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**THIS ACTION IS FUNDED BY THE EUROPEAN UNION**

**ANNEX 4**

to the Commission Implementing Decision on the financing of the multiannual action plan in favour of Sub-Saharan Africa for 2023-2025

**Action Document for the Africa-Europe Youth Academy**

**MULTIANNUAL MEASURE**

This document constitutes the multiannual work programme within the meaning of Article 110(2) of the Financial Regulation, and an action plan within the meaning of Article 23(2) of the NDICI-Global Europe Regulation.

**1. SYNOPSIS**

**1.1. Action Summary Table**

|   |   |
|---|---|
| <b>1. Title<br/>CRIS/OPSYS<br/>business reference<br/>Basic Act</b> | Africa-Europe Youth Academy<br>OPSYS number: ACT-62176<br>Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)  |
| <b>2. Team Europe Initiative</b>                                    | No  |
| <b>3. Zone benefiting from the action</b>                           | The action shall be carried out in Sub-Saharan Africa   |
| <b>4. Programming document</b>                                      | Multi-Annual Indicative Programme for Sub-Saharan Africa 2021-2027 <sup>1</sup>   |
| <b>5. Link with relevant MIP(s) objectives / expected results</b>   | Priority area 1 – Human Development<br>Specific Objective 2: Enhance regional and continental (Intra-Africa) integration for improved quality of education and skills development; and EU-Africa policy dialogue and cooperation in the fields of education, skills development, youth learning mobility, and teacher governance, leadership, training and professional development.<br>R.2.4: Skills and competences are increased through learning mobility opportunities at regional and continental level, with a special focus on youth. |
| <b>PRIORITY AREAS AND SECTOR INFORMATION</b>                        |   |
| <b>6. Priority Area(s), sectors</b>                                 | Human Development – Education and skills<br>DAC Sector 110: Education   |
| <b>7. Sustainable Development Goals (SDGs)</b>                      | Main SDG: 4 Quality education   |

<sup>1</sup> Commission Decision adopting a multiannual indicative programme for Sub-Saharan Africa for the period 2021-2027 C(2021) 9373 final of 15.12.2021

|                                    |   |                                     |                                     |                              |
|------------------------------------|---|-------------------------------------|-------------------------------------|------------------------------|
|                                    | Other significant SDGs: 5 Gender equality, 10 Reduced inequalities, 16 Peace, justice and strong institutions, 17 Partnerships  |                                     |                                     |                              |
| <b>8 a) DAC code(s)</b>            | 11231: Basic life skills for youth – 85%<br>15150: Democratic participation and civil society – 15%   |                                     |                                     |                              |
| <b>8 b) Main Delivery Channel</b>  | Donor Government 11000  |                                     |                                     |                              |
| <b>9. Targets</b>                  | <input type="checkbox"/> Migration<br><input type="checkbox"/> Climate<br><input checked="" type="checkbox"/> Social inclusion and Human Development<br><input checked="" type="checkbox"/> Gender<br><input type="checkbox"/> Biodiversity<br><input checked="" type="checkbox"/> Education<br><input type="checkbox"/> Human Rights, Democracy and Governance |                                     |                                     |                              |
| <b>10. Markers (from DAC form)</b> | <b>General policy objective @</b>   | <b>Not targeted</b>                 | <b>Significant objective</b>        | <b>Principal objective</b>   |
|                                    | Participation development/good governance   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
|                                    | Aid to environment @  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | Gender equality and women's and girl's empowerment  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
|                                    | Reproductive, maternal, new-born and child health   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | Disaster Risk Reduction @   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | Inclusion of persons with Disabilities @  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>     |
|                                    | Nutrition @   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | <b>RIO Convention markers</b>   | <b>Not targeted</b>                 | <b>Significant objective</b>        | <b>Principal objective</b>   |
|                                    | Biological diversity @  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | Combat desertification @  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | Climate change mitigation @   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | Climate change adaptation @   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
|                                    | <b>11. Internal markers and Tags:</b>   | <b>Policy objectives</b>            | <b>Not targeted</b>                 | <b>Significant objective</b> |
| Digitalisation @                   |   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>     |
| digital connectivity               |   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | /                            |
| digital governance                 |   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                              |
| digital entrepreneurship           |   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                              |
| digital skills/literacy            |   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                              |
| digital services                   | <input type="checkbox"/>  | <input checked="" type="checkbox"/> |                                     |                              |
| Connectivity @                     | <input checked="" type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/>            |                              |

|  |  |                                     |   |                          |
|--|--|-------------------------------------|---|--------------------------|
|  | digital connectivity   | YES<br><input type="checkbox"/>     | NO<br><input checked="" type="checkbox"/> | /                        |
|  | energy   | <input type="checkbox"/>            | <input checked="" type="checkbox"/>       |                          |
|  | transport  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>       |                          |
|  | health   | <input type="checkbox"/>            | <input checked="" type="checkbox"/>       |                          |
|  | education and research   | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  |                          |
|  | Migration @  | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> |
|  | Reduction of Inequalities @  | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> |
|  | Covid-19   | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> |
| <b>BUDGET INFORMATION</b>                |  |                                     |   |                          |
| <b>12. Amounts concerned</b>             | <p>West Africa (35%): BGUE-B2023-14.020120-C1-INTPA: EUR 5 250 000</p> <p>East and Central Africa (35%): BGUE-B2023-14.020121-C1-INTPA: EUR 5 250 000</p> <p>Southern and Indian Ocean (30%): BGUE-B2023-14.020122-C1-INTPA: EUR 4 500 000</p> <p>Total estimated cost: EUR 15 000 000</p> <p>Total amount of EU budget contribution EUR 15 000 000</p> <p>The contribution is for an amount of EUR 15 000 000 from the general budget of the European Union for 2023.</p> |                                     |   |                          |
| <b>MANAGEMENT AND IMPLEMENTATION</b>     |  |                                     |   |                          |
| <b>13. Type of financing<sup>2</sup></b> | <b>Indirect management</b> with the entity(ies) to be selected in accordance with the criteria set out in section 4.3.1.   |                                     |   |                          |

## 1.2. Summary of the Action

In line with the Youth Action Plan in EU External Action<sup>3</sup>, the Africa-Europe Youth Academy will provide opportunities to young leaders in their respective fields and communities to connect, exchange, improve their leadership skills and create a network of change-makers. The EU aims to promote youth mobility, exchanges and networking as an essential aspect of the people-to-people dimension of the Global Gateway strategy. The Africa-Europe Youth Academy will support youth leadership among students and researchers, young entrepreneurs and innovators, young leaders in civil society, in politics, in the media, in think tanks, in the cultural sector to increase youth empowerment and participation. It will do that while paying attention to reinforce mechanisms and conditions conducive to make complementary learning mobility offers more equal and inclusive. Building on youth consultations, the action understands youth leadership as the ability to multiply positive change and empower others.

The Africa-Europe Youth Academy will as an overall objective aim to strengthen capacities and opportunities of young people to act as multipliers of sustainable development and bridge-builders between Africa and Europe.

The action will concretely focus on two specific objectives:

<sup>2</sup> European Commission, 'Neighbourhood, Development and International Cooperation Instrument – Global Europe (NDICI – Global Europe) Art. 27', 2021. <https://eur-lex.europa.eu/eli/reg/2021/947/oj>

<sup>3</sup> European Commission, 'Youth Action Plan in EU external action for 2022-2027', 2022. [https://ec.europa.eu/commission/presscorner/detail/en/qanda\\_22\\_5882](https://ec.europa.eu/commission/presscorner/detail/en/qanda_22_5882)

1. Strengthen the capacity of, and provide opportunities for young people to act as leaders and multipliers at social, economic, cultural and political level

While young people are often already key agents of change, they often lack the conditions to become multipliers and increase their impact, e.g., by reaching more people or scaling-up the positive impact of innovative solutions for sustainable development. Young people in Sub-Sahara Africa and Europe also have the potential to be bridge-builders across the continents by fostering intercultural dialogue, creating sustainable partnerships and enhancing cooperation to jointly tackle shared challenges. Therefore, this programme will strengthen capacities (e.g. through formal, non-formal learning, learning mobility) and provide opportunities for young people to positively shape their societies and Africa-Europe relations at social, economic, cultural and political level. The action will also aim to create sustainable networks, encourage partnerships and promote intercultural learning among young people in Africa and between Africa and Europe.

The action will also address the specific needs and capacities of young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation. Therefore, this component will aim at empowering young people from those target groups, including in view of preparing the conditions to make complementary mobility offers more inclusive.

2. Increase the quality and quantity as well as the accessibility of youth leadership actions in Africa and between Africa and Europe

The Africa-Europe Youth Academy will aim to act as an umbrella that connects not only young change-makers, but also organisations and stakeholders from Africa and Europe. It will promote learning, cooperation, and coordination among these stakeholders to create an enabling environment that increases effectiveness and efficiency of interventions promoting the role of young people as actors and multipliers for sustainable development and bridge-builders between Africa and Europe. The aim is to increase the impact by strengthening synergies, harnessing complementarities and creating coherence among interventions of entities from the public and private sector, from civil society and philanthropy as well as education and training providers in Africa and Europe. Besides increasing the quantity, quality and impact of opportunities for young people, the Africa-Europe Youth Academy will serve as the centralising hub that promotes and informs about those opportunities to young people in a coordinated, inclusive and youth-friendly way. The action will embody a strong Team Europe approach to ensure that notably complementarities and linkages between different youth (and leadership) initiatives are strengthened, resources and initiatives are pooled, increasing also visibility and outreach of EU and Member States' actions.

## 2. RATIONALE

### 2.1. Context

1. Policy context for EU partnerships with young people worldwide and in Africa

The action Africa-Europe Youth Academy is grounded in the wider international and multilateral framework on youth policies, notably the Sustainable Development Goals (Goals 4, 5, 10, 16 and 17) and policy developments such as the UN Secretary-General's report 'Our Common Agenda'<sup>4</sup>.

The action is aligned with the European Consensus on Development and the geopolitical priorities of the European Commission, contributing to 'A Stronger Europe in the World'<sup>5</sup>. With its focus on connecting and engaging young people, the action will be part of implementing the EU's Global Gateway strategy.<sup>6</sup> The Africa-Europe Youth

<sup>4</sup> UN, 'Our Common Agenda', 2021. [https://www.un.org/en/content/common-agenda-report/assets/pdf/Common\\_Agenda\\_Report\\_English.pdf](https://www.un.org/en/content/common-agenda-report/assets/pdf/Common_Agenda_Report_English.pdf)

<sup>5</sup> European Commission, 'A Stronger Europe in the World'. [https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world_en)

<sup>6</sup> European Commission, 'The Global Gateway', 2021. [https://ec.europa.eu/info/sites/default/files/joint\\_communication\\_global\\_gateway.pdf](https://ec.europa.eu/info/sites/default/files/joint_communication_global_gateway.pdf)

Academy is also a key action of the Youth Action Plan in EU External Action<sup>7</sup> and its three pillars: partnerships to engage, partnerships to empower and partnerships to connect. The action aims to notably contribute to support partnerships to connect through which the EU aims to promote youth mobility, exchanges and networking as an essential aspect of the people-to-people dimension of the Global Gateway strategy. The action will contribute to all pillars as it will provide opportunities to young leaders in their respective fields and communities to connect, exchange, improve their leadership skills and create a network of change-makers.

At the 6<sup>th</sup> EU-AU Summit, African and European leaders confirmed their intention to continue to join efforts to implement youth agendas. At the Summit the Global Gateway Africa-Europe Investment Package<sup>8</sup> was also announced. It includes a flagship on ‘Youth Mobility for Africa’, of which the Africa-Europe Youth Academy forms part. The flagship aims to promote learning mobility and empower African youth for sustainable employability and active citizenship. The action will contribute to reaching the flagship’s goals by providing opportunities for youth through non-formal or formal education offers and by aiming to make learning mobility and youth empowerment actions more effective, efficient, and inclusive.

The action is aligned with the aspiration set out in the African Union Agenda 2063, of ‘An Africa, whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children’, and the recognition that ‘Africa’s women and youth shall play an important role as drivers of change’. It is further in line with the African Youth Charter, and the African Plan of Action for Youth Empowerment(2019-2023).

Building on the potential of culture to connect young people, promoting cultural relations and enabling intercultural dialogue, the action will contribute to the objectives and principles outlined in the 2016 Towards an EU strategy for international cultural relations.<sup>9</sup> Moreover, the action is in line with the EU Action Plan on Human Rights and Democracy 2020-2024 that stresses the need to ensure youth’s equal, full, effective and meaningful participation in all spheres and levels of public and political life.<sup>10</sup> The action will also support the EU’s Action Plan on Gender Equality and Women’s Empowerment in External Action 2021–2025 (GAP III)<sup>11</sup> aiming at accelerating progress on empowering women and girls. The principles of the EU Strategy for the Rights of Persons with Disabilities 2021-2030 will underpin the action.<sup>12</sup> Furthermore, the action complements the EU’s humanitarian work on youth as exemplified in its humanitarian gender policy (2013)<sup>13</sup> and as implemented through its humanitarian gender-age marker (2014)<sup>14</sup> and links with principles for working with youth in humanitarian aid contexts.<sup>15</sup>

The action is fully in line with the EU Youth Strategy (2019-2027) and will create strong synergies between EU internal and external actions and policies. The action will build strong complementarities with Erasmus + and the European Solidarity Corps as well as with other initiatives targeting young people.

## 2. Young people as multipliers for sustainable development and bridge-builders between Africa and Europe

<sup>7</sup> European Commission and EEAS, ‘Youth Action Plan in EU external action for 2022-2027’, 2022. [https://ec.europa.eu/commission/presscorner/detail/en/qanda\\_22\\_5882](https://ec.europa.eu/commission/presscorner/detail/en/qanda_22_5882)

<sup>8</sup> European Commission, ‘EU-Africa: Global Gateway Investment Package’, 2022. [https://ec.europa.eu/commission/presscorner/detail/en/fs\\_22\\_871](https://ec.europa.eu/commission/presscorner/detail/en/fs_22_871)

<sup>9</sup> European Commission and EEAS, Joint Communication Towards an EU strategy for international cultural relations 2016. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=JOIN%3A2016%3A29%3AFIN>

<sup>10</sup> European Commission, ‘EU Action Plan on Human Rights and Democracy 2020-2024’, 2020. [https://ec.europa.eu/transparency/documents-register/api/files/JOIN\(2020\)5\\_0/de0000000005737?rendition=false](https://ec.europa.eu/transparency/documents-register/api/files/JOIN(2020)5_0/de0000000005737?rendition=false)

<sup>11</sup> The [Gender Action Plan III](#) is a Joint communication by the Commission and the High Representative of the Union for Foreign Affairs and Security Policy which was welcomed through [EU Presidency Conclusions](#) of 16 December 2020. Drafting was led by European Commission in close consultation with EU Member States, EEAS, civil society organisations, partner governments, and international organisations (UN entities, International Finance Institutions among others). The different parties contributed to the drafting of the document through meetings and through responses to a survey conducted during the process.

<sup>12</sup> European Commission, ‘Strategy for the Rights of Persons with Disabilities 2021-2030’, 2021. <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8376&furtherPubs=yes>

<sup>13</sup> European Commission, ‘Thematic Policy Document n°6, Gender: Different Needs, Adapted Assistance’, 2013. [https://ec.europa.eu/echo/files/policies/sectoral/gender\\_thematic\\_policy\\_document\\_en.pdf](https://ec.europa.eu/echo/files/policies/sectoral/gender_thematic_policy_document_en.pdf)

<sup>14</sup> European Commission, ‘Gender-Age Marker toolkit’, 2013. [https://ec.europa.eu/echo/files/policies/sectoral/gender\\_age\\_marker\\_toolkit.pdf](https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf)

<sup>15</sup> IASC, ‘With us & for us: Working with and for Young People in Humanitarian and Protracted Crises’, UNICEF and NRC for the Compact for Young People in Humanitarian Action’, 2020: <https://interagencystandingcommittee.org/events/iasc-guidelines-working-and-young-people-humanitarian-and-protracted-crises>

By 2030, the world's population aged 15-24 will have grown to nearly 1,3 billion, which corresponds to just over 15% of the projected total world population of 8,5 billion.<sup>16</sup> Currently, around 60% of Africa's population is younger than 25 years and in sub-Saharan Africa 70% of the population is under the age of 30.<sup>17</sup> Demographic predictions show that Africa's youth population will double by 2050. The African youth is amounting to 22.7% of the world's total youth population and expected to be almost half of the world's youth by 2100.

The demographic relevance of young people in Sub-Saharan Africa requires policy responses that allow young people to gain the skills and opportunities to actively shape their societies and their future. Young people have the potential to be key agents of change in the achievement of the Sustainable Development Goals. With a growing global youth population, building partnerships with young people is fundamental to build stronger, more legitimate, inclusive, peaceful, and democratic societies, underpinned by human rights and the rule of law.

The results of the consultation process for the Youth Action Plan in EU External Action show the importance of a comprehensive approach to youth policies, plans and programmes, and of ensuring youth participation, inclusion and equality. It highlights the urgency to take into account the specific and diverse needs of young people in their particular context, which is neither homogenous nor static. There is a need to take into account the situations of vulnerability or socio-economically disadvantaged backgrounds, or youth that face challenges related to disabilities as well as gender equality and sexual orientation, to increase the inclusiveness of opportunities offered to young people.

At the same time there are many shared challenges among young people in Africa and Europe. For example, the #YourVoiceYourFuture report<sup>18</sup>, based on polls run in Africa and Europe with responses of a total of 450 000 young people between the ages of 14 and 35, underlined the following needs and aspirations of young people: 91% of young Africans and Europeans would like to be more involved in political decision-making, but 59% claim that they have no direct access to policymakers. The same report also shows that 88% of young people in Africa and Europe say that they feel responsible for tackling climate change, while 71% want to play a role in the green transition.

Furthermore, there is a growing interest to engage in intercultural exchanges and partnerships among young people in Africa and Europe. International exposure increases individual employability and encourages future generations to think beyond national borders, while developing effective skills among tomorrow's practitioners and decision-makers. Supporting the capacities and opportunities of young people to become bridge-builders between Africa and Europe will allow to develop sustainable partnerships and mutual understanding among young people that will help to strengthen the social, economic, cultural, and political relations among the two continents in the medium- and long-term.

## 2.2. Problem Analysis

The Africa-Europe Youth Academy aims to address the following challenges:

1. Limitations to the active role of young people as multipliers for sustainable development and bridge-builders between Africa and Europe

Many young Africans are concerned by global issues affecting them, such as climate change and environmental crises, and are informed in their choices and decisions by the impact of global processes.<sup>19</sup> While many young people are already actively working as multipliers to promote sustainable development, many others cannot

<sup>16</sup> UN, 'Youth World Report', 2020. <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/07/2020-World-Youth-Report-FULL-FINAL.pdf>

<sup>17</sup> United Nations, 'Young People's Potential, the Key to Africa's Sustainable Development', 2021. <https://www.un.org/ohrlls/news/young-people%E2%80%99s-potential-key-africa%E2%80%99s-sustainable-development> and World Economic Forum, 'Why Africa's youth hold the key to its development potential', 2022. <https://www.weforum.org/agenda/2022/09/why-africa-youth-key-development-potential/#:~:text=Today%2C%20more%20than%2060%25%20of,constitute%2042%25%20of%20global%20youth.>

<sup>18</sup> UNICEF, U-Report, '#YourVoiceYourFuture report', 2021, (based on four U-Report polls run in Africa and Europe, in 2020.) [https://ec.europa.eu/international-partnerships/news/yourvoiceyourfuture-young-people-want-more-say-political-decision-making\\_en](https://ec.europa.eu/international-partnerships/news/yourvoiceyourfuture-young-people-want-more-say-political-decision-making_en)

<sup>19</sup> UNICEF, 'African youth report reconsidering having children due to climate change at higher rate than youth from other regions', 2022. <https://www.unicef.org/press-releases/unicef-poll-african-youth-report-reconsidering-having-children-due-climate-change>

transform this interest into action, because they do not always have adequate capacities and opportunities to start or scale-up their actions.<sup>20</sup> Over the past decade, nearly 200 leadership-focused educational programmes have been established in Africa, and yet demand largely outstrips supply across all countries and sub-regions with regard to youth (leadership) initiatives.<sup>21</sup> This also links with the growing demand for non-formal education offers that complements formal learning opportunities and gives young people the skills and opportunities to act as active citizens, multipliers for sustainable development and bridge-builders between countries and continents.

While learning mobility are an important part of empowering young people, lessons learned have shown that it is important to prepare a local enabling environment for those mobilities to have a sustainable and long-lasting effect, e.g. by supporting young people's role as multipliers after their learning mobilities. Therefore, the Africa-Europe Youth Academy will not only provide mechanisms for exchanges, collaboration and learning of young people from different countries and continents, but also provide opportunities to young people willing to develop their leadership skills to become more effective multipliers for sustainable development in their communities. Moreover, the Academy will address, in synergy with existing mechanisms, the challenges of a lack of alumni engagement to make the effects of youth (leadership) actions more sustainable.

Both the Youth Action Plan consultations with young people in Europe and Africa and the consultation with members of Youth Sounding Boards have shown that young people both in Africa and in Europe want to work together to address shared challenges and propose solutions to them. Young people on both continents highlight the potential of mutual learning and joint work to address global and local issues alike, from climate change and environmental crises to local issues of inequality and discrimination, where solutions can be exchanged and mutual learning on best practice from other countries and communities can make a contribution to sustainable development. The AU-EU Youth Cooperation Hub Pilot projects connecting African and European youth show that joint action brings better results and synergies can be built between young Africans and Europeans for enhanced dialogue and shared leadership on global problems. However, opportunities for exchange, cooperation and mutual learning (e.g. about Africa-EU relations and its policy framework, key policy areas etc.) among African and European young people with the potential to act as bridge-builders between both continents are still limited.

2. Limited offer to young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation

Young people are one of the most internationally mobile groups – over a quarter of young Africans would be eager to move to another continent to pursue quality education or training.<sup>22</sup> While learning mobility enhances also individual employability and encourages future next generations to think beyond national borders, many existing opportunities are very often in practice only accessible to a smaller part of society. Notably young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation very often do not have the prerequisites such as formal education level or face a variety of social, cultural and economic barriers that limit their participation to many of the existing learning offers. To tackle these issues and make the learning offer under the Academy more inclusive, it is important to accompany it with specific actions that target young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation, e.g. through specific small-scale projects, train the trainer and multiplier actions led by youth, or through specific mentoring and support for those young people with the potential to act as multipliers and bridge-builders from these target groups. Special attention will also be given to address the digital divide in access to learning and to include youth from rural areas.

<sup>20</sup> Betchoo, Nirmal Kumar, 'Empowering youth in sub-Saharan Africa's development YOUTH AS A CATALYST IN SUB-SAHARAN AFRICA'S ECONOMIC DEVELOPMENT', 2014. <https://www.walshmedicalmedia.com/open-access/empowering-youth-in-sub-Saharan-africas-development-youth-as-a-catalyst-in-sub-Saharan-africas-economic-development.pdf>

<sup>21</sup> Strong, K. and the AYLS Research Team, 'African Youth Leadership Study (AYLS)', 2019. <https://africanyouthleadershipstudy.com/>

<sup>22</sup> UNICEF, '#YourVoiceYourFuture U-Report', 2022. <https://www.unicef.org/eu/media/1281/file/English.pdf>

### 3. Limited coordination and cooperation among stakeholders engaged in the field of youth from Africa and the EU

There are many and diverse stakeholders in the area of youth empowerment and leadership in Africa (and between Africa and Europe), with over 200 leadership programmes set up in the last decade.<sup>23</sup> However, reports and research show that the efficiency, effectiveness and overall impact of such initiatives might be hampered by limited coordination and cooperation among stakeholders.<sup>24</sup> Synergies are needed, complementarities should be harnessed, learning encouraged and coherence among interventions of entities from the public and private sector, from civil society and philanthropy as well as education and training providers in Africa and Europe enhanced. The Africa-Europe Youth Academy will therefore provide the platform for learning, networking and experience-sharing among stakeholders from Africa and Europe to increase capacities and provide an enabling environment that will lead to more and better offer in the areas of the action. Moreover, the action will, notably through a stronger Team Europe approach, aim to increase not only the quantity and quality of the offer to young people, but also improve the outreach and visibility by pooling resources and centralising promotion of such offers.

#### **Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:**

The action will primarily target young people in Africa and Europe,

- Young people in Africa and the EU with the potential to act as multipliers for sustainable development and/or as bridge-builders between African and Europe;
- Young people with an interest in Africa-EU relations, EU fundamental values, policy priorities, youth empowerment and other subjects related to the relations between Africa and the EU.
- Young people in situations of vulnerability or from disadvantaged socio-economic backgrounds;
- Young people that face discrimination related to their gender or sexual orientation;
- Young people with disabilities;
- Young people that have or want to participate in other EU and MS actions.

The action will also target stakeholders active in the area of youth empowerment and leadership such as:

- Youth organisations, grassroots youth-led initiatives and informal youth groups;
- Youth workers and educators working with youth;
- Civil society organisations and philanthropies working with youth;
- Education and training providers;
- Private sector organisations from the EU and Africa, creating opportunities for youth;
- Regional, national or sub-national authorities in Africa concerned with education, youth and sustainable development;
- EU Member States and their cooperation agencies, including youth programmes funded by them;
- International Organisations;
- Other donors and providers of leadership programmes in Africa and between Africa and the EU;
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## 3. DESCRIPTION OF THE ACTION

### 3.1. Objectives and Expected Outputs

The Overall Objective of this action is to ensure that young people act as multipliers of sustainable development and bridge-builders between Africa and Europe

The Specific Objectives of this action are to:

<sup>23</sup> Strong, K. and the AYLS Research Team, 'African Youth Leadership Study (AYLS)', 2019. <https://africanyouthleadershipstudy.com/>

<sup>24</sup> Musau, Z.: 'Africa grapples with huge disparities in education' in Africa Renewal/United Nations, December 2017-March 2018 <https://www.un.org/africarenewal/magazine/december-2017-march-2018/africa-grapples-huge-disparities-education>

**Specific Objective 1:** To increase opportunities for young people in their diversity to act as leaders and multipliers for sustainable development at social, economic, cultural and political level

**Specific Objective 2:** To improve quality and accessibility of youth leadership actions in Africa and between Africa and Europe.

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives are:

### **Outputs contributing to Specific Objective 1**

Output 1.1. Improved offer of non-formal education and training related to youth leadership, sustainable development and Africa-Europe relations

Output 1.2. Strengthened capacities of young people in situations of vulnerability (disadvantaged backgrounds, with disabilities and/or discriminated against based on their gender or sexual orientation) to contribute to sustainable development.

Output 1.3. Increased equal opportunities for learning and cooperation among young multipliers and bridge-builders between Africa and Europe

### **Outputs contributing to Specific Objective 2**

Output 2.1. Promoted new partnerships and cooperation activities among stakeholders active in the field of youth empowerment, girls empowerment and inclusive youth leadership in Africa and Europe

Output 2.2. Increased awareness among young people of the training, exchange and cooperation opportunities available in the framework of Africa-Europe relations.

## **3.2. Indicative Activities**

### **Indicative activities related to Output 1.1**

- Provide online training offer on policy areas such as climate change and youth empowerment tools, issues of Africa-Europe relations, including individual learning paths and certification by accredited institutions;
- Promote youth-responsive and youth-led training offer, including through training and mentoring;
- Create synergies with existing learning offer, promote learning offer via well-known platforms to reach large audiences and promote new partnerships to increase the learning offer, in synergies with Erasmus+;
- Provide international mobility opportunities for youth from Africa and the EU, including virtual mobility;
- Incubator/accelerator programmes to train young multipliers of sustainable development and bridge-builders, including formal and non-formal learning offer (online, hybrid, physical), peer-learning, peer-mentoring and peer-coaching, as well as mentoring and support to young people's initiatives to act as multipliers of sustainable development and bridge-builders between Africa and Europe;

### **Indicative activities related to output 1.2.**

- Offer learning opportunities for young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation to contribute to sustainable development.
- Strengthen the skills of young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation to act as multipliers and bridge-builders;

- Support young people to act as multipliers and bridge-builders by empowering their peers in situations of vulnerability and from disadvantaged backgrounds, young peers with disabilities and that face discrimination based on their gender or sexual orientation;
- Support local youth leadership initiatives that have a specific focus on targeting young people in situations of vulnerability and from disadvantaged background, young people with disabilities, and young people that face discrimination based on their gender or sexual orientation.

#### Indicative activities related to output 1.3.

- Connect youth and alumni from various EU and MS initiatives, e.g. joint activities and peer-learning of Youth Sounding Boards and advisory structures.
- Support to self-organised local activities of young leaders and, e.g. setting-up self-organised alumni associations and Africa-Europe clubs to discuss topics of interest and provide platforms for exchanges among African and with European youth;
- Support multi-stakeholder partnerships to provide spaces for youth-led and alumni activities, e.g. in partnership with EU National Institutes of Culture;
- Support discussion fora, conferences and meetings of youth, e.g. webinars, meet and greet activities with African and European leaders and influential people, etc.;
- Support alumni engagement, including small grant support to alumni initiatives;
- Coordinate activities with other EU and MS alumni engagement initiatives.

#### Indicative activities related to output 2.1.

- Learning, coordination and cooperation activities among key stakeholders, e.g. EU and MS actors in the field of youth empowerment, youth organisations and public, private (profit and non-profit) organisations active in the leadership training field, e.g. through youth policy labs and dialogues;
- Establish new partnerships to enlarge the offer of the Africa-Europe Youth Academy among actors from the public and private sector, philanthropy and civil society in Africa and the EU, notably in synergies with Erasmus+.

#### Indicative activities related to output 2.2.

- Joint outreach, information and training activities to make EU support to youth more well known and more inclusive, e.g. targeting young people in in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation is increased.
- Promote synergies with outreach and promotion actions in the context of the European Youth Portal, Erasmus+, and the Study in Europe portal etc.
- Increase the accessibility of the outreach and promotion offer to increase the inclusivity of youth actions.
- Create partnerships with youth and youth organisations to promote the offer of the action and to reach new audiences.

### 3.3. Mainstreaming

#### **Environmental Protection & Climate Change**

Even though the RIO markers are not part of the action's objectives and outputs, environmental sustainability is key for the action. The action will aim to support young people's initiatives in implementing environmental sustainability, biodiversity, climate mitigation and adaptation activities. Environmental sustainability will be mainstreamed throughout the action and promoted at all levels.

#### **Outcomes of the SEA screening**

The Strategic Environmental Assessment (SEA) screening concluded that no further action was required.

**Outcomes of the EIA (Environmental Impact Assessment) screening** (relevant for projects and/or specific interventions within a project)

The EIA (Environment Impact Assessment) screening classified the action as Category C.

**Outcome of the CRA (Climate Risk Assessment) screening** (relevant for projects and/or specific interventions within a project)

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk

### **Gender equality and empowerment of women and girls**

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that gender equality is a significant objective. The equal participation in the action's activities of young women and men in all their diversity is foreseen. The action will support activities that aim at increasing gender equality and women empowerment, as well as initiatives led by young people that face discrimination related to gender or sexual orientation. The action will have an intersectional approach, considering young people in all their diversity.

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### **Human Rights**

The action adopts a rights-based approach and includes support to applying all rights equally, leaving no one behind, increased accountability and transparency, as well as inclusiveness, non-discrimination and participation. Inclusiveness is addressed throughout the intervention logic. Synergies with existing mechanisms such as the Global Campus for Human Rights will be sought.

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### **Disability**

This action is labelled as D1. This implies that young people with disabilities are targeted significantly in this action. The action aims to empower youth with disabilities to participate actively in learning, exchanges, activities and efforts to promote sustainable development. Reasonable accommodation, accessibility and support will be provided to make sure youth with disabilities are able to participate in all project outputs and activities.

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### **Reduction of inequalities**

Many youth leadership programmes and learning mobility programmes are in practice only accessible to a smaller part of society and exclude the poorest 40% of young people which very often do not have the prerequisites such as formal education level or face a variety of social, cultural and economic barriers that limit their participation to much of the existing learning offer. Attention will also be given to mitigate inequalities in the access to digital means of learning and the urban/rural divide. To tackle these issues and make the learning offer under the Academy more inclusive, there is a specific objective to support young people that are disadvantaged and will pay attention to intersectionality.

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### **Democracy**

The action will contribute to the empowerment of young people for their active participation in society. The action will strengthen young people's role in civil society and empower them to be active citizens. Young people in their diversity shall be empowered to be agents of change and multipliers for sustainable development. Moreover, the action will strengthen the role of young people in the social, economic, cultural and political relations between Africa and Europe.

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### **Conflict sensitivity, peace and resilience**

A conflict analysis or a conflict sensitivity assessment has not been carried out. However, the action will take conflict sensitivity, peace and resilience into account in the implementation phase. In accordance with United Nations Security Council Resolution 2250, young people are seen as key actors in ensuring peace and security, not least because their lives are most affected by the impact of conflicts and insecurity. Indicative activities under specific objective 1 include activities aiming to empower these young people. Specific consideration will be given to the fact that youth in fragile and conflict areas might need specific outreach mechanisms and support actions adapted to context.

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### **Disaster Risk Reduction**

Although the action does not specifically target disaster risk reduction, the youth-led projects implemented under Output 1.1. to 1.3. could include activities to reduce the risks of disasters or to contribute to disaster management.

### **Culture and intercultural dialogue**

The action shall have strong cultural dimension strengthening intercultural awareness and dialogue, addressing therefore EU International Cultural Relations policies and the principles outlined in the Joint Communication Towards an EU strategy for international cultural relations<sup>25</sup>, such as reciprocity, mutual learning and co-creation.

### 3.4. Risks and Lessons Learnt

| <b>Category</b>                     | <b>Risks</b>   | <b>Likelihood<br/>(High/<br/>Medium/<br/>Low)</b> | <b>Impact<br/>(High/<br/>Medium/<br/>Low)</b> | <b>Mitigating measures</b>  |
|-------------------------------------|--|---|---|---|
| 2 - Planning, processes and systems | There is a risk of duplication and overlaps between the action and existing programmes by other actors, notably EU and Member States (leadership programmes between EU and Africa) or insufficient synergies with national, regional and other global actions. | Medium  | Low   | A dedicated objective focusing on learning, cooperation and coordination is included in the action. Synergies and complementarities with major national, regional initiatives and with other global programmes (such as Youth Sounding Boards and Advisory Structures, the Youth Empowerment Fund and the Women and Youth in Democracy Initiative) have been identified and will continue to be sought in the inception and implementation phase. The inclusion of stakeholders, notably in a Team Europe approach, in the formulation phase and during the implementation contributes to ensuring complementarity. Administrative complexities and costs will be reduced by pooling resources and docking on to larger programmes, such as Erasmus+. |
| 3 - People and organisations        | The action risks excluding young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation.                               | High  | High  | A specific output is introduced in the intervention logic. The risk will also be mitigated by involving young people throughout the formulation and implementation of the action (e.g. Youth Sounding Boards, alumni of other programmes) and by creating local partnerships and specific actions to reach, engage and  |

<sup>25</sup> European Commission and EEAS, 'Towards an EU strategy for international cultural relations, 2016. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=JOIN%3A2016%3A29%3AFIN>

|                                     |  |        |        |  |
|-------------------------------------|--|--------|--------|--|
|                                     |  |        |        | empower youth from less favourable backgrounds. Open and transparent selection process, targeted campaigns, reasonable accommodation and means of inclusive communication will be used to ensure the access and participation of those with disabilities throughout the activities.  |
| 3 - Planning, processes and systems | There is a risk that there is a mismatch between demand and offer of capacity-building and opportunities for young people. | Medium | High   | <p>The action will develop a stringent needs and capacity assessment mechanism, built on best examples and experiences of programmes such as Erasmus+.</p> <p>Specific attention will be put on the role of youth participation. This is why the action will need a very strong youth participation dimension with regular feedbacks and mechanisms for young people to not only have a passive role as recipients, but also an active one in shaping and co-creating the learning activities as well as acting as instructors and multipliers themselves.</p> |
| 2 - Planning, processes and systems | There is a risk of limited sustainability of the action, notably the training offer.                                       | High   | Medium | The mitigation measures will comprise actions such as: link and build the training offer in synergy with large-scale offers such as Erasmus+, providing training on well-known education platforms, support the creation of long-lasting partnerships among stakeholders. On the side of beneficiaries, the action will aim to support alumni engagement.  |
| 2 – Planning, processes and systems | Cooperation among stakeholders and intercultural dialogue among youth might be more challenging than expected.             | High   | High   | Specific attention will be given to support measures, including intercultural dialogue, that will allow both stakeholders and young people to engage more easily with counterparts from other countries and regions. Moreover, the action is built on principles of co-ownership and equality between partners; most of the activities will be built on equal partnership between EU and African   |

|                                    |  |        |      |   |
|------------------------------------|--|--------|------|---|
|                                    |  |        |      | <p>partners; some actions will be only available to African partners.</p> <p>There will be specific attention on culture, notably the role of cultural heritage, cultural diversity and intercultural dialogue. Linguistic diversity will be taken into account in the offer of the training session.</p> <p>Barriers to mobility might be reduced through coordination and support mechanisms for young people, as well e-learning and virtual exchange models.</p>  |
| 5<br>Communication and information | There is a risk that the engagement and outreach activities are neither sufficiently promoted, incentivised nor accessible, nor meet the needs and interests of young people, especially of those living in more disadvantaged situations, and will not reach the adequate level of participation and critical mass to make a transformative impact. | Medium | High | <p>This risk will be mitigated by (a) involving young people, notably from disadvantaged backgrounds throughout the formulation and implementation of the action, (b) by adjusting the content and activities, active outreach and ensuring its relevance and accessibility for young people and (c) by promoting the use of existing engagement tools and resources (Erasmus+ networks, EU alumni platform) among stakeholders. Partnerships with organisations that have a large potential to reach out to relevant target groups are foreseen under the indicative activities.</p> |

### Lessons Learnt

Young people and stakeholders highlight the importance of increasing the diversity of programmes that support youth leadership. Lessons learned show that many programmes focus on the same, rather small target group (notably, young people with prior experience and expertise/competencies such as language, travel experience, presentation skills etc), that might benefit from varied and repeated support. This holds especially true for support involving international mobility. Therefore, it is important to widen access to youth leadership programmes among young people and groups that have previously not benefitted from similar initiatives, notably young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation. The action should be built on an open and inclusive definition of leadership, allowing for the participation of young people with limited experience, but keen interest and ‘to use your influence, skills, and capacities to empower the people around you in their quest to solve their challenges or working towards a common goal’ (Youth Sounding Board for European Commission International Partnerships).

Strong local partnerships and decentralised modalities to allow participation of smaller and grassroots organisations, including a strong sub-granting and micro-granting component allowing young people to implement their actions have been proven to be effective tools in youth empowerment and leadership. Such local, grassroots mechanisms do not only empower a more diverse set of young people and bring them closer to take part in international mobility,

but also create an enabling environment which allows organisations to build capacity to form international partnerships and alumni to multiply and share their learnings.

The action builds on the demand of young people and stakeholders to strengthen the opportunities for mutual, reciprocal exchange, cooperation and partnerships between young people Africa and Europe. The need for greater mobility opportunities and building of young people's leadership and capacity to engage in policy processes and act as leaders in their communities was noted extensively in the Youth Action Plan consultation process including by young people and key stakeholders. Strengthening the international dimension is one of the most important aspects of young people's participation in leadership programmes. Intercultural exchange mechanisms will reinforce dialogue and equality between partners as well as making learning experiences more meaningful. Lessons learned, however, also show that isolated mobility offers (i.e. without on-the-ground support and mentoring/capacity-building of local actors and young people) are not inclusive enough and might lack impact and sustainability as young people face barriers for socio-economic and cultural reasons to take part in such activities or, if they do so, might not stay engaged after their mobility experience.

Lessons learned have shown the advantages of virtual exchange and training methods and experiences of the COVID-19 pandemic and restrictions on mobility have proven that online tools and platforms are a good complementary tool for leadership education and training. However, lessons learned show that the action should allow for in-person meetings, networking and learning opportunities, and allow for hybrid as well as asynchronous and synchronous learning arrangements, together with local support and capacity-building measures (mentoring/onboarding, local activities etc.).

### 3.5. The Intervention Logic

The underlying intervention logic for this action is that if (Output 1.1.) the offer of non-formal education and training related to youth leadership, sustainable development and Africa-Europe relations is improved, if (Output 1.2.) young people in situations of vulnerability (from disadvantaged backgrounds, young people with disabilities and/or young people that face discrimination based on their gender or sexual orientation), have increased their capacities to contribute to sustainable development and if (Output 1.3.) equal opportunities for learning and cooperation among young multipliers and bridge-builders between Africa and Europe are increased, then (Specific Objective 1) the opportunities for young people in their diversity to act as leaders and multipliers for sustainable development at social, economic, cultural and political level are increased.

Moreover, if (Output 2.1.) new partnerships and cooperation activities among stakeholders active in the field of youth empowerment, girls' empowerment and inclusive youth leadership in Africa and Europe are promoted and (Output 2.2.) awareness among young people of the training, exchange and cooperation opportunities available in the framework of Africa-Europe relations is increased, then (Specific Objective 2) the quality and accessibility of youth leadership actions in Africa and between Africa and Europe is improved.

If the opportunities for young people in their diversity to act as leaders and multipliers for sustainable development at social, economic, cultural and political level are increased (Specific Objective 1) and if the quality and accessibility of youth leadership actions in Africa and between Africa and Europe is improved (Specific Objective 2), then it will have contributed to ensuring that young people act as multipliers of sustainable development and bridge-builders between Africa and Europe (Overall Objective).

The intervention logic builds on the assumptions that: young people in the EU and Africa want to act as multipliers and bridge-builders; that there is sufficient civic space to act as change-makers, multipliers and bridge-builders; that stakeholders have sufficient interest and means to create and maintain partnerships; that stakeholders are willing to increase the quality, quantity and accessibility of youth leadership actions associated with the Africa-Europe Youth Academy; that young people in the EU and Africa are interested in engaging in capacity-building and in opportunities to act as multipliers and bridge-builders; that young people in situations of vulnerability (from disadvantaged backgrounds, young people with disabilities and/or young people that face discrimination based on their gender or sexual orientation) are interested and able to engage in capacity-building and in opportunities to act as multipliers and bridge-builders; that young people are interested to learn from each other and to engage in intercultural activities, including after the end of their participation in trainings; there is sufficient interest from stakeholders to learn, cooperate and coordinate among themselves and that young people are interested to receive information.

### 3.6. Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

| Results          | Results chain (@):<br>Main expected results<br>(maximum 10)   | Indicators (@):<br>(at least one indicator per<br>expected result)   | Baselines<br>(values and years)   | Targets<br>(values and years)   | Sources of<br>data   | Assumptions   |
|------------------|---|--|---|---|--|---|
| <b>Impact</b>    | It is ensured that young people act as multipliers of sustainable development and bridge-builders between Africa and Europe   | <p>1 World Values Survey Indicator: Interest in politics</p> <p>2 Afrobarometer indicator: In order for our country to do well, we should listen more to fresh ideas from young people</p> <p>3 SDG Indicator: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> <p>4 SDG Indicator: Ratio of young members in parliament (Ratio of the proportion of young members in parliament (age 45 or below) in the proportion of the national population (age 45 or below) with the age of eligibility as a lower bound boundary), Upper Chamber. Disaggregated by Sex.</p> | <p>1 TBC in the inception phase</p> <p>2 TBC in the inception phase</p> <p>3 TBC in the inception phase</p> <p>4 TBC in the inception phase</p>             | <p>1 TBC in the inception phase</p> <p>2 TBC in the inception phase</p> <p>3 TBC in the inception phase</p> <p>4 TBC in the inception</p>                   | <p>1 World Value Survey</p> <p>2 Afrobarometer</p> <p>3 SDG 4.3.1</p> <p>4. SDG 16.7.1</p>   | <i>Not applicable</i>   |
| <b>Outcome 1</b> | Increased opportunities for young people in their diversity to act as leaders and multipliers for sustainable development at social, economic, cultural and political level | <p>1.1. Percentage of young people, trained and/or supported by the intervention, who report that they are using the competences gained through the action as leaders and multipliers. Disaggregated by sex, age, disability and/or specific background.</p> <p>1.2. Number of young people reached by activities of young people acting as multipliers (indirect participants), Disaggregated by sex, age,</p>  | <p>1.1. TBC in the inception phase</p> <p>1.2. TBC in the inception phase</p> <p>1.3. TBC in the inception phase</p> <p>1.4. TBC in the inception phase</p> | <p>1.1. TBC in the inception phase</p> <p>1.2. TBC in the inception phase</p> <p>1.3. TBC in the inception phase</p> <p>1.4. TBC in the inception phase</p> | <p>1.1. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.2. Baseline and endline surveys conducted and budgeted by</p> | <p><i>Young people in the EU and Africa remain interested in becoming multipliers and bridge-builders.</i></p> <p><i>The young people participating in the project still have enough civic space to act as change-makers,</i></p> |

|                  |   |   |  |  |  |  |
|------------------|---|---|--|--|--|--|
|                  |   | <p>disability and/or specific background.</p> <p>1.3. Number of young people who have accessed mobility opportunities for youth from Africa and the EU, including virtual mobility. Disaggregated by sex, age, disability and/or specific background</p> <p>1.4. Number of alumni of the programme active in EU alumni networks. Disaggregated by sex, age, disability and/or specific background .</p>   |  |  | <p>the EU-funded intervention</p> <p>1.3. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.4. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p>                                  | <p><i>multipliers and bridge-builders.</i></p> <p><i>Stakeholders have sufficient interest and means to create and maintain partnerships.</i></p> <p><i>Stakeholders are willing to increase the quality, quantity and accessibility of youth leadership actions associated with the intervention.</i></p> |
| <b>Outcome 2</b> | Improved quality and accessibility of youth leadership actions in Africa and between Africa and Europe. | <p>2.1. Number of public and private institutions that have been involved in the field of youth empowerment with the support of the intervention. Disaggregated by country and type of institution/organisations</p> <p>2.2. Number of actors from the public and private sector that are actively involved in the development of contents, trainings and/or dialogues related to the Africa-Europe Youth Academy. Disaggregated by country and type of institution/organisations</p> <p>2.3. Number of young people who have participated in initiatives and programmes funded by the multi-</p> | <p>2.1. TBC in the inception phase</p> <p>2.2. TBC in the inception phase</p> <p>2.3. TBC in the inception phase</p> | <p>2.1. TBC in the inception phase</p> <p>2.2. TBC in the inception phase</p> <p>2.3. TBC in the inception phase</p> | <p>2.1. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>2.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>2.3. Baseline and endline surveys conducted and budgeted by</p> |  |

|   |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
|   |  | stakeholder partnerships fostered through the intervention.  |  |  | the EU-funded intervention  |   |
| <b>Output 1<br/>relating to Outcome 1</b> | Improved offer of non-formal education and training related to youth leadership, sustainable development and Africa-Europe relations . | <p>1.1.1 Number of young people who have increased their knowledge on sustainable development, leadership and Africa-Europe relations through the training programmes offered by the Africa-Europe Youth Academy. Disaggregated by sex, age, disability and/or specific background.</p> <p>1.1.2. Number initiatives, led by young people, who have received technical and/or financial support through the incubator/accelerator programmes. (including the corresponding disaggregation)</p> <p>1.1.3. Number of partnerships that have been established to increase and/or improve the existing training offer. Disaggregated by country, type of institution and/or sector</p> | <p>1.1.1. TBC in the inception phase</p> <p>1.1.2. TBC in the inception phase</p> <p>1.1.3. TBC in the inception phase</p> | <p>1.1.1. TBC in the inception phase</p> <p>1.1.2. TBC in the inception phase</p> <p>1.1.3. TBC in the inception phase</p> | <p>1.1.1. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.1.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.1.3. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> | <p><i>Young people in the EU and Africa are interested in engaging in capacity-building and in opportunities to act as multipliers and bridge-builders.</i></p> <p><i>Young people in situations of vulnerability and from disadvantaged backgrounds, young people with disabilities and young people that face discrimination based on their gender or sexual orientation are interested and able in engaging in capacity-building and in opportunities to act as multipliers and bridge-builders.</i></p> <p><i>Young people are interested to learn from each other and to engage in intercultural</i></p> |
| <b>Output 2</b>                           | Strengthened capacities of young people in situations of   | 1.2.1 Number of young people who have participated in peer-to-peer   | 1.2.1. TBC in the inception phase  | 1.2.1. TBC in the inception phase  | 1.2.1. Baseline and endline   |   |

|   |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
| <p><b>relating to Outcome 1</b></p>                     | <p>vulnerability (disadvantaged backgrounds, with disabilities and/or discriminated against based on their gender or sexual orientation) to contribute to sustainable development.</p> | <p>dialogues and/or study visits to exchange good practices on leadership and/or sustainable development. Disaggregated by sex, age, disability and/or specific background .</p> <p>1.2.2. Number of young people who have received technical and/or financial support to implement multiplying and/or bridge-building activities. Disaggregated by sex, age, disability and/or specific background</p> <p>1.2.3. Number of learning activities offered for the target group</p> <p>1.2.4. Number of youth leadership initiatives that have improved their capacity to support and/or attend young peers in situations of vulnerability and from disadvantaged backgrounds (Including the corresponding disaggregation).</p> | <p>1.2.2. TBC in the inception phase</p> <p>1.2.3. TBC in the inception phase</p> <p>1.2.4. TBC in the inception phase</p> | <p>1.2.2 TBC in the inception phase</p> <p>1.2.3 TBC in the inception phase</p> <p>1.2.4. TBC in the inception phase</p> | <p>surveys conducted and budgeted by the EU-funded intervention</p> <p>1.2.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.2.3. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.2.4. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> | <p><i>activities, including after the end of their participation in trainings</i></p> <p><i>There is sufficient interest from stakeholders to learn, cooperate and coordinate among themselves.</i></p> <p><i>Young people are interested to receive information.</i></p> |
| <p><b>Output 3</b><br/><b>Relating to Outcome 1</b></p> | <p>Increased equal opportunities for learning and cooperation among young multipliers and bridge-builders between Africa and Europe.</p>   | <p>1.3.1. Number of peer-learning and peer-mentoring activities among young people.</p> <p>1.3.2. Number of young people who have participated in discussion fora, conferences and policy dialogues with the support of the intervention, disaggregated by sex,</p>  | <p>1.3.1. TBC in the inception phase</p> <p>1.3.2. TBC in the inception phase</p> <p>1.3.3. TBC in the inception phase</p> | <p>1.3.1. TBC in the inception phase</p> <p>1.3.2 TBC in the inception phase</p> <p>1.3.3 TBC in the inception phase</p> | <p>1.3.1. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p>   |   |

|   |   |  |   |   |   |  |
|---|---|--|---|---|---|--|
|   |   | <p>age, disability and/or specific background</p> <p>1.3.3. Number of young people reached through peer-learning and peer-mentoring activities, disaggregated by sex, age, disability and/or specific background</p> <p>1.3.4. Number of self-organised alumni associations and Africa-Europe clubs that have been created and/or strengthened through the intervention to discuss topics of interest and provide platforms for exchanges among African and with European youth.</p> <p>1.3.5. Number of alumni engagement initiatives that have been developed in coordination with EU and MS institutions/organisations.</p> | <p>1.3.4. TBC in the inception phase</p> <p>1.3.5. TBC in the inception phase</p> | <p>1.3.4. TBC in the inception phase</p> <p>1.3.5. TBC in the inception phase</p> | <p>1.3.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.3.3. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.3.4. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> <p>1.3.5. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p> |  |
| <p><b>Output 1</b><br/><b>relating to Outcome 2</b></p> | <p>Promoted new partnerships and cooperation activities among stakeholders active in the field of youth empowerment, girls empowerment and inclusive youth leadership in Africa and Europe.</p> | <p>2.1.1. Number of multi-stakeholders partnerships that have been promoted through the intervention. Disaggregated by country, sector and/or type of partnership</p>  | <p>2.1.1. TBC in the inception phase</p> <p>2.1.2. TBC in the inception phase</p> | <p>2.1.1. TBC in the inception phase</p> <p>2.1.2. TBC in the inception phase</p> | <p>2.1.1. Baseline and endline surveys conducted and budgeted by the EU-funded intervention</p>   |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   |   | 2.1.2. Number of learning, cooperation and coordination activities for stakeholders supported by the action  |  |  | 2.1.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention   |  |
| <b>Output 2<br/>relating to Outcome 2</b> | Increased awareness among young people of the training, exchange and cooperation opportunities available in the framework of Africa-Europe relations. | 2.2.1. Number of people who are better informed on the opportunities offered by Africa-Europe Youth Academy and the multi-stakeholder partnerships fostered by the intervention. Disaggregated by sex, age, disability and/or specific background.<br><br>2.2.2. Number of young people that have been involved in designing and implementing outreach and promotion strategies. Disaggregated by sex, age, disability and/or specific background. | 2.2.1. TBC in the inception phase<br><br>2.2.2. TBC in the inception phase | 2.2.1. TBC in the inception phase<br><br>2.2.2. TBC in the inception phase | 2.2.1. Baseline and endline surveys conducted and budgeted by the EU-funded intervention<br><br>2.2.2. Baseline and endline surveys conducted and budgeted by the EU-funded intervention |  |

## 4. IMPLEMENTATION ARRANGEMENTS

### 4.1. Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the partner countries.

### 4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

### 4.3. Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures<sup>26</sup>.

#### 4.3.1. Indirect Management with an entrusted entity

This action may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria: experience in youth engagement, empowerment, leadership and training actions; ability to create networks among stakeholders, notably EU Member States and their affiliated entities, youth and civil society organisations as well as education and training providers in Africa and Europe; ability to implement the action in its thematic and geographic scope. The implementation by this entity entails specific objectives 1 and 2 of the action.

#### 4.3.2. Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances

If the above implementation modality under indirect management cannot be implemented due to circumstances outside of the Commission's control, as an alternative, a part or the totality of this action may be implemented in direct management through procurement to implement OS1 and OS2.

### 4.4. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the carrying out of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

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<sup>26</sup> [www.sanctionsmap.eu](http://www.sanctionsmap.eu). Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

#### 4.5. Indicative Budget

| Indicative Budget components  | EU contribution<br>(amount in EUR) |
|---|------------------------------------|
| <b>Implementation modalities</b> – cf. section 4.3                    |                                    |
| <b>Objective 1</b> composed of  | 10 000 000                         |
| Indirect management with an entrusted entity 4.3.1.                   | 10 000 000                         |
| <b>Objective 2</b> composed of  | 5 000 000                          |
| Indirect management with an entrusted entity 4.3.1.                   | 5 000 000                          |
| <b>Evaluation</b> – cf. section 5.2<br><b>Audit</b> – cf. section 5.3 | may be covered by another Decision |
| <b>Totals</b>   | 15 000 000                         |

#### 4.6. Organisational Set-up and Responsibilities

The action might foresee a Steering Committee to guide the action, including members of the European Commission and the project implementers. Participation mechanisms of stakeholders, notably EU and MS programmes related to and actors active in the areas of the Africa-Europe Youth Academy will be foreseen.

Meaningful participation mechanisms for young people, notably those currently benefitting from actions or from former beneficiaries (alumni) will be explored, including of young people in situations of vulnerability or from disadvantaged socio-economic backgrounds or those that face disadvantages related to gender equality and young people with disabilities are foreseen. Reasonable accommodation for participants with disabilities are foreseen.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action and may sign or enter into joint declarations or statements, for the purpose of enhancing the visibility of the EU and its contribution to this action and ensuring effective coordination.

## 5. PERFORMANCE MEASUREMENT

### 5.1. Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

Monitoring and reporting shall collect and report disaggregated information regarding sex, disabilities and age. Indicators shall be disaggregated at least by sex and age, at least from 15-35 with intervals of five years. All monitoring and reporting shall assess how the action is taking into account the human rights based approach and gender equality.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring:

- Roles and responsibilities for data collection, analysis and monitoring will be established within the implementing partner organisation.

- Quarterly reports will be presented summarising the main activities and the values of outputs' and direct/intermediate Outcomes' indicators.
- Stakeholders, notably youth, will be consulted regularly by the implementer. Innovative features such as youth-led monitoring or reporting might be foreseen.
- Reporting of beneficiaries shall be adapted to the needs and capacities of young people, taking into account diverse realities and overall youth-friendliness of reporting mechanisms.
- Reporting shall take into account complementarities with actions such as Erasmus+ and others, including by Member States.

## 5.2. Evaluation

Having regard to the importance of the action, a(n) mid-term and final evaluation(s) will be carried out for this action or its components via independent consultants contracted by the Commission or through a joint mission via an implementing partner.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to the objectives of the action, complementarity and synergies among the EU and Member States, as well as the primary target groups of the action.

A final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that youth actions generate long term results and short term results are visible as opportunities for development, rather than statistical improvements in the situation of young people.

All evaluations shall assess to what extent the action is taking into account the human rights-based approach as well as how it contributes to gender equality and women's empowerment. Expertise on human rights and gender equality will be ensured in the evaluation teams.

Evaluations might be undertaken jointly with Member States.

The Commission shall inform the implementing partner at least 1 month in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation may be covered by another measure constituting a Financing Decision.

## 5.3. Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

## 6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

In line with the 2022 [‘Communicating and Raising EU Visibility: Guidance for External Actions’](#), it will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union’s support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

Considering its focus on continental outreach to youth and the objective to foster youth leadership and networks within Africa and between Africa and Europe, this initiative has a strong Public Diplomacy dimension. As such the action will seek to build synergies with Public Diplomacy initiatives organised in HQ and in EU Delegations.

## Appendix 1 REPORTING IN OPSYS

| Action level (i.e. Budget Support, blending) |               |   |
|--|---------------|---|
| <input checked="" type="checkbox"/>          | Single action | Present action: all contracts in the present action |