



RECOMMENDATIONS FOR EPI YOUTH INTEGRATION STRATEGY AND NGO CAPACITY MAPPING TO SUPPORT YOUTH INTEGRATION

REPORT

FINAL

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FINAL

USAID ECONOMIC PROSPERITY INITIATIVE (EPI)

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ABSTRACT

The present report focuses on issues concerning fostering the economic independence of youth within the framework of Economic Prosperity Initiative (EPI). The report objectives are to respond to two main research questions: (1) To determine, through mapping, what are the capacities of the Georgian nongovernmental organizations (NGOs) to foster youth economic independence and integration of youth in EPI's agricultural and nonagricultural value chains; and (2) To develop recommendations for fostering the economic independence of youth and their integration in EPI's sectors.

To achieve its goals, the report draws on the mapping of Georgian NGOs focusing on youth economic integration components as part of their work. Another set of research data is derived from consultations with youth, NGOs, private sector representatives from EPI-relevant value chains, and other stakeholders. The report also draws upon national and international research and data on youth economic integration, economic activity, employment, and education in Georgia, as well as international best practices regarding youth economic empowerment programming.

The report identifies key needs for youth integration that most stakeholders agree upon, and based on country context analysis and international best practices provides recommendations for fostering economic independence of youth and their integration in EPI sectors. In the light of identified needs and proposed recommendations, the report provides an analysis of NGO capacity to meet the needs and contribute to EPI youth integration programming.

ABBREVIATIONS

EPI	Economic Prosperity Initiative
FGD	Focus Group Discussion
GeoStat	National Statistics Office of Georgia
IDP	Internally Displaced Person
ILO	International Labor Office
ILO-KILM	ILO Key Indicators of the Labor Market
IOM	International Organization for Migration
MFI	Microfinance Institution
MoES	Ministry of Education and Science of Georgia
NGO	Nongovernmental Organization
NRC	Norwegian Refugee Council
PWD	People with Disability
SME	Small and Medium Enterprises
TOT	Training of Trainers
UN	United Nations
UNESCO	UN Educational, Scientific and Cultural Organization
UNICEF	UN Children's Fund
USAID	U.S. Agency for International Development
VCD	Value-Chain Development
VET	Vocational Education and Training
WFD	Workforce Development
LFP	Labor Force Participation

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I. EXECUTIVE SUMMARY

The present report focuses on issues around fostering economic independence of youth within the framework of EPI. The report objectives are to respond to two main research questions: (1) To determine, through mapping, what are the capacities of the Georgian nongovernmental organizations to foster youth economic independence and integration of youth in EPI's agricultural and nonagricultural value chains; and (2) To develop recommendations for fostering economic independence of youth and their integration in EPI's sectors.

To achieve its goals, the report draws on the mapping of Georgian nongovernmental organizations focusing on youth economic integration components as part of their work. Another set of research data is derived from consultations with youth, NGOs, private-sector representatives from EPI-relevant value chains, and other stakeholders. The report also draws upon national and international research and data on youth economic integration, economic activity, employment, and education in Georgia, as well as international best practices regarding youth economic empowerment programming.

Based on the assessment data, Focus Group Discussions (FGDs) with youth, interviews with national and international youth-centered agencies, as well as private-sector representatives, several important clusters of issues were identified in relation to the economic opportunities of youth:

- Employment and employability
- Education
- Guidance and mentoring
- Access to finance
- Crosscutting issues: Youth participation, gender, and ethnic origin.

Lack of jobs, as well as the inability for youth to determine their career interests at an early age have been identified as acute problems relevant to youth employment. Youth are inactive, often discouraged and demotivated to search for work. Lack of internships or other professional training opportunities was pointed out as a major problem.

Issues around education concerned both the low quality of professional education, as well as geographical and financial access to professional education centers. Another important problem was the low profile of these institutions in the society and lack of trust in the quality of education provided in the centers.

The need for more nonformal education activities was identified by all parties: trainings in life-skills and employability skills, languages, entrepreneurship, and basic business skills were identified as very important and often unavailable or inaccessible to youth living in the regions.

The lack of professional guidance and mentoring was identified as a problem that contributes to low motivation levels of youth and a reluctance to get involved in economic activities.

Inaccessibility of finance was another problem acute for youth. Start-up loans and family funding are often not available for young entrepreneurs.

In addition, youth appears to be less included in decision making in matters concerning their lives, young women tend to experience more difficulties on their way to economic independence and ethnic minority youth have problems with integration and access to services due to the lack of national language skills and their minority status.

Most of these findings were also supported by backgrounds research conducted to explore economic activity, employment, and education aspects of the economic integration issue of Georgian youth.

After a careful review of youth issues and international best practices in youth livelihoods and workforce development programming, several clusters of recommendations have been identified, grouped under four clusters of competencies and assets that successful economic development programs need to transfer to youth:

- (1) Human capital
- (2) Social capital
- (3) Financial capital
- (4) Physical assets

An additional cluster of recommendations on cross-cutting issues has also been identified.

A human capital cluster included recommendations on formal and nonformal education and employability skills training needs, the creation of training and employment opportunities, as well as career and guidance services for youth. The financial capital section, based on international best practice, identified several approaches that can be used to support youth access to funds. Social capital cluster covers issues concerning the need to establish mentorship and guidance schemes, as well as peer-coaching schemes whenever possible. Physical capital cluster covered some of the challenges and opportunities related to the programs equipping youth with work tools or other physical goods after completion of the training programs.

In the light of identified needs and proposed recommendations, in its last part, the report provides an analysis of NGO capacity to meet the needs and contribute to EPI youth integration programming. In addition to describing assets and needs of Georgian youth-serving NGOs, the report provides an individual analysis of each NGO according to its activities, capacity building programs, and track record of successful work with other development collaborators in order to identify their role in EPI youth integration strategy.

II. APPENDICES

- A. BACKGROUND**
- B. METHODOLOGY**
- C. FINDINGS**
- D. RECOMMENDATIONS**
- E. REFERENCES**
- F. ADDITIONAL INFORMATION**

A. BACKGROUND

This chapter of the study will review the Georgian context of youth participation in economic activities and youth employment trends. Later, it will summarize key literature referring to the background of youth economic activity facts. Both policy and legal factors will be taken into consideration during the analysis.

The second part of the chapter will review international best practices and recommendations on youth enterprise/livelihoods programming and youth workforce development (WFD) programming. The approach taken in this chapter, and in this paper, will try to cover both types of programming to an extent that is seen relevant to EPI.

YOUTH LABOR FORCE PARTICIPATION (LFP) AND EMPLOYMENT

This section will look at two indicators relevant to young people's involvement in economic activities, reviewed over the course of the past decade, and compared to adult indicators and regional indicators for the same period. Throughout the report, youth will be defined as persons within the age range of 15 to 24 years. LFP and employment will be used with the meaning conveyed in International Labor Office (ILO) definitions of these terms.

LFP

Georgia's youth labor market is characterized by relatively low participation rates. Analysis of the data from previous years indicates that the youth LFP rate has decreased from 2000 to 2007, showing a relative stability from 2007 to 2009. According to the ILO data from 2009, only 33.08 % of youth were in the labor force. Male participation rate for the youth group is considerably higher than the female participation rate. In recent years, the youth LFP rate was considerably lower than the regional average: Georgia's 2009 youth LFP rate of 33% was almost 9% lower than the regional average of 41.7% for 2010 for non-European Union (EU) Central and South-Eastern Europe and the Commonwealth of Independent States (CIS).

Youth LFP Rates (%)¹

YEAR	LFP RATE (TOTAL) %	LFP RATE - MALE %	LFP RATE – FEMALE %
2000	35.8	43.7	28.0
2007	33.0	41.0	25.0

¹Sources: ILO-KILM database (<http://kilm.ilo.org/KILMnetBeta/default2.asp>) and Global Employment Trends for youth 2010

2009	33.0	42.0	24.2
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According to ILO data, similar decrease in LFP has taken place in Europe and the Central Asia Region, where indicators have been falling since the transition to a new type of economy in the 1990s. Causes of the youth LFP specifics in Georgia have not been studied and one can only speculate about the possibilities. For instance, O’Higgins proposes two possible causes of low youth LFP: (1) young people in the 18-24 age range are involved in education and do not participate in the labor market; (2) youth may be discouraged from participating in the labor market. Both of these factors, however, can hypothetically be explained by the lack of employment and economic activity opportunities, which deter youth from participation. Participation in education, although decreasing youth LFP rate, can have positive results in the long term, while the second possible cause - discouragement- can have longer-term negative implications.²

In addition, there are no data in Georgia to test the possibility of the first potential cause: Integrated Livelihoods Survey administered quarterly by National Statistics Office of Georgia (“GeoStat”), which is the only source of relevant information in Georgia, does not provide data on youth simultaneously engaged in education and economic activities. A school-to-work transition study, carried out by Understanding Children’s Work group in 2006, stipulates that youth inactivity can have a gendered nature. Inactivity may primarily be caused by discouragement in the case of young males while young females may be inactive because they are involved in household duties and childrearing.³ School-to-work transition period appears to be quite different for young men and women in Georgia. An ILO’s 2006 study indicates that it takes young men about four years to complete the transition, while the transition phase tends to last 9 to 11 years for young women.⁴

Employment

According to Global Unemployment Trends for Youth 2010, at the peak for the world economic crisis, youth unemployment rates were subject to a considerable increase, globally: Rates rose from 11.9 in 2007 to 13.0 in 2009. For the region of Central and South-Eastern Europe (non-EU) and CIS, an increase in youth unemployment rates was even more dramatic, at 3.5%. Even though the unemployment rates are expected to fall with the end of the economic crisis, projections indicate that recovery is likely to take longer in case of youth than for adults.⁵

In Georgia, a share of unemployed youth in the total unemployed population in 2008 was estimated at 22.5% -- one of the highest indicators in Eastern Europe, Central Asia, and the

² Systematic study on youth discouragement and its causes has not been carried out in Georgia. This report contains some insights, although of limited scope due to the sample limitations. Data on youth discouragement are presented as perceived by groups of youth, NGO and private sector representatives. Results will be discussed below, under relevant sections.

³ Rosati et al, 2006

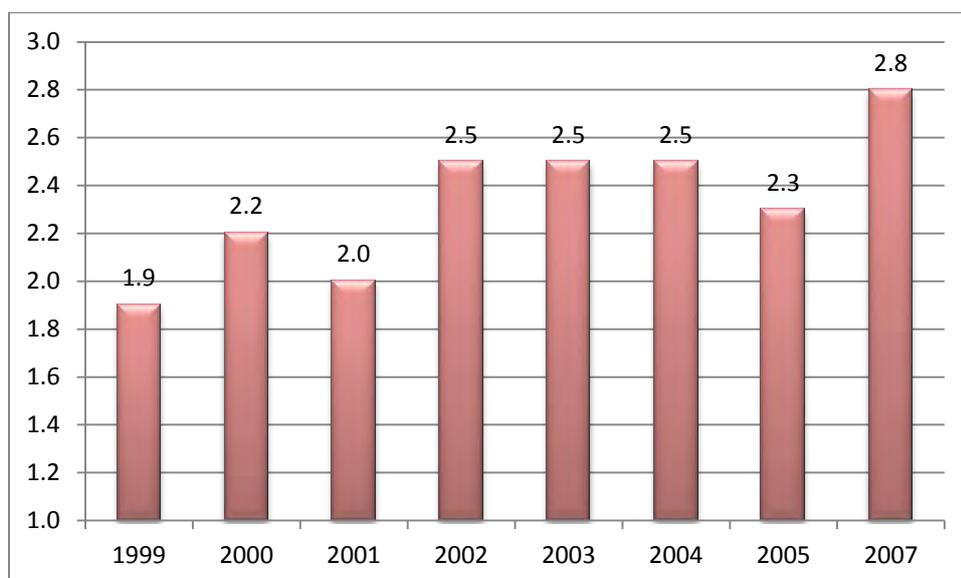
⁴ The figures are based on two estimation methods, which, according to some authors may overestimate duration of years and difference between male and female indicators. See O’Higgins, 2010 for more information.

⁵ Global employment trends for youth, 2010

Caucasus.⁶ As in the case of economic activity rates, employment rates of youth were different across gender categories: female employment figures were significantly lower than total figures for both age categories. This trend is not unique for just youth and mirror the trends observed in adult employment indicators.

Another indicator of economic engagement of youth is the difference between adult and youth employment indicators. This difference is quite significant in Georgia. In 2009, the adult employment-to-population ratio was 60.9%, while youth employment-to-population ratio amounted to just 21%, although both figures have declined in the past decade. In line with the assumption on youth LFP rates, it is argued that low levels of youth employment may reflect limited employment opportunities, as well as a reaction to this in the form of discouragement. Additional possible responses to scarce employment opportunities may be underemployment or migration.⁷ Youth-to-adult unemployment rates ratio has considerably increased between 1999 and 2007.

Youth-to-adult unemployment rates ratio⁸



Analysis of segments where youth are employed indicates that among the working youth the largest segment is involved in nonwage work in household enterprise (70.8%). Those involved in wage labor or who are self-employed constitute the second largest group at 16.4%. In comparison to figures corresponding to the same sectors of employment, it is clear that youth are disproportionately overrepresented in nonwage work (only 28.4% of adults are employed in this sector) and underrepresented in salaried work (the largest segment of employed adults, 36.7%, is involved in wage labor).

⁶ ILO, 2008.

⁷ Global employment trends for youth, 2010

⁸ Source: The official UN site for Millennium Indicators <http://mdgs.un.org/unsd/mdg/Data.aspx>

In addition, it can also be stipulated, based on regional data, that youth in Georgia tend to be involved in informal, seasonal, and unstable farm work and less likely to be involved in stable salaried jobs with benefits. Seasonal work is more widespread in young women of a younger age cohort (16-19 year-olds) and young men aged 20-24.

The 2006 school-to-work transition study also indicates differences in employment indicators among youth of different ethnic backgrounds, although results have to be interpreted with caution, due to the small size of the sample. According to study findings, ethnic Georgians are more likely to be involved in education and less likely not to have jobs in comparison to people from minority ethnic groups. Russian and Azeri youth were found to face the highest levels of joblessness: 47% of Russians and 42 percent of Azeri youth are jobless.⁹

YOUTH EDUCATION

This section of the report will explore quantitative and qualitative indicators related to different levels of education in Georgia and will discuss relevance of these various indicators to further economic opportunities of youth.

Georgia has traditionally enjoyed high elementary school attendance rates and high literacy rates in the adult population. According to United Nations Children’s Fund (UNICEF), youth in Georgia (both male and female) are 100 percent literate.¹⁰ Primary school enrollment and attendance rates are close to 100 percent. According to these criteria, Georgia is above regional and world average figures. On a secondary school level, indicators are not as high, the enrollment ratio (net) is at 82 percent for boys and at 79% for girls. These figures are equal to, or slightly lower than the Central and Eastern Europe/CIS average.

School dropouts and absenteeism at a secondary school level, although not seen as particularly alarming, is still emphasized by the school-to-work transition study as requiring attention. This problem was seen as particularly relevant to poor youth living in rural areas where unemployment rates are higher.¹¹

Analysis of highest educational attainment of adult population in Georgia gives the following results¹²:

Highest Educational Attainment in Adult Population	Percentage Total	Percentage Male	Percentage Female
Tertiary education	26	27	25
Postsecondary nontertiary	22	21	23
Lower and upper secondary	44		

⁹ Rosati et al, 2006.

¹⁰ UNICEF’s State of the World’s Children 2011 report, based on 2004-2008 data

¹¹ Rosati et al, 2006

¹² GeoStat, 2010

Primary education	7	6	8
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Data available from the Ministry of Education and Science of Georgia (MoES) indicate that in 2007, around a quarter of graduates continued their studies at higher educational institutions, while the share of those who applied to higher professional education institutions or vocational education programs is significantly smaller.¹³ MoES's Vocational Education and Training (VET) situation analysis for 2007-2008 points out that only a third of students leaving school after the ninth grade were able to continue their education in professional education centers. This means that the rest of the youth joined the labor market without any professional training as vocational education is the only option for ninth grade leavers (higher education is only accessible for those who have completed secondary school). The VET situation analysis also indicates that the demand of youth for professional education was not adequately met, only 53% of those accepted in these institutions were 15-22 years old. The rest of the entrants were adults, reflecting an increased interest in professional training or retraining of the adult population.¹⁴ The results may indicate that the young applicants to professional education centers were not competitive enough in comparison to the adult applicants.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), 34 percent of tertiary education age population are enrolled in universities.¹⁵ GeoStat reports indicate that the number of students in tertiary education decreased from 2007-2008 to 2009-2010, and increased slightly from 2008-2009 to 2009-2010.

The school-to-work transition study on Georgia suggests that a higher level of educational attainment does not reduce the risk of unemployment among youth. Instead, an opposite trend can be observed. Rosati et al. observe that the link between education and employment has weakened in recent years (before the study was undertaken in 2006), which is related to the low quality of education and overall bad shape of the labor market.¹⁶ Nevertheless, it is still perceived in the country that university education is likely to provide a way out of poverty.

POLICIES RELEVANT TO YOUTH PARTICIPATION IN ECONOMIC ACTIVITIES: A BRIEF OVERVIEW

The problem of youth unemployment and economic inactivity requires complex solutions, based on an integrated and coherent approach on a national level. Macro and microeconomic interventions should target both labor supply and demand.¹⁷ On the demand side, youth will clearly benefit from a general improvement of the situation on the labor market and economic opportunities, however, as research tends to indicate, specific

¹³ Ministry of Education and Science, 2009

¹⁴ Ministry of Education and Science of Georgia, 2009.

¹⁵ UNESCO Institute for Statistics, Statistics in Brief. http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=2720&BR_Region=40505

¹⁶ Rosati et al., 2006

¹⁷ UN Department on Economic and Social Affairs, 2007

interventions targeting youth are necessary as youth tends to be particularly vulnerable to risks. In Georgia, an integrated and comprehensive approach towards youth employment and economic empowerment is missing, although considerable progress can be identified in specific relevant areas, notably, education. Considering the present situation, there is room for strengthening coordination between youth education, professional training, and employment policies and programs.

As stated in previous sections of the report, Georgia has traditionally enjoyed high levels of school enrollment and literacy. Rates of enrollment in different levels of education are not alarming, however, enrollment does not translate into high educational attainment and increased employment opportunities. National assessments of learning outcomes on secondary school levels give reason for concern,¹⁸ and higher educational attainment does not guarantee better employment opportunities.¹⁹ Since the transition, many professional and higher education institutions in Georgia have not been able to cope with changing demands and requirements of the job market.

The MoES has been implementing reforms since 2004. These reforms targeted several facets of education, including quality and accessibility and focused on all levels of education. Interventions that were used included issues around introducing new ways of management of educational institutions, as well as modification of curricula, training of teachers, elaboration of professional standards and qualifications framework, and other measures.^{20,21} Laws regulating various levels of education: Law on Higher Education, Law on General Education, and Law on Vocational education, have also been modified and passed.

Despite reforms undertaken during recent years, many experts still identify a mismatch between the skills and knowledge of university and vocational education institution graduates and the qualifications and skills required by employers. Lack of cooperation between educational institutions and private business is considered as one of the contributors to this incompatibility.²²

Further problems in the areas of equity of access for minorities, the poor, and women are outlined in the European Neighborhood Policy (ENP) revision paper.²³ The MoES 2010 progress report on vocational education reform identifies increased accessibility of vocational education training centers to minorities and vulnerable youth (financial accessibility - the government will cover tuition fees for these groups), however, concerns about accessibility of VET education for rural poor due to incomplete geographical coverage of VET centers remain a problem.²⁴

¹⁸ National Examinations Center data, available at <http://www.naec.ge/uploads/SXVA/TIMSS-pre-2010.pdf> and <http://www.naec.ge/uploads/SXVA/pirlspre-2010.pdf>

¹⁹ Rosati et al, 2006

²⁰ Ministry of Education and Science of Georgia, 2010.

²¹ Janashia, 2009

²² Berulava, George.

²³ Open Society Foundation, 2011.

²⁴ Ministry of Education and Science, 2010

Recommendations of the Georgian school-to-work transition study particularly emphasize the need for developing apprenticeship and first-employment programs. These programs should engage employers and provide incentives for them to employ youth. Development of internship and short-term employment opportunities for youth was suggested as serving skills-building, as well as income-generation purposes for youth. The study also indicated the need to integrate career guidance components within employment and employability opportunities.²⁵

Career guidance is often provided in Georgia by NGOs providing job placement and capacity building services (for instance, International Organization for Migration (IOM) operates a network of training and job placement centers throughout Georgia). Currently, the Ministry of Sports and Youth Affairs and its Children and Youth National Center are planning to tackle one component of the youth employment program by establishing an internship and job placement program involving potential employers and students in graduating classes of Georgian universities.

The survey administered by IOM in 2007, underlined the need to develop employment services to establish the missing link between employers not being able to identify relevant workforce, and the youth.²⁶ The professional education strategy of the MoES also identified the weak link between professional education and social partners as a problem to be addressed. Employers often do not meaningfully and regularly participate in the reform process, and moreover, they are often uninformed about ongoing reforms in education.²⁷ Some years ago, employers seemed to demonstrate mistrust in the quality of professional education in Georgia. IOM's 2007 survey studying employers' perceptions and readiness to hire youth, indicated that 60% thought of vocational school graduates as not having required qualifications, both in terms of education and practical skills.^{28 29}

Legal provisions regulating labor rights of the youth cohort are not believed to be particularly stimulating youth employment. The new Labor Code of Georgia, as per the government's intentions, is meant to improve the foreign investment climate in the country by facilitating the hiring. Clearly, better general environment for job creation and hiring is likely to facilitate the labor market entry of young people as well. In addition, according to O'Higgins, measures promoting and facilitating hiring tend to disproportionately benefit young people.³⁰ However, Georgian labor legislation does not seem to take any other measures to facilitate the hiring of young people. Measures that have been adopted in some other countries for this purpose, for instance, reduction of the burden of payroll taxes on the hiring of those with low levels of skills, are not being used in Georgia.³¹ In the ENP implementation reports for 2008 and 2010, the 2006 Labor Code of Georgia was heavily criticized on multiple

²⁵ Rosati et al, 2006

²⁶ IOM, 2007

²⁷ Ibid

²⁸ The respondents of the survey – altogether 345 – were the owners and/or managers of businesses in the processing industry, in ports, construction, the hotel, catering and service sectors, as well as qualified personnel in specific professions in construction and tourism.

²⁹ IOM, 2007

³⁰ O'Higgins, 2010

³¹ Ibid

grounds.³² The Labor Code of Georgia is widely believed to hinder the development of social dialogue between all engaged stakeholders.³³

According to the Labor Code of Georgia (2006), the minimum legal age for employment is 16. Children under 16 can be engaged in work only with permission of a parent or legal guardian, only if it is in the minor's best interests, does not interfere with education, and does not harm the physical and psychological development of the minor. In addition, children under age 18 may not engage in unhealthy or hazardous work. Children aged 16 to 18 are subject to reduced working hours and are prohibited from working at night. Parents or legal guardians of a minor are allowed to request termination of a labor contract if continuation of work could harm the minor's life and health or jeopardize other interests. Despite the fact that certain regulations regarding employment of youth/minors is envisioned in the legislation, according to the ENP review paper, child labor laws are not effectively enforced in Georgia.³⁴ Georgia does not have a minimum wage, and no special measures applicable to youth exist with this regard.

APPROACHES TO YOUTH INTEGRATION IN ECONOMIC GROWTH PROGRAMS

Youth unemployment, already a pressing issue, was further exacerbated by the recent global economic crisis. Challenges related to the crisis affected both developed and underdeveloped economies and as global data show, the region Georgia is part of, was hit the hardest. During the economic crisis, youth unemployment experienced the sharpest increase ever. In addition, as the breakdown according to sector indicates, even for those Georgian youth who are employed according to the ILO definition, formal employment and related benefits are often out of reach. Instead, the largest numbers of youth are involved in informal labor and work for their families not receiving salaries.

Such a distribution of the youth workforce is not unique to Georgia. Youth in many countries face similar problems. However, it is believed that by channeling youth strengths towards safe and viable economic opportunities, targeting both the formal and informal sector, young people are capable of contributing to vibrant economies, and influence positively other areas of life.³⁵

Programs targeting enhancement of economic opportunities of youth can focus on the formal or informal sector. There are programs, for decades supported by international agencies, which target education and training programs preparing youth for the workforce and higher levels of education. These programs tend to be based on the assumption of the growth of the private sector, which provides jobs. However, WFD programs may not be sufficient in contexts where jobs are scarce, and employers do not want to invest because of low education levels of the population. In these circumstances WFD programs can be beneficial to only a small share of youth.

³² Open Society Foundation, 2010

³³ Ibid

³⁴ Ibid

³⁵ Making Cents International, 2011

As a solution to the situation, WFD strategies and programs have been more recently supplemented with livelihood development programs, which tend to also benefit youth from disadvantaged backgrounds. This approach is taken by U.S. Agency for International Development (USAID) as well as other donor agencies.³⁶ Based on the observation that youth from relatively disadvantaged backgrounds, not being targeted by WFD programs, are still active, trying to find a way out of poverty operating in an informal sector, donor agencies assume that successful strategies shall be able to help youth where they are and assist them to improve their household situation until they are able to enter formal economies.

This report will not go in depth into recommendations relevant to WFD, it will only emphasize key issues to be taken into account to effectively integrate youth, as workforce development strategies and recommendations will be discussed in more detail in a separate report.

The report will adopt an approach, which combines both enterprise/livelihoods development and WFD, to promote successful youth integration, and will provide recommendations in this framework, based on international best practice and issues, as well as opportunities identified in the Georgian context. Conclusions will be drawn based on policy analysis and direct research of the opinions of young people and relevant stakeholders.

YOUTH LIVELIHOODS/ENTERPRISE DEVELOPMENT BEST PRACTICES AND RECOMMENDATIONS

Efforts to improve youth livelihood skills and resources frequently are used to help achieve USAID's sector-specific development program goals, rather than exist as stand-alone programs.³⁷ Livelihood development is a complementary direction to WFD, aiming to reach wider groups of youth. When delivered in coordination with economic growth, democracy and governance, and health and education programs, this approach can be strategically important for national governments.

As mentioned above, livelihoods development programs are often used to advance economic growth programs, especially in countries where a majority of economic activity takes place in an informal sector. In these countries, livelihoods development programs have a vital role to play in targeting large segments of the population. Investments in youth livelihood development may target the development of the skills in technical subjects or provisions of microfinance, aiming to boost the economic productivity of population. Livelihood programs are seen as supporting youth to contribute to the immediate well-being of families, starting their own business and gradually making the transition to the formal economy.³⁸ In environments where subsistence and small-scale farming is the predominant mode of economic activity, youth often play important roles, assisting their families. In such environments, efforts to increase youth livelihood skills and resources can strengthen the ability of youth to contribute to their family's enterprise, and increase the productivity of the enterprise itself. Such efforts can include the provision of basic education and targeted technical skill training, the provision of microfinance, and access to physical assets, such as land, seeds, or animals. A more traditional approach to economic growth and WFD programs have addressed the issue of youth employment through the lens of the formal

³⁶ James-Wilson, 2008

³⁷ James-Wilson, 2008

³⁸ James-Wilson, 2008

private sector by establishing school-to-work transition, career counseling, and labor market linkage mechanisms that connect youth with formal sector employers.

Two types of livelihoods programming can be distinguished: readiness-oriented and access-oriented programming; however, the combination of both is often used as the two types are closely interconnected. Readiness-oriented programming aims to enhance the readiness of youth to engage in sustainable livelihood activities, including (1) employment in the formal and informal sector; (2) contributions (paid and unpaid) to household-based livelihood activities (agriculture, manufacturing, etc.); and (3) self-employment.

Livelihood development programming can also include interventions that improve young people's access to market-driven products and services that can enhance their economic success or that of their households. These can include access to microfinance products (savings, credit, microinsurance), business development services, technical skills training, linkages with mentors or business skills coaches, and support in improving the value-added proposition of their livelihood activities (through improvements to quality, cost, or market access).³⁹

The assets transferred to youth through livelihoods programs can be grouped under four broad clusters: human, physical, financial, and social capital, which will be discussed below.

Cluster 1: Human Capital

This cluster refers to building skills to advance cognitive, emotional, and intellectual abilities of youth and encompasses the formal, informal, and crosscutting learning. Skills can be acquired from the family, peers, and community, as well as from formal and nonformal education and practical work experiences. It specifically includes their level of literacy and numeracy, as well as practical life-skills, technical knowledge, and specific vocational and broader employability skills.

USAID offers five criteria for effective nonformal education under the cluster of human capital: (1) programs in nonformal education should be relevant to day-to-day experiences of youth; (2) programs should be relevant to local communities; (3) programs should be progressive in design (4) programs should be user-friendly in terms of class/activity times and attendance expectations; And (5) programs should be low-barrier-entry – focusing on including even the most marginalized.

Programs that target building human capital, often start offering activities to younger cohort of youth, those who are still in secondary schools, through the formal education system. According to the ILO, focusing on problem-solving skills, positive risk-taking, and creativity develops 'enterprising' mindsets in children and youth.⁴⁰ The goal is not to transform all youth into entrepreneurs, but rather to expose youth to positive attributes and skills behind entrepreneurship. Using this approach, entrepreneurship education is often integrated into the formal school curriculum, and teachers are encouraged to use participatory teaching methodology. Financial education should also be part of the entrepreneurship education from an early age, according to ILO. Nonformal education activities are also often used to promote entrepreneurship, and are often successful in reaching more youth in countries where out-of-school youth comprises a significant share of this age cohort. Obviously, there

³⁹ James-Wilson, 2008

⁴⁰ Making Cents International, 2011

are numerous opportunities that are being utilized to link formal and nonformal activities and encourage cross-fertilization.⁴¹

Cluster 2: Financial Capital

Financial capital implies individuals' savings; the property or assets they can readily convert into cash money; their access to credit and/or savings; and, their overall level of financial literacy.

Often microfinance is not accessible for youth as an entry point to financing their businesses, because youth are considered a high-risk group, and in addition, Microfinance Institutions (MFIs) are reluctant to lend to new businesses. Approaches to solve the problem include innovative methods used by many youth-serving organizations in cooperation with MFIs.

For instance, the 'entry finance' approach takes some of the best of adult-oriented microfinance and makes it more accessible to youth clients. This approach encompasses a whole continuum of programming: it begins with fully subsidized social investments such as basic education and technical skills training; then continues with co-investments in such activities by institutions, youth, and their households; and finally, commercially viable and financially sustainable services and products are paid for entirely by interest rates and fees.

In this way, entry finance increases the readiness of older children and youth to make use of microfinance services (including both savings and credit products) and makes microfinance providers more accessible to a younger clientele. As seen from the description, entry finance is designed to overlap and integrate within existing microfinance product and service delivery structures, rather than to provide an alternative scheme. It aims to prepare as many young people as possible, as early as possible into mainstream adult-serving programs, by building a bridge between youth and adult-oriented microfinance systems.

International practice in youth microfinance clearly points out for programs to emphasize savings with participating youth.⁴² As suggested by some of the lessons learned, savings products may be more appropriate for youth than loans in many contexts.⁴³ Savings is a precursor to a loan and teaches youth about financial management without becoming indebted. Savings can be used for business purposes or, more broadly, for school or consumption. Savings (from family members or friends) are often utilized for start-up businesses more so than grants or loans. Nevertheless, it is argued that MFIs have not dedicated sufficient energy to rolling out savings products specifically designed for young people, and many MFIs do not mobilize savings even from adults.

Another strategy to enhance financial capital of youth is embedding microfinance components within other youth livelihood programs. Many multisectoral youth livelihood programs have begun to explore the incorporation of microfinance components to complement technical skills training and basic education. These have had mixed results.

⁴¹ Making Cents International, 2011

⁴² James-Wilson, 2008

⁴³ James-Wilson, 2008, based on international research

Failures most often are attributed to inexperienced youth development organizations that lack technical capacity to manage microfinance products.⁴⁴

Cluster 3: Social Capital

This area includes an individual's social ties, support networks, trusting relationships, and ability to draw on the knowledge, skills, and resources of others in their households, extended families, and communities. Social capital is the broad foundation of support for most livelihood activities as it allows for the formal and informal knowledge sharing and capacity building opportunities.

International research indicates that young people often rank access to mentors, peer support, new ideas, and a sense of self confidence or courage as being far more important to livelihood success than access to financial capital or skills training.⁴⁵

Among the strategies that help youth acquire social capital are:

- Peer support groups: Youth livelihood programs can offer similar benefits for participating youth, often introducing them to new support networks and future-oriented peer groups, which also meet their developmental needs for socialization. Therefore, livelihood programs that address these developmental needs are both more attractive and effective.⁴⁶ This approach has been successfully used in women-oriented livelihoods programs.
- Service learning: In these projects, youth, often from marginalized backgrounds, combine community service work with some form of human capital development (literacy, life, or work skills development). Service learning projects, however, should carefully consider the provision of some kind of stipend (or reimbursement of expenses) in order to serve the most marginalized for whom opportunity or direct costs of participating in service learning programs may be high and prevent participation.
- Sports for development: Some pilot projects have begun to make the connections between sports and livelihood preparation. One powerful advantage of sports for development programming is its ability to attract private-sector funding, as youth and sports make a strong combination to attract corporate social responsibility efforts versus the purely philanthropic side of corporate charitable giving.
- Mentorship and business coaching: Youth often speak of the need for accompaniment by caring adults when it comes to succeeding in livelihood development. Youth usually rank mentoring and constructive advice as important to starting, improving, and growing a small business or informal service sector activity. However, it is important that there be a fit between the knowledge base of the mentor and the needs of the young person. Many youth enterprise development programs also utilize coaches or private sector mentors to support and build the skills of young entrepreneurs. Sometimes combination of the two types of mentors is used.

⁴⁴ James-Wilson, 2008

⁴⁵ Making Cents International, 2011, based on USAID research data

⁴⁶ Making Cents International, 2011, based on NRC research data

- Family reunification and community reintegration: This approach is often used in displaced communities in post-conflict situations, or in case of children leaving or aging out of institutional care.

Effective collaborations on many levels are thought to be the key to sustainability and scale of youth enterprise/livelihoods and WFD filed. Many organizations create global and local partnerships to inspire and support youth entrepreneurs by connecting them to networks, mentors, and other useful resources. Collaborations with formal school systems, training institutions, financial services, and local businesses are often sought to help initiatives survive after project funding is over.⁴⁷

Modern technologies are increasingly used to facilitate collaborations and network-creating. For instance, ING's global technology platform, the ImagineNetwork, brings young people, mentors, and other stakeholders together and youth are better able to access a comprehensive set of educational content and business development services.⁴⁸

Cluster 4: Physical Assets

„These include fixed-capital goods that are necessary for a business or the participation in a particular form of productive employment. These assets can range from proper working clothes, tools, and equipment to the physical space for work.’ These assets can also include ownership of, or regular access to, productive farmland.⁴⁹

There are several strategies for helping youth accumulate physical assets:

- Livelihood sustainability grants: These grants help youth sustain their livelihood activities when necessary. Such an approach is often used by donor agencies to support communities in post-conflict situations to get back on their feet. However, such grants need to be carefully managed so as to avoid a situations when limited local markets are flooded with the same microenterprise start-ups (in carpentry or tailoring, for example), or when capital goods are resold by beneficiaries and the cash diverted for other purposes.⁵⁰
- Rewarding individual and group accomplishments: This is a widely practiced strategy to help youth acquire physical capital is to reward specific accomplishments. For instance, vocational training schools sometimes reward new graduates with a set of tools or special work clothing. Sometimes rewards are used a response to a positive group achievement.
- Considering the physical asset needs of young women: Young women household members (with or without children) often have a very important role to play in household food security and overall economic wellbeing. However, development programs often

⁴⁷ Making Cents International, 2011

⁴⁸ ibid

⁴⁹ James-Wilson, 2008

⁵⁰ ibid

overlook the importance of giving small grants to girls involved in household-based income generating activities, and instead, support large, usually male-owned initiatives.

- Housing as a key urban physical asset: Since many economic activities are run out of the home, access to housing (and/or legal tenure to informal housing) can be a key physical asset for youth in urban and periurban areas and is very important and critical element of youth livelihoods programs in many underdeveloped countries.

YOUTH WFD BEST PRACTICES AND RECOMMENDATIONS

Partnerships between public and private sectors, although important in all initiatives targeting economic opportunities of youth, are more strongly emphasized in WFD programs. The roles of public and private sectors, may be defined the following way:

Public sector

- Develop and implement WFD policies at the national, regional, and local level
- Make education systems relevant and accessible to all citizens
- Assure funding priorities for programs with proven success
- Establish standards and certification guidelines that promote competitiveness regionally and internationally
- Make information and labor market statistics publicly available to WFD programs regarding current and future workforce needs
- Provide services for disadvantaged and underserved populations and ensure a fair allocation of resources
- Fund initiatives that promote strategic investments by the private sector

Private sector

- Invest in the development of human capital through targeted industry-specific training and development programs
- Provide opportunities for practical experience through internships, apprenticeships, and mentoring
- Work strategically with public sector actors to communicate the skills in demand, share information, and serve as job placement sites
- Promote learning and career advancement in the workplace
- Engage in public-private dialogue to inform the design of WFD public policies.

Source: Making Cents International, 2011

Financing of WFD programs

WFD programs can be funded by either private sector or public sector.

Public-sector participation in WFD is generally considered a public good and of strategic importance to the growth and competitiveness of economies. Public investment in a country's workforce can take many forms ranging from public provision of elementary, secondary, and tertiary education to serving as a direct training service provider. The public sector can also provide incentives and co-financing vehicles to help companies and citizens pay for WFD investments.

Private-sector participation in WFD is generally proportionate to the opportunities perceived to be gained through such investments. Where there is a perception of no or few economic gains through investing in training of employers, private sector is less likely to finance education or trainings. It is argued that focusing on growth oriented sectors, industry upgrading, and policy reform can significantly increase the level of private investment in human capacity development.

Key components for successful WFD programming

International best practice outlines several key components necessary for successful WFD programming:

- Design of WFD programs should be based on detailed market assessments.
- Relevancy: The most successful WFD programs provide training in skills relevant to local growth sectors and industries.
- Accessibility: Design appropriate WFD strategies that take into account young peoples' life circumstances, gender, and aspirations.
- Private-sector investment in WFD is critical to ensure sustainable and relevant WFD programs. It is important to create win-win collaborations where the benefit is obvious to both the private-sector and youth-serving WFD organizations. Ultimately, private-sector companies are better off with healthy, educated, and skilled workers, and therefore, they have an important role to play in investing in their workforces.
- Industry upgrading strategies allow for a focus on specific skills and vocational opportunities for young workers creating relevant and dynamic educational programs and experiences that directly respond to the needs of local employers remain a significant challenge to developing effective national workforce strategies.

International best practice in developing youth enterprise, livelihoods, and employment proposes the following recommendations for successful programming:

- Policy change needs to be a goal for enterprise, livelihoods, and employment programming. Governments need assistance to effectively support youth.
- Donor mobilization is very important in order to create a coordinated effort.
- Youth shall be listened to and engaged. Policy and institutional frameworks to facilitate youth engagement need to be put in place.
- Cross-sectoral approaches need to be promoted and holistic programs designed to combine sectors of economic opportunities, health, education, and others.
- National, regional, and international networks are often very useful for concentrating advocacy efforts.

B. METHODOLOGY

The present report aims to respond to two main research questions: (1) To determine through mapping what are the capacities of Georgian NGOs to foster youth economic independence and integration of youth in EPI's agricultural and nonagricultural value chains; and (2) To develop recommendations for fostering economic independence of youth and their integration in EPI's sectors.

To gather information about NGO capacities, two methods were used: individual interviews with NGO representatives and surveys. Interviews were conducted face-to-face or over the phone. After the interview, NGO representatives were asked to complete a survey developed for the study. The survey included questions on NGO contact details, issues of focus, and completed/current programs, as well as issues around human and operational resources, financial and institutional sustainability, and experience with value-chain development (VCD) programming. The survey also asked the respondents to identify issues around economic integration of youth. NGOs that were chosen for interviews were identified based on various NGO lists available to EPI, Internet search, and NGO directories. Directories and NGO websites (whenever available) were consulted to eliminate those NGOs that did not have youth programming at all, or whose programming seemed obviously irrelevant to EPI's approach. The mapping did not just target NGOs having programs only for youth, but rather it targeted NGOs often working on multiple social or economic issues, which demonstrated a successful track record or a potential for viable youth economic integration programming.

In order to develop recommendations for fostering economic independence of youth and integration into EPI's programming, several methods were used: (1) Youth economic activity and employment indicators were explored, based on statistical data provided by Georgian and international sources, as well as national and international documents and reports on youth economic activity trends; (2) Brief policy and legal analysis was conducted in order to identify policies and programs in Georgia working on economic independence and empowerment of youth, as well as point out key stakeholders in the area; (3) International best practices and recommendations for youth economic development, enterprise and employment programs were reviewed; (4) Three groups of young people were consulted in two regions of Georgia. Focus groups with youth were conducted in Telavi, Marneuli (focus group with Azeri youth), and Bolnisi; (5) In-depth interviews were conducted with private sector representatives in Kakheti and Kvemo Kartli. Target sectors chosen with EPI management for study purposes were wine tourism in Kakheti and root vegetables (potatoes) in Kvemo Kartli, and private sector representatives from these regions were farmers or entrepreneurs working in respective sectors; (6) Key stakeholders from national NGOs as well as international agencies were interviewed, consultations with youth groups, as well as private sector representatives and the last group of national and international agencies aimed at getting answers to questions referring to obstacles for economic development of youth, assets and needs of youth, factors likely to contribute to success of an economic development project aiming to integrate youth, etc., and (7) Information on youth economic integration obstacles from NGO surveys were also extracted and analyzed.

The data were then analyzed in order to derive clusters of economic integration issues relevant to youth in Georgia. Based on issues identified locally, by youth and all other stakeholders, recommendations for youth integration strategy were developed.

Recommendations also drew upon international experience and best practices that were analyzed for the purpose of the current study.

NGO capacities were identified keeping in mind youth economic integration needs and recommendations. NGO strengths and needs were pointed out and each NGO was further analyzed in terms of its potential to contribute to EPI's youth integration strategy implementation.

C. FINDINGS

MAPPING OF NGOS WORKING ON ECONOMIC INTEGRATION OF YOUTH

GEOGRAPHIC AREAS COVERED BY NGOS

The study targeted 33 NGOs working on economic integration of youth nationwide, based both in Tbilisi and in the regions.

NGOs based in the capital tend to have operations in Tbilisi and at least one region. There were a total of eight Tbilisi-based NGOs mapped in the framework of the study. NGOs based in regions can be grouped in two categories: those with a regional focus and those with a local focus. NGOs with a regional focus operate either in multiple municipalities of a single region (seven NGOs) or in two or more regions and respective municipalities. NGOs with only a local focus were those working in a single municipality and its villages or a single village/community. The number of such NGOs identified during the mapping exercise was the smallest and amounted to two NGOs.

Eleven NGOs had regional branches in addition to their head office. Eight of them had a head office in Tbilisi, one was based in Kutaisi with a branch in Samegrelo, and one in Rustavi with a branch in Shida Kartli.⁵¹

TARGET BENEFICIARY GROUPS OF NGOS WORKING ON ECONOMIC INTEGRATION OF YOUTH

Two groups of NGOs can be identified with regards to beneficiary groups targeted.

- NGOs working exclusively for youth, or having youth as a primary target group;
- NGOs working with various vulnerable communities, indirectly focusing on the youth cohort as a segment of these vulnerable populations.

The number of NGOs from the first group identified above was considerably smaller: only four NGOs among the 33 surveyed focused exclusively or primarily on youth. The second group of NGOs was larger as most of the NGOs had a diverse group of beneficiaries. The most common target groups for such NGOs, alongside youth, include: internally displaced persons (IDPs) and conflict-affected communities, rural communities, micro and small business owners or persons willing to start micro and small business activities, small and medium enterprises (SMEs), civil society organizations (CSOs), women, PWDs, adults in need of capacity building, the poor, media.

PROGRAMS PROVIDED BY YOUTH NGOS

Most of the reviewed NGOs provided programs in different areas, targeting youth and/or other target beneficiaries. Programs provided by NGOs working on youth economic integration can be grouped in several thematic clusters:

⁵¹ Profiles of all reviewed NGOs are summarized in following chapters.

- Civil society engagement and development, democracy and good governance, and peace building
- Economic development, most frequently via SME support and development, business skills training and provision of business start-up loans, and entrepreneurship trainings
- Nonformal education, vocational education, life-skills, and employability skills training, including basic computer skills and foreign languages
- Agriculture or agribusiness development
- Psycho-social assistance and provision of relevant services for children/youth and families
- Research on social and economic issues
- Advocacy on social and economic issues

All the NGOs mapped have programs falling under at least two of the thematic clusters mentioned above. Many of the NGOs have at least two thematic clusters outlined as their focus according to the organization's mission, and many of the NGOs have at least three of the clusters listed as their area of work. During the past three years, all of the NGOs have worked on at least two of the thematic clusters listed above and many have worked on multiple issues. This may be partly due to the relevance of various issues to a particular organization's beneficiary target group and natural linkages among the socio-economic issues covered, but can also be linked to high donor-dependency trend (to be discussed in more detail below). The latter may lead to the NGOs to adapting and modifying their beneficiary target group, as well as thematic focus, based on donor requirements or existing funding opportunities rather than the organization's original mission and current community needs.

Many NGOs combined work on civil society engagement and democracy with economic development. In many cases community mobilization and engagement in local decision making was a basis of further programs on community economic development. Trainings in development of business plans and computer skills was most frequently delivered in combination with assistance in identification of business ideas and funding of start-up costs with micro grants or low-interest loans. Loans were either provided directly by NGOs involved or through partner MFIs. NGOs involved in democracy and civic engagement issues often had separate strong programs focusing just on democracy, good governance, and civic education issues.

NGOs working on agriculture and agribusiness development were also providers of small grants or loans to their target beneficiaries, which in most cases included rural communities in general, without any specific focus on youth. These programs seem more economically viable and having better follow-up mechanism in comparison to those provided by NGOs with mixed civil society-economic development focus. However, normally, these NGOs seem to lack prioritization of youth or knowledge of specific methodologies to actively engage youth as a beneficiary group.

A few NGOs that work on psycho-social assistance of youth have integrated economic development issues as part of measures aiming to decrease youth (and family) vulnerability. Trainings in business skills and provision of business start-up finance are used to help vulnerable families cope with external risks. Many NGOs with this profile also provide

nonformal education, vocational education, life-skills, and employability skills trainings. Vocational education is often provided in cooperation with specialized training centers. Other trainings are prepared and delivered based on NGOs' internal resources. Most of the NGOs offering these trainings attempt to have components of career counseling or linkages to potential employers, although all of the NGOs report significant difficulties with regards to job market linkages. Part of the NGOs have a successful track record of cooperating with state professional education centers, and of involvement in curriculum development, teachers training, and overall improvement of teaching quality in selected areas.

NGOs working on psychosocial assistance are mostly those focusing on younger youth cohort, children under the age of 18, and also tend to be involved in child welfare and deinstitutionalization processes in Georgia as service providers, or tend to focus on psychosocial assistance in the general IDP assistance context.

Computer skills and English language courses, as well as trainings in business planning, entrepreneurship, and accounting are normally provided by NGOs in the framework of donor-funded projects targeting specific beneficiary groups, but are also quite often provided to a wider community for some standard fee. In many cases, income from these trainings is the only other income for NGOs in addition to donor funding.

Most of the job-related trainings provided by NGOs focus on providing employability skills, including basic computer skills, foreign language courses (English), or accounting. Many NGOs, especially those working with the younger youth cohort (below the age of 18) provide with trainings in carpentry, hairdressing, embroidering, quilt, and enamel-making and similar areas, although these interventions do not seem to be based on solid evidence that these skills are still demanded on the job market.

Social and economic research and advocacy are the two areas with the least number of NGOs engaged. Only seven of the surveyed NGOs reported research as part of their activities. Some of the NGOs use research as an additional income-generation activity and a funding diversification source. Others use research to inform their programs and tailor activities to actual community needs. Advocacy was one of the least reported areas of work among the NGOs mapped. Overall, there was quite a low level of NGO engagement to influence policies relevant to economic integration of youth. There were only a handful of initiatives targeting local governments by programs working on rural community development or civil society participation and good governance and some efforts on a higher level by women's organizations.

EXPERIENCE WITH VCD

Twenty-seven out of 33 NGOs reported not having experience in VCDt. However, among these, eight NGOs have worked with their beneficiaries on some components of VCD and could possibly have a potential to advance the methodology. Two reviewed NGOs have a poor understanding of the concept of VCD. Five NGO representatives reported having experience with VCD, but have not focused on youth engagement.

FINANCIAL AND INSTITUTIONAL SUSTAINABILITY OF NGOS WORKING ON ECONOMIC INTEGRATION OF YOUTH

An explicit question about the availability of strategic plans was not asked, however, there was a question on issues NGOs intend to work on during the following three years. Some of the NGOs mapped did not respond to the question in the survey. A vast majority reiterated the issues they have worked on during the previous three years as the ones they will be

focusing on during the following three years. These were mostly the organizations whose area of work includes multiple thematic issues and answers regarding three-year plans were less specific. Among NGOs in this group, only very few seemed to have decided to focus on the same issues as an informed and evidence-based alternative. Only two organizations gave specific and well-defined list of issues they intend to focus on during the following three years and seven out of 33 NGOs surveyed reported having a fundraising or sustainability plan in place. The lack of specified or better-defined plans in combination with the fact that most NGOs are largely dependent on donor funding and do not have fundraising/development plans in place indicates low overall sustainability. Only a few NGOs were able to demonstrate strategic vision, defined set of goals, and a relatively diversified pool of income sources, mostly research and consultancy services or other economic activities.

Overall, NGOs surveyed showed a high level of donor dependency. Six of all reviewed NGOs reported that they were completely dependent on donor funding. Five other NGOs receive 96 to 99 percent of their annual funding from international donors while two others receive 86 to 95 percent from international donors. There were seven cases of NGOs where international donor contribution amounted to 70 to 85 percent of their annual funding. Six organizations stated that funding from international donors is a source of organizational income, but did not specify exact share in budget. Among these six, two identified selling goods and services as the only other source of income and the others identified various combinations of other funding sources as alternatives. One organization did not respond to the request to identify funding sources. It is noteworthy that income from additional sources was quite insignificant, and in many cases did not guarantee salaries for staff in case of gaps in donor funding.

Seventeen NGOs, more than half of the reviewed, reported that they used goods and services as a source of additional income, however, share of this source of income is not substantial. Only for six NGOs this source of income amounted to 11 to 20 percent of their annual budget, while for three NGOs income from goods and services was in the range of 6 to 10 percent and for another three NGOs it was below 5%. Five NGOs did not specify the share of income received from goods and services in their overall annual income. Overall, goods and services was the most frequently reported source of income, alternative to international donor funding. This was also the second largest source for those who reported about it, however, its share was much lower than that of international donor funding. The category of goods and services most frequently implied provision of computer, English language, accounting, and business skills trainings to general population or community youth. Many of these services are simultaneously provided to a specific beneficiary target group under an ongoing donor-funded project. Some of the organizations provided business consultancy services for SMEs or communities. Others engaged in providing consultancy services for other organizations, which most frequently implied taking on research tasks and writing reports.

Only four organizations reported receiving income from individual membership fees. Among these, only one was a strongly established membership organization and its income from membership fees amounted to 10 percent of annual income. In-kind donations are received by seven organizations among those surveyed, but the income is below 10 percent. Financial individual donations are received by five organizations, and in all cases respective income is under 2 percent.

Staff capacity building as a problem was reported by six surveyed NGOs. Mostly, problems were related to lack of funds for staff training, however, one organization stated that there is lack of locally available subject-area experts who could provide staff trainings. Lack of local

experts was mentioned by several regional NGOs in the context of facing difficulties inviting temporary consultants when needed for specific programs. Thirteen organizations reported having external experts contracted at the present moment and another four reported that they usually hire external experts based on project needs.

Six organizations identified high staff turnover as a problem. According to NGO reports, some staff members leave because of gaps in NGO funding (for those NGOs who are strongly donor-dependent), or leave because they are attracted to better salaries that other organizations offer. Only five surveyed organizations explicitly reported that they have financial sources to keep staff in the organization when a specific project finishes. These can be funds received from goods and services offered by an NGO, as well as through individual donations and savings made by the NGO on ongoing projects.

Fifteen organizations reported having volunteers and four had interns. Information on management of interns and volunteers was not provided, therefore, conclusions cannot be made on this aspect of human resources management.

Another factor indicating organizational sustainability is the availability of stable office facilities and office equipment. Fourteen NGOs reported that they own their office space. Two NGOs have been granted office space for temporary use by local authorities or agencies. Others report that they rent their premises. All NGOs except one reported that the space is enough to accommodate all staff. 16 organizations also report that there is sufficient space for conducting trainings within their office; however, three NGOs have indicated that their training rooms cannot accommodate more than 12 people. All NGOs own sufficient number of computers and office equipment, mostly operational. Only one NGO has explicitly indicated that computers it owns are in need of replacement. Many NGOs have photo and video cameras, or projectors in possession. All organizations reporting having multiple sources of telephone communication (mobile and or/landline phones) and stable internet connection. Twenty-three NGOs have reported that the organization has at least one vehicle for use. Two others indicated that they rent a car or a taxi when transportation is needed.

YOUTH PROBLEMS AS PERCEIVED BY NGOS

NGOs were asked to identify problems in the realm of economic integration of youth. There were three problems of economic integration of youth that were most frequently identified by NGOs. Lack of professional and vocational education and relevant skills, access to financial resources for initiating business activities and limited employment opportunities were mentioned by more than 50 percent of NGOs. The latter two were also most frequently identified as general economic problems relevant to Georgia. This affirms that while youth will benefit from general improvement of economic environment in Georgia, and increased availability of employment opportunities or better access to finance, specific measures targeting youth will also be required: access to quality education is clearly a crucial prerequisite for economic integration of youth. Respondents did not elaborate on various aspects of accessibility, although four respondents mentioned financial inaccessibility of education and one respondent reported that parents sometimes discourage youth from further education because benefits of continuing education are often not clear. Another respondent identified frequent changes in educational system as a factor hindering identification of interests and plans by children and youth.

Three other youth economic integration problems were identified by at least 30 percent of NGOs: low levels of motivation and youth participation, inadequate skills in business planning and administration, and lack of information about new ideas and economic opportunities. Five NGO representatives out of 33 mentioned difficulties in accessing

markets, introduction of new technologies in agriculture as a deterring factor. The latter problem, in combination with the lack of information about new economic opportunities and ideas may be a powerful factor contributing to youth discouragement, lack of motivation and low levels of participation, a problem identified by 12 respondents. Two respondents mentioned lack of positive examples and mentorship as a problem and two others reported about lack of business and legal counseling services as an obstacle. These two problems may be further contributing to youth discouragement and inactivity.

Gendered nature of accessibility to economic opportunities was mentioned by three respondents and many identified rural-urban inequality in terms of access to education and information as a crosscutting problem.

Youth Economic Integration Problem	Frequency of Response
Lack of professional/vocational education and relevant qualifications/skills; mismatch of skills, and opportunities	18
Access to finance for business start-up	18
Limited employment opportunities/unemployment	17
Low motivation and participation, lack of proactive behavior, few youth initiatives	12
No or lack of information about new ideas and economic/business-related opportunities, especially for rural youth	10
Inadequate or nonexistent business planning and administration skills	9
No access to markets, unfavorable business environment, stagnating agriculture, no access to new technologies	5
Financial access to education	4
No access to professional orientation/career counseling	3
No interest in agriculture/do not participate/prefer paid jobs for security reasons	3
Migration to cities	3
Gender inequality in economic opportunities	3
Lack of positive examples, lack of mentorship	2
Lack of or inaccessibility of business and legal consulting	2

Unhealthy lifestyle	2
Dependency on parents	1
Access to formal and nonformal education	1
Mistrust from adults	1
Lack of a system supporting entrepreneurship development	1
Discouragement from further education by parents	1
Frequent changes in educational system	1
Lack of internship and volunteering opportunities	1

NEEDS AND CHALLENGES OF YOUTH IN THE CONTEXT OF ECONOMIC INTEGRATION

Based on the assessment data, FGDs with youth, interviews with national and international NGOs, as well as private sector representatives, several important clusters of issues can be identified in relation to economic opportunities of youth:

- Employment and employability
- Education
- Guidance and mentoring
- Access to finance
- Crosscutting issues: Youth participation, gender, and ethnic origin.

EMPLOYMENT AND EMPLOYABILITY

Issues related to the lack of employment opportunities and insufficiency of employability skills were identified as major obstacles to economic opportunities of youth by all categories of respondents, both youth and adults. In addition to the countrywide problem of lack of employment opportunities, which is shared with adults, several youth-specific issues have also been identified.

Youth are unable to identify their professional interests both when they continue their education after the secondary education level and when trying to start formal or informal employment. All groups of respondents placed high levels of responsibility on families and schools, however, mentioned that this role remains largely unfulfilled. Majority of youth agreed that family members and schools were often not sufficiently qualified to provide assistance to children in identification of interests and future career opportunities. Insufficient education of youth has also been identified as an obstacle for youth to think about their options.

Youth are not interested in finding employment and they do not actively search for jobs. Two main underlying factors can be identified among those mentioned by groups of respondents: individual and family/social factors. Individual factors are mostly related to youth discouragement due to lack of positive models in the community and anticipation of inadequate remuneration and work conditions or obstacles and insufficient profits of those business activities. Family factors are related to either families making their children financially and personally dependent on adults, thus diminishing their drive to become self-sufficient or discouraging youth from engaging in certain types of work. The latter is closely linked with social stereotyping and more general societal attitudes towards certain jobs and professions. For instance, trading at a marketplace or working as a waiter were identified as shameful for most of the families, according to the youth group in Telavi. Jobs requiring physical labor have also been identified as not socially encouraged for young males. There are more obstacles and more restricted employment options for girls and young women. In comparison to boys and young men, girls and young women are made more dependent (financially and personally) on their parents and later on their spouses, further contributing to discouragement from seeking employment. In addition, the groups identified instances when families object to young women's employment even when the women are willing to work. This factor was particularly pronounced during the ethnic Azeri youth group discussion in Marneuli (Kvemo Kartli).⁵²

As mentioned in the discussion of youth employment and economic activity context in the country, youth discouragement has not been systematically studied; however, low economic activity rate of youth may be partly due to youth discouragement caused by various factors.

There were mixed results regarding the respondents' perception of motivation to and interest in engaging in EPI's selected sectors and value chains (those that were relevant to regions covered - wine tourism and root vegetables). Based on discussions with youth and adults, several reasons can be identified as to why youth may not be interested in EPI's two selected value chains: wine tourism and agriculture. Firstly, expectation of an unsuccessful business initiative results in discouraging youth from engaging in these two areas. Many respondents mentioned, however, that the knowledge of how to minimize risks or availability of positive examples and expectations would increase the share of interested youth. In fact, youth both in Kakheti and Kvemo Kartli identified that their peers may opt for formal employment against being involved in business (in wine tourism or agriculture) only because of the risks associated with the latter, even if salaries and benefits associated with formal employment are insufficient. It has also been identified that if a family owns land and other property necessary for starting up a business, youth are more likely to start thinking of starting or expanding their business because these prerequisites are seen as minimizing risks. Some international NGOs consulted during the study (Oxfam GB and Norwegian Refugee Council (NRC)) reported about their positive results of youth engagement in agriculture projects and in professional education and further employment projects, including agriculture. Based on their experience, majority of NGO representatives having experience with youth engagement, as well as youth and private sector representatives consulted, emphasized the need for identifying and engaging the most motivated youth in every locality during initial stages of the project. Motivated youth is more effective to work with and is more likely to be successful in their endeavors. In addition, motivated and engaged young people have a potential to serve as a positive model for their peers in respective regions. Some

⁵² Ethnic background and gender, as cross-cutting issues will be elaborated into more detail under a relevant section.

respondents identified the need and possibility to introduce training of trainers components to the first group of youth to empower them for further training their peers.

Lack of professional experience and professional training/apprenticeship/internship opportunities was identified as a crucial obstacle to employment by all respondents, both youth and adults. Youth are not able to meet the requirements of potential employers due to their lack of on-the-job training experience and previous employment record. Key informants also identified lack of internship opportunities and related professional skills as an obstacle for youth to start up and successfully manage own business initiatives. Nepotism was identified by youth as one of the factors hindering accessibility to already limited professional training opportunities or junior positions, also contributing to youth discouragement. Youth in Kvemo Kartli also identified unreasonably high requirements of employers as a problem. For instance, in line with the general trend in the country, knowledge of foreign languages (mostly – Russian and English in Bolnisi) is required by many employers even for positions which do not necessarily require these skills most of the time. Two groups of youth mentioned that employers do not trust the youth and therefore, hesitate from hiring young people. This problem may be related to perceived low education level of youth, as identified many times in this report, but may be also closely linked to the problem of lack of internships and other training opportunities. On the one hand, non-existent system of internship programs does not allow youth to receive on-the-job training to further develop their practical skills. On the other hand, employers do not have a chance to meet young people and explore how they can contribute to an organization/business.

EDUCATION

Problems related to education were identified as major obstacles for better economic opportunities of youth. Respondents identified problems both with formal education, as well as nonformal education in the country. Both groups of problems will be discussed in turn below.

Problems with formal education concerned all levels of education. NGO representatives reported about low level of education on primary and secondary school levels, especially prominent in the regions. It was reported that education-related problems can be an obstacle for youth when they are offered trainings: difficulties with reading comprehension, nonfamiliarity with certain vocabulary (nontechnical), and difficulties in critical thinking were problems attributed to low quality of primary and secondary school education. Access to learning materials (mainly books) is also an obstacle on the way to receiving quality education, as perceived by youth groups in Kakheti and Kvemo Kartli. Youth in Kakheti mainly emphasized the financial aspect of accessibility of learning materials, while inadequacy of Georgian-language textbooks, and unavailability or insufficient qualification of Georgian-language teachers were identified as a very important problem by Azeri youth in Marneuli.

Most youth and private sector representatives consulted emphasized low motivation of youth studying agriculture – one of EPI's priority areas. According to respondents' reports, agriculture, as a field of study, is normally least prioritized on the list of education fields and normally university applicants with lowest entrance exam results end up studying these professions. Agriculture, being the least preferred option for these students, does not motivate them enough to attend classes and receive quality education.

Overall, there were mixed results regarding the perceived need of education in two of EPI's sectors: wine tourism and agriculture (potatoes). It is noteworthy that majority of young

people and businessmen/farmers consulted did not identify a pressing need in formal training in areas related to wine tourism (in Kakheti) or growing root vegetables (in Kvemo Kartli). This idea was strengthened by general mistrust in the quality of university and professional education in relevant fields, the lack of youth motivation to study these fields (for reasons identified above) and the perceived sufficiency of family or community tradition in managing these areas of economy. In Telavi, however, skills required to develop wine tourism - sales, marketing, hospitality/tourism and service management - were identified as potentially subject to formal education or training. In Kvemo Kartli, the lack of training opportunities in financial management/accounting, business planning and management, as well as taxing was identified as a major obstacle for youth involvement in identified value chains. Relevance of youth professionally trained in agriculture was seen as important only for medium and small agriculture businesses and less relevant for small businesses.

Youth consulted in both regions, Kakheti and Kvemo Kartli, reported about the lack of professional centers, schools or courses where youth could get enrolled in order to improve their entrepreneurship skills and general employability skills. Courses that were identified as important but inaccessible included training in information technology (IT) skills, basic accounting, business planning, and management. In Telavi, youth mentioned that such courses are somewhat available locally, but often not financially accessible for all. In Kvemo Kartli youth were less aware about the existence of such training opportunities in their locality. Overall, availability and access to training and retraining opportunities in employability skills were identified as an important obstacle for youth to get involved in economic activities.

GUIDANCE AND MENTORING

Encouraging new ideas of youth and providing guidance for employment or entrepreneurship opportunities is an area identified as being insufficiently addressed. As mentioned above, often families do not support innovative ideas of youth and are apprehensive about potential risks of youth involvement in business and entrepreneurship activities. According to respondents' reports, often parents are not better informed about opportunities than their children. All youth groups consulted identified the lack of ideas for engaging in their own businesses or strategic vision for developing existing businesses as major obstacles. In circumstances when families (often engaged in economic activities traditional to their community/region) do not support new ideas, youth have no one to consult on feasibility of their ideas or plans. The same applied to the lack of professional orientation and career choice.

The need to consult mentors – someone with a relevant background and a success story in developing similar business or economic idea – was strongly identified by a vast majority of youth and adults consulted during the study. Mentors can serve both to foster development of new ideas, encourage youth economic activity, and provide technical guidance in specific areas youth are engaged in. Both youth and private sector representatives consulted mentioned that technical expertise in agriculture is mostly available in relevant regions; however, mentorship is needed to take the self-subsistence family production to the next level and turn it into a viable business activity.

ACCESS TO FINANCE

Inaccessibility of credit to youth was often mentioned by young respondents as an important factor, which deters youth from initiating economic activities. A number of participants of Bolnisi youth focus group discussion reported that they have business ideas they are committed to, but have failed to obtain funding from family members or other sources. In

general, NGO representatives interviewed reported that youth have generally very limited information about how/where to obtain funding to start economic activities. In addition, both youth and their parents often have a distorted idea about how much initial financial contribution is needed to realize certain business ideas. Often youth (not encouraged by parents or others) refrain from realizing their ideas because they are perceived as too costly to materialize. Overall, lack of information about financial costs of realization of ideas, as well as lack of information on potential funding opportunities can be identified as a problem hindering economic activity of population, especially of the younger cohort.

CROSSCUTTING ISSUES: YOUTH PARTICIPATION, GENDER, AND ETHNIC ORIGIN

Youth participation

Representatives of NGOs consulted emphasized the importance of youth involvement in initiatives related to youth, especially when initiatives concern issues of economic development or of community importance. Some of the best practices identified were related to engagement of youth in community needs identification and planning of relevant interventions. These activities serve to empower youth and to increase the sense of ownership of the process and achievements of any program.

In addition, youth participants of Marneuli FGD specifically identified an acute need to involve youth in planning and implementation of initiatives related to them. This group was particularly sensitive to participation issues, probably aggravated by their ethnic minority status. Marneuli youth group also emphasized the need of involving local ethnic minorities in program planning and implementation as crucially important. Collaboration with local NGOs or those having good understanding of local context was reported as a preferred arrangement.

Gender

Some of the problems related to opportunities of young women were identified above, under the section on employment and employability. In Bolnisi FGD participants mentioned further difficulties young women face on their way of becoming economically active. Married young women are also subject to restricting their freedom in economic activities: if jobs or economic activities are not considered profitable enough, decisions are often made by husbands or other family members in favor of not engaging in these opportunities. It is not considered as cost-effective for women to work, and it is considered more beneficial if women stay home and engage in household activities. According to Marneuli FGD, even professions traditionally considered as suitable for women, such as accounting, can become problematic if performance of the job requires intensive travel around different villages and contact with predominantly male farmers or business owners.

Ethnic Origin

Ethnic origin was identified as an issue due to several reasons. Many representatives of ethnic minorities in Georgia do not have operational knowledge of the national language. Insufficient or nonexistent Georgian language skills prevent many young people from accessing quality higher education in Georgia, as well as many employment opportunities. Language is also an obstacle for farmers and others owning their own business when they have to conduct financial reporting in Georgian and stay in tune with recent developments in relevant legal regulations.

Marneuli FGD participants linked the lack of language skills and subsequent inaccessibility of employment opportunities in Georgia to increasing foreign migration, mostly of young men. Turkey, as more accessible in terms of spoken language, was identified as a primary destination for seasonal economic migration of Azeri youth. Russia is a primary recipient of older economic migrants of Azeri origin from Marneuli. Women are more reluctant to migrate due to negative stereotypes associated with women who have worked or lived abroad. Most of the male participants of youth FGD in Marneuli expressed their support to existing gender roles and expressed concern that changing roles would threaten traditional social dynamics. Only one male participant, who has been involved in trainings on gender issues, confronted ideas expressed by the majority.

Azeri youth also expressed concern about inaccessibility of information on economic development opportunities in the region, especially for smaller businesses. There was a general concern that all new initiatives target larger and stronger businesses, further alienating the most vulnerable.

D. RECOMMENDATIONS

RECOMMENDATIONS FOR YOUTH INTEGRATION STRATEGY

Recommendations on youth integration strategy for EPI have been drawn on the basis of data obtained from FGDs with youth and interviews with private sector representatives in two regions of Georgia, interviews with key stakeholders, as well as the information extracted from surveys returned by national NGOs surveyed. Recommendations are organized under several thematic areas, following the four clusters of interventions discussed above, under approaches to youth livelihoods and enterprise development. The four clusters under which recommendations for youth integration are organized are the following:

- (1) Human Capital
- (2) Social Capital
- (3) Financial Capital
- (4) Physical Assets

In addition, cross-cutting issues identified on the analysis of the study data will be covered as a separate cluster. These cross-cutting issues have relevance to all the four clusters above and deserve particular importance in the Georgian context.

Both youth enterprise/livelihoods and WFD components of economic integration will be covered under each cluster, and distinctions will be made between the two whenever necessary and relevant.

HUMAN CAPITAL

Formal education

Quality of professional education is in need of improvement. Studies conducted in Georgia indicate gaps in terms of matching education outcomes with employers' needs. Private sector representatives interviewed expressed general mistrust towards the quality of education provided by professional education institutions or universities, especially in the field of agriculture. EPI should partner with the MoES and relevant education providers in order to improve curricula based on modern requirements and marketplace needs and contribute to training of teachers whenever possible.

Access to professional and university education has to be improved. Rural youth and adults expressed concern about geographical and/or financial inaccessibility of professional training courses. Issues around geographical accessibility of professional education centers, and to ethnic minorities, as well as PWD have been highlighted by various reports on vocational education in Georgia. EPI shall take these aspects of accessibility element into consideration when targeting education providers as partners. Cooperation with the MoES is important in order to further advocate the issue of accessibility.

Public perception and profile of education and employment in EPI sectors needs to be improved. Relevant EPI interventions should be based on careful consideration of public

opinion and should target appropriate segments of the society. Respondents frequently reported that receiving education in agriculture is less 'prestigious', resulting in capable youth not choosing this area of study or choosing it as a last resort. In addition, both youth and private sector representatives have concerns about the quality of education provided in some of the EPI-relevant areas, notably those related to wine-making and agriculture. EPI shall raise awareness of the relevance and prospective benefits of getting involved in EPI sectors. In addition to supporting professional education in selected areas, EPI should also aim at raising the profile of education in agriculture and nonagriculture sectors among the youth, families, and communities. EPI should also target its efforts to better inform the private sector on ongoing reforms in professional education in order to strengthen their trust in the improving education system. This can be achieved through public awareness activities, targeted meetings with youth, communities and private sector representatives, and through career guidance services integrated with secondary schools or offered as a separate service.

As international practice suggests, it is beneficial to include livelihood trainings into study curricula from an early age. This can be achieved either introducing relevant elements in school curricula or offering entrepreneurship development programs during after-school hours.

Programs aiming at integration of the younger cohort of youth, those who are under 18 and of school-age, should tailor programs carefully in order not to distract youth from formal schooling. Economic integration programs may be introduced in some format compatible with school curriculum and offered in out-of-school time, through appropriately planned, nondistractive activities. These points are especially important as some of the respondents have identified overall low level of education among rural youth while some of the young focus group discussion participants indicated that there is a possibility for youth to opt for participation in economic activities from early age, leave secondary school before graduation and in this way limit potential for better career options. In addition, various studies have reported about cases of school drop-out and absenteeism. EPI interventions shall be particularly careful not to encourage these cases.

Nonformal education and employability skills training

The need for entrepreneurship and business skills training was emphasized by all groups consulted - both youth and adults. Trainings in entrepreneurship, business management, accounting, and legal issues related to starting and managing business activities have to be made available and accessible, especially to rural youth. In addition to providing a solid base for those who are already interested in engaging in economic activities, these trainings may provide information about opportunities, as well as motivation even to discouraged and unmotivated youth. NGO resources can be successfully used to provide this component.

Employability skills trainings have to be made more available and accessible, especially at a regional/rural level. Vast majority of youth and adults consulted in the framework of the present study, expressed the need for training youth in basic computer skills, accounting, and in certain cases, English language. Many NGOs working with youth have a successful track record of providing relevant training services to beneficiary groups, and their resources can be successfully utilized further.

Two key stakeholders interviewed proposed an idea of integrating entrepreneurship and business skills trainings within youth summer camp programs, which are organized and managed by the Ministry of Sports and Youth affairs. Depending on the feasibility of this arrangement and the availability of sustainability and follow-up mechanisms, this may be a

viable idea. International practice suggests that sports may be successfully used for advancing youth livelihood trainings.

Employment

Lack of employment opportunities has been identified as one of the most important issues facing youth in Georgia. A successful program of youth economic integration needs to address the often missing link between professional and skills training and employment opportunities. Facilitating cooperation between professional education providers and the private sector needs to be particularly emphasized by EPI.

Internship and traineeship schemes have to be developed and established. Lack of prior experience is a factor further disadvantaging youth in comparison to adults when trying to access formal jobs and other economic opportunities. Lack of internship opportunities has been emphasized by multiple studies conducted in Georgia and has been identified as a major problem by all of the informants of the present study. The internship/traineeship scheme may be set up in the framework of private sector and NGOs directly engaged with EPI, in sectors EPI will be focusing on.

In order to develop a more sustainable solution to youth on-the-job training needs in Georgia, EPI shall seek other policy-level solutions in cooperation with governmental and nongovernmental partners. MoES can be a viable partner in this endeavor as it acknowledges the missing link between education providers and employers (see discussion in the first section). There is a growing opportunity to engage with the Ministry of Sports and Youth Affairs, which is in the process of establishing a poststudy training program for recent university graduates. Another intervention at the policy level should be taking part, along with other stakeholders, in the upcoming development of the comprehensive youth strategy in Georgia, which United Nations Children's Fund (UNICEF) is particularly keen on supporting. The current Youth Strategy developed by the Ministry of Sports and Youth Affairs does mention youth employment as a problematic issue, although does not elaborate on the subject in the strategy.

On a broader policy level, policy review indicates that youth employment in Georgia, although requiring a holistic approach, remains a largely uncoordinated area. Opportunities need to be sought to engage with multiple stakeholders dealing with education, employment, general youth issues, and economic development in order to address the problem on a policy level.

Career guidance and consulting

EPI shall aim to establish services that provide youth with an overview of realistic options and opportunities available in their community and in the country. Information shall include elements of career guidance and entrepreneurship consulting - pointing out opportunities both in informal and formal sectors of economy. Youth and adults consulted in the framework of the present study expressed a general concern that families and schools are often unable to advise their children on realistic opportunities and do not positively affect motivation of youth. Lack of information about opportunities among youth and their parents was claimed a major problem with this regard. Guidance and consulting service or program can be a platform where viable economic ideas of youth will be encouraged, informed, and supplemented with information needed to advance the idea. Guidance and consulting services can be set up and integrated within secondary schools and professional education centers and can also be provided by NGOs in premises outside educational institutions, but closely linked to them.

FINANCIAL CAPITAL

Access to finance for business start-up, although identified as a general problem characteristic to other segments of the population, was particularly emphasized as a pressing issue for youth. This problem is hardly specific for Georgia as MFIs are reluctant to issue microcredits to youth, particularly for start-up projects (as discussed in Chapter A). Relevant research has to be conducted on accessibility of credit and start-up finance for youth in Georgia, as well as number and types of obstacles in accessing finance. Cooperation should be established with all relevant stakeholders to improve accessibility to financial resources whenever possible.

Should EPI decide to include provision of youth with microfinance, several options shall be carefully explored, such as ‚entry finance‘ or embedding microfinance components within livelihood programs.

In terms of the width of the youth target group, several approaches can be taken. Some of the stakeholders interviewed in Georgia pointed at the benefits of engaging the already motivated youth at initial stages of programs involving financing youth-run enterprises. Programs then gradually expand to cover larger numbers of youth. This approach guarantees the initial success of the program, after which the first wave of youth can be used as positive role models, peer trainers, and mentors. As international practice suggests, peer coaches can be a useful supplement to adult mentors (See chapter A).

There is some international evidence supporting the idea of engaging the motivated few with viable ideas at initial stages of a program, although from a different standpoint. So called ‚growth-oriented or high-impact‘ youth entrepreneurs deserve additional attention due to their job-creation and innovation and revenue-generating potential. This is seen as particularly relevant to emerging markets where new businesses can revitalize local economies by creating opportunities for others (in terms of jobs or businesses). Given this potential, it is hypothesized that such successful projects can attract policymakers‘ attention and help them see a clear link to poverty alleviation and certain economic growth programming. However, policymakers warn that these types of entrepreneurs run by young people may be difficult to start up because they require additional attention.⁵³

SOCIAL CAPITAL

Mentorship scheme

EPI shall aim to establish a mentorship scheme. The scheme can serve two purposes: (1) encourage youth with positive examples and (2) give youth an opportunity to receive practical recommendations from a successful entrepreneur engaged in similar economic activities. Lack of motivation for youth to engage in economic opportunities, particularly in agriculture, was identified as a serious problem by multiple sources. Lack of positive examples and encouragement was often stated as a major reason for lack of motivation and discouragement. Thus, mentorship scheme could be successful in tackling these causes of discouragement. EPI shall aim to carefully select mentors to ensure that they are from a similar community, speak to youth in accessible language, and are able to constructively convey obstacles and opportunities related to their respective business activities.

⁵³ Making Cents International, 2011

Peer coaches

Another approach to building social capital in support of youth livelihood development is to use peer coaches. International practice indicates that peer coaches are often trusted, can relate easily to youth, and can exert positive peer pressure. Young entrepreneurs often benefit from their economic activities. However, in comparison to adult mentors, peer coaches lack business experience and can be less successful when technical advice is requested. International practice also supports models, which have both peer coaches and private sector mentors involved in the project.⁵⁴

PHYSICAL ASSETS

Rewarding individual and group accomplishments, as international practice points out, can be used to encourage youth success and help youth acquire physical capital they need to carry on with economic activities after education or training period. This approach has been used by several livelihood development projects in Georgia as well. However, there are a couple of considerations that have to be kept in mind when using this approach: as in case of livelihoods sustainability grants approach (described in Chapter A), rewards in the form of tools or other goods have to be carefully managed to avoid situations of „flooding’ of small markets with similar microenterprise start-ups. In such cases, young businesses may not thrive or goods can be resold by beneficiaries to receive cash.

CROSS-CUTTING ISSUES

Youth participation

Youth participation should be encouraged at all levels of program implementation from design to evaluation. Youth participation has to be a principle on a program level and careful attention needs to be paid that it remains an effective principle at implementation level as well.

Youth must be actively engaged from initial stages of designing specific programs. Youth have to be consulted when identifying specific needs in a given community and developing program ideas. International best practices of youth participation methodologies have to be taken into account when planning for relevant activities.

EPI shall encourage partner organizations to involve youth as active partners when designing and implementing programs. Vast majority of NGOs working on youth issues provide services *for* youth, whereas the focus has to shift towards partnership-based approach and more programs planned and implemented *by* youth, with an increasing level of participation.

Gender

Youth integration shall be closely linked with the strategy of integration of women and shall ensure that young women have equal access to opportunities and services provided. All discussions with youth identified that young women are facing disproportionate disadvantages when they are trying to get involved in economic activities (local and international examples are described in previous chapters).

⁵⁴ Making Cents International, 2011

Ethnic Origin

EPI shall focus on ensuring that ethnic minorities have equal access to opportunities provided within the framework of program initiatives. Lack of national language skills was identified as one of the major obstacles to accessing jobs and economic opportunities by Azeri youth in Marneuli, Kvemo Kartli. In regions with large ethnic minority populations, youth should be encouraged and assisted to acquire necessary Georgian language skills whenever possible through formal and/or nonformal education. Language accessibility of professional education, especially in regions with large groups of ethnic minorities should be carefully addressed and advocated for at a policy level.

THE CAPACITIES OF YOUTH NGOS RELEVANT TO PROMOTING ECONOMIC INTEGRATION OF YOUTH

STRENGTHS AND ASSETS OF NGOS

Based on discussions above, it is clear that many Georgian NGOs working on economic integration of youth demonstrate strengths relevant to EPI's aims and have assets related to overall organizational capacity that can be successfully utilized for future programming.

Most NGOs claimed that they have worked either on youth issues, issues related to economic development, or issues related to economic integration of women, IDPs, and other vulnerable communities. Many NGOs have worked with multiple beneficiary groups and on multiple issues relevant to EPI. NGOs have assets related to the training experience in different subjects relevant to economic integration of youth and many have experience with mobilizing communities, youth groups, funding, and consulting entrepreneurship and micro and small business projects. This is considered a strong ground to build on when working with youth NGOs, even if many of these NGOs have not worked with value chain methodology specifically.

Some of the organizations have developed training programs tailored specifically for youth, keeping in mind their education level, background, and interests. These are strong resources, which can be directly utilized or put into practice, although some specific modifications may be needed. Linked with existing staff capacity, this is a crucial element to build future programming on.

Most of the NGOs have worked in multiple municipalities or regions, have established programs and contacts there, and, therefore, are aware of the specifics of local communities. This wide regional focus and willingness to expand, in combination with contextual awareness is a strong asset that minimizes the time needed to start up new programs and may positively affect program quality.

There are NGOs with a predominant focus of civil engagement and empowerment of youth, extensively building their work on youth mobilization techniques. There is another group of strong organizations focusing on economic integration programs targeting women, IDPs, rural communities, but without any specific focus on youth engagement. There is a room for successful cooperation between these two types of NGOs if they were linked under a broader youth economic integration umbrella. There is a potential for developing effective youth-targeted economic integration programs by combining the expertise of these two NGO types.

Some of the NGOs have diversified their funding sources and use service provision or production and realization of goods as an additional source of income. This practice has to be encouraged and replicated whenever possible.

Most NGOs claimed to have sufficient number of computers and other office equipment. A little less than 50 % also reported having a vehicle. Office spaces are in vast majority of cases enough for staff and in many cases sufficient for trainings or meetings. 14 NGOs, out of 33 reviewed, reported that they own their office space.

Most NGOs have cooperated with international organizations and donor agencies for years, therefore, they have relevant management and reporting experience.

The following table gives more detail about main directions of work and training programs or courses offered by each NGO:

#	NGOs working on youth issues	Year Est.	Main directions	Training courses
1	Adult Education Association of Georgia	2005	Adult education, lifelong learning strategy and advocacy, support to lifelong learning institutions, formal education for socially disadvantaged	Business development, life skills trainings, IT skills
2	Association Atinati	1995	Nonformal education, civil society development, media (radio), development programming for IDPs, employability skills trainings, business trainings, income generation +start-up grants.	Nonformal education, languages, computer skills, and life skills trainings, business management
3	Association of People with Disabilities, Women, and IDPs in Tsalenjikha - APDWIT	1998	Social integration, psychosocial rehabilitation, education, employment support, advocacy. Focusing mainly on women, IDPs, vulnerable populations, PWD, business start-up support.	Basic computer skills trainings for youth
4	Association of Young Economists of Georgia - AYEG	1989	Civil society, democracy, community development, SME development, business climate improvement, consultancy, research and advocacy on economic issues, youth entrepreneurship development, democracy and economic reforms, youth capacity building and small grants for start-up.	Economic/business trainings for youth, including young economists; training materials specifically tailored to youth.
5	Association Prosperity and Education	2004	Economic development through education. Targeting women, teachers, journalists	Business trainings
6	Association Rural Development for Future Georgia - RDFG	2010	Human rights, economic development, humanitarian assistance, rural community development, peacebuilding, IDPs, youth.	Youth farmers' schools - linked with livelihoods development, trainings in modern agriculture technologies, training in business planning, computer literacy

				trainings
7	Batumi Education, Development and Employment Center	2007	Education, small business support, NGO development, human rights, youth business support, and microfinance.	Trainings in business development, vocational trainings, healthy lifestyle,
8	Biological Farming Association Elkana	1994	Sustainable economic development through rural development, organic farming and entrepreneurship, consultancy, research	Training for school youth on business development and modern agro technologies
9	Business Center Kakheti	2008	Business and entrepreneurship trainings for farmers and youth, civic engagement, regional development, youth leadership development	Business and entrepreneurship trainings for farmers and youth, employability skills trainings
10	Center for Strategic Research and Development of Georgia - CSRDG	1995	Civil society development, empowerment, youth community center development, youth capacity building, social entrepreneurship development - relevant trainings, consultancy and funding for start-ups.	Social entrepreneurship - the organization has developed high-quality training materials. Business planning
11	Charity Humanitarian Center Abkhazeti - CHCA	1995	Development programming for IDPs, civil society development and participation, community mobilization, income generation and business grants/loans, vocational training, employability skills training, social-economic issues, child and youth development, social research.	Vocational training, employability skills, business trainings
12	Civil Development Agency - CIDA	2002	Social and economic integration of IDPs, civil society development, minorities, start-up business development, CSO strengthening and advocacy, SME development, vocational, and skills training	Vocational training
13	Civil Society Institute	1996	Democracy and civil activism, CSO support, poverty programs, vocational trainings, and job fairs, sustainable agriculture	Business development services to micro entrepreneurs (specially designed business development training courses, consultations and coaching); published a

				guidebook for entrepreneurs
14	Cultural Humanitarian Fund Sukhumi	1997	Economic empowerment, IDPs, women, youth	Trainings?
15	Disabled Women's and Children's Association Dea	1998	Civil society development, humanitarian assistance to women and children, PWD. Targeting local government, media	Trainings in business start-up
16	Education for Democracy	2006	Education targeting civil activism and economic opportunities for youth, employability skills trainings, life skills and employability skills education, lifelong learning, professional education, SME development for youth and women, targeting IDPs and PWD, labor market analysis	Business start-up trainings for youth, employability skills , professional education in a number of specialties, IT skills training, teacher education programs, career guidance/linkages to employment opportunities
17	Erani	2003	Civil society development, economic opportunities, access to services, including agriculture, supporting MSMEs, research and advocacy	Training in English and Computer skills
18	Gaenati	2002	Women and youth rights and empowerment, psychosocial assistance, support to start-up business development and entrepreneurs	English, computer skills, business planning, accounting - mainly for women
19	Georgian Youth Centers Union Bolnisi Branch	2007	Various youth issues, including economic opportunities and civic engagement, professional education support for youth.	English, basic computer literacy, business skills
20	Guria Agro-Business Center - GABC	1999	Agri-development, work with SMEs - information and consulting, civic engagement, youth education, new technologies, youth agricultural clubs and practical training in schools,	Business planning and management trainings for farmers, training in agriculture for youth in schools

21	IDP Women's Organization Consent	1996	Psychosocial assistance and human rights, peace-building, debate clubs for youth, education, and economic development. Main focus - internally displaced women and youth.	Business education, skills training, education in life skills, employability skills, social entrepreneurship. In Gori, the organization runs a vocational education center where classes are offered in computer, English, management, bookkeeping, welding, carpentry, sewing.
22	International Business Development and Investment Promotion Center - IBDIPC	2005	Business development and consultancy, tourism and hospitality, vocational education in tourism, research	Business development and consultancy, tourism and hospitality, vocational education in tourism,
23	Kakheti Regional Development Fund - KRDF	2008	Professional education, income generation, business trainings and consulting, community mobilization. Focus on IDPs, youth, and women	Trainings in business start-up and management
24	Kutaisi Education, Development and Employment Center	2008	Social and economic development of youth, civic education, community engagement, small business development, career counseling, youth leaders' programs, microfinance for youth	Training in business planning and management
25	Local Democracy Agency Georgia - LDA	2006	Citizenship and good governance, development of SMEs and NGOs, business help desk, focus on women and children, IDPs, business start-up support for women and youth	Business start-up trainings for women and youth in Imereti region
26	Regional Development Institute -Shida Kartli	2009	Small and medium business development, income generation, community development, rural development, civic engagement, IDP integration, agribusiness and new technologies in agriculture, research.	Trainings in agriculture, new technologies in agriculture and nonagricultural sector
27	Society Biliki	1997	Psychosocial programming for children, youth and families: IDPs, socially vulnerable. Basic life skills training, social enterprise development. Works with children and youth under 18.	Trainings in business development for children and parents
28	Taso Foundation	2007	Economic empowerment, IDPs, women, youth, training, grants to support small business development	Small business administration

29	Telavi Education, Development and Employment Center	2007	Social and economic development of youth, civic education, community engagement, small business development, career counseling, youth leaders' programs, microfinance for youth	Small business development courses, life skills trainings
30	The Union of Azeri Women in Georgia	2001	Integration and empowerment of Azeri women, cultural activities, gender-based violence, research, advocacy.	Georgian and English language classes, computer skills training, weaving
31	United National Association of Georgia - UNAG	1995	Civic education and good governance, youth education and empowerment, IDPs/refugees, media	
32	Women's Fund in Georgia	2005	IDPs, Women, young women	Small business administration
33	Women's NGO Paros	2000	Empowerment of youth and women, sustainable agriculture	Trainings in agriculture, business development

Based on the directions of work, as well as other aspects of operations and sustainability the NGOs were asked about, the following table was put together to summarize particular strengths of every NGO (if any) in relevance to EPI's youth integration goals. The table also contains information about regional presence of each of the NGOs. The challenge for EPI will be to try and coordinate several two or more NGOs for temporary or longer lasting partnerships in order to plan and implement training, community mobilization, career guidance and consulting, awareness raising, and other activities.

#	NGOs working on youth issues	particular strengths related to integration of youth	Head office and regional offices/branches	Regional coverage
1	Adult Education Association of Georgia	Youth is not the main focus of the organization, but the organization can be a good partner as a provider of employability skills trainings. Offers services in Akhaltsikhe and Akhalkalaki. Good experience in working with international donors.	Tbilisi + Akhaltsikhe, Akhalkalaki	Tbilisi, Akhaltsikhe, Akhalkalaki
2	Association Atinati	Very experienced in youth mobilization, youth nonformal education and livelihoods. Has worked with multiple international donors and development agencies. Operates a radio channel covering Samegrelo and part of Abkhazia, which could be useful for media campaigns.	Zugdidi	W. Georgia, part of Abkhazia

3	Association of People with Disabilities, Women, and IDPs in Tsalenjikha - APDWIT	The organization is quite strong in terms of its economic development work with women. Some of the experience can be transferred to build up programs for youth.	Tsalenjikha	Samegrelo- all municipalities
4	Association of Young Economists of Georgia - AYEG	The NGO is very strong at developing trainings for youth, especially on entrepreneurship and business-related skills. It has an experienced pool of trainers. The organization has obtained Making Cents International copyright for using the business simulation training package. Has worked with major donors and international partners. The organization has a strong branch in Kutaisi.	Tbilisi+Kutaisi	Shida Kartli, Mtskheta-Mtianeti, Kakheti, Imereti, Samegrelo. Willingness to expand elsewhere.
5	Association Prosperity and Education		Tbilisi	Tbilisi and regions
6	Association Rural Development for Future Georgia - RDFG	The NGO has experience with youth programming relevant to agriculture sector. In addition, the organization is experienced in business planning and consultation. Good experience in livelihoods and income generation programs.	Tbilisi	Kvemo Kartli, Shida Kartli, Mtskheta-Mtianeti, Kakheti
7	Batumi Education, Development and Employment Center	Established by World Vision Georgia. Track record of youth microfinance in cooperation with MFIs. Programs are lower scale. The NGO could perform well under structured guidance.	Batumi	Ajara
8	Biological Farming Association Elkana	A well-established NGO. Experience with youth is not substantial, but youth-specific expertise can be developed. The NGO could be instrumental in awareness-raising activities about EPI agriculture sectors and some relevant trainings for youth.	Tbilisi + Marneuli, Ambrolauri, Akhaltsikhe, Ozurgeti	Nationwide
9	Business Center Kakheti	The NGO has implemented only small-scale projects. Not strong enough.	Telavi	Kakheti

10	Center for Strategic Research and Development of Georgia - CSRDG	The organization's approach to youth programming is evidence based. Very strong at community mobilization, and step-by-step work to meaningfully engage youth. Has developed good quality training materials. Has experience in social enterprise development. The NGO has very good experience in CSO development.	Tbilisi+Telavi	Guria, Kakheti, willingness to expand elsewhere
11	Charity Humanitarian Center Abkhazeti - CHCA	The NGO has had a number of projects focusing on youth and knows youth engagement techniques. Has cooperated with multiple donors. Has large trained staff and is represented in regions.	Tbilisi + Gori, Zugididi, Kutaisi	Imereti, Samegrelo, Racha, Guria, Kvemo Kartli, Shida Kartli, Abkhazia, Tbilisi
12	Civil Development Agency - CIDA	Strong in community mobilization, civil engagement, and working with minorities in Kvemo Kartli region, which may be beneficial for including ethnic minority youth. Focuses on Kvemo and Shida Kartli.	Rustavi+Gori	Kvemo Kartli, Shida Kartli, Samtskhe-Javakheti, Mtskheta-Mtianeti, Kakheti
13	Civil Society Institute	The NGO has successful agriculture programs and has partnered with major international donors and agencies. NGO is experienced in sustainable agriculture programs. Has experience of working with youth in schools. The NGO has a capacity to strengthen the youth component.	Tbilisi+Batumi, Zugdidi	Tbilisi, Samegrelo, Ajara, W. Georgia
14	Cultural Humanitarian Fund Sukhumi		Zugdidi	Samegrelo
15	Disabled Women's and Children's Association Dea	The NGO has worked with youth (youth clubs). DEA has business development assistance and funding experience with other groups that could be applied to youth.	Zugdidi	Samegrelo, nationwide, S. Caucasus

16	Education for Democracy	Very experienced in business and technical skills training for youth. The NGO has collaborated with strong international partners and has very good track record and potential. The organization has staff trained in social entrepreneurship.	Tbilisi	Tbilisi, Gori, Mtskheta, Akhaltsikhe, Borjomi, Kutaisi, Senaki, Khobi, Batumi, Poti, Tskalenjikha
17	Erani	The NGO has significant experience in business management training, but has not had a meaningful focus on youth.	Zugdidi	Tbilisi, Samegrelo, Ajara, Imereti, Samtskhe-Javakheti, Shida Kartli, Kvemo Kartli
18	Gaenati	Can be a good partner as a provider of employability skills.	Zugdidi	Samegrelo
19	Georgian Youth Centers Union Bolnisi Branch	The NGO has some experience with IT, language and small business skills training, although current capacity is weak. Funding is discontinued.	Bolnisi	Bolnisi Municipality, incl. villages
20	Guria Agro-Business Center - GABC	Experienced in VCD, have also worked with youth. Have collaborated with major international partners. Can be a good partner for training and motivating youth and for awareness-raising/information campaigns, as well as career guidance and mentorship components.	Ozurgeti	Guria, Ajara (Kobuleti, Khelvachauri), Samegrelo, Imereti (Kutaisi, Tskaltubo)
21	IDP Women's Organization Consent	The organization has mainly focused on IDP communities (women and youth) but can be a good partner as a training provider in employability skills. The NGO has experience in partnership with many international stakeholders.	Tbilisi + Gori, Tskaltubo	Shida Kartli, Imereti, Samegrelo, Tbilisi, Kvemo Kartli, Samtskhe-Javakheti (Borjomi)
22	International Business Development and Investment Promotion Center - IBDIPC	Staff are specialized and committed to capacity building in tourism and hospitality, also business development. The organization is quite young, and has few permanent staff. Willing to expand geographic coverage.	Batumi	Batumi, Ozurgeti, Zugdidi

23	Kakheti Regional Development Fund - KRDF	Have considerable experience with livelihoods and self-employment support programs with Chechen refugees in Pankisi. The NGO has potential to expand experience and tailor programs to youth. Has partnered with major international agencies.	Akhmeta, Duisi, Omalo	Kakheti
24	Kutaisi Education, Development and Employment Center	Established by World Vision Georgia. Track record of youth microfinance in cooperation with MFIs. Programs are lower scale. The NGO could perform well under structured guidance.	Kutaisi	Imereti
25	Local Democracy Agency Georgia - LDA	The NGO has worked on youth empowerment and community mobilization. Also, the NGO has experience with business development consulting. Can be a good partner if guidance is provided and youth-specific programs are introduced.	Kutaisi	Imereti
26	Regional Development Institute -Shida Kartli	Has an excellent experience in rural development, mainly with IDP communities. Could be expanded to cover youth and provide guidance and trainings in entrepreneurship, agriculture, business skills.	Gori	Shida Kartli, mostly conflict-affected areas
27	Society Biliki	No substantial and direct experience in econ. Integration of youth. Main focus is on protection and psychosocial service provision. Has a good track record of working with youth and can be successful at community mobilization and youth life skills trainings.	Gori	Gori municipality, incl. villages
28	Taso Foundation		Tbilisi	Multiple localities
29	Telavi Education, Development and Employment Center	Established by World Vision Georgia. Track record of youth microfinance in cooperation with MFIs. Programs are lower scale. The NGO could perform well under structured guidance.	Telavi	Kakheti

30	The Union of Azeri Women in Georgia	Having worked with the Azeri minority is the organization's asset. The NGO has mainly worked with women on economic activities. Work with youth is mainly limited to provision of various training classes.	Marneuli	Kvemo Kartli
31	United Nations Association of Georgia - UNAG	UNAG has extensive experience in community mobilization and working with youth, but mainly in civil activism/democracy/participation context. May be useful for community mobilization, awareness raising campaigns. With guidance on youth programming in economic issues, and attracted experts, has a potential to be a good partner.	Tbilisi + Kutaisi, Gori	Nationwide
32	Women's Fund in Georgia		Tbilisi	Multiple localities
33	Women's NGO Paros		Ninotsminda	Samtskhe-Javakheti

NEEDS OF YOUTH NGOS

Based on the discussions of main findings of the NGO mapping exercise, several general needs of NGOs can be identified.

The lack of specified or better-defined future plans in combination with the fact that most NGOs are largely dependent on donor funding and do not have fundraising/sustainability strategies in place, indicate low overall sustainability. Only a few NGOs were able to demonstrate strategic vision, defined set of goals, and a relatively diversified pool of income sources, mostly due to having research, consultancy, or service provision services offered to organizations or community members.

According to research findings above, most NGOs tend to be exclusively or mostly donor-funded and there is a trend of having to adjust to issues donors are most likely to fund. NGOs would benefit from being empowered to diversify their funding sources, to be more responsive to community needs and introduce evidence-based programming.

Most of the NGOs offering life skills and employability skills trainings attempt to have components of career counseling or linkages to potential employers, although all of the NGOs report significant difficulties with regards to job market linkages.

Regional NGOs reported lack of staff capacity building opportunities due to financial reasons and because of nonavailability of local experienced trainers. Lack of local professionals that could be hired as temporary experts for specific projects was also an obstacle for some regional youth NGOs. NGOs need to be supported in further training their staff and improving their professional expertise.

Overall, there was quite a low level of NGO engagement to influence policies relevant to economic integration of youth. Research and advocacy components in the realm of economic integration of youth have to be strengthened in case of most youth NGOs.

Twenty seven out of 33 NGOs reported not having experience in VCD. However, 8 among the 27 have experience working on some components of VCD and show good potential to advance the methodology with proper guidance. NGOs need to be introduced to the VCD concept and methodology and equipped with knowledge and skills to transfer the information to youth.

RECOMMENDED COURSE OF ACTION

Findings of the present report covered issues related to inclusion of youth and relevant challenges, both in formal and informal sectors of economy. Subsequently, general recommendations provided above covered areas relevant to both youth WFD and livelihoods development. The following directions and actions will emphasize those recommendations that are not directly covered by other strategies of EPI (such as WFD strategy) and require specific attention from the youth integration viewpoint. The overall objective of proposed activities will be to aim at increased youth awareness of economic opportunities in EPI priority areas, improved access to quality education and training opportunities in EPI priority sectors and entrepreneurship, and increased participation of youth in economic activities, reinforced on program level and advocated on a national level for future sustainability.

DIRECTION 1: IMPROVING THE PROFILE OF PROFESSIONAL EDUCATION IN EPI SECTORS

Action 1.1. EPI shall partner with national youth NGOs to conduct public awareness and information sessions targeting youth, families, and communities on topics relevant to professional education.

Description

Public awareness and information sessions will aim to raise the profile of education and employment in sectors relevant to EPI. Relevant EPI interventions should be based on careful consideration of public opinion and should target appropriate segments of the society: youth, families, and communities. Public awareness and information sessions shall address the issues around ongoing reforms in professional education and achieved results, including elaboration of new curricula compatible with market needs and overall improvement of quality of education. Public awareness and information sessions shall also give its audience information about professional education opportunities in the region and around the country.

Outcomes for youth:

- Youth, families, and communities are better informed about available professional education opportunities, particularly in EPI sectors
- Youth, families, and communities have information about the education reforms, ongoing efforts to improve the quality of education and achieved results
- Youth are better aware of possibilities after getting professional education in EPI priority sectors through professional education centers in Georgia.

Action 1.2. EPI shall partner with national NGOs and other relevant stakeholders to conduct information campaigns, roundtables, and meetings with private sector representatives engaged in EPI priority sectors in relevant program sites around Georgia.

Description

EPI will target its efforts to better inform the private sector on ongoing reforms in professional education in order to strengthen their trust in improving education system. Private sector will be informed about the array of professional education programs offered by professional education institutions in their area and countrywide, with a specific focus on those supported by and relevant to EPI. Private sector can be approached and targeted through information campaigns, roundtables, and meetings with private sector in EPI priority regions/localities.

Outcomes for youth:

- (indirect) Youth with professional education from vocational education providers have better chances for their education being recognized and valued by prospective employers.

Action 1.3. EPI shall seek cooperation with the MoES whenever possible to conduct information campaigns targeting the private sector and to engage private sector in a process of reforming professional education.

Description

EPI will partner with MoES and professional education institutions in its efforts to better inform the private sector on professional education reforms and progress up to date. MoES representatives and professional education center staff may directly participate in information campaigns and other activities and will actively engage in planning the campaigns and other activities. In addition, EPI shall support the MoES in its efforts to meaningfully engage the private sector in the professional education reform process in order to improve the link between professional education and employment opportunities.

Outcomes for youth:

- (indirect) Youth have better opportunities to benefit from an improved quality of education.
- (indirect) Youth with professional education from MoES vocational education providers have better chances for their education being recognized and valued by prospective employers.

DIRECTION 2: ESTABLISHING COMMUNITY-BASED CAREER GUIDANCE, CONSULTING, MENTORSHIP, AND TRAINING SCHEMES FOR YOUTH

Action 2.1. EPI shall seek partnership with national youth NGOs to establish community-based career guidance and consulting sessions in relevant regions, including rural areas.

Description

Career guidance component will provide youth with an overview of realistic options and opportunities of engaging in economic opportunities and information about relevant

education or training programs available in the community/country. Overview of opportunities shall cover both formal and informal economy sectors.

Consulting component will benefit youth who need advice and feedback on their education or economic activity prospects or ongoing activities, particularly in EPI priority sectors. Counseling services can be a platform where viable economic ideas of youth will be encouraged, informed, and supplemented with information needed to advance the idea. Guidance and consulting services can be set up in cooperation with secondary schools and professional education centers, and can be provided in the premises of these educational institutions or in other accessible venue in a given locality.

Career guidance and consulting services shall target various cohorts of youth: both school-age youth (under 18) and youth from the 18-25 age group. Career guidance and consulting components can be delivered as an established community-based service, or as a series of information and consulting sessions, provided by visiting group of professionals, with a regular schedule on which community youth are informed in advance.

Outcomes for youth

- Youth have better access to information about education and economic activity opportunities in their locality and countrywide.
- Youth have increased access to quality feedback, advice, and prospects related to ongoing economic activities or educational courses.

Action 2.2. EPI shall seek partnership with national youth NGOs to develop and deliver trainings for youth in entrepreneurship/business management and employability skills

Description

Trainings on entrepreneurship and business management skills will cover issues related to various stages of setting up and running a business. In addition to providing a solid base for those who are already interested in engaging in economic activities, these trainings may provide information about opportunities, as well as motivation even to discouraged and unmotivated youth.

Training in employability skills will include trainings relevant to the youth needs in a given community (may include trainings to improve computer literacy, English language, communication and leadership skills, etc.). Trainings offered under this block must be determined based on the assessment of youth needs in a given community, with actively consulting youth and engaging them in the planning process.

Trainings can be delivered as an established community-based service, or as a series of trainings, provided by visiting group of professionals, with a regular schedule on which community youth are informed in advance.

Outcomes for youth:

- Youth have better access to training in business and employability skills.
- Youth have better skills to engage in formal and informal employment sector.

Action 2.3. EPI shall seek cooperation with national youth NGOs and partners in private sector to set up a mentorship scheme in target regions.

Description

EPI, possibly in cooperation with partner NGOs, will identify prospective mentors among the private sector representatives partnering with EPI in target regions. EPI management will advise national NGOs on potential candidates based on the pool of partner private sector representatives in various EPI priority sectors and regions. Private sector representatives will be invited to meet the youth and provide them with advice and needed mentorship. Private sector representatives will be trained and instructed on how to communicate with youth, how to use the appropriate terminology, how to engage youth in conversation, and other relevant issues. Youth invited to meet the mentors will be those who have participated in various training programs provided by EPI and partners and are considering to engage in economic activities. Meetings can be organized for a group of youth, although individual mentorship advice can also be acceptable as a potential format if needed. Opportunities for peer coaching can also be explored under the mentorship scheme, if feasible in project localities.

Outcomes for youth:

- Youth are encouraged to engage in economic opportunities, particularly those relevant to EPI.
- Youth are aware of positive examples and successful entrepreneurship activities in their geographical and contextual area.
- Youth have an opportunity to receive practical recommendations from a successful entrepreneur engaged in similar economic activities.
- Youth are able to interact with their peers in order to exchange information, discuss challenges, and opportunities.

DIRECTION 3: DEVELOPING A SUSTAINABLE INTERNSHIP SCHEME FOR YOUTH RECEIVING EDUCATION IN EPI PRIORITY SECTORS

Action 3.1. EPI shall set up an internship scheme linking education in EPI partner professional education centers with on-the-job training opportunities.

Description

EPI will create opportunities for youth to get on-the-job and practical training in EPI priority sectors. This can be achieved through creating training centers/sites fully equipped in accordance to particular trainings needs, on the premises of professional education centers and/or in close cooperation with these centers. Internship placements of professional education providers with EPI partner private sector representatives can also be arranged based on the need and other factors. A combination of the two models can be successfully utilized.

Outcomes for youth:

- Youth have better practical training opportunities after graduation from professional education institutions and are better prepared for employment.

Action 3.2. EPI shall seek cooperation with the government of Georgia and other relevant stakeholders to contribute to ongoing efforts in development of internship or postschool training opportunities in Georgia.

Description

In order to develop a more sustainable solution to youth on-the-job training needs in Georgia, EPI will seek policy-level solutions in cooperation with governmental and nongovernmental partners. MoES can be a viable partner in this endeavor, as it acknowledges the missing link between education providers and employers (see discussion in the first section). There is a growing opportunity to engage with the Ministry of Sports and Youth Affairs, which is in the process of establishing a poststudy training program for recent university graduates. Another intervention at the policy level should be taking part, along with other stakeholders, in the upcoming development of the comprehensive youth strategy in Georgia, which UNICEF is particularly keen on supporting. The current Youth Strategy developed by the Ministry of Sports and Youth Affairs does mention youth employment as a problematic issue, although does not elaborate on the subject in the strategy.

Outcomes for youth:

- Youth in Georgia will benefit from an established national-level system of professional poststudy training.
- Youth are better prepared and equipped with practical skills for future employment opportunities.

DIRECTION 4: PROVIDING INFORMED SOLUTIONS TO YOUTH ACCESS TO FINANCE IN GEORGIA

Action 4.1. EPI, possibly in cooperation with Georgian youth NGOs, shall carry out a research on youth access to microfinance and other sources for financing economic initiatives.

Description

The research will focus on accessibility of credit and start-up finance for youth in Georgia, and a number and types of obstacles in accessing finance. Existing practices relevant to financing youth entrepreneurship activities will also be researched and best practices identified. The research can be conducted by EPI or in partnership with youth NGOs.

Outcomes for youth:

- Youth benefit from improved access to finance due to nationwide activities carried out by EPI and partners, informed by a national research.

Action 4.2. EPI shall engage with the government of Georgia and other relevant stakeholders in order to develop evidence-based recommendations to improve young people's access to finance and to advocate for the implementation of these recommendations.

Description

EPI will partner with all relevant Ministries, as well as national and international NGOs and other stakeholders in order to develop concrete recommendations based on the research

carried out on youth access to finance in Georgia. EPI will seek ongoing partnerships and explore other cooperation mechanisms to advocate for recommended changes in legislature, practice and/or attitudes (based on the results of the research) to improve young people's access to finance in Georgia.

Outcomes for youth:

- Youth benefit from improved access to finance due to nationwide activities carried out by EPI and partners, informed by a national research.

DIRECTION 5: STANDARDIZATION OF APPROACHES TO INTEGRATION OF YOUTH IN ECONOMIC ACTIVITIES, WITH A PARTICULAR ATTENTION TO CROSS-CUTTING ISSUES OF PARTICIPATION, GENDER, AND ETHNIC ORIGIN.

Action 5.1. EPI shall cooperate with all partner national youth NGOs to develop a standardized methodology and training materials for working with youth.

Description

EPI will convene a series of meetings, roundtables, and workshops with participation of partner national youth NGOs (selected on the basis of a competitive process) to develop a common approach and methodology of working on economic integration of youth based on particular experience and expertise of the selected NGOs.

Outcomes for youth:

- Youth in EPI target regions will benefit from a standardized and uniform targeted activities and trainings delivered by qualified NGOs.

Action 5.2. EPI shall advocate with NGOs and other partners to include the cross-cutting issues of participation, gender, and ethnic origin into program design and implementation at all stages of partnership.

Description

EPI will monitor that youth participation, gender and ethnic origin are particularly taken into account by youth NGOs and other partners at all stages of work: planning, program delivery, and monitoring and evaluation. EPI will partner with national NGOs and other stakeholders to develop specific measures and indicators to monitor performance on youth participation, gender and ethnic origin dimensions of the program. EPI will encourage its partners to conduct local needs assessment on the three cross-cutting dimensions and tailor their programming and approaches in any particular project site to the assessment findings.

Outcomes for youth:

- Youth are included and meaningfully engaged in all phases of program delivery
- Girls and young women have equal access to opportunities provided by EPI through its youth integration activities
- Ethnic minority youth benefit from equal access to opportunities provided by EPI through its youth integration activities

YOUTH INTEGRATION ACTION MATRIX		
Recommended Actions	Proposed Timeline	Relevant youth NGOs
Direction 1: Improving the profile of professional education in EPI sectors		
Action 1.1. EPI shall partner with national youth NGOs to conduct public awareness and information sessions targeting youth, families, and communities on topics relevant to professional education.	At start-up; ongoing.	Adult Education Association of Georgia; Association Atinati; AYEG; RDFG; Batumi Education, Development and Employment Center; Biological Farming Association Elkana; Civil Society Institute; CSRDG; CHCA; CIDA; Education for Democracy – Samtskhe; GABC;
Action 1.2. EPI shall partner with national NGOs and other relevant stakeholders to conduct information campaigns, roundtables, and meetings with private sector representatives engaged in EPI priority sectors in relevant program sites around Georgia.	At start-up; ongoing	IBDIPC; KRDF; Kutaisi Education, Development and Employment Center; Regional Development Institute - Shida Kartli; Society Biliki; Telavi Education, Development and Employment Center; UNAG;The Union of Azerbaijani Women in Georgia.
Action 1.3. EPI shall seek cooperation with the MoES whenever possible to conduct information campaigns targeting the private sector and to engage private sector in a process of reforming professional education.	At start-up; ongoing.	
Direction 2: Establishing community-based career guidance, consulting, mentorship and training schemes for youth		
Action 2.1. EPI shall seek partnership with national youth NGOs to establish community-based career guidance and consulting sessions in relevant regions, including rural areas.	At start-up; ongoing.	Adult Education Association of Georgia; Association Atinati; AYEG; RDFG; Batumi Education, Development and Employment Center; Biological Farming Association Elkana; Civil Society Institute; CSRDG;
Action 2.2. EPI shall seek partnership with national youth NGOs to develop and deliver	At start-up; ongoing.	CHCA;

trainings for youth in entrepreneurship/business management and employability skills.		CIDA; Education for Democracy – Samtskhe; GABC; IBDIPC; KRDF; Kutaisi Education, Development and Employment Center; Regional Development Institute - Shida Kartli;
Action 2.3. EPI shall seek cooperation with national youth NGOs and partners in private sector to set up a mentorship scheme in target regions.	At start-up; ongoing.	Society Biliki; Telavi Education, Development and Employment Center; UNAG; The Union of Azerbaijani Women in Georgia.
Direction 3: Developing a sustainable internship scheme for youth receiving education in EPI priority sectors		
Action 3.1. EPI shall set up an internship scheme linking education in EPI partner professional education centers with on-the-job training opportunities.	At start-up; Ongoing	
Action 3.2. EPI shall seek cooperation with the government of Georgia and other relevant stakeholders to contribute to ongoing efforts in development of internship or postschool training opportunities in Georgia.	At start-up, Ongoing	
Direction 4: Providing informed solutions to youth access to finance in Georgia		
Action 4.1. EPI, possibly in cooperation with Georgian youth NGOs, shall carry out a research on youth access to microfinance and other sources for financing economic initiatives.	Mid-program	AYEG CSR DG
Action 4.2. EPI shall engage with the government of Georgia and other relevant stakeholders in order to develop evidence-based recommendations to improve young people's access to finance, and to advocate for the implementation of these recommendations.	Mid-program; ongoing	AYEG CSR DG + all partner NGOs
Direction 5: Standardization of approaches to integration of youth in economic activities, with a particular attention to cross-cutting issues of participation, gender, and ethnic origin.		

<p>Action 5.1. EPI shall cooperate with all partner national youth NGOs to develop a standardized methodology and training materials for working with youth.</p>	<p>At start-up</p>	<p>All partner NGOs</p>
<p>Action 5.2. EPI shall advocate with NGOs and other partners to include the cross-cutting issues of participation, gender, and ethnic origin into program design and implementation at all stages of partnership.</p>	<p>At start-up; ongoing</p>	<p>All partner NGOs</p>

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F. ADDITIONAL INFORMATION

NGO Contact Details	
Adult Education Association of Georgia	<p>Year Established: 2005 Address: 34, Kazbegi Ave., Plot 3, 0177, Tbilisi, Georgia Telephone: +995 32 72 90 65 (office); + 995 99 57 48 74 (mobile) Fax: + 995 32 42 00 30 Email: aeag@gol.ge; infoAEAG@gmail.com Website: www.aeag.org.ge Contact Person: Tea Gulua, Executive Director</p>
Association Atinati	<p>Year Established: 1995 year, Re-registered in 1998 Address: 94, Rustaveli st., Zugdidi 2100, Georgia Telephone: +995 415 5 00 56 Fax: +995 415 5 00 54 Email: office@atinati.org Website: www.atinati.org Contact Person: Rusudan Kalichava, Executive Director</p>
Association of People with Disabilities, Women, and IDPs in Tsalenjikha - APDWIT	<p>Year Established: 1998 Address: 7, Rustaveli Street, Tsalenjikha Telephone: +995 99 54 05 74 Email: kakachialela@gmail.com Contact: Kakachia Lela, Director</p>
Association of Young Economists of Georgia - AYEG	<p>Year Established: 1989 Address: 35, Orbeliani str, 0105, Tbilisi, Georgia Telephone: +995 32 92 28 39/99 04 43/93 64 75 Fax: +995 32 92 2 461 Email: office@economists.ge; development@economists.ge Website: www.economists.ge Contact Person: George Tsimintia, Development Department Manager</p>
Association Prosperity and Education	<p>Year Established: 2004 Address: 12, Khudadovi st., Tbilisi, 0101, Georgia Telephone: +995 32 95 29 46 Email: educationandprosperity@hotmail.com; eka_sepashvili@yahoo.com Contact Person: Eka Sepashvili, President of the Association</p>
Association Rural Development for Future Georgia - RDFG	<p>Year Established: 2010 Address: 17, Gabriel Isakadze street, 0160, Tbilisi, Georgia Telephone: +995 32 38 16 37 Fax: +995 32 38 16 37 Email: info@rdfg.ge Website: www.idpclub.ge; www.rdfg.ge (under construction) Contact Person: Vano Grigolashvili, Chairman</p>
Batumi Education, Development and Employment Center	<p>Year Established: 2007 Address: 47, Gamsakhurdia str., Batumi, Georgia Telephone: +995 99 55 88 52; +995 93 73 02 93 Email: batumisganatlebiscentri@gmail.com; maya.katamadze@gmail.com Contact Person: Maya Katamadze, Director</p>

Biological Farming Association Elkana	Year Established: 1994 Address: 16, Gazapkhuli Street, 0177 Tbilisi, Georgia Telephone: +995 32 53 64 85; +995 32 53 64 86; +995 32 53 64 87 Fax: +995 32 53 64 87 Email: biofarm@elkana.org.ge ; director@elkana.org.ge Website: www.elkana.org.ge Contact Person: Elene Shatberashvili, Advocacy Officer
Business Center Kakheti	Year Established: 2008 Telephone: 8 350 71047, 890 18 09 40 Email: bckakheti@gmail.com Contact Person: Ioseb (Soso) Mikeladze, Director
Center for Strategic Research and Development of Georgia - CSR DG	Year Established: 1995 Address: 5a, Delisi 1 st Turn, Tbilisi, Georgia Telephone: +995 32 39 90 19 Fax: +995 32 39 90 18 Email: office@csrdg.ge Website: www.csrdg.ge Contact Person: Eka Urushadze, Executive Director; Eka Datuashvili, Civil Development Program Coordinator
Charity Humanitarian Center Abkhazeti - CHCA	Year Established: 1995 Address: 13 Evdoshvili str., 1054 Tbilisi, Georgia Telephone: +995 32 35 60 80 Fax: +995 32 35 60 80 (*108) Email: tbilisi@chca.org.ge Website: www.chca.org.ge Contact Person: Eka Gvalia, Executive Director
Civil Development Agency - CIDA	Year Established: 2002 Telephone: +995 77 46 03 35 Fax: (824) 15 88 22 Email: zviad@cida.ge Website: www.cida.ge Contact Person: Zviad Devdariani, Director
Civil Society Institute	Year Established: 1996 Address: 2, May 26 Square, 5th floor, Tbilisi 0171, Georgia Telephone: +995 32 94 16 05 ; +995 32 365 675 Fax: +995 32 94 16 05 Email: adm@civilin.org Website: www.civilin.org Contact Person: Vazha Salamadze, Director
Cultural Humanitarian Fund Sukhumi	Year Established: 1997 Address: 6. Mgaloblishvili, Kutaisi, Georgia Telephone: +995 431 71368 Fax: +995 431 71368 Email: woman@fundsokhumi.ge Website: www.fundsokhumi.ge Contact Person: Ila Gamakharia, Chairwoman
Disabled Women's and Children's Association Dea	Year Established: 1998 Address: 3, Lazi street, Zugdidi, 2100, Georgia Telephone: +995 315 5 01 39/2 06 11 Fax: +995 315 5 01 39 Email: madonnakharebava@yahoo.com Website: www.adw-dea.org.ge Contact Person: Madona Kharebava, Executive Director
Education for Democracy	Year established: 2006 Address: 74, Burdzgla Street, Tbilisi, Georgia

	<p>Telephone: +995 32 272 99 96 Email: info@eddem.ge Website: www.eddem.ge Contact person: Manana Kvachakhia, director</p>
Erani (Foundation Community Development Recourse Center Erani)	<p>Year Established: 2003 Address: 18, Stalini str., Zugdidi, 2100, Georgia Telephone: 8(415) 2 00 70 Fax: 8(415) 2 00 70 Email: jambuli@yandex.ru; shalva74@mail.ru Contact Person: Jambul Nachkebia, Executive Director</p>
Gaenati	<p>Year Established: 2002 Address: 4, Lazi street, Zugdidi, Georgia Telephone: 8 415 5 06 51 Email: Eka_machavariani@hotmail.com Contact Person: Eka Machavariani, Chairperson</p>
Georgian Youth Centers Union Bolnisi Branch	<p>Year Established: 2007 Address: 24, Ikaltoeli Street, Bolnisi, Georgia Telephone: 8 (358) 2 28 86 Email: Irma_z.69@mail.ru Contact Person: Irma Zurabashvili, Director of the branch</p>
Guria Agro-Business Center - GABC	<p>Year Established: 1999 Address: 4, Chavchavadze Street, Ozurgeti, 3500, Georgia Telephone: +995 496 74278 Email: guria_abc@mail.ru Website: www.gabc.ge Contact Person: Tamar Khomeriki, Head of the board</p>
IDP Women's Organization Consent	<p>Year Established: 1996 Address: 20, Tamar Mephe Avenue, 2nd floor, Tbilisi, 0116, Georgia Telephone: + 995 32 34 49 82 Fax: + 995 32 34 49 82 Email: admin@idpwa.org.ge Website: www.idpwa.org.ge Contact Person: Iulia Kharashvili</p>
International Business Development and Investment Promotion Center - IBDIPC	<p>Year Established: 2005 Address: 19, Shasvsheti street, Batumi 6000, Georgia Telephone: +995 99 48 21 81 Fax: +995 32 42 34 80 Email: zviadi.eliziani@gmail.com Website: www.visit-adjara.com Contact Person: Zviad Eliziani, Chairman</p>
Kakheti Regional Development Fund – KRDF	<p>Year Established: 2008 Address : 52, Cholokashvili Street, Akhmeta, Georgia Telephone: +995 90 96 71 79; Email: krdf@krdf.ge Website: www.krdf.ge Contact Person: Tamar Bekauri, executive director</p>
Kutaisi Education, Development and Employment Center	<p>Year Established: 2008 Address: Grishashvili street, 4th alley #3, Kutaisi, Georgia Address: Georgia, Kutaisi, Telephone: +995 431 51330 Fax: +995 431 51330 Email: kutaisi.youth@gmail.com Website: www.kedec.ge Contact Person: Lia Kiladze, Director</p>

Local Democracy Agency Georgia – LDA	Year Established: 2006 Address: 124, Rustaveli Avenue, Kutaisi 4607, Georgia Telephone: +995 431 51551 Fax: +995 431 51551 Email: ldageorgia@aldaintranet.org Website: www.ldageorgia.org Contact Person: Ioseb Khakhaleishvili, Executive Director
Regional Development Institute - Shida Kartli	Year Established: 2009 Address: 24/1, Stalini Street, Gori, Georgia Telephone: 8 370 7 04 33 Email: nmdzinarashvili@ird-sk.ge Contact Person: Nino Mdzinarashvili
Society Biliki	Year Established: 1997 Address: 19A, Rustaveli Street, Gori, Georgia Telephone: +995 370 75410 Fax: +995 370 70932 Email: contact@biliki.ge Website: www.biliki.ge Contact Person: Marika Mgebrishvili, Executive director
Taso Foundation	Year Established: 2007 Address: 15, Rezo Tabukashvili Str. 0108, Tbilisi, Georgia Telephone: +995 32 92 05 95 Fax: +995 32 92 05 95 Email: info@taso.org.ge ; marina@taso.org.ge Website: www.taso.org.ge Contact Person: Marina Tabulashvili, General Director
Telavi Education, Development and Employment Center	Year Established: 2007 Address: 72, Cholokashvili Street, Telavi (legal); 8, David Rector Street, Telavi, Georgia (factual) Telephone: 8 350 70135 Email: telavi.center@gmail.com Contact Person: Natia Karchaidze, Director
The Union of Azerbaijani Women in Georgia	Year Established: 2000 (registered in 2001) Address: 77, Rustaveli Street, Marneuli, Georgia Telephone: +995 257 2 45 40, +995 93 20 50 65 Fax: +995 257 2 47 33 Email: azeriwomen@yahoo.com Contact Person: Leila Suleimanova, chairperson
United National Association of Georgia – UNAG	Year Established: 1995 Address: 2, Dolidze str., Tbilisi, 0171, Georgia Telephone: +995 32 33 25 16 Fax: +995 32 33 11 67 Email: una@una.ge Website: www.una.ge Contact Person: Ramaz Aptsiauri, Executive Director Otar Kantaria, Senior Officer for Programs and Development Interview
Women's Fund in Georgia	Year Established: 2005 Address: 52, Lado Asatiani Str., 2 nd Floor, Tbilisi 0105, Georgia Telephone: +995 32 93 50 94 Fax: +995 32 93 50 94 Email: info@womenfundgeorgia.org Website: www.womenfundgeorgia.org Contact Person: Nana Pantsulaia, Executive Director
Women's NGO Paros	Year Established: 2000

	Address: 4, Dumbadze St, Ninotsminda, Samtskhe-Javakheti Telephone: +995 361 22656, +995 899 549115 Email: nginosian@gmail.com Contact Person: Narine Ginosian, Director
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Respondents	
Gulua, Tea	Adult Education Association of Georgia
Kalichava, Rusudan	Association Atinati
Khasia, Gia	Association Atinati
Katamidze, Ana	Association of Young Economists of Georgia
Tsimintia, George	Association of Young Economists of Georgia
Mikeladze, Soso	Business Center Kakheti
Ghlonti, Giorgi	CARE
Gvalia, Eka	Charity Humanitarian Center Abkhazeti - CHCA
Devdariani, Zviad	CIDA
Datuashvili, Eka	CSRDG
Kvachakhia, Manana	Education for Democracy
Zurabashvili, Irma	Georgian Youth Centers Union Bolnisi Branch
Metreveli, Tamar	Georgian Young Lawyers' Association, Legal Training and Information Center
Khomeriki, Tamar	Guria Agro Business Center GABC
Eliziani, Zviad	International Business Development and Investment Promotion Center – IBDIPC
Kvitsiani, Natia	IOM
Leonovi, Maka	IOM
Bekauri, Tamar	Kakheti Regional Development Fund – KRDF
Natsvaladze, Ilia	Kutaisi Education Development and Employment Center
Chkhenkeli, Maia	NRC
Jamaspishvili, Tea	Oxfam
Mshvidobadze, Vakhtang	Oxfam
Makhatelashili, Kote	Private Sector, Kakheti (Wine tourism)
Nikolashvili, Vazha	Private Sector, Kakheti (Wine tourism)
Aslanishvili, Otar	Private Sector, Kvemo Kartli (potatoes)
Tsikhelashvili, Badri	Private Sector, Kvemo Kartli (potatoes)
Mdzinarashvili, Nino	Regional Development Institute -Shida Kartli
Golubiani, Tamta	Save the Children
Wilson, Leslie	Save the Children

Karchaidze, Natia	Telavi Education, Development and Employment Center
Suleimanova, Leila	The Union of Azerbaijani Women in Georgia
Aptsiauri, Ramaz	UNAG
Kantaria, Otar	UNAG
Gvineria, David	UNICEF

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