efficient and can also help managers and staff personnel perform their tasks more effectively. It can provide the skills and knowledge necessary for establishing effective interpersonal relationships. It can show personnel how to work effectively with others in diagnosing complex problems and in devising appropriate solutions. It can help others become committed to the solutions, thereby increasing chances for their successful implementation. In short, organisational development is highly relevant to anyone having to work with and through others in organisations.[6]

[5] Richard Beckhard cited by Thomas G. Cummings & Christopher G. Worley

[6] Thomas G. Cummings & Christopher G. Worley

Organisational development promotes continuous development, increased horizontal and vertical communication, employee personal growth and enhancement of services.[7]

More benefits of using this process are the optimization of operations, capacity building, improved operational quality, improved process integration, ease of embracing changes, enhanced process sustainability, creation of partnerships and expansion of the organisation.[8]

4.2 KEY CHALLENGES & BEST PRACTICE EXAMPLES

Key challenges	Explanation	Best Practice examples
Lack of experience	Youth organisations usually have young employees, for some of them it might be the first job or the first job in an organisation, and they don't have experience in this field.	Employee training about the Organisational culture and the work procedures.
Difficulty in communication	Depending on the level of the experience, difficulties in communication could happen because of the different reasons. In international organisations, there could be language barriers, due to the reason that the working language is not the mother tongue for everyone. Also it can happen that differences in the interpretation of work could lead to communication problems.	Language courses;

[7] Council of Europe

[8] CFI

Creating different communication channels within the team (from online to offline) and figuring out the approach that suits the best for the team.		
Essential costs of the organisation	Public funds often do not cover all the expenses of the organisation.	Create a fundraising strategy to be able to cover the costs of the organisation that cannot be covered by the projects. Develop procedures and specific services that could make you relevant for some private donors.
Major time requirements	Sometimes deadlines are so closed, that you kind of don't have enough time to complete your tasks.	Planning the time (without being afraid of losing time planning) for realising in advance your time and distributing tasks for the rest of your team if necessary.
Possible failure	Every plan can go wrong for some problems such as unexpected social, economic, ecological, pandemic, political changes in the society or financial reasons.	Create a plan B or talk in advance within your organisation about the resilience strategy.

Common challenges that come with Organisational development processes include the fear of the unknown, lack of leadership, lack of understanding of planned changes, being overly controlled, conflicting goals/mission/values, emphasis on group process, conceptual ambiguity, cultural incompatibility, major time requirements, and possible failure.

5. KNOWLEDGE TRANSFER IN THE YOUTH ORGANISATION

5.1 WHAT IS KNOWLEDGE TRANSFER?

Knowledge transfer, as the name implies, is a process of sharing or dissemination of information between two or more people. It can also be between an entity to another, or a person to a publication/research project/ etc. Inside of the organisations, knowledge transfer can take place from one part of the organisation to another.

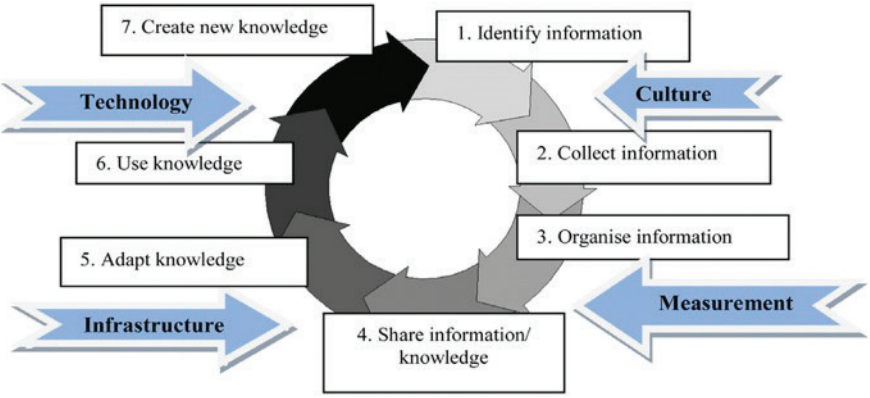
Knowledge transfer has two sides: transmission and reception of know-how. Knowledge transfer requires two-way exchanges for successful and sustainable collaborations. [9]

The process of Knowledge transfer has 7 phases:

1. Identify Information
2. Collect Information

[9] https://tophat.com/glossary/k/knowledge-transfer/

3. Organise Information
4. Share information/knowledge
5. Adapt Knowledge
6. Use Knowledge
7. Create new Knowledge



5.2 PURPOSE IN YOUTH ORGANISATIONS

Knowledge transfer can prevent problems, reduce mistakes and discover solutions. Can make you feel helpful and make others feel welcome. It is a positive way to educate and facilitate innovation and development.

For organisations can "accelerate the accumulation and dissemination of knowledge across your organisation, provide easy and rapid knowledge access to your team, eliminate time and space constraints in communications, stimulate the associates to experience the value of knowledge sharing in providing a personalised service" to the beneficiaries/target audience and "respect the dignity of each individual by cultivating an environment that enhances his or her professional development and recognizes each person as a valued member of a service-oriented team ".[10]

[10] https://helpjuice.com/blog/knowledge-transfer

For youth organisations, which are generally understood to be run by young people and most of whose employees are young, knowledge transfer is essential. Focusing on youth collaboration, youth organisation teams are constantly changing. This requires that the transfer of knowledge must be passed on clearly and continuously from generation to generation of work.

Something to note is the importance that this knowledge transfer can also be passed on by recent employees, this know-how must be accepted with open arms from the oldest members to help improve and innovate in the organisation.

5.3 KEY CHALLENGES & BEST PRACTICE EXAMPLES

Key challenges	**Explanation**	**Best Practice examples**
Incomplete transfer of knowledge	Incomplete information passed due to omission of information, that often is discovered only when it has failed.	Make a formal document/mail/message by project management programme, with the information you want to pass or clarify. It is also important to have someone with the specific know-how who follow-up and control the transfer of knowledge.
Lack of role awareness map	Not documenting the functions and not mapping the knowledge of each member in the organisation.	Create lists describing the employee's function. These lists should contain all the tasks corresponding to a certain function, annually, punctually, semi-annually, quarterly, monthly, weekly and daily, if this makes sense for the respective job. Create a knowledge map of the organisation team, so that everyone has access to it and can take advantage of it when distributing tasks and collaboration requests.

Lost of team members	As youth organisations are dependent on donations and funds, sometimes it can be difficult to provide good work conditions to the employees, which contributes to people leaving the job. The knowledge acquired and projected during the stay of these employees "disappears" when they leave. Also, as a result of the knowledge they have acquired in youth organisations, young people receive job offers in higher positions, which affects their sustainability.	In this case, wherever possible try to understand the needs of the employee who wants to leave and if possible facilitate them. If these are impossible due to the organisation's limited resources, you should create lists describing the employee's function. These lists should contain all the tasks corresponding to a certain function, annually, punctually, semi-annually, quarterly, monthly, weekly and daily, if this makes sense for the respective job. Like this the next employee in this position will have a guide to his or her work already scheduled and defined. Every organisation should create a core working group for the future. It can do this by organising various training and internship programs, imparting knowledge and skills to young people, and then, in case of need, make job offers to those interns. It would be great if every employee knows the duties of each other in order to be ready for a situation when they are missing someone from the team.
Inadequate integration	Not provide the necessary follow-up about the organisation, its mission, vision, values, programs and projects, for new collaborators at the beginning.	Provide initial training about the organisation, its mission, vision, values, programs, and projects. Create and share synthesised manuals with procedures within the institution. It is important to share informative announcements and posts on social media and youth programs to increase the accessibility of training and seminars and to reach more young people. Because in modern times, social media and networks for young people play an important role in their accessibility.

Lessons Not Learned	Not learning from mistakes and not apprehending knowledge, this can be caused by not providing procedures that ensure that the entire team receives the same information from the leadership.	The leader should not discriminate against the error and should support the team in learning from their mistakes. Share the most relevant lessons from previous projects with characteristics that will be repeated, either because they belong to the same subject, with the same target public, or because it is developed in the same community. Create a communication plan with regular meetings with the purpose to share important lessons to achieve the goals of the organisation. The leader must understand his team and adapt to it in his transmission of knowledge, trying to be clear, precise, and ensuring that the employees have interpreted the information passed on by him correctly. Evaluate all the team periodically to ensure that they have grasped the transmitted knowledge. If they haven't, provide support and solutions to help them. The leader and the employees can make general meetings after their main activities, in order to evaluate what they did well and what they did not. It will help them to understand what they should develop, and discuss it with the team. People should pay attention to learn from previous situations that made it difficult to achieve the desired results. Because experience is helpful to do something better.

5.4 LEARNING TO LEARN: REFLECTION AND SELF-REFLECTION METHODS, LEARNING OBJECTIVES AND LEARNING SESSIONS.

Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences. Learning how to acquire new things, learning to learn, will facilitate the whole process of learning.

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. Also, we can understand learning as remembering what you are interested in. This competency comprises being aware of one's learning process and needs, being able to spot opportunities, and being able to get over challenges successfully. Motivation and confidence are crucial to an individual's competence.

Learning style can be described as a set of factors, behaviours, and attitudes that facilitate learning for an individual in a given situation. Styles influence how students learn, how teachers teach, and how the two interact.

There are some established learning styles such as visual, auditory, written, kinesthetic and multimodal that are used by learners. For instance, kinesthetic learners have to do something to get it, while multimodal learners shift between different techniques.[11]

[11] https://web.cortland.edu/andersmd/learning/introduction.htm

A. SELF REFLECTION

Self-assessment and self-reflection is a powerful way to enhance people's learning experience. By using self-reflection, young people can detect a learning style that suits them and facilitate the process of apprehending which will give them better learning results. With these tools, youngsters are capable to detect gaps in their knowledge or skill set, and to find opportunities to attain greater autonomy, deeper learning, and metacognition by including assignments that require them to critically reflect on their work, processes and learning style.

B. LEARNING OBJECTIVES

What is a Learning Objective?

Learning objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a person as a result of instruction and/or experience.

Why should we use learning objectives?

Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson or session as a result of the learning outcome and focus teaching. It helps to clarify, organise and prioritise learning. Learning objectives help learners to evaluate progress and encourage them to take responsibility for their learning. The learning objective(s) can be based on three areas of learning: knowledge, skills and attitudes.

Important things that youth workers should keep in mind when facilitating the learning process:

1. Make youth feel comfortable - mentally and physically because feeling comfortable is important in order to have a good learning outcome.
2. Take and give frequent breaks. Breaks have an important role in a learning process as they help the youth workers as well as the youth to feel less exhausted.
3. Use graphics while conducting sessions or explaining anything to youth as it will help them to stay engaged throughout the session.

C. BADGES

Badges are small rewards that learners can earn for completing tasks or mastering certain skills. In online learning, they are typically displayed as small icons or logos in a learning environment.

The idea is that learners can retain the badges they earn and display them in the world outside of a training session or course. There are a number of tools that allow them to do this such as Credly, BadgeCraft, Mozilla's BadgeKit, and BadgeOS.

Essentially, badges are part of a larger movement towards using digital credentials to show completion in degree programs, certifications, or even experiences gained through community activities.[12]

5.5 PURPOSE IN YOUTH WORK

In order to reach their full potential, young people should engage in a life-long learning process. As a result of this process, youth are able to acquire new skills and knowledge faster and transfer them to others.

In youth work activities, it's important to emphasise on learning – learning from different situations and people with different styles and preferences in learning. Youth work offers the possibility for young people to be

[12] https://www.sciencedirect.com/topics/psychology/learning-to-learn

in charge of their own process of learning and be open to their personal development.

When any kind of mobility is organised, learning is an important and integral part of it. During these experiences, people can learn about different topics and cultures. (https://www.eayw.net/learning/)

5.6 KEY CHALLENGES

Everyone faces different challenges in the learning process, there are many factors that can affect someone's ability to learn.

Systemic Barriers

Things like racism, discrimination, harassment, inclusion, sexual violence, or gender bias are impacting people, they may be struggling with emotional or mental health issues.

Accessibility

Some organisations don't have the infrastructure accessible to everyone and do not suit different needs.

Lack of Time for Planning

Most of the time, learners can't plan their time for the learning process. And preparing, planning and executing tasks expected out of them add a lot of pressure and the lack of time doubles it.

Lack of motivation

Motivation plays an essential role in the learning process, with time it is usual to notice some lack of motivation within the team.

Not knowing your learning style and strategies

Sometimes learners do not know about learning styles and strategies which one is suitable and helpful for them. It makes them more unmotivated and it makes their learning process more difficult.[13]

5.7 BEST PRACTICES

In order to overcome the challenges that were mentioned before, there are some good practices that you can try on:

Find your learning style and strategy.

- Knowing your learning style enables you to use your strengths as you study for courses. One of many instruments for determining learning style is the VARK questionnaire, developed by Neil Fleming. The VARK system categorises learners into four styles: Visual, Aural, Reading/Writing, and Kinesthetic. Many learners show strength in more than one learning style

Fair doesn't always mean equal

- We can make the learning materials accessible and offer flexible seating. We can offer accommodations to all learners - not everyone will need them, but making them available to everyone takes the stigma away from those who rely on them and can benefit

[13] https://opentextbc.ca/studentsuccess/chapter/learning-differences-and-challenges/

everyone. Also,it is good to activate background knowledge before discussing a given topic. [14]

Encourage mind-mapping

- Mind-mapping is important because the critical thinking skills learners use in the process are core ingredients to every area of development.No matter what experience a learner meets along the way, if they have the ability to think open-endedly, flexibly, and critically they can deal with the task at hand.[15]

Taking enough time.

- Sometimes learners have some issues such as planning the time and completing tasks/assignments on time. When planning a lecture/tutorial, budget enough time for: understanding the problem and defining the goal, both individually and as a class; dealing with questions from you and your /learners students; making, finding, and fixing mistakes; and solving entire problems in a single session.[16]

Best practises for the lack of motivation in learning process:

- Get to the Root of the Problem
- Define the Why
- Enough Rest and Healthy Food
- Physically active
- Ask for extra help or challenge

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[14] https://www.theudlproject.com/blog/removing-systemic-barriers-in-education

[15] https://beneylu.com/pssst/en/next-generation-innovators/

[16] https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/cross-discipline-skills/teaching-problem-solving-skills

- Hands-on Learning Opportunities
- Establish Good Study Habits[17]

[17] https://www.edmentuminternational.com/blog/the-importance-of-self-reflection-in-learning/#:~:text=Self%2Dreflection%20in%20learning%20means,and%20fosters%20self%2Dregulated%20learning

6. IMPACT ASSESSMENT OF THE YOUTH ORGANISATIONS

6.1 WHAT IS IMPACT ASSESSMENT?

The main purpose of impact assessment is to have significant economic, social or environmental impacts. The Centre for Development Impact (CDI)[18] defines impact assessment as 'evaluations that assess the contribution of an intervention towards some outcome or goal. The contribution may be intended or unintended, positive or negative, long-term or short-term. Impact evaluations attempt to identify a clear link between causes and effects, and explain how the intervention worked, and for whom'. In the context of youth work it is measuring the effectiveness of organisational and youth work activities and judging the significance of changes that have an impact on local communities.

6.2 LEVELS OF IMPACT: INDIVIDUAL, ORGANISATIONAL AND COMMUNITY LEVEL

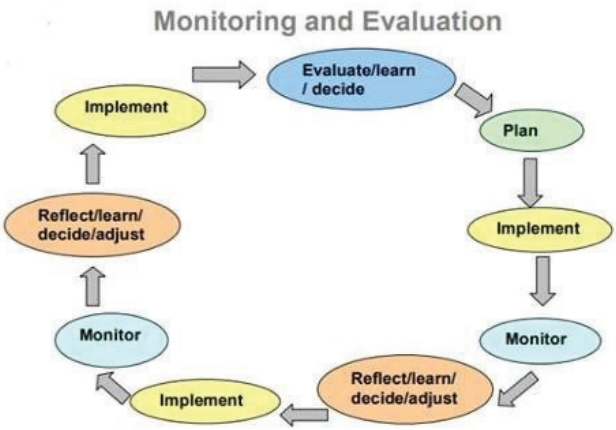
Individual level: In order for an organisation to implement a successful project it has to be relevant to the needs of its target groups and must enable them to benefit from its results. The purpose of individual impact is to help young people and youth workers to deal with different obstacles in their communities at individual and professional level. In this case, an organisation and its partners have to ensure their project is relevant and its results help these groups in combating obstacles. A well planned strategy for the impact assessment of a project would not only benefit the

[18] https://www.cdimpact.org/about/what-we-do/how-we-define-impact-evaluation

target groups, but also those who planned and implemented the project as the process of evaluating the impact would serve as lesson-learning and improvement. Properly prepared evaluation of the impact can indicate if the project is working as it was intended and can show what needs to be improved and what to be changed.[19]

When talking about impact at the individual level, it is important to consider the different levels a project has to influence in terms of soft outcomes. During the project activity the trainers/facilitators have to be able to determine if the outcomes had an impact in developing and improving the skills and competences of those who took part into the training activities.

Organisational level: Concentrating on measuring the impact of each project in terms of the beneficiary group is important as well as the impact of each project on the operational capacity of the organisation. In order to measure achievement of organisational mission and vision it is crucial various analytical tools could be applied in order to help project managers to successfully evaluate the effect of their projects. Monitoring and evaluation enables an organisation to check the development and effect of the work. It is important to highlight that evaluation is a process not a one step activity and it does not only include methods at the end of activity/project. Quality project management involves evaluation tools and techniques during all project phases as well as all target groups, beneficiaries and the organisation itself.



[19] https://www.salto-youth.net/downloads/toolbox_tool_download-file-2008/e-Guide-English.pdf

There are various analytical tools, methods and techniques project managers can use in order to measure the impact of their activities/projects both short and long term on the organisation itself. The evaluation on organisational impact could be done in two ways: external or internal. External is when you have an independent team, outside of your organisation to conduct the evaluation.[20]

Community level: Through the professional and personal growth of participants and the development of partner organisations, broader audiences benefit from these projects. The impact in the community has various dimensions: the way the project has effects upon the community where the project takes place, the way communities in which participants become social agents grow or in which other stakeholders can multiply/ replicate the initiatives to achieve development or the benefits within the online communities. Involving the community, being it online or offline, in the learning process during projects stands on the idea of practical actions. engagement of your learners to multiply the project results, and create a positive social change in their communities, the quality of the project management involves fostering community involvement, the quality in partnerships means a long-lasting and sustainable cooperation with various key actors from the community, the quality in communication & PR is committing to information sharing and participation of all key actors of a project in a transparent and creative horizontal and vertical dialogue and last but not least the quality in financial planning and budgeting means having clear arrangements from the beginning among partners, and fulfilling these. Thus, we can emphasise the fact that the quality of any youth project depends on the quality of the engagement of the communities around it.[21]

Many projects are designed to provide a clear short or medium term benefit to the targeted stakeholders. However, designing projects to deliver a clear benefit in the earlier stages of implementation creates a cycle in which the community also provides support that increases a project's chance of surviving long enough to achieve long term goals and to deliver more lasting benefits.

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[20] https://www.salto-youth.net/downloads/toolbox_tool_download-file-2008/e-Guide-English.pdf

[21] https://www.salto-youth.net/downloads/toolbox_tool_download-file-2008/e-Guide-English.pdf

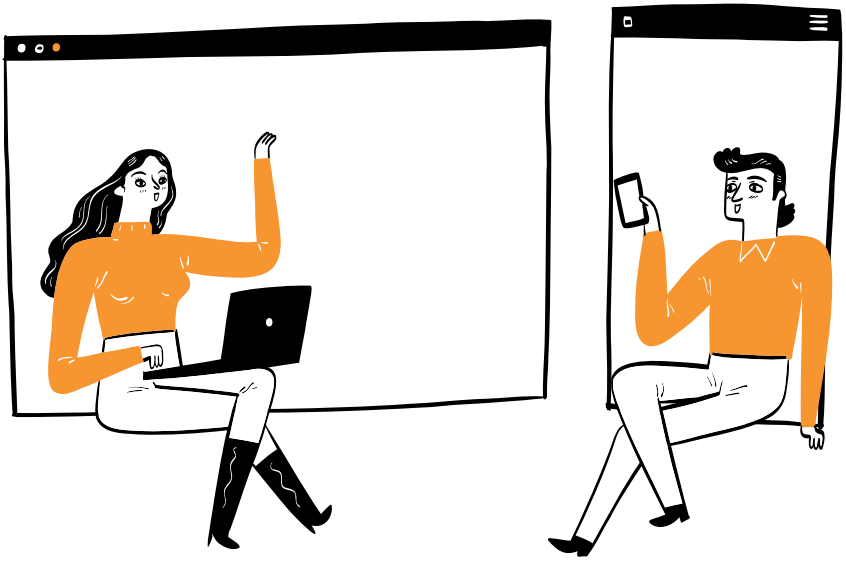
6.2 INDICATORS

1. Relevant to the objectives and should measure the right thing.
2. Accepted (by staff, stakeholders who hold responsibility).
3. Credible for non-experts, unambiguous, and easy to interpret.
4. Easy to monitor (data collection should be possible at low cost)[22].

Level	Indicators	Means of verification
Individual	Number of soft skills	Badge for specific soft skill
	Number of practical skills	Ability to complete forms, ability to use different tools and methods
	New knowledge	Test, ability to operate based on new knowledge
Organisational	Strategic planning	SWOT analysis
	Number of new members/ volunteers	By assigned volunteers
Organisational / Community	Experience and opinions of people	Focus group
Individual / Organisational / Community	Change that occurred as the result of the project	Interviews and questionnaires

[22] http://www.waterjpi.eu/international-cooperation/international-cooperation-workshops/2_effieamanatidou-_2020waterjpiworkshop_ic_260520.pdf

Level	Indicators	Means of verification
Community	Number of involved stakeholders related to the project topic (universities, schools,...)	Press clipping, adopted action plans, policy papers…
	Number of transformative actions implemented by relevant stakeholders	Press clipping, adopted action plans, policy papers…
	Number of actions developed and implemented by stakeholders in the project area independently	Project applications, press clipping about activities implemented
	Visibility of the specific topic of the project	Interviews, questionnaires, evaluations…
	Visibility of specific minority groups	By participants list,press clipping....



7. RECOMMENDATIONS FOR YOUTH ORGANISATIONS ON HOW TO DEVELOP RESILIENCE, BOOST PRODUCTIVITY AND BECOME MORE SUSTAINABLE

7.1 RESILIENCE

A. Develop mutual connections through team building activities focused on crisis times (flexibility, responsibility, outdoor activities, etc).

B. Focus on maintaining the wellbeing by creating rational strategies.

C. Continue in spite of difficulties by adapting to circumstances and practising flexibility.

7.2 SUSTAINABILITY

A. Provide better work conditions to achieve a stable compact team.

B. Prevent risk of lack of funds by mapping potential donors and diversifying existing fundings.

C. Promotion of goals NGO in order to gain visibility.

7.3 ORGANISATIONAL DEVELOPMENT

A. Organise meetings, trainings, team buildings and brainstormings for your team very often.

B. Show to your potential private donors why they should choose your organisation to support: creating a document with specific data of the organisation accomplishments (or what you want to accomplish).

C. Developing, improving and reinforcing strategies, structures and processes.

D. Have good communication and cooperation with partners.

E. Define rules for the all structure of the organisation and follow them.

7.4 KNOWLEDGE TRANSFER

A. Provide initial training about the organisation, its history, mission, vision, values, programs, projects, services and procedures.

B. Create and share synthesised manuals/documents with procedures within the institution for your human resources.

C. Create a communication plan with regular meetings with the purpose to share important lessons for achieving the goals of the organisation, where everyone can have a voice.

D. Be prepared to share your knowledge with your teammates: fellowship.

E. Find creative ways to transmit your knowledge.

7.5 LEARNING TO LEARN

A. Use different learning styles (logic, visual, kinesthetic and auditory) while presenting something (speak, draw, present) to the group so it is easier for everyone to understand.

B. Use non-formal education methods for transferring knowledge.

C. Keep people involved motivated during the whole process by giving them challenging activities and different topics.

D. Involve participants in self-reflection in order to make them think about what and how they are learning better.

E. Try to learn by observing since it is social learning which takes different forms, based on various processes.

F. Understand the topic and research the topic before starting the program[IR1] [IR2].

7.6 IMPACT ASSESSMENT

A. Have means of verification prepared in advance and decide the indicators for measuring the impact beforehand.

B. Decide a level of impact you want to achieve.

C. Choose a specific target group in advance and make clear to everyone in the team why you are targeting that group.

D. Try to get benefits and different opportunities for making progress.

E. Focus on evaluation in order to better understand the impact you made.

8. ORGANISATIONAL RESILIENCE AND SUSTAINABILITY STRATEGIES

Organisation: CID (Center for Intercultural Dialogue)

Identified risks in ensuring resilience and sustainability	Risk likelihood (high, medium, low)	Mitigation actions (how to bridge identified risk)
Lack of volunteers	Low	Make the organisation's existence and purpose more visible, increase interest in participating
Intolerant and conservative attitude of society	High	Encourage open minded attitudes and work on overthrowing prejudices
Weak connection with new volunteers	Medium	Encourage and work on having stronger connection and better communication with new comers at the organisation

Resilience and sustainability goals
Having constant interest from volunteers
Change society's perspective on the way the organisation is viewed and experienced, meaning encourage more accepting attitudes
Create better community, connection and communication between new volunteers and organisation's employees.

Activities	Resources needed	Timeline	In charge personnel
Post more creative things on social media that will increase interest in participating and will increase the visibility of the organisation, also will reach more people	Creative ideas, quality contents	Continuous activities	Employees, the ones that are responsible for regulating and posting on social media
Make good connections and partnerships with local schools	Having something to offer to the school, having good plan and strategy, involve the students from the school	Continuous activities	Volunteers, youth workers
Create partnership with other organisations, institutions	Good program, clear and precise goal	Continuous activities	Employees in charge of cooperation
Organise events that will include people from different backgrounds with a topic of creating friendly relations and learning about others (art workshops, sport events, music concerts)	Having help from local government, having funds and means, enough volunteers, having connections with a prominent person (popular musician, well known sport player, etc)	Continuous activities	Employees, volunteers
Organise non-formal meetings (outdoor events, team building trainings and workshops, etc)	Finances for the trainings and materials, having trainers, place to stay	Continuous activities	Employees, trainers, volunteers

Organisation: USB

Identified risks in ensuring resilience and sustainability	Risk likelihood (high, medium, low)	Mitigation actions (how to bridge identified risk)
Lack or volunteers for projects	medium	Good promotions of projects, creating a better environment for them
Volunteers unwilling to do their job	medium	Find the roots of the problem, not putting pressure on them

Resilience and sustainability goals

Activities	Resources needed	Timeline	In charge personnel
Informative webinar for interested people about how it looks like in volunteering program	presentation, funds for promotion, interested people	5 h in total, until the middle of the summer	NGO, interested youth
Workshop showing goals and results of their mission connected with material of job volunteers from another NGO to have inspiration for new ideas and improvement	presentation, Youth worker/ lector, funds for promotions/ snacks,	5 h in total, asap	NGO, youth worker, interested youth
Creating of promo video for interested people which are interested in volunteering and also to address it to people which never heard about possibility to be volunteer in NGO	video maker, camera, video material	4-5 hours of preparing video, until the middle of the summer	video maker

Resilience and sustainability goals			
regular team buildings focused on future Vision of each member and also with Lot of fun	budget for snacks and various implemented activities (renting accessories)	few hours up to 2-3 days, once every month	NGO staff

Organisation: "Ireli" Public Union		
Identified risks in ensuring resilience and sustainability	**Risk likelihood (high, medium, low)**	**Mitigation actions (how to bridge identified risk)**
The risk of high turnover of the staff in the organisation. The risk that the staff consists of highly motivated young people increases their opportunities to advance in their careers with the experience acquired here.	Medium	Selecting the members of the staff of our organisation from among their own members and young people who have been volunteering in the organisation for a long time. At the same time, we aim and educate new young people in this direction by organising various internship programs and projects.
Most of our employees in our organisation work on a voluntary basis, and sometimes it is possible to see in them a lack of motivation.	Medium	outdoor activities, to involve them in activities that suit their interests, opportunity to participate in international projects

In some cases, there are difficulties in finding core funding for the organisation's office management, preparation of supplies, etc. This has a negative impact on staff motivation and quality of work.	Medium	Finding more sources of funding, cooperation with more governmental organisations

Resilience and sustainability goals
One of our main goals is that the faces of the staff working in different departments are knowledgeable and competent about other departments and areas. As a result, if there is a need or problem in any department, other department staff will be able to solve it. As another achievement, to ensure its sustainability, we select our public association staff from among young people who have worked with us for a long time and are experienced.

Activities	**Resources needed**	**Timeline**	**In charge personnel**
Internship programs	Experts and trainers	One in every 3 month	Organisational staff
Trainings, workshops, working groups	Expert and trainers	Once in a month	Organisational staff and trainers
Outdoor activities		Twice in a month	Organisational staff

Organisation: Center for Social Innovations Centrifuge

Identified risks in ensuring resilience and sustainability	Risk likelihood (high, medium, low)	Mitigation actions (how to bridge identified risk)
Lack of dedicated human resources	high	Employment of personal
Lack of local young people involved	high	Include more local young people
Office space	medium	Partnering up with local authorities and receive more funding

Resilience and sustainability goals
The goal of CFSI Centrifuge is to have more local young people involved whose capacities are going to be increased.

Activities	Resources needed	Timeline	In charge personnel
Capacity building of the team	Training on specific topic of writing project proposals	1 week	Project manager
More local activities	Space	1/2 days	Coordinator and volunteers
Better promotion	Social media campaign	12 mounts	PR manager
Better visibility	Media campaign	12 mounts	PR manager
Make a cooperation with local authorities	Workshops	3/4 mounts	Project manager

Apply for more projects from different donors	Project/program ideas	3 weeks	Project manager

Organisation: Acredita em Ti

Identified risks in ensuring resilience and sustainability	**Risk likelihood (high, medium, low)**	**Mitigation actions (how to bridge identified risk)**
Lack of experience and knowledge of the team members related to project topics	Medium	Develop a knowledge transfer plan from more experienced team members
Losing interest of team members to continue their engagement within the organisation	Medium	Investing in the well-being of team members and building their capacities.
Unstable Funding	High	Obtain new funds and donations

Resilience and sustainability goals
To diversify sources of funding and improve competencies of team members
To assess team members interests for continuous engagement within the organisation and identify their experience regarding ongoing and future project topics

Activities (step by step)	Resources needed	Timeline	In charge personnel
Create a detailed recruitment process for each position in the organisation including assessment of all team members' competences	2 HR 1 Laptop Internet Books Paper and pen	1 month	President of the Board
Create an initial training about the organisation: history, mission, vision, values, programs, and projects	4 HR 1 Laptop Internet Flipchart Organisation files Camera Micro Paper and pen	4 weeks	President of the Board
Create and disseminate to team members manuals with procedures related to ongoing projects and organisation strategic objectives	4 HR 1 Laptop Internet Books Paper and pen	2 weeks	Expert
Create a human resources evaluation process (making them aware of their strengths and areas for improvement)	2 HR 1 Laptop Internet Books Paper and pen	2 weeks	Sociologist
Create a team building plan	3 HR 1 Laptop Internet Books Paper and pen	1 week	Higher Education and Training Technician
Fundraising plan oriented to business entities	4 HR 1 Laptop Internet Paper and pen	1 week	Marketing and communication Higher Technician

Develop a plan for income generating activities by the organisation	5 HR 2 Laptop Internet Books Paper and pen Business-specific material	2 months	Private Investment Coordinator
Improve the website and social networks to raise private donations	3 HR 1 Laptop Internet Paper and pen	1 month	Social Projects Manager
Applying for a state-structural funding project	6 HR 6 Laptop Internet Books Paper and pen	3 months	President of the Board
Application for project of the Youth Exchange program and other donors	3 HR 3 Laptop Internet Books Paper and pen	3 months	Social Projects Manager

Organisation: Armenian Progressive Youth

Identified risks in ensuring resilience and sustainability	Risk likelihood (high, medium, low)	Mitigation actions (how to bridge identified risk)
the lack of financial resources	low	find enough sponsors
increase interest of members to volunteer	low	encourage open-minded attitudes

Resilience and sustainability goals
Stimulating accessibility of young people to non -formal education opportunities and enhancing transparency in youth work ,providing personal and professional growth, strengthening education and intercultural exchange.

Activities	Resources needed	Timeline	In charge personnel
Training	Space, leaders, technical items, presentation	2-3 hours	Project manager/ coordinator, organisers
Teamworking	Stationery and technical items	Small projects- 1-2 hours, big projects- 2-3 days	Participants and organisers
Meetings	Have clear action items, meeting space	3-4 hours	Lecturers, the leader, the recorder, the timekeeper, participants
Brainstorming	Interesting and creative games, creative ideas	1,5-2 hours	Members, mentor

Organisation: Agency for development and cooperation CEREBRA Banja Luka

Resilience and sustainability goals
To be able to continue to fulfil its mission and vision Filling the needs of our target groups

Identified risks in ensuring resilience and sustainability	Risk likelihood (high, medium, low)	Mitigation actions (how to bridge identified risk)
Staff and human resources	high/medium	Training, education
Finance	high	fundraising

Activities	Resources needed	Timeline	In charge personnel
Education	Trainers	Till end of year	Government Board
Fundraising	Project managers	Till end of year	Government Board

Organisation: Ibtikar for Empowerment and Social Entrepreneurship

Identified risks in ensuring resilience and sustainability	Risk likelihood (high, medium, low)	Mitigation actions (how to bridge identified risk)
Interrupted and unstable programs financial support	Medium	• Seeking to establish long-term partnership agreements with the donors. • Promoting internally developed capacity building projects to generate income for the organisation.
Lack of trainees on the local level	medium	• Partnering with international organisations to build the capacity of some volunteers so that they become qualitative trainers. • Outsource international trainers.

Resilience and sustainability goals
To insure the sustainability of the organisation and its interventions

Activities	Resources needed	Timeline	In charge personnel
Participate in local and international networking events to introduce the organisation and the importance of its work	Funds for promotion, interested people	5 events until the end of 2022	Sulaima Ramadan, Dalia Ramadan and the BoD members
Develop and submit 5 project ideas and proposals that respond to pressing needs for the locally served communities	Experts and funding	30th of November 2022	Sulaima Ramadan
Contact 15 local and international bodies and networks who might be interested in supporting and/or partnering with Ibtikar	Funding and time	30th of October 2020	Sulaima Ramadan and Dalia Ramadam

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APY - Armenia
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