

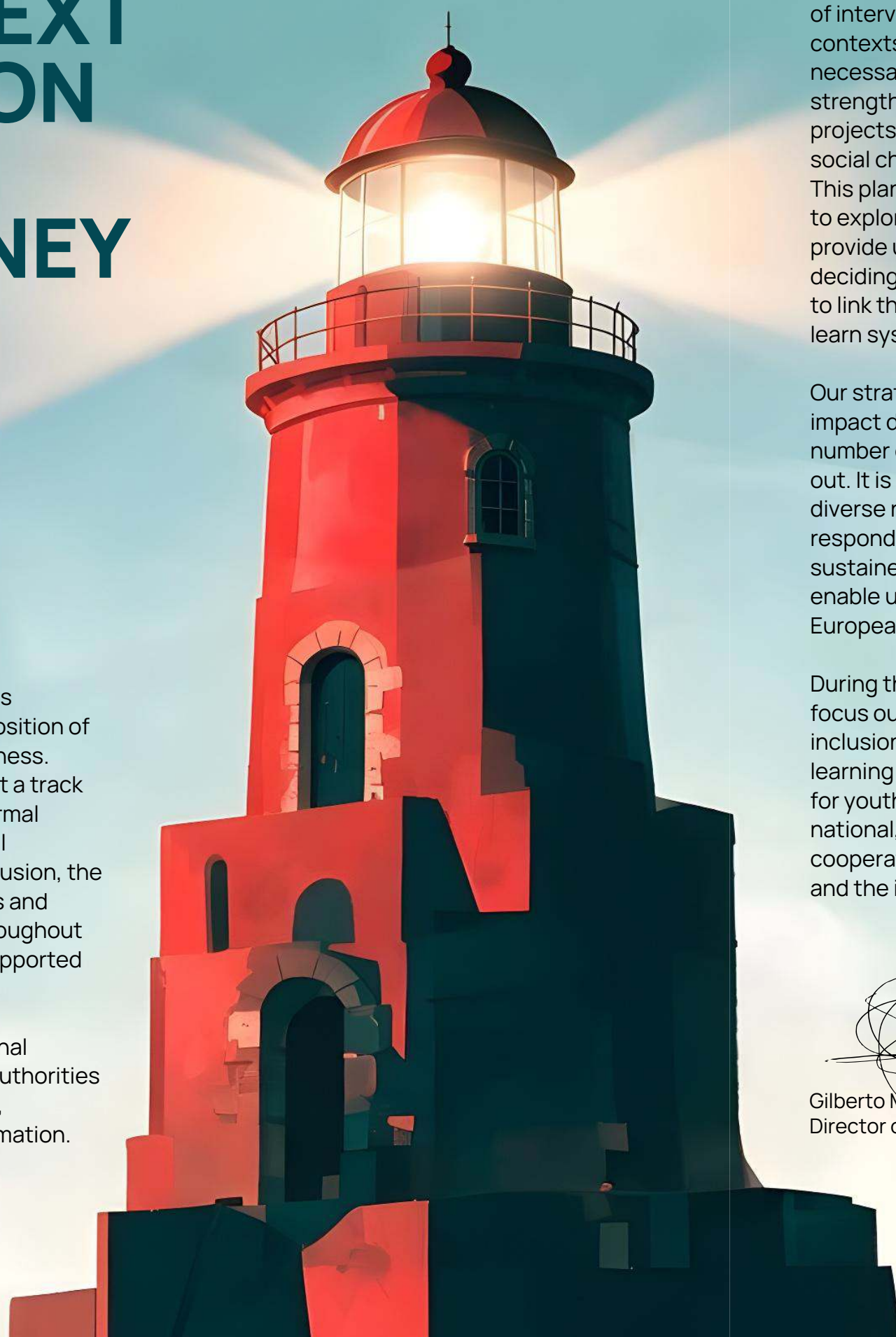
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BACKSLASH STRATEGIC PLAN 2026 - 2030



THE NEXT STEP ON OUR JOURNEY

We are embarking on this strategic cycle from a position of consolidation and openness. Since 2014, we have built a track record based on non-formal education, transnational collaboration, social inclusion, the defence of human rights and youth participation. Throughout this journey, we have supported young people, youth professionals, social organisations, educational institutions and public authorities in processes of learning, innovation and transformation.



Our growth, the expansion of our areas of intervention and the diversity of contexts in which we work make it necessary to organise our priorities, strengthen the coherence between our projects and reflect more clearly the social change to which we contribute. This plan does not seek to limit our ability to explore new opportunities. It aims to provide us with a common framework for deciding where to focus our efforts, how to link the various initiatives and how to learn systematically from the results.

Our strategy is based on a simple idea: impact does not depend solely on the number of activities or projects we carry out. It is built when opportunities reach a diverse range of people, methodologies respond to specific realities, learning is sustained over time, and partnerships enable us to link local work with national, European and global arenas.

During the period 2026–2030, we will focus our work on four strategic areas: inclusion and equal opportunities; learning and methodological innovation for youth participation; European, national, local and cross-sectoral cooperation; and evidence, validation and the impact of youth learning. These

areas are underpinned by our cross-cutting commitment to human rights, feminism, critical interculturalism, inclusion, effective participation and transformative education.

This plan will serve as a framework for the formulation and selection of projects, the development of partnerships, the allocation of resources, institutional communication and impact assessment. It will also enable us to explain more clearly what BACKSLASH contributes and how each activity contributes to a shared vision of the future.



Gilberto Martínez
Director of BACKSLASH



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01. BACKSLASH TODAY: WHERE WE STAND

We are a youth organisation based in Valencia, Spain, working to expand opportunities for young people and contribute to a more inclusive, participatory society committed to human rights. Over the years, we have expanded our role within the youth sector. We continue to play an active role in European initiatives whilst, at the same time, designing methodologies, coordinating training programmes, developing digital tools, facilitating spaces for dialogue, supporting other organisations and transforming the lessons learnt from our projects into proposals for improvement and advocacy.

This journey has enabled us to consolidate **progress that marks the starting point of our new strategic cycle**. Over the years, we have:

Expanded our institutional presence, participating in international forums such as the second United Nations World Summit on Social Development, the 62nd session of the United Nations Human Rights Council and the Forum of Latin American and Caribbean Countries on Sustainable Development.

Launched a programme of collaboration with Overseas Countries and Territories, including Greenland, Saint Martin and New Caledonia as our first initiatives.

Strengthened our involvement in European and international networks such as SexSense, Volunteurope, CIVICUS and CONNECT International.

Extended our expertise in non-formal education to new areas, particularly higher education and vocational training.

Consolidated our relationships with local councils, the Provincial Council of Valencia, associations of municipalities, educational institutions, youth organisations and social organisations in Spain.

Advanced our capacity for advocacy, bringing our learnings and proposals into public decision-making forums.

Defined our own way of working, based on applied research, co-creation, testing, training and the transfer of results.

Building on these advances, we have identified more clearly what characterises our way of working. Among our **key distinguishing features** are:

- ➔ The link between local work and national, European and global arenas.
- ➔ The creation of methodologies and resources that can be adapted to different contexts.
- ➔ The combination of direct work with young people and youth professionals, alongside institutional dialogue.
- ➔ The incorporation of a critical and human perspective on challenges such as artificial intelligence, digitalisation, polarisation and emotional wellbeing.
- ➔ Experience of collaboration across diverse cultural, regional and institutional contexts.
- ➔ A commitment to quality, evaluation, learning and continuous improvement.

These advances and distinguishing features position us for the new period with a solid foundation, a well-established way of working and a greater capacity to expand the scope, coherence and impact of our actions.



02.

A STRATEGY

BUILT ON

EXPERIENCE AND LISTENING

We have drawn up the 2026–2030 Strategic Plan through a participatory process that combines the team's internal reflection with a review of the work carried out and our track record since 2014.

To this end, we have analysed the key milestones, outcomes and lessons learnt over recent years, alongside the input gathered through consultations, focus groups, seminars and other forums organised with young people and youth professionals.

We have also reviewed how our partnerships and the spaces in which we participate have evolved, as well as the new areas and territories in which we have

begun to work, taking into account the needs of the sector, the specific characteristics of our context and the emerging interests of young people and those who work with them.

Based on this process, we have progressively defined and refined BACKSLASH's **vision, mission, values, strategic areas and thematic priorities.**

The result is a plan built on our experience and in dialogue with young people and the stakeholders we work with. We see it as a living tool, open to review and adaptation throughout its duration.

03.

A CHANGING WORLD.

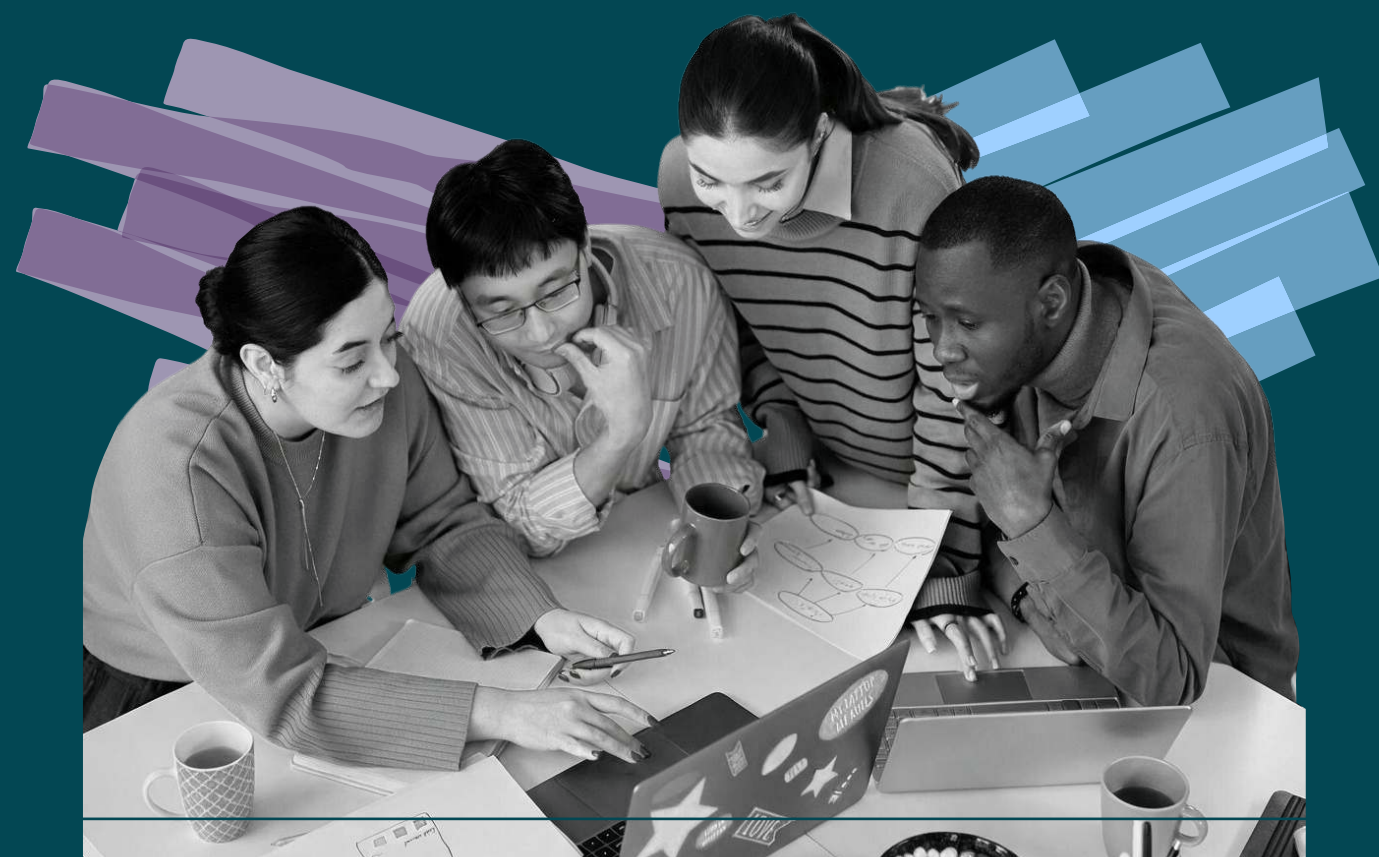
THE CHALLENGES WE FACE



Our work at BACKSLASH takes place against a backdrop where digitalisation, social polarisation, emotional distress, the climate crisis and the intensification of inequalities are transforming the way young people participate in and relate to their environment, whilst creating new needs both for them and for those working alongside them.

Digitalisation and AI (artificial intelligence) are advancing rapidly amongst young people and opening up opportunities for learning and participation. According to the INE, in 2025, 37.9% of the Spanish population used generative AI tools¹, and adoption is even higher amongst young people, with 75% having used it at some point and 59% using it for educational purposes (twenty percentage points above the EU average).² Alongside these opportunities, both digitalisation and AI also pose challenges in terms of social exclusion, privacy and the manipulation of information, which must be addressed without losing sight of the human dimension of socio-educational work.

Social polarisation, hate speech and disinformation directly affect social cohesion and youth participation. 76% of young Europeans report having been exposed to disinformation during the week prior to the Eurobarometer survey conducted by Ipsos³, and more than half of those aged between 16 and 34 have encountered hostile messages online.⁴ Public concern on this issue is high across the EU; 69% express concern about disinformation and 68% about hate speech.⁵ Added to this is the rise of radical right-wing and far-right positions in various countries, which is leading to setbacks in the protection of rights and undermining spaces for youth participation. This context calls for a strengthening of safe educational spaces, critical thinking, media literacy and genuine opportunities for participation.



Emotional wellbeing has become a central aspect of young people's development. More than half of young Spaniards aged 15 to 29 report, in the 'Youth, Health and Wellbeing Barometer', having experienced some form of mental health problem in the last year⁶, whilst the incidence of mental health problems among the population aged 15 to 34 has risen by 590% over the last decade.⁷ Uncertainty, inequalities and constant exposure to hostile digital environments affect mental health, relationships and a sense of belonging.



The climate crisis demands responses that combine knowledge, participation and the capacity for action. 84% of young people in Europe say they are concerned about climate change⁸, and 85% of European citizens consider taking action against it a priority.⁹ However, this concern coexists with the persistence of greenwashing. According to the European Commission, 53% of companies' environmental claims in the EU are vague or misleading, and 40% lack sufficient justification.¹⁰ Young people need tools to identify these practices and to develop sustainability and climate action initiatives tailored to their communities and diverse contexts.



Finally, economic, geographical and social barriers persist, limiting many young people's access to opportunities for learning and participation. Spain ranks fifth in the EU for the rate of risk of poverty or social exclusion (25.7% compared to the EU average of 20.9%), with young people aged 18 to 24 being the most affected group (26.3% in the EU).¹¹ The rate of young people classified as NEET in Spain stands at 11.5%, still above the European average (11.0%).¹² Addressing these inequalities requires removing barriers to access, adapting materials, formats and processes, and working alongside organisations that have a direct relationship with the groups facing the greatest obstacles.



These challenges do not affect all regions equally, nor can they be tackled solely at a local level. It is therefore necessary to link young people's experiences with regional and international forums and to involve regions that are still under-represented in European projects.

BACKSLASH has positioned its work at the intersection of these challenges and will maintain this commitment throughout the strategic plan period. We will continue to promote a critical and human-centred use of artificial intelligence alongside young people, strengthening critical thinking in the face of disinformation, hate speech and polarisation, supporting emotional wellbeing from a preventative and holistic perspective, combating greenwashing through non-formal education, and expanding our work with regions and groups with fewer opportunities.



¹ National Institute of Statistics. (2025). Survey on the availability and use of information and communication technologies in households 2025 [Press release]. INE. <https://www.ine.es/dyngs/Prensa/TICH2025.htm>

² The Objective. (5 January 2026). 60% of young Spaniards use AI for their studies, 20 points higher than the European average. The Objective. <https://theobjective.com/sociedad/2026-01-05/jovenes-espanoles-ia-estudiar/>

³ European Parliament, Directorate-General for Communication. (2025). Youth survey 2024 [Eurobarometer survey conducted by Ipsos]. <https://europa.eu/eurobarometer/surveys/detail/3392>

⁴ Eurostat. (2026). 54% of young people have encountered hostile messages online [News article]. European Commission. <https://ec.europa.eu/eurostat/web/products-eurostat-news/w/edn-20260618-1>

⁵ Euronews. (4 February 2026). Europeans see wars and disinformation as top concerns, Eurobarometer survey finds. <https://www.euronews.com/my-europe/2026/02/04/europeans-see-wars-and-disinformation-as-top-concerns-eurobarometer-survey-finds>

⁶ Fundación Mutua Madrileña and Fad Juventud. (2025). Youth, Health and Wellbeing Barometer 2025. Cited in Infocop. <https://www.infocop.es/mas-de-la-mitad-de-la-juventud-declara-problemas-de-salud-mental-en-el-ultimo-ano-segun-el-barometro-2025/>

⁷ Spanish Youth Institute & Spanish Youth Council. (2025). Report on Youth in Spain 2024: Between Crisis and Resilience. INJUVE. <https://www.cje.org/en/ije2024/>

⁸ Ipsos & European Environmental Bureau. (2021). Pan-European survey: Main multi-country report. https://eeb.org/wp-content/uploads/2021/04/IPSOS-Multi-Country-Report-complete.FINAL_.pdf

⁹ European Commission. (2025). Special Eurobarometer on climate change and the environment. Cited in EU Perspectives. <https://euperspectives.eu/2025/07/eurobarometer-climate-survey/>

¹⁰ European Commission. (2023). Green claims [Study on environmental claims and proposal for a Directive on Green Claims]. https://environment.ec.europa.eu/topics/circular-economy-topics/green-claims_en

¹¹ EAPN Spain. (2025). Spain remains among the EU countries with the highest levels of poverty: it is the fifth country with the largest population at risk of social exclusion [Preview of the 16th report on The State of Poverty, with data from Eurostat]. <https://www.eapn.es/actualidad/1955/espana-sigue-entre-los-primeros-puestos-de-pobreza-en-la-ue-es-el-quinto-pais-con-mas-poblacion-en-riesgo-de-exclusion-social>

¹² Ministry of Education, Vocational Training and Sport. (2025). Young people aged 15-29 who are neither in education nor employment, by education authority. Redie-Eurydice. <https://www.educacionfpydeportes.gob.es/mc/redie-eurydice/sistemas-educativos/capitulo-1-contexto/tasa-ninis.html> and Eurostat. (2026). Fewer young people not in work or education in 2025 [News article]. European Commission. <https://ec.europa.eu/eurostat/web/products-eurostat-news/w/ddn-20260528-2>

04. STRATEGIC IDENTITY: THE COMPASS THAT GUIDES OUR PATH

Our strategic identity sets out the purpose, vision, values and approaches that will guide our work during the period 2026–2030 and will serve as a reference for the development of all our activities.

VISION

An open, diverse, and inclusive society in which the social rights of all people, especially those in the most vulnerable situations, are guaranteed, and where different voices are heard and respected. A society in which non-formal education, intercultural dialogue, and support networks strengthen the social fabric and ensure equal access to learning and participation opportunities. A society in which young people are committed to their communities and are recognised, and recognise themselves, as agents of social change.

MISSION

The purpose of BACKSLASH is to empower and support young people, especially those with fewer opportunities, and the people who work with them, through training, participatory non-formal education methodologies, intercultural dialogue, and the creation of networks between organisations, educational institutions, and public authorities. In doing so, we contribute to an open, inclusive, feminist, and sustainable society in which young people are recognised and act as agents of social change.

THE VALUES AND PRINCIPLES WE PUT INTO PRACTICE

Our values guide the way we make decisions, carry out our work and engage with young people, organisations, institutions and the local communities with which we collaborate.



PARTICIPATION AND ACTIVE CITIZENSHIP

We encourage young people to play a genuine role in the processes that affect them, not merely as recipients, but as key players and co-responsible stakeholders.



COHERENCE

We strive to ensure that our decisions, relationships and practices reflect the principles we publicly uphold.

VOCATION

We share a deep commitment to young people and are living proof of the impact that investing in their capacities and opportunities can have.



EQUITY

We recognise that people come from different backgrounds and we adapt our support, resources and opportunities to reduce barriers.



SOCIAL COMMITMENT

We focus our work on bringing about changes that improve living conditions, community life and participation within communities.



FEMINISM



We take a critical view of gender inequalities and promote fairer relationships, structures and opportunities.

COLLABORATION

We see collaboration, shared learning and network-building as essential for maximising our impact.



THE LENSES THROUGH WHICH WE OPERATE

SOCIAL INNOVATION

We develop new or improved responses to social needs, focusing on their usefulness, accessibility and adaptability.



As common methodological frameworks, we incorporate a series of cross-cutting approaches into the design, implementation and evaluation of our activities, projects and processes.

EMPOWERMENT AND EFFECTIVE PARTICIPATION



We create the conditions for young people to make decisions, propose solutions and exert real influence.

CRITICAL INTERCULTURALISM

We promote dialogue between diverse realities, taking into account power relations, inequalities and the specific characteristics of each context.



DIVERSITY AND INCLUSION

We design processes that recognise different identities, abilities, life experiences and living conditions.



HUMAN RIGHTS

We ground our actions in dignity, equality, freedom and non-discrimination, and support young people in exercising their rights and demanding that these are upheld.



TRANSFORMATIVE EDUCATION

We view learning as a process that strengthens capabilities, critical thinking and the ability to influence one's environment.



INTERSECTIONALITY

We take into account how different forms of inequality intersect and adapt our actions to avoid creating additional barriers to access, participation and the exercise of rights.



05. FOUR STRATEGIC AREAS FOR PROGRESS

We define our strategic areas as the priority fields on which we will focus our work during the period 2026-2030. Each strategic area will be advanced through specific drivers of change that reflect how we work and will be translated into specific lines of action.

STRATEGIC AREA 1 Inclusion and equal opportunities



Strategic objective: Enable young people from diverse backgrounds and circumstances, especially those facing greater barriers, to access learning and participation opportunities tailored to their needs.

Drivers of change

Methodological design and innovation

Lines of action

Adaptation of materials, spaces, formats and methodologies.

Training and capacity building

- ➔ Raising awareness and making information about opportunities accessible.
- ➔ Support before, during and after activities.
- ➔ Removal of economic, social, geographical, linguistic and digital barriers.
- ➔ Provision of resources and support to organisations working with young people with fewer opportunities.

Collaboration and advocacy

Collaboration with local and specialist organisations and professionals.

Priority groups:

- ➔ Young people with fewer opportunities.
- ➔ Young people in rural and outlying areas with limited access to European programmes, including young people from Overseas Countries and Territories in certain initiatives.
- ➔ Professionals and organisations working directly with these groups.

STRATEGIC AREA 2

Learning and methodological innovation for youth participation



Strategic objective: Develop and implement non-formal education methodologies that incorporate young people's voices, strengthen their competences, and enhance the practices of professionals, organisations, and public authorities.

Drivers of change

Methodological design and innovation

Lines of action

- Design and updating of manuals, curricula, toolkits and digital platforms.
- Consultations, focus groups, hackathons and other co-creation processes.
- Testing and adapting methodologies with young people and professionals.

Training and capacity building

- Training for young people, professionals, organisations and public authorities.
- Creation of peer-learning spaces.

Collaboration and advocacy

- Facilitating spaces for dialogue and youth participation.
- Development of recommendations based on the lessons learnt.

Priority groups:

- Young people participating in learning, consultation and co-creation processes.
- Youth workers, teachers, trainers and facilitators.
- Social organisations, educational institutions and public authorities that carry out activities with young people.

STRATEGIC AREA 3

Local, national, European and cross-sectoral collaboration to broaden the impact of youth work



Strategic objective: Strengthen a local, national, European and cross-sectoral collaboration network that connects stakeholders, territories and learning, creates new opportunities, and enhances the capacity to drive transformative youth work.

Drivers of change

Training and capacity building

Lines of action

Development of training programmes, meetings and local and international mobility schemes.

Collaboration and advocacy

- Establishing and strengthening partnerships with social organisations, networks, educational institutions and public authorities.
- Active participation in networks and forums for collaboration and advocacy.
- Exchange and transfer of best practice between regions and sectors.
- Linking local needs with national, European and global opportunities.
- Collaboration with regions and stakeholders who are under-represented in European projects.
- Facilitating spaces for dialogue and cross-sectoral work.

Priority groups:

- Youth organisations and social organisations.
- Educational institutions and public authorities.
- Networks and platforms linked to youth and other sectors.
- Organisations from other sectors that contribute to work with young people.

STRATEGIC AREA 4

Evidence, validation and impact of youth learning



Strategic objective: To consolidate an evaluation and learning system that enables the measurement of the changes brought about, the improvement of interventions and the demonstration of their impact.

Drivers of change

Methodological design and innovation

Collaboration and advocacy

Evaluation and continuous learning

Lines of action

→ Definition of indicators, baselines and targets.

→ Testing and validating materials and tools with target groups.

→ Communicating impact through data, evidence and lessons learnt.

→ Monitoring the use and uptake of the resources developed.

→ Initial and final evaluation, followed by ongoing monitoring.

→ Collection of testimonials, case studies and other qualitative evidence.

→ Analysis of results to introduce improvements to projects and methodologies.

Priority groups:

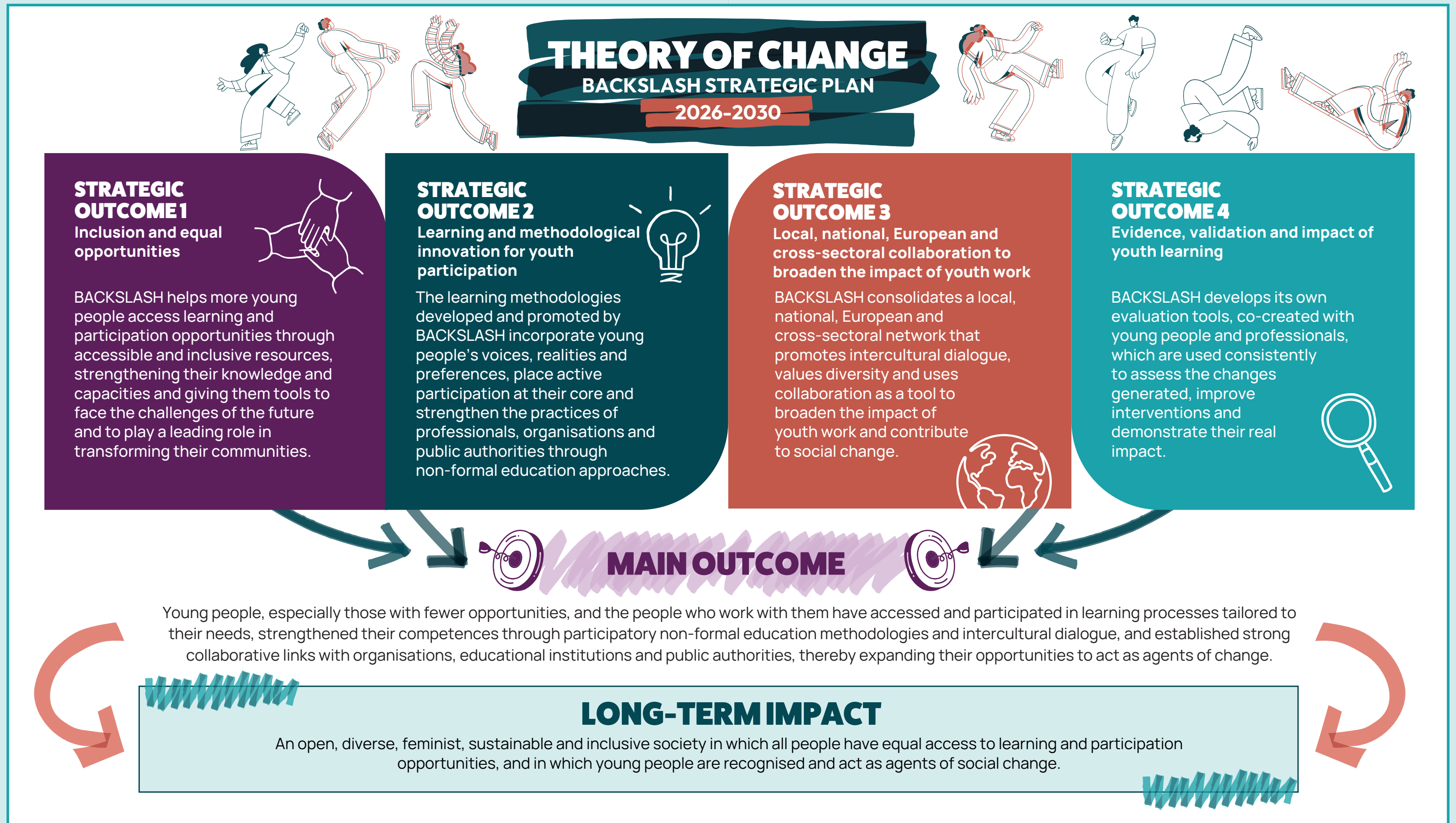
- Young people and professionals involved in the evaluation and validation of activities and resources.
- Implementing teams and partner organisations.
- Organisations and public authorities that apply or replicate the tools developed.
- Those interested in the results of BACKSLASH's work.



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06. BACKSLASH'S THEORY OF CHANGE: FROM PURPOSE TO IMPACT

Our theory of change explains how BACKSLASH's strategic areas, expected outcomes and actions will come together to bring about the changes we want to see. This framework will guide the planning, implementation, monitoring and evaluation of the strategic plan.





STARTING POINT

BACKSLASH starts from the recognition that many young people, especially those with fewer opportunities, face economic, social, geographical, linguistic, digital, or institutional barriers that limit their access to learning and participation processes. At the same time, the methodologies and practices used by professionals, organisations, and public authorities do not always sufficiently incorporate young people's voices, realities, and preferences. These limitations are compounded by fragmentation between stakeholders, sectors, and territories, as well as by the lack of robust systems to assess the changes generated, learn from experience, and demonstrate the impact of interventions.



OUR COMMITMENT TO CHANGE

IF

BACKSLASH **(RE1)** facilitates access for young people from diverse backgrounds to learning and participation opportunities through accessible, inclusive, and needs-based resources; **(RE2)** develops and promotes participatory non-formal education methodologies that incorporate young people's voices and strengthen the practices of professionals, organisations, and public authorities; **(RE3)** builds and strengthens collaborative relationships between young people, civil society organisations, educational institutions, public authorities, and other local, national, and European stakeholders; and **(RE4)** systematically evaluates the changes generated and uses evidence to improve its interventions,

THEN,

more young people, especially those with fewer opportunities, and the people who work with them will be able to access and participate in inclusive learning processes, strengthen their competences through training, participatory non-formal education methodologies, and intercultural dialogue, and establish strong connections with organisations, educational institutions, and public authorities that expand their opportunities and reinforce their support networks.

IN THE LONG TERM,

these changes will contribute to building an open, diverse, feminist, sustainable, and inclusive society in which all people are heard and respected, their rights are guaranteed, and they have equal access to learning and participation opportunities, and in which young people are recognised, recognise themselves, and act as agents of social change.

07. AGENDAS FOR TRANSFORMATION

We will prioritise the thematic areas presented below as the fields of application for our strategic areas. These will enable us to focus our efforts while maintaining the flexibility to respond to emerging needs. They will be reviewed periodically and adapted whenever changes in the context require it.



THE MENTAL AND EMOTIONAL WELLBEING OF YOUNG PEOPLE

from a preventative, educational and non-medical perspective. **Contributing to SDG 3, 4 | Youth Goals 5, 8**



DIGITAL TRANSFORMATION AND THE HUMANE USE OF TECHNOLOGY

including artificial intelligence, digital youth work and the development of digital skills. **Contributing to SDG 4, 9 | Youth Goals 4, 8**



CRITICAL THINKING, MEDIA LITERACY AND THE FIGHT AGAINST DISINFORMATION,

hate speech, propaganda and manipulative narratives. **Contributing to SDG 4, 16 | Youth Goals 4, 9**



CIVIC PARTICIPATION, THE DEFENCE OF DEMOCRACY AND HUMAN RIGHTS

promoting genuine youth participation and the strengthening of democratic values. **Contributing to SDG 16 | Youth Goals 1, 9, 11**



INCLUSION, DIVERSITY AND EQUAL OPPORTUNITIES

with a particular focus on young people facing social, economic, geographical, educational or digital barriers. **Contributing to SDG 5, 10 | Youth Goals 2, 3, 6**



SUSTAINABILITY AND CLIMATE ACTION

including self-protection against climate change, environmental education, the fight against greenwashing and green entrepreneurship. **Contributing to SDG 12, 13 | Youth Goal 10**



EMPLOYABILITY, SKILLS FOR THE FUTURE AND SOCIAL ENTREPRENEURSHIP

from a community-based, inclusive and social-change-oriented perspective. **Contributing to SDG 4, 8 | Youth Goals 7, 8**



METHODOLOGICAL INNOVATION AND THE TRANSFER OF NON-FORMAL EDUCATION METHODOLOGIES

particularly to higher education, vocational education and training (VET), and other educational settings. **Contributing to SDG 4, 17 | Youth Goals 8, 11**



STEM, DIGITAL LEARNING AND TECHNOLOGICAL INNOVATION

with an accessible, critical approach that is connected to the needs of young people. **Contributing to SDG 4, 9 | Youth Goals 7, 8**



ART AND CULTURE AS TOOLS FOR EDUCATION, PARTICIPATION AND SOCIAL TRANSFORMATION

Contributing to SDG 4, 11 | Youth Goals 8, 9



PERSONAL, SOCIAL AND INTERCULTURAL COMPETENCES

including soft skills, autonomy, communication, collaboration and the ability to learn how to learn. **Contributing to SDG 4, 10 | Youth Goals 3, 8**



08.

HOW WILL WE KNOW

WE ARE MAKING

PROGRESS?

Our indicator framework will enable us to measure the implementation of the 2026-2030 Strategic Plan, assess the extent to which the actions and projects carried out contribute to the expected results, and identify any necessary adjustments. It combines performance and impact indicators with means of verification aligned with BACKSLASH's monitoring tools.

The Strategic Plan will be reviewed annually to assess progress, identify any potential difficulties and make the necessary adjustments. A mid-term evaluation will also be carried out in 2028 and a final evaluation in 2030 to analyse the results and their sustainability.

STRATEGIC AREA 1 Inclusion and equal opportunities		
Indicator	Target for 2030	Means of verification
1.1 Number of young people taking part in learning, training, consultation, mobility or participation activities organised by BACKSLASH	To reach at least 5,000 young people during the period 2026–2030	Registration forms, attendance lists and/or certificates of participation issued
1.2 Percentage of young people facing economic, social, geographical, linguistic, digital, educational or institutional barriers who take part in BACKSLASH activities	Maintain a minimum of 35% of young participants with fewer opportunities	Registration forms with optional demographic questions and internal records of inclusion measures
1.3 Percentage of activities incorporating specific accessibility, adaptation or support measures	Ensure that at least 80% of activities incorporate inclusion or accessibility measures	Adapted materials and records of the support provided
1.4 Percentage of young people who report having strengthened their knowledge, skills, confidence or ability to participate	Ensure that at least 75% of the young people assessed report an improvement	Impact Testimonial Survey, particularly the questions on skills, abilities, confidence, well-being, a sense of belonging and expectations for the future

STRATEGIC AREA 2 Learning and methodological innovation for youth participation		
Indicator	Target for 2030	Means of verification
2.1 Number of methodologies, tools, manuals, curricula, platforms or educational resources developed or updated	To develop or contribute to the development or updating of at least 450 educational and methodological resources during the period	Institutional repository, website, digital platforms and project reports
2.2 Percentage of methodologies and resources developed through consultation, co-creation or testing processes involving young people	Ensure that at least 70% of strategic resources include documented youth participation	Minutes of meetings and lists of participants
2.3 Number of young people directly participating in the design, consultation, testing or validation of methodologies	Involve at least 3,000 young people in co-creation or validation processes during the period	Participation records and session reports
2.4 Number of youth professionals, organisations, educational institutions and public authorities trained in participatory non-formal education methodologies	To train at least 1,000 youth professionals and institutional representatives during the period	Attendance lists for dissemination events, training sessions and individual meetings, and certificates
2.5 Percentage of professionals who subsequently incorporate a BACKSLASH methodology or tool into their practice	Ensure that at least 60% of the professionals contacted subsequently use a BACKSLASH tool or methodology	Impact Testimonial Survey and/or evidence of implementation
2.6 Percentage of resources tested that are modified based on feedback from young people or professionals	To introduce documented improvements to at least 90% of the resources subjected to testing	Validation reports and/or preliminary and final versions

STRATEGIC AREA 3

Local, national, European and cross-sectoral collaboration to broaden the impact of youth work



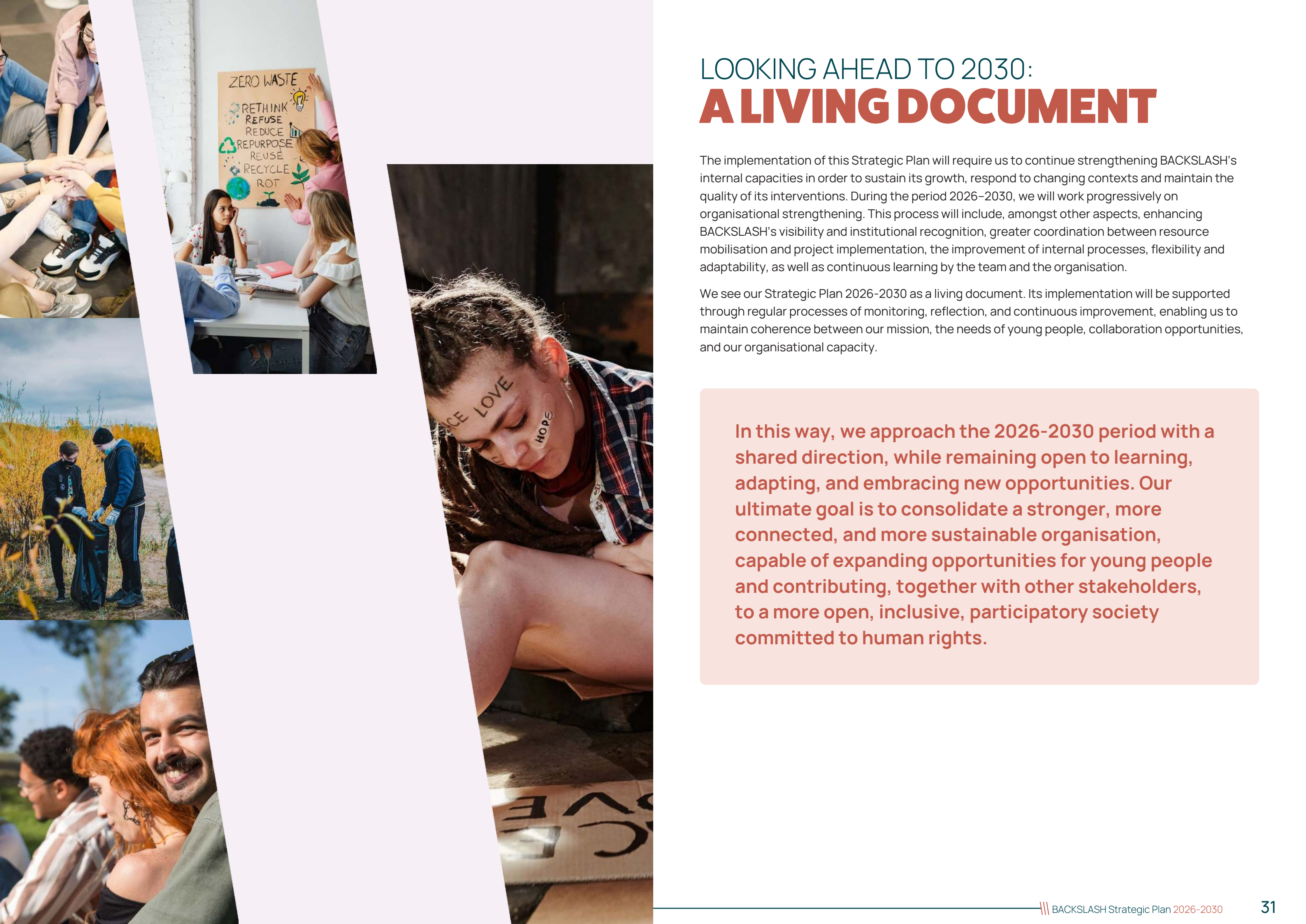
Indicator	Target for 2030	Means of verification
3.1 Number of organisations, educational institutions, public authorities, networks and other stakeholders with which BACKSLASH maintains active collaboration	To work in partnership with at least 40 institutions or organisations and to maintain regular collaboration and mutual learning with at least 20 of them	Records of joint actions and collaborations
3.2 Number of countries and territories represented in BACKSLASH's partnerships and activities	Collaborate with stakeholders from at least 30 countries or territories during the period	Records of partners and transnational projects
3.3 Number of sectors represented in the BACKSLASH collaboration network	Maintain active collaborations with at least 4 different sectors	Partnership database
3.4 Number of initiatives linking local needs or experiences with national, European or global contexts	Develop at least 30 multi-level connection or knowledge transfer initiatives during the period	Project database
3.5 Percentage of partner organisations that consider that collaboration with BACKSLASH has generated new capacities, opportunities, contacts or initiatives	Ensure that at least 70% of the organisations consulted identify specific benefits arising from the collaboration	Impact Testimonial Survey
3.6 Number of partnerships established with under-represented regions or stakeholders in European projects	To establish at least 6 partnerships with under-represented regions or stakeholders	Projects and activity records
3.7 Number of forums for dialogue or cross-sectoral collaboration facilitated by BACKSLASH	To facilitate at least 40 opportunities for cross-sectoral dialogue during the period	Attendance lists, reports and materials from the meetings

STRATEGIC AREA 4

Evidence, validation and impact of youth learning



Indicator	Target for 2030	Means of verification
4.1 Percentage of relevant projects that carry out baseline and end-point assessments	Ensure that at least 60% of relevant interventions include baseline and final assessments	Baseline and end-line questionnaires
4.2 Percentage of selected projects for which results are monitored between three and six months after completion	Carry out follow-up monitoring for at least 80% of interventions selected on the basis of their strategic relevance	Follow-up surveys and contact records
4.3 Number of testimonials, stories of change and case studies collected and systematised	Collect at least 150 testimonials and produce at least 30 case studies during the period	BACKSLASH Impact Testimonial Book
4.4 Percentage of evaluations leading to a documented decision to improve activities, methodologies or organisational processes	Ensure that at least 70% of evaluations result in a documented improvement	Lessons-learned reports, monitoring matrices, internal minutes and improvement plans
4.5 Number of reports, publications or communication outputs that present results and impact using data and evidence	Publish at least 25 impact-focused communication outputs during the period	Annual reports, impact reports, publications, infographics, videos and web content



LOOKING AHEAD TO 2030: **A LIVING DOCUMENT**

The implementation of this Strategic Plan will require us to continue strengthening BACKSLASH's internal capacities in order to sustain its growth, respond to changing contexts and maintain the quality of its interventions. During the period 2026–2030, we will work progressively on organisational strengthening. This process will include, amongst other aspects, enhancing BACKSLASH's visibility and institutional recognition, greater coordination between resource mobilisation and project implementation, the improvement of internal processes, flexibility and adaptability, as well as continuous learning by the team and the organisation.

We see our Strategic Plan 2026–2030 as a living document. Its implementation will be supported through regular processes of monitoring, reflection, and continuous improvement, enabling us to maintain coherence between our mission, the needs of young people, collaboration opportunities, and our organisational capacity.

In this way, we approach the 2026-2030 period with a shared direction, while remaining open to learning, adapting, and embracing new opportunities. Our ultimate goal is to consolidate a stronger, more connected, and more sustainable organisation, capable of expanding opportunities for young people and contributing, together with other stakeholders, to a more open, inclusive, participatory society committed to human rights.

BACKSLASH is a non-governmental organisation
founded in 2014 in Valencia, Spain.

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