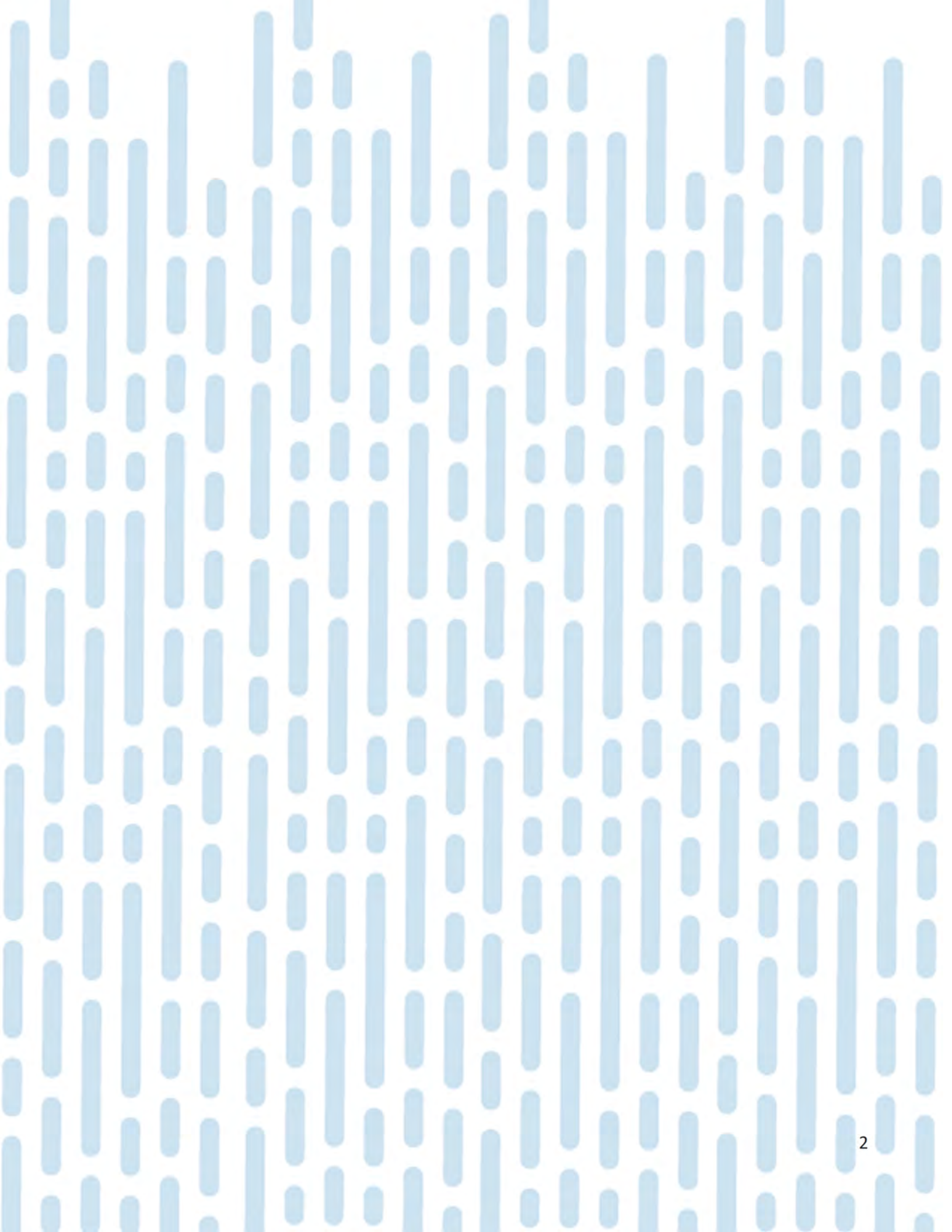


INTERNATIONAL DEBATE EDUCATION ASSOCIATION

ANNUAL REPORT 2025







international debate education association

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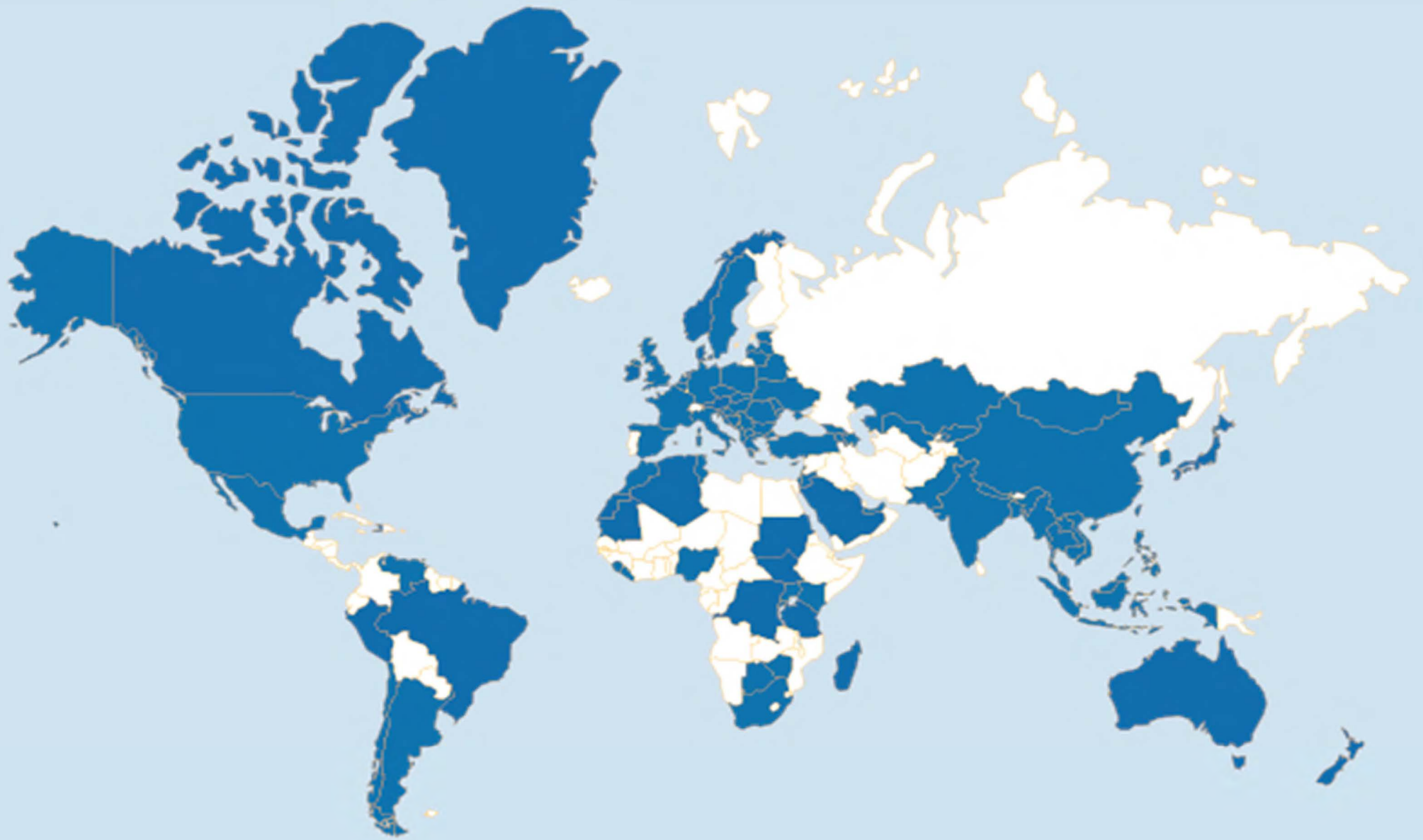
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BENEFICIARIES FROM OVER 100 COUNTRIES PARTICIPATED IN IDEA ACTIVITIES IN 2025

IDEA Theory of Change

What did we have?

Inputs

Members, youth debate clubs, partnerships, needs analysis, expertise in debate methodology, ideas and motivation

What did we achieve?

Outputs

Trained educators and youth, empowered organizations, increased access to resources, and engaged participants

What difference will this make?

Impact

With a foundation in debate based education, young people are shaping the future and playing a pivotal role in advancing society as skilled, empowered, and active citizens.

What did we do?

Activities

Develop and implement new education approaches, IDEA youth forum, Debate Exchange, Educator trainings, targeted projects

What changed?

Outcomes

Enhanced critical thinking, improved media literacy, stronger organizations, greater youth participation in society, and young people gaining essential life skills



EXECUTIVE SUMMARY

In 2025, we used debate as a sustained educational method through which young people could learn, participate, lead and connect across communities.

Our activities reached schools, universities, youth organisations, community settings and international events. We organised national and international debate gatherings, trained educators, supported debate clubs, tested environmental education materials, developed feedback resources and strengthened cooperation within our network. The activities varied in size and format, but they shared a common direction: debate should help young people understand public questions, express informed positions, listen to disagreement and take part in collective decisions.

Critical thinking and resilience were shared outcomes across IDEA's work in 2025. Through debates, workshops, peer-led sessions, educator training and environmental case studies, young people practised assessing claims, identifying assumptions, and revising their positions in response to feedback. Resilience was developed as the capacity to remain engaged when questions are uncertain or contested, respond constructively to disagreement and setbacks, and recognise manipulation, misinformation and oversimplified claims. For educators, this meant creating structured environments where participants could test ideas, make mistakes, and improve without fear of humiliation. For organisations, it meant developing trained educators, mentoring relationships, and international cooperation that could sustain learning beyond individual events. Critical thinking and resilience therefore connected our work on youth participation, inclusion, environmental literacy, educational methodology and democratic engagement.



CHANGE AREA WHAT CHANGED

YOUTH VOICE AND LEADERSHIP

YOUNG PEOPLE PRACTISED DEBATE, FACILITATED LEARNING AND CONTRIBUTED TO INTERNATIONAL DISCUSSIONS.

ENVIRONMENTAL LITERACY

PARTICIPANTS APPLIED ENVIRONMENTAL KNOWLEDGE TO DISPUTED POLICY CHOICES AND LOCAL RECOMMENDATIONS.

CRITICAL THINKING

YOUNG PEOPLE PRACTISED ASSESSING CLAIMS, COMPARING EVIDENCE, CONSIDERING OPPOSING PERSPECTIVES AND REVISING ARGUMENTS THROUGH DEBATES, WORKSHOPS AND CASE-BASED LEARNING.

EDUCATIONAL USE OF DEBATE

EDUCATORS GAINED METHODS FOR CIVIC LEARNING, DISCUSSION FACILITATION AND LONGER-TERM CLUB WORK.

INCLUSION AND BELONGING

DEBATE CLUBS AND TRAINING CREATED STRUCTURED SPACES FOR REFUGEES AND MULTILINGUAL YOUNG PEOPLE.

QUALITY OF YOUTH WORK

PARTNERS DEVELOPED SAFER FEEDBACK METHODS, PRACTICAL EXERCISES AND LEARNING RESOURCES.

NETWORK CAPACITY

MEMBERS EXCHANGED METHODS, ELECTED A RENEWED BOARD AND AGREED CLEARER GOVERNANCE PRACTICES.

RESILIENCE

PARTICIPANTS PRACTISED RESPONDING CONSTRUCTIVELY TO DISAGREEMENT, UNCERTAINTY, AND SETBACKS, STRENGTHENING THEIR ABILITY TO RECOGNISE AND RESIST MANIPULATION.

INTERNATIONAL COOPERATION

IDEA STRENGTHENED LINKS ACROSS EUROPE AND WITH DEBATE COMMUNITIES IN AFRICA, CENTRAL ASIA AND THE MIDDLE EAST.



THE CENTRAL CHANGE WE CREATED: MORE PLACES WHERE DEBATE FUNCTIONED AS EDUCATION AND PARTICIPATION. YOUNG PEOPLE WERE INCREASINGLY ASKED TO ANALYSE, FACILITATE, RESPOND AND COOPERATE, INSTEAD OF REMAINING PASSIVE RECIPIENTS OF INFORMATION.

EUROSDC 2025

200

PARTICIPANTS FROM **21** COUNTRIES

IDEA YOUTH FORUM

120+

FOR THE FIRST TIME REACHING PRE-PANDEMIC ATTENDANCE LEVELS

DEBATE EXCHANGE

51

DEBATE EDUCATORS, VOLUNTEERS AND ORGANISATIONAL REPRESENTATIVES

**GREEN ONLINE
TOURNAMENTS**

OVER 150

YOUNG PARTICIPANTS, SUPPORTED BY **31** EDUCATORS

**SUSTAINABILITY
DEBATES**

OVER 1,500

PARTICIPANTS ACROSS UNIVERSITY AND SCHOOL TOURNAMENTS

**SPEAK TOGETHER
TRAININGS**

39

EDUCATORS AND YOUTH WORKERS WORKING WITH REFUGEE AND MULTILINGUAL COMMUNITIES

ONLINE TOOLS

182,000

ONLINE USERS OF IDEBATE.NET, DEBATABASE, LEARNINGBASE AND CLIMATE CASE STUDIES AND MOTIONS

DEBATE CLUBS

OVER 800

ACROSS OUR MEMBER NETWORKS, OVER **800** DEBATE CLUBS WITH CA. **9,000** YOUNG PEOPLE MEET EVERY WEEK

2025 IN NUMBERS



YOUTH VOICE AND LEADERSHIP

Our international events combined skills development with responsibility. Young people debated public questions, facilitated workshops, addressed audiences and learned with peers from other countries.

A stable European platform for school debate

From 28 February to 2 March, we worked with our Romanian member ARDOR to deliver the second European Schools Debating Championship in Bucharest. Nearly 200 debaters from 21 countries participated. They completed prepared and impromptu rounds on questions concerning European trade, economics, international relations and political choices. The championship ended with a final between Slovenia and Romania, which the Slovenian team won.

The immediate output was a large European competition, but the change extended beyond competition. EuroSDC creates contact between national programmes that usually work in different educational and organisational contexts. The presence of public education representatives increased recognition of debate as an educational practice.

The second successful edition also strengthened continuity. During 2025, the EuroSDC Council confirmed Parma, Italy, as host of the 2027 championship, while preparations continued for the 2026 edition in North Macedonia. This helped move EuroSDC from an initial experiment to a recurring programme that is increasing the visibility of debate.

From participant to peer educator at the IDEA Youth Forum

The IDEA Youth Forum took place in Prague from 8 to 15 July. Young debaters from several European countries joined seven blocks of workshops, with three or four parallel options in each block. They could select subjects based on their experience and learning needs, co-created with peers.

With peer-led learning as the dominant approach, participants prepared and facilitated workshops for one another. This changed their role within the programme. They were responsible for explaining a subject, guiding a group, and supporting peers' learning. The format gave practical meaning to youth leadership because participants exercised it during the programme rather than discussing it as an abstract competence.

Participants then had an option to join Prague Debate Spring, organised with the Czech Debate Association. The tournament involved more than 160 participants, 43 teams and 50 adjudicators. This connection between training and competition allowed participants to test new skills immediately and learn through feedback, observation and repeated practice.

CHANGE WE CREATED: YOUNG PEOPLE MOVED BETWEEN SEVERAL ROLES: LEARNER, SPEAKER, FACILITATOR, TEAM MEMBER AND CONTRIBUTOR TO PUBLIC DISCUSSION. THESE ROLES REQUIRE DIFFERENT FORMS OF RESPONSIBILITY AND PROVIDE A STRONG BASIS FOR PARTICIPATION



Bringing debate into a wider European youth event

At the European Youth Event in Strasbourg, we delivered repeat sessions of The Logic Lab: Crafting Strong Arguments. Each delivery reached approximately 90 participants, above the planned capacity. The sessions introduced practical argument construction and showed how structured debate can support reasoned public discussion.

We also organised two showcase debates with young people from Latvia and Italy on the future of nuclear energy in the European Union. Audience members asked questions and contributed their own positions. We connected interested participants with national debate organisations and provided guidance on establishing debate activities in their schools and communities. This brought debate education to young people already interested in European participation but not necessarily connected to a debate organisation.





ENVIRONMENTAL LITERACY

The Green Debate programme connected environmental learning with argumentation. The main focus is on applying information, comparing policy choices, and explaining the consequences of different positions.

FROM EDUCATIONAL MATERIALS TO ACTIVE USE

The Empowering Youth Work for the Green Debate project was one of the main strands of our work in 2025. The project produced case studies and learning materials, but our focus during the year was their use in practice. We introduced the materials through school workshops, university programmes, national and international tournaments, online competitions, and educator sessions.

Two international online Green Debate tournaments involved over 150 young people and 31 educators. Debaters used project case studies during impromptu rounds on economic development, environmental responsibility, corporate liability and climate activism. Because participants had limited preparation

time, they had to identify relevant information, build a position and respond to an opposing case. This tested whether the materials could support active instead of passive reading.

ROLE OF NATIONAL ORGANISATIONS

At the University of Extremadura, organised by Commun Global, 46 teams and 276 participants debated whether European countries were sufficiently prepared for future natural disasters caused by climate change. The final was held in the Plenary Hall of the Assembly of Extremadura, connecting academic learning with a public institutional setting.

The Extremadura Schools Debate Tournament involved 44 schools, 59 teams and 414 participants. Students examined the environmental implications of social and economic policy, including the relationship between a four-day working week and energy use. The scale of these activities showed that environmental debate could be integrated into established educational events while retaining clear learning objectives.

In the Czech Republic, Green Debate case studies informed motions at the Czech Debate League finals and an Open Tournament. Coaches and adjudicators attended a session on using the case studies in preparation and teaching. In Poland, 70 students debated questions of climate responsibility and global equity during a Children's Day event. In Italy, 47 students used environmental topics during the national youth championship.

In Estonia, 126 participants joined the Summer Academy and used project materials in workshops and climate-focused British Parliamentary debates. In the Netherlands, activities reached four classes and 79 students at Cals College, students in the Hogeschool Utrecht Honours Programme, and participants in Utrecht Open. Further Green Debate sessions at universities in Amsterdam, Rotterdam and Utrecht connected school and university communities.

These activities differed in format, age group and national context, using same methodology adapted for local context. Environmental questions were presented as contested public choices rather than as information with one expected answer. Participants had to examine responsibility, trade-offs, uncertainty and the distribution of costs between individuals, governments, companies and countries.

CONNECTING CLIMATE DEBATE WITH COMMUNITY ACTION IN SOUTH AND EAST AFRICA

In Kampala, our member SYMUF-PRESS HOUSE and Kampala Adult School organised a two-day programme for young people, teachers, journalists and community representatives. Participants learned the Karl Popper debate format, discussed environmental and climate questions, and prepared

recommendations for local environmental action. The activity also encouraged continued support for youth debate clubs in Kampala.

In Lilongwe, 18 university students received debate training before participating in a public discussion on a proposed tax on highly polluting imported products. The audience included students, educators, journalists, civil society representatives and public authorities. A parallel programme supported journalists in online environmental reporting, ethical practice, and communicating complex climate issues. IDEA trainers contributed online instruction on Karl Popper debate and community debate methods.

CHANGE WE CREATED: PARTICIPANTS USED ENVIRONMENTAL KNOWLEDGE TO EXAMINE REAL POLICY CHOICES. IN SOME SETTINGS, THE PROCESS CONTINUED INTO RECOMMENDATIONS, DEBATE CLUBS OR PROFESSIONAL COMMUNICATION, LINKING LEARNING WITH LOCAL PUBLIC DISCUSSION.





OUR WORK IN THE NETHERLANDS

In 2025, we expanded the use of debate-based learning across Dutch schools, universities and youth organisations, with a focus on environmental education, critical thinking and youth participation.

Our main area of work was the Green Debate programme. We delivered activities at the University of Amsterdam, Hogeschool Utrecht, University College Utrecht, and other educational settings in Amsterdam, Rotterdam, and Utrecht. This included sessions for 88 participants at the University of Amsterdam, a climate activism workshop within the Hogeschool Utrecht Honours Programme and the use of environmental motions at Utrecht Open. We also worked with secondary school students and connected school-based activities with university debate organisations. Young people discussed climate responsibility, environmental regulation, corporate accountability and the role of activism through structured debates.

Cooperation between schools, universities and debate organisations also showed how debate can connect formal education with youth-led and non-formal learning. Key developments in 2025 were also connected to our Speak Together project, where we are advancing our efforts in working with harder-to-reach youth.

We further contributed to the education and youth work sectors by developing methods and materials that teachers, youth workers and debate organizations can apply in their own programmes. The Agree to Disagree pilot, launched in 2025 in Norway and the Netherlands, extended this work to students aged 13 to 16 and included plans to train teachers and staff in debate-based critical thinking and communication. Our contribution remains programme-based, and we want to work more on driving a change across the entire national system. It provides Dutch educators and youth workers with practical approaches for discussing contested subjects, strengthening student participation and connecting critical thinking with active citizenship.

CHANGE WE CREATED: WE STRENGTHENED CONNECTIONS BETWEEN DUTCH SCHOOLS, UNIVERSITIES AND YOUTH ORGANISATIONS AND FOCUSED ON INCLUDING HARDER-TO-REACH YOUNG PEOPLE.



EDUCATIONAL METHODOLOGY

We trained educators and supported programmes that use debate in classrooms, youth centres and community groups. The goal was regular practice, guided reflection and civic learning.

EDUCATORS GAINED A COMBINED THEORY AND PRACTICE EXPERIENCE

From 28 June to 5 July, educators and youth workers from Croatia, Slovenia and the Netherlands joined the Youth Debate and Analytical Thinking Training in Kranjska Gora. The Croatian Debate Society coordinated the programme in cooperation with IDEA and Za in Proti.

Morning sessions introduced argumentation, discussion facilitation, work with sensitive subjects and feedback. Afternoon sessions provided exercises, mock debates and observation of young people debating in a related education programme. This structure connected explanation with observation and practice. Participants included school debate club leaders and youth organisation volunteers, allowing methods to be tested against different working realities.

By the end of the programme, participants reported increased confidence in facilitating debate, giving feedback and creating inclusive learning environments. Several intended to begin or expand debate-based work in schools and youth centres. The partner organisations also agreed to continue the training cooperation in 2026.

DEBATE AS A METHOD FOR CIVIC EDUCATION AND INTEGRATION

The Speak Together programme showed how debate can support learning outside a competitive structure. From 21 to 23 May, 19 educators and youth workers from Poland and Ukraine met in Warsaw. Many worked with refugee or multilingual communities. The programme covered debate formats, inclusive deliberation, student voice in multilingual classrooms and the planning of local civic debate projects.

The activity produced follow-up beyond the training room. Participants returned to their schools and communities and established debate clubs. They used activity plans that combined debate methodology with language support and intercultural education. Some trained participants also began mentoring educators in their regions. This created a path from one international training to local delivery and peer support.

SHARING EVIDENCE WITH THE INTERNATIONAL DEBATE EDUCATION FIELD

At the second International Conference on Debate and Dialogue in Doha, we presented our approach to evaluating debate in youth work and non-formal education. The presentation addressed critical thinking, public speaking, information literacy and resilience to manipulation. It also explained an evaluation approach combining participant surveys, facilitator reports and longitudinal qualitative interviews.

The conference brought together participants from more than 30 countries. Our contribution placed practical youth work experience within an international discussion on education, dialogue and participation. It also identified a recurring condition for quality: debate education requires trained educators and sufficient time for young people to practise, receive feedback and improve.

***CHANGE WE CREATED: EDUCATORS RECEIVED METHODS THEY COULD ADAPT AND
CONTINUE LOCALLY. FOLLOW-UP DEBATE CLUBS AND MENTORING PROVIDE
STRONG EVIDENCE OF TRAINING LONG TERM UPTAKE***



INCLUSION AND BELONGING

In 2025, we strengthened inclusion by adapting our activities to the different circumstances, needs and levels of readiness of young people and educators.

Our activities increasingly considered language barriers, displacement, travel costs, confidence, previous debate experience and access to local educational opportunities. We responded through adaptable learning methods, online participation, peer-led activities, educator support and stronger connections between international events and local debate clubs. This approach recognised that inviting a diverse group does not automatically create equal opportunities to participate. Young people also need clear structures, appropriate support, different ways to contribute and sufficient time to develop confidence.

The Speak Together project was the main example of this work. It supports Ukrainian refugees, multilingual groups and other young people with fewer opportunities through debate clubs, educator training, community debates, online resources and an inclusion toolkit. In May 2025, 19 educators and youth workers from Poland and Ukraine attended training in Warsaw. Many of them worked directly with refugee and multilingual youth communities. The programme covered debate formats, inclusive deliberation, student voice in multilingual settings, and planning civic debate activities for local communities.

Through Speak Together, we are developing trauma-informed approaches to debate education. These approaches place safety, trust, predictability and participant choice at the centre of the learning process. They include clear session structures, gradual entry into speaking activities, careful selection and framing of sensitive topics, language support and the option to step back from a discussion. Participants should not be pressured to share personal experiences or discuss subjects that cause distress. Educators are supported in recognising signs of discomfort, adapting activities and maintaining appropriate boundaries. Their role is to create a safe educational environment, while understanding when a participant may require support outside the debate programme. This approach also encourages educators to recognise participation through research, preparation, questioning, teamwork and reflection, rather than evaluating engagement solely through public speaking.

Other IDEA activities created additional routes into participation. Two international online Green Debate tournaments were envisioned to reduce travel requirements for international participation. At the IDEA Youth Forum, participants could select workshops according to their experience and learning needs, and some led sessions for their peers. At the European Youth Event, young people who were outside established debate programmes could take part in introductory argumentation activities and connect with debate organisations. Across these activities, our experience showed that inclusion is strengthened when programmes provide flexible entry points, prepared educators, repeated participation and clear routes into continued local activity, so we will keep on including these principles in our future approaches.

***CHANGE WE CREATED: THE
MOST MEANINGFUL INCLUSION
RESULT WAS INCREASED ACCESS.
EDUCATORS ESTABLISHED CLUBS
AND MENTORING
RELATIONSHIPS AFTER THE
INTERNATIONAL TRAINING,
GIVING YOUNG PEOPLE A
REGULAR PLACE TO PARTICIPATE
RATHER THAN A TEMPORARY
OPPORTUNITY.***

QUALITY OF YOUTH WORK

WE DEVELOPED METHODS THAT HELP YOUTH WORKERS PROVIDE CLEAR FEEDBACK, SUPPORT PARTICIPANT WELL-BEING AND RESPOND APPROPRIATELY TO DIFFERENT NEEDS AND SITUATIONS.

DEVELOPING PRACTICAL FEEDBACK RESOURCES THROUGH KVAK

The Quality, Inclusive, Engaged, and Constructive Feedback in Youth Work project, known as KVAK, continued during 2025. At a working meeting in Kranjska Gora, partners exchanged practices and developed resources intended to improve feedback and participant safety.

The work included digital badges, realistic feedback situations, recorded video exercises and materials for an online learning environment. Partners were developing a manual, exercises, video content and digital credentials for later publication. The resources were still in development during 2025, so the main result for the year was progress in content design, testing and cooperation rather than a completed final platform.

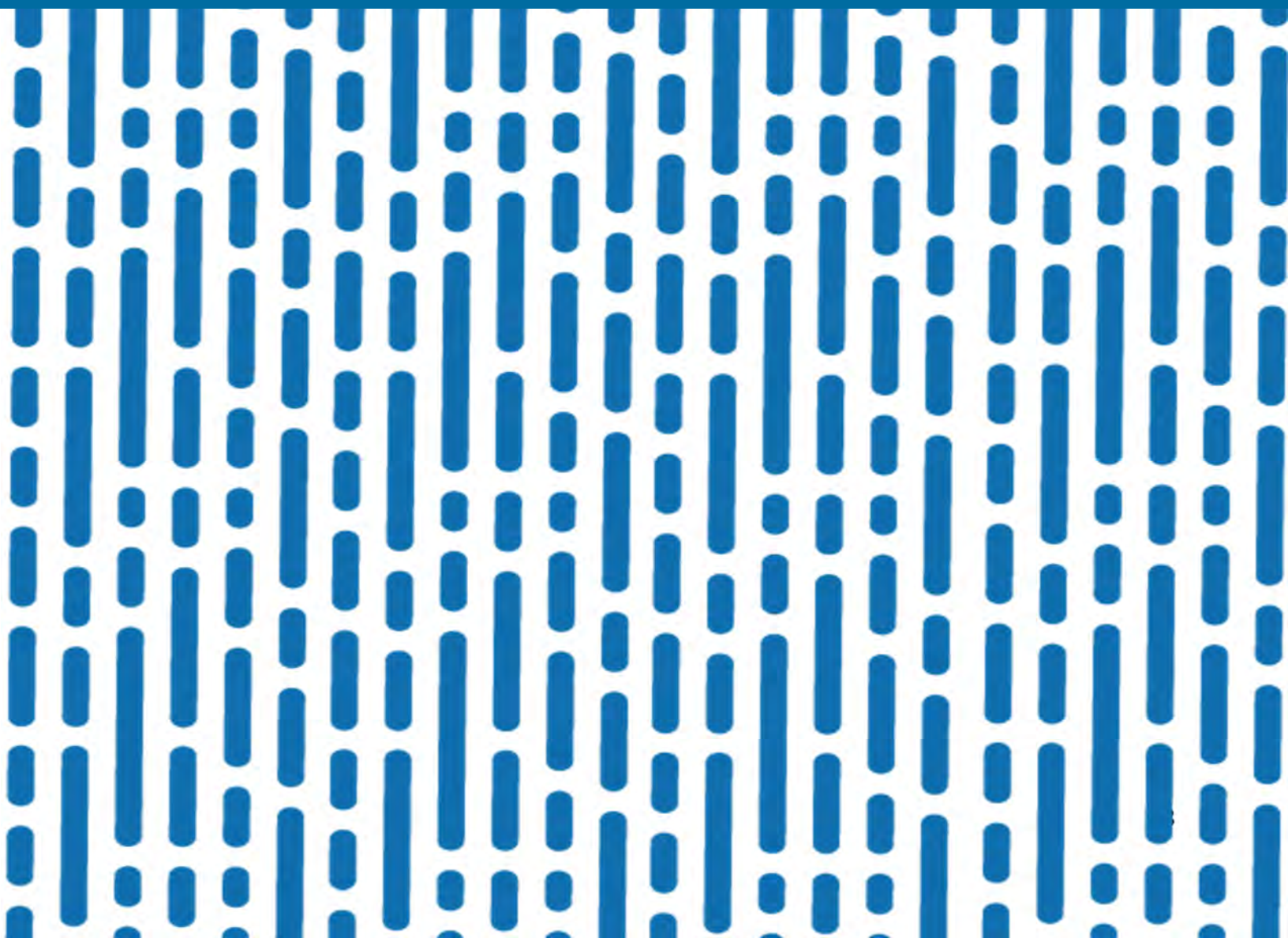
Feedback was also integrated into educator training. Participants in Kranjska Gora practised observing debates, discussing decisions and giving responses that supported learning. This matters because debate programmes can reproduce exclusion when feedback is unclear, overly competitive or insensitive to different levels of experience. Treating feedback as a designed educational process supports safer participation and better learning.



QUALITY THROUGH REPETITION AND REFLECTION

Several 2025 programmes combined instruction with immediate practice. Youth Forum participants learned and then debated at Prague Debate Spring. Educators studied facilitation and then observed or led exercises. Green Debate participants used case studies under time pressure. Speak Together participants planned local delivery and later established clubs. These cycles of learning, application and reflection were more useful than isolated information sessions.

CHANGE WE CREATED: PARTNERS DEVELOPED A SHARED LANGUAGE AND PRACTICAL RESOURCES FOR CONSTRUCTIVE FEEDBACK. ACROSS PROGRAMMES, QUALITY WAS INCREASINGLY CONNECTED WITH REPETITION, OBSERVATION, REFLECTION AND PARTICIPANT-CENTRED SUPPORT.



NETWORK CAPACITY AND GOVERNANCE

The Debate Exchange, General Assembly and Board work created time for shared learning, decisions and clearer organisational practices.

LEARNING ACROSS ORGANISATIONS AT THE DEBATE EXCHANGE

The IDEA Debate Exchange took place in Warsaw from 18 to 23 August and involved 51 participants. The programme covered youth work, coaching, inclusion, event organisation, debate in schools, civic knowledge and organisational development. Participants shared tested methods and reflected on challenges from different national contexts.

For the first time, the programme included longer deep-dive sessions. These provided more time for subjects that could not be addressed through a short workshop. The format supported joint analysis of organisational challenges, including volunteering, impact assessment, legal responsibilities, project delivery and cooperation with external partners.

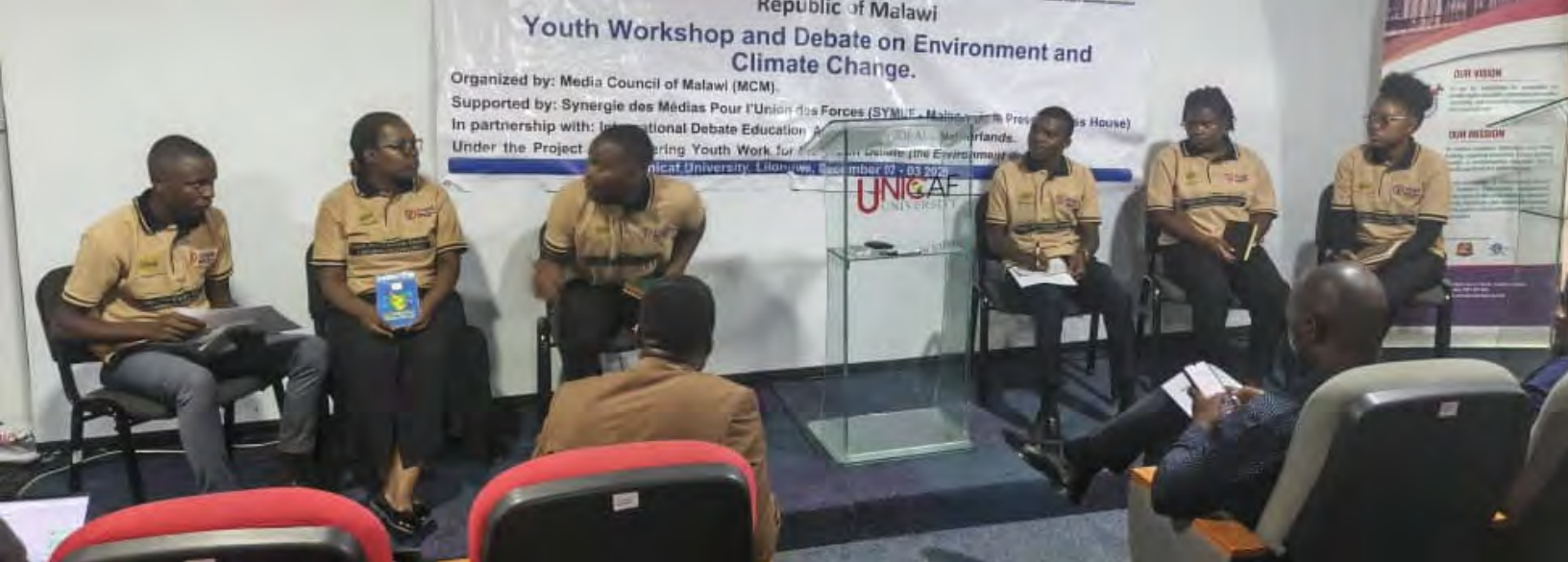
The Exchange strengthened professional relationships between staff, volunteers, educators and organisational leaders. These connections form part of the network's working capacity because future projects and support often begin through trust, shared understanding and knowledge of what members can contribute.

RENEWED GOVERNANCE AND GREATER CONTINUITY

The General Assembly reviewed annual reports, considered activities from 2024 and the first half of 2025, and elected six Board members from seven candidates. IDEA's Erasmus+ accreditation was extended until 2027, supporting continuity for the Youth Forum and Debate Exchange through 2026. Members also discussed university cooperation, research, volunteering, EuroSDC, global outreach and the Green Box project.

At the following Board meeting, members discussed internal information flows, cost tracking, membership, global partnerships and future event formats. The Board agreed to meet online every two months and in person twice each year.

These developments are organisational rather than participant-facing, but they support programme quality. Regular governance, stable accreditation and shared planning allow the network to maintain recurring events, improve accountability and respond to opportunities with member organisations.



INTERNATIONAL COOPERATION

In 2025, cooperation extended across Europe and into Africa, Central Asia and the Middle East. The exchanges linked local practice with international learning.

NEW RELATIONSHIPS WITH THE DEBATE COMMUNITIES OUTSIDE EUROPE

In 2025, we began expanding our cooperation with debate organisations and educators from the Democratic Republic of the Congo, Rwanda, South Sudan, Uganda, Nigeria, Burundi and Malawi. They used environmental debate as an entry point for cooperation, connecting debate education with locally relevant questions about climate change, sustainability and environmental responsibility. In 2026, we will focus on building the capacity of educators, youth workers and debate organisations through training, adapted educational materials, stronger regional cooperation and support for locally led activities.

IDEA's Head of Education joined the El Umiti Debate Cup in Astana and supported the competitive programme. The visit created space for exchange with Debat Eli and other Kazakh debate organisations. Discussions covered debate-based youth work, critical thinking, civic participation and possible future cooperation.

The ICDD conference in Doha connected our evaluation work with an international group of educators, researchers and debate practitioners. Green Debate activities in Kampala and Lilongwe adapted debate materials and formats to local environmental questions.

Together, these activities show a network working across several levels. Local partners identified participants and relevant issues. National organisations contributed educational experience and delivery capacity. IDEA connected these efforts, supported methods and created spaces for exchange. This

distributed model makes it possible to adapt debate education without requiring every programme to use the same institutional form. In future years, this will add to the complexity of IDEA's work, but we consider the benefits of expanding debate access exceeding the costs.

DEMOCRATIC VALUES AND PUBLIC EDUCATION

IDEA also used its public communication to connect debate education with democracy and historical memory. On the European Day of Remembrance for Victims of Totalitarian Regimes, we published educational content linking memory with questions of freedom, justice and civic responsibility. This complemented practical programmes by explaining why structured public disagreement and informed participation matter.

CHANGE WE CREATED: INTERNATIONAL COOPERATION CREATED NEW RELATIONSHIPS AND ALLOWED METHODS TO TRAVEL BETWEEN CONTEXTS. THE STRONGEST MODEL COMBINED LOCALLY RELEVANT SUBJECTS WITH SHARED DEBATE PRINCIPLES AND PEER EXCHANGE.



LEARNING FROM 2025

WHAT CHANGED, AND WHAT REMAINS TO BE DEMONSTRATED

Our 2025 record shows continued movement from isolated activities towards connected learning pathways. Training led to clubs, materials were used in debates, participants became facilitators, and network meetings produced governance decisions. We started coordinating much more across networks, supporting members to implement complementary activities. This is crucial to our future success. Strong member organisations are the only way IDEA, as a network, can continue delivering on its mission.

The 2025 work suggests several priorities for continued development. We need to support local continuity after international activities, complete and use the KVAK resources, maintain training for educators, and connect environmental debate with locally relevant public questions. We also need more consistent data across programmes so that participation, inclusion, learning and longer-term involvement can be compared without placing unreasonable reporting demands on member organisations.

The extension of Erasmus+ accreditation and the network's governance decisions provide a basis for this work. Planned recurring events and continued partnerships can be used to follow cohorts over time, test materials in different contexts and document how youth leadership develops through repeated participation. We will continue to develop international partnerships in new areas as well as nurture new cooperations within educational and youth work sectors in countries where our members are active. We will also coordinate broader efforts to scientifically evaluate debate impact, ensuring that our educational interventions and proposed reforms to educational approaches are always rooted in a strong evidence base.

FINANCIAL REPORT OVERALL

Income	31/12/2025 (€)	31/12/2024 (€)	Note
Government grants	528,234	497,286	Erasmus+ & EC Grants
Grants from other not-for-profit organizations	46,980	0	Partner NPO Grants
Income from grants (Subtotal)	575,214	497,286	Sum of all project grants
Turnover (products/services)	4,660	465,565	Product & service activities
Financial income	683	926	Interest
Other income	0	7,507	None in 2025
TOTAL INCOME	580,557	971,284	Combined annual income
Expenditure	31/12/2025 (€)	31/12/2024 (€)	Note
Purchase value of products	-	17,047	
Grants & donations given	128,427	91,842	Transfers to partners
Purchases and acquisitions	8,813	2,855	
Communication costs	1,683	650	
IT crew	35,307	0	
Staff costs	133,209	120,482	
National administration	9,661	9,190	
Housing costs	12,683	12,148	Office rent
Depreciation	-	-	
Financial expenses	597	885	
Other expenses	88,638	415,619	Mostly food & lodging
TOTAL EXP	419,019	670,718	Combined annual expenditure

NOTES ON THE FINANCIAL SITUATION

The 2025 financial figures show a large reduction in budget compared to 2024, which was due to the co-hosting of WSDC being larger by almost €400,000. In 2025, services turnover returned to €4,660 (compared to €465,565), which is much more in line with our standard operations. As a result, the 2025 budget provides a more modest representation of our standard annual capacity, which relies primarily on grant-funded projects and core activities.

Our overall financial stability remains solid. Total liquid assets reached €459,993, while general reserves grew to €188,000. This reserve level gives the organisation an operational buffer sufficient to cover core staffing and essential overhead for approximately 12 months without any incoming cash flow. It allows us to co-finance the required 20 to 25% of grants up to € 700.00.

IDEA carries zero short-term debts and zero long-term liabilities.

The accounting balance shows a positive surplus of €161,538 for 2025. This figure is partly enlarged due to accounting timing. Several project expenditures from late 2025, particularly large accommodation and travel expenses, will be invoiced and paid during early 2026. As a result, the practical cash surplus will narrow once those delayed invoices are fully settled.

Our grant portfolio shows an important shift in how projects are structured. A large share of newer funding comes directly through member partners in the network. This partner-led structure is positive because it strengthens member organisations and builds their capacity to coordinate European projects. At the same time, this dynamic means less grant money flows directly from IDEA out to members as direct transfers, which can make IDEA's internal sub-granting numbers appear smaller on paper.

The main long-term risk remains our high exposure to European Union funding institutions. Out of €580,557 in 2025 total income, €575,214 comes from grant mechanisms like Erasmus+ and the European Commission. Although funding is spread across different project actions and partners, institutional dependency on EU grants remains very high. The priority in the coming years must be to secure revenue outside the EU system and scale up consortium applications to access larger funding schemes.