



Network of Education Policy Centers

Annual Report 2025

Explore | Participate | Change

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Overview

2025 was, without question, the most challenging year in NEPC's history. At its lowest point – in the spring and early summer – the organisation faced a genuine question of survival. Staff reduced from five to three. The office closed, with the team moving to home-based working. Seven member organisations changed their status due to financial pressures of their own. The network that had spent over two decades building a reputation for quality, collaboration, and impact was navigating waters it had never faced before.

And then, in the summer, the UniCredit Foundation awarded NEPC the ARISE grant – and the organisation found its footing again.

That a single grant could make such a difference is both a testament to the foundation's confidence in NEPC's expertise and a reminder of how fragile civil society organisations can be in an increasingly competitive funding landscape. NEPC is grateful – and honest: the waters are calmer, but we are not yet out of the woods. The work of rebuilding a sustainable financial base continues into 2026 and beyond.

What makes 2025 remarkable is not just that NEPC survived – it is what the organisation achieved while navigating this turbulence. The UNESCO GEM Regional Report on Leadership for Inclusive Education was launched in February and disseminated across six countries and multiple European platforms throughout the year, reaching policymakers, researchers, and practitioners from Kyrgyzstan to Ljubljana. The 9th NEPC Primary Colors of Education Conference, co-organised with ENIRDELM in Croatia, brought together over 90 participants from more than 25 countries – one of the largest gatherings in the network's history. And the Lead for Ecolustice project reached its most significant milestone yet: 80 school leaders trained across four countries, 20 schools developing their own ecojustice plans, and a suite of open-access resources published and in use.

These achievements did not happen by accident. They happened because of a small, dedicated team that refused to let the organisation's difficulties become its story, and because of member organisations, partners, and funders who continued to place their trust in NEPC even in uncertain times.

2025 showed that NEPC's resilience is real. The challenge now is to build on it.

Secretariat Staff

- Executive Director – Lana Jurko
- Program Director – Sanja Brajkovic
- Financial Officer – Igor Hrusic

Board Members

- Urška Štremfel – President
- Burcu Meltem Arik
- Petrit Tahiri

VISION: NEPC envisions education committed to inclusion, participation, and collective wellbeing.

MISSION: NEPC empowers the education ecosystem to support transition and transformation in the NEPC region towards earth-centric and inclusive education through policy, practice, research and international partnerships.

Strategic Statements:

- I. Ecological justice to be integrated into the content and methods of the education system to nurture a collective well-being
- II. Educators are autonomous and engaged professionals who facilitate learning
- III. The policy process at all levels and in all phases (design, development and implementation) reflects the inclusivity and participation of all involved and affected by it.

Ecological Justice Education

Lead for EcoJustice

Erasmus+ KA220 | Croatia, Hungary, Slovenia, Serbia | 2023–2026

What does it mean to lead a school toward ecological justice? This question has been at the heart of Lead for EcoJustice, an Erasmus+ project coordinated by NEPC together with eight partner organisations across four countries. In 2025, the project moved from design into full implementation – and the results have been significant.



Training school leaders for change

Over the course of 2025, the six-day professional development programme Lead for EcoJustice was delivered to school leadership teams in Croatia, Hungary, Slovenia, and Serbia. In total, 80 educators from 20 schools participated in the training, led by facilitators prepared through a dedicated Training of Trainers process. Participant evaluations across all four countries consistently exceeded the 80% satisfaction benchmark set in the project design – with scores reaching 89% in Hungary, an average of 4.63–4.95 out of 5 in Croatia, and similarly high results in Serbia and Slovenia.

From training to action

Following the training, all 20 schools developed their own school plans for integrating ecojustice principles into everyday school culture. Partner schools have already begun implementation, supported by national NGO partners through on-site and online supervision. A second round of assessments is planned for spring 2026 to measure change over time.

Tools and resources for the field

2025 also saw the completion of several open-access resources: a competency framework for school leaders in five languages, a glossary of ecojustice concepts, four EduFocus articles by

leading researchers, two video lectures, and the Ready for EcoJustice self-assessment tool – available online and piloted by all 20 participating schools.

- Key school leaders' competencies for implementing ecojustice education. Download full document here: [English](#), [Croatian](#), [Hungarian](#), [Slovenian](#), [Serbian](#).
- Defining the key concepts for implementing ecojustice education. Download full document here: [English](#), [Croatian](#), [Hungarian](#), [Slovenian](#), [Serbian](#).
- [‘Ready for ecojustice’ the self-assessment tool for schools](#)
- Read [‘Reconstructing Sustainability and Inclusion in Environmental Education’](#) by Burcu Meltem Arik
- Read [‘Ethics of Sustainability and Global Environmental Justice’](#) by Mladen Domazet
- Read [‘Learning from and with nature’](#) by Burcu Meltem Arik
- Read [‘Transforming school cultures for ecojustice: balancing individual and societal challenges’](#) by Emőke Takács
- See edufocus podcast: [Ecological Justice](#) with Burcu Meltem Arik
- See RSA video [‘Lead for EcoJustice education’](#)

Looking ahead

National ecojustice events are planned in all four countries in spring 2026, each bringing together a minimum of 50 stakeholders from schools and the wider education community. The project's final international conference is planned for September 2026.

"This experience broadened our perspective and empowered us to advocate for the integration of EcoJustice principles into education and research." – **Educational Research Institute, Hungary**

Partners:

[Forum for Freedom in Education](#), Croatia

[European Research Institute](#), Hungary

[Educational Research Institute](#), Slovenia

[Center for Education Policy](#), Serbia

[OŠ Janka Leskovara Pregrada](#), Croatia

[Feszek Waldrof Iskola](#), Hungary

[OŠ Brinje Grosuplje](#), Slovenia

[OŠ Kralj Petar Prvi, Belgrade](#), Serbia



EcoJustice outreach in Bosnia and Herzegovina

Sarajevo and Banja Luka, August 2025

In August 2025, NEPC brought the Lead for EcoJustice approach to a new audience through two workshops in Bosnia and Herzegovina, organised in partnership with COI Step by Step as part of their *Stepova Škola* programme.

The workshops – titled Schools for a Sustainable Future (Škole za održivu budućnost) – were held in Sarajevo and Banja Luka, bringing together educators and education professionals for an engaged, practice-oriented learning experience. The content spanned two interconnected sessions. The first centred on nature connection as a foundation for ecojustice education, while the second explored planetary boundaries – the finite Earth system limits within which humanity can safely operate.

Leadership for Inclusive Education

UNESCO GEM Regional Report

Research & Dissemination | Eastern Europe, Caucasus and Central Asia | 2024–2025

In 2025, NEPC completed its contribution to the [UNESCO Global Education Monitoring \(GEM\) Regional Report Leadership for Inclusion](#) – a landmark study examining the role of school leadership in advancing inclusive education across Eastern Europe, the Caucasus, and Central Asia.

NEPC served as research coordinator for the regional edition, managing a network of 22 country experts and researchers across 14 countries, from Albania to Kyrgyzstan. The research combined a large-scale survey of school principals – conducted in 7 countries by NEPC member organisations – with qualitative interviews and focus groups with school leaders and policymakers, building a comprehensive, evidence-based picture of what inclusive leadership looks like in practice, what enables it, and what gets in the way.

The report, jointly published by UNESCO and NEPC, was officially launched in February 2025. The findings show that school leaders across the region are often committed to inclusion in values – but face persistent gaps in training, systemic support, and the working conditions that would allow them to translate those values into practice. A central message emerges: inclusive schools grow from the alignment of values, professional morale, and systemic investment, not from policy mandates alone.

Taking the findings to audiences across the region

Following the launch, NEPC led an active dissemination campaign across six events and multiple countries throughout 2025. In March, NEPC organised a webinar as part of the European Education Month through the Educational Leadership Network Europe, bringing together school leaders from across the continent. In April, NEPC co-organised a launch event at the Ministry of Education of the Kyrgyz Republic in cooperation with the UNESCO Regional Office in Almaty. In May, findings were presented to the International Disability and Development Consortium. In August, NEPC and proMENTE co-organised a national launch in Sarajevo, Bosnia and Herzegovina. In September, the report featured prominently at NEPC's Annual Conference in Rijeka, where UNESCO GEM Director Manos Antoninis presented the regional findings. In November, the dissemination tour concluded with a national launch in Ljubljana, Slovenia, focused on the role of leadership in reducing educational disparities.

Throughout the year, NEPC disseminated report findings through 24 social media posts on Facebook and LinkedIn and featured the report in both its spring and autumn newsletters, reaching over 300 subscribers. The dissemination was further supported by an EduFocus article by Jasna Kovacevic – [Leading for Inclusion: Lessons from Schools Across Central and Eastern Europe, the Caucasus and Central Asia](#) – published on the NEPC website as part of the organisation's ongoing series bringing research findings to practitioners and policymakers.

ELNE: Collaborative Leadership for Democratic Schools

EU co-funded Network | Educational Leadership Network Europe | 2025

NEPC is a founding member of the Educational Leadership Network Europe (ELNE), a broad European network of education organisations, universities, social partners, and policymakers working to strengthen collaborative school and educational leadership across the continent. In 2025, ELNE entered its second year of activities, deepening its focus on collaborative leadership for green and digital transitions, inclusive leadership and equity, school resilience, and professional development.

European Education Week Webinar – 24 March 2025

NEPC hosted a webinar as part of the European Education Month, titled Post-Disaster Schools through the Lens of Organisational Resilience: Disruption and Endurance. NEPC Executive Director Lana Jurko facilitated a conversation with Dr Karin Doolan, Senior Researcher at the Institute for Social Research Zagreb, drawing on case study research from Croatian schools that navigated floods and earthquakes between 2022 and 2023. The discussion identified key protective factors for school resilience – from infrastructure and staff competencies to school culture, community relationships, and leadership under pressure – and offered a timely message to schools across Europe: disaster preparedness is not a technical issue alone, but something built into the social fabric of an institution over time.

NEPC also organised a webinar through the ELNE network presenting the findings of the UNESCO GEM Regional Report on Leadership for Inclusive Education to school leaders and education professionals across Europe – detailed in the preceding section.

ELNE Annual Conference – Brussels, 14 May 2025

ELNE's second Annual Conference brought together education leaders, practitioners, students, parents, civil society representatives, and policymakers from across Europe under the theme Dimensions of Collaborative Leadership – Exploring Together. A high-level panel drew contributions from the European Parliament, the Polish Presidency of the Council of the EU, the European Commission, and Cedefop. The centrepiece of the conference was the presentation and collective refinement of ELNE's draft definition of Collaborative Educational and School Leadership – a significant milestone in the network's effort to establish a shared European framework for understanding and developing leadership in education.

Policy Recommendations – September 2025

Building on the conference, ELNE published its [Policy Recommendations](#) on a European Definition of Collaborative School and Educational Leadership, calling on EU, national, and institutional policymakers to adopt and disseminate a common framework. The definition positions collaborative leadership as a multidimensional process in which all relevant actors – policymakers, school leaders, teachers, students, parents, and community partners – engage in shared reflection and decision-making grounded in mutual respect, democratic values, and collective agency.

9th NEPC Primary Colors of Education Conference

33rd ENIRDELM & 9th NEPC Conference | Rijeka, Croatia | 25–28 September 2025

In September 2025, NEPC co-organised its 9th annual Primary Colors of Education conference jointly with ENIRDELM (European Network for Improving Research and Development in Educational Leadership and Management), hosted at the Faculty of Humanities and Social Sciences, University of Rijeka. The conference, titled ***Collaborative Leadership for Resilient Educational Institutions***, was one of NEPC's largest events to date, bringing together over 90 participants from more than 25 countries across Europe, Asia, and beyond.

The four-day programme featured 4 keynotes and over 30 presenters across parallel sessions, symposia, and a poster session – connecting researchers, practitioners, and policymakers around questions of resilience, inclusion, and collaborative leadership.

Ciaran Sugrue (University College Dublin) opened the conference with a reflection on building sustainable, professionally responsible communities in uncertain times. Karin Doolan (Institute for Social Research Zagreb) presented findings on school leadership in the aftermath of natural disasters, drawing on case studies from Croatian schools and global examples. Jonathan James (OECD Centre for Educational Research and Innovation) addressed leadership agency and system-level policy for sustainable, future-ready education. Closing the keynote programme,

Manos Antoninis (UNESCO GEM Report) presented findings from the Regional Report on Leadership for Inclusive Education, moderated by NEPC Executive Director Lana Jurko – who also moderated a dedicated Croatian-focused symposium on inclusion.

Parallel sessions covered a rich range of themes – from school resilience and crisis leadership to collaborative governance, inclusive education, gender equity, and sustainability – with contributions from Finland, Poland, Turkey, Norway, Armenia, Latvia, Kosovo, Azerbaijan, the USA, and many others. Participants also visited local schools and preschools in Rijeka, engaging directly with educators and the local education authority. The conference opened on Day 1 with the NEPC General Assembly, held alongside the ENIRDELM Board meeting.

[Book of Abstracts](#)

ARISE: Empowering Schools to Break Barriers

UniCredit Foundation | Croatia, Bosnia and Herzegovina, Serbia, Slovenia | 2025–2028

In summer 2025, NEPC launched ARISE – a new project funded by the UniCredit Foundation – focused on tackling educational poverty and promoting equity through stronger school leadership. Building on the legacy of the earlier ARISE Network, the project works with school leadership teams in Croatia, Bosnia and Herzegovina, Serbia, and Slovenia to build inclusive practices, reduce dropout rates, and improve student wellbeing, with a particular focus on schools in high-poverty areas.



NEPC leads the project in partnership with five regional organizations: Center for Educational Initiatives Step by Step (BiH), Open Academy Step by Step and Forum for Freedom in Education (Croatia), and Center for Interactive Pedagogy and Center for Education Policy (Serbia). Core activities include a Training of Trainers program, a ten-day school leadership training across five modules, expert mentoring for School Improvement Plans, peer-to-peer learning networks, and national advocacy events in each country. The project runs until July 2028.

Multilingual and Migrant Education

SIRIUS: Migrant Education on the European Agenda

NEPC is a co-founder and active member of the SIRIUS Policy Network on Migrant Education, the leading European network dedicated to improving educational outcomes for children and young people with migrant backgrounds. Three NEPC member organisations – Educational Research Institute (Slovenia), Forum for Freedom in Education (Croatia), and Praxis (Estonia) – are partners in SIRIUS 3.0, reflecting the network's deep roots in the NEPC community.

In 2025, SIRIUS marked a significant milestone with the publication of the [SIRIUS Migrant Education Policy Index](#) – a comprehensive evaluation of education policies for migrant students across 15 EU countries, developed in partnership with the Migration Policy Group. The Index assesses seven key policy dimensions, including national strategies and enrolment policies, as well as language support, teacher training, and anti-discrimination measures.

Its findings paint a sobering picture: while some progress is visible in assessment procedures and access to education, teacher training on intercultural education remains the weakest area across all 15 countries, with an average score of just 34 out of 100. National strategies, equitable funding, and anti-discrimination frameworks are still lacking in many places. The Index is a call to action – for clearer national strategies, investment in inclusive teacher training, and stronger multilingual and intercultural education across Europe.

Annual Policy Conference – European Parliament, Brussels, 3 June 2025

The year's centrepiece event brought the SIRIUS network to the European Parliament in Brussels, where NEPC Executive Director Lana Jurko served as conference moderator. Opened by MEP Aodhán Ó Riordáin, the conference brought together policymakers, researchers, and practitioners under the theme Achieving High Standards in Migrant Education. Expert dialogues covered language needs assessment, teacher professional development, and the specific challenges of integrating learners arriving from Ukraine. The SIRIUS Watch 2025 key insights were presented by the Migration Policy Group, followed by a response from the European Commission.

ASTRA: Aiming for Sustainable Teaching and Recognition of All Languages

Erasmus+ KA220 | Netherlands, Croatia, France | 2025–2028

Building on NEPC's long-standing efforts in multilingual and inclusive education – developed through projects such as AVIOR (2016–2019) and ALCOR (2021–2023) – 2025 saw the launch of ASTRA, a new Erasmus+ cooperation project coordinated in partnership with schools and organisations across Croatia, France, and the Netherlands. ASTRA responds to the growing linguistic diversity of European classrooms by equipping teachers and school leaders with the tools and approaches needed to create genuinely language-friendly schools. The project engages teachers and school leaders, combining peer learning exchanges, targeted professional development, and student focus groups to ensure that school-wide approaches are shaped by the voices of multilingual learners themselves.

ASTRA extends beyond training by offering a range of scalable, reusable resources – including a practical toolkit, podcast series, and lesson materials – designed to support inclusive multilingual education long after the project's end. By prioritising student agency and recognising home language within its methodology, ASTRA adds to a growing body of evidence that appreciating linguistic diversity boosts learner confidence, engagement, and achievement. The project also contributes to wider EU policy debates on multilingualism in education, reinforcing NEPC's role as an advocate for inclusive language policies at both national and European levels.

Member Engagement

2025 was a year of significant transition for the NEPC membership. At the end of 2024, seven full members changed their status to associate membership due to financial difficulties – a painful but honest reflection of the challenges many civil society organisations in the education sector faced in the post-pandemic funding landscape. NEPC responded by amending its Bylaws to create more flexible governance structures and by establishing a solidarity approach to keep these organisations connected to the network. As a result, 2025 began with 15 full members and 4 associate members across three regions – a leaner but resilient network.

Despite the reduced membership, overall engagement in 2025 was strong and, in one important respect, marked a genuine breakthrough: for the first time, NEPC member organisations actively participated in fundraising as co-applicants – not just as passive recipients of NEPC-led invitations. Members were involved in 9 of the 13 proposals submitted in 2025, contributing as partners in project design and application. This shift from a coordinator-driven model to a genuinely collaborative fundraising network is one of the most positive developments of the year.

Region A – EU Member States

Region A (EU member states – 6 members including 1 associate: Croatia, Estonia, Lithuania, and Slovenia) showed the highest level of combined engagement, with 17 open activity participations and 19 engagements in project and fundraising activities. The most active members were Forum for Freedom in Education, Croatia (6 project/fundraising engagements), Open Academy Step by Step Croatia (5), and Educational Research Institute Slovenia (4) – all three also serving as partners in running projects. Praxis Estonia, though an associate member, contributed actively to both SIRIUS 3.0 and the GEM research as a project partner.

Region B – Western Balkans and Turkey

Region B (Western Balkans non-EU and Turkey – 8 full members) showed the highest overall open activity participation with 26 instances, reflecting strong attendance at General Assemblies and the Annual Conference. Several Region B members also stepped up in fundraising: CIP Serbia, CEP Serbia, CoI SbS and Education Reform Initiative Turkey each contributed to multiple proposals, with CEP, CIP, CoI SbS and proMENTE also serving as active partners in the ARISE project. The region's engagement in partly-open activities (18 instances) was comparable to Region A.

Region C – Eastern Europe, Caucasus, and Central Asia

Region C (Eastern Europe, Caucasus, and Central Asia – 5 members, including 3 associates) engaged primarily through open network activities – GA participation and the Annual Conference – with more limited involvement in fundraising and projects, reflecting both geographic distance and the associate status of three of the five members. Moldova and

Mongolia, both full members, maintained their connection through participation in the GA and involvement in GEM research.

NEPC values deeply its presence in Region C, which gives the network a genuinely pan-European and global reach that sets it apart from many education networks. Maintaining and strengthening these relationships is a strategic priority. In 2026, NEPC will actively seek ways to increase meaningful engagement with Region C members – exploring project opportunities that include their geographies, creating dedicated spaces for their voices in network events, and providing tailored support to help them participate more fully in the network's activities.

Overall, across all 19 member organisations, 52 open activity participations and 41 project and fundraising engagements were recorded in 2025 – a total of 93 engagement instances, demonstrating that a smaller network can still generate substantial collective activity when its members are genuinely invested.

Network Administration

NEPC Secretariat

In 2025, the NEPC Secretariat operated as a team of three, following the departures of two valued colleagues in the early months of the year.

Iva Perkovic concluded her role as Project Coordinator at the end of January 2025, after five years of dedicated service to NEPC. Her contribution to the organisation – across projects, events, and the daily work of the Secretariat – left a lasting mark, and we wish her all the best in the next chapter of her career.

Katarina Velan concluded her role as Communications Officer at the end of February 2025, after a year and a half with the team. Though her time with NEPC was short, her energy and commitment were felt across everything she touched. We wish her well.

Board

The 2025 governance year brought significant changes to the NEPC Board. Following membership status changes that affected two Board members' eligibility, the Board operated in a transitional period for much of the year, with elections postponed to allow the GA to amend the Bylaws first. The GA approved amendments to Article 6.3 – allowing the Board to consist of three to five members rather than a fixed five – and to Article 6.10, adjusting the quorum requirement accordingly. NEPC expressed its sincere gratitude to Ulviyya Mikayilova and Atom Mkhitarian for their service on the Board and their ongoing commitment to the network.

At the December 2025 General Assembly, following the election of two new Board members were elected:

- Adnan Pripoljac
- Besnik Ramadani

General Assembly

In 2025, three General Assemblies were held.

8 April & 5 May 2025 (online) – The April session, conducted by electronic vote, approved amendments to the NEPC Election Rules and Regulations. The May session (13 out of 15 full members present) approved the 2024 Annual Report and financial report, and approved the Bylaws amendments enabling a Board of three to five members. Members were also updated on NEPC's financial challenges and encouraged to involve NEPC in their project applications and to nominate Board candidates.

24 September 2025, Rijeka – Held during the annual conference, this session provided members with an update on NEPC's current situation and that of its member organisations. No formal decisions were taken.

19 December 2025 (online) – All 15 full members were present, establishing full quorum. The GA approved the Annual Plan and Budget for 2026, welcomed two new affiliated members – KidHub (Serbia) and Dukagjini Academy (Kosovo) – and elected Adnan Pripoljac and Besnik Ramadani to the Governing Board, completing the Board renewal. The meeting closed with members exchanging reflections on 20 years of collaboration and New Year's greetings.

Fundraising

In 2025, NEPC submitted 13 project proposals across a range of funders, securing 3 new projects – a meaningful achievement in an increasingly competitive European funding landscape, as noted at the December General Assembly. The successful projects were ARISE (UniCredit EduFund), ASTRA (Erasmus+ KA2), and a consultancy with GIZ Serbia on social inclusion. Together, they secured NEPC's programme pipeline through 2027–2028 and involved seven NEPC member organisations as direct partners.

NEPC member organisations were involved as partners or co-applicants in 9 of the 13 proposals submitted – a strong indicator of the network's collaborative fundraising culture and the confidence members place in NEPC as a lead or partner organisation.

Funder	Project	NEPC Role	NEPC Members Involved	Result
CERV	Empowering Agency, Enabling Democracy	Partner	Praxis, EE	Rejected
CERV	EchoEco: Amplifying Youth Voices for EcoJustice	Partner	KEC, XK ; FFE, HR; MCEC, MK	Rejected
E+ KA2	LINES	Partner	OU SbS , HR; PI, SI	Rejected
E+ KA2	EcoTrails: Leading Remote Schools to EcoJustice	Lead	FECI SbS, MK	Rejected
E+ KA2	ASTRA	Partner	—	Accepted
E+ Policy Exp.	STEP Forward: Child-Centred Basic Skills with AI	Partner	OU SbS , HR; PI, SI; Col SbS, BA	Rejected
Swiss-Croatian Fund	Together for the Planet and Justice	Lead	OU SbS, HR; FFE, HR	Rejected
E+ Teacher Academy	LEAD4LEARNING	Partner	—	Rejected
UNESCO	Teachers as Lifelong Learners: Curriculum Guidelines	Lead	PI, SI; IDIZ, HR	Rejected
UniCredit EduFund	ARISE: Empowering Schools in Breaking Barriers	Lead	Col SbS, BA; OU SbS, HR; FFE, HR; CIP, RS; CEP, RS; PI, SI	Accepted
E+ KA3 AI	Citizen Learning Journey for AI	Partner	—	Rejected
E+ KA3 AI	Promoting Ethical Use of AI in Secondary Education	Partner	—	Rejected
GIZ Serbia	Support to Social Inclusion	Expert	CIP , RS	Accepted

Summary of the Financial Report

2025 was a year of significant financial recovery for NEPC. After two consecutive years in which outgoing funds exceeded incoming, the organisation substantially strengthened its resource base – total incoming funds reached €634,986, more than four times the 2024 figure of €147,352. This recovery was driven primarily by the UniCredit Foundation grant for the ARISE project, which represented the largest single source of funding in NEPC's recent history. Total expenditure for the year was €641,088, with the modest deficit reflecting the timing of project implementation costs.

Incoming Funds

Incoming Funds (€)	2024	2025
I – Membership fees	14,000	22,163
II – Self-generated (services)	66,003	51,103
III – Project & grant funds	67,348	561,459
Other	–	261
TOTAL	147,352	634,986

Expenditures

Expenditures (€)	2024	2025
I – Staff	174,574	132,982
II – Office	25,183	21,932
III – Activities and Projects	97,575	486,174
TOTAL	297,332	641,088
