



REGIONAL YOUTH HACKATHON

Leave no one behind
Innovating to go beyond inclusion

10-12 December 2018



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GENERAL FRAME

Regional Youth Hackathon was a three-day sharing and learning experience that gathered together activists and young people representing regional youth networks and NGOs, including networks of key populations and other vulnerable groups from 16 countries, as well as representatives from UNFPA Regional Office for Eastern Europe and Central Asia (EECA RO) and UNFPA Country Offices in Armenia, Moldova, Serbia, Kyrgyzstan, Turkmenistan and Ukraine. The Hackathon that had the motto “leave no one behind - innovating to go beyond inclusion” took place in ATÖLYE, from 10th to 12th of December 2018.

A transdisciplinary
innovation platform



Main outcome expectations of the Hackathon were to exchange know-how & share learnings across cultures and organizations; create innovative ideas for addressing our key questions; and to help and support each other for individual works and possible future ideas. The event has been designed with the following structure:

1st Day

Bonding over stories and sharing learnings

2nd Day

Exploring Possibilities and building solutions

3rd Day

Following up, next steps and commitments

In order to uncover participants’ creativity, a safe space has been created and facilitated during all 3 days. With the aim of creating and holding the safe space for participants to flow and flourish, several innovation and collaboration methodologies have been used/experienced such as Open Space, U Theory and Art of Hosting.

Guiding questions for the Regional Youth Hackathon were:

How might we build a truly inclusive, equal and just world?

How might we overcome stigma and discrimination? How might we create equal empowerment opportunities for all youth?

What are ideal models for meaningful youth engagement and participation?

1st DAY

First day of the Regional Youth Hackathon was designed with the goals of setting a space of trust and bonding among participants; enabling them to bring forth their personal intentions and expectations around the event, share learnt lessons, discover and sense systemics challenges and opportunities.



Setting the Container

Day one of the Regional Youth Hackathon kicked off with UNFPA's Deputy Regional Director Ian MacFarlane's welcome speech and a check-in session by the participants. During the check-in participants introduced themselves and stated their intentions for participating in the hackathon and their expectations regarding the outcomes of the event. Due to highly participatory nature of the hackathon, participants' intentions and expectations also informed the agenda and design of following days of the event. Later, overall framing, high level agenda and desired outcomes of the event were shared with participants by facilitators.

The first half of day 1 continued with co-creating a social contract of the hackathon where participants raised their opinions regarding the rules of engagement during their time working together. The main question guiding the social contract exercise was "what kind of a safe space we should create together in order to effectively learn and co-create?". Some inputs from the participants were being totally present during the workshops, paying attention to what is important, listening each other deeply, taking care of each other's needs, playing and having fun.

Following the social contract, participants involved in a dialogue exercise in pairs to listen each others' personal stories and build empathy. During the exercise each participant shared their story around the questions of "Who are you? What is your story? What brought you here? What are some of the current challenges and opportunities that you face in your life?", while their partner just focused on deep listening and not participating in the conversation. Participants found this exercise very powerful and reflected on many commonalities across their stories despite the cultural and geographical differences.

Stories of Success and Learning

The second half of the day 1 started with a session for sharing individual stories of success and learnings around the themes of overcoming barriers for discrimination, youth empowerment and effective youth participation. Agenda had available slots for six people to tell personal stories about interventions, initiatives, programs and projects that they were part of which might have key takeaways and inspiring insights for other participants' own contexts and challenges. Below questions were given to the storytellers as a guide for framing their stories:

- When, where and why it started?
- Who was part of it? Stakeholders?
- What was the goal?
- What were the challenges?
- What were the activities? What happened?
- What were the outcomes?
- What went well? What could have been better?
- What were your key learnings?

Story listeners were instructed to listen deeply around the questions of "What made success possible? / What were the reasons for failure?" and ask questions to dig deeper around the themes of design, outreach, onboarding, participation, empowerment, inclusion, retainment, impact, evaluation and follow-up. After the stories ended, participants reflected on the stories and define key learning points. Below are the some of the stories and key takeaways that were shared during the session;

Living Library

by Yuliya Andzhekarska

“The “Living Library” is a method widely used to provide an opportunity to challenge stereotypes and prejudices through face-to-face conversation. Dialogue and real (not virtual) communication are powerful tools that “Living Library” uses for attitude change and positive change. During a “Living Library” event, different people are “books” who share their story, while the audience has the chance to listen and interact with them in a one-to-one conversation or in a small group. “Books” might be consisted of a Muslim person, a Roma person, an LGBTQI+ person, an immigrant or refugee, a single mother, etc. Together with several other youth activists from Sofia, Bulgaria, we have organized the two first “Living Library” events that were very successful.”

Key Takeaways

- The selection and preparation of the “books” are vital, we need to ensure that all of them feel comfortable to share; that they are well-informed about the event, what is expected from them, etc. We also need to think through what we want to achieve, what kind of “books” we want to have present.
- We need to have a “plan B”, in case something does not work out well, in case there is a “reader” who is not respectful or open to listening, etc.
- The wrap-up of the event and the feedback are important, so we have to make sure we have them.

From Education to Empowerment

by Tess Pairon

“In my personal life I came to realize that knowing what’s right for you does not always mean making the right choices. I noticed that friends were having unsafe sex even though they had received sexuality education and exactly knew what the risks were. I wondered what the reason behind this was, and when I started working for Dance4Life they gave me the answer: people’s decisions are often based on emotions and not on ratio. Therefore, we have to move away from only educating people to empowering them more holistically, taking into account the social-emotional aspects of sexual health and personal leadership.”

Key Takeaway

Improving sexual health outcomes requires behavioural change, therefore it makes sense to use evidence-based behavioural change methods for delivery of CSE. The effectiveness of CSE is more in its delivery than it is in the comprehensiveness of the content offered. Young people will not remember all the information shared with them, so it’s more important to empower them to seek accurate and rights-based information and services when they need it. Peers are often not seen as a source of authority and have difficulties remembering all the scientific information about sexual health accurately. So, instead of teaching young people about sexual health they are better placed to create a safe space and facilitate a transformational journey of self-discovery.



Independent Living in Bosnia

by Fatma Bulic

"Independent living in Bosnia and Herzegovina is reflected through the prism of equal opportunities for all. The project Strengthening the capacities for the independent living of people with disabilities in Bosnia and Herzegovina for young people in our country contributed to the creation of new opportunities for education, employment, strengthening of character traits and motivation for inclusion in the local community."

Key Takeaways

- Strengthening competencies for leadership in the local community.
- Raising awareness of the importance of accepting diversity and reducing discrimination and stigma.
- Providing opportunities for growth and development.

Inclusion Cafe

As the last activity of day one participants joined the inclusion cafe where the space was transformed into an intimate cafe setup with table clothes and plants. During the inclusion cafe, participants involved in three rounds of fifteen minutes conversations around three key questions. Cafe had seven tables hosting seven parallel conversations. During the first round, each table appointed a table host whose role was to stay at the same table for the whole process, facilitate conversations, connect ideas and synthesize key takeaways after each round. Participants other than hosts switch to different tables for each rounds of conversation.

At the end of the three rounds, table hosts synthesized the discussions around emerging patterns and report three key insights from each round back to the whole group. These key takeaways later meta-synthesized by facilitators and framed as opportunities for collective solutions as an input for the agenda of the day two. Questions for each round:

What are some success factors and opportunities for overcoming stigma and discrimination in our communities?

What are some key factors and opportunities makes youth empowerment successful for the ones who left furthest behind?

What are some conditions and opportunities for genuine and effective youth engagement and participation?

Inclusion cafe session was adopted by the world cafe methodology which is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a "table host".

World Cafe Principles



Be a good listener



**Speak with your
mind and heart**



Stay on task



**Ask questions to
build ideas**



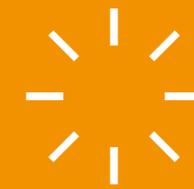
Use kind words and actions



**Give every voice a
chance to speak**



Write or draw your ideas



Have fun

What are some success factors and opportunities for overcoming stigma and discrimination in our communities?



Identification

We have to identify the groups first because youth is a big spectrum, everyone has different needs. As a second step, there should be empathy centred activities within the community to understand and get to know one another.



Visibility

- Personal stories are really powerful for human connection and building empathy among diverse groups of people.
- Sharing the personal success stories to show that the stigma can be overcome is an effective strategy. Sharing enables success stories to circulate and give hope to the members of the community.
- Not just personal success stories but also communities' success stories should be shared to empower other communities at large.



Communication

- Establishing effective communication channels among communities as well as to the world with traditional and digital media is very important.
- There is a clear need for promoting positive role models and have media as our ally for spreading these stories.
- Peer networks should communicate with each other to exchange knowledge.
- Raising awareness on individuals' rights on existing media platforms and mechanisms is crucial for young people to know their rights and act.



Support System

Getting counselling and constant feedback from the community itself is very critical. There should be safe spaces for the interaction to happen, peer to peer.

What are some key factors and opportunities that make youth empowerment successful for the ones who are left furthest behind?



Involvement

- We should see youth as partners, not beneficiaries: Involvement is a must because telling someone something will not have an effect but involving them will.
- Becoming a part of the process builds ownership. We have to go beyond token representation of young people in the events.
- Participation for the cause should also be meaningful and worthwhile for the participants. Working for the cause itself is not enough for a sustainable engagement with young people.
- There should be continuity in programs for young people to involve and clear opportunities for growth.



Partnerships

- Intersectoral, interinstitutional and private sector partnerships should be made to serve the common agenda. Especially the private sector is an ally when it comes to the employment of disadvantaged youth.
- Universities should also offer more scholarships and opportunities for young people who are left furthest behind.
- Political partnerships and support is a must for all the above attempts to become policies.
- Partnerships with the traditional and digital media are also needed to promote a positive image of the youth.



Training and Resources

- Providing resources for basic needs as well as creating and sharing educational resources to share knowledge and skills.
- The increase of knowledge on the issues will naturally lead to participation.
- Experimental learning should be in the core of empowerment activities. We can experiment with simulations to build empathy.

What are some conditions and opportunities for genuine and effective youth engagement and participation?

- Training programs should focus on developing both technical and soft skill. Trainings should be designed and delivered by peers, not by outsiders.
- Mobility programs have been effective for participation.
- Empowerment trainings should start at an early age while values and belief systems are being shaped.



Safe Space

- Creating and building safe spaces or making community centres more friendly for youth to have a space to socialise and discuss common achievements.
- These spaces, physical or digital, should raise the voices of the youth, enable them to take active roles during the decision-making process.
- Spaces have to carry out capacity building activities and bring together young role models with the communities.
- Being in a disadvantaged community can cause a lot of stress, so psychological support in these spaces is an urgent need.
- We need enabling environments where young people, parents, teachers, social workers, service providers have exposure to each other.



Reframing

- We need to reframe the image of the youth and their capacity involve in decision-making.
- Identifying different forms of disempowerment for specific groups is very critical to tailor the existing methods of empowerment accordingly to tackle these specific issues.
- Specifying the communities when calling for action results in higher engagement.



Transparency & Accountability

- Engagement should start from the beginning in a very transparent way. Including young people from the concept phase through implementation is a way to create ownership. We should always show the big picture to everyone.
- Following up after engagement events, reporting key takeaways and actions that are carried forward are important for both sides. We should demonstrate the value of being involved.
- We need to show genuine appreciation for young people's time invested in engagement activities.
- Institutions should be held accountable for showing that they actually include young voices during the decision-making processes.
- We need to harness young people's energy for advocacy activities.



Ways of Engagement

- We can utilize available technologies and internet to support youth engagement, especially for young people with disabilities.
- Everything we should do with young people has to be fun.
- Stipends might be paid to young people for their involvement in working for achieving specific outcomes in key participatory processes.
- We can build a comprehensive international network, create national mechanisms and involve in the intergovernmental processes with the UNFPA support.

2nd DAY

The second day of the hackathon was focused on exploring, co-creating and developing solutions in response to the main challenges and opportunities that emerged from day one. Day two started with a deep group reflection session around the questions of "What's become apparent since we last met? What is something you came across recently that gave you hope or inspiration? What's one thing you hope to get accomplished at today's meeting?". Following the reflection in a circle setup, a day long open space session had started.



Open Space

Open space session invited seven participants to bring their burning questions for addressing key opportunities for overcoming discrimination, youth empowerment and youth engagement. Also, synthesized key challenges and opportunities from day one's inclusion cafe were presented to the participants for inspiration:

What has to be in place to eliminate stigma?

How might we overcome self-stigma through self care?

How can we reimagine the place of youth in decision making processes?

How might we create safe space for peer to peer learning and sharing?

How might we use the power of storytelling to overcome stigma and discrimination?

How might we improve positive image of underrepresented youth on media?

How might we build partnerships with various institutions for youth engagement and participation?

How might we identify different forms of disempowerment?

How might we map out our individual and institutional resources?

During the first part of the open space, seven participants introduced their questions and got prepared to host discussion in seven different tables. Rest of the participants were introduced to the law of two feet which allows participants to move between discussions if they wish to and cross-pollinate ideas. The first part was really about diverging and exploring variety of possible solutions.

During the second part of the open space, participants were instructed to stay at the table that they were contributing last, support the table hosts to synthesize key solution ideas and build tangible prototypes and 3D models of their solution concepts. Later, each prototype was presented to the whole group and feedbacks from other participants were received. Day two ended with debrief of the day and key takeaways from the open space session.

Open space session was adopted by the open space technology methodology. More information about the open space method and process can be found at this link.

Below are questions proposed by participants, highlighted discussion points and solution prototypes that emerged from the discussions:



How to construct effective communication and build cooperation between organisations in purpose to achieve comprehensive engagement of the youth from key groups?

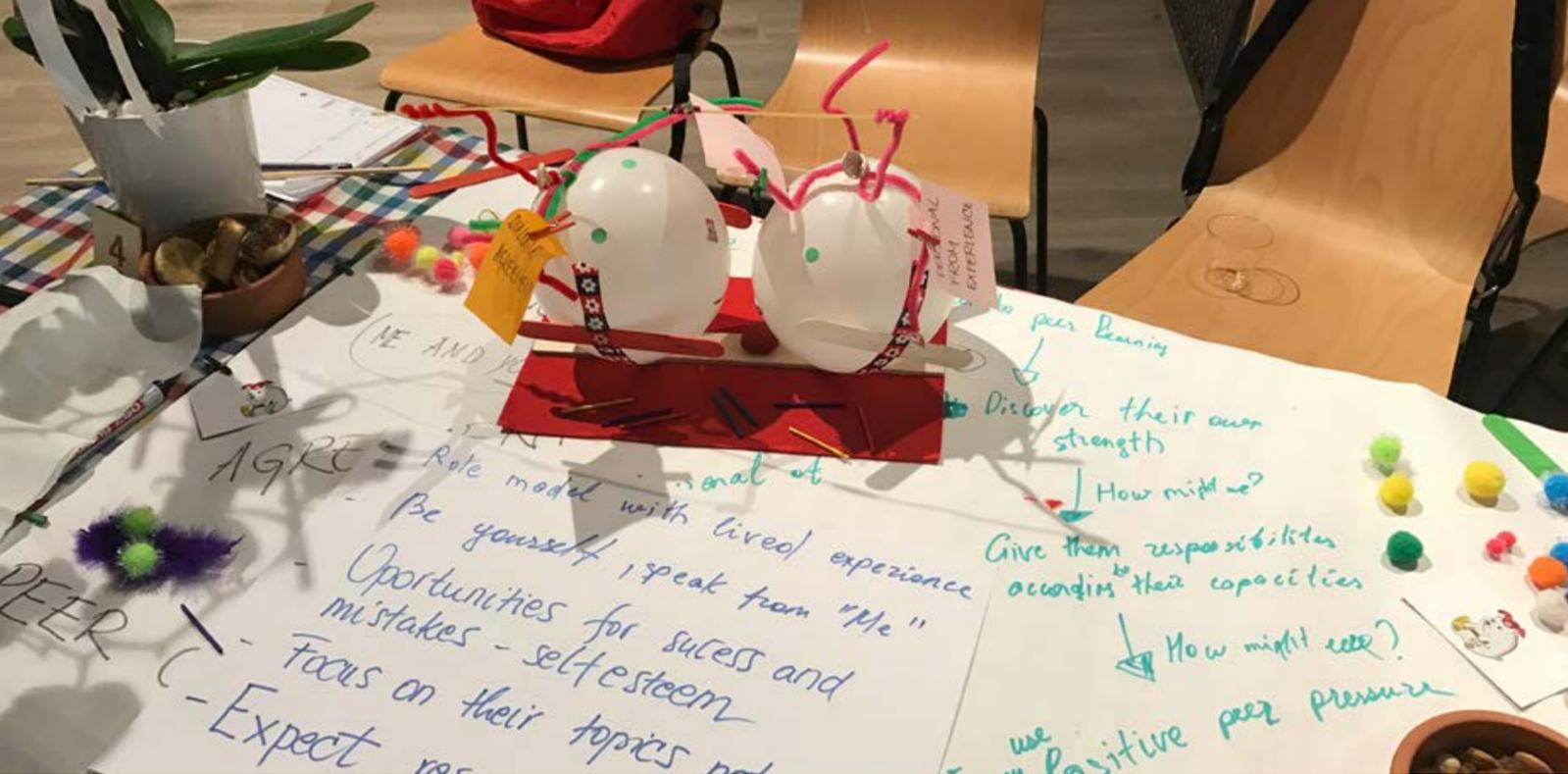
by Yana Panfilova & Muna Shukurova

Highlights

- Everything starts with defining these groups and agreeing on the definition.
- Local organisations should work together.
- We need mechanisms and motivation from the local organisations and from the youth.
- What can unite these groups? Big issues that can unite these groups.

Prototype

The rocket that represents growth starts standing on the floor where exist basic needs. In order to take off, it needs to be fueled with empowerment, access to services and education. Before the journey starts, group should work together and strengthen each other. So they cooperate within themselves and other organizations. When succeeded, the rocket flies to the clouds of equality, influence, engagement, network.



How might we create safe space for peer to peer learning and sharing?

by Stas Mirov

Highlights

- Role models with experience need to share personal stories with the peer and show empathy.
- Facilitators need to be sincere and authentic and should use the non-violent 'I' language.
- Youth needs to have space to make mistakes so that they could develop self-esteem. We shouldn't pretend that life is good and easy.
- In order to understand youth's priorities we need to listen well.
- We should expect responsibility and trust youth that they will succeed, sincerely.
- We shouldn't have high expectations and should be flexible while approaching.

Prototype

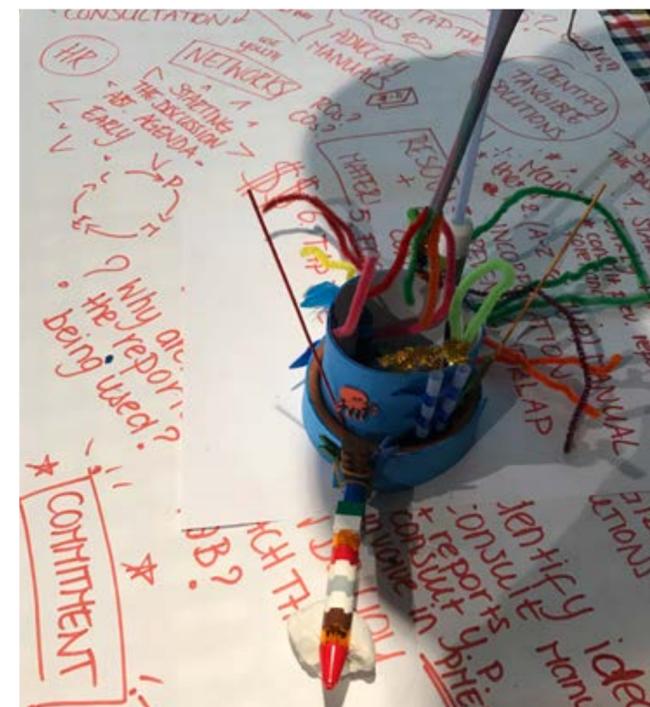
Peer supporters are equal, no one has the upper hand. The connection between peers are fragile and should be taken care of.

How might we help young people and guide them, but not just use them in our activity?

by Paulina Veshcheva

Highlights

- We cannot always engage young people. Engagement can happen if young people can go through a specific journey that needs to be fun for all together. Young people need to get motivated through conferences and trips. We need to have space for mistakes that need to be celebrated and accepted in an adult way, to learn from them and keep trying. This is a self-development journey where young people makes friends. At the end the person becomes a catalyst in the community, a change maker.
- Bonus question: What if we thought about the ways to engage older people with young people?



How can we make sure that we include resources and reports from previous discussions, meetings in our current discussion?

by Lisa de Pagter

Highlights

- There needs to be a pool of ideas and previous work so that we can tap these ideas into a common pool.
- We need to figure out how to make sense of all resources and build a system to channel previous work.

Why do we need alliances for gender and sexual diversity?

by Temir Kalbayev

Highlights

- The first circle is about mapping issues in which LGBT people are interested.
- Torture, homo-transphobic attitude is a human rights issue.
- Mapping of alliances of organizations who work with these issues is needed.
- Proactive participation: with the alliances between organizations and corporations make out voices heard and two sides benefit from the action.
- Outcome: the path of the before mentioned path will lead to alliances for gender and sexual diversity.
- We want to live in harmony and feel like we are a citizen of our nation.



How might we overcome self-stigma (apathy) through self-care?

by Fatma Bulic

Highlights

- Education, empowerment, motivation should start from early childhood.
- Education for families, parents, school teachers is needed.
- It is important to empower families to make them accept their children and to motivate them to succeed.
- Trainings, mobility and mentoring programs are highly needed.
- Young people need to participate actively in the community and, volunteer in the areas of interest.
- Self-awareness.

How might we ensure that our youth empowerment programs are impactful and evidence-based?

by Tess Pairon

Highlights

- Outreach: Prioritize process of outreach.
- Design: Redefine youth empowerment. How do we know what the impact is if we don't have a shared understanding of the concept? We have to involve young people and look at existing evidence.
- Set standards for impactful youth empowerment programs. Define indicators that show truly what empowerment is.
- Interactive M&E.

Prototype

Ideas are generated in a design lab where a barometer rates ideas and select the ones that are most relevant and successful to youth. The journey starts with a screen that asks for the mood of the young person. After having shared their current mood, they can enter to the safe space. Following the meaning-making session, they make them understand what they feel. Then, they form the M&E framework that is not set and dynamic since it always needs to be tailored for each person. Selection of all with the empowerment indicators is developed by these young people and it's like a menu where you can select different empowerment models for different activities and concepts.

3rd DAY

Day three of the hackathon was half-day long. The agenda focused on individual commitments, action, next steps and collective reflection.



Pro-Action Cafe

Day three started with a pro-action cafe where six participants were invited bring their individual challenges, projects or seed ideas to get input (deeper questions, knowledge, experience) from others to help them move from questions to actions. During the pro-action cafe, there were three rounds of conversations evolved around three different questions. Six participant who proposed challenges and projects stayed at their tables for all three rounds and other participants switched to different tables for the each round to contribute to the project that they were called for. Three questions that guided each round were:

What is the quest behind the question/project? (Why? What is the personal purpose?)

What is missing? (When the quest had deepened, what makes the picture more complete? Broaden the picture, what areas were not covered? New perspectives? Untapped resources?)

What am I learning about myself and my project? What next steps will I take? What help do I still need?

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How can we collect specific needs/ best practices for different YKPs?

by Tess Pairon

Recommendations for organizations

- Create more visibility of and solidarity between organizations from the EECA region at the global level, to ensure more attention for the region and have more influence through a joint agenda.
- Ensure follow-up plans after projects have ended. Projects should not end with reporting only, but plans should be made to disseminate and exchange evidence and learnings as well.

Recommendation for UNFPA

To function as the regional coordinating mechanism of the learning agenda; bringing organizations and youth groups together, collecting and disseminating evidence and best practices, setting up a database, encouraging partners they work with to include dissemination and exchange in their plans.

For the upcoming Regional Sustainable Development Forum taking place in Geneva, how do we ensure the challenges and need of the furthest left behind are reflected?

by Rune Brandru

- Participation from young people furthest behind might be almost impossible, they face multiple challenge with satisfying their basic needs, and may not have the capacity to join. In addition, they may face challenges with having a passport, access to visa, the language etc. That should not stop us from trying, but at the same time there is need to seek representation from other young people who are seen as legitimate representative, and to actively reach out to those young people who are furthest behind to ensure the best possible representation.
- Ahead of an event like the RFSD, it is important to have national and subnational consultations that reaches the young people furthest behind. Young people should be equal partners with responsibilities in that process, and the format should be youth-friendly. Online means, and through service providers (health, social, school, religious etc.) are ways to reach young people, including those furthest behind.
- UNFPA should use its convening power to connect young people with decision-makers, religious leaders and relevant process. Relevant youth leaders, network, grassroots and organizations should be articulated.
- It is important that those furthest behind are ensured visibility, both have their stories and relevant data and other evidence shared, and ensure legitimate representation.

Using IT tech in accessibility

by Elifnur Akbas

- IT industry changes the way we get educated, explore the social life, get surveilled, vote and exchange information. There needs to be a protection of human rights due to uneven development in different sectors, disciplines and directions.
- There are teaching and learning technologies that can be easily adaptable to the needs of young physically disabled people. We need to build a win-win case for these companies to invest in these areas.
- For people working on inclusivity, we should emphasize on learning more about the current available technologies to be able to know how to design and use them to be more inclusive for different programs and projects.
- The urgent need is to intervene the fast-paced developments in technology, for technologies to be designed to be more inclusive in the future. Disability community should be mobilized to put pressure for tangible solutions.
- We can commit to organizing online conferences and cyber peer programs that take accessibility into consideration.

How to explain the benefit of behaviour changing programs, because it is difficult to be seen right here right now?

by Polina Veshcheva

- Visibility of program benefits should be different for pupils, teachers, administration and various stakeholders through stories of real program participants that prove the effectiveness of the interventions.
- Not only governments with their official documents can help to promote the programs but also young people, local governments, parents, progressive schools, key populations should support promoting.
- We should show that the programs are not just packed with tiring activities; it is rather relaxing and has direct benefits to people's lives.
- Programs should start asking schools what they need and invite schools to co-create processes and at the end, present them something visible that has direct benefit, e.g. toolkits, brochures on your topic, etc.

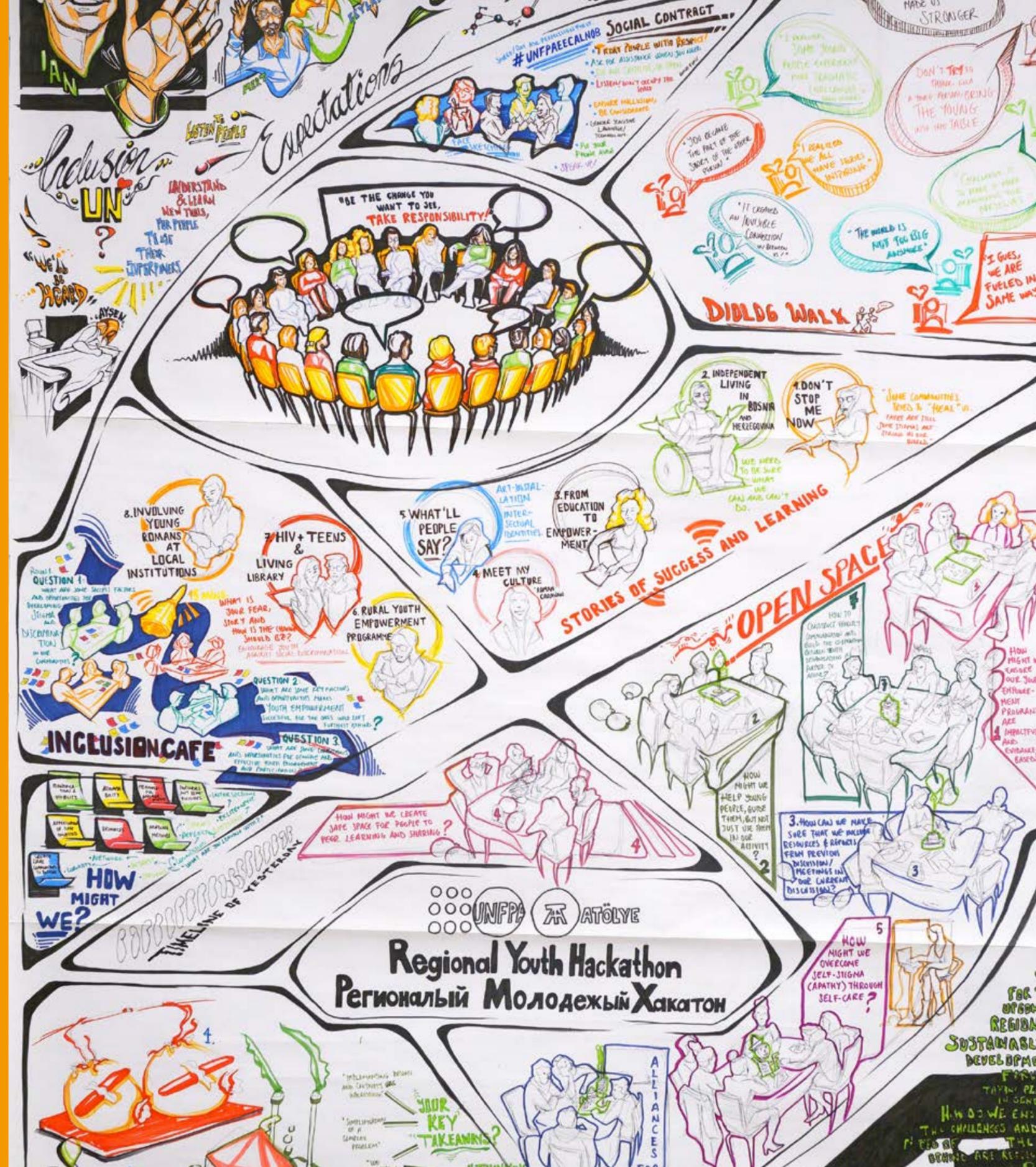
How to enhance employment rate of Roma graduates?

by Nikola Josipovic

- Give a chance of Roma graduates to work, and to be awarded for their effort to finish school, university. This is a way how to motivate other kids at elementary school to study.
- Promote a role model to all of successful, educated young Roma who work at public institutions and on jobs that require great responsibility.
- Implement the law that is in the constitution (2% of the total number of employees in local institutions should be members of the Roma national minority).
- Continue with affirmative measures when enrolling in universities and scholarships, because they have achieved great results, but there is still a number of uneducated Roma.

CHECK OUT & CLOSURE

Participants, having reflected on those two questions "what is your personal commitment?" and "what are you leaving with from our time together?", wrote down and stated their commitments in big circle. Then, finally the group had the celebration lunch all together. Here are some of the commitments from the check-out session are listed.



Andrey Poshtaruk

- To use results of the sessions in my programme planning on YKPs
- To share with colleagues ideas, methods.

Cholpona Egeshova

- Keep on working on young key population issues and involving them for meaningful participation.
- Partnership strengthening on YKP issues.

Dima Kalinin

- I will start tomorrow morning with a vision about problems that have young KP groups and new contacts in my phone.

Ene Tuyliyeva

- Synthesize and analyze all resources info and develop “take aways” for my CO, region.
- Contribute to the event report.
- Work on more inclusive YKP.

Lisa de Pagter

- Staying available for input and following up on this BIG TIME.
- Support Nino and Elif with the Cyber Peer project.

Ludmila Sirbu

- To rethink the YP motivation to increase their engagement.
- To plan a different approach of peer-to-peer education from increasing knowledge style to change behaviour.

Marja Rakovic

- To expand my work to reach more young people who are left behind!

Marta Diavolova

- Follow up with each organization on expanding our partnership.
- Reflect the ideas from the meeting into my 2019 work plan.

Nersida Arapi

- To make sure that I will spread all my new knowledge here with my team and why not to cooperate with the participants in our common.

Noura Berrouba

- To co-create a new impact assessment tool for outreach and inclusion.
- To reflect our discussions when drafting the EYP international strategy 2020-2026.
- To draft international strategy measures 2019-2020 focusing on our discussions.
- To contact people here to learn how to better include certain groups of young people.
- To have a role with the EYP outreach for EYP and Inclusion Council.

Rune Brandrup

- Continue to seek better ways of including those furthest behind.
- Reflect participation comprehensively and continuously, in multiple forms, in processes and programmes.

Sophie Beria

- A blog about the hackathon on YouAct’s webpage.
- Internal Report and updating our members about the event.
- Strategizing about follow up.
- Contributing to the shared google drive / dropbox.

Tanja Đordevic

- To send a letter of intention to our Serbia Office, UNFPA.

Yuliya Andzhekarska

- To use the resources existing in our organization to work more deeply with YKP on the local level (e.i Roma youth) on SRHR - through our EVS project.
- To cooperate and learn from other organizations which have expertise and experience in this.
- Organize a new living library.

Participants

Adilet Alimkulov	Indigo, Kyrgyzstan	Ludmila Sirbu	UNFPA, Moldova	Stas Mirov	Dance4Life / Trainers4Life, Russian Federation
Alina Yaroslayska	EWNA, Ukraine	Marja Rakovic	UNFPA, Serbia	Tamara Askovic	ACRI, Serbia
Andrey Poshtaruk	UNFPA EECARO, Turkey	Marta Diavolova	UNFPA EECARO, Turkey	Tamaz Sozashvili	Equality Movement, Georgia
Anna Barfyan	UNFPA, Armenia	Muna Shukurova	YSAFE, Tajikistan	Tanja ĐorĐeviĐ	ACRI, Serbia
Caspar Peek	UNFPA, Ukraine	Nadira Masymova	Indigo, Kyrgyzstan	Temir Kalbayev	Indigo, Kyrgyzstan
Cholpona Egeshova	UNFPA, Kyrgyzstan	Nersida Arapi	Youth Activist, Albania	Tess Paireon	Dance4Life, The Netherlands
Daria Alexeeva	AFEW, The Netherlands	Nikola Josipovic	ACRI, Serbia	Vitali Djuma	ECOM, Estonia
Dima Kalinin	Gender Z, Ukraine	Nino Chitishvili	Y-Peer, Bulgaria	Yana Panfilova	UNFPA EECARO /Teenergizer, Ukraine
Elifnur Aybas	Youth Activist, Turkey	Noura Berrouba	EYP, Sweden	Yuliya Andzhekarska	Y-Peer PETRI, Sofia
Ene Tuyliyeva	UNFPA, Turkmenistan	Polina Veshcheva	Dance4Life / Trainers4Life, Russian Federation		
Fatma Bulic	European Disability Forum, Bosnia	Rune Brandrup	UNFPA EECARO, Turkey		
Ian McFarlane	UNFPA EECARO, Turkey	Sandra MarkoviĐ	Youth Activist, Serbia		
Lisa de Pagter	CHOICE for Youth and Sexuality, The Netherlands	Sophie Beria	YouAct, Georgia		

