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**“Youth Up 4 Change: better skills for successful transition”  
final assessment of pilot projects**

(ANALYTICAL REPORT)

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## Table of Contents:

Summary.....	4
Key findings of the survey of beneficiaries and control group representatives .....	8
Key findings of the focus-groups with the parents of the project beneficiaries and the target communities..	9
Key findings of the in-depth interviews .....	10
Introduction.....	12
Survey analysis.....	13
Demographic block.....	13
Assessing environment within the community .....	16
Information sources about the project .....	21
Motivation to participate in projects .....	22
Expectations from project.....	24
Project’s relevance to young people’s needs.....	27
Desired interventions in projects.....	32
Future plans.....	34
Business opportunities .....	37
Focus group analysis.....	41
Project information.....	41
Assessment of the situation in the community .....	45
Expectations for the project.....	53
Future expectations.....	55
In-depth interview analysis.....	57
Organizations implementing pilot projects.....	57
1. Information on the organizations.....	57
2. Information on the young people in the community .....	60
3. The main characteristics of pilot projects.....	63
4. Project implementation .....	66
5. Future plans.....	68
Donor organizations of pilot projects and youth organizations.....	70
1. Donor organizations.....	70
Youth organizations.....	75

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<b>Recommendations</b> .....	<b>78</b>
<b>Awareness and involvement</b> .....	78
<b>Organizational gaps</b> .....	79
<b>Practical components of the project</b> .....	80
<b>Employment of beneficiaries</b> .....	80
<b>Compliance with existing needs</b> .....	80
<b>The legislative framework</b> .....	81
<b>Annex</b> .....	<b>82</b>

## Summary

Findings revealed after the focus-groups analysis to evaluate pilot projects show that activities within the Tserovani project “**job-finding skills and employment opportunities for displaced young people**” implemented by the organization “For better future” were more or less relevant to the needs of young people living in Tserovani settlement. According to information gathered from community and parent focus groups, youth programs such as photoshop, photography, marketing, cloisonné are very useful for young people. This is also confirmed by the results of the survey conducted with beneficiaries. The beneficiaries named the English language as the most demanded program among the above-mentioned curricula - on a 5-point scale, 81.8% of the respondents gave the highest score. Beneficiaries estimated that social media and online marketing courses (77.3%), cloisonné enamel (63.6%) were also highly demanded.

According to parents and other community representatives, young people have acquired the basic skills needed to find a place in the labor market. It should be noted that the parents of the youth participating in the project and other community members in Tserovani settlement believe that state youth policy needs to be reviewed and tailored to the needs of each region.

The research shows that the project implemented in the Tserovani IDP settlement achieved its pre-planned goals - young people developing new skills in the above-mentioned professional areas. This will facilitate their integration into the labor market.

In the same context, it should be noted that the majority (83.3%) of the surveyed beneficiaries estimate that the project fully justifies the functions entrusted to it. In the opinion of the overwhelming majority (95.5%) of the respondents, participation in the project has a positive impact on their employment (joined categories: "It will facilitate more than not", "it will facilitate").

After the completion of the project, the youth were employed in social enterprise. Also, they were allowed to do an internship. The role of non-formal education in the project was very important. It is noteworthy that, several changes were made during the course of the project, though it wasn't essential and therefore, the pilot project was not interrupted.

As for the effectiveness of the project, as in the case of other projects, it was also necessary to make small changes to the budget. However, this does not mean that the resources of the Youth Agency and Save the Children have been used inappropriately or inadequately.

Project beneficiaries have the opportunity to share their knowledge with other young people, which is certainly a positive thing. This, in turn, will have a positive impact on the sustainability of the project results. It should also be noted that the project has fulfilled both program priorities. Young people were able to develop job-seeking skills by receiving non-formal education and using social enterprise resources. As for the project results, we must take into account the level of satisfaction of the beneficiaries. As it turned out, all participants (100%) of the project in Tserovani are completely satisfied with the progress of the project and the activities carried out. Each respondent scored highest on a 5-point scale.

According to the implementing organization representative, as long as the project was in line with the needs of the youth, its results would be viable after the project completion. However, considering the

financial issue, he estimates that such activities and projects will be more fully implemented with donor involvement in the future.

Organization **Eco-Mushroom** implemented a project “**Hand to hand**” in the Dusheti district. The beneficiaries of the project were young people living in the district, including persons with disabilities. The main goal was to provide young people with vocational education and at the same time develop the skills needed for employment. Selected beneficiaries were taught sewing. Information based on both the focus groups and the survey conducted with the beneficiaries’ parents and community representatives revealed that the project activities responded to the needs of the community. 62.5% of beneficiaries consider sewing as a demand category. It was also noted that hiring young people and providing them with vocational education is generally a major problem.

As for efficiency, it can be said that the project implemented by Eco-Mushroom has achieved its planned goals. Within the project, beneficiaries were able to develop transversal skills and obtain vocational education. As the representative of the steering group noted, it is desirable to improve the practical component in order to fully master the skills needed for sewing. In this way, beneficiaries will gain a better understanding of theoretical knowledge. On the other hand, the survey component assessed the interventions needed in terms of beneficiaries. 33.3% of the project participants, as well as the representatives of the steering group, believe that increasing the practical component was the most needed intervention. It should be underlined that increasing the duration of the project also played a significant role (26.7% of respondents).

It should also be noted that instead of 30 beneficiaries, only 8 young people participated in the project. This to some extent, suggests that the project was not attractive enough for young people. According to the evaluation team members, the project documents were more or less complete. The issues in support of the successful implementation of the project were discussed in detail.

Research has shown that the resources of the Youth Agency and Save the Children have been used appropriately and according to plan. However, at some stage, a slight change in the budget was required. But both project authors and donor organizations note that this has not had a hindering effect on the project. According to the information obtained, project management, coordination and monitoring were properly managed.

All in all, it can be said that the project has had an impact on increasing the employability of the target youth. Beneficiaries have acquired basic vocational skills through informal education that will make them more confident, more purposeful, sociable and integrated into society. The psycho-emotional attitudes and views of young people have changed. In both the qualitative and quantitative components of the study, support for employment in the Dusheti region project was evaluated. The survey showed that, according to all beneficiaries (100%), the project is focused on youth employment and contributes as much as possible. Based on interviews and focus groups, it was revealed that after the completion of the project, some young people were employed in social enterprises and part of them decided to become self-employed.

However, as a member of the project steering group noted during an in-depth interview, beneficiaries do not have sufficient knowledge yet. Thus, they cannot share their experiences with others.

As for the sustainability component, the project “hand-in-hand” is not sustainable. Even after graduation, the participating youth do not yet have the professional knowledge needed to start an independent career, and young people are unlikely to continue in the field for long. The project implemented by Eco-Mushroom is not evaluated as innovative. However, giving children with disabilities a means of expressing themselves is a positive outcome. A positive evaluation of the project also indicates the results of the survey. Finally, the remaining 8 beneficiaries (100%) are satisfied with the project activities and results.

Based on the interview, it was concluded that the involvement of donor organizations would make the project more productive and with their help, the projects for professional skills development would be maintained.

**“The Association for Regional Development for the Future Georgia”** is an organization that has implemented the project **“Innovation and Us”** in the Shida Kartli region, in particular in the Gori municipality within the framework of the competition announced by the Youth Agency. The target group included youth aged 14-29. The beneficiaries were interviewed, tested for English language proficiency and computer skills. Finally, 25 beneficiaries were selected. Their social status and educational levels are different. According to the information obtained from the research, the project activities were tailored to the needs, problem solving and involvement of young people in the labor market.

The project's program priorities were the development of social entrepreneurship and the promotion of transition from school to work, which was greatly facilitated by internships in social enterprises. The project was really in line with the priorities of the announced competition and at the same time the political context in the country, where the youth employment rate is low. There is also a low level of participation in education. In terms of project effectiveness, it can be said that the planned objectives of the pilot project have been more or less fully achieved. A social enterprise was created. Beneficiaries received training courses. After that, they started working on a number of issues independently, which itself is a positive result. Based on the activities carried out, the beneficiaries assessed the support for employment of projects within the framework of the survey. The overwhelming majority of participants (97.8%) positively assess the role of projects in promoting their employment.

As for the efficiency component, it must be said that in this project, as in the rest of the project, the finances were not misused. All of this has contributed to the cost-effectiveness of the project. Project implementing team members say that beneficiaries can share their knowledge and experience with other newcomers. According to the beneficiaries themselves, the project activities and goals are positive. The overwhelming majority (97.7%) of the participants are satisfied with the project.

The pilot project has made a significant contribution to achieving the ultimate goals of the Framework Project. Beneficiaries' competencies have been increased to facilitate their inclusion in the labor market. Their moods, attitudes, and behaviours have also changed. Young people have become more balanced. IDP youth have developed the skills needed for employment; At the same time, entrepreneurial opportunities were created for them. From a financial point of view, the involvement of donor organizations will be more conducive to the implementation of the project and the achievement of its goals. Based on the information obtained from the qualitative research, it can be concluded that the results of the “Innovation and Us” project will be sustainable. The results of the survey are mostly in the positive content category, though

not very high - 51.1% of beneficiaries think that production started under the project will continue in the future, which does not necessarily indicate sustainability of the project.

The fourth pilot project was implemented by the “**Association of Women Winemakers and Wine Owners**”. Within the framework of the project, a wine school was established in Kvareli where beneficiaries received the necessary knowledge of viticulture and winemaking through informal pieces of training and internships. The beneficiaries received more information about the basic specifications of entrepreneurship and the issue was made meaningful. Young people were eager to start their own farms and produce wines. This project was clearly in line with the needs of young people in the Kakheti region. The project is evaluated by the Youth Agency as innovative since the first wine school in the Kakheti region was opened within its framework.

The pilot project, in general, proved to be effective. Beneficiaries have acquired the relevant knowledge and experience in winemaking through non-formal education. They were given the impetus and the push to start small entrepreneurship. Their confidence, purpose, serious attitude and other personal qualities have increased. In the quantitative component, overall satisfaction with the project was assessed within the survey. As it turned out, 76.7% of beneficiaries are quite satisfied. This indicator reaffirms that the project has fulfilled its obligations and provided the participants with the necessary knowledge and information.

It is noteworthy that in order to have additional financial resources within the project, the organization sought other donor organizations that funded various activities. Donor expenditures were targeted, highlighting the effectiveness of the project. It should be noted that each of the planned activities was accomplished. The obstacles that emerged were largely due to factors independent of the organization.

The representative of the implementing organization indicated that in order to fully organize the project in the future, it would be desirable to involve and support donor organizations.

The project has had an impact on both the primary and secondary beneficiaries. Young people involved in the project will share their knowledge and experience with other youth in the community with the potential to start a business in the field of winemaking. The project was more or less sustainable. A survey of beneficiaries revealed that 70% of project participants believe that production is expected to continue. Neither of them had a clearly negative answer. As for the results of the qualitative component of the research - the projects within the interviews and focus groups were evaluated as viable and large-scale. Beneficiaries will use the knowledge gained within the project to realize their material resources.

In the Annex (pg. 82-83), based on the available criteria, see the assessment of each project using a 10-point scale.

## Key findings of the survey of beneficiaries and control group representatives

The blocks in the questionnaire used for the survey allowed us to have a general idea of the situation in the municipality/community; Assess the views of both beneficiaries and the control group representatives regarding project satisfaction, vocational development, relevance to youth needs, as well as existing expectations, motivations, desires for participation, etc.

As it turned out, over one-fifth of the beneficiaries (21.6%) believe that **employment** is the major need among the youth. At the same time, **youth spaces** have an important role. According to 17.1% of the project participants, there should be a discussion club, literary café, etc. Among the **demanding professions**, in the case of both groups, the English language is the leading position. The result in percentages was distributed among the groups as follows: 77.1% of the beneficiaries (mean = 4.7) and 73.8% of the control group representatives (mean=4.59) assessed the English language requirement by the highest rate, 5 points. However, despite the high demand for the category, project beneficiaries are least satisfied with the English language teaching.

As for the **information sources** of the project, as it turned out 41.5% of the beneficiaries named relatives and acquaintances as the leading categories. In terms of project implementation sites, communication with secondary social groups is likely effective in the regions for the first time. Based on a general analysis, the majority of the beneficiaries (73.3%) highly assessed the information received from any source.

Almost half (45,7%) of the beneficiaries take part in the projects mainly **motivated by the acquisition of new skills**. For more than a fifth of respondents (21.8%) implemented projects are one of the ways to enhance the qualification. The attitudes of primary and secondary social groups towards participation in the project are mainly positive.

For both beneficiaries and the control group representatives, one of the important **expectations** of taking part in such projects is enhancing existing knowledge. 32.3% of the beneficiaries and 38.5% of the control group are united in the category. As for the long-term, respondents of each project and control group representatives interviewed in each region believes that the future outcome of these projects should be the employment or promotion of the individual.

Among the **handicaps** for expectations, 28.9% of the beneficiaries cited a lack of material resources to start a business. According to 18.1% of the respondents, the low motivation of young people is the main obstacle. Besides the relevant reasons for the general situation, the project-related categories were also identified, of which 5.4% of beneficiaries rated the level of competence low.

It is noteworthy that the beneficiaries of the project in terms of employment promotion, vocational education, and development of necessary social skills to live independently, rated the project as positively, on a 4-point scale. The result in percentages was distributed as follows: Employment promotion (71.4% of respondents), vocational education (70.5%), development of independent living skills (76.2%). Besides, the assessment of **a practical part** of the project is important. In which 90.5% of the beneficiaries expressed their satisfaction with practice teacher/trainer (mean=4.86). The lowest score of positive results, among the components discussed, was in the practice guideline category, however, according to the mean (4.17), it



was still in the satisfaction field, as the parameter exceeded the half of the beneficiaries (57.1%). In terms of general assessment, the majority of beneficiaries (86.7%) are completely **satisfied with** the project.

Despite the positive attitudes towards the project, 18.8% of the beneficiaries believe that the improvement of **practical component** is favorable **intervention**. The duration of the project was also particularly important – according to 14.4% of the respondents, project deadlines should be increased.

There were different results between the groups when evaluating **entrepreneurship**, as a career choice. According to 86.7% of the participants in professional development projects, entrepreneurship is a good career choice for them. The mentioned index among the control group is only 58.7%. It may be conditioned due to involvement in the project, as they learned more about entrepreneurship, starting a business independently, necessary resources and hindering factors.

It seems, that the majority of the beneficiaries (52.4%) have experience of **starting a business/production**. The result confirms that the part of the respondents is taking part in projects to improve their skills, which may be related to business management. In the case of the control group, the production start-up rate is much lower and equals to 23.9%. In the category of hindering factors, the fear of failure/taking a risk prevails.

Finally, it appears that participation in the project has played a role in improving the professional skills of the beneficiaries and increasing their confidence. Beneficiaries, in comparison with the control group, highly evaluate the importance of learning and information received. Finally, it should be emphasized that 76.2% of the beneficiaries intend to participate in a similar project in the future. It is noteworthy that the majority of the control group (42.2%) expressed their willingness to participate in projects aimed at developing vocational skills.

## **Key findings of the focus-groups with the parents of the project beneficiaries and the target communities**

Within the focus groups, the respondents talked about the pros and cons of the projects implemented in their regions. According to them, it is important for these projects to have long-term and sustainable results, to be large scale and to include as many young people as possible.

They think it is also important to offer young people the training courses that are in high demand in their region so that employment opportunities can be increased. Besides, they emphasize that project implementing organizations should ensure the connection between the beneficiary youth and potential employers or organizations that carry out similar projects and assist young people in their professional development.

Parents of the beneficiaries believe that in case of reimplementation of the projects their children will take part again. However, they emphasize on certain shortcomings – they think that the project should be

longer, and of repeated character. Also, respondents give great importance to the support of the local authorities in expanding youth development opportunities and in implementing the necessary projects.

According to the focus group participants, infrastructural problems must be settled in their residential areas. They want traffic not to be limited in time so that young people can move freely from village to city. They believe that more attention should be paid to the importance of vocational education for children in schools.

According to respondents, the pilot projects will promote the development of young people's professional skills, their potential, and integration into society. It will also help participants to implement their ideas freely. The study has shown that the personal and psycho-emotional characteristics of the project beneficiaries have changed significantly. Young people have become more sociable, self-confident, purposeful, social. They got rid of the complexes they had before participating in the project; New fields of interest appeared to them;

Respondents believe that the duration of training courses within the project is not sufficient to receive relevant qualifications and education for operating in a specific field. According to them, it would be better if the course were longer. However, the contradictory position was expressed as well, according to which, the duration of each training course was sufficient to receive education and experience. Respondents who agree with the latter position believe that project beneficiaries should work independently. At the same time, they must enhance the knowledge received in training courses at home, using their resources.

### **Key findings of the in-depth interviews**

According to the donors of the pilot projects, implementing organizations carry out their activities successfully within the project based on their experience and capabilities. However, some organizations lack experience in finance management. Besides, it is noteworthy that they didn't foresee the risks that could arise during the project. In many cases, obstacles emerged in the course of the project that could be identified in advance. Organizational development needs to be facilitated. It should be emphasized that project management experience is very important for its successful implementation. Organizations need to be trained in this direction.

The component of non-formal education and social entrepreneurship presented in the framework of the project can be evaluated positively. Internships and employment opportunities for young people are noteworthy. The training courses have had a huge impact on the development of transversal skills of beneficiaries.

Despite the certain problems during the project, it was an important component for each organization to achieve the goals set. To some extent, the successful functioning of social enterprises depends not only on the particular niche of the business model itself but also on the enthusiasm, personal characteristics, and commitment of the manager.

The study revealed that a large number of beneficiaries did not take part in the project implemented by "Eco-mushroom" in the Dusheti district. Out of the 30 individuals initially selected, only 8 remained in the project. We can say that young people living in the Dusheti district are less eager to take part in such projects. The role of parents is also important in this regard. The parents of the youth with disabilities contributed to their children's stay out of the project. It should be noted that the youth involved in the project completed all the activities and acquired the basic skills needed for employment. According to the representative of the project implementing organization, the planned activities were in line with the needs of young people living in Dusheti, which ultimately helped their development.

The study revealed that the project implemented by "the Association for Regional Development for Future Georgia" in Gori had many positive aspects, including the integration of youth into society, development of vocational and personal skills. Beneficiaries have become more active, purposeful, sociable. Based on the acquired skills they can realize their potential and establish themselves in the labor market.

Within the framework of the project implemented by the organization "For better future", young people living in Tserovani settlement were provided with both theoretical and practical training components. The opportunities for IDP youth development have greatly improved. They acquired transversal skills and also understood the importance of vocational education. Part of the beneficiaries was employed by the organization. Through the pilot project knowledge and improved vocational skills, the employment of young people has become more accessible.

The pilot project in Kvareli can be considered the most successful since the first wine school was established in the region. Here, young people can master the essentials of wine production. Besides, beneficiaries receive information on product sales and marketing opportunities. In particular, they focus on aspects of branding such as: Thinking of the name, etiquette, decoration of the wine. These details are an important prerequisite to placing a product on the market. Besides, they are trained as a bartender, waitress, sommelier and other professions needed in the field of service. As it turned out many beneficiaries decided to start a family farm and produce wine.

Finally, we can say that despite some shortcomings, all four pilot project has been successful. The obstacles were mainly due to external barriers. The issue that the respondents highlighted is the shortage of time allocated to the project. In their opinion, it would be better if the project activities had more time.

## Introduction

Issues related to youth development in Georgia are very relevant. In a state of constant changes, this segment of society has to care for its education and establishment in the labor market. The youth in our country has formed into a somewhat vulnerable group because they have to deal with many socio-economic problems. Among the major problems for young people are poverty, unemployment and limited access to education. To reduce and eradicate the problems, the state must have the right youth policies and strategies relevant for all youth groups. Apart from the public sector, the involvement of the private sector and to take necessary measures regarding the existing problems is important. For example, implementation of youth development projects, financial support of their initiatives and ideas, etc.

The organization "Save the Children"(SC) and Youth agency together with other partner organizations, have developed a complex approach to contribute to settling the above issues and have implemented a joint project in Georgia, Armenia, and Ukraine – "Youth for Change. Better skills for a successful future." The target audience of the project was young people not involved in education, employment or training(NEET). The number of young people with similar social characteristics is particularly high among IDP youth, vulnerable groups and young people with disabilities.

In Georgia, sub-grants were issued under the project "Youth for change, better skills for a successful future", which funded 4 pilot projects in Dusheti, Tserovani, Gori and Kvareli. 480 internally displaced and NEET(aged 18 to 29 years), 20 youth workers/informal educators, 30 young leaders, and entrepreneurs, 10 youth organizations were identified as beneficiaries of the projects. The project aims to support the employment of vulnerable young people and their realization in the labor market.

The goal of the presented research was to evaluate the following pilot projects:

1. "Developing job search skills and employment opportunities for internally displaced youth" – Mtskheta-Mtianeti (Tserovani)
2. "Wine school" in Qyevri wine factory – Kakheti (Kvareli)
3. "Innovation and us" – Shida Kartli (Gori)
4. "Hand in hand" – Mtskheta-Mtianeti (Dusheti)

Evaluation of these projects revealed how successful and effective the project goal was in practice. It also revealed gaps in the implementation of these projects; There were identified activities and interventions that could increase the effectiveness of the project.

The following objectives were established for the study:

- Study the objective of each above-mentioned pilot projects
- Determine the feasibility of project objectives
- Identify gaps within the projects
- Develop recommendations for increasing the employability of vulnerable young people based on the strengths and weaknesses of pilot projects. Identify future actions that will promote strengthening and employment of the beneficiaries

Both qualitative and quantitative sociological research methods were used in the framework of the study.

## Survey analysis

The quantitative component was survey method. Within the frames of research two target groups were defined:

- Young project **beneficiaries**
- **Control group** - a group (matching group) similar to young beneficiaries (according to social-demographic characteristics) that did not participate in mentioned projects.

In case of first group of respondents, young project beneficiaries, the group was fully covered, therefore the research was descriptive. All beneficiaries participating in each pilot project were included in survey. Total number of beneficiaries is 105.

In case of control group as well the number of respondents was 109.

Thus, in quantitative part of research, considering both target groups, altogether **214 respondents** were surveyed.

Questionnaires designed for project beneficiaries and control group representatives were constructed by identical as well as different questions. Consequently, on the one hand the research report presents the analysis of common issues, and on the other hand, answers to questions exclusively asked to any one of the groups are discussed separately. Such approach allowed us to get more information about the research topic and to analyze the issue in more detail.

Even though the pilot projects were implemented in different regions, it is noteworthy that assessment of general issues for each project or topic is identical; Main problems and needs in the region are similar. Although based on the specificity of the projects, the report addresses the issue of marketable professions in relation to regions, in order to analyze their relevance to the projects.

## Demographic block

Based on location of projects, research covered three regions: Kakheti, Mtskheta-Mtianeti and Shida Kartli. The number of surveyed respondents was the following: Kakheti – 30 (28.6 %), Mtskheta-Mtianeti – 30 (28.6%), Shida Kartli – 45 (42.9 %) respondents.

As for control group of the quantitative study, altogether 109 respondents were surveyed, among them 30 (27.5%) in Kakheti, 34 (31.2%) in Mtskheta-Mtianeti and 45 (41.3%) in Shida Kartli.

Among pilot group as well as control group respondents, female representatives prevailed. Among project beneficiaries 66 (62.9 %) were female, 39 (37.1%) male. In control group 79 (72.5%) were female and 30 (27.5 %) male.

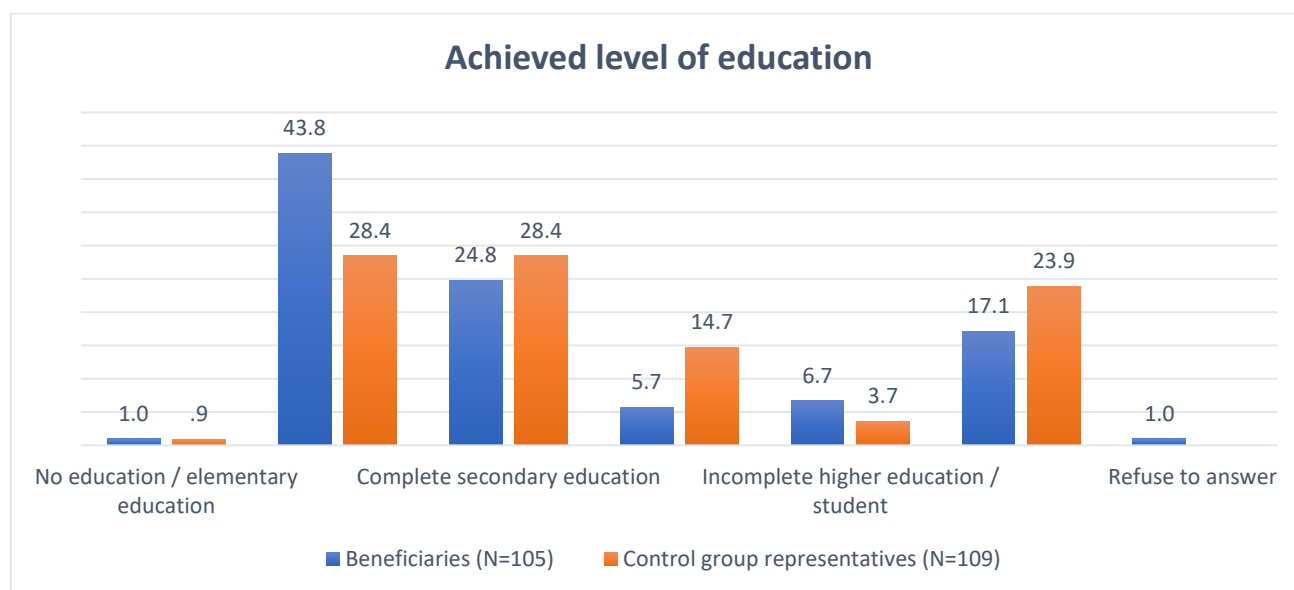
Within the frames of research 4 age groups were defined: up to 18 years, 18-24, 25-29 and 30 and older. It is noteworthy that content-wise the pilot projects were oriented at inclusion of young people, consequently beneficiaries as well as control group representatives fell into the category of under 25 years and covered 18-24-year-old individuals.

The distribution of age categories of pilot project beneficiaries is the following: up to 18 years – 48 (45.7%) beneficiaries, 18-24 years – 37 (35.2%), 25-29 years – 12 (11.4%) respondents, 30 years and older – 8 (7.6%) persons. Significant part of control group members is up to 18 years. Within the frames of research their number is 30 (27.5%). The highest number of surveyed respondents were within the frames of 18-24 years – in total 45 (43.1 %) individuals. As for 25-29 category, here the number of respondents is 15 (13.3%), and the number of respondents 30 years and older was 17 (15.6%).

The categories of education variables were classified in the following order: 1) No education / primary education 2) incomplete secondary education 3) complete secondary education 4) professional-technical education 5) incomplete higher education / student 6) complete higher education / Science degree

Education level of the majority of pilot project beneficiaries is incomplete secondary education (46 respondents – 43.8%). 24.8 5 – have complete secondary education (26 persons), 17.1% - complete higher education (18 respondents). This tendency may be related to the fact that according to age, the majority of respondents fit into the category of secondary or higher education. (See diagram #1):

**Diagram # 1**



Same tendency is shown in control group, where the categories of incomplete secondary education (31 respondents 28.5 %) and complete secondary education (31 respondents – 28.5%) prevail. Also, the number of respondents with professional – technical education (16 respondents – 14.7%) is noteworthy.

In terms of profession, as it was revealed, large part of respondents are school pupils (31 (29.6%)). It is noteworthy that 30 (28.6) respondents didn't give answer to the question. 9 respondents (8.6%) were economists by profession, and 6 (5.7 %) – students.

In control group, there is a high number of school pupils as well (20 respondents – 18.3%). It is noteworthy that most often the respondents indicate not having profession (42 respondents – 38.5%). As for profession,

medicine is relatively higher than other professions (7 respondents – 6.4%) and law/legal work (6 respondents – 5.5%).

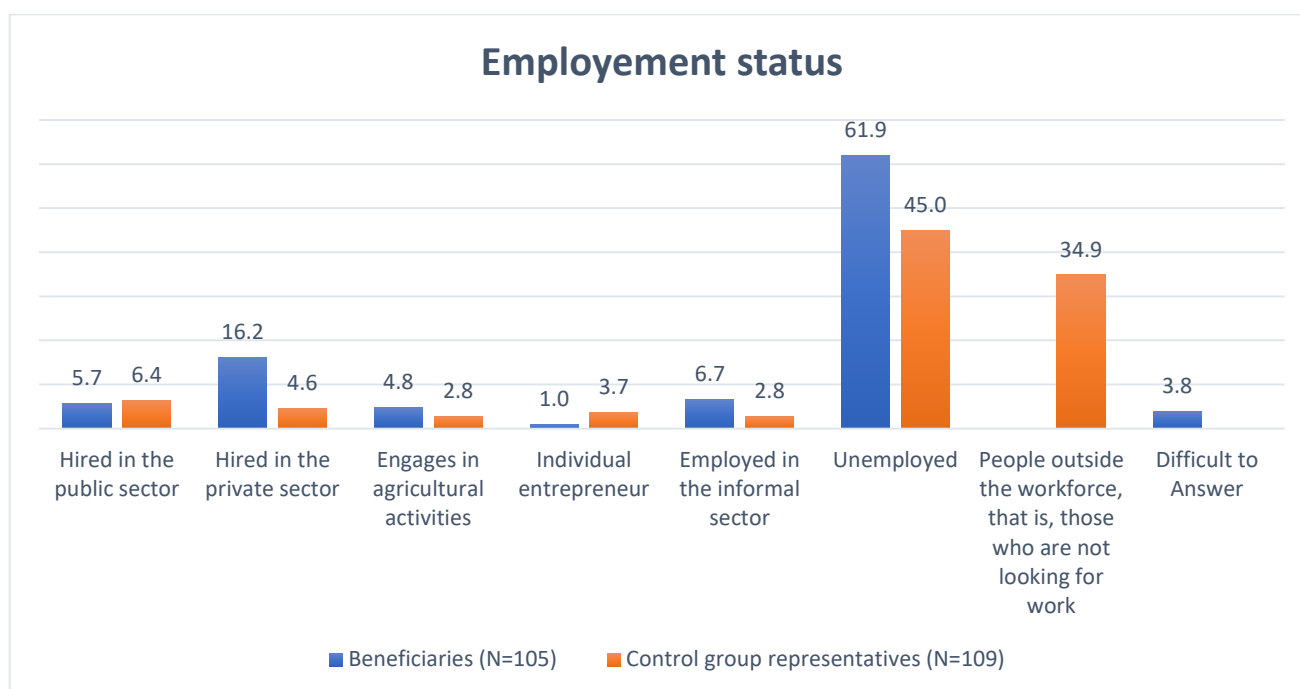
According to marital status, the majority of answers of pilot project participants fell into category unmarried – 92 respondents, 12 beneficiaries are married (11.4%), 1 individual is in common law marriage. As for control group, the number of unmarried respondents is 70 (64.2%).

When talking about the family’s financial situation, the majority of pilot project beneficiaries assess their family’s situation as medium (92 answers, 7.6 %). Only small part mentions that their family’s financial condition is high (11 answers – 10.5%). It is noteworthy that no answers were stated that described the family’s condition as low or very low. 9.2 % of control group (10 individuals) assesses the family condition as “high”, 75.2 % - as “medium”, 12 respondents (11 %) – as low, and 2 respondents’ answers were “very low”

According to number of family members, the largest family among beneficiaries consisted of 9 members and in control group – 13 members. It is noteworthy that in both groups there are 5 member families most often. Among beneficiaries this number was stated by 36 respondents (34.4%) and among control group – 35 (32.1%).

According to employment status, 65 beneficiaries are unemployed (61.9%) or out of workforce. Among employed, 16.2 (17 individuals) is employed in private sector. 45 % of control group is unemployed, 34.9% - out of workforce.

**Diagram #2**



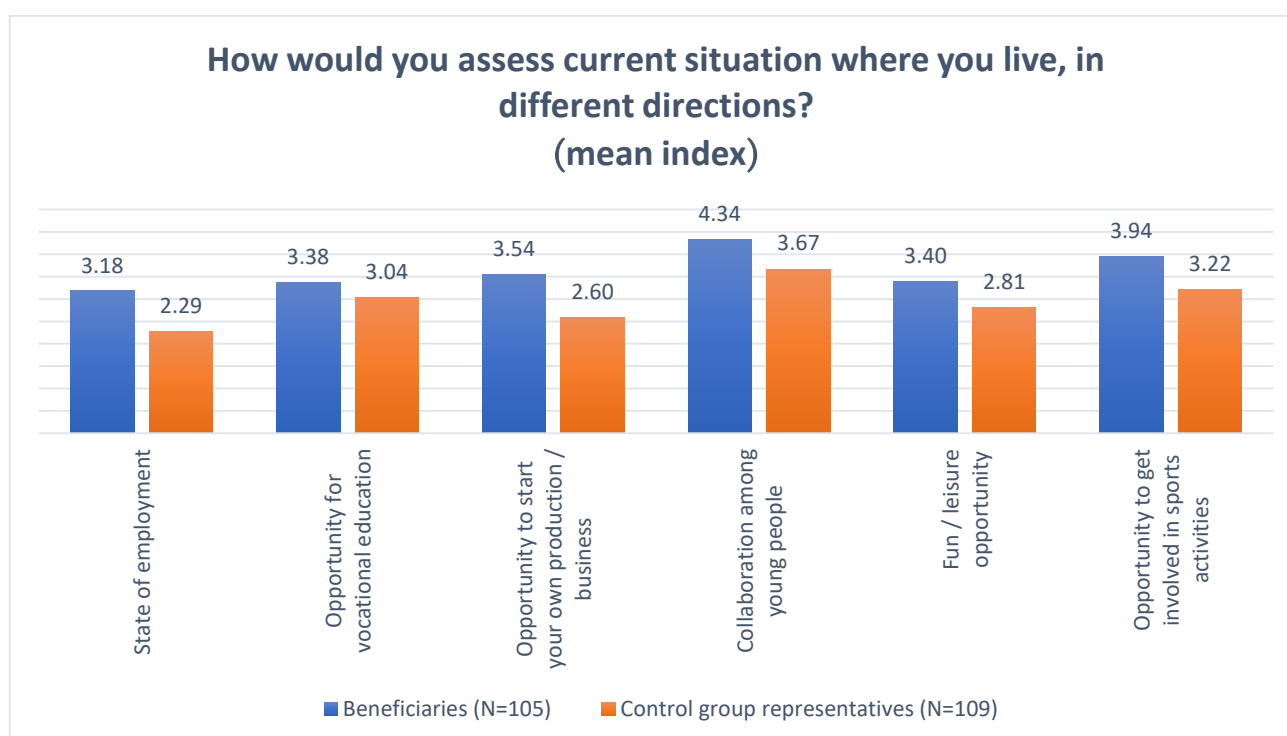
In case of control group, employed respondents are approximately equally distributed among employment types and there is no one concrete direction.

### Assessing environment within the community

In order to evaluate general situation, it was important to analyze the **existing situation within the community**. For this purpose, both project beneficiaries, as well as control group representatives were given sentences with different contents, which they assessed on a 5 point scale. It is noteworthy that the median point of the scale is 3 points, above which there is a positive assessment field, and below – negative.

It was concluded that in case of two groups cooperation among youth is most positively assessed. Among beneficiaries the mean index is 4.34, (Median = 5; St.Dev.=0.984) and in control group – 3.67 (Median = 4; St.Dev.=1.289). In terms of assessment of employment condition, there was significant difference between beneficiaries' and control groups; in beneficiaries' group, assessment mean is 3.1 (Median = 3; St.Dev.=0.864), and in control group – 2.29 (Median = 2; St.Dev.=1.222). So, beneficiaries' assessment is in positive field, and control group's assessment – in negative. We can assume that this difference is defined by beneficiaries' participation in pilot projects, because beneficiaries are more likely to see employment opportunities and have more access to jobs. (See diagram #3):

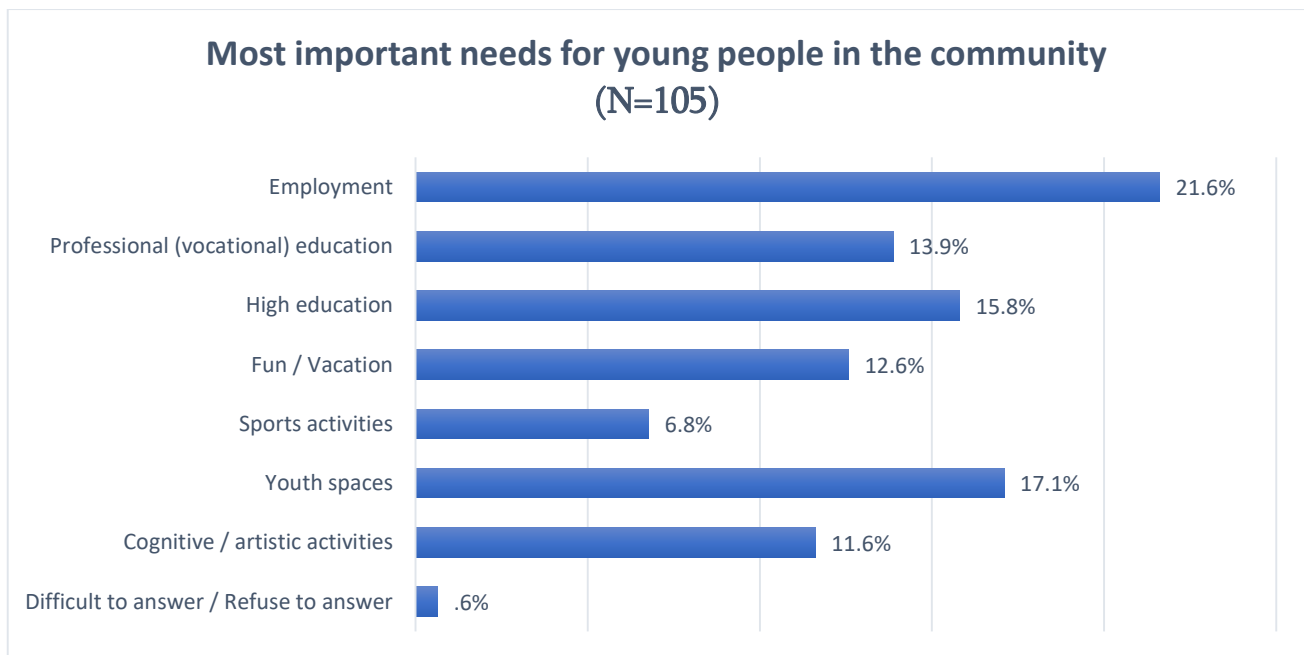
**Diagram #3**



Apart from assessing general situation in different directions in target communities, it is important to define the needs of young people living in municipalities. In beneficiaries' group, most often the need of youth employment was reported (21.6%). As it was discovered, there are not many youth spaces in target regions as well – 17.1 % of the surveyed mentioned exactly this need. The respondents also indicated the need for education – higher education (15.8%) as well as professional (vocational) education (13.9%). (See diagram #4):



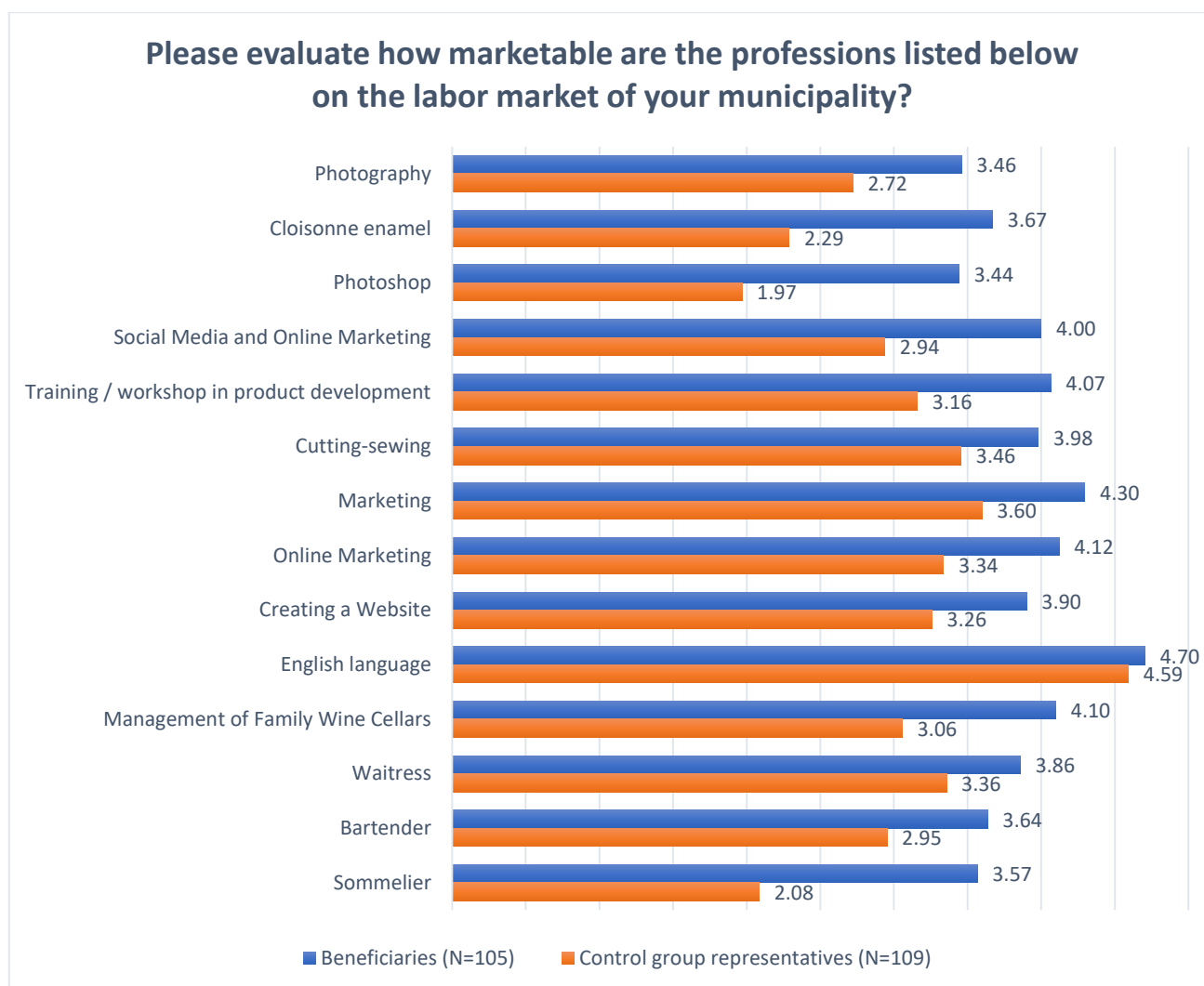
**Diagram #4**



Based on analysis it was concluded that during needs assessment arrangement of infrastructure, as well as individual development and opportunities for career advancement are important.

Additionally, it was important to evaluate both group’s position about **marketable professions** in their region / community. We offered them a list that they had to evaluate based on a 5-point scale. (1 meant not marketable, 5 – marketable): photography, cloisene enamel, photoshop, social media and online marketing, training / workshop in production development, sewing, marketing, online marketing, designing web page, English language, family wine cellar management, waiter, barman, sommelier. The mean point of this scale is 3. Based on data analysis, by calculating the mean scores it was concluded that project participant respondents assessed each profession as marketable, because their mean score is higher than 3. Among both group members, the most marketable professional skill was English language, this was distributed among groups in the following order: beneficiaries - mean index = 4.70 (Median = 5; St.Dev = 0.587); control group representatives: = 4.59 (Median = 5; St.Dev.=0.834). It is noteworthy that among control group respondents needs assessment of the following professions fell in negative field: barman (Mean = 2.95; Median = 3; St.Dev.=1.668), sommelier (Mean = 2.08; Median = 1; St.Dev.=1.391). As for beneficiaries, this group acknowledges the need for all professions. (See diagram #5)

**Diagram #5**



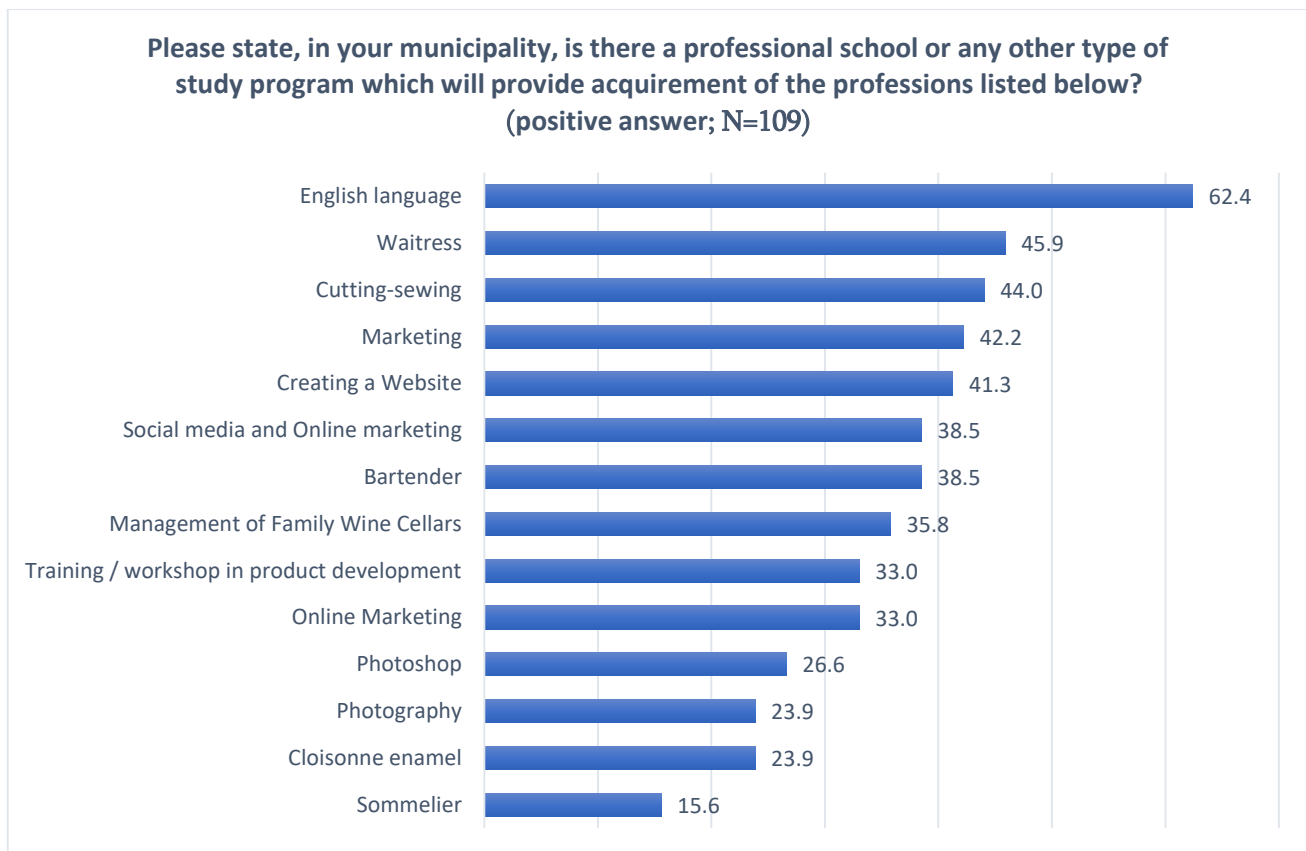
Each project, depending on its specificity offered different teaching / practical course to beneficiaries. Analysis of these data was implemented also based on comparing mean scores. As it turned out, in Kakheti the most marketable was the issue of family wine cellar management with mean score of 4.73, the next position was English language (4.53) and marketing (4.25). As for Tserovani, the highest mean score was for category of English language (4.82), next positions were social media and online marketing (4.55), cloisene enamel (4.32). In Gori, the most marketable category was English language (4.77), also sewing (4.47) and training/workshop in production development (4.37). In Dusheti, on average, the highest score was given to English language, the following positions were sewing (4.50) and social media and online marketing (4.25). (See chart #1)

**Chart #1**

	Mean index			
	Kvareli	Tserovani	Gori	Dusheti
Photography	2.11	4.10	3.93	4.00
Cloisonne enamel	2.14	4.32	4.13	3.88
Photoshop	2.22	3.73	3.88	3.88
Social media and online marketing	3.43	4.55	4.05	4.25
Training/workshop in production development	3.50	4.05	4.37	3.88
Sewing	3.11	3.91	4.47	4.50
Marketing	4.25	4.55	4.28	3.88
Online marketing	4.14	4.40	3.98	4.13
Creating web page	3.63	4.05	4.00	4.00
English language	4.53	4.82	4.71	5.00
Family wine cellar management	4.73	3.91	3.81	3.71
Waiter	3.97	4.20	3.63	3.75
Barman	3.60	3.85	3.56	3.63
Somelier	3.33	3.93	3.65	3.00

It can be stated that topics and learning courses within the frames of specific project, mostly matched marketable professions in the community. After analyzing the above mentioned issue, control group representatives discussed if there is a need to **have a professional school / college or any other type of study programs** to learn these professions in the municipality. The respondents had to place each category on “yes” and “no” poles. Data analysis showed that control group members mostly stated negative answers. Existence of such institution/program was revealed only in case of separate professions: sewing (44% of the surveyed respondents), marketing (42.2%), English language (62.4%), waiter (45.9%), (See diagram #6).

**Diagram #6**



After this it was important to assess the control groups' and their family members' experience. We offered them a semi-open question with the following formulation: **“has there been a case when you or your young adult family member (up to 30 years) wanted to learn a craft (within the frames of professional education) but was unable to do that because of absence of relevant learning institution/professional trainings?”** as the majority of the surveyed mentioned (83.5%), there had been no such case. Only 10 respondents mentioned similar experience. As for the craft itself, mostly (6 respondents) professions related to economic issues were named. Work related to sewing and veterinary issues were named by two respondents.

Together with acquiring a craft, control group representatives also assessed their experience of starting production / business. In this case the question was formulated in the following way: **“has there been a case, when you or your young adult family member (up to 30 years) wanted to start own production / business, but was unable because he/she didn't have appropriate professional skills?”** data analysis revealed that the majority (89.9%) of group members doesn't have such experience. Only one respondent had a positive answer. When stating a specific work, the respondent emphasized sewing.

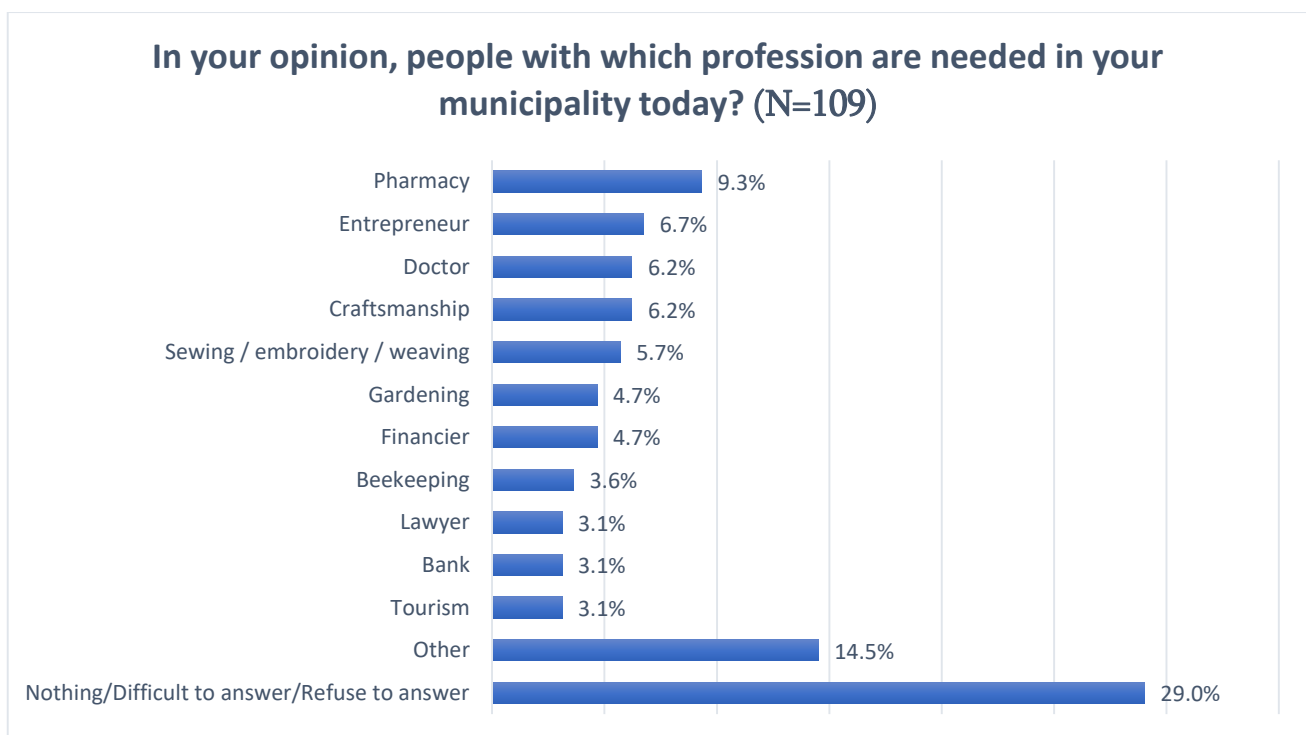
It is noteworthy that control group representatives also assessed the need for people with specific crafts in the community. The respondents had to name maximum 3 professions. As it turned out, the majority of respondents can hardly name professions on first position. Among stated answers the highest percentage was revealed equally in the following categories: “sewing / knitting/embroidery”, “pharmacy”, “nothing”.

According to assessment of 5.5% of respondents there is a need for lawyer and finance expert in municipality.

Equal number (13.3%) of respondents name pharmacy and craftsmanship as necessary profession on second position. According to 10 % banking related professions are especially important.

Based on general assessment of marketable craft in municipality it was revealed that for the majority of respondents there is a need for individual in the area of pharmacy (9.3%) followed by categories of entrepreneur (6.7%) and doctor (6.2%). (See diagram #7)

**Diagram #7**

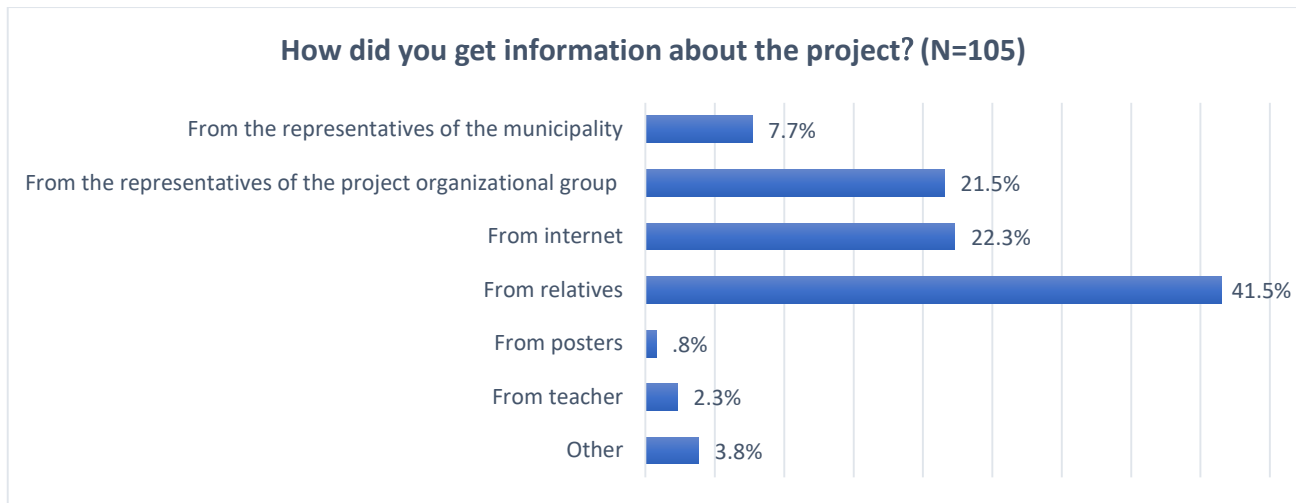


As it was already mentioned, the respondent could provide maximum three answers. Among the categories in third position, the highest percentage index was given to “horticulture”. Entrepreneurship and tourism related professions received equal 12.5%.

**Information sources about the project**

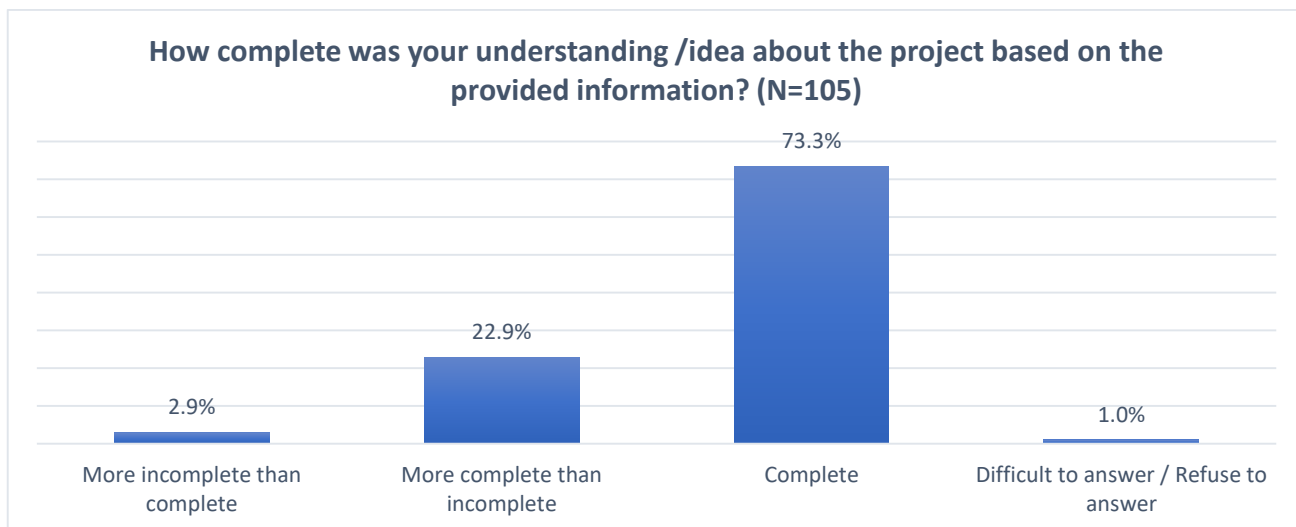
In order to get detailed information from beneficiaries about the project, initially it was important to analyze information sources. Large part of respondents 41.5% named close people / relatives as the most important source. Such high index of this category may be caused by the location of project implementation – it is possible that not everybody in the region has access to internet or even TV channels. Consequently, informal ways of information delivery may be perceived as the most effective. Internet is on the second place – 22.3%, however, there is an almost 20% different between these two categories (see diagram #8).

**Diagram #8**



At the same time the respondents assessed how complete was their understanding by the information provided about the project. The above mentioned question was analyzed by a 4-point scale, where 1 meant “incomplete”, and 4 – “complete”. It is noteworthy that the majority of respondents (77.3%) gave the highest point to “complete information” (See. Diagram #9)

**Diagram #9**



There were only three respondents who thought that the provided information was more incomplete, than complete. There was no answer in the category of “incomplete”.

### **Motivation to participate in projects**

Within the frames of the survey, the respondents talked about the reasons and motivations for participating in the project. Among the answers to semi-closed questions, the majority of respondents (45.7%) named acquiring new skills, which is directly linked to separate project’s aim and objectives. It was interesting to

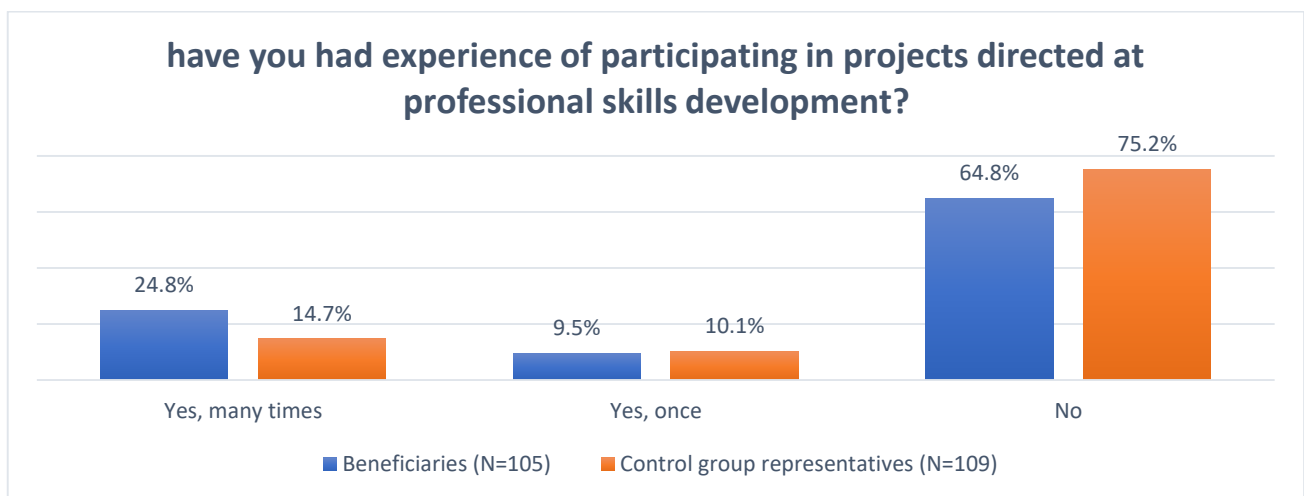
discover that for 21.8% of beneficiaries the mentioned projects are not the starting points. For them is one of the ways to raise their qualification. It can be said that in terms of professional skills, both beginners and individuals having certain experience participated in projects, which doubled the load of separate project for each beneficiary (See. Diagram #10).

**Diagram #10**



As it was already mentioned for part of the respondents these projects are not the starting point for professional skills. Therefore, within the frames of the survey the experience of participating in similar projects was assessed. Based on data analysis the majority of beneficiaries (64.8%) do not have similar experience. About fourth (28.4%) of the respondents have participated multiple times in projects directed at professional skills. This index is not low, especially considering that it does not mean one –time involvement (see diagram #11).

**Diagram #11**



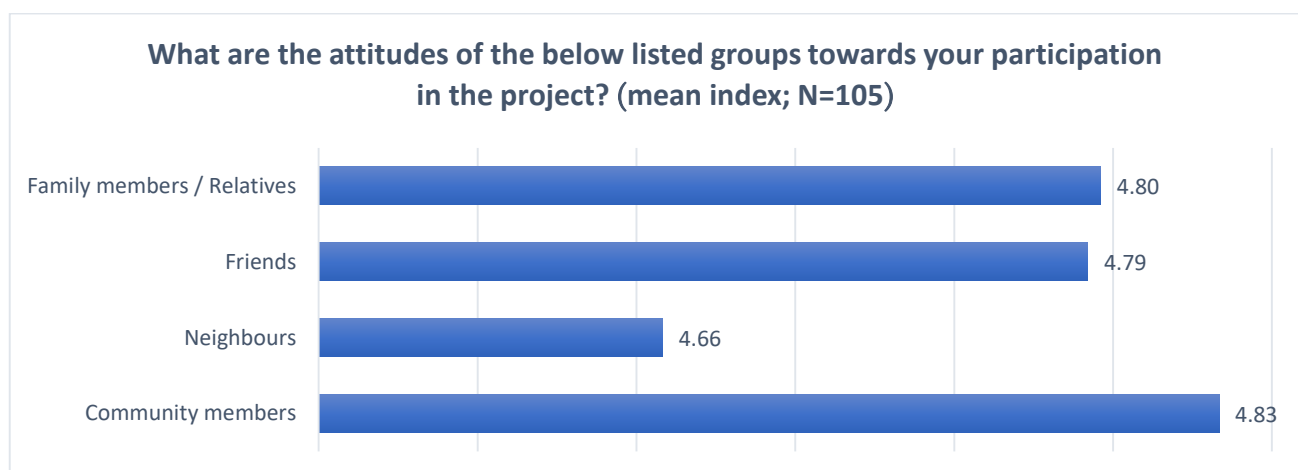
Experience of participating in projects directed at professional skills development was also assessed among control group representatives. As it turned out, their majority doesn't have that experience (75.2%). Approximately up to 15 % have participated in such activities multiple times.

Generally, it is possible that primary as well as secondary social group representatives have special impact on individual's decision. Supposedly, an individual participates in project with family members' and friends' advice and recommendations, or refuses to do so.

Therefore, it was interesting to analyze what were the attitudes of different group representatives about the respondent's participation in the project. Beneficiaries has to assess the attitudes of the following primary and secondary social groups on a 5-point scale (where 1 means negative and 5 - positive): family members / relatives, friends, neighbours, community representatives.

As it was revealed, based on beneficiaries' assessment representatives of each group had very positive attitudes toward their decision. The mean position of the above mentioned scale is 3. The majority (64.8%) assessed the attitude of community representatives by 5 points, the mean index of this category is high and equals 4.83 (Median = 5, St.Dev. = 0.468) (Diagram #12)

**Diagram #12**



The mean index of family members' / relatives' attitudes is quite high, 4.8, because the majority of respondents (87.6%) very positively assessed their views and attitudes towards their participation in the project.

### Expectations from project

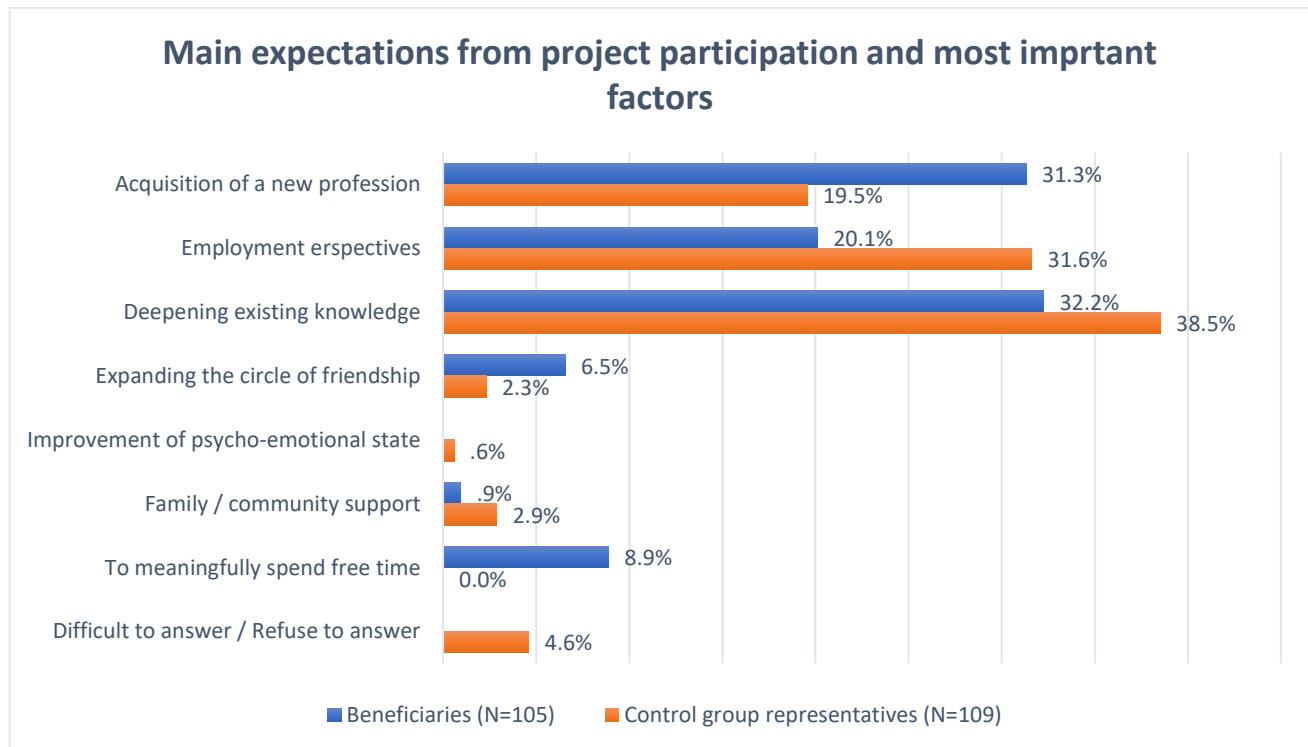
Considering that some of the respondents have participated in projects directed at skills development, based on their experience they will supposedly have different expectations.

When discussing project expectations, it was revealed that for large part of respondents the project served not to acquire new knowledge but to deepen the already existing knowledge. The implemented projects are oriented at different professional skills development, so part of the respondent participated in the



project with this goal – to acquire new profession (31.3%), to learn new craft, which could become not only the primary profession, but also additional craft / profession (Diagram #13).

**Diagram #13**



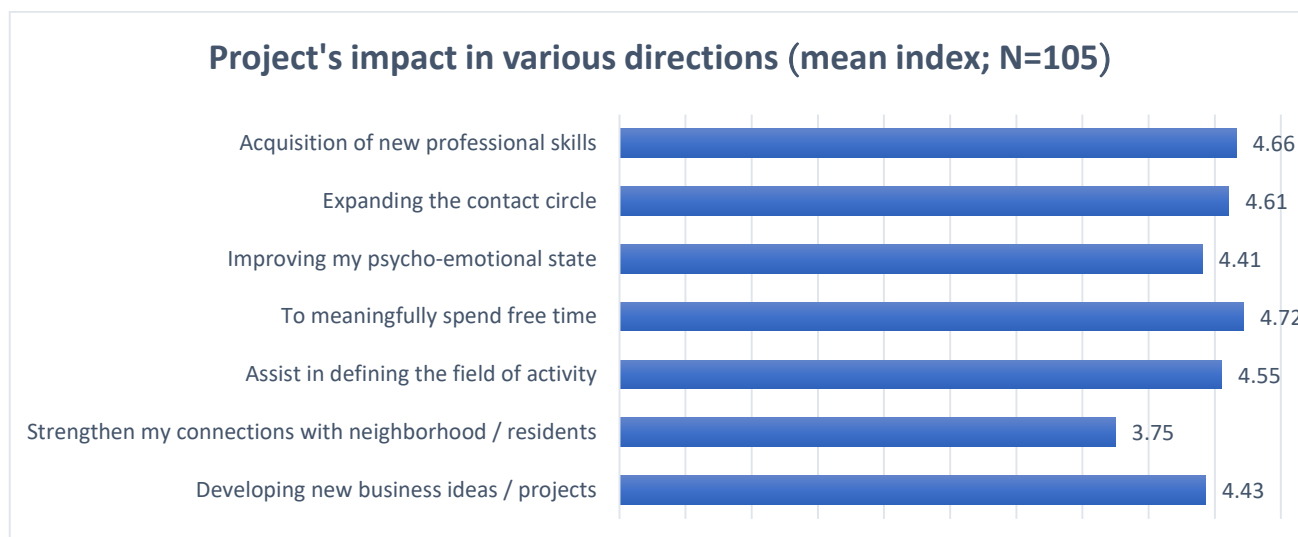
It is interesting to know the general opinion of control group representatives about participation in projects oriented at skills development – what is most important to them. As the data analysis showed large part of control group members (38.5%) think deepening the existing knowledge is especially important. Also, the category “employment perspective” has high percentage – 31.6%. It is interesting that only for 1 respondent, participation in such projects is most important due to improvement of psycho-emotional condition.

As it turned out, beneficiaries view participation in projects more pragmatically. They have more “evident / clear” expectations, which was mainly oriented at acquiring new profession and increasing employment perspective; or even deepening knowledge and competency, which again is related to future employment and profession.

Beneficiaries assessed the project impact based on various expectations. Each issue was analyzed on a 5-point scale (1-negative, 5 positive) The mean score of this scale is 3. We assessed the results for each category in relation to this point. As it was discovered the project participants assess each one of them more positively because the means are higher than 3. Most positively the category “spending free time meaningfully” was assessed, its mean score is 4.7 (Median = 5; St.Dev = 0.584). It is noteworthy that only one component has a mean point lower than 4 – “deepening my relationship with neighborhood” (Mean= 3.75; Median = 4; St.Dev = 1.552). This category is interesting, because considering the standard deviation index we will see

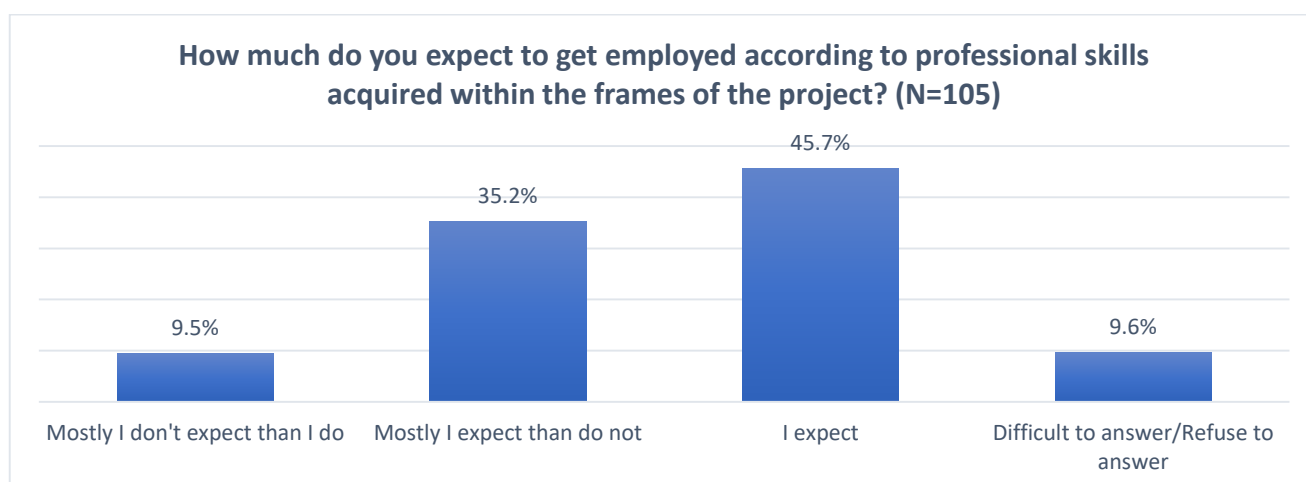
that the points may be distributed also in negative field. Consequently, we cannot state explicitly that positive impact prevails in entire distribution for this category. (Diagram #14).

**Diagram #14**



Considering that the implemented projects were about development of young people’s professional skills, one of the main expectations from them is future employment. In this case the role of the project is for the individual to get employed according to the profession acquired through this project. The respondents assessed their expectations in this regard on a 4-point scale. It was revealed that the majority of respondents (45.7%) have such expectation, which is expressed by the highest point on the scale. The minimal percentage index was for category “More no, than yes”, which doesn’t make it even to 10 % (9.5%). (Diagram #15)

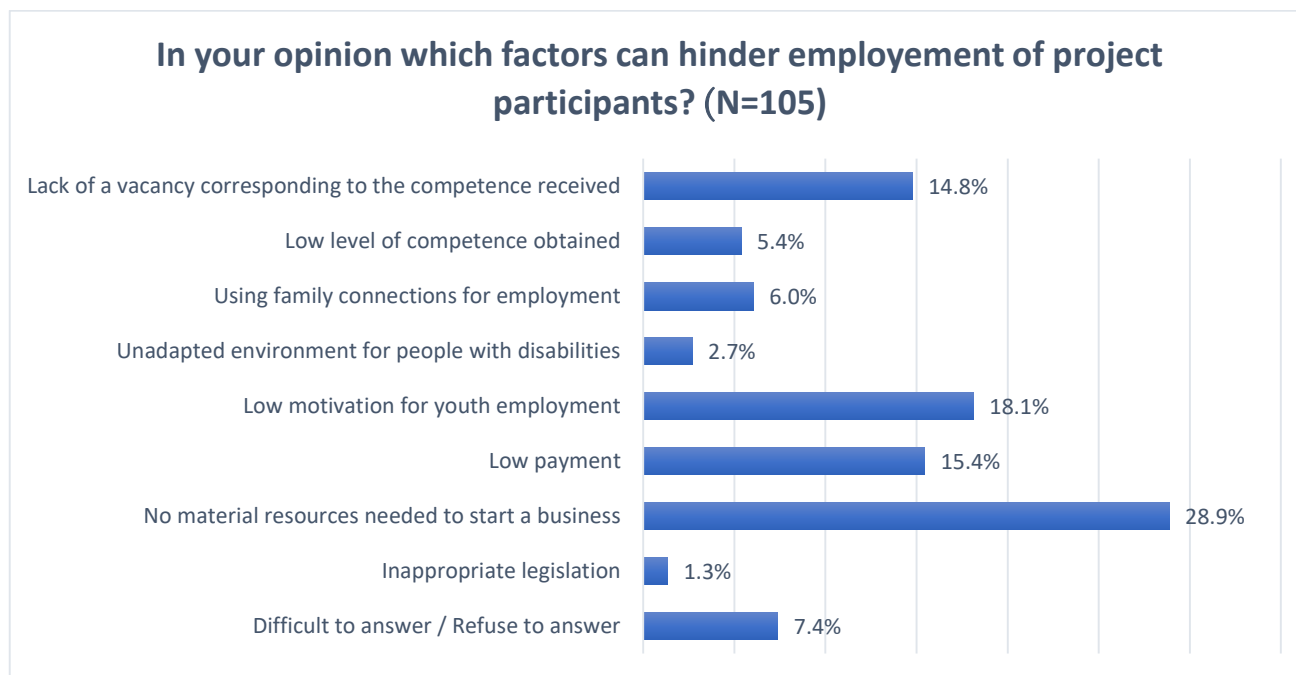
**Diagram #15**



Taking these results into account, analyzing the hindering factors were defined as important. Among suggested answers, the respondents most actively named “not having material resources to start business” – 28.9%. According to 18.1 % of the surveyed respondents, the hindering factor is low motivation of young people. As it seems the respondents name answers relevant to overall situation. Hindering factors directly

related to the project are named rarely, such as absence of vacancy relevant to acquired competencies (14.8%). We can assume that the subtext of this category is irrelevance of professional skills envisaged by the project to the demand of labor market (Diagram #16).

**Diagram #16**



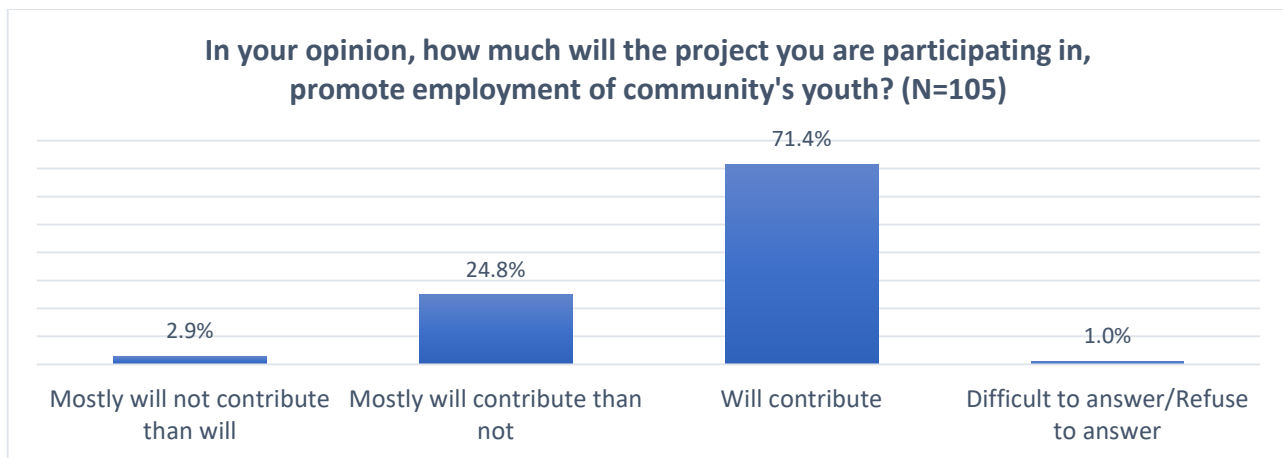
When discussing the issue in relation to the project, it is important to mention that only 5.4% of respondents think that low level of acquired competency is a hindering factor. Consequently, it can be assumed that the projects maximally provided interesting and necessary professional skills for beneficiaries, because mostly the factors which are not directly related to implemented project were emphasized.

### **Project’s relevance to young people’s needs.**

At the next stage the beneficiaries assessed how relevant were the implemented projects to their needs, how much could they help their future employment and professional education.

At the initial stage, the beneficiaries’ opinions were assessed in regard to employment. This issue was analyzed on a 4-point scale, where 1 was category with negative content, and 4 – category with positive content. The majority of respondents (71.4%) indicated that the implemented project will assist young people in employment, they assessed the issue with highest point. (See Diagram #17).

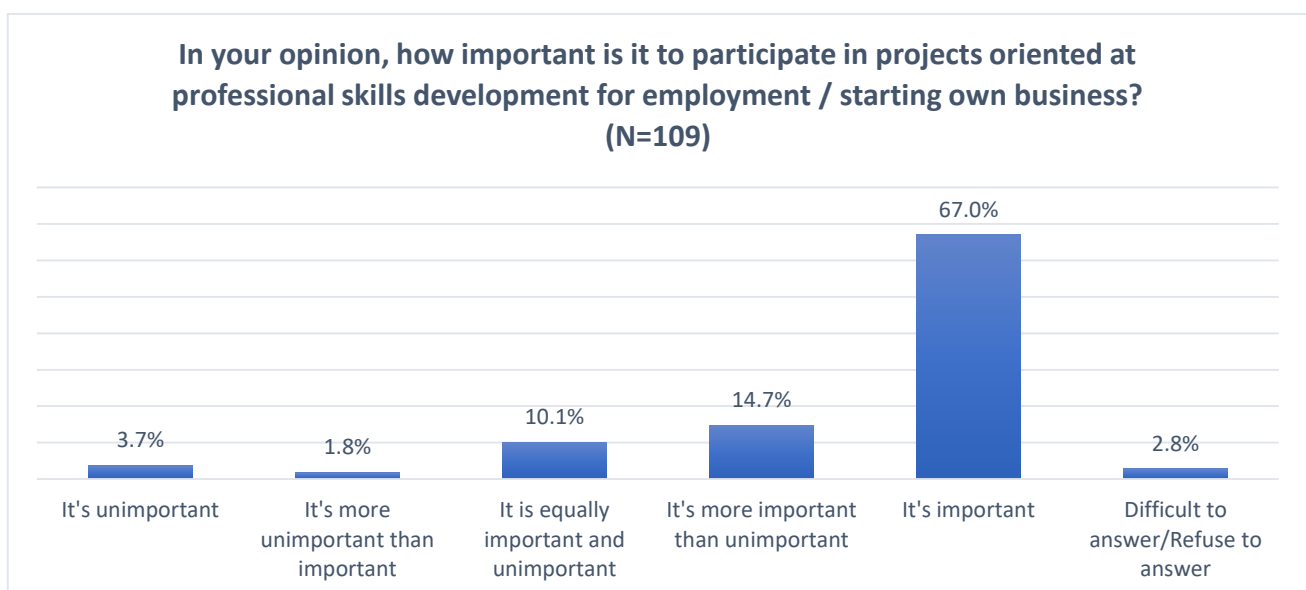
**Diagram #17**



It is important to emphasize that according to assessment of only 3 respondents the project will not help employment so much. They stated 2 points on a 4-point scale, and 1 point was not indicated by any respondent.

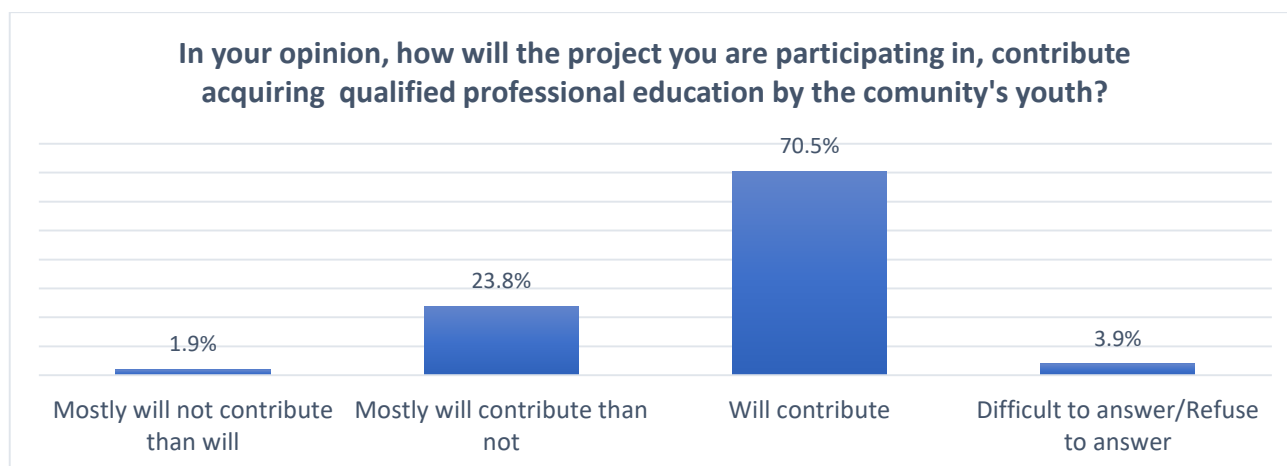
Generally, in order to establish relation between projects and employment / starting wn business, we offered the following question to control group representatives: **“in your opinion, how important is it to participate in projects oriented at professional skills development for employment / starting own business?”** Assessment was done on a 5-point scale (1 – not important, 5 important). As it turned out, according to the majority of respondents (67%) such projects play an important role in employment and starting own business. According to 6 respondent the importance of such project is viewed negatively (Diagram #18).

**Diagram #18**



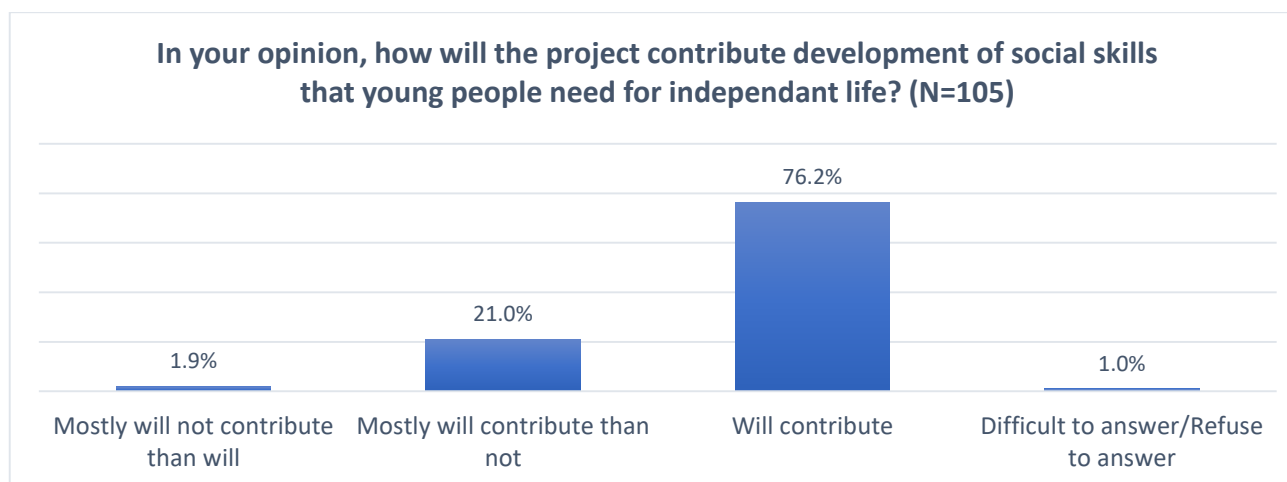
Additionally, we analyzed projects' assistance in terms of professional education. In this case as well, content wise similar data were received. According to the majority of project beneficiaries (70.5%) the implemented projects will be helpful. Only 2 respondents indicated 2 points, meaning less helpful, and no case with minimal point was revealed (Diagram #19)

**Diagram #19**



The projects were also oriented at development of necessary life skills for independent living. Like two previous cases, the majority of beneficiaries (76.2%) explicitly positively assess the role of the project and give the highest score of 4 on a 4-point scale to the importance of implemented project. (ob. Diagram #20).

**Diagram #20**

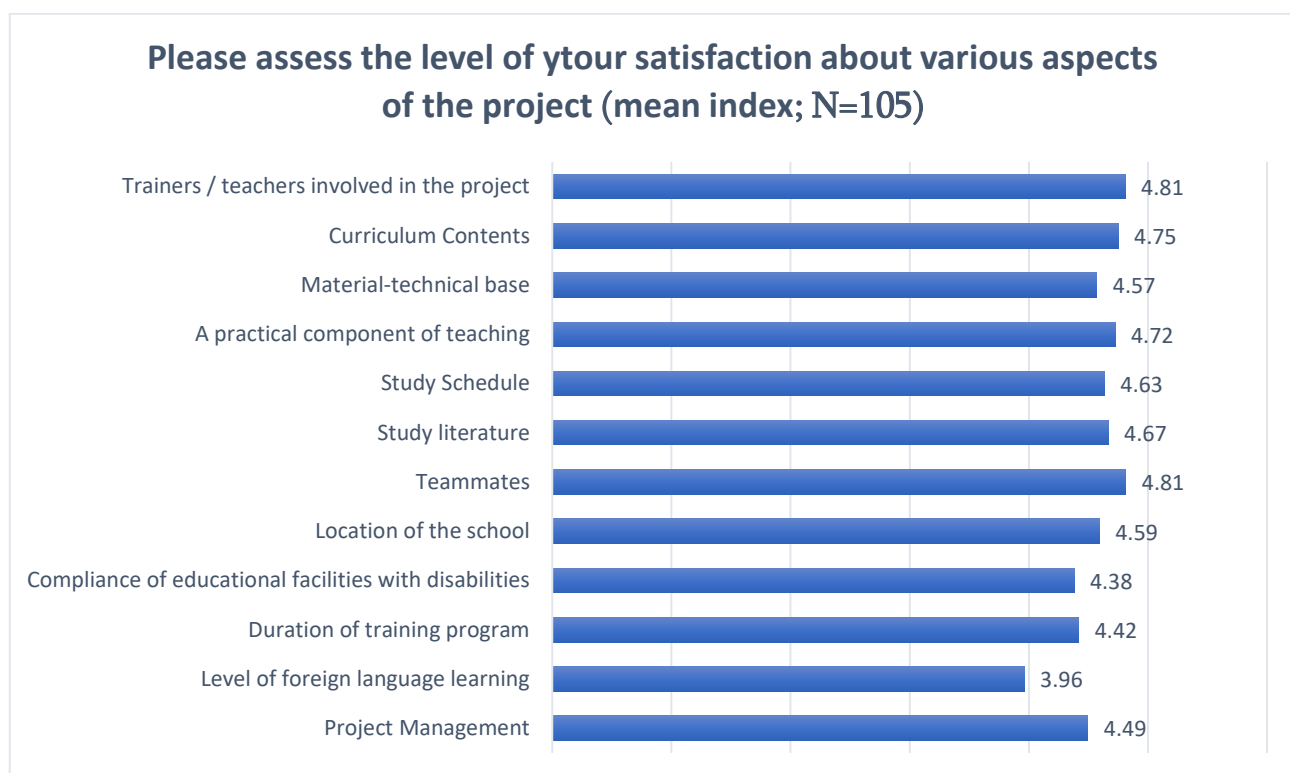


In terms of developing necessary life skills for independent living, only 2 respondents indicated minimal point of 2 which has partially negative content

As it was mentioned, the task of each project was relevance to youth needs in order to offer them useful professional and theoretical courses. Considering this, beneficiaries assessed the level of satisfaction with various aspects of the project. Among them: trainers/teachers involved in the project; content of the study program; material-technical base (auditoriums, computers, machinery – devices etc.), teaching level of

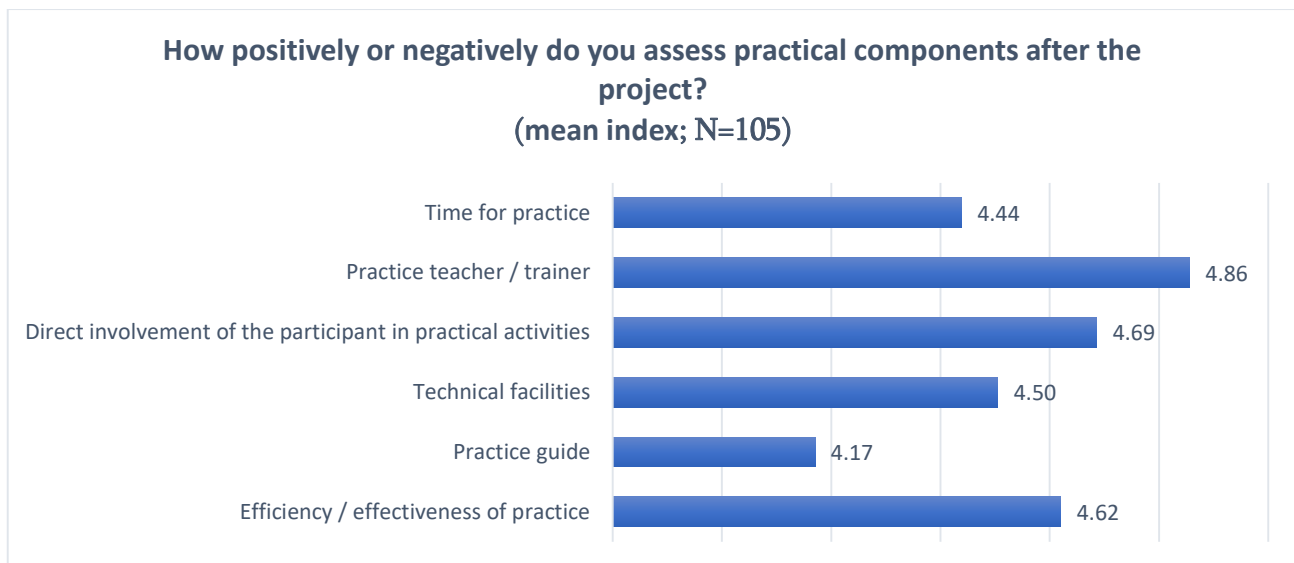
foreign language, etc. Assessment was done on a 5-point scale where 1 means “I am unsatisfied”, and 5 – “I am satisfied”. The mean score of the scale is 3 and it can be compared to the means indices of separate categories. As the data analysis revealed, the respondents are most satisfied with 1) trainers involved in the project and 2) group-mates, with mean score of 4.81 (1. Median = 5, St.Dev.=0.590; 2. Median = 5; St.Dev.=0.439). As it was discovered, the beneficiaries are least satisfied with teaching level of foreign language, which is assessed by the mean score of 3.96 (Median = 5; St.Dev.=1.353). It is noteworthy that among marketable professions / work within the community, English language had the highest index (Mean=4.70); whereas when assessing the satisfaction of implemented project components, minimal mean index was stated in this category (see diagram #21).

**Diagram #21**



Each project envisaged both theoretical as well as practical components. Based on the latter, it is possible to discuss the project’s effectiveness. We deemed important to specifically assess the practical component of studying. Here as well, a 5-point scale was used (1-negative, 5-positive). The following were defined as assessment criteria: “time allocated for practice”, “practice teacher/trainer”, “direct involvement of the participant in practical work”, “technical devices”, “practical guidebook”, “effectiveness of practice”. Based on the results we can conclude that the respondents most positively assess practice teacher/trainer, with mean score of 4.86 (Median = 5, Std.Dev =0.529), and the least mean score (4.17) is given to practical guidebook (Median = 5; St.Dev.=1.272). However, content-wise, this point falls into positive assessment field as well. Based on analysis of existing data we can state that respondents view each practical component positively (see. Diagram #22).

**Diagram #22**



(St.Dev=0.648). Clear, transparent category of practical part assessment is defining efficiency of practice, which was given mean score of 4.62 by the respondents.

As it was already mentioned, one of the assessment criteria was “group-mates”. Consequently, based on data analysis, through paired sentences, interpersonal relationships between project participants were assessed.

**I pair:**

1. Youth involved in the project have friendly relationships with each other.
2. Relationships among youth are tense and unfriendly

The absolute majority of beneficiaries (98.1%) agrees with the first sentence. According to their assessment project participants have friendly relationships with each other, which was also revealed during assessment of satisfaction with group-mates (mean score=4.81). According to only 1 respondent the relationships among youth are tense and unfriendly.

**II pair:**

1. Youth involved in the project perceive each other as equals and cooperate with each other
2. Youth have discriminative relationships with each other and try to isolate certain members

There is similar situation in relation to these sentences as well – absolute majority agrees with the first one, that project participants perceive each other as equals and cooperate with each other. However, in this case 6 respondents agree with the second sentence.

**III pair:**

1. There are frequent conflicts among the youth
2. Mostly there are conflict free relationships among youth.

The majority of respondents agrees with the first sentence – 85.7%. According to 11 beneficiaries the conflicts are frequent.

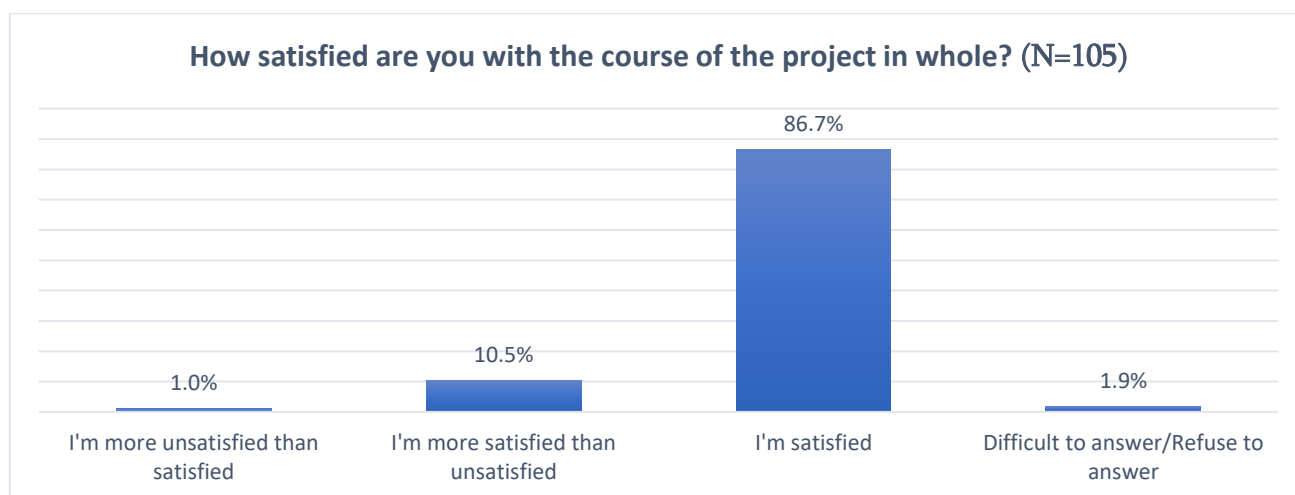
#### IV pair:

1. Young people help each other in their tasks and have solidarity towards each another.
2. Young people try to bring their advantages forward and “sink” others.

The majority of respondents agrees with the first sentence (95.2%), which emphasizes solidarity and support in carrying out the tasks. Only 2 respondents agreed with the second sentence.

The last aspect of project relevance to youth needs was about general satisfaction with the project. This question presents certain summary of separately discussed issues. In whole, project satisfaction was assessed on a 5-point scale (1-unsatisfied, 5-satisfied). The majority of project beneficiaries (98.7%) is completely satisfied with the course of the project (see diagram #23).

#### Diagram #23



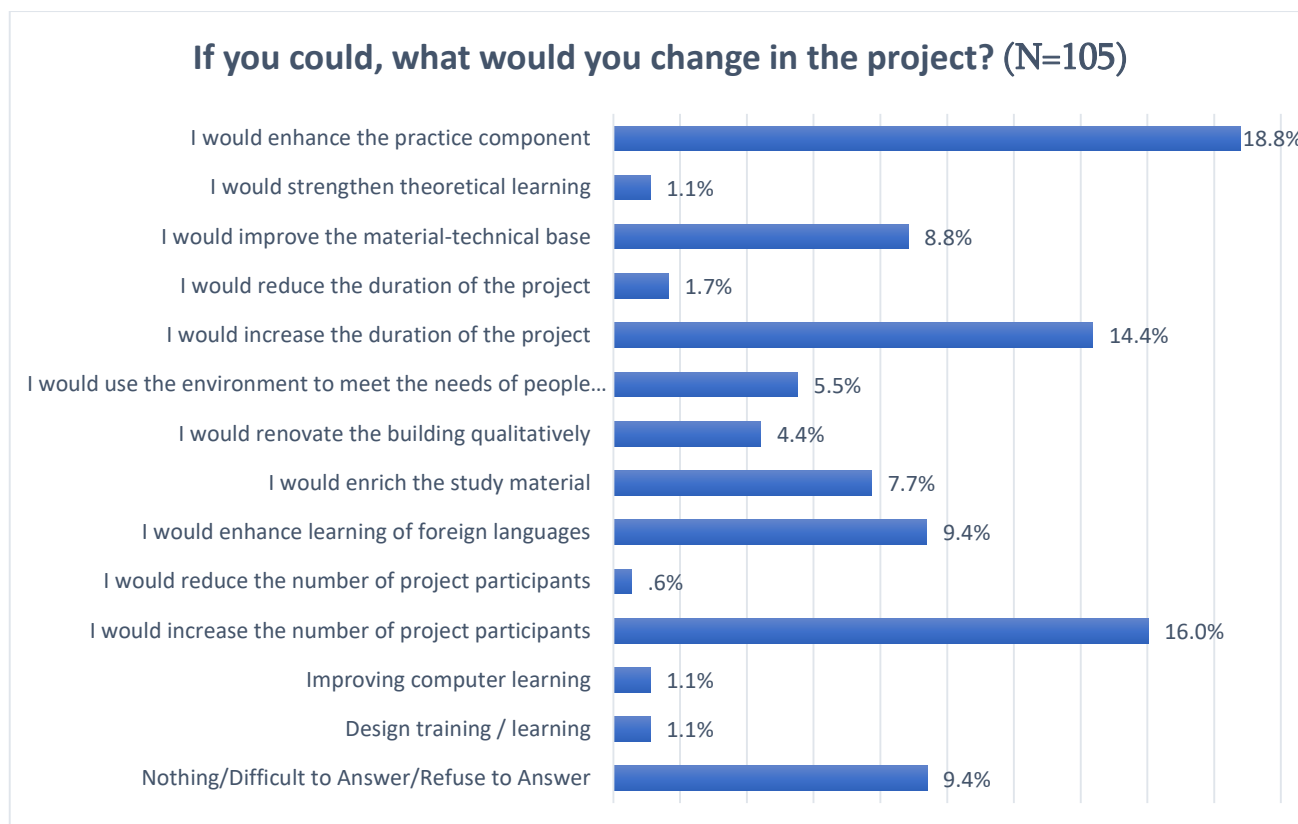
There was only 1 respondent, whose satisfaction on a 5-point scale was 2 points, which verbally belongs more to the category of “unsatisfied” rather than “satisfied”.

#### Desired interventions in projects

Apart from general assessment of the project, discussion on desired interventions from the side of beneficiaries was important. Initially the conditions that they would change if they could, were analyzed. The respondents could provide several answers to semi-closed question. It is noteworthy that based on analysis the following categories were separated on three leading positions: “I would strengthen the practical component” – 18.8% of beneficiaries, “I would increase the number of participants” – 16%, “I would increase the length of project” – 14.4%. As it seems, according to participants’ assessment, within the frames of the project, qualified trainers were invited, and provided beneficiaries with all the necessary information, because “inviting more qualified trainers” was not named among interventions (see diagram #24)



Diagram #24



For small part of respondents (4 individuals), everything within the frames of the project went ideally and no component needs to change or improve.

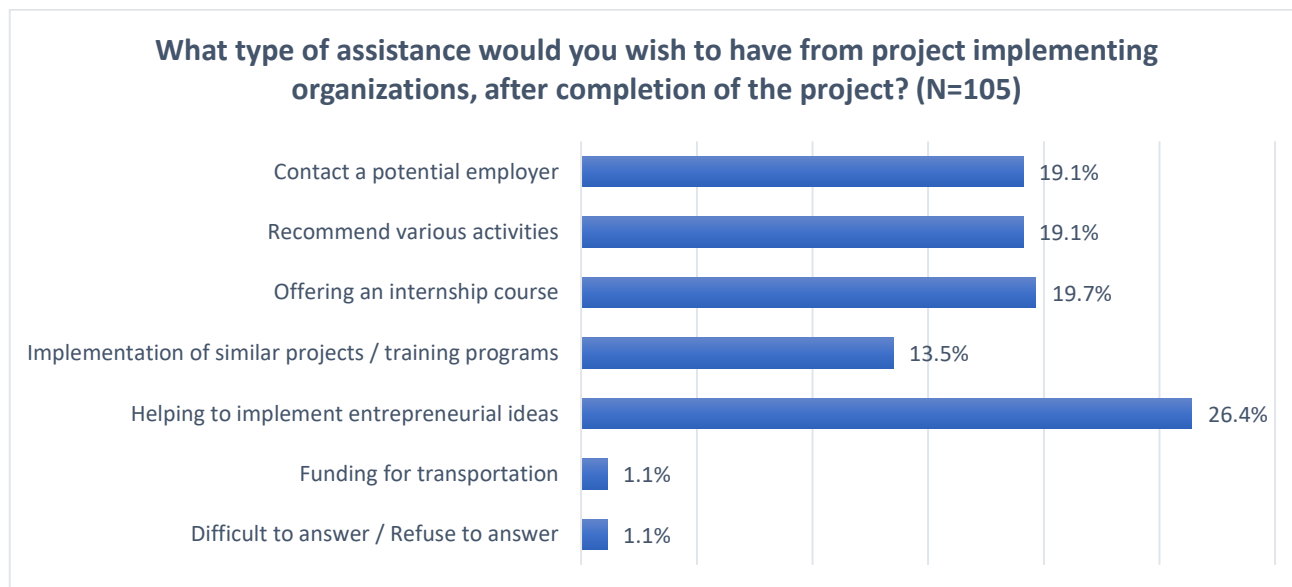
Considering the scale of changes desired by beneficiaries, it was also important to assess how well the project fulfills its functions. This issue was analyzed on a 4-point scale (1 – doesn't fulfill, 4-fulfills). The majority of respondents (83.8%) gives highest point to this issue. Only 3 respondents view the project negatively – according to their assessment “it doesn't fulfill more, than is does”. It is also noteworthy that no respondent indicated the minimal score, which once again emphasizes satisfaction with project.

When talking about necessary interventions within the frames of the project, we have to consider that there are different parties presented – on the one hand beneficiaries who assess possible changes based on their own experiences, and on the other hand the organization implementing the project, which can consider the beneficiaries' desires and expectations for future. Thus, it was important to define what type of assistance would the beneficiaries desire after the completion of the project, from the project implementing organization. In this case as well, the respondents could choose several responses because they may have different and diverse expectations and desires.

As it was revealed, beneficiaries mostly need help in implementation of entrepreneurial ideas (26.4%), which may be caused by their inexperience. Even though within the frames of the project they received certain information, theoretical and practical knowledge on how to implement various activities, but as it seems, for the time being, it is difficult for beneficiaries to work independently and implement

entrepreneurial ideas. Apart from this, employment factor also plays an important role, whether is contacting the potential employer (19.1%) or offering internship courses (19.7%) (see. diagram #25).

**Diagram #25**

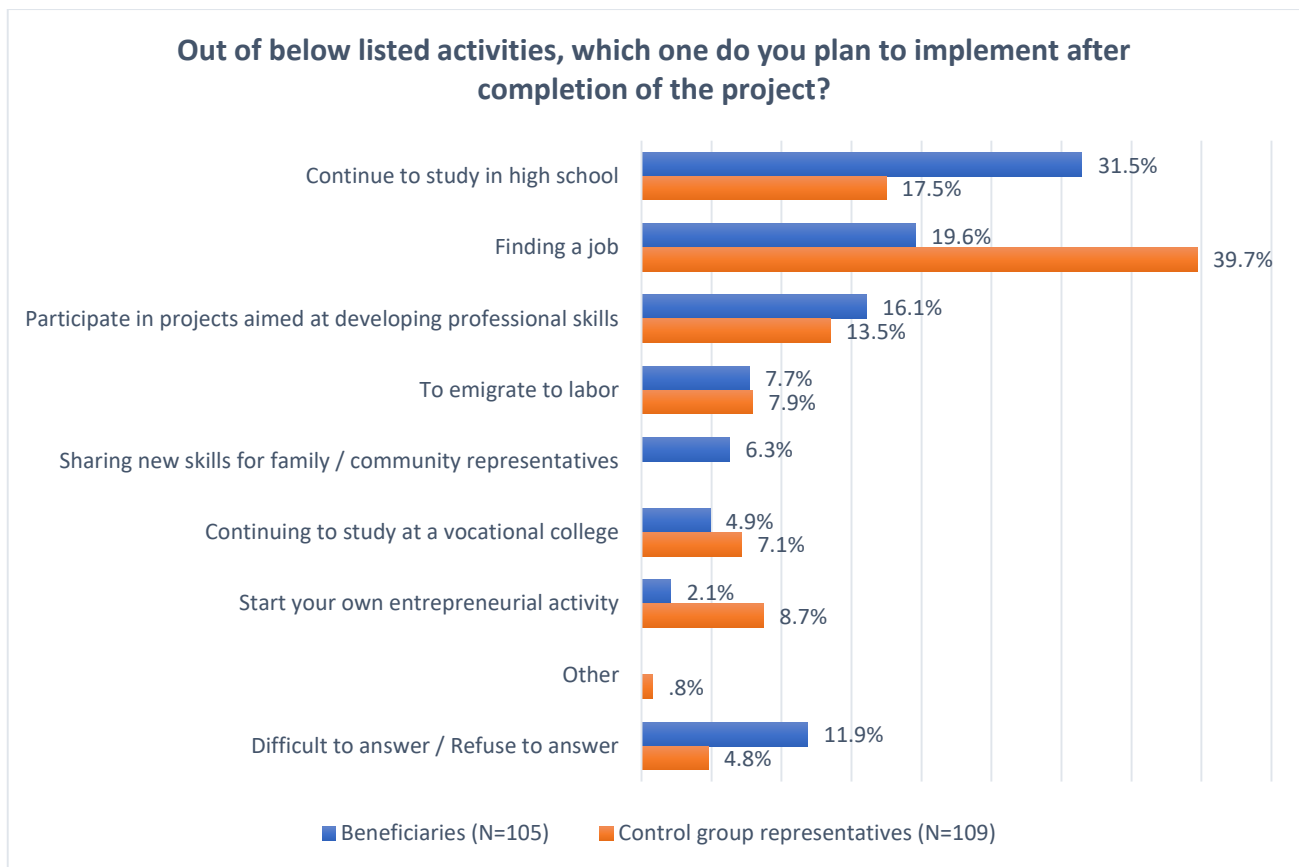


As it seems, beneficiaries need the kind of help and assistance that they cannot get from other representatives of the community; participation of persons experienced in this field is necessary, and among those, the project implementing organization represents a key actor.

### Future plans

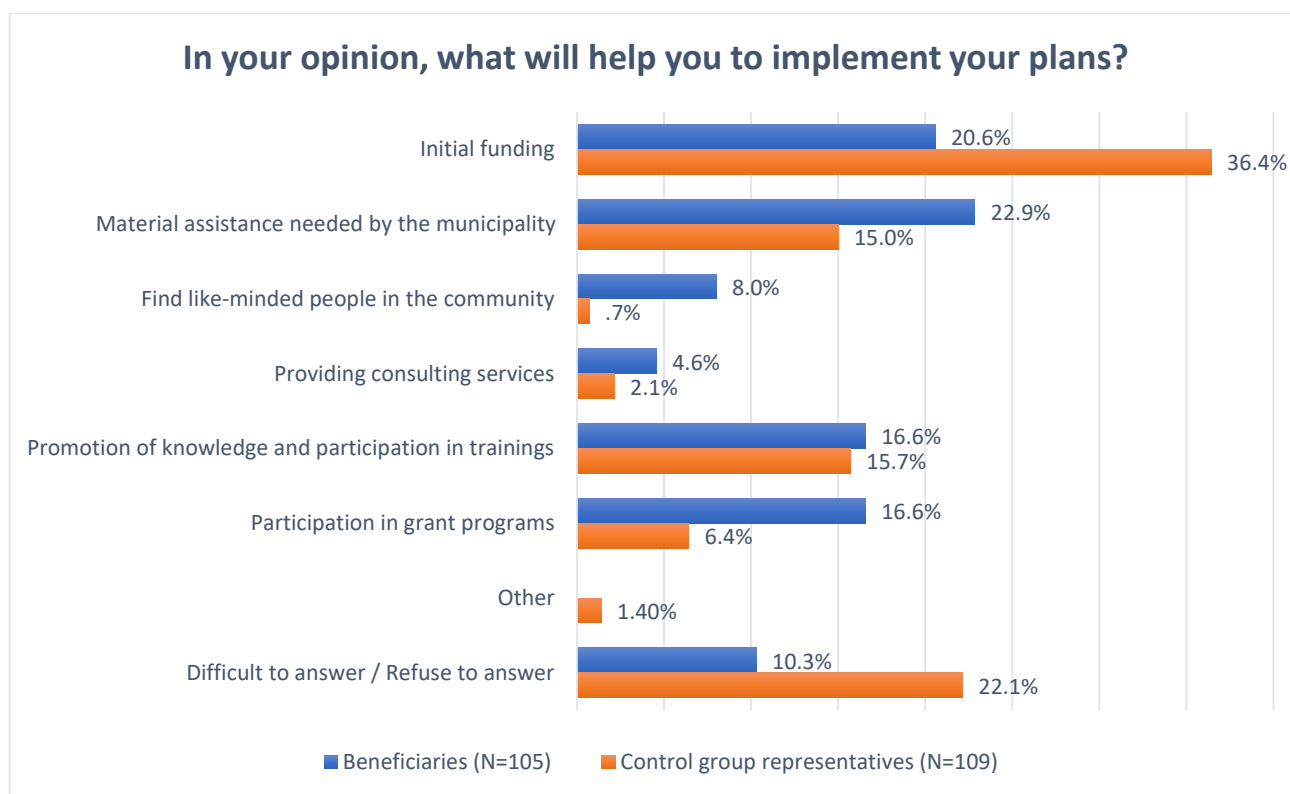
Within the frames of research it was interesting to assess future plans of respondents. In case of beneficiaries continuing studies at higher education institution has the leading position (31.5%), and the highest index among control group members is in the category of finding a job – 39.7%. It can be assumed, answers stated to first two positions, vary across groups, according to respondents' shared index. In case of beneficiaries finding a job is on second place (19.6%), and for control group – continuing studies at a higher education institution (17.5%). Only 2.1% of beneficiaries think about starting production in future, and in control group this index is 0.8%. (see. Diagram #26)

**Diagram #26**



Together with general assessment, it was important to separate contributing factors. The respondents could tick several responses and also add a category to semi closed question. It is noteworthy that identical factors were named in both groups. According to 22.9% of beneficiaries “municipality’s help with necessary material resources” is most important, which is shared by 15 % of control group members. Also, “initial funding” is noteworthy, which is stated by 20.6% of beneficiaries, and exactly this category has the highest index among control group members – 36.4% of respondents. For the mentioned group, the least contributing factor is “finding like-minded people in the community” – the percentage index can’t reach up to 1 %. For beneficiaries, the least important is provision of consultation services – 7.6% of the respondents (see diagram #27).

**Diagram #27**



Within the frames of the mentioned block, we asked only beneficiaries about life expectancy and length of project course. We analyzed how likely it is to continue the production started within the frames of the project, after it is complete. The question was assessed on a 4-point scale (1 – not likely, 4 likely). As it turned out, according to the majority’s assessment (63.8%) it is likely to continue the production that was started within the project. Among answers, the lowest index was in the category – “more unlikely, than likely (3.8%)”

Both target groups assessed the desire to participate in such projects in future. Assessment was done on a 4-point scale. It is noteworthy that we got different results between the groups. In case of beneficiaries only positive answers were given 1) I will definitely participate 2) I will probably participate. According to assessment of the majority of beneficiaries (76.2%) they will definitely participate in such projects, which clearly indicates positive attitude. In case of control group, the answers were distributed across all 4 categories. However, large part (42.2%) indicates that they would definitely participate in such projects.

It is noteworthy that this question served as a filter question – the respondents who mentioned that they probably wouldn’t participate in such projects, had to give the reasons. Considering the received results, the open question identifying the reasons was asked only to control group members. As it turned out, part of the respondents is not interested to participate and even if they do, nothing will change. Each of these categories is presented with highest percentage – 26.5%. It was revealed that more than fourth of respondents are skeptic about such trainings and project, which is reflected on their lack of interest. (see diagram #28).

**Diagram #28**



It is interesting that not only young people have skeptic and doubtful attitude. There was only single case when the control group representative stated the lack of desire to participate due to the family’s opposition.

### **Business opportunities**

The last block of the questionnaire for both groups was about business opportunities. At the initial stage, it was important to analyze if the respondent have necessary skills for production / business management. It can be said that project beneficiaries are more self-confident which was also aided by participation in the project. Their majority (71.4) indicates having necessary skills, whereas the identical answer in the control group is provided by less respondents (54.1%).

At the next stage the respondents assessed if entrepreneurship is a good career choice for them. There is a big percentage difference between the groups in this case as well. This may be due to the fact that beneficiaries received more information about entrepreneurship, its procedures and its content. As for control group, more than half (58.7%) indicate that it would be a good career choice, but in this case the percentage index of negative answer is also high (25.7%).

Business opportunities were also assessed in terms of municipality – if the respondents see the opportunities in their municipality to start business. Even though the majority of both groups stated positive answers, there is a significant difference between these indices. 82.9 % of beneficiaries sees this opportunity, and 67.9% of control group sees it. The high index of positive response may be due to participation in the project.

It is also important if the respondent have thought of starting business. This question was a filter, because the respondents who mentioned that they haven’t thought, or thought but couldn’t do it had to additionally clarify their negative answers. As it turned out, 52.4 % of beneficiaries has started business or plans to. In

case of beneficiaries there is a big difference between this and other categories, whereas in control group the answers are almost equally distributed: “yes I have thought but I can’t I couldn’t do it” – 27.5%, and equal index was stated in two other categories – 23.9%: “yes I started or plan to”, “I haven’t thought about it”.

As it was already mentioned, this question was the filter, based on it on the one hand we analyzed the reasons why the respondents haven’t thought about starting business, and on the other hand the conditions due to which they were unable to start business. 11.5% of beneficiaries reported that they were scared to take risks. One respondent mentioned satisfaction with current salary and another respondent mentioned damaged natural environment. (See chart #2).

### Chart #2

	Beneficiaries	Control group
Satisfaction with current income	1.9%	0.0%
Lack of knowledge / skills	5.8%	8.9%
Taking risks / fear for failure	11.5%	15.6%
Lack of resources to start a business	5.8%	6.7%
No relation/contact to entrepreneurship	9.6%	6.7%
Choice of lifestyle	3.8%	3.3%
Not having business idea	5.8%	10.0%
Family obligations	3.8%	4.4%
Scarcity of infrastructural resources to start business	7.7%	1.1%
Fear for competition	5.8%	5.6%
Perceiving competition as injustice	5.8%	2.2%
Not having influential people around who can/could help	5.8%	1.1%
Limitations of market opportunities / possibilities	5.8%	5.6%
Not having sufficient time which is caused by current job /personal responsibility	5.8%	8.9%
Damaged natural environment	1.9%	2.2%
Unsuccessful attempt in the past	0.0%	2.2%
Being a woman	0.0%	2.2%
Difficult to answer / refuse to answer	13.5%	13.4%

In case of control group members, identical category has the leading position – they haven’t thought about starting business because of risks / failure. 15.6 % of respondent gives that answer. Absence of business idea is an important hindering factor for group members, 10 % of respondents emphasizes this issue. Also, for 8.9 % of respondents the issue of not having time is problematic.

As it was already mentioned, the category who have thought about starting business but couldn’t, was also assessed based on these reasons. 13 % of beneficiaries mentioned that the reason was not having appropriate resources. One respondent mentioned “not having influential people around”, another respondent stated “failure in the past”, also “being a woman” (see chart #3).

**Chart #3**

	Beneficiaries	Control group
Satisfaction with current income	5.6%	12.6%
Lack of knowledge / skills	3.7%	1.1%
Taking risks / fear for failure	9.3%	1.1%
Lack of resources to start a business	13.0%	13.7%
No relation/contact to entrepreneurship	5.6%	7.4%
Choice of lifestyle	3.7%	0.0%
Not having business idea	9.3%	1.1%
Family obligations	3.7%	6.3%
Scarcity of infrastructural resources to start business	3.7%	6.3%
Fear for competition	9.3%	8.4%
Perceiving competition as injustice	7.4%	2.1%
Not having influential people around who can/could help	1.9%	0.0%
Limitations of market opportunities / possibilities	7.4%	3.2%
Not having sufficient time which is caused by current job /personal responsibility	5.6%	3.2%
Damaged natural environment	3.7%	1.1%
Unsuccessful attempt in the past	1.9%	2.1%
Being a woman	1.9%	2.1%
Difficult to answer / refuse to answer	3.8%	28.4%

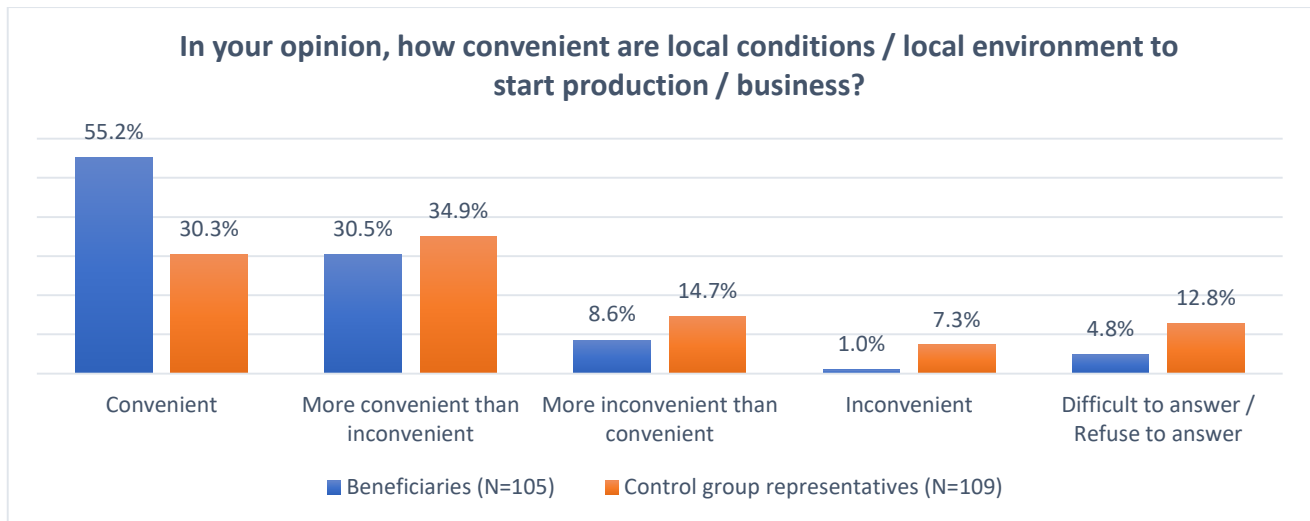
As for control group, the highest percentage index is given to (13.7%) the category “not having appropriate resources to start business”. Satisfaction with current income is on the second position (12.6%). We can assume, that starting business is viewed by the respondents only as the means to improve financial situation. This is the main reason, however there is an impression, that only satisfaction of interests and needs is not enough to start a business. However as it was revealed, among reasons, nonmaterial “abstract” factors are also important. Among them fear for competition is important, which is stated by 8.4 % of respondents.

Also, it was important to define in what area have the respondent started or would like to start business. Beneficiaries separated different areas, among them: handmade items, (12.5%), winery (21.9%). Only in single case non-governmental organization and kindergarten were mentioned.

As for control group, 14.6 % named agriculture, and 12.2 % emphasized opening market / pharmacy. On single occasions the following were mentioned: making furniture, barman, economics, private legal firm, selling construction materials.

And lastly, it was assessed how convenient are the local conditions to start business. This was analyzed on a 4-point scale. There was a significant difference between the groups. 55.2 % of beneficiaries think that the environment is completely convenient (meaning they stated the first answer which is the highest criterion of positive assessment), only one beneficiary mentioned not convenient. (See. Diagram #29)

**Diagram #29**



As for control group, their 34.9 % thinks of the environment more as convenient than inconvenient. In this group the lowest index was stated in the category of not at all convenient – 7.3 % of respondents.



## Focus group analysis

In order to achieve the goal of the study, as we have already mentioned, we used a focus group method. Two target groups were identified for group discussions: 1) Parents of project beneficiaries; 2) representatives of the local community.

Based on the division, two different discussion plans will be developed for group discussions. The information gathered within the focus groups was analyzed according to the main research themes and narratives.

Within the research, a total of **8 focus groups** were conducted:

- Parents of project beneficiaries – 4 focus groups
- Representatives of the local community – 4 focus groups

Two focus groups were conducted in each pilot project region:

- 1 with parents of beneficiaries
- 1 with local community representatives.

The aim of such a division of respondents was to examine the issue in more detail. Effectiveness and productivity of the project within the focus-groups were assessed from the perspective of the above-mentioned target groups.

## Project information

In the geographical units where the pilot projects were implemented, the focus group participants - the parents of the beneficiaries of the project - talked about the implemented projects. It is noteworthy that parents of the beneficiaries express their satisfaction with the pilot projects. They single out employment skills and development opportunities as significant criteria and also promoting the importance of vocational education.

In the project of IDP settlement in Tserovani, Mtskheta-Mtianeti municipality ("Developing Job Search Skills and Employment Opportunities for Internally Displaced Youth") parents of the beneficiaries evaluate the project positively and note that development opportunities of the youth engaged in the project are being expanded on the basis of project activities. As respondents mentioned, the projects, that are focused on the development of job search skills for youth will significantly improve their social-economical condition. It will also increase the degree of integration into society.

*“My child is involved and is very satisfied, generally, he/she has a little difficulty in establishing contacts easily and the project has helped her/him to some extent to become more open” ( Tserovani IDP settlement – beneficiary parent)*

Parents of beneficiaries positively describe a project “Hand in hand”. The project was implemented in the Dusheti municipality. According to the respondents, the project encourages the development of creative

skills among young people and acquisition of new professions, which, according to parents will help young people to get employed and develop skills to establish in the labor market.

*“We heard about this project, so I advised her and she was very pleased. She sewed trousers on her own and she still wears them. So, I am very satisfied. They have done and learned a lot and now she knows more than I know and she is good at it.” (Dusheti, beneficiary’s parent)*

Expanding the social circle of beneficiaries is also an important factor. Beneficiary youth living in the target regions involved in pilot projects were able to get acquainted with other organizations implementing similar projects, which is important for their future employment prospects. Awareness level of parents of beneficiaries about the project “innovation and us” that was implemented in Gori municipality is varying, however, they are still satisfied with the activities carried out. Part of the respondents has detailed information about both the project itself and donor organizations of the project.

*“Save the children – this attracted me, it is very good, they learned computer programs, there are 3 programs if I am not mistaken. She is pleased as well, they helped her to learn English, as I know, this relationship, work experience, communication with children and management, marketing will be helpful for everyone in the future, this is very good, I am very satisfied” ( Gori, Beneficiary’s parent)*

As for the ongoing project in Kvareli Municipality ( “Wine school in Qvevri wine factory”), according to respondents, this project was very important for their region, as the beneficiaries were able to develop the basic skills for free and also obtain the necessary knowledge they needed to produce wine. Through this project, young people living in Kvareli will be able to realize their potential and future plans, based on more structured and theoretical knowledge.

*“It was very timely. It is welcome to have such projects recently. Giorgi has learned a lot. I am very satisfied. If we continue like this till the end, we will welcome the case.”(Kvareli, Beneficiary’s parent)*

As the parents of the beneficiaries say, ongoing and implemented activities within the project in Kvareli were not focused only on wine-making, but on other fields as well, such as service (bartender, waiter, etc.), development of family tourism, producing grape juice, branding, marketing, creating a logo and etc.

*„My son is involved in this project. He is very pleased. We have a vineyard and he is interested in how to produce wine.”(Kvareli, parent of a beneficiary)*

Above-mentioned shows, that the parents of the beneficiaries, engaged in the pilot projects, positively assess the overall objectives and program priorities of the implemented projects. Development of transversal skills for young people and their inclusion in the labor market and promoting the transition of moving from school to work were very significant issues for them. In addition, activities aimed at the development of social entrepreneurship were of great importance. Part of the respondents, whose young members of their families were involved in the above-mentioned projects stated that the ways of finding information about the projects were different. Some noted that their children are engaged in other projects and programs of the organizations, and for some part, social networks were named as the main means of finding information. In addition, they also talk about the means of getting information, such as social circle/acquaintances. Some parents stated that they did not have detailed information on this issue. For example, in the case of a project

implemented in Kvareli municipality, the organization decided to send SMS notifications to the target group about their project and participation.

Focus group participants also noted that they provided project information to children in schools, distributed leaflets; It is noteworthy that the Dusheti Municipality also participated in the dissemination of information.

*“First the information came out of the board and then the children disseminated information to each other.” (Dusheti, parent of a beneficiary)*

*“He got information himself, he has been involved in many projects, he has been there so far and he has found the information.” (Tserovani, parent of a beneficiary)*

*“We got information through leaflets.” (Gori, Beneficiary's Parent)*

The study showed that parents of the beneficiaries, in case of all 4 pilot projects, expressed their positive attitudes towards their children/ young family member's involvement in the project. In some cases, we can say that young people have received information about these projects from their parents and have been involved with their advice. Respondents believe that such projects, apart from giving theoretical and practical knowledge to young people, increase self-confidence. Focus group participants say that the psycho-emotional attitudes of the project beneficiaries are changing. It is getting easier for them to talk about their skills and abilities, they can better express themselves. In addition, they get information about the fields that are currently in demand in the modern labor market and at the same time are interesting. Respondents are focusing on opportunities of expanding social circle/acquaintances of young members of their families, which were given to the young people through these projects. In their opinion, these projects are a great opportunity for young people to succeed in a broader field and achieve their goals. In addition to professional skills, adolescents develop other personal skills such as communication skills, teamwork and so on.

As for the community members, participants of the focus groups say that it is necessary to carry out youth development projects in the region. According to their information, part of the school students are going to study in vocational institutions and some are going to work in summer, in the non-school period and try to develop the skills that will increase their employment opportunities. According to the focus group participants, without taking such steps, young people will not be able to reach the wider area and establish themselves in the larger community of the society. According to participants of the focus group, conducted with the parents of beneficiaries in Tserovani, the development of such skills is related to the pilot projects and, therefore, are very important for the youth living in their community.

*“It is very important, in general, for my children to participate in this project. By participating in these projects they get much good information that they are then generalized and moved to another environment, they can use that not only in here but in another environment as well.” (Tserovani, beneficiary's parent)*

In the respondents' opinion, a school cannot provide the youth with the development of skills that will be necessary to move on to another stage of life after graduating from school. That is why, in their view,

alongside schooling, there should be projects or programs within which young people can develop and integrate into society.

*"I can add, besides having learned something that would be useful in employment, many have found a new interest in this project, some photography, some enamel, and it has been very interesting in many ways." (Tserovani, parent of a beneficiary)*

Focus group participants (parents of beneficiaries) in Gori talk about the role of vocational education in youth development. In their view, this area should be prioritized so that young people can choose between different alternatives when they find themselves in the labor market and have to find employment in a highly competitive environment.

*"If a young person develops in different ways and gets knowledge in any direction, for example, university is "If the young develops and gets educated in any other way, the university is one direction, one profile and very good, but the more developed we are, the more opportunities there are for us." (Gori, parent of a beneficiary)*

Representatives of the community living in pilot project implementation are less aware of these projects. They have only overheard some information about project activities and purposes. Some respondents know these young people who are beneficiaries of the project. As a source of information, they named online platforms, acquaintances. It is said that project beneficiaries express their satisfaction with these pilot projects.

*"We have a website at gori.ge, there is always news coming from Facebook, too." (Gori, community representative)*

*"I came across a casual conversation that something like this is happening, there is such an organization, I asked what it serves, what level it is." (Kvareli, community representative)*

*"I heard it by accident. It was from 14 to 29 years old." (Tserovani, Community Representative)*

According to community representatives, their family members haven't tried to participate in the project. A representative of Tserovani IDP settlement states that she got information later that is the reason. As community representatives say, young members of their families have not tried to participate in these projects. A Tserovani IDP settlement representative said he received information about the project late and that is why his son remained outside the pilot project. Community members say that through their observation and information, the young people involved in the projects are satisfied with the theoretical knowledge and practical experience gained through the activities offered to them.

*"As I know they are satisfied and motivated and they give recommendations to other young people" (Gori, representative of a community)*

*"Yes, it was interesting and they were excited, they liked it very much." (Tserovani, Community representative)*

Focus group participants believe that after the completion of these projects, employment opportunities for young people participating in them will increase and skills will be strengthened. They will become more

qualified in various fields, which will increase their employment opportunities. According to them, some people were even employed in the project.

*"I know a few women who took part and started to work as an office manager there." (Gori, Community Representative)*

According to community representatives, it is important that after the project is completed, enterprises do not cease functioning and continue to exist in the long run. Focus group members in Gori and Dusheti community representatives noted that many people in their community have participated in projects aimed at developing professional skills.

*"I have a relative, who took a hairdresser course in Gantiadi and opened his own salon, he was funded and now teaches it." (Gori, community representative)*

*"I took a sewing course in Tbilisi. I'm going to take another course." (Dusheti, Community Representative)*

According to the respondents, it is important to provide the beneficiaries with theoretical and practical parts of the training in a balanced manner. In addition, they should also help young people to develop skills to start a business, make production and manage it. It is also important to emphasize personal characteristics and to teach young people the importance of responsibility, communication, teamwork.

*"Apart from developing professional skills it should have a communicative character and should be a mean of communication with people" ( Dusheti, Community representative)*

Respondents think that projects aimed at developing professional skills, that have social entrepreneurship as one of the program priorities, should give knowledge about business management to a beneficiary and also inform about the risks that may appear during the project. Young people should know which alternative ways they should look for and how to decrease and deal with risk-factors in a critical situation.

Part of the community representatives thinks that entrepreneurship is an interesting and challenging field for young people. According to them this segment of society has totally different innovative approaches and views. Their initiatives are better than that of the older generation. Hence, they need support and help in order to develop and implement their own ideas. Dusheti's focus group participant parents stated that they would advise their children to start a business.

*"As I see it, if one becomes a young entrepreneur, the one will achieve a lot. If the young man manages to do so, imagine where he will go. It will probably reach a peak and will produce good results. Will be more developed." (Dusheti, Community Representative)*

According to the members of the focus group, there is no conducive environment for starting a business in Kvareli. Members of the Tserovani and Gori focus groups have different views. They think that local authorities support young people to start a business, but when it comes to financial aid, they prefer to provide other than financial assistance.

### **Assessment of the situation in the community**

In addition to the pilot projects, the focus group participants talked about the general situation in their community. According to the focus group respondents in Gori, a situation in the region is not conducive in

terms of youth development, however, they note that in regional centers there is a certain organization that offers young people activities that meet their necessities. There are named organizations such as - Georgian Red Cross Association, “Biliki”, “Save the Children”, etc. As the parents of young people involved in pilot projects say, these organizations offer youth camps, training on various topics, and so on.

*„There is nothing in our village. My children have to come to Gori. They are here in different organizations.” (Gori, Beneficiary's Parent)*

Like the parents of the young people involved in the pilot projects, their community representatives discussed what opportunities young people in their municipalities have for development. Community representatives named those NGOs where young people can gain access to different profiles. Such organizations were named "Arsi", "Biliki", "Abkhazia". These organizations offer beneficiaries foreign language, marketing courses. Apart from the support provided by the NGOs, they also talk about the activities carried out by the municipality in the framework of such activities young people were showed concerts and plays in a theater. IDP children are also taught a foreign language. Socially vulnerable children have the opportunity to enroll in vocational school "Gantiadi". At the same time, respondents note that municipalities should play a greater role in providing more development opportunities for young people.

*“Socially vulnerable children can acquire professions without any difficulties. There are national exams in some faculties, but children can learn sewing, hairdressing, tiling. First, they take a course of study, then they have a test and are employed. This business is at a good level in Gori municipality.” (Gori, Community Representative)*

Unlike the respondents who noted that young people have development opportunities, some stated that there is no such resource in their municipality. According to them, in terms of youth employment, the situation in Gori municipality is very bad.

*“Unfortunately I can't agree with the latter speakers. Yes, there are some programs that I have heard about in terms of health care, but I haven't heard of these municipal programs that would help youth employment.” (Gori, Community Representative)*

During the focus groups, participants of the pilot projects noted that it is necessary to have tools to disseminate information effectively as many young people remain outside the project due to lack or delay in receiving information. Respondents say that the government should provide necessary conditions for the development of young people living in rural areas and small towns.

*“There is a better situation than before. At last people in the capital city remembered that there are people in the district who need development.” (Dusheti, parent of a beneficiary)*

As for Dusheti municipality. The representatives of the community noted that there is less prospect of youth development in their regions. Also, there are no employment opportunities. Therefore, the young population of the community will migrate to the capital to find jobs. In their opinion, it is necessary to open some kind of enterprise where young people can work.

*“When there is no way to get involved in such activities, they have to go to Tbilisi. There must be opened some kind of enterprise for young people to be employed. There is no enterprise with us.” (Dusheti, Community Representative)*

According to respondents, it would be better to teach young people how to write projects and business plans at the school age. They should have conditions to realize their potential. Representatives of the community talk about the diminished role of the state.

Like the parents of beneficiaries of pilot projects, other community members emphasize the importance of social enterprises. According to participants of Dusheti, Tserovani and Gori focus groups, it would be good if they opened sewing factories, enterprises, farms in their municipalities. According to the respondents, it is necessary to open vocational schools, where young people will be taught, sewing, crafting, goldsmith's work etc.

Participants of the focus-groups who live in Tserovani settlement, state that young people mainly work in shops, however, it is noteworthy that vacancies appear rarely. They also complain about the lack of youth development-oriented organizations and say that in the case of employment, young people tend to go to lower-paid jobs because they do not have the professional skills needed to get a higher job. That is why they consider it important to pay attention to vocational education.

*“Vocational education should be at a higher level, if they acquire a specific profession it will be easier for them to find a job.” (Tserovani, Beneficiary Parent)*

*“Employment prospects in the settlement are zero.” (Tserovani, parent of a beneficiary)*

According to respondents implementation of such pilot projects will allow young people to develop the basic skills that will help them to get an education and get employed. Respondents say that the students receive a formal education in the schools, which does not improve their thinking skills. In their view, it is through engaging in similar projects that young people learn the right and different ways of thinking that are so important today.

Representatives of Tserovani IDP settlement, whose young family members did not participate in pilot projects say, that there is a culture house and student house, where the youth can properly use their intellectual resources. However, respondents note that these spaces are relevant only for the initial stages of youth development. After that, they face financial needs. They have to make their own way independently, but due to a lack of material resources, young people are unable to develop.

*“You have to be a beggar, no matter if you are working or not, you should go to someone and ask funds for your child” ( Tserovani, community representative)*

In terms of youth employment and education, there is a totally different situation in regions where the pilot projects were implemented. Parents of young people participating in pilot projects say that the majority of young people in their villages remain without access to higher education, which is caused by underemployment. In this case, young people or parents help out in households or are unemployed. In their opinion, this segment of young people needs to implement projects aimed at improving their skills.

*“Very few can afford to go to Tbilisi and study. Then they stay there. They may not work by profession, but they are able to keep themselves so they stay. In our village young people work in their households and help their parents.” (Kvareli, parent of a beneficiary)*

Representatives of the community assess the situation the same way. The number of employed young people in rural areas is low. Most of them are engaged in private farming and are trying to make a living from it - land cultivation, vineyard cultivation, winemaking or other. Young people try to get involved in projects, get funding and implement their ideas in this way. For example, representatives of the focus group participating in Kvareli stated that young people in rural areas have the potential to start a small business, but the support should be from the private or public sector.

*“I think there is potential in the village for youth employment in case of support.” (Kvareli, community representative)*

The parents of young people involved in the projects say that too many school-leavers in their community cannot continue their studies due to lack of university education. The young people without education are left unsuccessful in the labor market and join the economically dependent population. According to the participants of the focus group, young people should be interested in different areas of activity by providing the right information. To do this, it is necessary to offer vocational education and employment skills projects close to residential locations.

*“Very few can afford to go to Tbilisi and study. Then they stay there. They may not work by profession, but they are able to keep themselves so they stay. In our village young people work in their households and help their parents.” (Kvareli, parent of a beneficiary)*

Participants of Gori focus group say that youth in rural areas, whether they are school students or older people, are mostly engaged in agricultural activities, as there is no possibility for them to work in other fields. There are cases when young people do construction work, but in such cases their remuneration is minimal and security is not maintained.

*“Mostly they have to go out as a land worker, there is no other alternative for a young person to get employed” (Gori, parent of the beneficiary).*

Community representatives say, that there are many factors to consider in terms of youth employment, whether physical or mental, as well as financial opportunities, and attitudes. According to the respondents, young people's age significantly determines their interests and desires. At the same time, community-based focus group participants say that young people should be able to study at vocational colleges and conduct their own activities in a specific direction.

Based on the information obtained from focus groups conducted with parents of the beneficiaries, we can say that some of the young people are self-employed, which is, of course, a positive fact and indicates that representatives of this segment of society are trying to gain economic independence through their labor, while the municipality does not offer them alternative employment opportunities.



*“I also know one young man, 27 years old, a very good guy, he bought land and made a bio farm. It advertises and sells online. He is very active. He makes a video about himself, how he does it, how he grows it and has a lot of customers.” (Gori, parent of a beneficiary).*

*“There are young people who work on cloisonne enamel, some finishes hairdressing courses, get employed or opens private beauty salon. Some of them have painting workshops” ( Gori, Parent of a beneficiary)*

Representatives of the community form a similar opinion. According to them, the attempt of young people to start their own business/production is a positive fact, but at the same time they point out that this is related to serious finances and, therefore, young people often refrain from undertaking such a venture. While the young man has no sense of financial strength or support from the state, he certainly cannot risk even starting wine production. According to the focus group respondents in Kvareli, the state should assist the farmer in selling the produced product.

*“No matter how much land you have and no matter how many you grow, there is no market where you can sell. There is no such market in Georgia ”(Kvareli, community representative).*

According to respondents from Gori, it would be great if young people get financial aid for implementing their ideas. As they believe, the state has certain programs related to land cultivation, which requires cost-share. This, in their opinion, is a hindering factor for the part of the society who doesn't have relevant material resources and are unable to start a business with their own expenses.

*“A lot of people want to do something, they write projects, try to do things but demands are so high that young people give up. There are many disappointed adolescents.” ( Gori, Parent of a beneficiary)*

It should be noted that respondents tend to focus on social attitudes, that have formed stereotypes among young people regarding starting a business in agricultural fields. As some of the respondents in Kvareli say, parents and teachers created so-called false and inaccurate representations of agri-cultural activities for young people while studying in lower grades.

*“The children are told that if you do not study, you will have to work in the vineyard and now they no longer work in the vineyard, and if they do not get education either there will be nothing left for them.” (Kvareli, Community Representative)*

Because of this experience, young people have an aggressive attitude towards agricultural activities and often prefer to be unemployed than engage in agricultural activities.

Representatives of the target community of the pilot project in Gori say that young people have access to education in their municipalities, but they have no possibility to use the knowledge in practice. According to them, there is a scarcity of jobs on the one hand, and on the other hand young people do not have alternatives to work in relevant positions of their interests, qualification, and knowledge other than to work in shops and distribution services.

Respondents believe that young people's opportunities for education vary and depend largely on the young person, his or her willingness and motivation to acquire as much knowledge as possible in the field of interest. As community representatives say, there are young people who are constantly expanding their

education through vocational education or various projects, but at the same time, there is a contingent of young people who, due to lack of information or interest, have no involvement in any activities except in school.

*“In terms of education, young people have every opportunity to study, there are vocational colleges, there are higher education institutions, everything is. If you want to learn, there are all kinds of support. Employment in Georgia is the number one problem, it causes all kinds of problems afterward. If we do not build factories and enterprises, we will always have a problem.”- (Gori, community representative).*

Participants of focus groups conducted with both community representatives and parents say that there is a need for an adequate study of the labor market and an employment policy based on the study of the individual needs of regions/municipalities/cities/villages. Generally created employment policies may not be tailored to the needs of any rural population and therefore may not be relevant to their labor market. In such a case, it is unlikely that the abilities of the population will not meet the requirements of the local labor market.

*“In my opinion, labor market research is going wrong. It is generalized across the whole of Georgia, which is certainly wrong. Different regions have different specific needs” (Gori, community representative).*

Based on the information obtained from the research, young people are not able to mobilize necessary finances independently to get vocational education. According to respondents, municipalities have to settle this kind of issue and create an environment for young people, where they will have access to vocational education without any obstacles.

Participants of focus groups conducted with parents of beneficiaries of the pilot project in Dusheti say that young people who are unable to continue their education after finishing school and they continue to work as nannies or consultants in shops. Respondents focus on low levels of education in schools. According to them, young people do not receive qualified education in schools, which is an important obstacle for their future prospects.

As for vocational institutions, part of the respondents say that young people in their municipalities have access to vocational education, though vocational directions are limited. Focus group respondents in Kvareli, for example, say that only young people who want to work in legal or pharmaceutical services can receive vocational education. In the case of Tserovani, vocational education is available in photography, cloisonne, culinary, hairdressing, beekeeping, electrical welding, wood carving, and various crafts. It should also be noted that the level of awareness among young people about these types of institutions is low. It is important to have intensive meetings with children in schools and to familiarize them with curriculum and information on the importance of vocational education. The prospect of vocational education needs to be increased so that young people who do not have the financial means to get higher education and do not have high academic performance need to have an increased interest and incentive to pursue further education in vocational schools.

As community representatives say, young people in Kvareli have the opportunity to get vocational education or engage in educational or sports activities alongside with school. However, they noted that vocational schools are less popular among the local youth. In addition to this, there are training courses for

young people about their fields of interest and various youth development projects are often implemented. Respondents also note that a category of young people who do not have high academic performance in schools waste their time by attending schools and it is necessary to create some spaces for this segment where they will either be employed or receive education about specific activities within the scope of their interests.

Based on the information obtained from the focus groups conducted with community representatives, it appears that young people in Dusheti and Tserovani did not have access to vocational education prior to pilot projects. Focus group participants in Gori and Kvareli say their young people have many opportunities for vocational education.

*“It was said last year that vocational education should be opened, but nothing has been started yet.”  
(Dusheti, Community Representative)*

According to the parents of the young people participating in the pilot projects, the situation in their villages is poor in terms of infrastructure. They say the city has gyms, swimming pools, fitness clubs, theaters, squares, etc. However, due to the large distance between villages and cities, young people find it difficult to use such opportunities. Gori focus group participants say that there is a transport problem in their villages, but it would be better if the infrastructure of the villages is improved and young people will have fun and rest.

*“I would add that the infrastructure in the center is being done, but little attention should be paid to the suburbs as well. There are lots of kids in our yard and I have been asking for a small playground for a long time and nothing seems to be done yet.” - (Gori, parent of the beneficiary)*

It is noteworthy that there are mainly music schools and dance halls in the villages where children are taught how to dance and sing. An exceptional case was also identified in the study. Focus group participants in Kvareli noted that a large sports complex is being built in Akhalsopeli. They also discussed cases where children were taken abroad for dance and music tournaments, which, according to parents, increased young people's perspective and enriched their practical experience.

Like parents, community representatives say that young people in their municipality have the opportunity to get involved in sports, to go to music schools and dance studios. According to them, the infrastructure of the city is satisfactory and young people have the opportunity to spend their leisure time more or less meaningful.

When talking about the infrastructure, the respondents mentioned the problem of road improvement, which impedes young people to move freely. It should also be noted that community representatives focus on the shortcomings of the municipal transport traffic schedule. For example, in the case of Gori, transport does not move from villages to the city after 6 pm, which creates a problem for young people to move freely.

It is an interesting fact that young people in the village are trying to arrange spaces of interest to them. These are open libraries, literary cafes, etc.

*“The children made an open library and then other villages with whom they interacted did the same. They made little houses with no doors, that are made of glass and the books are visible from outside there. We sent the books first, the base was created.”(Kvareli, community representatives)*

Participants of the focus group conducted with Tserovani community representatives noted that in terms of increasing access to education, the state offered certain benefits to the youth in terms of increasing access to education. For example, for IDP students who had completed their studies at Akhlagori school, the state would have funded tuition fees if enrolled in higher education, which was a significant benefit for IDP families.

As for the professions that are in high demand within the community, participants of parents’ focus groups name business administration, tourism. Respondents say they find it difficult to find a competent specialist in their village. Young people graduate from universities, though their qualification is not high, which in turn, hinders their employment possibilities. However, they add that the youth doesn’t have the possibility to get practical experience in their professions alongside theoretical education. Practical experience helps young people develop the necessary skills for employment.

Focus group discussions with community representatives show that young people in Gori, after graduating from high school, are mainly pursuing professions of their interest in higher education. Some young people have their own hobbies and try to make it a supplementary profession and a source of income.

*“My son also had other interests - music. Suddenly, he started learning the guitar, he learned it diligently, created a band and worked all summer long. ”- (Gori, community representative).*

Community representatives focus on issues such as nepotism and say that the effort of young people to receive high education and then work in their profession mostly fails, as in most cases, people for vacancies are recruited by their acquaintance. They also talk about the young people who are less industrious and do not use opportunities to succeed. For example, they are not involved in exchange programs, are not interested in youth development projects, etc.

A focus group conducted with community representatives in Dusheti revealed that the number of unemployed young people who graduated from universities exceeds the number of those who received higher education and even got a job. In their view, young people, when they choose their professions, do not really understand what they are interested in and what they want to pursue education. Some respondents think that it is not necessary to go to university straight after finishing high-school. In their opinion, it is better if young people are more clearly identified in their own interests and then decide whether or not to continue studying and at the same time what direction they want to follow. In their view, there is a certain stigma in society for those who stop learning after completing school - either temporarily or permanently.

*“It comes from parents as well, when a child is in a twelfth grade it must go to higher education. I had to justify why my child had not taken exams. I felt as if I was being humiliated for not letting him do so.”(Dusheti, Community Representative)*

Respondents talk about professions whose specialists are less likely to be found in their villages. Focus group members in Dusheti, for example, say they have fewer skilled craftsmen to solve technical problems in their villages. As for Kvareli, respondents say that there are fewer agronomists and veterinarians in their villages. The reason for this is the stereotypical attitudes towards the professions, according to which continuing education in some professions has no prospect. In addition, according to one respondent, due to the low salary of a teacher, young people refuse to receive education in these professions. According to the participants of the Tserovani focus group, there is a special demand for craftsmen, as there is very few professional staff in this field.

*“Craftsmen who are doing really well are in high demand, and people are in the queue. In the end, mostly there is a demand for craftsmen.” (Tserovani, beneficiary parent)*

Community representatives in Dusheti say there is a great demand for goldsmiths as well as IT specialists and artisans. As they say, in case of family equipment damage they have to bring artisan from Tbilisi.

*“There is a general demand for a good artisan, even in terms of construction. Tiling, plastering. There are no craftsmen. We only expect one or two specialists every summer.” (Dusheti, Community Representative)*

As some of the respondents mentioned, there are people in their family who have experience of participating in professional development projects. They say their children have been involved in many similar projects, though some parents cannot recall exactly what the projects were. According to them, these projects have had a significant impact on the development of young people, their professional growth and at the same time their activation.

*“I remember several organizations, they wrote a project themselves, won and received funding, they bought inventory for the organization. There were so many activities, projects.” (Tserovani, beneficiary parent)*

The study showed that youth in Dusheti are provided with access to language courses, sewing, and embroidery classes as well. According to respondents, professional development programs should include practical activities. Participants of focus groups underline specific directions and say that it would be great if young people were offered computer courses, both graphic and descriptive programs, photoshop and etc. As parents say, knowledge of such programs is **“already a profession”**, though it is associated with large finances, so they are eager to define similar courses as vocational education project activities.

*“It would be good for boys to learn some skills as well. Either woodcarving or welding, shoe repair.” (Dusheti, parent of a beneficiary)*

Respondents believe that vocational education development projects should include courses that can be accessed remotely using the Internet. They also think it is important for young people to be taught project writing, presentation, management, fundraising, etc.

### Expectations for the project

Focus group participants talked about whether the expectations they had regarding the project were justified. As some parents say, their children have become more sociable, independent. Their social circle has grown. They connected other NGOs and involved in their projects. In addition, it is noteworthy that

the young people involved in the pilot projects gained theoretical knowledge and practical experience in their fields of interest, which will definitely contribute to their professional development and qualification. It is interesting to note that after the completion of courses within the projects, some of the beneficiaries, according to their parents, even plan to start their own production.

*"My daughter, for example, wanted to be a designer, and of course, sewing courses will help her." (Dusheti, parent of a beneficiary)*

According to respondents, the qualification of a teacher is important, as a trainer/teacher should arouse and maintain the interest of a student/beneficiary in a specific direction. Otherwise, young people participating in the projects are expected to lose their motivation and incentives and become passive or leave projects.

Focus group participants in Kvareli unanimously say the project has met their expectations. According to them, the implementation of the activities envisaged under the project is going on in detail and at the same time, they are becoming more confident. They are eager to expand their vineyards and start producing their own wines, which is definitely implying the development of social entrepreneurship.

*"What I was expecting was justified and I know that my son is happy with himself. We, parents, are happy with this as well. He gives his father more incentive to expand our vineyards. We will have our own wine production." (Kvareli, parent of a Beneficiary)*

As for the aspect of projects that parents of beneficiaries did not like, it is the **age limit**. In their opinion, it would be better if the parents of the young people involved in the pilot projects could also be involved in the project.

As the parents of beneficiaries say, after participating in pilot projects the youth attitudes towards vocational studies have changed. They have become confident in themselves and become more purposeful. At the same time, they gradually manage to overcome the inferiority complex; Their consciousness is changing, causing changes in their attitudes. In addition, as parents point out, young people who are still in school after participating in the projects are less likely to be attached to their parents, become more free, happy, able to hear different opinions quietly. According to parents, their children are significantly different from those who did not participate in the project.

*"He was attached to me, was depressed. Now he is so happy, open that I hardly recognize him" ( Tserovani, Parent of a beneficiary)*

As the project progressed, the professional skills of young people expanded and developed. At the same time, their psycho-emotional mood has changed, which will positively impact their future work and quality of life. The positions and views of the participants of the focus groups regarding the employment of the participants after the project are different. Some say that young people based on theoretical and practical experience received within the projects should seek employment and in case of endeavor, they are able to do so, although others believe that the organization itself should assist project beneficiaries to get employed, use their knowledge into practice and put it into a source of income.

According to beneficiary parents, the impact of projects on beneficiaries' choice of what career path to pursue in the future depends on their core interests. Therefore, only by taking their interests into consideration, training courses under the project will have an impact on their future professional choices.

*"My child has been attracted to medicine since childhood. We failed to change his mind. He likes where he is, but medicine is more attractive to him." – (Gori, parent of a beneficiary).*

In addition to the above-mentioned, respondents focus on the fact that the length of training courses available under the project is not sufficient to create qualified and competent staff in a particular field. However, there is a contrary view according to which, the time taken for each course was sufficient to gain the knowledge and experience.

*"In general, it all depends on a person, if he or she has the will, the ability, and the willingness. Let say one should refine and develop for three hours what he learned before. This is probably necessary for all people." – (Tserovani, Parent of a beneficiary).*

### Future expectations

Part of the parents does not have information about future plans of their children, while the other part says that their children intend to continue their professional activities within the framework of their knowledge.

According to respondents, it would be good if the project implementing team expressed some support to the beneficiaries. Beneficiaries should be linked to the organizations that cooperate with them, as well as facilitate the export of their products both locally and internationally. Also, the project implementing an organization should assist the beneficiaries in finding donors and funds so that they can obtain new grants.

*"For example to give contacts, communicate with someone, that can help them to sell products abroad, not only in Georgia." (Gori, parent of a beneficiary)*

In Gori, community representatives say that young people have some opportunities to start their own business/production. As they say, there are organizations that provide grants and support young people in implementing their initiatives.

*"My friend has established a non-governmental organization, has social enterprise and is engaged in agricultural activities" (Gori, community representative).*

According to community representatives, the most profitable business in Gori could be a beauty salon - "even a small salon has its own customers." Also, the creation of a taxi company, grocery stores, fast foods at central streets, clothing stores. According to the respondents, agriculture is also a lucrative field and it is important to develop this sector. Beneficiaries' parents estimate that starting up businesses in their municipalities is rather promising, but all the details need to be set out correctly. Focus group participants in Dusheti, for example, say the opening of a sewing factory will be beneficial to the municipality, also, they express a desire to restore the carpet factory. Apart from the above, respondents say that there should be a fruit canning factory in Dusheti municipality.

*“Mini factories still need to be built in order to develop the district itself and employ people. It is inadmissible to waste so many products. I don't think there are as many fruits elsewhere, as it is in our forests. Almost all fruits are with us.” (Dusheti Beneficiary Parent)*

Representatives of the target community of the pilot project in Dusheti municipality say that young people can successfully start work in areas such as animal husbandry and poultry farming. Also, as they say, there is a lot of arable lands that need to be processed and start production that meets the demand.

*“Many things can be undertaken, at least in terms of animal husbandry and poultry too. These fields alone are left idle. Even those who have a bakery buy flour from Russia. We can bring it here and have our own.”*

In contrast, part of the respondents says that starting a business in the agricultural field is linked to a number of difficulties. For example, when it comes to the plowing stage, the manufacturer may not be able to get a tractor or combine harvester. That is why they believe government support is important to reduce youth disincentives factors and encourage the use of their physical and intellectual resources to start a business in their municipality. As for the opinions of the focus group participants in Kvareli about starting a business, some of them say that there are no conditions in Kvareli municipality to start a business. They say the winemaker is not insured and has no guarantee that his vineyard will be profitable every year. In their opinion, the best solution is to expand the market and create opportunities for exporting the manufactured product.

*“You have to withdraw bank loans with so high-interest rates, then you may can't sell the product. When a winemaker and vine-grower are confronted there is no quality. You are both a winemaker and a vine-grower. The more you take care of the product, the higher segment you will have” (Kvareli, Parent of a beneficiary)*

Focus group participants in Tserovani say that business can be launched in several ways. Whether it is sewing, souvenir production, birthday parties and children's entertainment centers or more. As for the sewing, they also note that market demand has shaped individual tailors and they meet the needs of people in their region. In the case of opening a large sewing factory, the number of customers should increase. Otherwise, the garment factory will not operate. Regarding the information obtained from the focus group in Gori, respondents found that the most profitable areas for starting a business/production are flowering, wine production, dairy enterprise, entertainment center. Also, parents think it would be good for young people to be offered culinary courses. Participants of focus groups, conducted with community representatives in Tserovani and Kvareli focus on the same areas that the parents of the beneficiaries of the pilot projects highlighted. In their opinion, it will be profitable to start a sewing business and produce wine.



## In-depth interview analysis

**8 in-depth interviews** were conducted in the framework of the given study to obtain detailed information about project development, execution and procedural issues. The interviews were conducted with:

- Children and youth development fund's staff – 1 interview;
- Save the Children's staff - 1 interview;
- Representative of the organization implementing the pilot projects - 1 in-depth interview for each project (4 interviews in total);
- Other youth organizations working on similar issues - 2 interviews.

### Organizations implementing pilot projects

#### 1. Information on the organizations

The in-depth interviews conducted with the members of the organizational committee of the organizations implementing pilot projects enable us to obtain information about the named organizations' main motives for participation in the Youth Agency's and Save the Children's project. The information obtained also enables us to draw conclusions about the correspondence of the implemented activities with the needs of the young people living in the target community as well as the effectiveness and efficiency of the projects.

We will first provide information about the project implementing organizations.

#### Eco-Soko

Non-profit legal entity Eco-Soko is the organization which implemented the project 'Hand to Hand' in Dusheti district. According to one of the organizational committee members of the given project, 'Hand to Hand' was the first project for Eco-Soko. The organization tried to obtain funding for identical projects also in the previous years, but without any results. The organization's target group was composed of young people. It turned out that Eco-Soko was not experienced in cooperation with youth organizations.

The organization decided to participate in the contest announced by the youth agency because of the needs of the young people living in their region. The respondent said that young people with disabilities were especially vulnerable in their region. They have no development opportunities and their integration into society is not an easy process. In addition, young people with disabilities face adjustment problems. The project implemented by Eco-Soko was the first one which enabled young people with disabilities to participate in social life.

*"It was the first project which ensured young people's involvement and participation of disabled children and that project was better implemented by us." (Eco-Soko).*

The respondent said that they had successfully passed the selection stage of the contest announced by the youth agency. They wrote project proposal in accordance with the requirements specified in the grant project guidelines. After winning the project, they started to work on technical issues. They had to find space to implement project activities. The respondent noted that at that point they faced some problems, but the problems were solved with the support from municipality staff.

The representative of the organizations Eco-Soko noted that they consulted donor organizations about financial issues to ensure a smooth implementation of the project. Despite this, the project faced certain difficulties. The space intended for project activities turned out to be a cultural heritage monument. The rehabilitation works carried out by municipality overlapped with the project implementation period. Due to this some tasks planned for the first stage of the project took a longer time.

*'Then rehabilitation started in parallel with the beginning of our repairs. They removed the whole ceiling and the roof and washed us down - ready and repaired . . . This interfered with us a lot. So, we got in touch with the fund and then they told us to make an agreement before everything was fixed, to postpone the next phase, to start it a bit later.'* (Eco-Soko)

In addition to technical issues the organization had some problems with the beneficiaries' parents. The parents of the young people who were identified as target group said that their children would not participate in the project. The representative of Eco-Soko named the stereotypes in the society as the reason for the parents' refusal.

*'Local people have such attitudes. They don't want to make their children visible and prefer to keep them in a closed space.'* (Eco-Soko)

After that the organization Eco-Soko replaced the beneficiaries with the young people who had the same social and demographic characteristics. According to the respondent, after several beneficiaries showed aggressive behavior during the implementation of project activities ( using sewing machines and equipment), they had to select the working activities suitable for young people and take into consideration their behavioral and personality characteristics. In addition, the parents' behavior was quite irresponsible. They would take children to the organization depending on their own mood rather than the fixed schedule.

*'We had a child with autism who was very aggressive and we had to introduce these changes. We contacted the fund to discuss this. It became necessary to have a separate trainer for these children because when they came they interfered with other children and it was dangerous, too. Their contact with any object was not safe, either. We decided to keep them separate, so that they studied design and drawing and better adjusted to other disabled children.'* (Eco-Soko)

### **Association Regional Development for Future Georgia**

The Association Regional Development for Future Georgia implemented the project 'Innovation and Us' in Shida Kartli Region, Gori municipality, within the framework of the tender announced by the Youth Agency. In-depth interview was conducted to evaluate the pilot project. The interview showed that the organization had previous experience in implementing like projects.

*'The organization also has other projects and I am involved in them as well. It could be Tetrtskaro or some other. I don't think we are interested in those others at this stage.'* (Association Regional Development for Future Georgia)

The purpose of the Association is to support rural communities, education for temporarily displaced people, improve their everyday lives, support the youth, etc. Within the framework of the project

'Innovation and Us' the organization aims to promote young IDPs' employment in Gori district and develop their skills necessary for their successful operation in the labor market.

*'Employment of IDP youth, their development, acquisition of new skills to be better employed and competitive in the market.'* (Association Regional Development for Future Georgia)

The organization has implemented projects in different territorial units, like Lagodekhi, Tetrtskaro, Gori. According to the respondent the main purpose of the project 'Innovation and Us' was to develop in young people new employment skills through informal training. The organization successfully went through certain procedures, like presenting project proposal and consultations. The respondent noted that the organization could contact the donors any time in the case of need.

*'I can call them any time and ask for advice; mainly, Youth Agency, among funds. We are in touch with Save the Children's staff.'* (Association Regional Development for Future Georgia)

### **For Better Future**

'For Better Future' is one of the organizations which implemented the project 'Building professional skills among *job* seekers and increasing *employment* opportunities for IDP youth' in the Tserovani district settlement. As noted by organization representative, the non-profit legal entity 'For Better Future' was set up in 2009 to support the development of IDP women and the youth. The organization worked through informal education and aimed at the professional development of women and young people. In the past the organization operated in the Tserovani IDP settlement only, but one year ago they expanded their activities to cover entire Mtskheta – Mtianeti region.

*'These major directions are still important. We work with IDPs, on peace building. However, we added an important component – supporting empowerment of the civil society organizations in the Mtskheta – Mtianeti region.'* (For Better Future).

The past projects were mostly related to peace building, promotion of entrepreneurial skills, development of civil society organizations, volunteering, social entrepreneurship and informal education. The organization is experienced in cooperation with the youth agency. They implemented a joint project supporting young people's professional development. As for Save the Children, the respondent said that it was their first cooperation with the organization. When talking about procedural issues, the organization representative noted that the project was truly tailored to the problems and needs of the young people in the target community.

*'This year we had our first experience with Save the Children. We were involved in the component we are just talking about, and, in parallel, in the separate component of their big project which was for the development of transversal skills where they conducted TOT training.'* (For Better Future)

### **Association of Women Winemakers and Grape Owners (AWWAGO)**

The Association of Women Winemakers and Grape Owners was officially founded in 2011. The respondent noted that before that it existed in the form of an organizational group. The main purpose of the Association was to provide assistance to the farmers in Kakheti region and create favorable conditions

for young people so that they developed necessary skills for viticulture and winemaking and start production in the given area. As noted by the respondent to win the grant for the implementation of the project 'Wine School - in Qvevri Wine Enterprise' it was necessary to emphasize the main purpose of the project, i.e. creation of self-employment opportunities for young people.

*'My young farmers in Kakheti have vineyards and cellars. They can grow 1 or 2 tons of grapes and sell them at an acceptable price.'* (AWWAGO)

In the respondent's opinion self-employment is the best way for young people's development because it makes them financially independent and enables them to have a flexible time schedule.

## 2. Information on the young people in the community

The implementing organizations talked about the needs and development opportunities of the young people living in the target community.

A member of the implementing organization for the project 'Hand to Hand' (Dusheti) noted that young people had a strong development potential, but the environment did not favor their development. According to the respondent, young people in the target region are mobilized and are ready to accept changes. The organization representative said that appropriate opportunities had to be created for young people so that they used their potential and developed new skills.

*'They learn very well. Some of them learned how to sew, others how to cut. They are generally interested in informal education, I mean our children.'* (Eco-Soko)

Since the young people in Dusheti have no conditions for proper development they have to come to Tbilisi to take part in different projects, which creates serious difficulties. One of the biggest obstacles is the distance between Tbilisi and Dusheti.

*'We had an interviewer who had a 10 day training and was not able to travel from Arghuni, which has no transport, to Dusheti and then to Tbilisi during 10 days.'* (Eco-Soko)

As noted by the member of project implementation team, part of young people refused to participate, which was caused by different reasons (e.g. leaving for a rest). Out of the rest of the 10-15 children, only 8 finally stayed in the project. The respondent positively evaluated other beneficiaries' involvement and emphasized their development potential.

The respondent noted that the young people in Dusheti had fewer employment opportunities. They are mostly involved in family enterprises. Because of the situation in the district, the young people are reluctant to stay in the rural area and are searching career opportunities in town. The Eco-Soko representative said that young people's interests had to be promoted at the local level to improve their social and economic situation. Due to the existing dispositions a young person selected for future cooperation in the project refused to participate. The explanation was that she/he was not going to live in Dusheti any longer.

*‘ Out of the children who were offered participation in the project three or four are still thinking whether to stay in the project or not. We were very enthusiastic and showed a great interest, but they do not want to be locally employed, do not want to live there. Everyone prefers Tbilisi. ‘ (Eco-Soko)*

The respondent noted that in addition to job scarcity, professional education was not accessible in Dusheti. The youth division of the local mayor’s office failed to provide the organization with the information about like entities which points to the non-existence of this type of educational institutions. As for the Dusheti infrastructure it is quite poor and there are very few entertainment, recreational and sporting opportunities. The respondent said that only squares and the Culture House are operating in Dusheti, but very few activities take place in the Culture House. There is no *café, where the youth could relax and have a rest. According to the respondent the jobs that are in demand in Dusheti are potentially remote jobs.*

When speaking about the project ‘Innovation and Us’ implemented in Gori municipality an organizational group member said that they organized consultation meetings in the locations populated by IDPs. Information meetings were held at 11 locations. The age of target group members ranged from 14 to 29. Selection procedures for young people included interview, English language tests and computer skills testing. As a result were selected 25 beneficiaries with different social status and formal education. School children showed interest in programming and web-design, whereas 22-23 old young people wanted to know if participation in the project would help their employment. According to the respondent like projects are very important for young people’s integration into society.

*‘Some of them are school children who were interested in different informal activities. They want to participate in such projects just to better understand what they want in the future.’ (Association Regional Development for Future Georgia)*

The respondent noted that the employment of young people in Gori was a very serious problem. The youth could not often find jobs corresponding to their professional knowledge. Since Gori is close to Tbilisi young people can commute, i.e. travel to Tbilisi for studies and work and return to the home town in the second half of the day. However, the respondent mentioned financial and transportation problems which, in some cases, prevents young people from travelling to Tbilisi. According to the study the youth in Gori is mainly employed in the construction industry. They also simultaneously work as cashier – shop assistants, or as shop assistants, only. The number of young people who want to study at vocational schools is not very big. However, as reported by the organization representative, there are young people in Gori who had finished vocational schools and their present working activities are built upon their vocational education.

*‘ There are vocational schools. To my best knowledge there are vocational schools in Gori as well. I already mentioned our beneficiaries.’ (Association Regional Development for Future Georgia)*

The in-depth interview shows that infrastructure issues need to be solved in the Gori IDP settlements. No squares and only closed spaces, instead. IDP youth is under strong psychological stress due to material and technical problems. Sometimes transport does not move according to the schedule, which prevents young people from attending classes at educational institutions.

*'As for the transport, to my best knowledge there is some transport there; however, our beneficiaries talk about safety, for example. It might not be well organized, as is the case elsewhere. It depends on someone's good will whether it will do its job or not.'* (Association Regional Development for Future Georgia)

The Association representative named the most demanded professions in Gori municipality. These are marketing, selling, foreign languages, informatics, web design. It should be noted, however, that the representative talked about the desires and interests of those young people who were the beneficiaries of the organization's project.

According to an organizational group member of the project 'Building professional skills among job seekers and increasing employment opportunities for IDP youth' (Tserovani) the young people residing in Tserovani have more or less better employment opportunities. There are factories near Tserovani settlement which provide employment opportunities for young people. However, there is a deficit of vacancies to satisfy the employment needs of all young people. The respondent believes that IDP youth does not have enough opportunities for professional development.

*'It is a big settlement and employment opportunities are right there. There are factories around which also provide employment opportunities. Nevertheless, the settlement is so large that employment needs still exist'* (For Better Future).

In addition to factories, there is a public school, a nursery school, a bank, a youth house, a musical school and sports school in Tserovani settlement. There are also small businesses (beauty parlor, dental clinics, markets, bakery, etc). The respondent said that the IDPs in Tserovani settlement had almost no opportunities to receive vocational education in spite of the existence of a vocational college in the region.

*'Unfortunately, vocational training is not quite popular in Georgia. One of our objectives was to popularize this issue. We even planned a visit for our youth to the educational center.'* (Non-profit legal entity For Better Future)

According to the respondent the youth in Tsilkani and Frezeti has no opportunity to do interesting things in their free time. There are some locations in Tserovani settlement suitable for school children's entertainment, where they can spend their leisure time, but there are no like places for young people of upper generation.

*'There is nothing of this kind for school graduates, except for our social enterprise.'* (Non-profit legal entity For Better Future).

According to the respondent IDP youth in Mtskheta – Mtianeti municipality is most interested in working in the following fields: law, economics and finances. However, the highest demand professions are in the sphere of service. The representative of the non-profit legal entity For Better Future said that the main employment sphere for young people is public service.

As for the situation in Kvareli in terms of young people employment opportunities, the representative of the implemented pilot project 'Wine School - In the Qyevri Wine Enterprise' said that that Kvareli youth was most interested in business administration, law and medicine. At the same time, they want to have an enterprise.

*‘They are proud of the existence of their trademark wine. This is especially true for young people who are daring, anyway. It is them who want this.’ (Association of Women Winemakers and Grape Owners)*

### 3. The main characteristics of pilot projects

A representative of the pilot projects’ organizational group talked about the major characteristics of the projects implemented by their organization. Each organization conducted an information campaign to spread the information in the target community.

The representative of the organizations Eco-Soko mentioned a serious role of Dusheti municipality mayor’s office ( Social Services Agency) in the dissemination of the information about the project. Information about the project was also disseminated in schools. Age (14-29) and gender were identified as criteria for beneficiary selection. No other selection criteria were identified by the organization. First, 30 young people were selected, but many of them refused to participate in the project at a different time. Finally, 8 young people remained in the project. Out of those 8 people, only one was a disabled person.

*‘Yes, they were 30 at the beginning, those who started. They soon left. It seems they came just out of interest. Then 25 children were left, and, finally there were 18 children. Then their number was reduced to 14, then the studies began, and, finally, we had 7 or 8 children. One of them was disabled and 7 were not disabled.’ (Eco-Soko)*

The representative of the project implementing team thinks that project activities were properly planned, but there were certain risks the team failed to consider at the very beginning. They did not know that the building intended for a future sewing shop was a cultural heritage monument prepared for rehabilitation. As for the content of the project, everything was appropriately planned and considered. The respondent believes that it was not quite possible to take the external factors into consideration.

*‘Basically repairs and disabled children. The repairs have not been finished, yet. This is a two year project for the protection of these monuments. I don’t know. Hope they will finish soon and won’t wash us down any more. All the rest was well planned and organized.’ (Eco-Soko).*

The pilot project implemented in Dusheti included a theoretical teaching component as well as practical lessons. Young students were first taught theoretical topics, related to cutting and drawing. In parallel they had practical lessons, like using equipment. Trainers were hired for the above purposes.

*‘ We considered all the components: anything that is needed for cutting and sewing, anything that is needed to start from scratch and produce something. All the trainers were allocated to their components.’ (Eco - Soko)*

Beneficiaries completed every stage. The respondent noted that 5 months was not enough for mastering professions. Sewing is one of the most demanded professions in labor market; therefore, the employment chances of the young people covered by the project improved. As for the material and technical component

of the project, the respondent said that the organization had procured all the equipment needed for project implementation.

*‘There is everything in the sewing shop and everything is working properly. Everything is taken into consideration. It is a small factory.’ (Eco-Soko)*

While planning the project ‘Innovation and Us’, implemented by the Association of Regional Development for Future Georgia, improving employment opportunities for young people and development of professional education were identified as priority issues. The young people participating in the project had the opportunity to develop the skills required by future employment and acquire new professional skills through informal education. The respondent said that according to the information at their disposal, it became necessary to introduce only minor budgetary changes.

Local population, coordinators and the driver were involved in the dissemination of the information about the project. The organization announced an open day for people interested in the project. The local media and social networks were also used to disseminate the information.

*‘The information was disseminated at all the 11 locations using the door to door technique.’ (Association Regional Development for Future Georgia)*

Interviews were held within the framework of the project to select beneficiaries. Over 80 young people expressed their willingness to participate in the project. The training of selected beneficiaries (school children) was held in the second half of the day not to interfere with their studies. Motivation, the level of English language knowledge, basic computer skills and the ability to use the Internet were used as criteria for beneficiary selection.

The project was implemented in 2 stages. At the first stage project participants were selected and at the second stage, 25 selected participants were trained by BDC Academy. Training beneficiaries were trained in marketing, English and web design. They also had master classes in the proper use of the Internet.

*‘Our organization also provided for corporate volunteering. Different people came and some time was allocated to other topics, like time management and stress. The meeting in the form of training dedicated to social entrepreneurship was really very good.’ (Association Regional Development for Future Georgia)*

During the training in social entrepreneurship, beneficiaries were provided with the information about the development phases of successful social enterprises. After the completion of the first phase beneficiaries were tested and evaluated by trainers. They were also interviewed so that the organization knew about young participants’ motives, plans, and wishes. Using their skills acquired from the participation in the project, young participants were able to find comfortable jobs. The young people who agreed to cooperate with the organization got involved in the establishment of a social enterprise.

*‘If you tell some of them today ‘Let’s start business’, they will never say ‘yes’ immediately. They will start thinking about the plan, about obstacles and the potential ways of their solution. This means that they have accumulated a lot of experience. As for the obstacles, they, of course, had our full support. They gradually made a webpage.’ (Association Regional Development for Future Georgia)*



The training course provided beneficiaries with the relevant knowledge required for the creation of online platforms. The project had adequate material and technical support.

*‘They had computers to work on. BDC Academy provided them with space, but in summer they decided to accept the coordinator’s suggestion to use their space, which allowed for more separation. There was no one in the cottage except for them. It was the NGO “Kartlis Khma”. I might be mistaken. I don’t remember exactly. They offered us space. They used that space as well.’ ( Association Regional Development for Future Georgia )*

Within the framework of the project implemented by the organization For Better Future special emphasis was made on the development of young people’s employment skills and professional education. Promotion of the development of social entrepreneurship was one of the top priorities. The social enterprise Ikorta was set up within the framework of the project and new equipment was procured.

*‘It turned out to be a collaborative project. We also employed one of the young people to start working in our enterprise.’ (For Better Future)*

The local municipal government, Social Services Agency and Service Development Agency were involved in the dissemination of the information about the project. Social networks were also used. Information meetings were held. Applications were disseminated in the electronic and printed form. Beneficiaries were selected by age, social status, motivation and work experience. 24 beneficiaries participated in the project. As noted by the respondent, trainings were conducted to address specific issues.

*‘ We reflected upon each training after its completion, made evaluations and we saw . . . it might not sound modest . . . how properly we planned everything. Because the children were happy and had a clear vision of the benefit or the need which explained why we did all that. This really happened.’ (For Better Future )*

One of the activities implemented under the project was a training course on transversal skills, delivered to selected beneficiaries in one of the training centers. The course covered the following topics: writing CV and motivation letter, specificities of the interview with employers, presentation techniques to demonstrate one’s own abilities, etc. After that, selected 24 beneficiaries were broken down into groups depending on their interests. Each group had courses in photography, photo-shop, *cloisonné* enamel and social media management.

*‘ According to their wishes. But when all the places were filled we told them that the places were filled there. But it was very interesting.’ (For Better Future)*

After the completion of the above courses an employment forum was held with the participation of local businessmen. Project beneficiaries were offered training opportunities in different organizations and enterprises. In addition, beneficiaries visited vocational schools and social enterprises in the region to promote professional education.

*'Employment was the last component and one of them got a consultant's position in 'Magniti' and the other one was employed by us.'* (For Better Future)

The representative of the AWWAGO said that the presentation of project proposal was successful and no major problems were observed. During the information campaign text messages were sent to the target audience. In addition, organizational group members visited villages to explain to the young people the importance of the project, its goals and objectives. To disseminate information in the above manner the organization attracted other donor organizations and obtained the needed funds. Trainings were conducted in 5 districts of the Kaheti region (Dedoplistskaro, Kvareli, Lagodekhi, Sagarejo and Gurjaani) using the additional grant. Training participants were not limited to young people. Project related information was also disseminated via local printed media. The respondent noted that the training was conducted in summer which reduced participants' number. The training course had theoretical and practical components.

*'During the training I could go to the factory. When talking about the filter how could I not show them a filter which was near there or a pompa, their positive and negative sides . . . You would go down to the factory and, in parallel, talk to them about theory.'* (AWWAGO)

The beneficiary selection process was very simple. No criteria were used. The final number of beneficiaries was 27 in total.

#### **4. Project implementation**

Before reviewing each pilot project, it has to be mentioned that the respondents representing the organizational groups of all the four projects positively evaluated cooperation with the monitoring group. They emphasized that their activities were followed by positive evaluations.

According to the representative of the non-profit legal entity Eco-Soko young project participants were especially happy with the offered training course. Apart from professional skills, beneficiaries also developed personal skills. They became more sociable, developed the skills relevant for team work, became more confident and expanded the opportunities enabling them to achieve the desired goal.

*'They kept saying that they would develop here, and would, may be, open, something of their own. They don't want to leave. They prefer to stay here and work. Those who were able to learn better, developed a better attitude to this activity.'* (Eco-Soko)

The respondent said that it was impossible to carry out certain activities, namely cultural activities, during the project ( demonstration of a film or staging a play). Such activities would definitely increase the involvement of young people.

The team member of the pilot project implemented in Dusheti municipality said that after the completion of the project the young people would have better employment opportunities. However, project participants were not able to fully develop the skills required for sewing, the reason being inadequate

time for skill acquisition. Part of the beneficiaries continues working in the sewing shop set up under the project. The others decided to leave for Tbilisi.

*'Cutting and sewing is already a practice. It is necessary to be permanently involved for one or two years to better develop. This can't be avoided. Practice is everything. They had practice here as well, but they need improvement.'* (Eco-Soko)

The representative of the organization Association Regional Development for Future Georgia emphasized that the beneficiaries were very happy with the project. Judging by the information obtained from the respondent we can conclude that the young people would like to take part in like projects again. Based on their personal interests and desires, beneficiaries advised the project management regarding those aspects of the project which needed more intense training both theoretically and practically. The project helped beneficiaries to form impression about many different issues. They became better organized. They saw more clearly in which direction they could professionally develop.

*'The video clip is almost ready. It shows several social enterprises. And there is an online platform clip. We work on publicity and we showed the changes related to the fund and other things. The logo has been changed and we also got adjusted to like changes.'* (Association Regional Development for Future Georgia)

The social enterprise set up under the project will continue existence after the completion of the project. This will help beneficiaries' local employment in case of their interest. The respondent believes that beneficiaries have acquired quite a lot of theoretical knowledge and practical experience. This will enable them to find an interesting and appropriate job in the labor market.

*'Personally for me the project has a very big result. It does not matter where they will be. They will do their job very well everywhere. They understood the value of their knowledge, how it can be marketed and this is most important.'* (Association Regional Development for Future Georgia)

According to the representative of the organization For Better Future there were no serious problems in the course of project implementation. As for the minor difficulties they were quite manageable. The biggest challenge was related to the employment component. The organization wanted to cooperate with the Social Services Agency because of the agency's job subsidizing program. The organization contacted the agency, started negotiations, and started to work on the selection of jobs for young people. After a seemingly positive solution of the issue, the agency informed the organization that the subsidy program for the current year did not cover the jobs planned by the organization for its beneficiaries. The young people were deeply disappointed. The organization could not find an alternative solution to the problem. However, according to the respondent it was a very positive experience and the organization was going to more effectively use the job subsidy program to ensure young people's employment in the future.

*'It seems that that this state department, or whatever it is, does research into high demand jobs and publishes a list of what is in demand, according to some criteria.'* (Association Regional Development for Future Georgia)

According to the respondent it was preferable to have longer courses in certain spheres (for example, the social media course.)

It should be noted that part of beneficiaries was very enthusiastic during project implementation. They expressed their willingness to cooperate with the organization and got involved also in other projects.

Difficulties faced by the project implemented by the Association of Women Winemakers and Grape Owners were mostly related to the arrangement of training space and the introduction of changes into the course of project implementation. The respondent believes that beneficiaries are satisfied with the project. The target group of the project actively participated in the planned activities. They acquired both theoretical and practical knowledge.

*'Beneficiaries were actively involved in the process. It was interactive work. We had closed tasting and the beneficiaries evaluated each other's wine.'* (AWWAGO)

One of the goals of the project's organizational group was the involvement of young probationers. For this purpose, one of the group members visited the Kvareli police department and requested the database for young probationers, but this did not entail any results. The police department said that they would contact the probationers themselves and would inform them about the project. However, not a single probationer got involved in the project.

According to the respondent employment opportunities of the young people participating in the project are definitely improving. Part of the beneficiaries is starting their own enterprises, others found a job in different wine factories, whereas some project participants have the opportunity to continue working locally, in the wine factory set up under the project. In addition to winemaking, pilot project participants can learn different jobs to work as barmen, waiters, sommeliers, etc.

*'There are many high class hotels in Kvareli with expensive services. They also need such well organized and developed people. I know several young people who work as barmen and waiters in Turkey in summer and return to Georgia with several thousand dollars.'* (AWWAGO)

## 5. Future plans

Organizational group members talked about their future plans. According to the Eco-Soko representative they do not plan the implementation of a similar project in the near future. At the given point their aim is to continue the activity started under the project and ensure its sustainability. The respondent noted that participation in the project significantly changed young beneficiaries' psychological and emotional condition. The young people became self-confident and sociable. They became better adjusted to their environment. Their social integration also improved. The organization representative thinks that the given project will help the young people to identify a suitable future profession. Their potential will enable them to implement their ideas in practice and become more successful. The project motivated the young people to participate in like projects.

As for the independent operation of the social enterprise in the future, the respondent thinks that the organization will do its best to ensure a further sustainable operation of the enterprise.

The respondent mentioned the necessity of changing the project implementation schedule. The thing is that the young people who live in the village were not able to visit the town on a daily basis. For this reason, the project manager decided to reduce the number of training days at the expense of the increased number of training hours.

*'They had very few days and had to stay there from morning to evening to complete all hours. We agreed this with them because it was Friday, Saturday and Sunday, anyway. So, everyone agreed to come and do their job.'* (Eco-Soko)

The respondent thinks that the project was more or less successful. She/he expressed their wish to procure a printer and knitting machines. In case they manage to buy the equipment the scope of their activity will be expanded resulting in production growth.

The representative of the Association Regional Development for Future Georgia said that out of the 25 selected beneficiaries the project was fully completed by 20 participants. The organization has volunteers at present.

*'This experience, participation in the processes as a volunteer was very interesting for them. We had a training in Koda, at the beginning of October. They were actively involved on their own initiative also in that period.'* (Association Regional Development for Future Georgia)

Within the framework of the project conducted in Koda, IDP youth was given the information about the foundation of a social enterprise and the stages of its development. The training was conducted by those young people who participated in the pilot project. This implies that the young project participants express willingness and readiness to share their knowledge with other young people.

*'They emphasized absolutely all the details, that presented challenge for them or even success. It was all very interesting. In parallel, they refined their trainer's skills.'* (Association Regional Development for Future Georgia)

It turned out that after the completion of the pilot project the organization was not planning the implementation of an identical project, but they plan frequent meetings with participants to increase the beneficiaries' employment opportunities. The respondents think that the implemented project had a positive impact on the beneficiaries' psychological and emotional condition. They became more self-confident, more goal directed and friendly. They developed the ability to accept changes, draw right conclusions and consider others' opinion.

The respondent believes that the pilot project determined, to some extent, the young people's future professional choice. However, it has to be mentioned that part of the beneficiaries were already students and they had already chosen their profession.

The respondent said that their project would definitely have a long-term outcome. - *'I think that it will have a long-term impact, if we consider that one of their first employment experiences is very good.'* Irrespective of potential support from donors, the organization will be still able to continue business communication with beneficiaries, if the beneficiaries show their interest.

The project successfully achieved one of its priorities: It made a serious contribution to the young people's informal education.

*'We tried to teach through doing, at least. You might think how it could be in the case of English. Very simple. You can use informal teaching methods, simulation, role playing. These activities are adjusted to the direction and are more effective and efficient.'* (Association Regional Development for Future Georgia)

As for the time allocated for the project, in the respondent's opinion it would be better to have a longer implementation period. She/he also said that no serious barriers were observed during project implementation.

The representative of the organization For Better Future said that the organization intended to continue cooperation with the beneficiaries after the completion of the project. At that stage their primary task was to develop the social enterprise Ikorta and create more jobs for their project participants. In addition, the respondent mentioned other projects under which they actively cooperate with the youth.

*'We now have a new project, a US government's grant and we plan to conduct training in transversal skills in Frezeti and Tsilkani.'*

The respondent said that the project would definitely have long-term outcomes, probably in one or two years' time.

*'The results of this project will be more visible and tangible in one or two years.'* (For Better Future)

As for the AWWAGO representative, the respondent said that it would take quite a long time to see project results. *'A full cycle in winemaking is one year or one and a half years.'*

The organization continues cooperation and communication with the beneficiaries despite the completion of the project. The respondent believes that the project significantly contributed to the development of informal education. As for the sustainability of project outcomes, the respondent is quite sure that the project will be sustainable. After participation in the project many young people decided to start their own enterprise.

## Donor organizations of pilot projects and youth organizations

### 1. Donor organizations

#### Information about the organization

Within the framework of the given study in-depth interviews were conducted with the donor organizations and the other organizations which implement similar projects.

As we know, the four framework projects were financed under the joint project of the Youth Agency and Save the Children: ‘Young people for a change. Better skills for successful future.’ Representatives of these organizations actively participated in project selection and evaluation.

As for the youth organizations, representatives of two youth organizations – World Vision Georgia and the Red Cross were interviewed within the framework of the study. The information obtained via in-depth interview with the youth organizations made it clear which criteria and evaluation indicators should be used for the planning and implementation of like projects.

The objective of the Youth Agency stipulated in the relevant legislation is the promotion of youth organizations, their support in program implementation and organizational development. The Agency has its action strategy (defined in 2015). The Agency’s activity is mainly based on the youth policy document which was created by the former Youth Ministry. One of the priority sub-programs defined in the youth policy document is the promotion of young people’s employment and the development of informal education. Two priorities were identified under this sub-program: facilitation of the transition from school to work and the promotion of social entrepreneurship.

*‘Youth activity is more related to the development of transversal skills which are called core employability skills by the International Labor Organization.’ ( Youth Agency )*

Youth organizations have to promote young people’s employment and support the development of transversal skills. As stated by the respondent young people need to have transferable skills for employment.

*‘These are the same as teaching and learning skills, communication skills, working skills, problem solving skills. However, the core working skills are transversal; entrepreneurial skills are transversal as well because they are needed in any profession.’ (Youth Agency)*

Save the Children names working on youth issues as one of its main directions. According to the respondent it is one of the new directions for their organizations. The organization is basically involved in child protection projects and participates in the creation of youth policy. It also has projects for disabled young people and their parents.

*In general, the youth sphere is just starting to develop in Georgia and we saw that intervention was needed in this direction. (...) Our project is definitely oriented on the development of transversal skills in young people.’ ( Save the Children )*

The representative of the organization Save the Children noted that they worked with local NGOs and international organizations as well as the government structures because one of the main objectives of the project was participation in the definition of state youth policy. The organization participates in the evaluation of the youth policy document (2015-2020) to determine directions for future changes. The main purpose of the organization is the local strengthening of regional youth organizations and the improvement of their opportunities.

As mentioned the Youth Agency and Save the Children are jointly implementing the framework project. Respondents say that the organization's focus on the development of young people's social and entrepreneurial skills was considered the most critical point in project proposal. According to the respondents the development of social entrepreneurship implies the development of informal education.

*'Although the latter implies informal education, whether training in the enterprise or employment or something else related to the development of professional skills, here we anyway requested the component of the development of transversal skills.'* (Youth Agency)

The representative of the Youth Agency says that the idea of the development of social enterprises is an idea which was suggested at the right time and needs to be supported. The respondents talk about one of the projects implemented by Youth Agency using Erasmus + financial support. It was part of the EU framework initiative. The project was about the development of social entrepreneurship skills among vulnerable young people.

*'When we supported social entrepreneurship, it was not about all social enterprises. Social entrepreneurship is a much broader concept than defined in the past.'* (Youth Agency)

According to the respondent one of the important functions of a social enterprise is work integration. For this reason the social enterprises set up under the pilot projects had to be focused on work integration. The young beneficiaries of the pilot projects had to have the ability to integrate into society through their own work. The respondents say that social entrepreneurship has to be regarded as an instrument for the growth of employment possibilities through informal education.

*'Social entrepreneurship is a stable form of informal education which helps employability.'* (Youth Agency)

The main purpose of the pilot projects was to improve the employability of young people. Involvement of vulnerable young people in the social enterprise must result in the beneficiaries' professional growth and development which will finally result in their dignified work. Young people will not have high reimbursement in social enterprises (especially in small enterprises). The respondents emphasized that the above projects had to ensure transition of especially vulnerable young people from school to work through the development of transversal skills.

Save the Children's representative said that the selection of social entrepreneurship by projects as one of the program priorities was determined by the fact that social entrepreneurship is an effective mechanism for the development of employability skills. The project targets the young people belonging to the NEET (not in education, employment or training) category. This group of young people is less competitive in the labor market. It lacks employability skills. For this reason they are unable to find employment and integrate through work into society. Thanks to social entrepreneurship these young people will develop transversal skill and will better cope with the challenges of the competitive labor market.



## Grant projects

Respondents described the process through which the information about the grant project was disseminated. According to the information provided by the Youth Agency representative first a public contest was announced and the information about the contest was disseminated through the Agency's webpage. Also, a grant guide was published. The guide contained information on project objectives and strategies as well as the project evaluation table. One of the respondents noted that the information on the grant contest was also disseminated through the local media. The information was also placed on the employment portal *jobs.ge*. However, the latter method did not prove to be effective. For this reason it was decided to send the information directly to the youth organizations in the regions.

*'We visited all the four regions, the representatives of Save and us. We held information meetings in all the four locations, got familiarized with the local organizations on site. We told them that such a contest was going to be announced and that they could participate.'* (Youth Agency)

Respondents believe that the pilot projects implemented by NGOs within the framework of grant project in Kvareli, Gori, Tserovani and Dusheti correspond to the needs of the young people from the regions. In Kvareli, there is a very high demand for winery school. According to the information of the pilot project's manager the representative of the Youth Agency says that apart from the number of beneficiaries provided for by the project, there are still as many young people who want to participate in the project. For this reason, the AWWAGO is going to use own resources for training which will be conducted according to the existing teaching module. In Dusheti a mixed group of beneficiaries is involved in the pilot project. The beneficiaries are represented by disabled young people and young people without disabilities. Under the pilot project the young people learn sewing, cutting and designing.

The organization For Better Future (Gori) is implementing its project in the Tserovani IDP settlement. Participants of the pilot project are mostly women. One of the programs teaches participants *cloisonné enamel technique*. The organization has a social enterprise Ikorta and helps project beneficiaries to get employment in the enterprise.

*'Nana Chkareuli had foreign language teaching and photography. Enamel, photography, they had foreign languages, too. Photography and photographic processing are in demand today and the beneficiary will be able to independently find some income because there are many birthdays, weddings and they always have three or four orders a month.'* (Youth Agency)

The fourth pilot project was implemented in Shida Kartli, Gori. An online platform was created: a store to sell the products of the social enterprises operating in Georgia. Project beneficiaries are mostly high school students. They better know modern technologies and webpage programs.

*'They work. . . webpages, design. They have already done something and the next step is the products from social entrepreneurship. They already talked to several enterprises about selling their products from this online store.'* (Youth Agency)

The Youth Agency representative thinks that the project implemented by the organization For Better Future will greatly contribute to the development of transversal skills and professional education. The

project implemented by Association Regional Development for Future Georgia will also contribute to professional education. As for the sustainability of the pilot projects respondents believe that the project of the Association of Women Winemakers and Grape Owners is most notable in this respect. The project implemented by Eco-Soko is distinguished for the inclusion of vulnerable youth.

*‘There are many young people with disabilities in Dusheti. They had a problem with parents because they did not want them to participate, especially when they were told that it would be a mixed group. If someone laughs at my child. But such things do not happen. They say about one child that she/he was very good at embroidery, but the parents bring them only when they have a break themselves and bring them only for one or two hours.’ (Youth Agency)*

In terms of innovation respondents name the project ‘Innovation and Us’ as most important. The project was implemented in Shida Kartli region. They also evaluate the pilot project implemented in Kvareli as innovative. The project implemented by Eco-Soko is not considered innovative, but the project’s positive aspect is that disabled children were given the opportunity to express themselves.

*‘Ikorta’s positive point in terms of innovation was well developed training and its transition into professional training, employment, internship. This process of child development, development of their skills was arranged best in this project.’ (Youth Agency)*

### **Project implementation**

Respondents said that the project did not face any serious problems during the implementation phase. However, minor problems were still observed, like returning VAT to the project implementing organization. Also, it was not possible to involve several beneficiaries in the internship program of the Ministry of Health. The explanation was made that the beneficiaries’ age and professional profile made them ineligible for the program.

*‘The VAT problem arose in relation to what was registered in Kakheti region.’ (Youth Agency)*

A priority issue for the framework project is the connection of the young beneficiaries of the pilot project with the state programs, whether the employment program of the Social Services Agency or some other program. As noted by the respondents the Social Services Agency has to revise the criteria for the selection of young beneficiaries for the employment program.

*‘Is not it possible to introduce other additional criteria into the program and take into consideration these social enterprises or the agencies like us, their target groups during coordination. To add these criteria to what they already have. In the case of such coordination and modification of their program, it would be a success for our project and could be one of the public policy recommendations to use this kind of coordination during target group selection.’ (Youth Agency)*

Respondents noted that on the whole the implementation of the pilot projects could be considered successful. When talking about beneficiaries’ satisfaction respondents noted that their evaluation was based only on the reports sent by the project implementing organizations, which said that beneficiaries were actively involved in the project activities.

*'In this case we only rely on the reports of implementing organizations.'* (Youth Agency)

Respondents say that the time allocated for project implementation is not enough for a strong impact on the development of young people's transversal skills.

*'The problem is that we have not been able to get funding for long term projects so far. We always wanted to make these projects longer so that they lasted 2 years, to see their impact, at least part of it because you can't talk about influence when the time period is so short.'* (Youth Agency)

The representative of Save the Children said that the training courses and internship offered to the young people by pilot projects would have an important impact on young people's employment and their inclusion into labor market. The respondent also noted that project participants would boost their self-esteem, become more self-confident and motivated.

*'This helps the development of their skills so that they are able to find a job at some other place.'* (Save the Children)

Respondents think that the achievement of long-term and sustainable project outcomes requires involvement of state organizations. The Social Services Agency can play an important role in this respect.

These projects can be also interesting for the state donors who support start-up projects and different innovative and technical projects. There is also the Agency for the Development of Agricultural Projects at the Ministry of Agriculture. One of its components is the employment of young people.

*'One of the mechanisms could be the involvement of the public sector, for example, Youth Agency. They can adjust the programs of this type to their own programs, i.e. revise them.'* (Save the Children)

### **Youth organizations**

The Red Cross is one of the organizations which actively works on important youth related issues. After the Red Cross mission started its activities in Georgia, one of its priority directions was youth problems. The Red Cross and Red Crescent organization operates through its volunteers and it has about 15000 registered volunteers in Georgia. According to the respondent over 70% of volunteers is young. The organization works on youth issues with ethnic minorities, young IDPs to develop and improve their life skills and create opportunities for their employment. The organization has the system of mentors. The system enables it to establish contacts between young people and entrepreneurs. Young people have the opportunity to get advice from experienced entrepreneurs and strengthen their capacities, become entrepreneurs themselves and employ other people.

The Red Cross has four strategic directions part of which is the youth component. The organization tries to enable young people to access the international level, exchange information. The organization also focuses on the active involvement of young population, development of their abilities and the popularization and promotion of volunteering in the country.

As for the other youth organization World Vision Georgia, its tasks and functions, according to the respondent the organization works in three main directions: child protection, early development of children and youth empowerment.

*‘Within the framework of the given project we have two big projects. One is funded by EU and the other one is a joint project with the SOS Children’s Village.’ (World Vision Georgia)*

The so called SKY clubs (SKY - skills and knowledge for youth economic opportunities) have been set up under the named projects. The purpose is to increase young people’s employability. The organization also cooperates with vocational schools to develop work based learning. In addition, coordination platforms are set up with municipalities and the Ministry of Education to develop the second chance program. The organization has school based youth clubs. The organization works in two priority directions. These are the improvement of employability and the inclusion of young people into the labor market. The involvement of young people into civic activities is also very important.

According to the respondent Georgia’s youth policy document is not tailored to young people’s needs. This document should have been followed by an action plan, but the action plan was not drafted in the appropriate way. The activities stipulated in the policy document should have been put into practice in the action document, but this did not happen.

*‘The action plan only integrated all the current programs, projects and activities implemented by different state agencies. This means that only activity table was created instead of identifying those activities that had to be implemented based on the policy paper.’ (World Vision Georgia)*

The respondents think that youth projects need to take into consideration the peculiarities of beneficiaries’ age categories as well as the specificity of geographic areas and their needs, in general.

*‘I think that employment should be a top priority for all the agencies dealing with young people.’ (World Vision Georgia)*

The Red Cross representative thinks that the state youth policy and the policy action plan need to be revised and updated. Like policy documents should not be drafted for an extended period of time because changes take place often and during a short period of time, which requires frequent revision of the document and the introduction of amendments in the case of need.

*‘The policy, the old policy and the old action plan certainly need revision and updating,’ (Red Cross)*

In addition to what has been said, respondents think that it is important to pay due attention to the development of professional education and its importance in young people’s professional development. When working on new projects, organizations have to consider priority issues, like young people’s involvement in environment protection activities, international activities and intercultural dialogue. It would be good if they obtained information about different cultures, since we live in a global world.

Youth organizations’ representatives talked about the ways the beneficiaries are selected for projects. It has turned out that they try to select vulnerable young people.

*'Young people who do not work or are the victims of violence or are in conflict with the law.'* (World Vision Georgia)

According to the respondents a big flaw in youth projects is the fact that they do not take into consideration young people's actual needs. Youth projects should facilitate the development of the target group, its growth.

It is clear that young people face a lot of problems. This is especially true for regions and village communities. Young people do not often possess the soft skills that are needed for employment or this or that activity. These skills include the ability to communicate effectively, work in a stressful environment, leadership skills, teamwork skills, etc. Some young people are not able to write a CV in correspondence with the requirements, write a motivation letter, present oneself during the interview with the HRM to look more attractive as a candidate. When making a professional choice most young people do not have a clear understanding of their choice which creates a lot of problems in the future.

The project working on increased employability should include the educational component to develop the skills that will be useful for future employment. Respondents believe that it is important to know international experience. This will help properly mobilize young people and provide the needed support.

*'Then it is necessary to have a practical component, contact with the private sector, private companies through training visits, internship, apprenticeship programs that may last one week, two weeks or one month to better familiarize oneself with the environment.'* (World Vision Georgia)

Respondents believe that the involvement of young people in like programs is very important because this will expand the scope of action and their opportunities. Such programs will help them acquire new knowledge and new professions, which will facilitate their integration into society.

Activities included in youth projects should help young people live in the local environment, which will reduce internal and external migration and will preserve the viability of rural communities. It is most important to emphasize informal skills to help young people not only find a job, but also properly develop in the future.

*'It is very important not to work on a single component only, not to work on youth issues only, not to work on the public sector or the private sector, only. The main objective should be the involvement of all the components, all the stakeholders to respond effectively to the existing needs.'* (Red Cross)

Respondents think that it is very important to promote entrepreneurship in the country, since self-employment is one of the components that can help us avoid many problems.

To ensure a long-term impact of the project after its completion and its sustainability it is necessary to continue cooperation with partners, local youth, beneficiaries and empower volunteers. According to the respondents, involvement of government agencies will ensure the viability of project outcomes to a certain extent.

## Recommendations

According to the problems and shortcomings revealed by the study, specific recommendations have been developed. They have been formed into thematic blocks under the shortcomings/problems revealed.

### Awareness and involvement

The initial stage of the project is awareness. Parents of the beneficiaries noted that sometimes they were not provided with timely information about the project to be implemented so their children couldn't take part. It is noteworthy that the majority has heard about the projects from their relatives and acquaintances, which is not irrelevant considering the intensification of informal communications in regions. The recommendation needed to improve awareness may, on the one hand, be linked to the implementing organizations, but the municipality should be a significant link. It would be better if NGOs used information resources, including the internet, prepared in terms of information dissemination. Also, it is advisable to provide project information to the local governing body for dissemination. It would be desirable if the governing body were involved in raising public awareness process regarding the project, including the use of different techniques. Information disseminated through many means will also have more coverage. The representatives of the governing body of the villages should engage in public awareness-raising process, for example by gathering "village meeting", to inform the larger audience about the need for professional skills development and projects focused on similar issues.

An important recommendation for NGOs is to have defined criteria for selecting beneficiaries in the light of an expected increase in interest in taking part in the project so as not to violate the quota of beneficiaries needed to deliver a full practice course and put it into practice. Sampling criteria should not be limited to age. As the study revealed, the projects that used several sampling criteria, were more likely to keep beneficiaries. According to the representative of the project in Gori, sampling of the beneficiaries was based on an interview and foreign language testing. As a recommendation, it would be advisable for all NGOs to use the above-mentioned components to select beneficiaries. At the interview stage, the motivation of the interested young people will be also tested, their fields of interest will be analyzed and it will precisely be established how they fit into the context and specifics of the project. Such an approach at the same time will reduce the number of facts when the beneficiaries have given up on the project ( as it was in Dusheti case), as there will only be the young people interested in developing specific vocational skills, that project includes.

For selecting the beneficiaries, we should pay attention to the target group itself. Projects developing vocational skills may aim to employ people with disabilities, as it was originally defined in the Dusheti case. The involvement of the group into the project was assessed as a flawed component, as the parents disagreed. Recommendations are given after considering the problem that can be examined in two areas. First, the implementing organizations of the project should provide the positive involvement of the youth with disabilities into the project. Both their adaptation and socialization should be taken into account. It is better if they engage in a project with young people with no disabilities, though they may have different,

specifically designed activities for them. This requires more communication from NGOs with parents to determine what activities are the best for their disabled children.

On the other hand, it is necessary to work with parents. As the study showed, it was unable to involve the youth with disabilities in a project as their parents didn't allow them to do so. Therefore, it is necessary to raise their awareness, which can be carried out through different activities. In this regard, it is important to raise awareness of parents not only in terms of involvement but of acquisition/development of necessary skills for employment/entrepreneurship. The role of the municipal governing body (local government) may be pointed out here. Their information campaigns should focus on the need to develop/improve the vocational skills of vulnerable children to start a business or get employed. The target group of the mentioned campaign should be a member of vulnerable groups (a person with disabilities) on the one hand, and his/her parent on the other hand, in order to provide information comprehensively and positively. Engaging in such activities will make their child, who may have various limitations, more independent and confident.

As research shows, transportation issues may be a problem in terms of youth involvement. This outlines the role of the municipal governing bodies, which should ensure the transportation of beneficiaries. Such activities will make the involvement of youth from different rural communities more accessible.

### Organizational gaps

As the study shows, various gaps have been identified in the planning and implementation of the project, including those related to finances. These flaws show that project planning is a problematic issue, as the gaps appear in the best-selected projects as well. With the organizational, including financial gaps, it is important to note that the program didn't foresee the organizational development of project implementation teams. However, if we talk about ways to solve the raised organizational problems, we may see here the role of the municipal governing body in organizing training courses in budgeting issues. Here, youth organizations will focus on more risk factors in advance, as they will already have the information they need.

The following two issues identified in the study may be linked to organizational components that the beneficiaries would like to change:

- A) Project duration: According to both, beneficiaries and their parents, they would like to increase the duration of the project so that participants could get more information and put everything into practice.
- B) The number of beneficiaries involved in the project: within the research, they discussed increasing the number of beneficiaries to enable more individuals to develop their professional skills.

Changes in project duration and the number of beneficiaries will not be attributed to implementing organizations only, as they depend on the conditions of a grant received and the number of beneficiaries and project activities match pre-determined funding. When it comes to the insufficient duration of the project and increasing the number of participants, we may highlight the contribution of local authorities,

in particular, their co-financing. However, NGOs as project implementers should play a role in stimulating government interest.

### **Practical components of the project**

Besides organizational issues, the study has shown that different types of gaps have been identified in terms of the practical components of the project. Although the study showed the satisfaction level of beneficiaries with the project, there were some shortcomings. In particular, the interviewed beneficiaries are least satisfied with the level of foreign language teaching. Dissatisfaction, to some extent, is addressed to practice guidelines as well: This component has the lowest average among positive evaluations.

As a recommendation, project implementing organizations can be offered a different allotment of accents: It would be better if more time was spent on teaching a foreign language (English) and the theoretical component if the project would be carried out with the relevant vocational skills guidelines.

### **Employment of beneficiaries**

As the pilot projects involved internships and subsequent employment of beneficiaries, it is important to underline the identified shortcoming. Tserovani case is noteworthy when an implementing organization was provided with incorrect, previous year information about internship programs and fields by the employment agency. As a result, it turned out that none of the beneficiaries was involved in this program, as their specifics did not meet the requirements. On the one hand, there is a need for awareness at the municipal level that is to say the representatives of the employment agency, to avoid such negative cases. On the other hand, there is a need for more communication between them and project implementing organizations to have a mutual interest. In this case, the role of the employment agency is highly significant, as it determines who will be involved in the internship program. Therefore, the representatives of the agency should be more interested in the development of vocational skills in the region. It should be underlined that there is already a few enterprises in the regions that may be involved in the employment agency program as an employer. In addition to this, in order to get involved in the employment agency program, it is necessary to register at [worknet.gov.ge](http://worknet.gov.ge). Numerous steps are required for an NGO to be able to engage a beneficiary in an internship program. In view of all this, effective coordination between youth organizations and the government sector is needed, which may be ensured by greater communication and the desire to exchange information. The role and responsibilities of the employment agency should be outlined in the State Youth Policy document. As the study shows, it is advisable for highly trained and informed staff to work in the agency to avoid the above inaccuracies. Continuous communication between stakeholders is essential. A special group may be set up at the employment agency, that will work with youth organizations and will be responsible for effective coordination with the target group.

### **Compliance with existing needs**

The study revealed that different types of gaps and needs were identified within the projects implemented in different regions. Therefore, for the creation of a Youth policy document, it is unequivocal that youth needs and possibilities should be formed in terms of regions. It should be taken into account that a developed plan for a specific region may not be compatible with the needs of another territorial unit.



Therefore, create the youth policy document should not only be a set of activities to be carried out, whether what activities should be planned in what regions. It should detail how, in particular, by what action, all necessary interventions will be implemented. In order to have a complete developed document, it is manifest, that information on each region is necessary. Thus, there is a need to discuss issues at the municipal level. In this case, it may be the role of the governing body to become more involved in both the dissemination process of project information and familiarizing with the results of the project. It is advisable if the results of the implemented projects are provided to the governing body to know how successful the project has been in terms of a specific training course and profession. Moreover, it is better if there are more communication and information exchange between public agencies and youth organizations in general. It is advisable that the municipal authorities periodically research the need for young people to know exactly their needs, desires, plans and the problematic situation in which target group members need help and where they need to get involved themselves. Based on the data obtained in this manner, youth organizations will plan more relevant projects in compliance with the current reality and the labor market demand.

### **The legislative framework**

The study revealed that major shortcomings that were related to the progress of the project or to organizational issues, were often related to the financial component. Several representatives of youth organizations indicated that there was a problem with VAT inclusion following the implementing the financial acts. When discussing such a situation, it is necessary to discuss the issue at the legislative level. It should be noted that under the current legislation, the social enterprise is no different from ordinary enterprise and that all the articles of the law are fully applicable including the tax component. We can say that the Georgian legislation doesn't recognize social entrepreneurship as a phenomenon with distinct specific characteristics. Accordingly, there are no different types of mechanisms in the Tax Code. According to the phenomenon of social enterprise, it is logical that it should not be counted as commercial production – its expenses should not be taxed on profit tax.<sup>1</sup>

Thus, when developing a youth policy document, special attention should be paid to the legal recognition of social enterprise. In order to take these steps, it is advisable to carry out various types of intervention within the legislation. Given the current situation, it is preferable to set up a separate sub-section on "social enterprise" and "social entrepreneurship" for which a special tax system will be developed and, in general, clearly define the responsibilities/liabilities under these two concepts. Such divisions allow us to draw clear boundaries between these and other almost identical concepts.

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<sup>1</sup> Center for Strategic Research and Development of Georgia, Social Entrepreneurship Practices and Challenges in Georgia, 2017

## Annex

### Assessment Table:

Each criteria in the table was given a score of 0 to 10 - 0 corresponds to the most negative, and 10 correspond to the most positive.

Each key criterion includes two subscript with a maximum score of 5 points. Thus, the highest score obtained by a single project can be 50.

The assessment of the projects implemented under the program by individual criteria is as follows:

Assessment criteria	Projects			
	"Job-finding skills and employment opportunities for displaced young people"	"Hand to hand"	„Innovation and Us"	"Wine School in Qvevri Wine Factory"
<b>Relevance/Compliance</b>	<b>8/10</b>	<b>7/10</b>	<b>8/10</b>	<b>8/10</b>
To what extent does the project meet the needs of the target groups?	4	3	4	4
To what extent is the project in line with the priorities of other stakeholders (eg Ministry of Education, Social Service Agency, international donors)?	4	4	4	4
<b>Efficiency</b>	<b>6/10</b>	<b>5/10</b>	<b>7/10</b>	<b>6/10</b>
How well have the project objectives and expected results been achieved?	3	2	4	3
How complete were the project documents (project proposal, business plan)?	3	3	3	3
<b>Effectiveness</b>	<b>9/10</b>	<b>7/10</b>	<b>9/10</b>	<b>9/10</b>
How effectively were the financial and non-financial resources and contributions of the "Youth Agency" and "Save the Children" spent?	5	5	5	5
How well was the project management, coordination, monitoring implemented?	4	2	4	4

<b>Influence/Expected impact</b>	<b>8/10</b>	<b>7/10</b>	<b>8/10</b>	<b>8/10</b>
To what extent has the project contributed to target youth employment and inclusion in the labor market?	3	2	3	3
To what extent have the implemented projects caused the changes in the target youth?	5	5	5	5
<b>Sustainability</b>	<b>7/10</b>	<b>6/10</b>	<b>7/10</b>	<b>7/10</b>
How likely is it that the results will be viable after the project is completed?	4	4	4	4
How likely are the results to be maintained independently (without donor support) by the pilot project organization?	3	2	3	3
<b>Total Score</b>	<b>38</b>	<b>32</b>	<b>39</b>	<b>38</b>