



SHARING OUR IMPACT  
2018-2019

**now**  
LEARN • CHANGE • GROW



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# SUMMARY



# INTRODUCTION



# ABOUT US

**NOW** is a social business that was born to explore new ways of creating learning opportunities that foster understanding for diversity and participants' ownership of their personal development. Our programs use cutting-edge educational methodologies and combine both online and offline learning. At the core of our work are 21st century competences which, we believe, are a key ingredient for humanity to solve today's challenges.



**NOW** is our non-profit side based in Switzerland. NOW's mission is to empower young people to find their own path and contribute to a better society. NOW was founded in 2016 and is fully volunteer-driven. Today, NOW is our lab in which we try out new programs, build our community of like-minded individuals and organizations and offer them and ourselves opportunities to grow and support each other mutually.

**Instituto NOW** is the for-profit side of NOW, based in Brazil. Its mission is to transform learning by supporting educational organizations with new perspectives, methodologies and tools. Instituto NOW offers a customizable toolbox to help organizations foster and measure 21st century competences. Along with that, we offer consulting and facilitation services and we design and run out-of-the-box learning programs.



# WELCOME

We are happy that you are (figuratively) holding in your hands **our third Impact Report**. Being committed to measuring our impact is not always easy and we certainly have not yet been able to go as deep with our impact measurement as we would've wanted. Yet, as we are writing this introduction, we are looking at this third collection of experiences and learnings and take it as **proof that we are growing, developing, sometimes thriving and sometimes just hanging in there**. It's the kind of fragile balance that we hope to have brought to this Impact Report.

It's been quite a year for NOW. The short summary is that by the end of 2018 we decided to separate the organization in two. The longer version can be

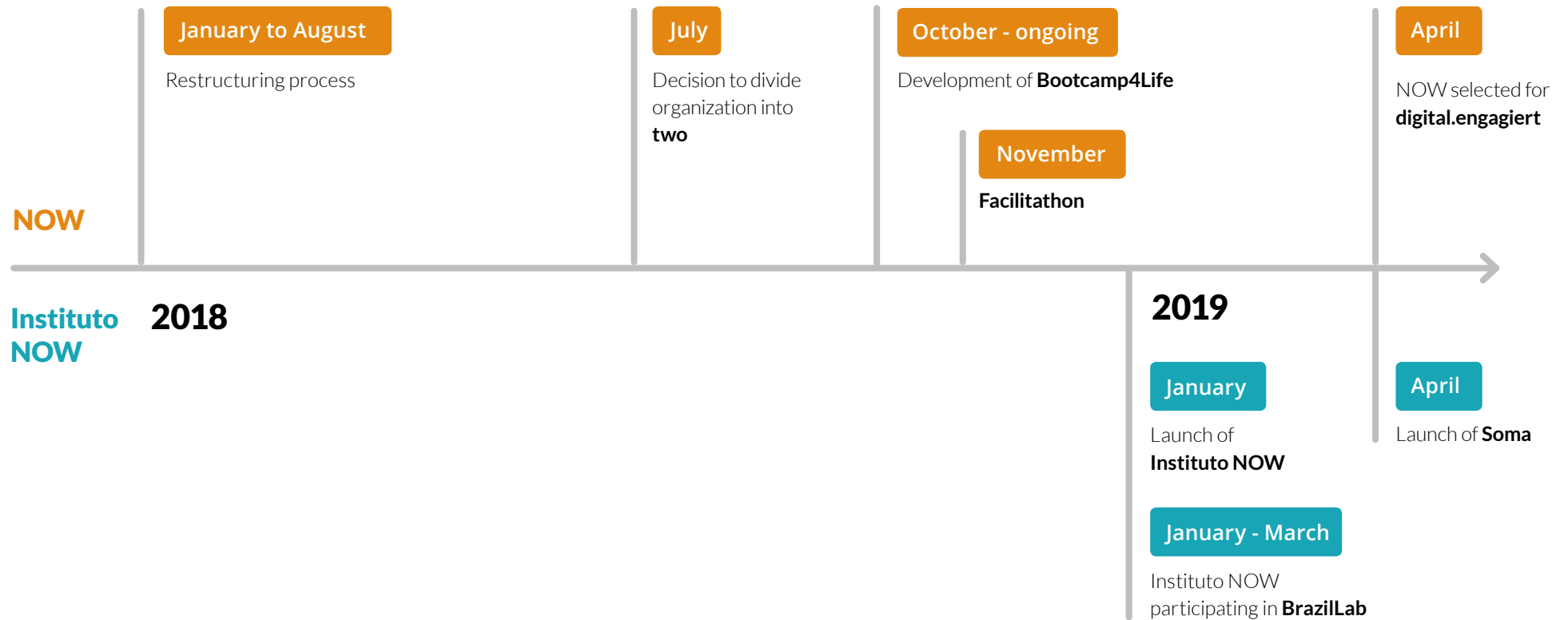
found further down in the report. Separations are never easy and yet we believe it was a necessary step that allowed each NOW team member to re-assess their position within and their dreams for this organization.

As always, our Impact Report will share with you stories and experiences that marked us in the last year, and will invite you to get a glimpse of where we want to take these organizations going forward.

**Thanks** for reading and don't hesitate to reach out so we can create more impact together.



# MILESTONES





Rubens Lopes



Zhuliyen Zhekov



Zhuliyen Zhekov

## THE TEAM



# THE TEAM

## NOW

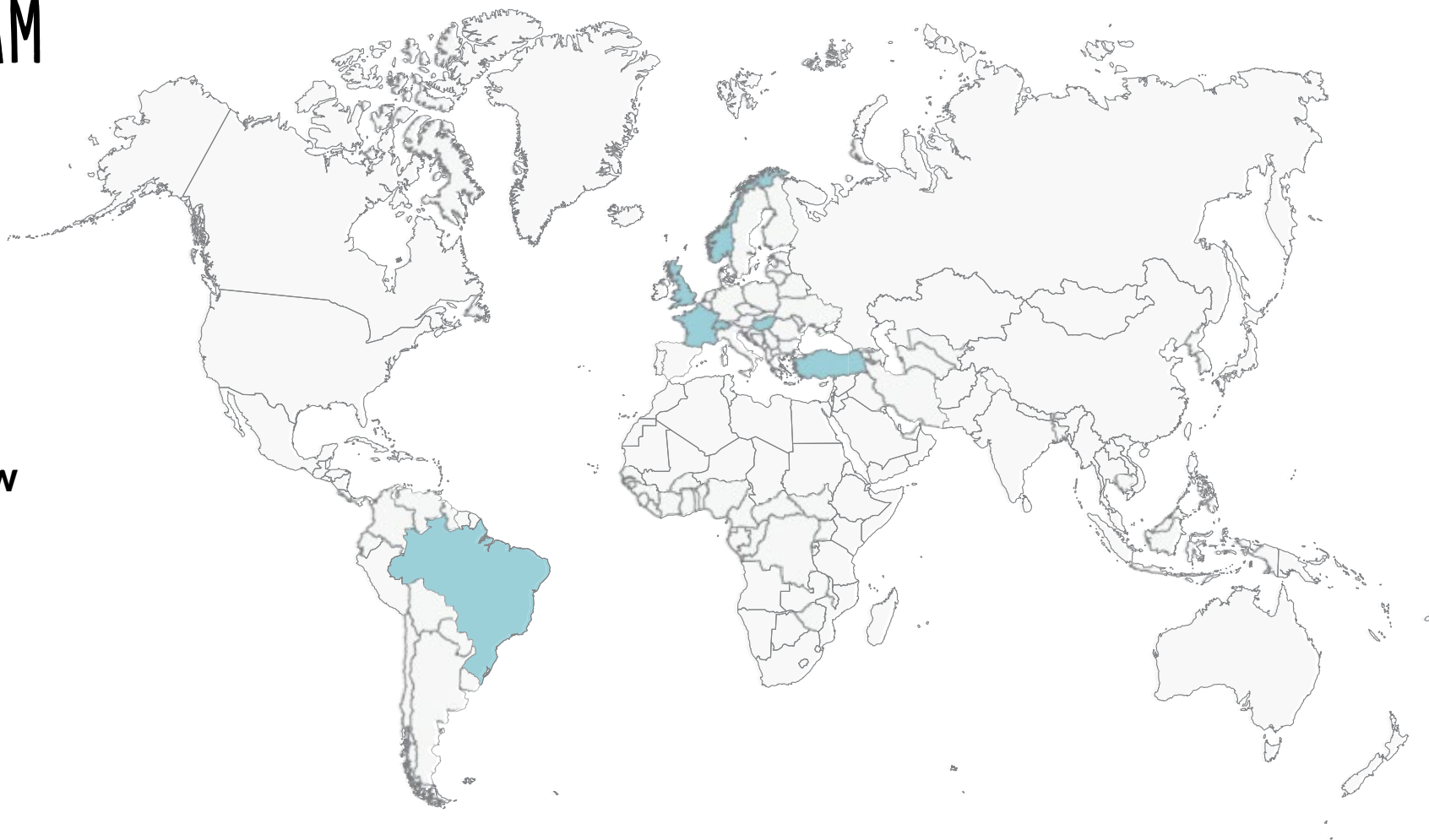
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France  
Brazil  
Hungary  
Norway  
Switzerland  
Turkey  
UK

## Instituto NOW

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Brazil



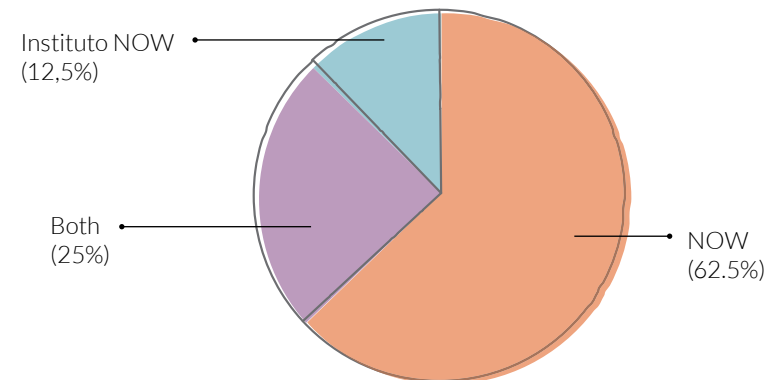




## THE TEAM

→ The highest percentage of diversity can be found in sexual orientation: **58.3%** self-identify as heterosexual, followed by **33.8%** bisexual and **8.3%** homosexual and queer each. The rest chose not to answer. The NOW team is less diverse in terms of gender identity: **93%** of NOWers identify as cis, and **7%** as queer.

→ The NOW team is getting older with an **average age of 28 years**. NOWers active in 208/2019 were between 19 and 35 years old. On average, the Instituto NOW team is slightly older than the NOW team with an average of 29 years.



Staff dedicated an average of 26h / week  
Volunteers dedicated on average 2h / week

For the first time, NOW and Instituto NOW have dedicated more paid than volunteer hours to NOW

→ **More than half of NOWers do not identify with any religion.** Besides that, the team consists of Christians (**31%**, different denominations), Muslims (**13%**) and followers of African-Brazilian religions (**6%**).

→ **50%** of NOWers have been working as employees in 2018/2019, **25%** are self-employed or entrepreneurs (including working for NOW), **19%** are getting a university degree, **6%** dedicate their time to volunteer work.

→ **94%** of NOWers active in 2018/2019 are planning to stay involved with the organization in 2019 and 2020.



# OUR PROGRAMS



Kevin de Groot



In 2018, we tried something totally new: working with refugees and newly-arrived immigrants. It started with the question: **“What are the competences needed to integrate into a new society?”** With that question in mind, we participated in the **Social Challenges Platform** to answer to a call for innovative solutions to help the economic integration of migrants in Friesland, the Netherlands. Our project was chosen and awarded with financial support to run a pilot edition of UP as part of the *Create Your Future* Initiative. Besides UP, *Create Your Future* offered different opportunities for economic integration such as mentoring, study shadowing and job shadowing. *Create your Future* is a collaborative initiative of: **MentorProgramma Friesland, Stichting VerbindMij, NOW, Spare Space** and **Present Promotions**.

The **UP Challenge** is a 9-week program for refugee status holders in Friesland that was implemented in September & October 2018. In teams, refugee status holders solved challenges submitted by local Frisian companies. By doing so, they learned more about the Frisian (business) culture, discovered their unique competences and developed their self-esteem and proactivity. The pillars of the program are:



Real work experience



Skills development



Intercultural learning



Certification of competences



Personal growth





## Preparing companies to integrate people with migrant background

It was crucial for us that UP was not just about preparing the newcomers in Friesland to integrate, but rather to work with them as well as the local population. Our objective was that within the program local companies would get an opportunity to develop understanding for the situation of people with migrant background as well as become aware of what should be equitable employment conditions for refugees. Our way of integrating companies into the program was by inviting them to sponsor a challenge for the program. These challenges - like planning a promotion event for a local gourmet food company - were then solved by a group of participants.

All of the 3 participating companies were businesses with up to 5 employees - 2 from the hospitality industry and 1 from the social sector. Our objectives were partially met: Although all participating companies have experienced working with refugees as an enriching experience in terms of new ways of working and creative inputs, we feel that only 2 of them were fully able to embrace this learning opportunity while also exploring the boundaries of what kind of support they are able to offer. When asked if they are likely to recommend the UP program to other companies, on the scale from 1 (very unlikely) to 5 (very likely), the average answer was 4 (moderately likely).





→ **9-week** blended learning program with **7 online learning inputs and 6 in-person workshops** as well as co-working sessions and individual and group coaching

→ **3 participants** found a new job or internship within the time of the program

→ Out of the 17 participants attending the kick-off meeting of the UP Challenge, **11 participants have successfully finished** the program

→ When asked to assess the 3 areas our participants have developed most during the UP Challenge, **development of self-confidence was the strongest mentioned by 5 participants**, development of language skills



**UP was a pilot that taught us a lot about working with this target group. Here are some of our key learnings of what we would do differently in a future edition:**

- **More cultural self-awareness:** We realized that arriving in a different country requires building a lot of bridges. Bridges between the cultures you experienced in your past and the cultures that you are confronted with in this new environment. Our UP pilot did include modules about Frisian culture, yet it did not go deep enough to foster a self-reflection and a dialogue about cultural differences. We also realized how these differences are much deeper and less visible than we anticipated. Unlike traveling to another country, moving means being confronted with basic understandings of what work, public services, and living together are about and the underlying values behind that.
- **More basics:** “How do you apply for a job?”, such a simple question, yet we did not consider including a specific module on that in the program and realized it was dearly missed. Although personal development and entrepreneurial topics are important, we realized we did not put enough focus on very practical skills such as this one.

- **The right delivery model:** One of the components of the UP Challenge blended learning formula were weekly online learning sessions delivered through the online platform Slack. In the past, we have had very positive experiences with our inter-diversity blended learning approach. Yet, with this group of participants, we have experienced challenges when trying to engage them in the online learning environment - watching videos and discussing online. We can consider two reasons for that: unfamiliarity with the concept of online learning and therefore resistance to use the platform and, for some participants, low level of language proficiency. Even though the videos were subtitled, this was not enough for all participants, as further explanation of the concepts mentioned would have been needed.
- **Foster more peer-to-peer support / reflection:** Although the online learning components did not lead to the expected results, participants have enjoyed mentoring and group activities a lot. We believe that fostering more peer-to-peer learning opportunities would be important in future editions.



Zhuliyun Zhekov

## FACILITATHON

**The 2018 edition of the Facilitathon was the first time that we run the program with several international project partners.** We also offered the event for two levels of experience in facilitation: beginners and advanced. Finally, the 2018 edition added a stronger focus on content sessions, meaning that the event team provided several sessions which were not facilitated by the participants. Bringing people from different countries to Switzerland and adding more content to the event also had an impact on the length: the Facilitathon now lasted 4 rather than 2 days.



# FACILITATHON

## What we learned from this edition:

→ **Diversity always needs to be taken care of:** this was the most diverse edition of the program to date and we still have a lot to learn about including different levels and backgrounds. While in some cases we might have not been rigorous enough in our selection criteria -meaning making sure that all participants bring at least some prior experience in facilitation to the event, we also reflected a lot on how to open a space for participants to reflect on diversity during the event.

→ **Peer-to-peer learning for real:** The Facilitathon has always been about peer-to-peer learning. Yet, we need to make sure it doesn't just happen in a guided, formal way during the sessions. It takes space and time for participants to find their own ways to connect and exchange. With our reflection groups and co-facilitation we have already made a step into the right direction.

→ **Remoteness matters:** We keep learning this again and again: picking the right location for such an event is crucial. We were hosted in a beautiful house in the middle of the mountains which allowed participants to disconnect and focus.

→ **Optional follow-up:** In this edition, participants had the opportunity to take part in an optional online in-depth course on Learning Facilitation after the event. We believe that this "optional" way of doing follow-up has been successful. Instead of "forcing" everyone to join a follow-up phase and being frustrated about low participation, only those who had the interest and availability to actually do it joined the online course.

→ **Rethink the division of tracks:** In this edition, we divided participants into two levels and realized just how important it is to navigate such a division carefully and offer lots of opportunities to connect and share with the whole group.







Zhuliyana Zhekov

## FACILITATHON

### in numbers

- 24 participants aged between 18 - 45 participated in this edition of the program
- Participants joined the program from 10 different countries of residence, whereas the team was formed by members residing in 4 different countries

- With an average of 4.6 / 5, participants were very satisfied with the program as a whole, however, slightly less people (average of 4.2) felt that they learned a lot of new things about facilitation at the Facilitathon
- 1/3 of participants wished the event had lasted longer than 4 days

## About competence-based learning:

In early 2019 we ran the first edition of the Learning Facilitation Online Training with the aim to share our methodology with other organizations and individuals. The Learning Facilitation Online Training was based on a specific **Framework of Competences focusing on competences for Learning Facilitators**. Within the framework of 10 competences, participants could choose their own learning goals. The Competences that were chosen most were Understanding Learning Processes (chosen by 52%), Asking Powerful Questions (chosen by 43%) and Assessment and Evaluation (chosen by 30%).

The Competences which the biggest part of participants developed during the 4-week program were **Understanding Learning Processes** (developed by 72%) as well as **Asking Powerful Questions, Setting Boundaries** and **Assessment and Evaluation** (all developed by 30%).

During the program we also measured in which competences participants realized they had lower prior knowledge than they had initially thought. This was mostly the case for the

competences **Feedback** (where 38% of participants realized they initially were less advanced than they had thought) and **Reaching out for Support** (re-assessed by 22%).

Generally speaking, in this program we observed a high match between the areas which participants developed the most according to their self-assessment, the evaluation by our Learning Facilitator and the learning goals participants had initially set for themselves. This can likely be attributed to the way the program allowed for personalization of tasks and resources: each participant could choose which activities to focus on based on the competences the activity would foster. However, we also realized that if we look more individually, we see that many participants still could not develop all the competences they set out for in this course. This can be attributed to the short duration of the course but also the limitations when it came to individual support of the learning processes. In future editions we plan to decrease the amount of learners connected with each Learning Facilitator to allow for a more tailored support.

## Our key learnings:

→ **Retention:** The Learning Facilitation Online Training has been our second experience with a program fully delivered online. We have been able to reach our goal of significantly increasing the retention rate of learners (how many stay until the end) - which is one of the key challenges of online learning. With 70% of participants having finished the course and receiving a certificate, we have gone beyond our goal of 60%.

→ **Interest:** Furthermore, we realized that the topic of learning facilitation is definitely getting interest. We decided to increase the spots in the course due to the high interest from initially 14 to 23. We believe that this was a good number of participants, allowing for personal connections while also including diversity.

→ **Framework of Competences and Learning:** Regarding participants' learning we can see that they have definitely developed the competences present in our Framework. However, the learning is not equally distributed: some participants only increased slightly. We can attribute that to both the nature of competences and the fact that their development is complex and requires time as well as the fact that online learning and the format of the course might not

fit everyone. In many cases competences might not have been developed during the 4 weeks, but a good fundament was created based on deeper reflections that can lead to development of competences at a further stage. A more long-term evaluation of competence development would be useful in this case.

→ **Peer-to-peer Learning:** One of the key success factors of the online course was the peer-to-peer element. It added the value of giving participants practical experiences in facilitating each other's learning, allowed for sharing best practices and sparked a lot of interesting conversations and insights in reflection groups.

→ **Structure and Methodology:** In terms of the methodology, we realized that for online courses, structure is crucial. However, that also means that we could only offer flexibility to a certain extent for our participants. A key learning was that the program is much more valuable if participants are able to apply their learning to their daily work or volunteer life. Otherwise, the content stays on a theoretical level, making it harder to actually get deeper into the topics.





Zhuliyar Zhekov

LEARNING  
FACILITATION  
online training

in numbers

→ Online training, 4 weeks

→ Elements:

- Introduction to methodology
- Trying it out peer-to-peer
- Self-assessment and deepening of self-selected competences

→ 23 participants, 15 countries,  
age range 19-52

→ Retention rate:

- **16 of 23 (70%)** finished course with certificate
- **22 of 23 (96%)** remained engaged for at least 2/3 of course





# FROM OUTCOMES TO IMPACT

# LONG-TERM IMPACT: NOW JOURNEY I

We have been measuring outputs and outcomes for the last two years. **This year we want to start looking at impact.** To do so, we have sent out a survey to our NOW Journey alumni. Of course the answers shared below do not offer a full analysis of the impact our programs create, but they can be seen as a starting point in understanding our impact.

The survey was filled out by **50% of alumni aged 17 to 29 living in 15 different countries. 30% of the survey participants fall into the category of “unlikely participants”\***. That means that they represent well the composition of our two batches of NOW Journey participants. More information about the diversity among survey respondents can be found below.

When we created the NOW Journey, we had two main goals: preparing young people to better deal with diversity and be

committed to inclusion and motivating young people to act as agents of positive change in their local communities. The survey results give us a positive response to that goal: When asked what their key takeaways from the program were, **63% shared about being more committed to inclusion and 50% of our alumni responded “seeing myself as a changemaker”**. Sustainability has also been a key topic we practiced and talked about with participants. Today, **53% of alumni say that the NOW Journey increased their commitment to sustainability.**

**The net promoter score among our NOW Journey alumni is 73.**

**87% of alumni say they’d like to get involved with NOW again in the future**

\*see next page for NOW’s definition of unlikely participants



## Including unlikely participants:

One of the main reasons why we founded NOW was the observation that transformative learning opportunities were hardly ever inclusive. Youth exchange programs, for example, mostly reach rather privileged youth who have had other opportunities to go abroad beforehand or will have them again in the future. These included programs under the framework of Erasmus+ with public funding – often young Europeans attend several of these trainings.

**That is why we set out to learn how to change that. Our aim was - and continues to be - that at least 30% of participants can be defined as “unlikely” participants.** We define “unlikelyness” as the combination of at least 2 of the following criteria:

- Having limited access to financial resources
- Being part of a minority (cultural, ethnic, religious, racial, due to sexual orientation, or other reasons)
- Having a physical and/or mental disability
- Living in a rural area
- Being a parent or having other weighty family responsibilities
- Speaking little to no English (no more than A2 according to the Common European Framework of Reference for Languages)
- Having traveled abroad less than 2 times in their lives (in a European context - in other contexts, having travelled abroad once already makes you a lot more privileged than the majority of the population)
- Not having previously participated in an international exchange program

# LONG-TERM IMPACT: NOW JOURNEY II

In the program, participants develop their own social change projects in their local communities. The survey confirms what we started embracing over the years: that these projects are mostly a learning opportunity. Only 17% of the alumni picked their project as a key take-away from the Journey - meaning that for most of the others the project was just a means for learning, not necessarily something they took away from the Journey as a success or reference. This interpretation goes in line with the finding that only 17% of the projects still exist today. Some of these overlap with the projects mentioned as “key takeaway”, but not all of them. At the same time, **57% of the alumni share that they took away “skills and approaches to social change projects”**, which indicates that the projects have indeed been a relevant learning experience. These project-related competences are certainly being used today: **47% of the alumni are active in a social change project or social start-up today**, out of which 24% are active today in a project they have co-created/co-founded themselves.

Not surprisingly, our six-month program that focuses a lot on personal connection and peer-to-peer learning has led 73% of the alumni to build deep friendships that still last today. Moreover, the program has supported participants in their personal growth. For **90% of the alumni, personal**

**development has been one of the key takeaways.** We intentionally focused on making that personal development visible through our competence-based learning approach and our certificate. However, the certificate has only been mentioned as an important takeaway by 17% of the alumni, whereas 23% say they used it to apply for a job or volunteer position. The reflections on their own competences facilitated by our team, on the other hand, seems to have made a big difference for participants, 63% mention it as one of their key takeaways.

To complete the data about the alumni who participated in the survey: 50% of the survey respondents were participants of the 2017 NOW Journey, 33% are alumni of the 2016 NOW Journey and 17% did not share their identity. In terms of sexual orientation, 76% of the surveyed alumni identify as heterosexual, 10% as bisexual and 10% as queer. 3% did not identify any sexual orientation. In terms of gender identity, 90% of the surveyed alumni identify as cis, whereas 7% self-identify as intersex and 3% as trans. In terms of religion, 20% identify as Christians, 14% as Muslims, 7% as atheist and spiritual but not religious each, and 3% as Buddhist. The vast majority, 30%, do not identify with any religion and the rest chose not to answer this question.



## The impact in their own words

“ It had a huge impact on my life, as means of openness to cultures, critical thinking, language learning, developing and presenting projects and ideas. I am grateful to NOW. I grew up to a completely different person than I was before. The most important thing that I learned from NOW though, was that I would indeed never stop. I remember very well how seeing different cultures opened a completely new perspective to me, how engaging in social activities could grow a society and its impact to the whole world.

---

NOW Journey alumni '17 from Turkey

“ The NOW Journey helped shape my vision of the world, how I looked to global/local issues: more awareness, more hope. It helped me grow my self-confidence and believe in myself and my potential.

---

NOW Journey alumni '16 from Morocco



“ I got an internship thanks to the NOW Journey. They saw my certificate and were really interested. This is just one example about the impact it had on my life.

---

NOW Journey alumni '16 from Turkey

“ It raised my empathy towards others, gave me confidence, thinking tools and hope about the possibility of bringing change.

---

NOW Journey alumni '17 from Estonia

“ The [NOW Journey for me was] eye-opening. What I've learnt about privilege, proactivity and our environmental impact still defines my views and acts in my everyday life.

---

NOW Journey alumni '17 from Romania

## The impact in their own words

“ The program changed my view about privileges, people's background, empathy, team work, volunteering. I'd say that the impact that it had on my life is in the communication with the people, to listen more, to help more, to give my best to achieve my goals and to be mindful about other people's feelings, to be more aware about a sustainable lifestyle, to look for the good things in every person even if he/she doesn't see them in himself/herself.

---

NOW Journey alumni '17 from Bulgaria

“ It totally changed my life - opened up my eyes, kind of gave me a direction to follow.

---

NOW Journey alumni '16 from Hungary



“ It was very important for me, like a restart, and I understand what life is and means for me.

---

NOW Journey alumni '16 from Greece

“ It made me realize that I can change things and that I matter.

---

NOW Journey alumni '17 from Serbia

“ The NOW Journey taught me how to take care of myself. It made me realize that if I am not well then I'm not gonna be productive and my work is not going to have the impact I expect.

---

NOW Journey alumni '16 from Greece





# ORGANIZATIONAL DEVELOPMENT

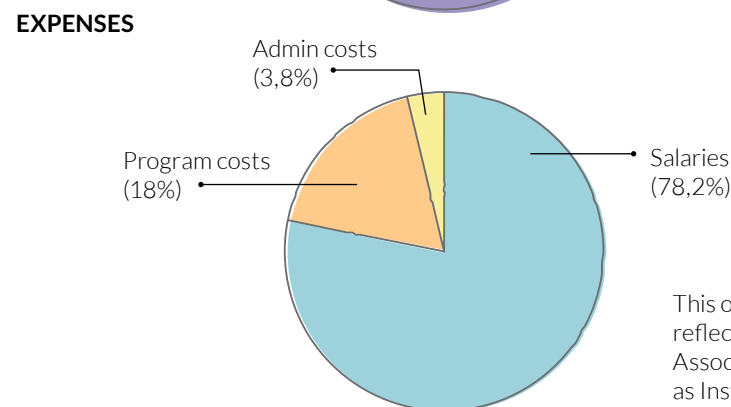
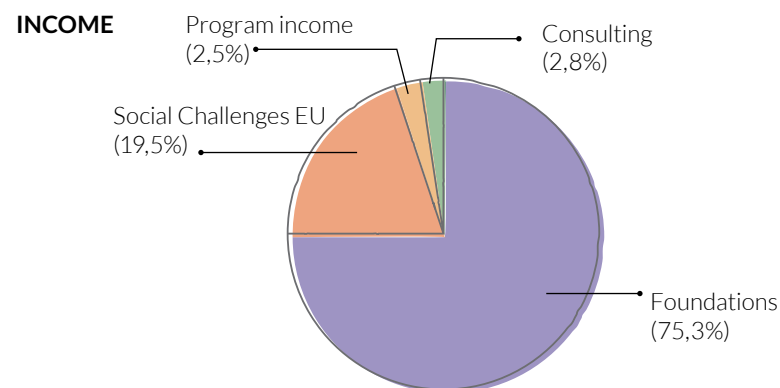


# FINANCES

In 2018 we have seen an income of **145'000 CHF** and spent roughly **133'000 CHF**. Having been a year focused strongly on internal developments, 2018 has seen us highly dependant on funding from foundations and public sources. Our own programs and consulting services only amounted to slightly more than 5% of our income. With Instituto NOW becoming active in 2019 and focusing mostly on consultancy, these numbers are likely to see a strong shift in 2019.

We have spent a larger amount of money on salaries in 2018 than ever before - reflecting back our changes in volunteer committed shared on the team page. This also reflects our shift towards our hybrid structure in which Instituto NOW is fully driven by paid staff. As our numbers show, program income (in orange) continues not to cover program expenses by far. Even without considering salaries for program managers and facilitators, our programs in 2018 cost us roughly 20'000 CHF more than what we earned with them. However, we need to keep in mind that in 2018 we offered a fully free program (UP) that was financed through public funding from the EU's Social Challenges platform. If we include that amount into our calculation, then program costs are covered - but not all of the salaries involved in delivering

these programs. This analysis confirms our decision to invest in growing our consultancy work through Instituto NOW in order to be able to self-finance our programs in the mid to long term.



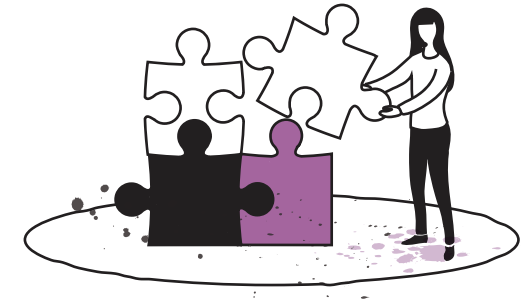
This overview of finances reflects only the NOW Association for the year 2018, as Instituto NOW was only officially launched in 2019.

# RE-STRUCTURING OUR ORGANIZATION

At the end of 2017 we decided to embark on a journey of re-discovering our own organization and purpose. Little did we know what that would mean in practice. Our restructuring process lasted more than 6 months and took us into a deep spiral of reflection. Here are a few things we learned in that process:

→ **Working agile and volunteers:** We had the privilege of having a wonderful consultant guiding us through the restructuring process. One of the first things she suggested was to use an agile perspective, which could also be a great way for us to re-organize ourselves. However, agile comes from technology companies and startups and has little relationship with volunteer-driven organizations. Although everyone embraced this new perspective, we also realized that we had our own limitations as a volunteer-powered organization when it comes to being able to move fast, that's why the process lasted much longer than expected. It was either that or excluding those team members who could only dedicate few hours per week to NOW. In many cases, these hours were fully used for the restructuring process during that period.

→ **It's all about the initiative:** One of the key takeaways from the agile methodology was "initiative", which makes a lot of sense for a volunteer-driven organization: we should only try to do the things that someone has the initiative to drive or lead. The things that sound like a great idea to everyone, but have no initiative behind them will remain 'just' a great idea and we will probably never manage to implement them. And if we insist on them despite the lack of initiative, that will most certainly lead to frustration, if not conflict. So instead of holding on to the idea of having a blog or running big yearly programs, we needed to re-focus on those things someone had a calling for.





→ **Personal purpose shifts:** An important task within our restructuring was for each team member to reflect on their own purpose and how their involvement with NOW was contributing to that. Some team members realized that their perspective had shifted, others that NOW was actually not so much connected to where they see themselves 10 years from now. This honest conversation with ourselves was a key turning point in our process, allowing us to let go of what NOW was and envision what it could be.

→ **Sometimes you need to go separate ways:** After several months of reflection, we reached a point where it was suddenly obvious. Among the diversity of ideas and dreams for NOW, there were two big clusters: on the one hand, having an organization fully driven by volunteers that would take on smaller and new tasks and, other hand, having a fully professional organization that would expand research and development and focus mostly on consulting. As painful as that felt, it became clear that we needed to separate these two. NOW was slowly transformed into a new structure without staff that is now managed by a board. Instituto NOW was launched in early 2019 as the new for-profit and for-purpose branch.





## NOW-SGB EXCHANGE



At the end of 2018 we decided to use the opportunity given by the Stiftung Mercator Schweiz to get a new perspective on our work through an expedition. Given the newly established links between NOW and Instituto NOW - Switzerland and Brazil - we looked for organizations in Brazil to connect with. **We found the right partner in Social Good Brasil (SGB), an organization focusing on using technology and human competences to foster positive change.** We believed that their experience in working with technology and data as well as their strong multiplication approach could bring a whole new perspective to NOW.

NOW team member **Annina visited SGB in São Paulo and Florianópolis in December 2018, and SGB visited NOW in Zürich in January 2019.** The exchange lasted a total of 14 days. Besides having many peer-to-peer learning sessions with our partner organization, we also got to know each other's ecosystems and learned about social challenges in each other's local contexts. Finally, the exchange inevitably led to new friendships and connections.



## Key learnings:

→ **A multiplication approach needs to be flexible:** The SGB network is part of the daily life of their fellows but also has specific events that aim at inspiring more people to get involved.

→ **The competence framework as an invaluable approach to accompany learning:** SGB was impressed by NOW's ability to frame learning within its set of competences and offer deeper reflections by measuring participants' development.

→ **Diversity and inclusion as common key topics:** There is lot of value in exchanging best practices around inclusion, but approaches need to be tailored to the local context. We realized that exclusion mechanisms are partially universal and partially specific to the local reality.

→ **Organizational context has a big impact on our work:** The exchange allowed us to take a different perspective in terms of how an organization positions itself and what organizational structure they take to achieve their goals. Definitely a great input for our restructuring process.





In early 2019, Instituto NOW was selected for an acceleration program in São Paulo, Brazil. The program, **BrazilLab**, focuses on **accelerating startups with high potential to bring innovative solutions to the public sector**. In 2018, the Brazilian Government introduced a new common curriculum for elementary education that is based on key competences. The main question related to that new curriculum is how these competences can be measured. That's the major reason why Instituto NOW was selected for the program despite its short existence.

In the 3 immersions of the program, we learned a lot about having a user experience focus, about the needs of public schools in the country, and about the legal framework for working with the public sector in Brazil. The latter made us realize that this was not the moment for Instituto NOW to embark on such a complex collaboration. Besides, we left the program with a lot of questions and reflections around bringing a measurement tool to public schools, such as:





→ **How can we translate our non-formal learning perspective to work in formal educational settings?** How can we build upon existing best practices in formal education? How can we best explore the limitations and benefits of formal education?

→ **How can we best work around the lack of resources in public education?** Many public schools in Brazil are underfunded and teachers are receiving precarious salaries and working conditions. How can we expect them to invest in training and development if their daily work experience is highly challenging and poorly rewarded? Under these conditions, how can these schools possibly support each

learner in their individual development of 21st century competences?

→ **How can we foster the shift in mindset (within the educational system) needed to work with competences?** A competence-based educational system will only show the expected impact if:

- Teachers and pedagogical teams understand that working with and measuring competences is not an exact science and cannot be approached from a grading perspective.
- Schools adopt a perspective that respects that the learning of such competences requires new, interdisciplinary, experiential and learner-driven methods.



NINGUÉM É UMA FOLHA  
EM BRANCO  
Paula Figueira

APRENDO  
MELHOR QUANDO...  
...COM AS COMPANHIAS  
...E SE A GENTE NÃO ESTIVESSE AQUI...  
...DESCOBRIR NOVAS COISAS



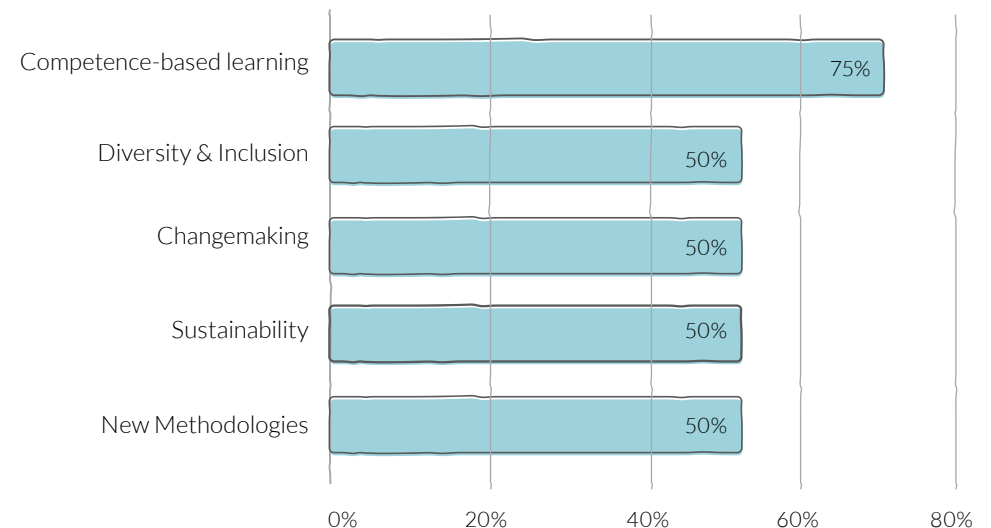
# CONSULTING

# POSITIVE IMPACT THROUGH CONSULTING

Consulting - a big word that can mean many things. For us, it means **supporting other organizations to reach objectives that are linked to our areas of expertise**. We started doing this kind of work quite early into our existence - but only on a very small scale and without a dedicated team. Team members who worked with our programs also had meetings and created content and proposals for clients. As of 2019, we are focusing on growing and structuring this area of our work - seeing it as a field in which we can have a lot of impact by bringing topics such as diversity & inclusion, sustainability and competence-based learning to other, usually bigger, organizations.

If we look at some of the key issues we care about and that we have been trying to foster through our programs, then we can see that for most of them we could embed it in 50% of our consultancy cases. Whereas one client embraced three of these topics as part of our consultancy, other clients only showed openness towards one or two of them.

Going forward we would like to establish a framework that allows us to better understand and quantify the impact we are having through consultancy. This should help us in the future to decide what clients to best target and how to create as much impact as possible through our service.







## SHARING OUR METHODOLOGY

In 2019, for the first time, NOW has been able to bring the Facilitathon to be implemented within an existing organization. We were able to offer a custom-made version of the program for **Compartilha**, a research project at the Federal University of Minas Gerais, Brazil. **Compartilha aims at teaching deliberative principles to high school students in order to improve their ability to discuss and respect different points of view, improving tolerance and promoting inclusive solutions to political issues.**

The Compartilha edition of the Facilitathon helped 20 facilitators from the project to test and practice workshops that they would later facilitate for almost 500 students aged 14-16 in Belo Horizonte and Belém, Brazil.

Participants of this Facilitathon noted how NOW's methodology helped them to get involved with the Compartilha topics, trained their facilitation skills and

allowed for reflection and feedback. Participating researchers also noted how they got more confident to facilitate sessions and identified their facilitation strengths and weaknesses. Researchers that had just arrived to the project and were beginning their careers declared that **they benefited the most from the Facilitathon because it offered a safe space where their contributions were valued** as much as researchers with more experience and involved in Compartilha for a longer time.

One of the challenges of this edition of the Facilitathon was to balance formal education and the standardization requirements of research with the experiential learning approach NOW seeks to offer. It has been a great opportunity for us to reflect on how formal and non-formal education can benefit from each other - a topic we hope to explore further in the upcoming year.



# OUR KEY LEARNINGS



## LEARNING 1: THE POWER OF BEING HONEST TO OURSELVES

2018 has not been an easy year for us. Realizing that your current structure is not built to last is quite hard. However, it has been important not just at an organizational level, but also for our team members personally to be honest about our own intentions. As we have shared on page 30, it has been crucial for each team member to reflect on their objectives for their own lives and how NOW is connected to that.

The questions going forward are:

- How can we make this honest analysis a practice in our two organizations?
- How can we keep reflecting while also not stalling our work?
- How do we keep growing as individuals and organizations at the same time?



## LEARNING 2: MAKING ONLINE LEARNING WORK

We had two experiences of online learning in 2018 and they couldn't have been more different: whereas UP has been a blended learning program which used the online part for content delivery, the Learning Facilitation online training was fully delivered online. We have mentioned on page 14 the reasons why the online elements of UP have not necessarily been a success. On the other hand, the Learning Facilitation online training has been a great experience. What can we learn from that?

→ **Barriers are harder to overcome online:** Language and technology are two big barriers that come together in an online learning course. That has impacted UP strongly whereas it has not been an issue at all for the tech-savvy and fluent English speakers of the Learning Facilitation online training. We hope that new technologies will keep reducing the language barrier and become easier to use for technological newcomers.

→ **The human touch matters - a lot:** It's not just about putting content online. You actually need to allow people to

connect to it and to connect to others. Whereas in UP the online world was quite disconnected from the in-person project sessions, the Learning Facilitation online training was built around (online) group experiences and connections. Besides, many of the participants of the training had previously met in person at the Facilitation, definitely a huge plus.

→ **Short is good - but don't make it too short:** The length of 4 weeks worked well for the Learning Facilitation online training. For UP on the other hand, the 8 weeks have been rather short for participants to become familiar with the structure of the course.

→ **Online facilitation is crucial - and so is peer-to-peer learning:** Online learning can hardly be as engaging as experiential learning in groups. However, a good online facilitator with enough time and resources can make the experience dynamic and interactive. Yet, it's not simply going to work if a facilitator is highly active online. It's crucial that participants can feel the peer-to-peer element and start facilitating the space themselves.





## LEARNING 3: SHARING IS GOOD FOR EVERYONE

If our aim is creating positive change, then copying each other should not be a problem at all, right? Yet, there's always this little fear of sharing too much of what we have worked on for a long time. We decided to overcome that feeling by openly sharing what we've got: we created two creative commons documents as part of our restructuring process. We realized that just because NOW is no longer organizing the NOW Journey, it doesn't mean that its structure and methodology can not be useful for other organizations. That's why we have published the NOW Journey Blueprint.

In order to inspire even more positive social change, we also made our NOW Project Development Handbook available for free download. We hope that they can both be used, copied, adapted, enhanced and become a little seed for positive change.

There is also a huge value in trying to write down everything we know: creating these documents has helped us re-discover what the NOW DNA is all about and what our strengths are. These reflections are now flowing into our newest programs.



LOOK INTO THE FUTURE

# PROGRAMS ON THE HORIZON

## → Facilitathon

In late 2019, the Facilitathon will go into the 5th edition. Like in 2018, the peer-to-peer training event will happen with the support of Movetia foundation. We want to continue offering the Facilitathon as an opportunity for experienced facilitators to further learn, share and develop with peers working in different contexts (countries, fields, audiences etc).

Based on the feedback received from last year's participants and team, we have adjusted the program to make this experience even more meaningful to everyone involved. This includes for example a stronger focus on social justice topics related to facilitation. For the first time, **the training will be fully competence-based to help participants gain more awareness about the skills and attitudes that make up a good facilitator and to help them reflect about their own development.**

## → Soma

Instituto NOW launched in April 2019 its first program. **Our goal with Soma was to bring more diversity in facilitation.** The first edition of the 3-month facilitation training for unlikely facilitators is currently being evaluated.

## → Study Session on the Social Inclusion of Young Migrants and Refugees

In collaboration with the Youth Department of the Council of Europe we will bring together members of youth organizations, networks and experts around the topic of social inclusion to build a shared toolbox.

## → Rumo

In our experience with the NOW Journey, we have identified that a lot of young people are struggling to deal with the challenges of today's world. Dealing with complexity, building up resilience, and managing to create and foster meaningful connections with others are just some of these challenges. That's why we decided to create a short program with that specific focus: **help young people further develop their life skills.** We have been researching and testing the best way of designing such a program since last year and are now ready to launch it in late 2019. Rumo will be organized as a personal development game played simultaneously by teams in different countries. With Rumo we are also exploring ways to foster a youth exchange with a low carbon footprint.



# WHO HAS SUPPORTED US IN 2018/2019

In early 2019 we were selected for two acceleration programs.

**Whereas NOW was chosen among the 12 finalists of Digital.Engagiert, Instituto NOW has been accelerated by BrazilLab.**



**Digital.Engagiert** focuses on supporting civil society organizations in developing digital tools to boost education. NOW is participating with our NOW app. With this new tool we want to boost volunteerism as an ideal space where people can develop 21st century skills.

**BrazilLab** is a Brazilian accelerator for govtech companies. Instituto NOW has been chosen as one of the 33 finalists from all over Brazil and accelerated through its 3-month program. It's been a great opportunity to reflect on the steps needed to bring our work to public schools.

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