



EU4Youth

#strongersociety

# Achievements Report 2020

Empowering  
Young People in the  
Eastern Partner  
Countries





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# Executive Summary

Investing in Youth is investing in the future. Creating opportunities, developing the right environment where young people's talents can grow and prosper, are not only important elements in building resilient, sustainable and integrated economies, but are also essential to promote fair and inclusive societies.

On 18 June 2020, the European Commission President, Ursula von der Leyen, participated in an Eastern Partnership leaders' video conference, where country officials discussed the need to build on the success of the '20 Deliverables for 2020' to define future policy objectives. Leaders expressed the political will to continue building an area of shared democracy, prosperity and stability, anchored in our shared values, through a rules-based international order and international law.

Investing in people, particularly young people, remains a 'must-have' to better connect education, research and innovation to the private sector skills demand, and to support the delivery of resilient, sustainable and integrated economies. Youth participation and leadership are also acknowledged as essential in promoting fair and inclusive societies. This is exactly the focus of the EU4Youth programme, which aims to foster the employability and active participation of young people in society through the development of youth leadership and entrepreneurship.



## Key Achievements

The EU4Youth team for the Eastern Partnership is proud to present this second Achievements Report, which brings together the work performed under the different components of the programme. The year 2020 marked the EU4Youth programme in particular ways. The year saw the start of four new large grant projects. However, these projects started in a difficult climate. The COVID-19 pandemic hit the Eastern Partnership region hard, with a clear impact on the development of EU4Youth activities.

Despite all the difficulties encountered, the report shows that the EU4Youth programme is successful in changing the lives of young people in the Eastern Partnership region by helping and assisting them individually, but also in working on more systemic levels through policy dialogue with national authorities. Results can be summarised in five key achievements. The success stories throughout the report remind us that the impact of EU4Youth cannot be summed up in figures alone though. The effects go much deeper, planting valuable seeds that can, if given enough care and attention, grow to create strong and lasting impacts.

### EU4YOUTH TOP 5 KEY ACHIEVEMENTS 2020

1

Almost **18,000 young people** participated in over 760 competence development activities. Since the roll-out of skills validation by grantees in 2019, **1,123 young people** have become certified in concrete skills. Among this group, 74% were young women, and 77% disadvantaged young people.

2

Over **2,500 young people** received professional mentorship, and over **750 young people** received career orientation support through EU4Youth to help them find an apprenticeship or internship.

3

**86% of EU4Youth projects' end beneficiaries** agreed that participating in EU4Youth activities has increased their **confidence to find a job**, and 62% did find a job.

4

**292 young entrepreneurs** received financial start-up support by means of micro-grants. **69% of young entrepreneurs actually managed to open a business.**

5

**29% of end-beneficiaries** who participated in EU4Youth activities **considered that they became active citizens.** To accelerate youth participation and leadership, the EU4Youth projects have also engaged with **103 youth support structures and youth groups.**

## Looking Forward

It is important not to stand still at the achievements reached to date, but also to learn lessons and look forward on how the programme can evolve at its best. The **New Deal for Youth** defined for the post-2020 framework highlights strategic priorities for the next stages of cooperation. The EU4Youth programme, with its focus on the three pillars of education & employability, entrepreneurship, and partnership & leadership, is well aligned with these new strategic priorities.

The ambitions for EU4Youth are set high, and the objectives are clear, but will require developments on different levels.

### *Creating the ideal environment where young people can flourish in education, entrepreneurship and active participation*

Young people can be important changemakers, but need the right tools and an engaging environment where they can develop their full potential:

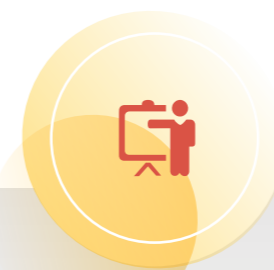
- ✓ A stronger focus on **skills development** through formal and non-formal education, with a **validation and certification framework** that gives recognition to learning outcomes, can contribute to greater employability and a stronger entrepreneurial mindset among young people. Combining this with better career guidance can contribute to a smoother work transition.
- ✓ A more clearly defined legislative framework, and wider access to finance, can contribute to a more **positive entrepreneurial environment**, where young people can deploy themselves and develop their own business.
- ✓ A more structural policy investment and commitment to **engage young people in policy dialogues** at local, regional or national level can contribute to giving a stronger voice to (disadvantaged) young people, opening the way for setting free young people's creative and innovative potential for a more sustainable and inclusive future.

### *Strengthening partnerships at different levels and across different fields*

Sustainable changes can only be reached if they can be achieved at different levels. The EU4Youth programme can play a crucial role in bringing together different stakeholders to **facilitate policy discussions**, create and **develop further complementarities** between public and private sector, **stimulate synergies** between projects within EU4Youth, with other EU initiatives, such as EU4Digital, EU4Business or EU4Dialogue, or with other donor initiatives. In all these efforts, EU4Youth should **strive for full inclusiveness** at regional, national, local and individual levels. The special focus on disadvantaged youth is and should remain a distinguishing element within EU4Youth in this respect.

The EU4Youth programme links activities focusing on individual successes with larger discussions and support for more structural policy changes. In this way, the EU4Youth programme contributes to creating an environment in which these individual successes can grow further and develop into systemic changes within the EaP region. This report presents a number of concrete recommendations how the EU4Youth programme can contribute to these aspired systemic changes. The recommendations are aligned with the programme's three pillars of thematic focus. Nine recommendations are defined, but can be summarised in two main streams of recommendations:

## EU4Youth 9 Recommendations based on 2020 results



### Education and Employability

- Strengthening partnerships between the education system and employers
- Further focus on validation and certification of non-formal and informal learning
- Strengthening support for career guidance and mechanisms for matching job seekers and employers



### Entrepreneurship

- Stronger focus on entrepreneurial skills development in formal and non-formal education
- Fostering an enabling environment through well-defined policy frameworks and more intensive cooperation with the private sector



### Participation and leadership

- Building more and better-quality youth dialogue for youth engagement in policymaking
- Stronger and structural support for youth centres and youth information structures to allow them to focus more on inclusiveness and active citizenship



### Cross-cutting recommendations

- Ensuring social inclusion across all activities of EU4Youth
- Creating stronger synergies with other initiatives and develop robust knowledge management across the EU4Youth projects

## Thank you...

*The efforts of the EU4Youth coordination and support team would not be successful without the continuous and fruitful cooperation with DG NEAR, DG EAC, DG EMPL, the ETF, the EU Delegations in the Eastern Partner countries, the respective national authorities, and, last but not least, the EU4Youth project implementers. It starts, however, with the individual young people who are ready to seize the opportunities offered through the EU4Youth programme, and to take up their role as innovators and changemakers in their local, regional or national communities.*

# 1. EU4Youth programme at a glance

## 1.1 Policy context

The **Eastern Partnership** (EaP) is the joint policy initiative which aims to deepen and strengthen relations between the European Union (EU), its Member States and its six Eastern neighbours: **Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova<sup>1</sup> and Ukraine**. Under this framework, various actions and programmes are implemented to strengthen resilience and development across the Eastern partner countries. The partnership has addressed the topics of youth, education and training within the framework of the EaP's Platform 4 'Mobility and people-to-people contacts'.

In 2019, the Eastern Partnership marked its ten-year anniversary. It was also the year that the European Commission carried out an inclusive and broad consultation to define the partnership's new long-term policy objectives. As a result, a Joint Communication was adopted in March 2020: The **Eastern Partnership policy beyond 2020<sup>2</sup>**.

The policy document identifies five policy objectives for the next stage of the Eastern Partnership:



The **Youth in Action programme** (2007-2013) contributed to an important increase in the number of partnerships and projects implemented with the participation of young people from Eastern partner countries. It was the first EU programme to dedicate a special part of its budget to cooperation with countries from outside the Union<sup>3</sup>. In 2011, a dedicated **Eastern Partnership Youth Window (EPYW)** was established under the programme. Its purpose was to support EaP countries in responding to the needs of disadvantaged youth (employability, skills development, lifelong learning, social inclusion and active citizenship), and to promote the development of youth work. The 2014 evaluation of the EPYW<sup>4</sup> revealed several success factors to address the needs of youth effectively, such as setting clear targets for disadvantaged youth, engaging with civil society, and promoting cooperation with stakeholders (e.g. national and local authorities, NGOs and other donors). These findings served as valuable lessons for future EU initiatives in the Eastern Partnership.

The 2015 **European Neighbourhood Policy<sup>5</sup> Review** identified lack of opportunity, particularly for youth, as one of the root causes of instability and vulnerability in the Eastern partner countries. Youth employability and civic engagement are fundamental to stabilise societies. In this context, the revised ENP placed **investment in young people's skills, entrepreneurship and employability** high among the priorities to further support the Eastern neighbours moving towards a diversified and sustainable economy.

In 2017, the Eastern Partnership Summit endorsed a set of **20 deliverables for 2020** to assess the tangible results for citizens<sup>6</sup>. As part of the key deliverable on mobility and people-to-people



contacts, the **Youth and Education package** (2017-2020) was announced, eventually amounting to an investment of €405.8 million. Aimed at supporting young people's skills development, equal access to education and improved youth employment and employability, the package was made up of several actions, including eTwinning plus, Erasmus+ Youth and Higher Education, the European Solidarity Corps and the EU4Youth programme.

The dedicated budget for the **EU4Youth programme** amounted to **€46.2 million** for the period 2016-2020.

The specificity of the Youth and Education package is its comprehensive approach to respond to young people's needs and aspirations by implementing an integrated set of actions addressing civic engagement, opportunities for mobility in the sphere of education and strengthened employability and employment. One of the main priorities incorporated in the programme is contributing to gender equality in both political and economic life, as well as social inclusion specifically for disadvantaged youth, who often find themselves excluded.

<sup>3</sup> The Action 3.1 Cooperation with neighbouring partner countries

<sup>4</sup> [Evaluation of the Eastern Partnership Youth in Action Window](#) (December 2014)

<sup>5</sup> European Union: European Commission, Joint Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions – Review of the European Neighbourhood Policy. 18 November 2015, JOIN(2015) 50 final. Link : [EUR-Lex 52015SC0500 - EN \(EUR-Lex Website\)](#)

<sup>6</sup> [Eastern Partnership – 20 Deliverables for 2020: Bringing tangible results for citizens](#)

<sup>1</sup> Hereinafter referred to as "Moldova".

<sup>2</sup> [Factsheet: The Eastern Partnership beyond 2020: Reinforcing Resilience – an Eastern Partnership that delivers for all](#)

## 1.2 EU4Youth programme

EU4Youth<sup>7</sup> aims to foster the employability and active participation of young people in society through the development of youth leadership and entrepreneurship. To this end, the programme is made up of **three complementary types of projects** which leverage the use of different instruments:

### SMALL GRANTS

*Capacity Building – Eastern Partnership Youth Window  
(implemented by DG EAC/EACEA - €11 million).*

The EU4Youth programme has a portfolio of 102 small projects whose objective is the **capacity building of youth organisations and youth workers**.

These projects fall under one of the two following groups:

**Civil society fellowships for youth** – encouraging youth organisations to become more active in policy making (59 projects).      **Partnerships for entrepreneurship** – promoting entrepreneurship education and social entrepreneurship (43 projects).

### LARGE GRANTS

*Grant schemes focusing on disadvantaged youth and youth entrepreneurship  
(implemented by DG NEAR - €14.5 million).*

This action has materialised in ten large projects over two phases since 2018 (see [Annex 1: EU4Youth large grants](#)) focused on increasing the employability, (social) entrepreneurship and participation of youth in society. In addition to addressing two cross-cutting issues – **gender equality** and **disadvantaged youth**<sup>8</sup> – these projects have followed a holistic approach, triggering effects that go beyond the individual beneficiaries and contribute to **potential systemic impact** for youth-related reform at national level.

### SERVICE CONTRACTS

*DG NEAR manages two separate but complementary service contracts:*

#### EU4Youth Coordination and Support

Ensures a smooth coordination among the different EU4Youth projects, supports the monitoring, communication and visibility of the large grants, and coordinates the EU4Youth Alumni Network (€2.5 million).

#### Youth Engagement Roadmaps

Supports EaP countries in developing and implementing effective and evidence-based policy responses to recurring challenges to youth, and fosters youth involvement in policymaking (€2.0 million).

A Financing Decision for a third phase of the EU4Youth programme was adopted in December 2020 (total EU contribution €16.2 million). The overall objective is to foster the active participation of youth in both democratic life and in the labour markets of the beneficiary countries. As in the previous phases, the focus on disadvantaged youth will remain a priority under EU4Youth.

The new phase will include four components expected to start in the second half of 2021:

- 1 A grants scheme on **youth employment and entrepreneurship**, with a focus on **digital skills**, skills needed for the **green transition**, and entrepreneurial and career management skills.
- 2 Support to EaP countries in developing and implementing **active labour market policies targeting youth**, including through the adoption of suitable elements from the EU Youth Guarantee.
- 3 Additional **scholarships** for students from EaP countries to **study at the College of Europe** in Natolin (PL), to increase their understanding of European politics and governance and to foster multi-cultural learning.
- 4 A continuation of the support to EU4Youth programme coordination to ensure a **coherent implementation** of the various EU4Youth phases and components.

Figure 1: EU4Youth programme structure

| EU4Youth Programme  |  |  |
|---|--|--|
| Phase 1   | Phase 2  | Phase 3  |
| EACEA Small grants<br>Round I - 34 projects (2017)<br>Round II - 51 projects (2018) | EACEA Small grants<br>Round III - 17 projects (2019) | Grants scheme  |
| Large grants<br>6 projects (2018)   | Large grants<br>4 projects (2020)                    | Labour market policy<br>development & implementation |
| Coordination & Support<br>service contract (EY)                                     | Youth Engagement Roadmaps<br>(GOPA)                  | College of Europe<br>scholarships                    |
|   |  | EU4Y Coordination &<br>implementation coherency      |

<sup>7</sup> [EU Neighbours East: EU4Youth Website](#)

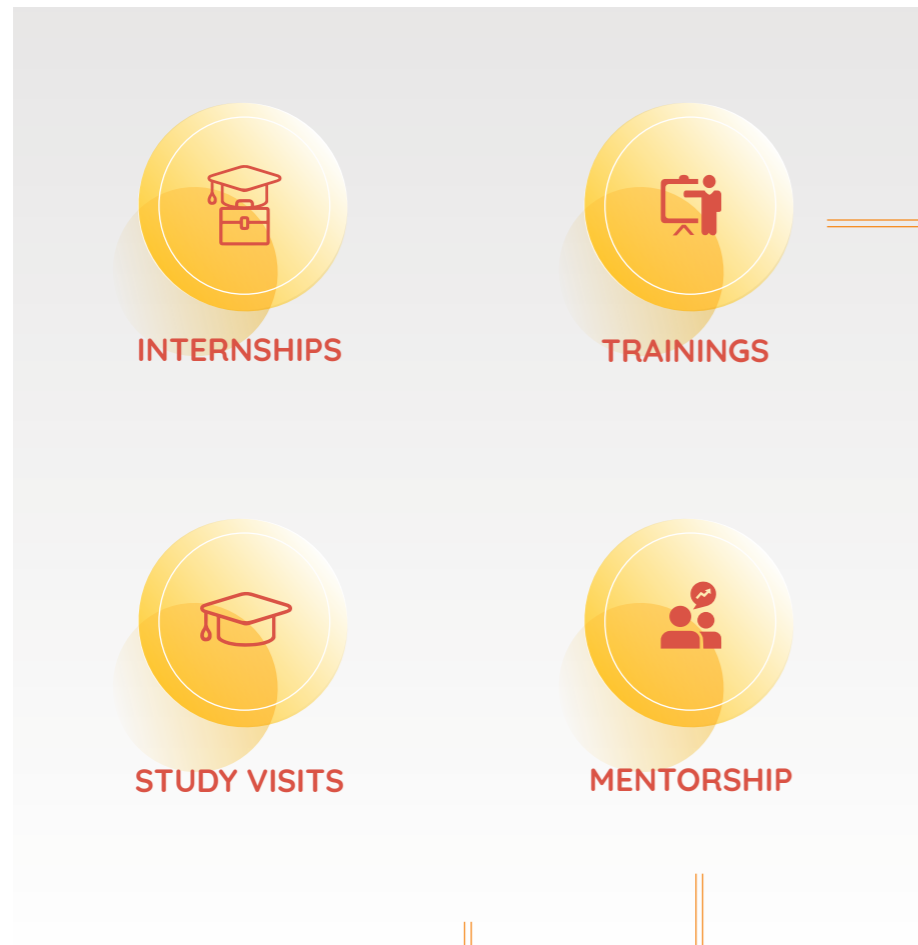
<sup>8</sup> "All those young people experiencing personal difficulties/obstacles, limiting/preventing them from taking part in transnational projects. The obstacles/difficulties may be: mental, physical, sensory or other disabilities; education difficulties (learning difficulties, early-school-leavers, etc.); economic obstacles (low standards of living, low income, etc.); cultural differences (immigrants/refugees/their descendants, national/ethnic minorities, etc.); chronic health problems; social obstacles (discrimination due to gender, age, etc.); limited social skills, anti-social or risky behaviours, precarious situations, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans; geographical obstacles (people from remote rural areas, small islands or peripheral regions)." Reference: Erasmus+ programme Guide

# EU4Youth: A map of opportunities



## I. EU4YOUTH HELPS YOU TO DEVELOP YOUR SKILLS

## IV. AND TO BECOME YOUNG LEADERS



### ALUMNI NETWORK

Learn soft skills, e.g.

- Resume writing
- Job searching & interviewing
- Gain new attitudes

... and hard skills:

- Vocational education & trainings
- Others, e.g. Entrepreneurship

- Help vulnerable young people in your area
- Disseminate opportunities for young people
- Engage with your community
- Advocate for social inclusion and gender equity



## V. WHO ARE ALSO POLITICALLY ACTIVE

### POLICY LABS

- Structured and facilitated dialogue with policy makers
- Revision of national youth policies

- Become aware of national policy developments

## III. TO CREATE SUCCESSFUL ENTREPRENEURS



## II. TO INCREASE YOUR JOB OPPORTUNITIES

- Learn the 'right' skills
- Be confident and proud of your competencies

## 1.3 Regional developments

EU4Youth projects share the common purpose of strengthening societal resilience and stability. The year 2020 was marked by three parallel events which exacerbated the region's instability and caused serious disruptions to the Eastern partner countries, and to the implementation of EU4Youth projects.

In early 2020, the **global spread of COVID-19** led to the worldwide shutdown of economic activities and the adoption of country-specific measures to contain the virus. During the following months, heads of state across the EaP countries declared states of emergency and lockdown periods, which led to the delay or cancellation of project activities, such as trainings, public events and youth clubs.

Travel restrictions also **posed challenges to programme implementation**, such as the monitoring visits aimed at providing implementation support to grantees, and stakeholder cooperation meetings.

Nonetheless, EU4Youth projects have been continuously adapting to the rising challenges. For instance, the primary contingency measure has been the rapid digitalisation of trainings and non-formal education activities.

On 9 August 2020, the lack of democratic legitimacy<sup>9</sup> of the **Belarusian presidential elections** triggered a **post-election crisis** with country-wide protests and political demonstrations to which the state security apparatus has responded using violent means. From cancellation and ban of activities to providing psychological support to victims and witnesses of human rights violations, grantees have had to adapt to the new socio-political context.

A long-standing border conflict between Armenian and Azerbaijani forces culminated on 27 September in **violent clashes** along the **Nagorno-Karabakh** Line of Contact<sup>10</sup>. Hundreds of homes and infrastructure were destroyed (including hospitals, schools, roads, communication networks) causing an increase in internal displacements. Project implementing organisations responded by partially refocusing their activities. This conflict escalation also fuelled a military general mobilisation of young males; hence some beneficiaries were no longer available to participate in project activities.

Other smaller but disruptive events such as natural disasters have also reduced the projects' positive impact on the beneficiaries' lives. For instance, one young entrepreneur in Ukraine was a direct victim of wildfires in the Luhansk<sup>11</sup> region. The equipment he had recently purchased with EU4Youth financial support to open a domestic chicken farm was destroyed.

## 1.4 EU4Youth programme: Milestones during 2020

In spite of these unexpected challenges, the EU4Youth programme continued to thrive in 2020. The resilience and agility of EU4Youth is built upon the active coordination and sharing of experience across implementers, national governments, the European Commission and other key stakeholders. This *modus operandi* is reinforced through the EU4Youth coordination and support team<sup>12</sup> (EY).

The first joint event of 2020 under the programme was the EU4Youth capacity building workshop in Tbilisi, Georgia (3-7 February). The purpose of the workshop was to: **work towards the overall coherence of the EU4Youth intervention logic and related results monitoring framework**, including updates linked to the logframes of the large grants (both ongoing and newly implemented projects); ensure that grant implementers are fully aware and ready to apply EU4Youth **communication and visibility guidelines**; and facilitate the networking, know-how sharing and partnership-building process.

During the month of February, the **EU4Youth Alumni Network** was launched in cooperation with the SALTO Eastern Europe and Caucasus Resource Centre and Young European Ambassadors Network. This pilot initiative within the EU4Youth programme aims to unite beneficiaries from all EU mobility programmes in the Eastern partner countries and existing youth networks<sup>13</sup> into a light **unified network**.

The month of April marked the official **launch of the four large second-generation EU4Youth grants**. In a virtual conference bringing together project implementers and the European Commission, project teams presented their objectives and implementation plans on the topic of youth social entrepreneurship.



### SUCCESS STORY

*"I've learned a lot, I'm now much better at managing funds, marketing analysis, and risk assessment."* -

**Sophio Nozadze**

With EU4Youth support, Sophio learnt how to develop a business idea and become a start-up entrepreneur. As a result, she opened the 'Posh Bar' burger bar in Gori, delivering memorable tastes for local residents.

<sup>9</sup> "Council of the European Union article - Belarus: EU adopts conclusions (October 2020). [Online article \(Council of the EU Website - Press releases\)](#)

<sup>10</sup> European Parliamentary Research Service: Armenia and Azerbaijan on the brink of war. (October 2020) [EPRS document](#)

<sup>11</sup> Government portal Ukraine: Operational information on extinguishing forest fires in Luhansk region (October 2020) - [Online news](#)

<sup>12</sup> Annex 5 of the Commission Implementing Decision on the ENI East Regional Action Programme 2016 and 2017, Part I: Action Document for EU4Youth programme. [Online document](#)

<sup>13</sup> Such as the Young European Ambassadors, EaP Civil Society Fellows, EU4Youth programme beneficiaries, Erasmus+, Youth in Action programme and the European Solidarity Corps programme.

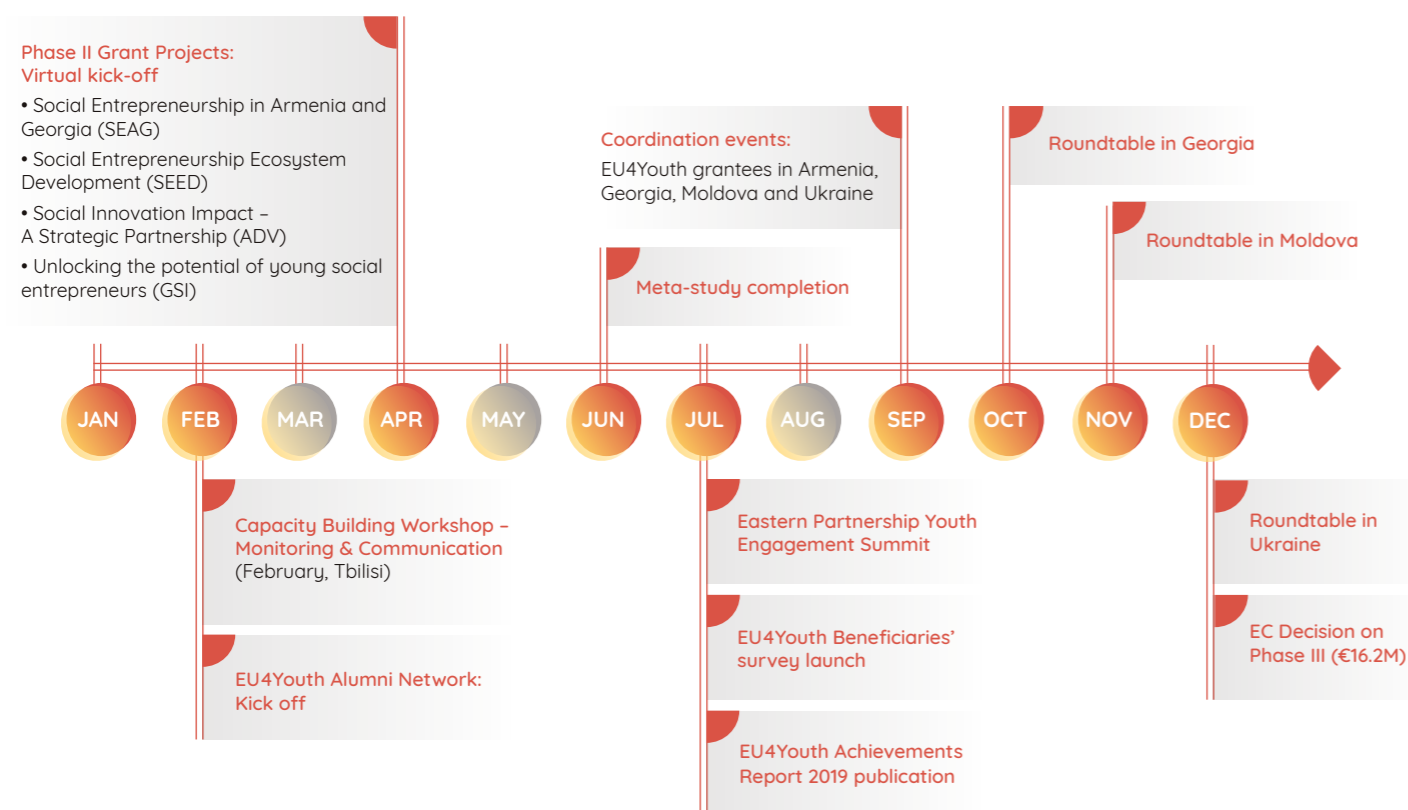


In June 2020, a **meta-study on youth employability, entrepreneurship and participation** in the Eastern partner countries was completed. The purpose of the study was to develop a common baseline between previous studies performed by the European Training Foundation (ETF) related to the youth labour situation in the six Eastern partner countries, as well as the investigations carried out as part of projects under the EU4Youth programme.

A key milestone in the summer of 2020 was the virtual **Eastern Partnership Youth Engagement Summit** (2-3 July). Its objective was to **celebrate and promote past and ongoing EU-EaP cooperation** investing in the future of young people, and to facilitate a dialogue between policy

To advance on strategic priorities under the New Deal for Youth, the EU4Youth programme, in partnership with the EU Delegations in the partner countries, organised **country roundtables** in Georgia<sup>15</sup>, Moldova<sup>16</sup> and Ukraine<sup>17</sup>. The roundtables brought together in total around 300 local, national and international youth policy stakeholders, and focused on three main themes: Youth Dialogue, Youth Employment Partnerships, and Youth Social Entrepreneurship.

Figure 2: EU4Youth programme – Main events 2020



<sup>14</sup> Further details on the outcomes of the discussions during the summit can be found in the [Final Report](#)

<sup>15</sup> October 2020

<sup>16</sup> November/December 2020

<sup>17</sup> December 2020

## 2. Achievements of EU4Youth:

### 2018-2020 Results

This chapter presents the aggregated results achieved during 2018-2020 under the EU4Youth programme. It also reflects on the challenges and success factors which can effectively contribute towards reaching the programme's goals. This report does not include results achieved by the smaller grant projects of phase 1 that were implemented by the executive agency of DG EAC (EACEA).

[Section 2.1](#) presents the EU4Youth monitoring framework; [section 2.2](#) compiles the results achieved; and [section 2.3](#) links these results to the 2020 deliverables.

### 2.1 EU4Youth: Programme Monitoring

The intervention logic can be considered as the backbone of the monitoring framework ([Annex 2: EU4Youth Intervention Logic](#)) and provides an overview of the programme's various activities and how these are linked to expected outputs, outcomes and, ultimately, impact. The intervention logic reflects the entire EU4Youth Programme with its different phases and components.

All activities and results are categorised in one of three complementary pillars:



Since its inception, the EU4Youth programme has evolved in line with the identified youth needs and challenges across the three pillars. To ensure that the monitoring framework remains relevant to the programme, it has been revised to reflect the second phase, which focuses on social entrepreneurship and youth policy development and support to youth dialogue as per the 'Youth Engagement Roadmaps' project<sup>18</sup>. The programme's performance indicators have been defined in coordination with key stakeholders, leveraging their field knowledge and expertise and ensuring that data is collectable and relevant. They have also been checked for coherence with the EU International Cooperation and Results Framework.

The monitoring framework will be further revised during 2021, in accordance with the programme's third phase and to reflect the objectives of the Eastern Partnership policy beyond 2020.

<sup>18</sup> While elements from the EACEA small grants are also integrated in the intervention logic, data for these projects is not collected by the EU4Youth coordination and support team (EY) and thus is not presented in this chapter. However, it is noteworthy that so far the programme has enabled 102 small projects and involved a total of 572 partner organisations.

## 2.2 Results achieved

The results presented in this chapter are not only a product of individual EU4Youth projects but also include the ongoing and extensive **coordination mechanisms** among the different grantees and other key stakeholders such as memoranda of cooperation and other bilateral partnership agreements. The data presented are extracted from different sources. The EU4Youth large grant projects and the service contracts have provided quantitative data on the performance indicators, as well as narrative progress reports with qualitative insights.

In addition, the EU4Youth coordination and support team (EY) has also rolled out two follow-up surveys to the projects' end-beneficiaries to understand the extent to which EU4Youth has impacted their employability, entrepreneurship and civic participation. Three EU4Youth projects and their end-beneficiaries participated in the first survey (July 2020), while six grantees participated in the second one (January 2021). The surveys captured the responses of a total of 1,519 beneficiaries<sup>19</sup>.

## Education and Employability



The first dimension of the EU4Youth programme aims to improve **youth employability** by providing opportunities for skills development in line with labour market needs.

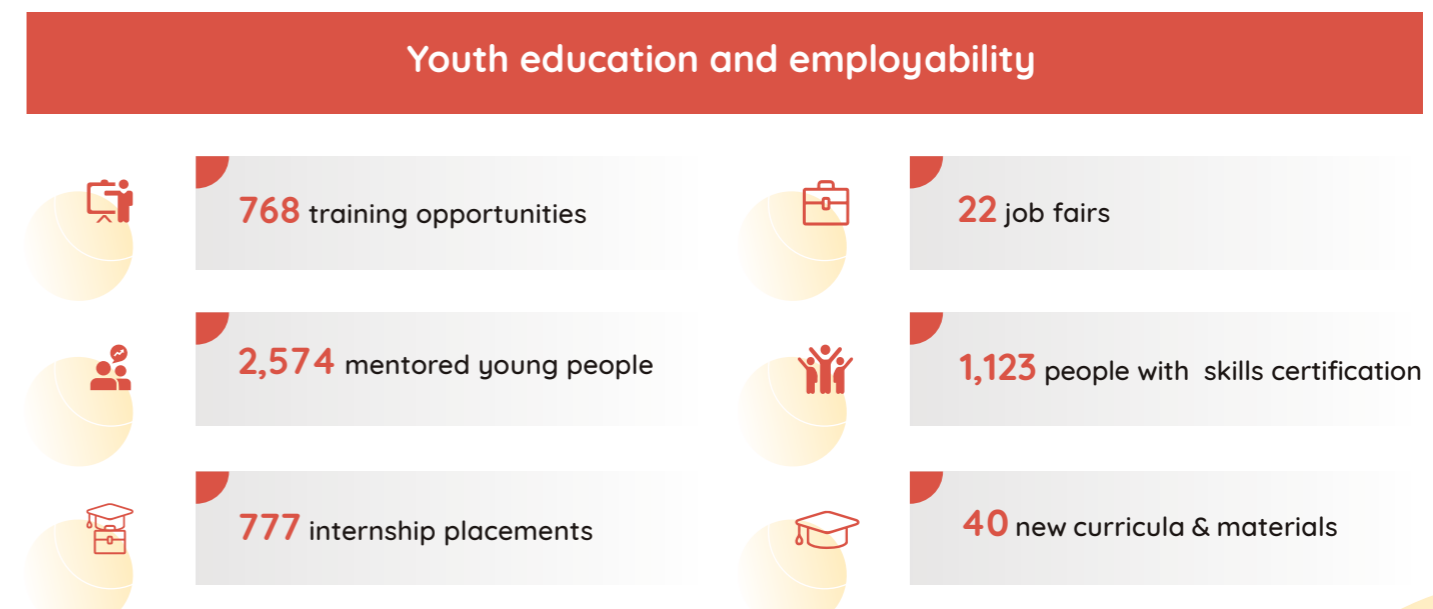
Skills development opportunities have been the most popular type of EU4Youth support, as so far they account for 98% of total beneficiaries, i.e. 21,217 young people out of 21,509<sup>20</sup>. This includes beneficiaries from competence development activities, mentorship schemes and internship opportunities, which all aim to foster youth education and employability. In 2019-2020, a total of **1,988 young beneficiaries**<sup>21</sup> from three EU4Youth first-generation projects reported **improved employability** as a result of their participation in competence development activities. The figures show an interesting result for gender and women's empowerment as well as for social inclusion, as **75% of these beneficiaries (1,490) were young women**, while **67% (1,337) were disadvantaged youth**.

Youth employability is also affected by young people's motivation and self-esteem to search and apply for employment opportunities.

According to the EU4Youth surveys, **86% of all beneficiaries** agree or strongly agree that participating in EU4Youth activities has increased their **confidence to find a job**. This positive trend is also seen among young job seekers. From the 202 survey respondents who started looking for employment after receiving support<sup>22</sup>, **62% found a job** (i.e. 125 young people).

To promote youth employability of end-beneficiaries, the EU4Youth projects have primarily focused on the delivery of competence development opportunities, mentorship support and internships. These activities have also been complemented with job fairs to provide networking opportunities for young people; validation mechanisms to increase skills recognition; and the development of updated school curricula and study materials to be used in formal education (i.e. schools and universities). These different elements are further described in the sub-sections below.

Figure 3: Overview of EU4Youth activities to support youth education and employability



<sup>20</sup> The total number of beneficiaries is the sum of young people who benefited from face-to-face competence development activities, mentorship schemes, internship placements and start-up financial support. It is noteworthy that some beneficiaries benefited from more than one type of support.

<sup>21</sup> These beneficiaries provided positive feedback through the post-training satisfaction surveys disseminated by three EU4Youth projects.

<sup>22</sup> This includes not only competence development activities but also other types of support such as mentorship and internships.

### SUCCESS STORY



*"Thanks to the project not only could I acquire experience and new knowledge, but I also developed my client network after the practical classes."* -

**Ella Gukova**

After completing a Life Skills and Employability training organised by the EU4Youth project, Ella won a grant to set up her photography studio during the hard times of the COVID pandemic.

<sup>19</sup> A comparison between the survey sample of 1,519 end-beneficiaries and the actual data reported by EU4Youth grantees has shown that the sample over-represents female participants and vulnerable participants.

## Competence development activities

Skills development activities have been a key element across the EU4Youth projects. During the period 2018-2020, the ten large grants conducted 768 face-to-face **competence development activities**<sup>23</sup> for a total of **17,866 young people**, 71% of the total target<sup>24</sup> of 25,005 young people<sup>25</sup>.

These activities are essential to mitigate the mismatch between youth skills and the needs of employers. As such, these trainings cover a wide variety of topics that aim to enhance both **hard skills** (e.g. entrepreneurship, marketing & branding, English, ICT, etc.) and **soft skills**, such as life skills (e.g. problem solving, critical thinking), social skills (e.g. conflict resolution), communication skills and self-esteem. These activities also have an important focus on other soft skills, such as employability, which refers to young people's ability to write their own resumé, have a job interview and build their negotiation skills. EU4Youth beneficiaries who had the opportunity to develop their soft skills reported increased openness to existing opportunities as well as enhanced self-confidence, which has supported them to realise themselves as professionals.

Armenia was the country where most competence development activities took place, as it accounts for 45% of the implemented activities (i.e. 346 out of 768). The project EU4Youth: Fostering potential for greater employability (Danish Red Cross) had 232 activities in the provinces of Gegharkunik (Gavar and Sevan) and Tavush (Ijevan and Dilijan). Both regions are predominantly rural and with a difficult socio-economic context for young people. The project set up **youth clubs** throughout the four cities to provide non-formal learning to disadvantaged youth, and it promoted skills development on topics such as CV writing, leadership, language learning, community work and programme management.

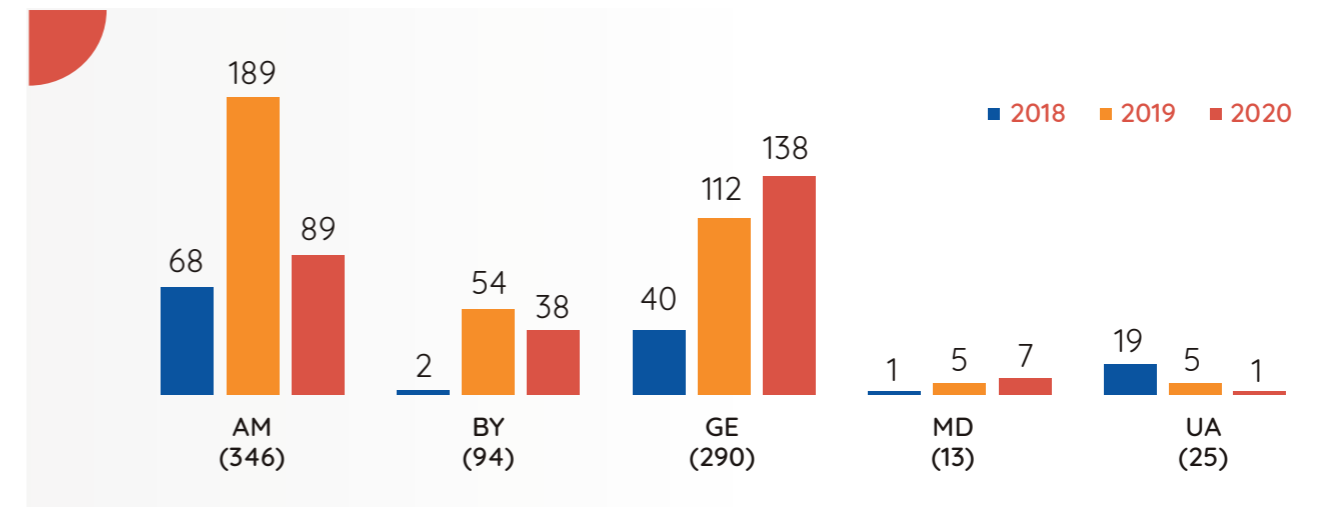
While most countries saw an increase in the number of face-to-face competence development activities during 2019 and 2020, this was not the case for Ukraine where some projects have so far focused primarily on different youth needs and activities (other than trainings). This is presented in the sections below (i.e. mentorship, internships and grants for young entrepreneurs).

<sup>23</sup> This follows the assumption that all competence development activities conducted by the project EU4Youth: Better skills for better future (Save The Children) in 2018 and 2019 were held in a face-to-face format (and not virtually) as was the case for the other projects.

<sup>24</sup> The total target is an aggregation of the related target values for corresponding indicators from each EU4Youth project.

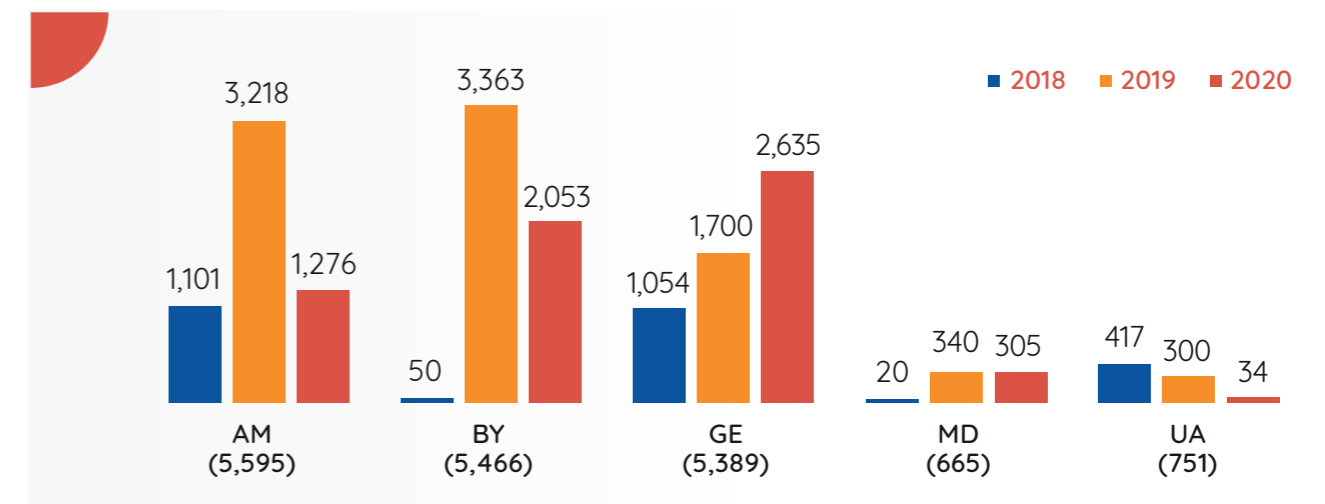
<sup>25</sup> In addition, a total of 30,863 young people participated in online trainings, most of whom (26,547) participated through the project EU4Youth: SAY YES – Skills for Jobs (World Vision).

Figure 4: Number of face-to-face competence development activities, 2018-2020 (N=768)



As shown in Figure 5, Armenian, Belarusian and Georgian young people accounted for approximately 30% each of the total beneficiaries. While most first-generation EU4Youth grants are coming to the end of their implementation in 2021, the four phase 2 projects have been active since early 2020, hence their activities and results will gradually become more predominant. During the period 2018-2020, few results were reported for Moldova, because only one EU4Youth project from the first generation has been active in the country. However, two phase 2 projects<sup>26</sup> are in the process of raising project awareness and selecting candidates to participate in skills development activities, so additional beneficiaries are expected for 2021.

Figure 5: Number of participants in face-to-face competence development activities, 2018-2020 (N=17,866)



During 2018-2020, participation was almost **gender equal** in the face-to-face competence development activities. Young women accounted for **55% of participants** (i.e. 9,571) and young men for 45% (i.e. 8,295).

However, female participation has been consistently decreasing over the 3 years<sup>27</sup>, indicating the need for additional efforts to avoid going below the 50% threshold. Country-specific data also show that while Armenia, Georgia and Ukraine registered over 50% of female participation (62%, 66% and 57%, respectively), Belarus has only reached 41% and Moldova is lagging behind with only 18%.

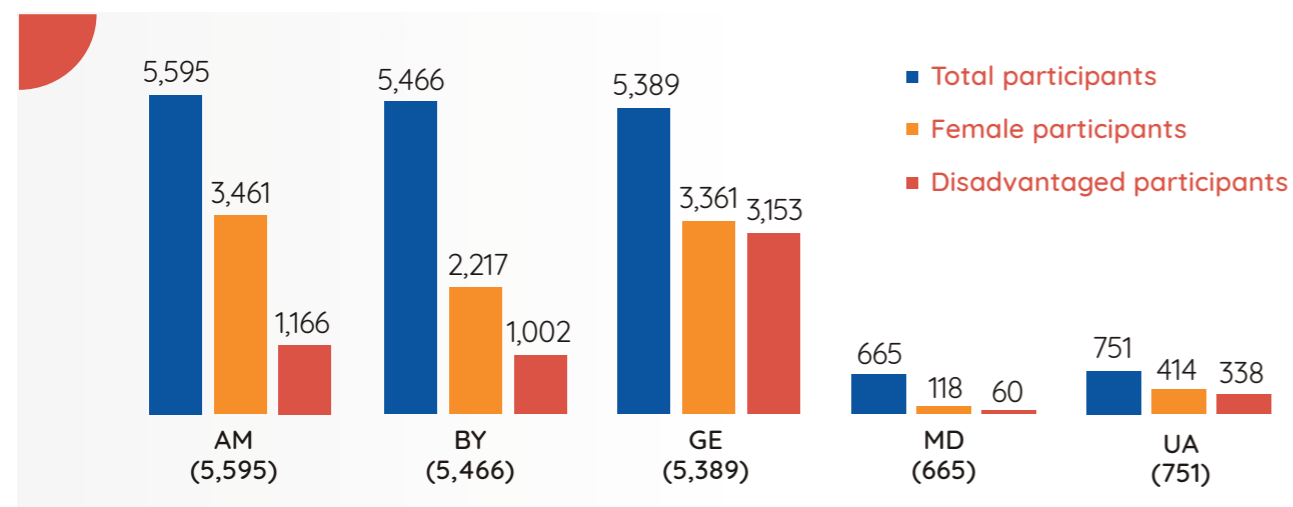
<sup>26</sup> EU4Youth: Unlocking the potential of young social entrepreneurs in Moldova and Ukraine (Gustav-Stresemann Institut) and EU4Youth: Social Innovation Impact – A Strategic Partnership (Alaturi de Voi).

<sup>27</sup> In 2018, 2019 and 2020 female participation in face-to-face competence development activities has been 57%, 54% and 52%, respectively.



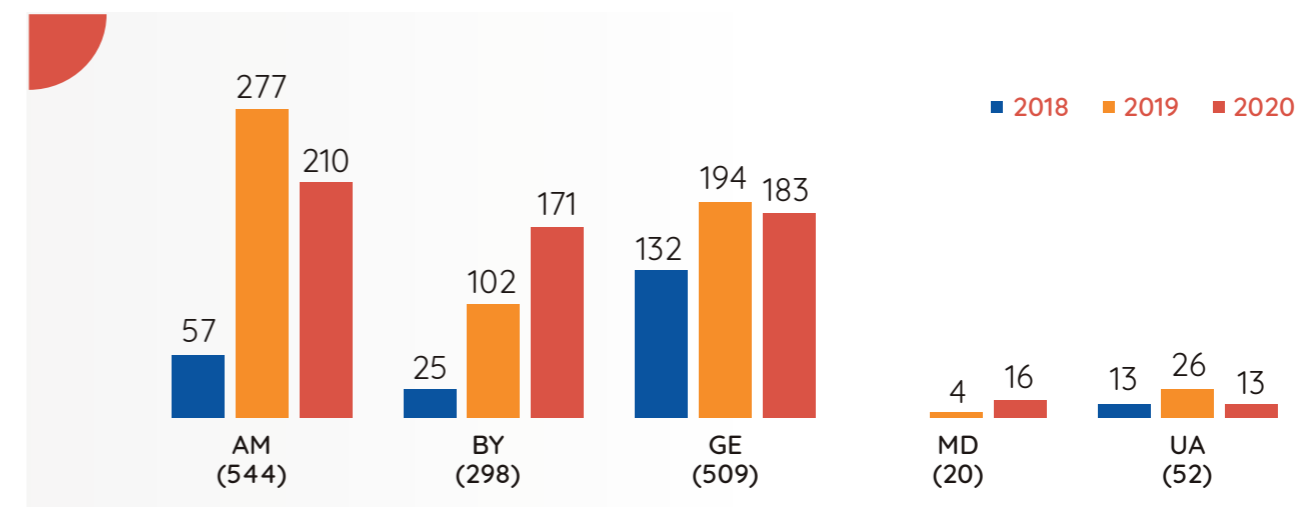
During 2018-2020, **social inclusion** remained work in progress, as only 32% of participants (5,719) were disadvantaged youth<sup>26</sup>. As shown in Figure 6, with the exception of Georgia and Ukraine, where they represent 59% and 45% of participants respectively, additional efforts are necessary to effectively reach and engage young vulnerable people in EU4Youth activities. In this respect, it is not sufficient to mobilise disadvantaged young people for competence development activities. Other essential conditions must also be in place to ensure that the activities and instructors are well adapted to their needs. For instance, the project EU4Youth: SAY YES – Skills for Jobs (World Vision) has arranged trainings for instructors to increase their competencies in **inclusive and ability sensitive education** to ensure their fitness to work specifically with young people with disabilities.

Figure 6: Gender and social inclusion in face-to-face competence development activities, 2018-2020 (N=17,866)



To support the effectiveness and quality of competence development activities, a total of **1,423 youth educators** were trained, almost twice the aggregated target set out by the ten projects (i.e. 846). The training of trainers (ToT) scheme is a professional learning process to upgrade the trainers' skills and opportunities to be involved in peer-to-peer learning and become facilitators in project activities. Besides contributing to their leadership and empowerment, these trainings enabled youth educators to develop their competencies in many different areas, such as youth leadership, youth inclusion, life skills, needs assessment, first aid and psychosocial support. The project EU4Youth: Employability and Stability (SOS Children's Villages) has also arranged training activities for 'master trainers' to train specialists working with disadvantaged youth.

Figure 7: Youth educators trained, 2018-2020 (N=1,423)



## SUCCESS STORY

*“It started as an interest but then I fell in love with the work. The project has given me the opportunity to get a second profession and learn new skills.” -*

**Sveta Khachatryan**

Sveta is the first female veterinary student with a disability in the Armenian city of Gavar. She is learning how to take care of animals as part of an informal education course organised by the EU4Youth project.

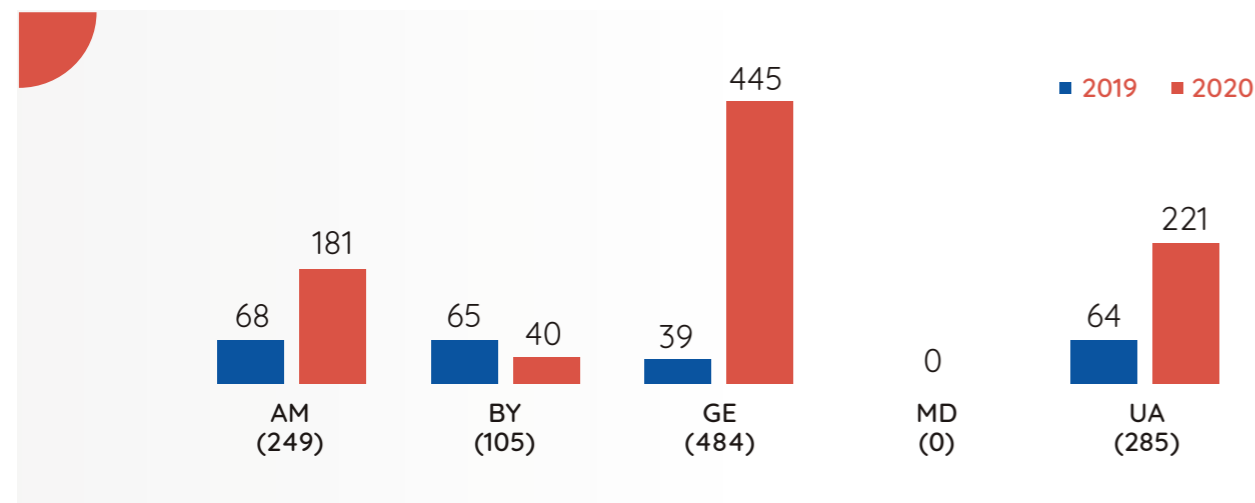


Another important contribution from EU4Youth projects to the education and employability of youth, is the development of **school materials and curricula** to align the skills and knowledge learnt to labour market needs. During the period 2018-2020, a total of 40 formal resources have been developed, while 18 have been put in practice, almost doubling the aggregated target of 10. The second generation of EU4Youth projects is also expected to develop additional materials in 2021, which can be used in educational institutions.

**Validation of skills**, and in particular certification and similar credentials, is a well-known asset that brings added value to CVs and can be a decisive factor for employers when selecting new candidates, thus being an important factor enabling youth participation in the labour market. Validation of non-formal learning also ensures better skills recognition and enhances youth empowerment and pride in improved competencies. The validation of skills, including elements of certification, was rolled out by grantees in 2019 and since then in total **1,123 young people** received certification on concrete topics. Young women and young disadvantaged people represent 74% and 77%, respectively of these total figures.

<sup>26</sup> “All those young people experiencing personal difficulties/obstacles, limiting/preventing them from taking part in transnational projects. The obstacles/difficulties may be: mental, physical, sensory or other disabilities; education difficulties (learning difficulties, early-school-leavers, etc.); economic obstacles (low standards of living, low income, etc.); cultural differences (immigrants/refugees/their descendants, national/ethnic minorities, etc.); chronic health problems; social obstacles (discrimination due to gender, age, etc.); limited social skills, anti-social or risky behaviours, precarious situations, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans; geographical obstacles (people from remote rural areas, small islands or peripheral regions).” Reference: Erasmus+ programme Guide

Figure 8: Certification and validation of skills, 2019-2020 (N=1,123)



Competence development activities have supported young people to develop their skills and encouraged them to pursue additional education to continue building their skills and become more employable. According to the EU4Youth survey, **16% of respondents** (148 young people) reported that after receiving support they **started going to school**.

## Mentorship schemes

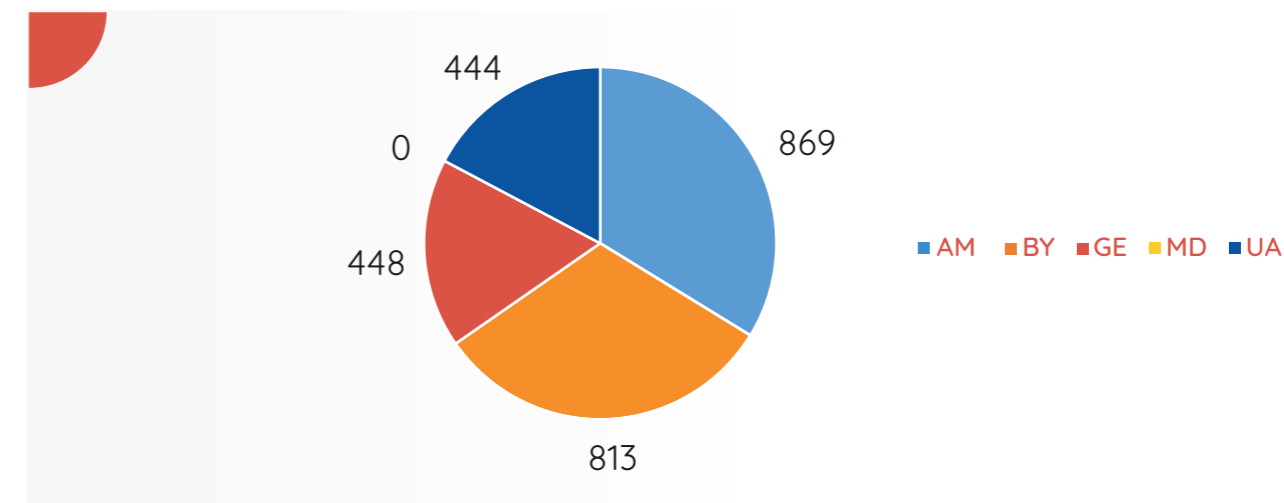
To strengthen youth education and employability in the Eastern Partnership region, the first pillar of the EU4Youth programme has also included **mentorship schemes**. As opposed to competence development activities, mentorship enables a more direct engagement with young people as it is more tailored to the mentees' needs and situation.

Mentorship has been primarily offered to aspiring young entrepreneurs who need support (technical and motivational) to develop their business ideas. This includes the generation and validation of ideas, preparing business cases and resource management plans, budgeting as well as marketing and branding.

A total of **2,574 young people** received professional mentorship since 2019, when EU4Youth projects started rolling out this type of support. Participation was fairly distributed among the countries (see Figure 9), with the exception of Moldova, where mentorship schemes are yet to be conducted under the two second-generation grants<sup>29</sup>.

<sup>29</sup> EU4Youth: *Unlocking the potential of young social entrepreneurs in Moldova and Ukraine* (Gustav-Stresemann Institut) and EU4Youth: *Social Innovation Impact – A Strategic Partnership* (Alaturi de Voi).

Figure 9: Mentorship beneficiaries, 2019-2020 (N=2,574)



Mentorship is built as an end-to-end process in order to ensure its effectiveness and consistency. It begins when beneficiaries participate in entrepreneurship courses, it is used in the development of their business plans during the pre-incubation stage, and still of relevance when their businesses are up and running.



### SUCCESS STORY

*“What motivates me most are the interested people at the courses and the successful speakers who are ready to answer questions and suggest something new at any moment.” -*

**Valeriya Golovach**

Thanks to EU4Youth project, Valeriya launched the production gift packages with sweet fillings. She was not only trained in entrepreneurship and received a grant, but was also receiving ongoing mentorship support at all phases of her business idea development as well as after the business launch.



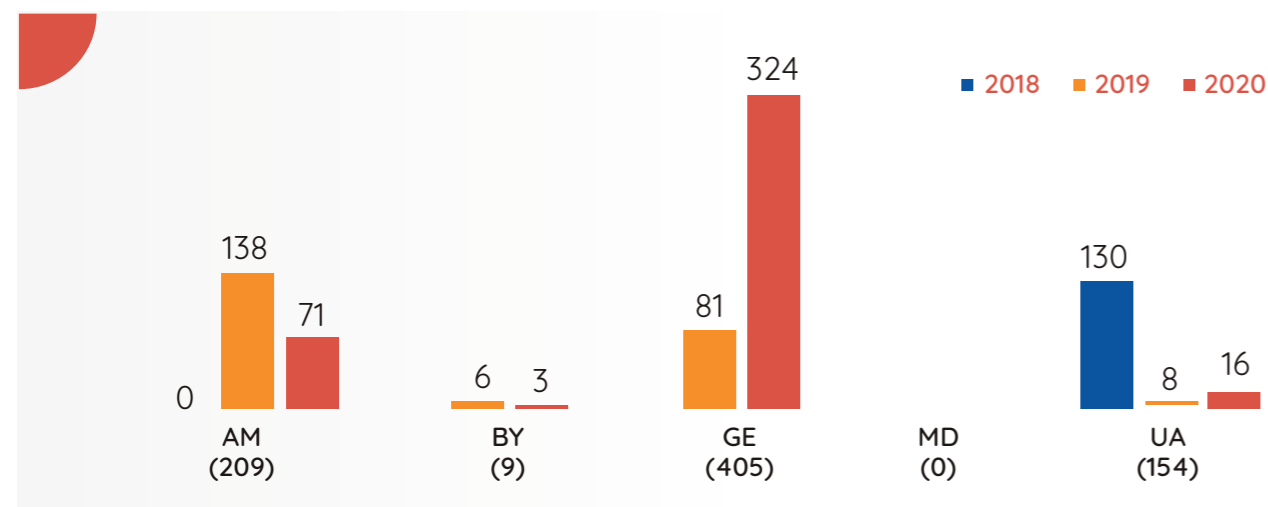
## Apprenticeship and internship schemes

To promote youth employability, EU4Youth projects have also partnered with private companies to create opportunities for young people to enhance on-the-job skills development. During 2018-2020, apprenticeships and internship placements were granted to **777 young people**, 39% more than the total target of 559. Participants were selected in line with objectives on gender equality and women's empowerment as well as on social inclusion, as 68% of interns were young women, while disadvantaged youth accounted for 50% of interns and apprentices.

EU4Youth: Better skills for a better future (Save The Children) was the only project providing internship opportunities in 2018, through which 130 Ukrainian young people gained a first work experience. To ensure that project activities have a **lasting effect** on beneficiaries, it is a common practice among the large grants to combine different activities. In the case of this project, the interns had previously participated in transversal skills development activities (i.e. technical and life skills, employability and inclusion focused). When beneficiaries participate in more than one activity, it enables project teams to follow the progress of beneficiaries and ensure that they remain engaged and motivated to carry on once they are no longer participating in the project.

Most of the apprenticeship and internships took place in 2019 (30%) and 2020 (53%). EU4Youth: Enhancing Youth Education, Employment and Participation in Conflict-affected Areas in Georgia and Ukraine (Danish Refugee Council) supported 47% of beneficiaries (i.e. 363 Georgian young people). The project targeted the regions of Samegrelo and Shida Kartli, where young Georgians were able to take up three-month paid internship programmes in companies and institutions. The internships were conducted in different sectors, such as hotel management, IT and web design, tourism and sales and services.

Figure 10: Participants in apprenticeships and internships, 2018-2020 (N=777)



To enable young job seekers to connect with potential employers and be informed of employment opportunities, EU4Youth projects also organised **22 job fairs**, attended by **3,028 young people**.

Results collected from the EU4Youth projects show that during 2019-2020, a total of **516 unemployed targeted youth became (self-)employed** after receiving project support, of which 69% were young women and 82% fall also in the category of disadvantaged youth. Although this achievement is partly due to financial start-up support, competence development activities, mentorship schemes and on-the-job skills training have been equally essential to increase youth employability and equip beneficiaries with necessary knowledge and motivation to seek out employment and/or start an enterprise.

According to the aggregated responses of the EU4Youth surveys, 21% of respondents (202 young people) started **looking for a job** after having participated in a project<sup>30</sup>, while as many as 12% (115 young people) reported that they were not pursuing any objectives. In a few cases this was due to health issues or family responsibilities.

However, the majority reported that this was due to other reasons, such as the COVID-19 pandemic (69 young people) or simply due to the lack of employment opportunities (28 young people).

The surveys also show that 23% of respondents have received a combination of two or more types of support. This **multi-support approach** to a single beneficiary is a common practice across the EU4Youth projects, but especially important when the purpose is to open a business. This often requires not just financial start-up support but also previous knowledge-building and follow-up mentoring to tackle the challenges that arise after opening a company.



**SUCCESS STORY**

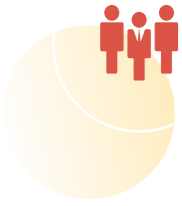
*“I am grateful to the European Union for the support. Thanks to it my family’s income increased, as well as our confidence about the future, and this is more important than any money.” -*

**Yuriy Shamray**

The business development grant that Yuriy received from the EU4Youth project allowed him to buy a high quality new egg incubator to support the growth of his mini farm.

<sup>30</sup> The total number of beneficiaries who had already received support was 950, while the remaining 569 respondents of the EU4Youth surveys were still participating in the project at the time when they submitted their responses.

## Entrepreneurship

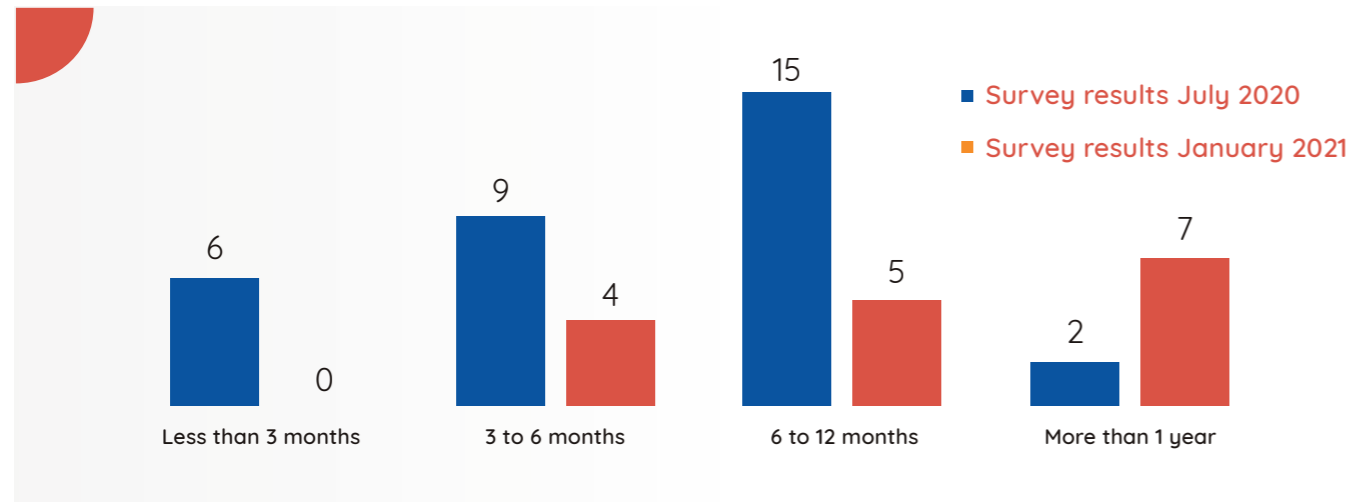


The second dimension of the EU4Youth programme focuses on **youth entrepreneurship** and the extent to which aspiring young entrepreneurs can become (self-)employed. The progress achieved is primarily observed through the financial assistance provided to young people and how this translates into the **creation of start-ups and jobs**.

During the period 2018-2020, **292 young entrepreneurs** received financial start-up support by means of micro-grants and upon revision of their business plans. Results from the EU4Youth surveys show that 69% of **young entrepreneurs actually managed to open a business** (71 out of 102 respondents).

**Start-up maturity** is also an important indication of whether beneficiaries were effectively prepared and equipped to open and run a business, thanks to the EU4Youth support provided. While one of the 71 businesses closed, and another 21 had to be temporarily suspended due to COVID-19, **48 start-ups remained open**: 32 were reported in July 2020, while 16 additional ones were reported in January 2021.

Figure 11: Number of start-ups created by EU4Youth beneficiaries according to EU4Youth surveys, 2018-2020 (N= 48)



Among these 48 entrepreneurs, 38 were young women, from which 25 are also vulnerable youth. In terms of employment, these enterprises are still at an early development stage and do not yet have the financial stability and resources to employ additional people. Out of the 48 entrepreneurs, 38 are self-employed (hence have not hired anyone), eight answered that they employ fewer than five people, and two replied they employ five to ten people. Beneficiaries who were not able to open an enterprise reported that this was due to two main challenges: not enough funding and other reasons, particularly the ongoing pandemic. In addition to the responses obtained in the EU4Youth survey,

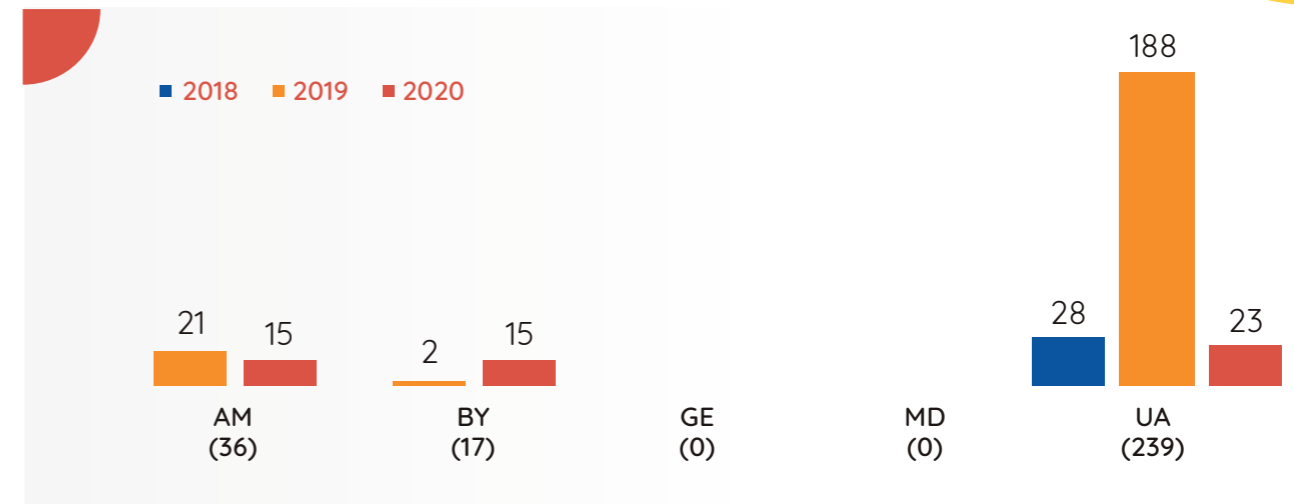
project implementers have also reported that **95 additional start-ups** were created during July-December 2020.

The EU4Youth survey results have also shown that **85% of beneficiaries** who received mentorship and/or financial start-up support (463 out of 543) agree or strongly agree that participating in EU4Youth activities has increased their **confidence to start an enterprise**. **Business improvement** was also one of the positive effects reported by 26% of survey respondents, i.e. 243 out of the 950 respondents who had already received support.

The EU4Youth projects increased youth entrepreneurship by providing financial start-up support to **292 young people**, 86% of the aggregated target set out by the projects (340). Until December 2020, the support was provided in line with gender equality and women's empowerment as well as social inclusion objectives. While women accounted for 68% of beneficiaries (200), 88% (256) were disadvantaged youth. Additional results are expected to be seen in 2021 with the roll-out of activities from the four phase 2 grant projects, which have also envisaged financial start-up support for young social entrepreneurs.



Figure 12: Beneficiaries of financial assistance, 2018-2020 (N=292)



EU4Youth projects will also continue to promote youth entrepreneurship on a legislative level as is already being done. The project EU4Youth: Unlocking the potential of young social entrepreneurs in Moldova and Ukraine (Gustav-Stresemann Institute) conducted an in-depth legislative analysis regarding social entrepreneurship, from which specific legislative recommendations were developed for Moldova<sup>31</sup> and Ukraine<sup>32</sup>.

It is worth noting that EU4Youth grantees also conduct other activities which are **complementary to seed funding**. Their main objective is to promote the entrepreneurial knowledge and spirit among young people which is a pre-condition to ensure the financial readiness of beneficiaries. This includes both competence development activities (i.e. entrepreneurship trainings on idea generation, branding, financial management, regulatory framework for start-ups and other relevant topics) and mentorship schemes of which results are presented in the previous section on mentorship schemes.

<sup>31</sup> Baseline study report: Republic of Moldova (December 2020). [Available online \(EU4Youth Website - Publications\)](#)

<sup>32</sup> Baseline study report: Ukraine (November 2020). Link: [Available online \(EU4Youth Website - Publications\)](#)  
Social entrepreneurship in Ukraine: economic and legal analysis (November 2020). [Available online \(EU4Youth Website - Publications\)](#)

## Participation and Leadership



The third dimension of the EU4Youth programme focuses on **youth participation** in society and their capacity as young leaders. Unlike the two previous sections for which youth engagement results from EU4Youth support can be quantified, youth participation and leadership is more complex to observe. The main reason is that EU4Youth projects target **policy and legislative frameworks as key enablers for youth participation and leadership**.

According to the EU4Youth surveys, as many as **29% of end-beneficiaries** who had already participated in EU4Youth activities (279 out of 950), **considered that they became active citizens**<sup>33</sup>, for instance by exercising their civil right to vote or doing volunteer work. This could indicate that as many as 6,237 EU4Youth beneficiaries<sup>34</sup> have become active citizens after receiving EU4Youth support.

An important asset of the activities developed by the EU4Youth projects is that they have a low barrier to access. No fewer than 87% of beneficiaries responded in the survey that applying to receive support was easy. Lowering access barriers can only have a beneficial effect on increasing participation and leadership of young people. Nevertheless, to ensure more systemic effects, these initiatives are also complemented with support to youth policy reforms and capacity building activities.

## Youth Policy Reforms

To ensure sustainability of their actions, EU4Youth projects continued to support the development of youth policy reforms. During 2018-2020, the projects delivered a total of **151 legislative recommendations**<sup>35</sup> to improve youth education, entrepreneurship and participation: 104 in Armenia, 30 in Moldova, 16 in Ukraine and one in Georgia. To ensure that developed youth policy recommendations are relevant and evidence based, EU4Youth projects also conduct a series of complementary activities while involving various key stakeholders.

To further support youth policy reforms across the Eastern neighbourhood, the service contract Youth Engagement Roadmaps (GOPA) and the EU4Youth coordination and support team (EY) co-arranged **three youth-related policy discussions**<sup>36</sup> in Georgia, Moldova and Ukraine on youth participation and youth employment partnerships. The events attracted a total number of 325 participants.

<sup>33</sup> Conclusion drawn from extrapolating the aggregated results of the two EU4Youth survey waves.

<sup>34</sup> This figure relates to 29% of the total number of EU4Youth beneficiaries, i.e. 21,509.

<sup>35</sup> Legislative recommendations developed by the EU4Youth grantees, based on their project activities (e.g. labour market reviews, policy analysis, surveys, and other studies).

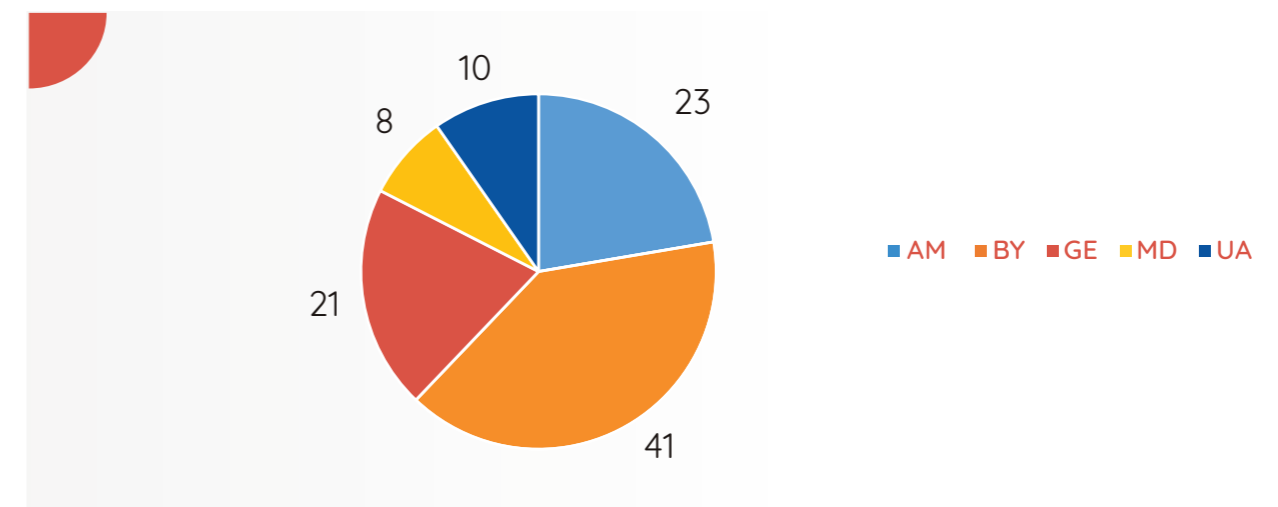
<sup>36</sup> The country roundtables mentioned in [section 1.4](#)

In December 2020, the project EU4Youth: Unlocking the potential of young social entrepreneurs in Moldova and Ukraine (Gustav-Stresemann Institute) organised **12 public hearings**, enabling young people to become more active in policy development, raise their concerns and learn more about social entrepreneurship, as well as the current legal initiatives in Ukraine. During 2020, the project EU4Youth: Social Innovation Impact – A Strategic Partnership (Alaturi De Voi) was also involved in elaborating the National Programme for the Development of Social Entrepreneurship in Moldova 2021-2025, which was submitted for public debate and was pending approval in early 2021. The project team has also been actively involved in **lobbying activities** for the allocation of government funds for the development of a programme for financing social entrepreneurship.

The same way that skills development activities contribute to youth entrepreneurship, they also encourage young people to become active citizens. For instance, the project EU4Youth: SAY YES – Skills for jobs (World Vision) established SKYE clubs with the primary objective of teaching different topics (e.g. citizenship, leadership, soft skills, etc.) to young people. After completing the curricula, club members were given the freedom to initiate their own projects without interference from the project team. One of these projects led to the establishment of a youth NGO in Georgia.

To accelerate youth participation and leadership, EU4Youth projects have since 2019 also established or supported **103 structures and youth groups** (governmental and non-governmental) promoting youth integration and participation in the economy and society. For instance, the project EU4Youth: Social Entrepreneurship Ecosystem Development (CENN) created rural innovation knowledge hubs in Armenia (regions of Lori, Tavush and Shirak) and Georgia (regions of Gori, Ninotsminda and Akhmeta).

Figure 13: Structures and youth groups supported, 2019-2020 (N=103)





## Reaching out to disadvantaged youth: the EU4Youth Alumni Network

The **EU4Youth Alumni Network** is a pilot initiative which has been set up with assistance of the EU4Youth coordination and support team (EY) with the objective to **strengthen the inclusion of disadvantaged youth groups** from Eastern partner countries. The pilot network also aims to empower disadvantaged youth to take active part in their local communities, access and benefit from the opportunities offered to youth for mobility or other forms of civic engagement by the European Union as well as by other donors or local initiatives. The network aims to streamline all beneficiaries of EU mobility programmes in the Eastern partner countries and existing youth networks<sup>37</sup> into a unified network.

The network kicked-off in February 2020, when 60 young people (ten from each Eastern partner country) were selected to be members of the network. However, the COVID-19 pandemic broke out in March 2020 and consequently the EU4Youth alumni faced several challenges:

- **Defining safe and feasible activities for the disadvantaged groups;**
- **Lack of experience working virtually with disadvantaged youth groups;**
- **Impossibility to engage disadvantaged groups in EU-funded (face-to-face) mobility projects;**
- **Insecurity caused de-motivation and lack of enthusiasm among some of the alumni.**



**SUCCESS STORY** 

*“I am planning to continue helping my community by offering them my knowledge on studying abroad and my experience with fully-funded international programmes.” -*

**Suad Mammadov**  
(real name changed)

Suad is active in the EU4Youth Alumni network, sharing his experience, opportunities and practical skills with disadvantaged young people, and specifically the LGBTQ youth, who face huge hurdles in his country.

<sup>37</sup> Such as the Young European Ambassadors (YEA) networks, EaP Civil Society Fellows, EU4Youth programme beneficiaries, beneficiaries of Erasmus+ Youth in Action programme and European Solidarity Corps programme.

To increase its effectiveness in reaching out and engaging with disadvantaged youth, the EU4Youth team opened a consultation process and developed a revised concept of the Alumni Network. This envisaged an innovative, creative and experimental approach to the network activities. The network now follows a structured and multi-stakeholder approach with the involvement of mentors, educational advisers, support organisations, digital youth work trainers, alumni and the targeted disadvantaged youth groups. With the contribution from their target groups, the alumni have already developed new activity plans which will be implemented from January-June 2021. During 2021, the EU4Youth coordination and support team will also assess how to continue with the network beyond the pilot phase.

## Promoting youth civic participation and leadership – Youth Engagement Roadmaps

The service contract Youth Engagement Roadmaps aims to improve **youth policy design**, increase **youth awareness** of national policy developments and strengthen **youth capacity** for civic participation. During 2020, the project team conducted over 50 virtual meetings with various stakeholders<sup>38</sup> to share information and views on how to increase youth policy coherence across the six Eastern partner countries and approximate it to EU approaches in the field.

The project team developed two concept notes on Youth Dialogue and Youth Guarantee and their impact and possible implementation and use in the EaP region. Both key areas are in line with the Joint Communication on Eastern Partnership policy beyond 2020 (March 2020), in which the European Commission underlines the importance of young people’s role in policy formulation at the local, national and regional levels. The concept note on Youth Dialogue has been shared among national stakeholders during the roundtables in Georgia, Moldova and Ukraine and will be introduced in Belarus, Azerbaijan and Armenia in early 2021. While its application needs to be adapted to the specific needs and context of each EaP partner country, the Youth Guarantee as overall concept and the integrated **Youth Employment Partnerships** provide a valuable bridge for youth to work and shall be further developed into a practical approach to support more targeted policies for addressing youth unemployment.

In 2020, the project team started work on **thematic reviews** in all six Eastern partner countries, covering youth employment, education, entrepreneurship and participation. This was done mainly through a thorough desk research and has enabled the team to further identify relevant gaps in EaP youth policies and practices, and to avoid overlapping with studies being conducted by various international donor projects.

To support the **revision of youth-related policies**, in November 2020 the project team also developed a coherent design on how to set-up and implement **Youth Policy Labs** which will be implemented in 2021.

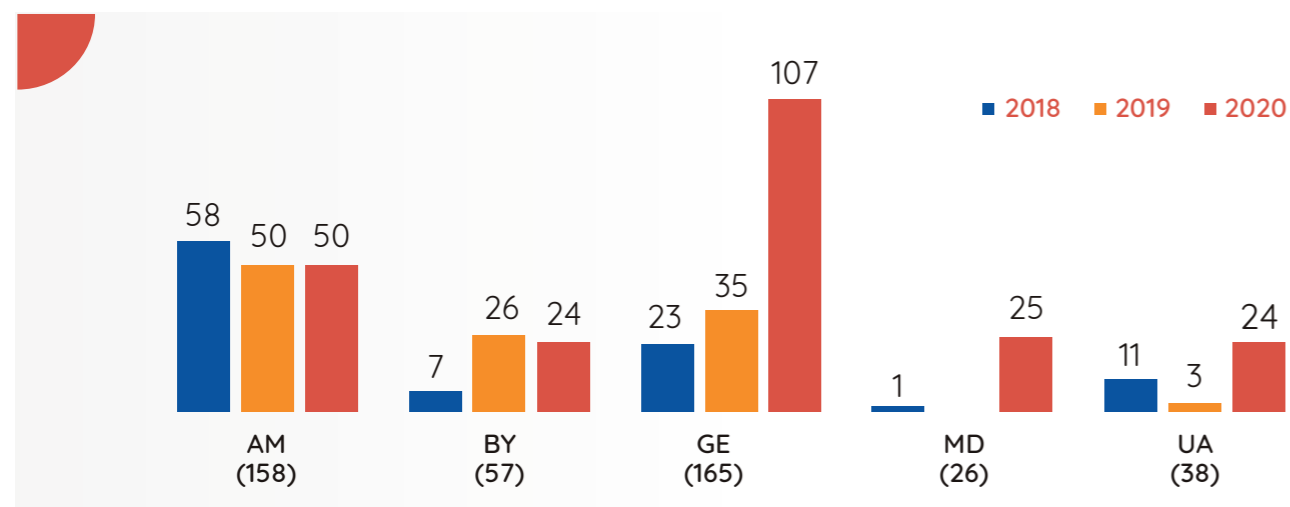
<sup>38</sup> EU stakeholders (DG NEAR, DG EAC, DG Employment, EEAS and ETF), EU Delegations, line ministries in the EaP countries, Youth Councils, European Youth Forum, EU4Youth grant projects, EU-funded bilateral projects and international donors.

## Communication and events

During the reporting period, the EU4Youth grantees organised communication activities to reach young people across the target regions. These cross-sectoral activities are essential as they enable the promotion of EU4Youth projects and increase young people's interest to participate. They also serve as an enabling mechanism to promote a particular topic on a local level (e.g. social entrepreneurship); encourage and inspire young people to become more active in society; and to reach vulnerable young people who often lack the self-confidence to seek out new opportunities. Communication activities are also important to ensure the visibility of the European Union as the donor of EU4Youth projects.

During the reporting period, the EU4Youth projects reportedly conducted **444 awareness raising events** and reached a total of **17,420 young people**. As shown in Figure 14, over 50% of events were organised during 2020 and this was due to the four new large grants which started operating in 2020, amidst the COVID-19 pandemic. To complement their communication efforts, EU4Youth grantees have also produced and distributed a total of **409 communication materials**<sup>39</sup> such as promotional videos, brochures, banners.

Figure 14: Number of awareness raising events, 2018-2020 (N=444)



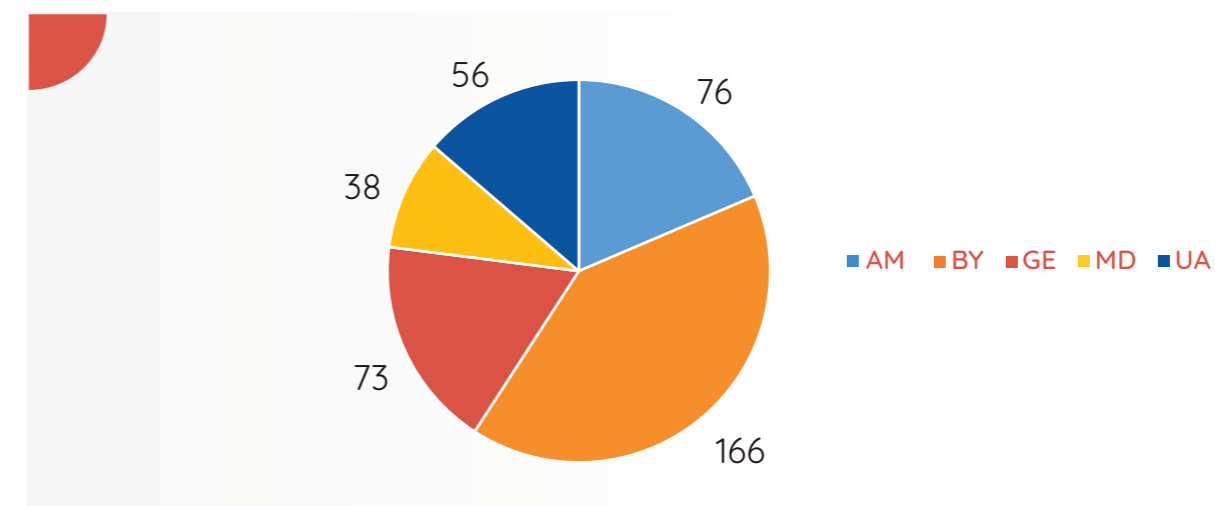
The EU4Youth coordination and support team (EY) plays an important role in supporting grant beneficiaries with their visibility and communication actions.

This is achieved through:



Throughout the reporting period, continuous support was offered to the grantees through the creation and promotion of **179 content items**<sup>40</sup> for the [www.euforyouth.eu](http://www.euforyouth.eu) webpage and related social media channels. To keep the EU4Youth stakeholders updated of the programme's developments, seven EU4Youth newsletters<sup>41</sup> have also been produced and distributed (three in 2019 and four in 2020).

Figure 15: Number of communication materials produced, developed and distributed, 2020 (N=409)



According to the EU4Youth survey, **62% of respondents** confirmed that they were aware that the European Union is the primary donor of EU4Youth projects, while 38% believed that the projects were funded by the implementing partners.

Communication and outreach efforts have also enabled EU4Youth projects to leverage from the **multiplier effect** that word-of-mouth can have among young people. The survey results showed

that 94% of respondents (i.e. 1,429 young people) had informed friends and family members of the EU4Youth project that they participated in, proving that beneficiaries can also take up a key role in spreading information and visibility of the EU4Youth programme. This is an important observation as it paves the way towards the third phase of the EU4Youth programme and large grants and indicates high youth awareness and interest.

**SUCCESS STORY**

*“When I received financing, I had the idea and the project, but I lacked entrepreneurial experience and skills. Today, I have a specific direction, goal and environment to develop my own business even further.” -*

**Tsitsi Shengelia**

Tsitsi, the young carpenter, turned her hobby into a business and opened a creative studio ‘By Tsitsi’, with EU4Youth support.

<sup>39</sup> This does not refer to unique materials as it excludes translated versions and printed copies.

<sup>40</sup> 117 news, 5 event announcements, 21 success stories, 13 opportunities, 10 events, 7 publications and 6 videos.

<sup>41</sup> [Link for registration](#)

## 2.3 EU4Youth programme contribution to the '20 Deliverables for 2020'

2020 was also the final year for the EaP's '20 Deliverables for 2020', a framework laying out concrete tangible results to be achieved across the six Eastern Partner Countries, including several that directly relate to people-to-people contacts and the situation of young citizens.

The table below presents an overview of the relevant deliverables and achieved results within the scope of the large grant scheme, by 2020.

Table 1: 2020 targets monitored under the EU4Youth programme

| Priority IV: Mobility and people-to-people contacts  |  |           |
|--|--|-----------|
| Target by 2020   | State of Play  | Achieved  |
| Partner Countries develop employment and transition strategies and skills-development actions                              | <ul style="list-style-type: none"> <li>151 legislative recommendations were developed to improve youth employability, entrepreneurship and participation across Armenia, Georgia, Moldova and Ukraine</li> <li>103 structures and youth groups were established/ supported to promote youth integration</li> </ul> | Partially |
| The percentage of vocational education and training graduates in employment or further study after six months is increased | 516 unemployed targeted youth from Armenia, Belarus, Georgia and Ukraine became (self-) employed thanks to five of the six large EU4Youth grants from the first generation   | Yes       |
| Reduced mismatch between skills and labour market demands  | 1,988 young people reported improved employability   | Yes       |

The EU4Youth programme has promoted youth employability, entrepreneurship and active participation in society. The programme enabled young people to participate in skills development activities, build their own business, gain first work experience and understand the importance of social inclusion in society as well as their role as drivers for change and progress. In spite of the current pandemic and unexpected setbacks, **88% of respondents from the EU4Youth survey provided positive feedback on the impact of the projects in their confidence to find a job.**

Although this has empowered young people throughout the EaP region, further efforts are needed to solidify the resilience of the Eastern partner countries. Building on the progress achieved so far, the EU4Youth programme will continue to support young people in line with the renewed policy objectives of the Eastern Partnership policy beyond 2020<sup>42</sup>.



<sup>42</sup> Factsheet: The Eastern Partnership beyond 2020: Reinforcing Resilience – an Eastern Partnership that delivers for all

# EU4Youth: Empowering young people across the Eastern partner countries



**Natalia Titova**

### How a Belarusian mother-of-three set up her business with EU

After the entrepreneurship training, Natalia received a grant of €4,000 to open a repair business for brake callipers and she continued receiving support from her mentors and trainers.



**Margaryta Matsegora**

### From private lessons for children to a chain of English language schools teaches English

Margaryta received a grant of €820 to purchase furniture for her classroom where she teaches English.



**Ella Gukova**

### How EU4Youth project helped Ella from Belarus find opportunities in hard times

After the entrepreneurship training, Ella presented her idea for a photography studio and received a grant of €3,500.



**Valentyn Lohvynenko**

### How one man from Mariupol became his own boss

Valentyn took entrepreneurship trainings and received a grant of €850 to start his own business installing stretch ceilings.



**Mariam Tsikaridze  
Nino Mazmishvili**

### Van Gogh and Pirosmani at the Creatorium: EU4Youth supporting creative entrepreneurs in Georgia

Two friends, Mariam and Nino, followed entrepreneurship trainings to help them develop the the Art Salon Creatorium which offers a range of creative products.



**Lusine Arakelyan**

### EU4Youth in Armenia: from the fashion studio to mask production

Lusine completed life skills and entrepreneurship trainings which helped her develop a business plan. Afterwards she received a grant of €4,000 to set up a sewing business.



### Flowers for Martisor: EU helps pupils of Moldova to grow flowers for spring holiday

Young pupils grew flowers for spring holiday (Mărțișor) and the money raised was used for school activities.



**Roma Pheradze**

### EU helps young people in Georgia gain confidence through skill-building clubs

Roma became the leader of the first skill-development SKYE club in Akhaltsikhe.



**Tigran Mayilyan**

### EU4Youth training and funds help mushroom business take off in Armenia

Tigran followed an entrepreneurship training. After presenting his business idea he received a grant of €4,000 to open a business in mushroom production.

## 3. EU4Youth programme:

### The way forward

This last chapter of the EU4Youth Achievements Report 2020 reflects on the needs and challenges linked to youth policy objectives and how the EU4Youth programme can be further developed to increase its potential in contributing towards these objectives. The elements presented in this chapter are common to the entire Eastern Partnership region, while the particularities for each country are noted where appropriate. The observations made in the following sections are built upon the data collected by the EU4Youth coordination and support team. This includes information gathered through **operational activities** such as: collection of quantitative data (presented in [chapter 2](#)); regular communication and project implementation support to grant project implementers; monitoring visits and progress report reviews; and studies conducted such as the meta-study. Extensive information has also been collected through dialogue and exchange with youth and other stakeholders in main events such as the EaP Youth Engagement Summit and the EU4Youth country roundtables.



### 3.1 Education and employability

#### Linking youth skills to market needs

According to the ETF studies on youth unemployment and transition to work, the percentage of young people not in education, employment or training (NEETs) remains high. In the Eastern Partnership, the figures are highest for Armenia and Georgia, at 28.7% and 26%, respectively<sup>43</sup>. Skills mismatch has been identified as an important cause for the high number of NEETs.

Three main root causes for this skills mismatch can be identified:

- 1 Formal education and VET offers that are not aligned with the demands of the labour market;
- 2 Limited offers and recognition of skills through non-formal education schemes;
- 3 Low credibility of public employment services (PES) as a bridge between the supply and demand sides of the labour market<sup>44</sup>.

The pandemic has only further amplified this challenge on skills mismatch, as it has clearly affected the educational system on the one hand, and caused strong disruptions in the labour market on the other.

<sup>43</sup> ETF news article (January 2021) - EU enlargement and neighbouring regions: youth not in employment, education and training (NEETs). Link: [ETF website - News article](#)

<sup>44</sup> EU4Youth Coordination and Support Team (2020). Meta-analysis report on the studies on youth employability, entrepreneurship and participation in the Eastern Partner Countries.

The combination of outdated school curricula and lack of practical learning has led to a chronic skills mismatch between education systems and labour market skills demand across all six Eastern partner countries. A study conducted by the project [EU4Youth: Fostering potential for greater employability](#) (Danish Red Cross), observed that educational materials in Armenia, Belarus and Georgia are not in line with the needs of businesses and technological developments<sup>45</sup>. According to ETF research, there is **insufficient high-quality training concerning ICT and high technologies**.

The digital economy is rapidly transforming the employment landscape across industries, including financial services, health, entertainment, transportation and of course, information and communication technologies (ICT). Millions of jobs requiring advanced digital skills will be created in the coming decade, but many countries are projecting a shortfall of skilled workers to fill these vacancies. While young people are often considered “digital natives”, the reality is that the majority does not possess job-relevant digital skills such as coding and advanced ICT skills.

Practical knowledge is another element currently underdeveloped in the educational framework. Vocational education and training is an important channel between education and labour market. However, for young people to be interested, it must first be well regarded among employers. Although certain countries have already implemented VET reforms, the **recognition of VET education** is not wide enough to motivate young people to spend their time and resources in such activities. According to research by the ETF, few young people in Belarus and Georgia choose to enroll in vocational training due to its lack of attractiveness<sup>46</sup>. All six Eastern partner countries face similar challenges. VET institutions lack modern technologies and cooperation agreements with companies to offer work-based learning<sup>47</sup>.

<sup>45</sup> Martin Demant Frederiksen, Signe Margrethe Thomsen, Ann Louise Slot (2018). EU4Youth: Georgia Labour Market Analysis 2018-19. Link: [Analysis report \(EU4Youth website\)](#)

<sup>46</sup> ETF Report (2019). Policies supporting youth transition to work in Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine. Link: [Report \(ETF website\)](#)

<sup>47</sup> EU4Youth Coordination and Support Team (2020). Meta-analysis report on the studies on youth employability, entrepreneurship and participation in the Eastern Partner Countries.

<sup>48</sup> EU4Youth Coordination and Support Team (2020). Meta-analysis report on the studies on youth employability, entrepreneurship and participation in the Eastern Partner Countries.



The current skills mismatch prevents employers from identifying young candidates with the necessary skillset and knowledge to meet job requirements and company expectations. This is observed not only for hard skills (e.g. digital competences) but also **soft skills** which are not sufficiently developed during school years and further worsen youth employability. Soft skills include problem-solving skills, leadership, creativity and critical-thinking skills. A study conducted by the project [EU4Youth: Better skills for a better future](#) (Save The Children) confirmed that this is the case in Armenia and Georgia, where the lack of inclusion of soft skills in the curriculum is a key constraint.

The third challenge to youth education and employability is the low effectiveness of public employment services, which have not met their full potential<sup>48</sup>. Very few job seekers and employers actually use the service. Improving the functioning of PES through increased government expenditure and clear target setting could contribute to decreasing skills mismatches. To facilitate the transition from school to work, career guidance services could also be further strengthened through professional orientation offered to students in the final year of secondary school.

## EU4Youth showing promising results

Projects within the EU4Youth framework have, as illustrated in [chapter 2](#), developed a substantial number of initiatives to tackle the identified challenges within formal and non-formal education. EU4Youth projects have started developing curricula to be taught at schools and universities, focus on soft skills trainings, and bring young people together with employers through internship, mentoring schemes and job fairs.

These activities include:

Through their activities, the EU4Youth projects clearly recognise that it is important to ensure that skills development is done not only in cooperation with educational institutions, but also with actors from the private sector.

Results show that the developed activities focus on different levels, trying to fill in the missing elements that can bridge the gap between the education system and employers' needs.

**The recognition of the importance of soft skills trainings (end-beneficiaries).** All projects under EU4Youth have a strong focus on soft skills. While soft skills training is often lacking from formal education programmes, results from the projects show that a focus on these skills can considerably increase the empowerment and employability of young, and particularly vulnerable people.

**A strong focus on activities developing certification and validation schemes (Educational system level).** These activities include:

✓ Development of concrete **curricula in cooperation with formal education institutions.** An example of this is the development of two courses on green entrepreneurship and circular economy within the SEED<sup>49</sup> project in cooperation with two Georgian institutions (i.e. Ilia State University and ISET).

✓ **Development of certification and validation processes to increase attractiveness of VET.** The project EU4Youth: Enhancing Youth Education, Employment and Participation in Conflict-affected Areas in Georgia and Ukraine (Danish Refugee Council) has developed a certification process managed by a dedicated commission, composed of vocational education experts and teachers from vocational institutions. The certification process includes theoretical and practical evaluation. Successful completion of the evaluation will determine the competence of a specialist.

✓ **Development of recognition schemes of other, non-formal type of trainings.** In order to make skills development more tangible for end-beneficiaries and to create greater private sector awareness of the value of non-formal type of trainings, recognition schemes can be valuable. Under the scope of the EU4Youth Alumni Network, a digital 'badge system' is currently being developed, which will allow alumni to focus on specific skills development and ensuring recognition for these.

**Focus on job-related trainings (Employer level):** EU4Youth projects have invested in bringing employers and young people together through different channels. Internships are important in this respect, allowing young people to gain on-the-job training and experience. Mentorships allow not only mentees to gain further insights on their career developments, but also allow mentors to better understand the added value that young people could bring as drivers for economic growth and social change. The employers' increased recognition of competences gained through non-formal and informal education will pave the way towards the development of other **youth-focused activities** combining education with civic participation. This includes international learning mobility programmes, student exchange programmes and international volunteering schemes. These activities focus on skills development in a non-traditional way: leadership and ambition, cultural diversity, emotional intelligence and an interest to be actively engaged in society.



## RECOMMENDATIONS

### STRENGTHENING PARTNERSHIPS BETWEEN THE EDUCATION SYSTEM AND EMPLOYERS

✓ Addressing the skills mismatch starts with establishing partnering mechanisms between the education system (i.e. government bodies as well as schools and universities) and employers. It is essential to understand which skills and competencies are most valued by employers and to determine how to integrate them in modernised curricula and teaching methodologies.

✓ National education systems should attempt to mitigate structural unemployment by defining new ways of cooperation with employers and **ensure that school curricula equip youth with the 'right' skills.** On a case-by-case basis, Eastern partner countries should continue reforming their education systems to improve the quality and relevance of qualifications, in line with labour market needs.



**SUCCESS STORY** 

*“The most important support was not about finance, but in the training that taught me how to do business.” -*

**Arevshat Garibyan**

Young entrepreneur Arevshat started production of natural dried fruits with EU4Youth support. Arevshat's business remained open during the COVID-19 outbreak and continues to expand.

<sup>49</sup> EU4Youth: Social Entrepreneurship Ecosystem Development (SEED) Programme for Green Growth in Borderline Communities (CENN)

✓ **Public-private partnerships** (PPP) between the education system (i.e. government bodies and schools and universities) and employers can be created or further reinforced. This will pave the way towards school curricula improvement in line with employers' needs, and ultimately mitigate skills mismatch, allowing the upskilling and reskilling of young people in line with the needs of the labour market, such as in the area of digital skills. The EU4Youth projects can play a role in facilitating in the development of these partnerships.

✓ To increase the possibilities for work-based learning and improve youth employability, it is recommended that educational institutions establish and maintain **internship agreements** with the private sector and the **ecosystem for apprenticeships**, including in SMEs, should be further improved. The practice of work-based learning should also be supported and reinforced through EU4Youth projects.

✓ Youth participation and leadership can also be further enhanced by raising **private sector awareness** on the importance of youth civic participation. If employers perceive extracurricular activities (e.g. volunteering, complementary skills development through informal education, student exchange programmes, etc.) as a plus for young job seekers, this would boost motivation for young people to participate in such activities.

#### FURTHER FOCUS ON VALIDATION AND CERTIFICATION OF NON-FORMAL AND INFORMAL LEARNING

✓ EU4Youth project implementers and educational institutions should contribute further to the **recognition, validation and certification of non-formal and informal learning** (including opportunities to use Youthpass<sup>50</sup> for EU4Youth beneficiaries). Besides the initiatives taken on the ground through the EU4Youth projects, this can be further developed through the EU4Youth programme and its mechanisms for dialogue among key stakeholders. EU4Youth can take up a stronger role in facilitating the discussion on potential contributions of non-formal training courses and youth work to further developing the recognition of skills in the context of national qualification frameworks.

#### STRENGTHENING SUPPORT FOR CAREER GUIDANCE AND MECHANISMS FOR MATCHING JOB SEEKERS AND EMPLOYERS

✓ Systematic support mechanisms for career guidance and better matching of job seekers and employers should be in place. While some initiatives have been launched under the EU4Youth programme, such as career orientation clubs in high schools or the organisation of job fairs, there is a need for a more structural approach. Job matching support is mainly the responsibility of governmental and educational institutions, and requires, among other, the **strengthening of Public Employment Services for specific youth-focused interventions**. This in turn would require targeted and efficient government expenditure, clear target setting and related monitoring mechanisms, as well as ensuring that schools are equipped to provide career services and professional orientation to students.

<sup>50</sup> [Youthpass Website: Homepage](#)



## 3.2 Entrepreneurship

### Entrepreneurial skills and opportunities as a key to entrepreneurial success

Entrepreneurship has been recognised as an important driving force for economic development in general, but also particularly within the EaP countries. Entrepreneurs are the ones who introduce innovative technologies and products, mobilise capital and create employment. Youth entrepreneurship, in particular, is important for strategic development of the economy, as it is not only in general more innovation-focused, but it also provides a solution to the high unemployment figures among young people<sup>51</sup>. Despite empirical evidence showing that young people between the ages of 25 and 34 can be considered as those with the highest level of entrepreneurial intention<sup>52</sup>, youth entrepreneurship rates are relatively low in the Eastern partner countries, in comparison with young people in the EU<sup>53</sup>. Entrepreneurship can be triggered and encouraged on the one hand by developing the right entrepreneurial environment (i.e. political, economic, and legal favourable environment), and on the other hand, by focusing on the development of individual entrepreneurial skills and knowledge.

Insufficient development of **entrepreneurial skills** has been identified as an important barrier to youth entrepreneurship in all EaP countries<sup>54</sup>. Youth entrepreneurship is not sufficiently promoted in schools and the training that is available is not comprehensive enough to equip young people with the necessary knowledge and skills to develop their business ideas and understand how to put this in practice. Competences that are lacking include not only specific business knowledge, such as business registration, management, branding, etc., but also more soft skills linked to critical thinking, taking initiative, the ability to risk with caution or innovative thinking. The focus on youth entrepreneurship is absent not only from school curricula but also from the private sector, which has a strong potential to engage with youth and promote entrepreneurship through interactive activities targeted at students and aspiring young entrepreneurs. In combination with the lack of quality mentorship services, this has led to young people having a limited **entrepreneurial culture and mindset**.

<sup>51</sup> Savytska, N. & Zhehus, O. (2020). 'University formation of entrepreneurial competencies among youth'. In Hrosul, V. & Kreituss, I. (eds). Youth entrepreneurship in eastern partnership countries: Analysis of problems and solutions: monograph. Riga: RISEBA. Link: [Monograph - Youth Entrepreneurship p.35 PDF \(Riseba Website\)](#)

<sup>52</sup> Bucos, T. (2020). 'Entrepreneurial intentions of youth: theoretical and empirical approaches'. In Hrosul, V. & Kreituss, I. (eds). Youth entrepreneurship in eastern partnership countries: Analysis of problems and solutions: monograph. Riga: RISEBA. Link: [Monograph - Youth Entrepreneurship p.46 PDF \(Riseba Website\)](#)

<sup>53</sup> OECD/European Union (2019), The Missing Entrepreneurs 2019: Policies for Inclusive Entrepreneurship, OECD Publishing, Paris. Link: OECD iLibrary - Publication ([OECD Website](#))

<sup>54</sup> EU4Youth Coordination and Support Team (2020). Meta-analysis report on the studies on youth employability, entrepreneurship and participation in the Eastern Partner Countries.

Crucerescu, C. (2020). 'Changes in Moldovan entrepreneurship to achieve sustainable development'. In Hrosul, V. & Kreituss, I. (eds). Youth entrepreneurship in eastern partnership countries: Analysis of problems and solutions: monograph. Riga: RISEBA. Link: [Monograph - Youth Entrepreneurship p.35 PDF \(Riseba Website\)](#)

Teymurova, V. et al (2020). 'Implementation of mobile entrepreneurial learning in the context of flexible integration of traditions and innovations'. In: International Journal of Interactive Mobile Technologies (Vol 14:21. P118-135). Link: [Article abstract \(IJIM Website\)](#)

Within the framework of entrepreneurship, social entrepreneurship has also taken an important focus in the EU's Eastern Partnership strategy.

### **Social entrepreneurship faces similar challenges.**

During the EaP Youth Engagement Summit, it was emphasised that although university education in social entrepreneurship is emerging in Armenia, Belarus, Georgia and Ukraine, the lack of manuals, trained personnel and poor connections to practitioners prevent these programmes from reaching their potential. The general public is also insufficiently informed about the benefits of social entrepreneurship for community development and the positive impact this can have in mobilising the potential of youth, lowering social disparities and creating inclusive workplaces. Together, these barriers contribute to young people not feeling encouraged, motivated or knowledgeable enough to develop their business ideas, prepare business cases and open a company.

Developing a **positive entrepreneurial environment** for young entrepreneurs remains a challenge in the Eastern partner countries. Opportunities for youth entrepreneurship programmes and initiatives through an enabling policy and legislative framework have been limited. Among the six Eastern partner countries, only Moldova has a legislative framework for

social entrepreneurship. In addition, access to finance, either through grants, seed funding or investments, has been difficult for young people. Young entrepreneurs generally rely on personal investment or crowdfunding. Some seed funding from international organisations is available – including from EU4Youth-financed grant projects – but remains limited. The current ongoing crisis due to the COVID-19 pandemic is only exacerbating this issue. In this context, grants may be particularly important for young firms and start-ups, as international evidence strongly suggests that such firms are the most vulnerable in times of crisis<sup>55</sup>.

The **EU4Business**<sup>56</sup> initiative provides support to SMEs in the EaP region by improving access to finance, easing business regulations and access to business support services. While the initiative is not specifically targeted at youth, it has an important component of gender equality and inclusiveness, as several projects target women entrepreneurs and people from rural areas. Results of the EU4Business initiative have shown that linking financial instruments and technical assistance, in the form of providing support and consultancy services to SMEs and improving knowledge and skills, can speed up SME growth. Particularly for young start-ups, this combination of finance and technical assistance can be very efficient in further developing their business.

## The role of the EU4Youth programme

Within the framework of the EU4Youth programme, project activities have been focusing on challenges identified for entrepreneurship, and have combined in their projects' technical assistance, through skills development workshops and trainings, as well as internships, with seed funding through grants. This approach, although applied on a small scale, seems to be successful, despite the difficult circumstances of the ongoing COVID-19 crisis.

With regard to start-up financial support, most beneficiaries are also vulnerable youth, which makes the challenge to set up viable businesses even more severe. In this way, the projects are contributing to creating a specific niche group

of enterprises with young people that often fall outside normal employment opportunities. It will be important to follow up closely with those newly established businesses, often small in nature, to allow them to develop further and grow. In order to increase the sustainability of the initiatives started, the beneficiaries can be further channelled to other initiatives, such as EU4Business. During its implementation, the project **EU4Youth: Better skills for a better future** (Save the Children) already established a partnership with the Business Support Office initiative of the EBRD, which is part of the EU4Business initiative, in order to provide support and coaching to Armenian start-ups and ensure they become operational.



### RECOMMENDATIONS

#### **STRONGER FOCUS ON ENTREPRENEURIAL SKILLS DEVELOPMENT IN FORMAL AND NON-FORMAL EDUCATION**

✓ To further promote the interest of young people to develop their ideas and start a business, educational institutions should **integrate youth entrepreneurship education in school curricula**, starting in secondary education. Roundtable discussions have also highlighted the need to develop student and school associations to bring together students interested in similar topics, such as creating a social enterprise. In addition to improving youth entrepreneurial skills and culture in the academic sphere, it is also recommended for educational institutions to arrange and strengthen cooperation with the private sector. **Internship agreements** with employers could contribute to a better entrepreneurial understanding of students and could increase private sector awareness of how youth inclusion in society and the labour market is beneficial for the community.

✓ The **coordinated effort between formal education actors and private sector** can be even further developed, providing a significant boost to youth entrepreneurship through two channels: private sector initiatives to engage with young people through start-up competitions, coaching and mentoring, and experience-sharing; and school social entrepreneurship courses designed with the support of partners. Within the EU4Youth programme, project implementers could function as facilitators in setting up these cooperations between educational actors and the private sector, given their established partnerships with both sides.



<sup>55</sup> OECD (October 2020). Covid-19 crisis response in Eastern Partner countries. Link: [Policy responses to Coronavirus \(OECD Website\)](#)

<sup>56</sup> [EU4Business Website: Homepage](#)



✓ Skills development activities should also provide a safe environment for young people to put their **knowledge in practice** and empower them of their own ideas. Semi-structured initiatives such as the ones developed within the EU4Youth projects are essential, as they create a unique learning experience where young people can develop their own initiatives, hence contributing to their entrepreneurship and innovation skills, but also leadership, awareness of societal challenges and critical thinking to tackle such issues.

### FOSTERING AN ENABLING ENVIRONMENT THROUGH WELL-DEFINED POLICY FRAMEWORKS AND MORE INTENSIVE COOPERATION WITH THE PRIVATE SECTOR

✓ National governments should strive for the further improvement of their legal frameworks allowing for a broader set of **financial support instruments, capacity development measures and social recognition**, in order to create a full enabling environment where entrepreneurship can fully develop. To complement entrepreneurship education and the expected increase in young people's interest, there should be more opportunities for youth entrepreneurship programmes and initiatives.

✓ As youth needs and challenges continue to evolve, so should policy frameworks. Eastern partner countries have highlighted the need to develop **social entrepreneurship legislation** in order to tackle the low public awareness and to improve the social entrepreneurship environment (e.g. through funding mechanisms). In this respect, an important starting point will be to introduce a unified definition of the concept and understanding of the content of social entrepreneurship.

✓ The **role of private sector** in the promotion of social entrepreneurship, sustainability and ecosystem development can also be further encouraged. To this end, government authorities could put in place incentives (financial and non-financial) for companies with social entrepreneurship initiatives targeted at young people.

✓ Within the framework of EU4Youth, further pathways can be explored to enable and assist national governments in developing more refined policy frameworks by facilitating discussions with stakeholders and creating regional exchanges and fora to discuss best practices and challenges encountered by young entrepreneurs. EU4Youth projects can build further on their developed expertise in their dual approach of offering training and grant support, and can steer policy discussions by integrating end-beneficiaries' experiences and challenges encountered in the broader discussions on effective entrepreneurial environments.



## 3.3 Participation and leadership

### Engaging youth through active citizenship

Although youth participation is envisaged in the national policies of all six Eastern partner countries, its understanding is often limited to direct political participation. Broader youth engagement processes in policy and civic activities have received less attention.

Youth participation can take place in multiple settings and at various levels, from the village to the national level, from the household and school to the municipal council and in digital platforms. While youth should be enabled to participate in as many settings as they desire, it is absolutely critical to build capacities of both youth and adults to facilitate engagement and meaningful dialogue.

When looking at youth participation and leadership, the EU4Youth coordination and support team has identified three main challenges: limited capacity of national youth councils; insufficient opportunities offered by youth centres; and outdated teaching practices which do not sufficiently promote youth civic participation and leadership.

Youth engagement and participation require that young people have the tools to develop opinions and encourage critical thinking. **Teaching practices** are often not yet learner-centred and consequently have a limited contribution to promoting a culture of active youth participation and empowerment that could also stimulate more civic and political engagement.

**Insufficient youth information infrastructures** are currently in place to reach non-engaged and vulnerable youth and to raise awareness among them about existing opportunities for participation. The lack of awareness has an impact on young people's interest in participating in related activities. For instance, according to recent data, almost 60% of Ukrainian youth show no interest in public participation, and the same issue is observed in Georgia where young people show little interest or willingness to engage<sup>57</sup>.

At the political level, for active youth participation to become effective it needs to be integrated within national policy frameworks. However, this requires long-term and structural support. Changing political priorities and commitments can reduce the **capacity of national youth councils** to engage in youth dialogue nationally or internationally. Youth actors have in some cases also encountered difficulties to participate meaningfully in youth dialogue through a lack of social inclusion, discrimination of vulnerable youth and presence of government-organised NGOs (GONGOs). At more local level, **communication across local youth centres** is often lacking, which prevents them from experience-sharing and raising their needs and challenges in a clear and organised manner to government officials.

<sup>57</sup> Eurobarometer data show that interest is higher in the EU, where 74% of people aged 15-39 would like to know more about their rights as EU citizens. Link: [Standard Eurobarometer 93 - Summer 2020 \(DG COMM - Public opinion Website\)](#)

## The role of the EU4Youth programme

Through the EU4Youth projects, as presented in Chapter 2, these existing challenges for youth participation have been addressed through different approaches and focusing on different levels of youth participation:

✓ **At the national/regional level** the project on youth engagement roadmaps is providing policy assistance to develop a more structural youth dialogue in the Eastern Partnership region. Moreover, individual grant projects have taken specific initiatives to increase information exchanges and support structures at national level. An example is the establishment of a national youth employment platform in Georgia under the project EU4Youth: Better skills for a better future (Save the Children) to bring together all key stakeholders (i.e. non-formal and formal education, private sector, state actors and agencies) and ensure that young people will continue to have the opportunity to influence decision-making processes even after the end of the project.

✓ **At a more local level** good practices have been observed in different projects. The project EU4Youth: SAY YES – Skills for jobs (World Vision) established SKYE clubs with the primary objective of teaching different topics (e.g. citizenship, leadership, soft skills, etc.) to young people. After completing the curricula, club members were given the freedom to initiate their own projects without interference from the project team. One of these projects led to the establishment of a youth NGO in Georgia. Another example is the project EU4Youth: School Garden for Agricultural Entrepreneurship (Green Cross Belarus): in addition to developing training programmes<sup>58</sup> and transforming rural schools into business incubators, the project supports beneficiaries' **engagement in the community**. This link between trainings and developing broader social engagement is a perfect example to showcase how a focus on technical competences and leadership skills of youth can benefit society. However, such cause-effect relationships from youth leadership to societal benefits represent a long-term process and do not often show direct results.

✓ Finally, the EU4Youth programme manages to reach out and involve young people that are living in more peripheral areas where access to youth facilities or digital infrastructures is less available. In their focus on disadvantaged youth in these remote areas, the projects developed within EU4Youth manage to **increase inclusiveness**, raise awareness and create perspective for the most vulnerable young people. The EU4Youth Alumni Network is in this respect a good example of how disadvantaged young people are supported by more experienced peers in increasing their engagement in their local communities and in the EU mobility programmes.

<sup>58</sup> Such as in organic farming, entrepreneurship and leadership, agricultural tourism, storing and processing organic products.



## RECOMMENDATIONS

### BUILDING MORE AND BETTER-QUALITY YOUTH DIALOGUE FOR YOUTH ENGAGEMENT IN POLICYMAKING

✓ More systematic investments are needed from national and local governments to **raise awareness and increase outreach** on the importance of youth dialogue, to strengthen platforms and structures providing opportunities for this dialogue, and to build capacity of both young people and public officials to engage in a meaningful two-way process, at local as well as national level.

✓ It is essential to establish well-designed and **sustainable youth dialogue mechanisms**, tools and platforms in order to strengthen communication and coordination among key stakeholders. This is particularly important to enable experience-sharing among local youth centres and to streamline their communication towards government officials in a clear and organised manner. This approach will bring increased attention and visibility to the needs and challenges of youth, and will pave the way towards jointly developing appropriate solutions.

✓ Furthermore, **national youth councils** can play a key role in consolidating and channelling the voice of young people for higher-level dialogue and policy development. Their capacity should be further supported and cooperation enhanced, including through state-funded programmes and initiatives. At regional level, the EaP Youth Forum could become better integrated in structured youth policy dialogue as foreseen in the Joint Communication on the future of the Eastern Partnership<sup>59</sup>.



### SUCCESS STORY

*“Thanks to the European Union grant, my revenue rose by at least 30 %!” -*

**Anna Movchan**

EU4Youth support allowed Anna to buy the equipment to run her edible bouquet workshop, which now has hundreds of satisfied clients and big plans for the future.

<sup>59</sup> European Union: European Commission, Joint Communication to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the regions – Eastern Partnership policy beyond 2020: Reinforcing Resilience – an Eastern Partnership that delivers for all. 18 March 2020, JOIN(2020) 7 final. Link : [EUR-Lex 52020JC0007 - EN \(EUR-Lex Website\)](https://eur-lex.europa.eu/eli/comm/communication/2020/18/1/EN)

✓ **New digital tools and formats** could be further explored to enhance youth consultation processes. In this respect, the UNICEF initiative U-Report, implemented in Ukraine and Moldova, is an interesting pathway to further explore. U-Report is a secure messaging system that encourages young people to talk about the issues that really matter. Through weekly surveys, young people are given the opportunity to make their voices heard and express their opinion on various topics. Results can be used as direct input for policy discussions.

✓ The EU4Youth programme could further contribute to supporting national stakeholders in the development of these structures for more and better-quality structured dialogue. Such dialogues will allow to review, update and implement policies affecting youth and to make young people's voices heard in policymaking processes.

### **STRONGER AND STRUCTURAL SUPPORT FOR YOUTH CENTRES AND YOUTH INFORMATION STRUCTURES TO ALLOW THEM TO FOCUS MORE ON INCLUSIVENESS AND ACTIVE CITIZENSHIP**

✓ Youth participation and empowerment should not only aim at political engagement, but also include active engagement within the communities that young people are part of. Government authorities should complement **new teaching practices** with **capacity building of youth centres** to increase their portfolio of available programmes and trainings and embed them fully into young peoples' social environments. More structural investment in youth centres will also streamline their communication and experience-sharing practices, resulting in a potentially larger outreach to young people, and to increase their awareness of the added value of active participation in their local, regional or national communities. Youth centres could play in this respect also an important role in assisting youth in their transition from education to work and to reengage NEETs.

✓ **Youth information structures** should also be clearly defined and put in place by the relevant government authorities. Youth awareness on existing opportunities (e.g. volunteering schemes, student exchange programmes, scouts, etc.) can and should be increased through different channels, such as information sessions at schools and universities, television announcements or a main website compiling different opportunities for youth. This will enable young people to choose from a variety of attractive activities depending on their interests.

## **3.4 Conclusions and outlook: EU4Youth ready for the New Deal for Youth**

Investing in youth is investing in the future. Young people can be important change-makers when they are involved in a meaningful way and have the opportunity to actively participate at all levels of society, the economy and politics. The **New Deal for Youth** that has been proposed by the European Commission for the post-2020 EaP policy framework, highlights strategic priorities for next stages of cooperation. The EU4Youth programme, with its focus on the three pillars of

education & employability, entrepreneurship, and partnership & leadership is well aligned with these priorities and ready to integrate adaptations as needed.

Reaching the objectives set for each of the defined pillars will require the involvement and commitment of different stakeholders. This chapter includes recommendations targeted at different levels and which should involve European, national, and local authorities, the public and the non-public sector.

Besides the recommendations linked to each pillar, the EU4Youth programme will also need to retain an overall coordinating role on issues that are of a more cross-cutting nature:

### **ENSURING SOCIAL INCLUSION ACROSS ALL ACTIVITIES OF EU4YOUTH**

✓ **Youth social inclusion** and effectively reaching vulnerable young people is an element that needs to be taken into account across all activities within the EU4Youth programme. In ensuring inclusiveness, it will be important to closely link the national policy debates with the local realities, ensuring awareness of ongoing discussions and processes with disadvantaged young people who are often only locally anchored. Ensuring this link will allow this group of young people to expand their horizon and increase their awareness of (learning) opportunities beyond their local communities.

✓ Within the EU4Youth projects, experiences in the application of social inclusion methods (e.g. engage with disabled people or internally displaced young people) have shown to be successful. Such practices include basic mouth-to-mouth awareness raising, as well as using popular and easily accessible digital tools. Both aspects need to be there to guarantee that the non-digitally connected, often most vulnerable, can also be reached. The EU4Youth coordination and support team has been assisting and promoting experience sharing in the application of **social inclusion** methods (e.g. engage with disadvantaged or disabled people). This should be further continued by identifying successful practices and supporting respective grantees in sharing their approach with other EU4Youth projects.



✓ To further promote **women's empowerment** among EU4Youth beneficiaries, close monitoring needs to be put in place for country-specific findings on **gender equality**. As results have shown, participation of young women has declined in 2020 with large differences between countries (e.g. significantly lower female participation in Moldova). While the overall share of women participating remains high, such findings should be used to discuss any necessary corrective or preventive measures to ensure that female participation stays at least at 50%.

## CREATING STRONGER SYNERGIES WITH OTHER INITIATIVES AND DEVELOP ROBUST KNOWLEDGE MANAGEMENT ACROSS THE EU4YOUTH PROJECTS

✓ As they are part of regional programmes, EU4Youth projects should facilitate **best-practice exchanges** among the Eastern partner countries while also bringing experiences from EU Member States. Building synergies and creating exchanges within and between youth-related programmes needs further attention and this at different levels:

- **Within the EU4Youth programme**, continuous exchanges on activities and best practices can further contribute to overall results. For instance, the EU4Youth grantees<sup>60</sup> that are active in Armenia including the newest projects SEED and SEAG, have developed coordination mechanisms to ensure that their activities align and avoid overlapping. Similar practices have been observed in EU4Youth social entrepreneurship projects active in Moldova and Ukraine. Further exploration is needed in how these collaborations can be intensified. Stronger collaboration will **increase the reach and visibility** of EU4Youth projects and allow implementers to leverage each other's experiences and activities.
- **Inter-project collaboration across EU4 programmes**: Closer connections between the regional initiatives developed for the Eastern Partnership countries should be developed. In particular, initiatives like EU4Business, EU4Innovation, EU4Digital, and EU4Dialogue can bring further value to EU4Youth. For instance, the EU4Digital initiative is planning to roll-out a campaign targeted at young people in order to increase their interest in technology-related work fields (i.e. ICT and STEM<sup>61</sup>) which could be relevant for end-beneficiaries within the EU4Youth projects. The EU4Business initiative<sup>62</sup>, which includes over 100 projects, can bring opportunities for those young people that started a business under EU4Youth. Other initiatives such as Erasmus for Young Entrepreneurs should also be further explored<sup>63</sup>.
- **At national level**, complementarities and synergies with initiatives and projects implemented under EU Delegations' financial frameworks or implemented by other (inter)national donors need to be closely monitored. By assigning national contact points for EU4Youth in each country, these exchanges and cooperations could be further developed.

<sup>60</sup> Refers to the grantees from EU4Youth Component 2 – Phase I.

<sup>61</sup> Science, technology, engineering and mathematics.

<sup>62</sup> [EU4Business Website: Homepage](#)

<sup>63</sup> European business exchange programme: [Erasmus for Young Entrepreneurs](#)

✓ To promote evidence-based and adaptive learning within the EU4Youth programme, it is also recommended to **implement follow-up mechanisms** after projects' closure. This will allow European Commission officials to understand the extent to which project activities have led to sustainable benefits for young people. The **knowledge management** system currently under development should become a helpful tool to archive and follow up on projects' achievements. However, it will be important not only to keep the evidence maintained, but also to monitor how projects whose implementation ended can have lasting, long-term effects.

✓ Finally, knowledge and experience is lost if it is not spread and multiplied. **Communication & visibility** therefore remain key in the EU4Youth programme. A strong focus should remain on increasing the communication of activities and results of the EU4Youth projects. Increasing the visibility of actions and achievements can only contribute and inspire young people to become active citizens themselves and to seize the opportunities to build their own future and become real change-makers.

**The results presented in this achievement report show that the EU4Youth programme has (partially) reached the main objectives that were defined under the '20 deliverables for 2020', and that progress has been made in creating opportunities for young people at local, national and regional level. By combining local initiatives and activities with national discussions and best practice exchanges, the programme shows in itself a dynamic that leaves traces at all levels and contributes to systemic changes in the Eastern partner countries. In this way, the EU4Youth programme remains an ambitious, flexible and inclusive framework for cooperation with the potential to create a larger long-term impact.**

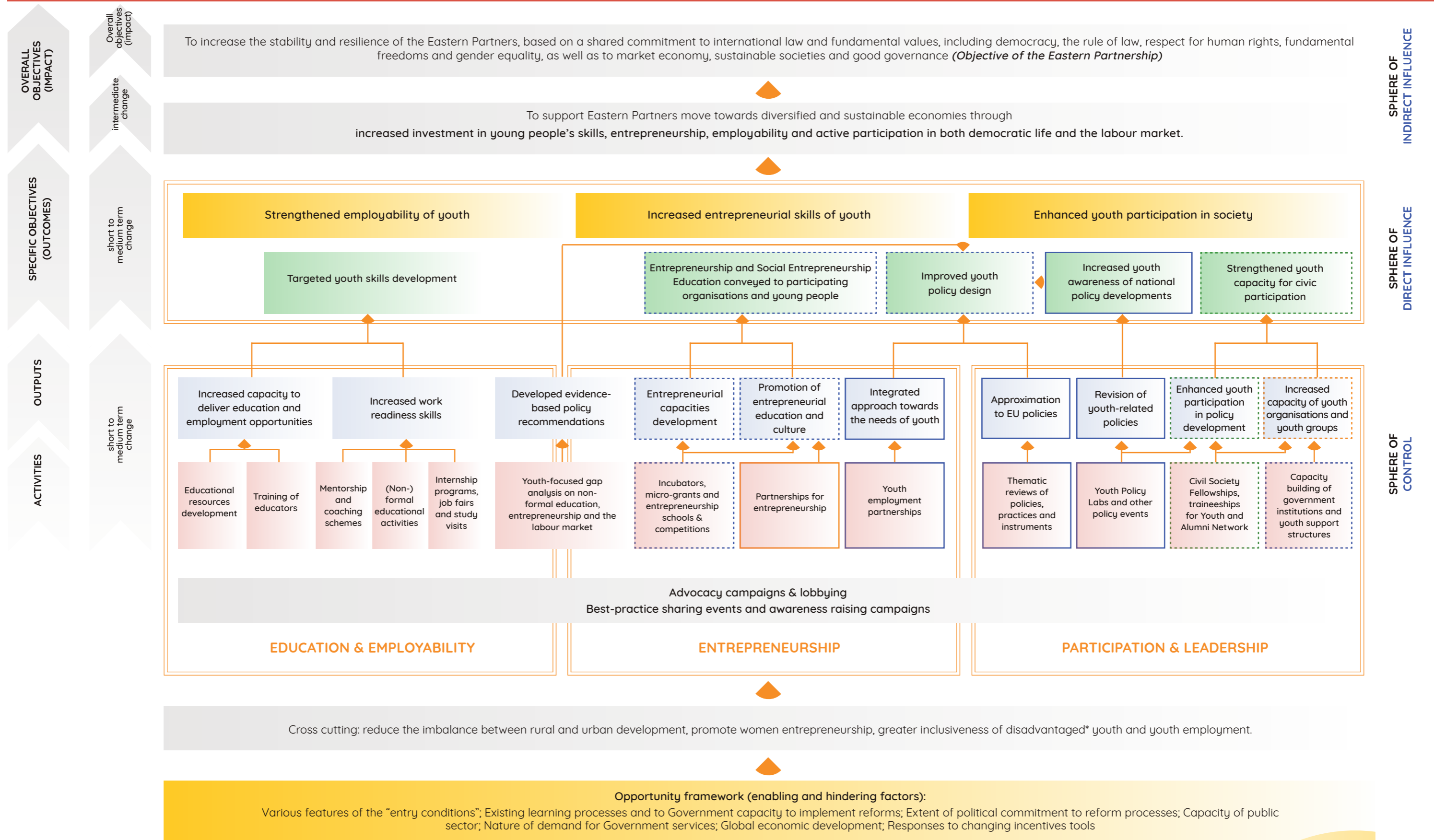


# ANNEXES

## ANNEX 1: EU4Youth large grants

|   |   |   |
|---|---|---|
| <p>Enhancing Youth Education, Employment and Participation in Conflict-affected Areas</p>   | <p>Employability and stability</p>  | <p>Fostering potential for greater employability</p>  |
| <p><b>Lead implementer:</b> Danish Refugee Council<br/> <b>EU Budget:</b> €1.50 million<br/> <b>Coverage:</b> Georgia and Ukraine<br/> <b>Implementation:</b> 2018 - 2020<br/> <b>Objective:</b> To enhance the livelihoods of internally displaced and conflict-affected youth</p>   | <p><b>Lead implementer:</b> SOS Children's Villages<br/> <b>EU Budget:</b> €1.50 million<br/> <b>Coverage:</b> Armenia, Belarus and Ukraine<br/> <b>Implementation:</b> 2018 - 2021<br/> <b>Objective:</b> To create better prospects for employment and entrepreneurship for disadvantaged youth</p>               | <p><b>Lead implementer:</b> Danish Red Cross<br/> <b>EU Budget:</b> €1.33 million<br/> <b>Coverage:</b> Armenia, Belarus and Georgia<br/> <b>Implementation:</b> 2018 - 2021<br/> <b>Objective:</b> To support access to employment of marginalised youth groups</p>                                |
| <p>SAY YES - Skills for jobs</p>  | <p>Better skills for a better future</p>  | <p>'School Garden' for Agricultural Entrepreneurship</p>  |
| <p><b>Lead implementer:</b> World Vision<br/> <b>EU Budget:</b> €1.47 million<br/> <b>Coverage:</b> Armenia and Georgia<br/> <b>Implementation:</b> 2018 - 2021<br/> <b>Objective:</b> To contribute towards the (self)-employability of young women and men with few opportunities</p>                                       | <p><b>Lead implementer:</b> Save The Children<br/> <b>EU Budget:</b> €1.50 million<br/> <b>Coverage:</b> Armenia, Georgia and Ukraine<br/> <b>Implementation:</b> 2018 - 2020<br/> <b>Objective:</b> To contribute to greater employability and advocate for coherent and cross-sectorial youth</p>                 | <p><b>Lead implementer:</b> Green Cross Belarus<br/> <b>EU Budget:</b> €1.50 million<br/> <b>Coverage:</b> Belarus, Moldova and Ukraine<br/> <b>Implementation:</b> 2018 - 2022<br/> <b>Objective:</b> To foster employability and participation of youth residing in disadvantaged rural areas</p> |
| <p>Social Entrepreneurship in Armenia and Georgia (SEAG)</p>  | <p>Social Innovation Impact - a strategic partnership</p>   | <p>Unlocking the potential of young social entrepreneurs in Moldova and Ukraine</p>   |
| <p><b>Lead implementer:</b> Mercy Corps Europe<br/> <b>EU Budget:</b> €1.49 million<br/> <b>Coverage:</b> Armenia and Georgia<br/> <b>Implementation:</b> 2020 - 2022<br/> <b>Objective:</b> To foster the entrepreneurial potential of young people in the field of social entrepreneurship</p>                              | <p><b>Lead implementer:</b> "Alaturi de Voi" Romania Foundation<br/> <b>EU Budget:</b> €1.49 million<br/> <b>Coverage:</b> Moldova and Ukraine<br/> <b>Implementation:</b> 2020 - 2022<br/> <b>Objective:</b> To foster the empowerment of the entrepreneurial potential of young people in the field of social</p> | <p><b>Lead implementer:</b> Gustav-Stresemann-Institut e.V.<br/> <b>EU Budget:</b> €1.49 million<br/> <b>Coverage:</b> Moldova and Ukraine<br/> <b>Implementation:</b> 2020 - 2022<br/> <b>Objective:</b> To Improve the capacity of youth-owned social enterprises (SEs)</p>                       |
| <p>Social Entrepreneurship Ecosystem Development (SEED) Programme for Green Growth in Borderline Communities</p>  |   |   |
| <p><b>Lead implementer:</b> Caucasus Environmental NGO Network Association<br/> <b>EU Budget:</b> €1.49 million<br/> <b>Coverage:</b> Armenia and Georgia<br/> <b>Implementation:</b> 2019 - 2022<br/> <b>Objective:</b> To develop the entrepreneurial potential of young people in the field of social entrepreneurship</p> |   |   |

INTERVENTION LOGIC OF EU4YOUTH



- Legend:**
- Only Component 1
  - Only Component 3
  - Components 1, 2 and 3
  - Components 2 and 3
  - Components 1 and 3

*"All those young people experiencing personal difficulties/obstacles, limiting/preventing them from taking part in transnational projects. The obstacles/difficulties may be: mental, physical, sensory or other disabilities; education difficulties (learning difficulties, early-school-leavers, etc.); economic obstacles (low standards of living, low income, etc.); cultural differences (immigrants/refugees/their descendants, national/ethnic minorities, etc.); chronic health problems; social obstacles (discrimination due to gender, age, etc.); limited social skills, anti-social or risky behaviours, precarious situations, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, orphans; geographical obstacles (people from remote rural areas, small islands or peripheral regions)." Reference: Erasmus+ Programme Guide*

### ANNEX 3: List of EU4Youth Performance Indicators

| Ref.   | Performance Indicators   | Type    | Result level |
|--------|--|---------|--------------|
| 1.01   | Total number of competence development activities  | Key     | Output       |
| 1.01_1 | # of face-to-face competence development activities  | Non-key | Output       |
| 1.01_2 | # of web-based (i.e. online) competence development activities   | Non-key | Output       |
| 1.02   | Total number of competence development activities focusing on entrepreneurship                                     | Non-key | Output       |
| 1.02_1 | # of face-to-face competence development activities focusing on entrepreneurship                                   | Non-key | Output       |
| 1.02_2 | # of web-based (i.e. online) competence development activities focusing on entrepreneurship                        | Non-key | Output       |
| 1.03   | Total number of participants in competence development activities  | Key     | Output       |
| 1.03_1 | # of participants in face-to-face competence development activities  | Non-key | Output       |
| 1.03_2 | # of participants in web-based (i.e. online) competence development activities                                     | Non-key | Output       |
| 1.04   | Total number of participants in competence development activities focusing on entrepreneurship                     | Non-key | Output       |
| 1.04_1 | # of participants in face-to-face competence development activities focusing on entrepreneurship                   | Non-key | Output       |
| 1.04_2 | # of participants in web-based (i.e. online) competence development activities focusing on entrepreneurship        | Non-key | Output       |
| 1.05   | Total number of women participating in competence development activities   | Key     | Output       |
| 1.05_1 | # of women participating in face-to-face competence development activities   | Non-key | Output       |
| 1.05_2 | # of women participating in web-based (i.e. online) competence development activities                              | Non-key | Output       |
| 1.06   | Total number of women participating in competence development activities focusing on entrepreneurship              | Non-key | Output       |
| 1.06_1 | # of women participating in face-to-face competence development activities focusing on entrepreneurship            | Non-key | Output       |
| 1.06_2 | # of women participating in web-based (i.e. online) competence development activities focusing on entrepreneurship | Non-key | Output       |
| 1.07   | Total number of disadvantaged participants in competence development activities                                    | Key     | Output       |
| 1.07_1 | # of disadvantaged participants in face-to-face competence development activities                                  | Non-key | Output       |

| Ref.   | Performance Indicators  | Type    | Result level |
|--------|---|---------|--------------|
| 1.07_2 | # of disadvantaged participants in web-based (i.e. online) competence development activities                              | Non-key | Output       |
| 1.08   | Total number of disadvantaged participants in competence development activities focusing on entrepreneurship              | Non-key | Output       |
| 1.08_1 | # of disadvantaged participants in face-to-face competence development activities focusing on entrepreneurship            | Non-key | Output       |
| 1.08_2 | # of disadvantaged participants in web-based (i.e. online) competence development activities focusing on entrepreneurship | Non-key | Output       |
| 1.09   | # of mentors  | Non-key | Output       |
| 1.10   | # of mentees  | Non-key | Output       |
| 1.11   | # of mentor-mentee connections established  | Non-key | Output       |
| 1.11_1 | # of mentor-mentee connections established for which the mentees are young women  | Key     | Output       |
| 1.11_2 | # of mentor-mentee connections established for which the mentees are young disadvantaged people                           | Non-key | Output       |
| 1.14   | # of communication materials produced, developed and distributed  | Non-key | Output       |
| 1.15   | # of new formal educational resources developed   | Non-key | Output       |
| 1.15_1 | # of new formal educational resources put into practice   | Non-key | Output       |
| 1.16   | # of youth educators trained  | Key     | Output       |
| 1.17   | # of stakeholders involved in non-formal education, employment mechanisms and internships                                 | Non-key | Output       |
| 1.18   | # of young entrepreneurs who received financial assistance  | Key     | Output       |
| 1.18_1 | # of young women entrepreneurs who received financial assistance  | Non-key | Output       |
| 1.18_2 | # of young disadvantaged entrepreneurs who received financial assistance  | Non-key | Output       |
| 1.21   | # of job fairs and business fairs   | Key     | Output       |
| 1.22   | # of attendees in job fairs   | Non-key | Output       |
| 1.22_1 | # of women attendees in job fairs   | Non-key | Output       |

| Ref.   | Performance Indicators   | Type    | Result level |
|--------|--|---------|--------------|
| 1.22_2 | # of disadvantaged attendees in job fairs  | Non-key | Output       |
| 1.25   | # of awareness raising events  | Non-key | Output       |
| 1.26   | # of young people reached through awareness raising events   | Non-key | Output       |
| 1.27   | # of job seekers who completed certification and/or validation process   | Key     | Output       |
| 1.27_1 | # of women job seekers who completed certification and/or validation process                                   | Non-key | Output       |
| 1.27_2 | # of disadvantaged job seekers who completed certification and/or validation process                           | Non-key | Output       |
| 1.30   | # of legislative recommendations developed to improve youth education, entrepreneurship and participation      | Key     | Output       |
| 1.31   | # of implemented capacity-building programmes implemented  | Key     | Output       |
| 1.32   | # of participants in internships/ apprenticeships  | Non-key | Output       |
| 1.32_1 | # of women participants in internships/ apprenticeships  | Non-key | Output       |
| 1.32_2 | # of disadvantaged participants in internships/ apprenticeships  | Non-key | Output       |
| 1.35   | Total number of people who have participated in inter/ intra-regional mobility activities other than trainings | Key     | Output       |
| 1.35_1 | Number of women participants in inter/intra-regional mobility activities other than trainings                  | Non-key | Output       |
| 1.35_2 | Number of disadvantaged participants in inter/intra-regional mobility activities other than trainings          | Non-key | Output       |
| 1.36   | Number of institutions who have benefited directly from the project  | Key     | Output       |
| 1.37   | Total number of individual beneficiaries   | Key     | Output       |
| 1.38   | Total number of civil society fellows  | Key     | Output       |
| 1.39   | Number of Alumni   | Key     | Output       |
| 1.40   | Number of outreached disadvantaged youth through the Alumni Network  | Key     | Output       |
| 1.41   | Number of participants in Policy Labs and other policy events  | Key     | Output       |

| Ref.   | Performance Indicators   | Type    | Result level |
|--------|--|---------|--------------|
| 1.41_1 | Number of young women participants in Policy Labs and other policy events  | Non-key | Output       |
| 1.41_2 | Number of young disadvantaged participants in Policy Labs and other policy events  | Non-key | Output       |
| 1.44   | Number of youth-related policy discussions   | Non-key | Output       |
| 1.45   | Number of policy recommendations developed   | Key     | Output       |
| 1.46   | Number of stakeholders involved in youth employment partnerships   | Key     | Output       |
| 2.01   | Total number of start-ups created that are still running after 3 months of being opened  | Key     | Outcome      |
| 2.02   | Total number of start-ups created that are still running after 6 months of being opened  | Key     | Outcome      |
| 2.03   | Total number of start-ups created that are still running after 1 year of being opened  | Key     | Outcome      |
| 2.04   | Total number of jobs created by these start-ups which are still running  | Key     | Outcome      |
| 2.05   | Number of accepted legislative recommendations to improve youth education, entrepreneurship and participation  | Key     | Outcome      |
| 2.06   | Total number of unemployed targeted youth who became (self) employed   | Key     | Outcome      |
| 2.06_1 | Number of unemployed targeted young women who became (self) employed   | Non-key | Outcome      |
| 2.06_2 | Number of unemployed targeted disadvantaged youth who became (self) employed   | Non-key | Outcome      |
| 2.09   | Number of targeted youth who report improved employability   | Key     | Outcome      |
| 2.09_1 | Number of targeted young women who report improved employability   | Non-key | Outcome      |
| 2.09_2 | Number of targeted disadvantaged youth who report improved employability   | Non-key | Outcome      |
| 2.12   | Number of structures and youth groups (i.e. governmental and non-governmental) formed/supported promoting youth integration and participation into economy and society | Key     | Outcome      |
| 2.13   | Number of young people aware of national policy developments   | Key     | Outcome      |
| 2.14   | Number of policy recommendations implemented   | Key     | Outcome      |
| 2.15   | Total number of young people participating in policy development after being in training activities with the project   | Key     | Outcome      |



| Ref.   | Performance Indicators   | Type    | Result level |
|--------|--|---------|--------------|
| 2.15_1 | Total number of young women participating in policy development after participating in training activities     | Non-key | Outcome      |
| 2.15_2 | Total number of young disadvantaged people participating in policy development after participating in training | Non-key | Outcome      |
| 3.01   | Share of youth not in education, employment or training, total (% of youth population)                         | Key     | Impact       |
| 3.02   | Civic participation score  | Key     | Impact       |
| 3.03   | Global Entrepreneurship Index  | Key     | Impact       |



**EU4Youth**

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