

Annex 1. Knowledge Exchange Scheme Concept

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Management Summary

This knowledge exchange scheme (KES) has been drafted based on a series of brainstorming, stakeholder meetings, expert interviews, and desktop research (reports, resources and learning materials). It follows closely the wishes and demands of Skills4Success project partners, the Youth Entrepreneurial Ambassadors (YEA's), Mobile Youth workers in cities and regions of Georgia and the Konrad Adenauer Stiftung local South Caucasus and Brussels offices. The KES also tries to integrate international good practices and expert knowledge into the Skills4Success project with the aim to accelerate the development of entrepreneurial skills for the approximate of 10.000 NEETs in Georgia's cities and regions.¹.

The KES' building blocks work towards these aspirations and ambitions. Each of the building blocks has its own focus but is highly intertwined with the other building blocks:

1. Raising Awareness & Visibility through Campaigning
Widened Access through mobilization of multiple channels
Tangible Inspirational Content and Learning Materials Portal
Role and types of Ambassadors and Influencers (YEA and others)
2. Good Practices and Learning Materials
Basic Skills concept for NEETs
Entrepreneurial skills for NEETs
Mentoring skills for YEAs
3. Capacity building and Skills training for Youth Workers
Train-the-Trainers concept (online and offline)
Best Practice Learning Materials Mapping and Translation process
Learning Material's Inspirational Redesign approach
Upscaling training and regional deployment of Learning materials
4. Sectorial B2B approach
5. Study Tours for YEAs and NEETs
Study Tour for YEAs
Study Tours for NEETs

These elements (1.1. to 3.4) involve multiple actors and a mix of different activities, and these contribute to SDG 1 No Poverty, SDG 4 Quality Education, SDG 8 Decent Work and Economic Growth and SDG 10 Reduced Inequalities. Capacity building for mobile Youth Workers in Georgia was found to be the most important component to accomplish in the KES. The train-the-trainers program for the mobile Youth Workers in Georgia consist of the following elements:

1. Design of the training program (based on evidence-based experiences and translation of existing and proved best practices)
2. Deployment and upscaling of the train-the-trainers program in Georgia (coordinated by KAS South Caucasus office in cooperation with the Youth Innovation Labs, regional professional (vocational) colleges, and Youth Work partner organisations)
3. Evaluation of the training program and suggestions for redesign in an iterative manner (evaluation by KAS South Caucasus and iterative redesign by the trainers in the Youth Innovation Labs and in the regional professional colleges)

Best practice based and proven learning and training materials and experts that have knowledge in this field will be mapped internationally and nationally. After this, based on a common defined set of criteria and tools, a strict selection will be made, and existing learning and training materials will be translated and redesigned for NEETs purposes and in their Georgian context.

¹ Kahketi, Shida Kartli, Guria and Racha-lechkhumi

Campaigning forms a great part of the KES (1.1.-1.3.). Through different types of ambassadors and influencers, channels for dissemination and deployment of the learning and training materials are created at the local and national level. Next, a wide set of entrepreneurial and mentoring skills is offered to the YEAs and set of basic and entrepreneurial skills to the NEETs. Moreover, sectoral networking B2B activities and events, with the YEA's functioning as a bridge of Knowledge Exchange between Georgia, the Netherlands and Belgium, forms an integral part of the KES. And for the NEETs, inspiration is offered, and basic (life) skills and entrepreneurial skills are acquired covertly through informal learning.

Next to a tangible, visible and feasible approach, the building blocks of the KES also ask for an inspirational approach to motivate (a) youngsters that have lost their dreams for a better future or (b) youngsters that are lacking the environment and incentives to start dreaming and (re)framing their own future. Entrepreneurship can be a means to begin dreaming of a new future, while staying close to young people's own passions and their informal way of learning.

Background Skills4Jobs Program

The Konrad Adenauer Stiftung (KAS) together with the partners – Save the Children Georgia, Youth Agency of Georgia, and Youth Workers’ Association of Georgia – is implementing the “Skills for Success” project funded by the EU “Skills4Jobs” Program. The goal of the project is to contribute to fostering the employability of disadvantaged youth Not in Education, Employment or Training (NEETs) by supporting state efforts on youth employability in Tbilisi, Kakheti, Shida Kartli, Guria, and Racha-Lechkhumi regions of Georgia. To reach its objective the project aims to strengthen competencies and pre-requisites for non-formal education and skills development, increase employability capacity among youth, and promote entrepreneurship. The duration of the project is September 1, 2020 to September 1, 2023. The specific objective of the project is to support entrepreneurial and market-driven skills development and retention of NEETs, particularly disadvantaged youth and women, through non-formal education, career guidance, and active international partnership.

Objectives, Results and Activities Skills4Jobs Program

To achieve the specific objective, the project seeks to:

1. To build competencies and pre-requisites for the non-formal education and skills development of the (training of the) targeted youth.
2. To increase employability capacity among youth.
3. To build international networks and partnerships for exchange of educational and training resources and experiences and proven best practices

The Skills 4Jobs Program will achieve the planned results through the following activities:

Result 1:

- 1.1. Professional tools and methodologies for mobile Youth Workers including updated Youth Work Competency Framework.² are designed and developed.
- 1.2. Designed, developed, and updated gender sensitive entrepreneurial learning and training resources.

Result 2:

- 2.1 NEETs enhanced and developed entrepreneurial skills;
- 2.2 Functional Youth Innovation Lab(s) for disadvantaged youth to catalyze entrepreneurial sustainable solutions.
- 2.3 Functional youth training, career guidance and support services in four target locations (Kakheti, Shida Kartli, Guria and Racha-lechkhumi).

Result 3:

- 3.1 Digital exchange platforms for NEETs following labor market and international trends.
- 3.2 Active knowledge exchange scheme (KES) between EU member states (MS) and Georgian experts/organizations, including analysis and communication of best practices.
- 3.3 Developed concept and inception of International Youth Policy Dialogues (YPD) producing policy recommendations via key stakeholder consultation.

² <https://youthplatform.gov.ge>

Assignment INNOFIUS for “Skills4Success” project as part of the Skills4Jobs Program

The objectives of the activity are:

1. To strengthen the capacity of young entrepreneurs through connecting them with their EU counterparts (“peers”) and other different stakeholders, introducing them to proven best practices and examples of innovative business ideas
2. NEETs to take up entrepreneurship through connecting them with their EU counterparts (“peers”) and other different stakeholders, introducing them to proven best practices, examples of innovative business ideas and success stories

“The objective of the activity is to promote self-development and capacity of the target (youth) groups of the project in Georgia and ensure the success of their activities through the creation of working mechanism and practices and sustainable Knowledge Exchange Schemes between Georgian and European stakeholders. The objective of the assignment is to develop a comprehensive action document conceptualizing the Knowledge Exchange Scheme between the EU and Georgia”.

The assignment for INNOFIUS particularly contributes to achievement of Result 3 (3.2) of the Skills4Jobs Program described on the previous page.

Target groups

Entrepreneurs

In recent years, the promotion of entrepreneurship has become a priority in Georgia. According to the SME Development Strategy of Georgia 2016-2020³ the total number of active enterprises amounted to 70 760, out of which 6 170 are medium and 60 640 small-sized enterprises. Although it is believed that the number of youth-led enterprises has increased in recent years, no statistical data is available.

Nowadays technological developments and innovations are an important factor to improve the competitiveness and productivity of the enterprises, therefore special focus is on startups – defined as a business in its initial phase of development, which are developing innovative products or services by using modern technologies.

Setting up and development of startups in Georgia, that would promote the improvement of business activity, employment, and economic growth, has been an important priority of the country since 2016. Consequently, Georgia started to establish an eco-system to develop startups with the goal to establish a common entrepreneurial environment, encourage novice businesses, and developing Georgian products and services into a landmark in the Georgian and foreign markets. It is noteworthy that, despite the state efforts and the fact that SMEs make up the largest share of enterprises, their contribution to GDP is still low and their performance remains weak.

Young entrepreneurs in Georgia should be supported in building knowledge and skills, adopting innovations and modern technologies to boost their businesses and empower them to achieve better results. The COVID-19 situation, which has limited development opportunities, has particularly affected small businesses and start-ups.

³ http://www.moesd.gov.ge/uploads/files/2017/ek_politika/eng_sme_development_strategy.pdf

KAS in the frame of the project “Skills for Success” seeks to empower young entrepreneurs. For this reason, one of the project activities is the Young Entrepreneurial Ambassadors Program (YEA) – which brings together young people from Georgia who have taken up entrepreneurship and, young NEETs who are willing to start their own micro-enterprise or start-up.

In the first year of the project 12 Senior Young Entrepreneurial Ambassadors (YEAs) were selected – young people aged 20-30, who have experience of successfully running their own small/medium enterprise for at least one year. In the second and third year of the project 12 additional Junior YEAs will be selected from the most active participants (NEETs) of the Youth Innovation Labs administered by the partner organization SC (see more information provided on NEETs in the next heading below)

The senior YEAs serve as mentors and role models for the NEETs involved in the activities of the Youth Innovation Labs, they are involved in the advocacy strategy of the project, aimed at inspiring Youth to take up entrepreneurship, as well as encouraging policy and decision makers to provide an enabling environment for NEETs. Senior YEAs will also serve as facilitators at the Youth Innovation Labs. They will deliver presentations/lectures for the NEETs and advocate youth issues: employment, employability, and entrepreneurship. YEAs will be responsible to assist the NEET initiative groups to elaborate business plans to start their own micro-enterprise or startups and facilitate their communication with relevant local, regional, national and international stakeholders. The study visits are to be designed for both Senior and Junior YEAs.

Young people Not in Education, Employment, or Training" (NEETs)

The difficult economic situation in Georgia has negatively affected youth economic participation. Youth poverty incidence is still on the rise and the youth unemployment rate is over 30%. At present, there are up to 10 000 NEETs (disadvantaged youth) in Georgia.

The NEETs in Georgia belong to one of the most disadvantaged groups of the society and are mostly left out from the targeted efforts of governmental and non-governmental sectors and organizations, aimed at empowering, and capacitating the youth in Georgia. Since most NEETs are not aware of existing opportunities for self-development and development, there is an urgent need to reach them in other (more informal) ways than by opening calls for various programs.

Based on the findings from the Save the Children 2018 Labor Market Assessment, “skill gap”, which is the difference between skills demanded by the market and the degree to which job seekers possess these skills, is especially wide in Georgia, and particularly in rural areas, and proves to be an important impediment to securing employment among youth.

Importantly, according to The Future of Jobs Report by the World Economic Forum, skills shortages will remain significant, as the demand for skills across jobs will change over the next five years and the pace of technology adoption is expected to continue unabated and may accelerate in some areas. The labor market forecast also shows that over the next five years (2021-2025), digital occupations and digital skills will be among the top, greatly increasing job opportunities.

The NEETs need to be supported in terms of raising awareness of the opportunities that exist in the field of professional and non-formal education, to acquire the knowledge and skills that will facilitate their employability. In this regard, digital skills and professions are well suited to disadvantaged youth. The project “Skills for Success” prioritizes the NEETs (disadvantaged youth) and envisages setting up the Youth Innovation Labs (YIL) in the regions of Georgia to enhance the entrepreneurial skills of the target youth. The Youth Labs are spaces where the disadvantaged youth further learn and develop new skills. Talents among the NEETs will be selected from the Innovation Labs through the employment of the ‘innovation readiness’ assessment checklist.

Save the Children will organize Youth Innovation Labs (YILs) in each of the four target regions (excluding Tbilisi). Two hundred youth (talents) will be selected (for their interest in entrepreneurship and demonstrated relevant skills) and participate in the various activities and programs of the Youth Innovation Labs for further developing and implementing their entrepreneurial ideas. Some of the graduates of the YILs will receive scholarships to develop projects based on their entrepreneurial ideas and later pitch them at various marketplaces. The 12 most active and promising NEETs from the YIL will be selected to become Junior Youth Entrepreneurial Ambassadors and participate in the Study Visits to the Netherlands and Belgium. After strengthening their capacity through the participation in YIL, study visits and other national and international activities, the 12 Junior YEAs will serve as role model for other NEETs and their peers to develop themselves and take up their own entrepreneurial initiatives.

The Skills4Success project will empower Youth partner organizations and YEAs in Georgia to move closer to their vision of socially and economically empowered NEETs who act as agents of change in their own lives. A NEET starting a small enterprise can reshape a community. Youth that feel comfortable standing up for themselves can change their local surroundings, especially that of their peers. Basic life skills & entrepreneurship skills can change their worlds, break the intergenerational cycle of inequality and poverty. Girls and disadvantaged young women take opportunities, NEETs become active citizens, youngsters stay in (formal and informal) education or training, and young people' rights are strengthened. The key factors are the individual's confidence, their capabilities to manage their own economic circumstances, and their access to the right kind of (informal) learning, training, and financial stability.

Current economic situation Georgia, linked to NEETs

According to the World Bank, the economy expanded rapidly during the pre-COVID period, growing at a robust annual average rate of 5 percent from 2005 to 2019. Rapid growth contributed to the halving of the national poverty rate between 2007 and 2019. The COVID-19 pandemic reversed some of these gains and poverty rose from 42% in 2019 to an estimated 46,6 percent in 2020 (the poverty rate applied in this regard is the international upper-middle-income poverty line of \$5.50 per capita per day). The difficult economic situation in Georgia has negatively affected youth economic participation. Youth poverty incidence is still on the rise and the youth unemployment rate is over 30%. Georgia has considerably high shares of youth who are detached from both the labor market and the education and training systems, as is stated in the report on The Gender Profile of NEETs in Georgia published by the World Bank. Around one third (31 percent) of the young population in the 15-29 age group are not in employment, education, or training.

International comparisons among people in the same age group in neighboring European countries, indicate that NEET rates in the Czech Republic, Slovenia, and Lithuania are less than 10 percent, in Romania 18 percent, in Turkey 28 percent. The average proportion in the EU is about 13 percent (Eurostat, 2017). In Georgia the existing gender differences in NEET rates indicate that young women are at a higher risk than men to fall under this condition.

Especially Georgian women are not building up (entrepreneurial) skills and are disproportionately at risk of labor market exclusion, even when they have high educational attainment. The conflicting demand of their time for care and work activities represents a fundamental barrier to economic participation and generates a vicious circle of low labor market attachment and prominence of the care provider role (at home) that leads to increased vulnerability and gender-based inequalities (The Gender Profile of NEETs in Georgia, World Bank, 2019). Both male and female NEETs are generally not equipped with the skills demanded by employers (a problem for all workers in Georgia in general). The education outcomes in Georgia in general remain poor.

One of the main challenges the vocational educational system in Georgia faces, for example, is the low interest of young people in professional (vocational) education and the negative attitude of the society towards vocational education. Consequently, NEETs run a high risk of remaining outside the labor market in the future, resulting in an inefficient allocation of resources and talents.

According to the World Economic Forum's "The Future of Jobs" report, there will continue to be major skills shortages as the demand for skills in different jobs will change over the next five years. NEETs should be supported by making them aware of the opportunities available in vocational education and especially non-formal education, to acquire the knowledge and skills that will facilitate their employability. Political tensions in Georgia and the current war in Ukraine weigh heavily on Georgian society and economy (20% of Georgian territory is occupied by Russia) and remain one of the biggest risks to Georgia's economic and political prospects. These are very important political and economic issues that must be considered during the implementation of the KES and within the broader Skills4Success project.

Part 1: Underlying Principles Knowledge Exchange Scheme

Introduction

This knowledge exchange scheme has been drafted based on a series of brainstorming, stakeholder meetings, expert interviews, and desktop research (reports, resources and learning materials). It follows closely the wishes of the project partners of Skills4Success, the Youth Entrepreneurial Ambassadors (YEA's), Mobile Youth workers in cities and regions and KAS local South Caucasus and Brussels offices. The Knowledge Exchange Scheme also tries to integrate international 'good practices and expert knowledge into the Skills4Success-project with the aim to accelerate the development of entrepreneurial skills for the approximate of 10.000 NEETs in Georgia's cities and regions.⁴. Georgia's economy is in a difficult situation. Its economy is still in a transition, replacing the Soviet command economy with market based economic principles, now with the war in Ukraine the situation is very pressing. However, it was decided by KAS to continue the good efforts for the NEETs, who need it more than ever that the world stands up for their rights and offers help.

The Knowledge Exchange Scheme will be built on three main building blocks that have been defined as crucial elements to reach those NEETs "that need it the most"; NEETs in remote and city regions of Georgia (Kakheti, Shida Kartli, Guria and Racha-lechkhumi) for those NEETs that are hard to reach out to and thus most at risk. The building blocks will bring together a solid approach maximizing access to the 'youth at risk', preferably building up tangible, visible and feasible outcomes. This will be in the form of concrete solutions that will work under the difficult circumstances faced when training youth at risk. Next to a tangible, visible and feasible approach, the building blocks will also ask for an inspirational approach to motivate youngsters that have lost their dreams for a better future or youngsters that are lacking the environment to start dreaming and (re)framing their own future. Entrepreneurship can be a vehicle to start dreaming about a new future, whilst staying close to the youth's own passions and informal learning. The building blocks will work towards these aspirations. Each of the building blocks has its own focus but is highly intertwined with the other buildings blocks:

1. Raising Awareness & Visibility through Campaigning
Widened Access through mobilization of multiple channels
Tangible Inspirational Content and Learning Materials Portal
Role and types of Ambassadors and Influencers (YEA and others)
2. Good Practices and Learning Materials
Basic Skills concept for NEETs
Entrepreneurial skills for NEETs
Mentoring skills for YEAs
3. Capacity building and Skills training for Youth Workers
Train-the-Trainers concept (online and offline)
Best Practice Learning Materials Mapping and Translation process
Learning Material's Inspirational Redesign approach
Upscaling training and regional deployment of Learning materials
4. Sectorial B2B approach
5. Study Tours for YEAs and NEETs
Study Tour for YEAs
Study Tours for NEETs

These elements (1.1. to 3.4) will involve multiple actors and a mix of different activities, these will be further described in the following paragraphs and have been rendered *in* brainstorming together with Skills4Success stakeholders and KAS offices. Important to underline is that not all activities can be fully implemented at the length of the 1,5 years Skills4Success Program. Some of these are rather complex and need more time for continuous implement and iterative cycles of redesign.

The KES will though build a solid fundament for these activities to be implement and sustained. Chapter 7, the method section, will go deeper into sustainability issues and possible strategic lanes to take.

Sustainable Development Goals (SDG)

As a representative democracy Georgia is committed to implementing the 2030 Agenda for Sustainable Development and all 17 Sustainable Development Goals (SDGs), adopted by all United Nations (UN) Member States in 2015. The level of integration of nationalized SDGs into Georgia's development planning is very high,

⁴ Kakheti, Shida Kartli, Guria and Racha-lechkhumi

according to the UN's Voluntary National Review 2020. The SDGs Agenda provides a shared blueprint for peace and prosperity for people and the planet.

In our plans for capacity building, activities and implementation SDGs are part of our strategy and approach. It is focused, but not limited to: Gender Equality (SDG5), Decent Work and Economic Growth (SDG8), Reduced Inequalities (SDG10), Sustainable Cities and Communities (SDG11), Partnerships for the Goals (SDG17).

The Skills4Success project directly contributes to the advancement of 4 of the 17 Sustainable Development Goals.

SDG1 NO POVERTY

- The Skills4Success project empowers NEETs by strengthening their basic life and social skills
- The Skills4Success project empowers NEETs by strengthening their entrepreneurship skills and instills a spirit of entrepreneurship among NEETs

SDG 4 QUALITY EDUCATION

- Through action-based and practice-oriented learning the Skills4Success project improves the attitude of NEETS towards education & training
- YEAs with Skills4Success project strengthened capacities drive higher NEETs attendance & improved learning and training outcomes of NEETs

SDG 8 DECENT WORK AND ECONOMIC GROWTH

- The Skills4Success project promotes creativity and entrepreneurship among YEAs and NEETs
- The Skills4Success project empowers (female) NEETs about their rights and values
- The Skills4Success project works with other partner institutions, to provide NEETs-friendly (training) services

SDG 10 REDUCED INEQUALITIES

- The Skills4Success project reaches out to the most vulnerable NEETs at the outskirts of society through out-of-education capacity building programmes
- The Skills4Success project specifically concentrates its efforts on low income/ disadvantages regions in Georgia

These SDG's can be used in the (communication) of Knowledge Exchange Scheme to engage European organisations and firms in supporting the Skills4Success project. The SDG's then function as clear goals the Skills4Success is working on and to which firms can link their Corporate Social Responsibility Goals (CSR).

Chapter 1. Raising Awareness & Visibility through Campaigning

To maximize the impact of the Skills4Success-project, awareness needs to be raised.

The first type of awareness raising will be done, foremost, on a higher project level and indirectly through the Knowledge Exchange Scheme. This awareness raising will create new links with other Georgian and European Youth organisations, NGO's and projects, but also with firms to show their corporate responsibility or start-ups and business that have an interest in doing trade with Georgia, or passionate individuals that wish to contribute.

The second type of awareness raising is awareness raising under the NEETs and their direct (life) coaches (both informal and formal learning). This awareness raising is of another kind; it needs to be inspirational, fun and appealing for all NEET specific target groups, through attractive learning materials and fun activities 'a spark' will be triggered in the NEETs.

This spark is something to further build up on, guiding the NEETs towards new options for a better future. Even the smallest of steps can then be the biggest of accomplishments. In this light, we should literally 'celebrate' the NEETs accomplishments, by making them visible, concrete, and even tangible, for themselves, to regain a new sense of pride in search of a new identity. This type of awareness raising can also be highly motivating for the coaches and umbrella organisations supporting the NEETs and possible future supporters/funders. Through celebration of small steps (e.g., small prizes, awards, admission to special programs etc.), a positive wave was created to inspire the bigger NEETs group in Georgia.

The following paragraphs will describe main elements used to increase awareness raising and visibility through campaigning. But underlying this, lies the deeper value of (re)empowering the NEETs youth of Georgia, through inspirational entrepreneurial storytelling and concrete mini-steps that seem feasible for all, even when starting from scratch.

Widened Access through mobilization of multiple channels

To reach out to those groups that need it the most ‘widened access’ can be reached through those channels closest to the NEETs. These ‘channels’ do not yet see themselves as having a role in creating that new (entrepreneurial) future or are sometimes (in the case of more conservative parents or peers and peer group pressure) against it. Possibly having a fear for the unknown, or a lack of knowledge of the ‘new’. Path dependency is high for e.g., NEETs in rural remote areas, especially for young women. They are supposed to follow in the footsteps of their parents, get married young and maintain the farm life their parents have.

Next to parents, youth workers who are also close to the NEETs, should foremost help the NEETs with their basic skills (speaking, reading, writing, presentation skills and basic ICT skills) that are conditional to further build on when entrepreneurial skills. The same goes for regional professional colleges, and especially influential teachers (that are close to the NEETs) where the NEETs go for their schooling.

Youth Innovation Labs and YEA’s stand a bit further from the NEETs. They will help inspire and train the NEETs in their first entrepreneurial steps. This also goes for regional professional colleges (that partly still need to be trained in this if they do not have business-oriented programs).

Where NEET’s can be reached are through their current hangouts, on the streets, in their village or city or at the regional vocational colleges they partially attend. Vulnerable NEETs - those who are disengaged and not actively looking for work and/or training opportunities – often require special outreach activities. Proactive outreach often includes using street-based outreach workers, youth outreach workers and specially trained mediators from specific groups to facilitate access. These NEET’s hangouts should stand central as a main location to spread inspiring information. Next to these ‘natural settings’ to meet the NEET’s. The physical hangouts will function as locations to distribute materials and show inspirational content, from the online inspirational channel the platform of Youth Agency (youthplatform.gov.ge) can be used.

Lastly, the YILs and regional professional colleges have been defined as main locations for face-to-face capacity building (training of the youth workers and future ambassadors). The platform of Youth Agency (youthplatform.gov.ge) will function as a main portal for training, together with the Zoom platform. Communication about the online training can be maximized through engaging partner networks, e.g. youth organisations for NEETs, regional professional colleges. Together with KAS, INNOFIUS will draft a partner organisations list to upscale dissemination and widening communication channels.

Tangible Inspirational Content and Learning Materials

The platform of Youth Agency (youthplatform.gov.ge) will be the finding place for Mobile Youth Workers, but also the YEA’s, to do their storytelling about entrepreneurial dreams for the NEETs through a well-used channel like Facebook. Short clips of two/three minutes with attractive, inspirational clips for all sorts of ambassadors can be placed there (§1.3). These clips are aimed at inspiring youngsters to set up their own business even how small it is. These clips could be success stories of former NEETs, best practice entrepreneurial ideas (kick-starters), and ‘a day in a life’ motivational type of stories. The content will be channeled through the Mobile Youth Workers because many of the NEETs have no access to the internet. To really create a spark with the NEETs the content created should be:

- Inspirational and empowering
- Meaningful and relevant
- Aspirational and resonating
- Educating and softly converting
- Concise for low Wi-Fi access
- Entertaining and creative
- Shareable (mum’s the word)

The quality and attractiveness of the material should be ‘high standard’ to really set a spark. Given the effectiveness of video content, concentration span of the youth and low Wi-Fi circumstances 2- or 3-minute clips are recommended.

“How to reach 10.000 NEETs with training and learning materials in Georgia?”

A right mix and strategy between printed materials distribution and online activities is needed and must be developed. The majority of the NEETs in Georgia does not have access to the internet, use slow wi-fi or doesn’t even own a mobile phone – while most youth workers and stakeholders have online access.

Experience shows that ‘word of mouth’ and peer to peer communication can be more powerful tools for youth workers in motivating young people and to initially engage with the NEETs. Face-to-face contact, next to printed material and digital platforms, is crucial for effectively developing and implementing services for NEETs as stated in the publication “Effective outreach to NEETs” published by the European Commission (2018).

As there are a wider number of different channels, each containing many different communication platforms, effective NEET partnerships carefully analyze the situation before undertaking any communication campaigns. This includes looking at who uses what channels, at what time of the day and for what reason.

Using the most appropriate channels, organizations, and people, like youth associations and youth workers, can craft messages that are tailored to the NEETs.

According to the EU Commission’s publication effective communication includes using appropriate language for the NEETs (e.g., no long, complex sentences); adapting any writing styles to the choice of platform; taking into account cultural differences; spreading success stories and involve celebrities; taking feedback of NEETs into account and choosing suitable engaging visuals that convey the right messages (particularly where video is the chosen platform).

Pre-testing various communication channels with NEETs is crucial, confirms the EU report. It helps target activities before rolling them out. Therefore, feedback and input from NEETs and YEA’s participating in the study tours will be used. Co-creation of the learning materials and flyers with the NEETs therefore is crucial.

Sectoral coloring of communication

The Georgian region and its labor market strengths are also important to look at for a successful distribution of training and learning materials. Below is a very brief description of the (economically) promising sectors for each of the 6 target regions.

Tbilisi: the economic center of the country, generating almost 50 percent of Georgia's GDP. The service sector, including government services, is dominating (wholesale and retail trade sector)

Kakheti: the most visited region of Georgia, travel & tourism (guest houses, B&Bs, hotels etc.)

Shida Kartli: in this area the self-employment rate accounts for 77% of the total workforce in the region reflecting the large number of agricultural workers employed in small farms (households)

Guria: subtropic farming and tourism are a mainstay of the region's economy. Water is one of Guria's main assets. The province is famous for the mineral water of Nabeglavi, which is similar to Borjomi

Racha-Lechkhumi: this region can mainly described as an agriculture area; cultivation of potatoes and viticulture and animal husbandry is mostly developed. Part of Racha -Lechkhumi is Ambrolauri: this area is known for its Khvanchkara (red) wine production. Due to the protected climate, the Rioni valley is used for viticulture: the red wine Khvanchkara, popular in the former Soviet Union, is produced in this area.

In general, it can be stated that for all 5 regions and economic potential sectors innovation, sustainability and ICT and digital skills will be very important in the upcoming five to ten years. Both digital content, as well as the targeted leaflets should consider sectoral coverage of thematics.

Chapter 1. Awareness Raising Activities

Activity	Description	Deliverables	Responsible
1.1. Creating a leaflet	An inspirational/motivational leaflet is created for the NEETs, with the content that it is realistic to start entrepreneurship or build a career. Useful information and links, inspirational photos/stories included	<p>1.1.1. Content of the leaflet (volume of content two A4 pages) is created. Layout elaborated.</p> <p>1.1.2. Translation and layouting of Georgian version of the leaflet</p> <p>1.1.3. Printing and distribution</p>	<p>1.1.1. Innfoius</p> <p>1.1.2. KAS</p> <p>1.1.3. KAS</p>
Activity 1.2. Creating and adding content to the Youth Agency Platform	Leaflet, inspirational videos created and posted via youthplatform.gov.ge, links to European partner organizations and their materials for youth workers, and social entrepreneurship websites with materials (mostly material based)	<p>1.2.1. - Video clips (10)</p> <p>- European partner organizations</p> <p>- Social entrepreneurship websites with materials (mostly material based)</p>	<p>Innofius for links and video clips</p> <p>Publishing to the website – help KAS with placing on KAS website</p>
Activity 1.3. Mobilizing channels for awareness raising	Finding and contacting local, youth organizations (preferably working with NEETs directly) who will spread the content created within this block to their beneficiaries. At least three organizations. Linked to 2.3	<p>1.3.1. Mapping the organizations</p> <p>1.3.2. Contacting the organizations</p> <p>1.3.3. Negotiation and sharing of the content</p>	1.3.1. National expert

Chapter 2 GOOD PRACTICES & LEARNING MATERIALS

Basic Skills concept for NEETs

Basic skills are a prerequisite before entrepreneurial skills can be effectively acquired, based on interviews with

the Skills4Success project partners and Mobile Youth Workers basic skills are found to be prominent to be acquired skills in informal learning processes for the NEET's. The Netherlands and Belgium have a rich history and many good practices in basic skills education, both in informal and formal settings (school and work context). This knowledge exchange scheme mostly focuses on maximizing learning between the Netherlands-Belgium and Georgia, through this scheme Georgia can profit from best practices build up in the Netherlands-Belgium. The following materials have been gathered through interviews with basic skills experts and these materials can possibly be reused and translated for Georgian NEET's learning purposes:

Organisation/ Network	Learning materials websites
Stichting Lezen en Schrijven (Dutch NGO)	https://basisvaardigheden.nl/ https://www.lezenenschrijven.nl/wat-doen-wij/oplossing-voor-je-vraagstuk/succes-taal https://www.lezenenschrijven.nl/wat-doen-wij/oplossing-voor-je-vraagstuk?typef41=4 https://www.lezenenschrijven.nl/wat-doen-wij/oplossing-voor-je-vraagstuk/werk-ze Materialenwijzer Lezen en Schrijven
Bibliotheeknetwerk: Trefpunt Leermiddelen (Dutch Library Network)	https://www.bibliotheeknetwerk.nl/basisvaardigheden-volwassenen/trefpunt-leermiddelen
Eenvoudig Communiceren (Dutch Portal Communicating in a simple way, also related to work settings)	Taal op je werk Uitgeverij Eenvoudig Communiceren https://www.eenvoudigcommuniceren.nl/catalogsearch/result/?q+=werk
Oefenen.nl (Basic skills language exercises)	https://oefenen.nl/begeleiders/boeken/ https://oefenen.nl/wp-content/uploads/2021/08/202108-Materialen-Oefenen.nl_.pdf
SBCM-Werk-portal (Basic skills and work)	https://werk-portal.nl/#/programmas
Het Begint met Taal (It starts with language, basic skills exercises)	Leerdomeinkaarten * Het Begint met Taal
Wikiwijs (open learning materials)	https://www.wikiwijs.nl/startpagina/#mbo
21st Century Skills for Life (Future skills)	https://www.slo.nl/thema/meer/21e-eeuwsevaardigheden/overzicht/overzicht-portfolio/ https://www.thiememeulenhoff.nl/mbo/generiek/21st-century-skills Unlock a better way ahead - Skills for Life (campaign.gov.uk)
Adult literacy league free resources (also young adults)	https://www.adultliteracyleague.org/resources/ https://esllibrary.com/courses/85/lessons
English online resources	ESOL Courses - Free English Lessons Online
DigComp	https://digital-skills-jobs.europa.eu/en/inspiration/resources/digital-competence-framework-21-digcomp

Entrepreneurial skills for NEETs

For entrepreneurial skills, it is recommended to follow the European Harmonisation process for entrepreneurial skills framework, which is mostly likely to be the Entrecomp Framework, integrated into the 2B Digital project. This project is ongoing and works on a detailed and comparative analysis of a number of competence frameworks developed by the European Commission (in addition to a number of others), which have been included for the purposes of validating competences common to all frameworks. The study is intended to yield the basis upon which an integrated framework is possible that incorporates all the relevant competences that are required for learning, working and thriving in a digital world. The frameworks include those connecting the personal and transversal competences identified in LifeComp and EntreComp, and their association with the digital competences identified in DigComp. Additional frameworks include the Framework for Democratic Competencies, the Canadian Government’s Essential Skills Framework and the internationally recognized competence framework known as the “6C’s (a term coincide by Michael Fullan).” Since the process is still ongoing, Skills4Success will build on the current framework of Entrecomp. For the purpose of this project, the Entrecomp library has a rich collection of materials that can be used to the Skills4Success purpose:

<https://entrecomp.thinqi.com/repository/discovery?sort=recommended&strict=0>

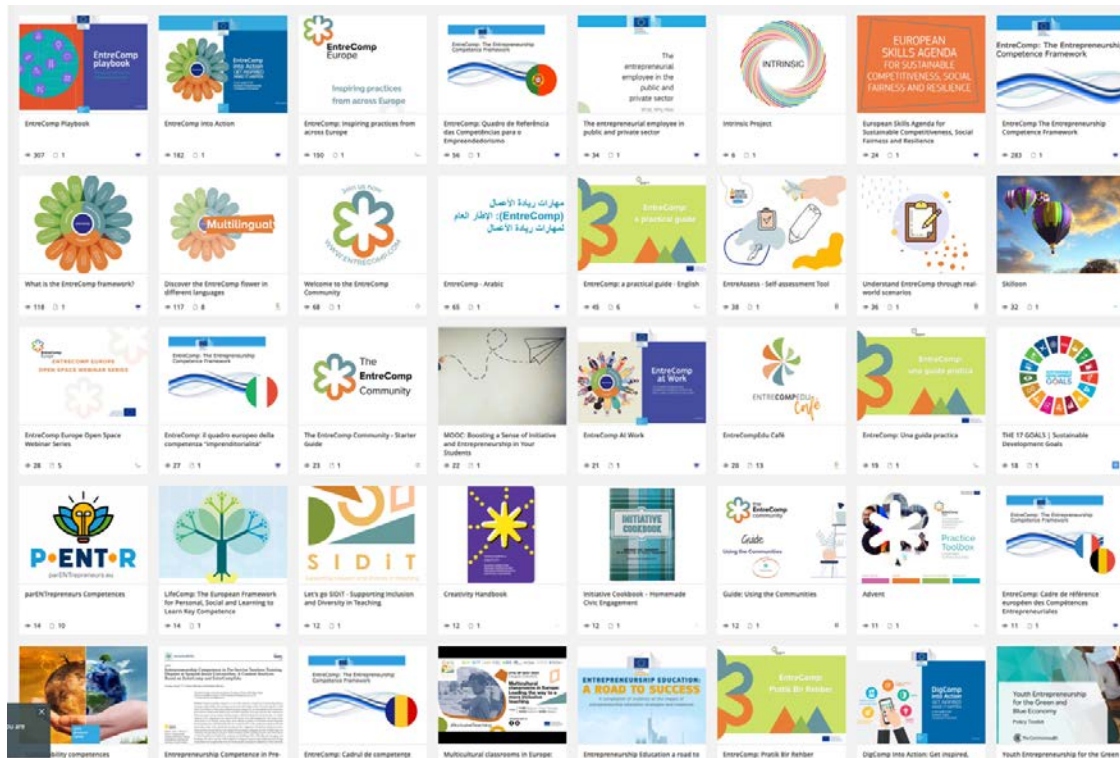


Figure 1. Entrecomp library

Especially the Entrecomp Playbook has inspiring, modern exercises that can be used for both Youth Worker as well as Youth Innovation Lab/YEA-context.



Figure 2. Entrecomp playbook

Translation of these resources is not yet available in Georgian, but is highly welcomed. Support of Bantani (Entrecomp author Elin McCallum) is already offered to help out with the mapping of most useful resources and training materials.

Furthermore, Entrecomp at Work offers insightful matrices to focus work-related tasks against the entrecomp competencies, these can be used by teachers at the regional colleges but also by Mobile Youth Workers as a reference framework:



Figure 3. Entrecomp at Work

T.10 THE 16 TASKS MAPPED AGAINST THE ENTRECOMP COMPETENCES

	INTO ACTION					RESOURCES					IDEAS AND OPPORTUNITIES				
	Taking initiative	Planning and management	Coping with ambiguity, uncertainty and risk	Working with others	Learning through experience	Self-awareness and self-efficacy	Motivation and perseverance	Mobilising resources	Financial and economic literacy	Mobilising others	Spotting opportunities	Creativity	Vision	Valuing ideas	Ethical and sustainable thinking
Meet a customer	x					x		x							
Pitch your business	x	x	x		x	x			x	x	x	x			
Network	x			x					x		x				
Give and receive feedback				x	x	x				x					
Learn about business plans		x						x	x					x	x
Create value		x					x	x	x	x	x	x	x	x	x
Turn ideas into reality	x	x					x	x	x	x	x	x			
Negotiate		x		x	x	x			x			x		x	x
Experience conflict			x	x	x	x								x	
Work with financials		x						x	x						x
Reflect on how your host entrepreneur manages suppliers				x							x				
Understand a marketing strategy	x										x	x	x	x	x
Develop a marketing campaign								x							x
Reflect on what you learnt about managing a team or employees				x	x	x					x				
Reflect on cultural differences in business				x	x	x					x			x	
Reflect on how you managed your time	x	x	x			x									

T.16 EU3LEADER ENTREPRENEURIAL COMPETENCE DESCRIPTORS

CORE	COMMITMENT	concerns the motivation to commit to the vision, mission and values of the organisation, aligning one's own interests and behaviours with the needs, priorities and goals of the organisation.
STRATEGIC: EXTERNAL	VISION & STRATEGIC THINKING	concerns the ability to identify objectives, anticipate opportunities and foresee future scenarios, which contribute to the achievement of an organisation's mission.
	FINANCIAL SUSTAINABILITY	refers to the ability to obtain funds from a range of sources to cover the full operating costs as well as a programme and delivery costs, from strategic plans to individual actions, understanding environment to identify opportunities and to create value to funders and to the organization. This also implies knowledge and understanding (e.g. financial analysis, accounting, budgeting) to accurately identify opportunities and risks in organisation strategies.
	ADVOCACY	is about persuading or influencing someone to change his/her position, achieving positive outcomes in support of for the mission of the organisation. This may also include campaigning, agenda-setting, channel spontaneous movements and protests both in own market/sector or country but also Europe-wide and globally.
STRATEGIC: INTERNAL	ENVIRONMENTAL UNDERSTANDING	concerns the ability to clearly read opportunities and threats in the sector/market and weaknesses and strengths in the organisation, to identify the most appropriate strategic response.
	CREATIVITY & INNOVATION	is about developing original, purposeful and impact-focused solutions, ideas or approaches to improve effectiveness and efficiency in reaching the organisation's goals.
	ANALYTICAL THINKING	is the ability to identify problems, analyse significant information, look for and present relevant data to figure out a conceptual map that can help to make decisions and solve the issue. It also includes the ability to identify patterns or keys in complex situations that are not obviously related.
LEADERSHIP: OTHERS	ENGAGING and DEVELOPING OTHERS	is about encouraging, inspiring and supporting others to develop confidence and capability to help them realise their full potential and to achieve common goals as a team.
	INTERPERSONAL COMMUNICATON	is the ability to listen, seek and express ideas and messages effectively, using coherent speech (verbal, nonverbal and emotional) in private or public situations, and active listening to fully comprehend what others are saying.
	COLLABORATION	is about working in a cooperative way with others, both within and outside the organisation, even beyond own market/sector or country, combining individual with interdependent and common goals, based on common values and a shared culture.
	ADAPTABILITY	is about effectively adapting your behaviours to a variety of situations, individual or groups, either expected or unexpected. It also shows versatility to accept changes or difficulties in achieve goals, individual or organisational.
	SELF-AWARENESS	is about identifying own beliefs, values, strengths and weaknesses, and understanding the impact that they have on emotions and behaviours. It is also about controlling emotions in difficult situations, responding appropriately, recognising own 'triggers' and how one's behaviour impacts on others.
LEADERSHIP: SELF	LEARNING ORIENTATION	is the capability to keep focused on updating and increasing knowledge, skills and experiences to consistently improve performance. To do this, one seeks learning opportunities, shares knowledge with others and applies learning to the job.

Chapter 2. Best Practices and Learning Materials - Activities

Activity	Description	Deliverables	Responsible
2.1.. Mapping international good practices through national and international networks (survey)	International good practices relevant to the project context and international networks will be mapped	2.1.1. Three pearl good practices are identified and 10 EU networks mapped 2.1.2. The report of good practices is elaborated	2.1.1. Innofius 2.1.2 Elaboration – Innofius, review and approval - KAS
Activity 2.2. Analysing good practices and materials (two days' workshop)	Materials that are most relevant will be selected	2.2.1. 3 of good practice materials identified 2.2.2. 30 of pages	2.2.1. Providing materials – Innofius 2.2.2. Participation in making decision about the materials - KAS
Activity 2.3. Upscaling of materials through regions, partner organisations and regional colleges	Materials are spread to the YIL and regional colleges and Youth partner organisations	2.3.1. 500 leaflets 2.3.2. Good practices (digital) Promotion on To	2.3.1. KAS 2.3.2. National expert

Chapter 3 Capacity building and Skills training for Youth Workers

Train-the-Trainers concept (online and offline)

The capacity building for Mobile Youth Workers was found most important to accomplish in the Knowledge Exchange Scheme. The train-the-trainers program will consist of the following elements:

1. Design of the training program (based on translation of existing and proved best practices, see §2.2. analyzed by INNOFIUS and KAS and translated to Georgian by KAS office, in cooperation with the local regional expert.
2. Deployment of the train-the-trainers program (coordinated by KAS South Caucasus office in cooperation with the Youth Innovation Labs, regional professional colleges, and Youth Work partner organisations), in cooperation with the local regional expert.
3. Evaluation of the program and suggestions for redesign in iterative manner (evaluation by KAS South Caucasus and iterative redesign by the trainers in the Youth Innovation Labs and in the regional professional colleges).

Before proceeding with the design, deployment and evaluation of the Train-the-Trainers programs, as described above, it is wise to conduct an (offline and/ or online) quick-scan of the training needs (i.e. Training Needs Assessment) at the youth worker level in Georgia. In this endeavor can be made of the already existing Train-the-Training Manual for Youth Workers in Georgia. This publication is prepared in the framework of the project

"Skills4 Success" and implemented by KAS together with the partners – Save the Children International, the Youth Agency of Georgia, and the Youth Workers' Association of Georgia.

To properly map existing best practices at the national and international level, it would be beneficial to conduct this joint mapping exercises based on predefined criteria that allows (KAS) to assess the various internationally available best networks, practices and teaching and learning materials for suitability for implementation in the Georgian context. Suggestions are made for this in appendix 3 and 4.

The design of the training program should build on existing and proven best practices of which there are many. The following experts will be interviewed by INNOFIUS and KAS to map out the best practices on a national and international level, this will be done through a survey (issued via KAS Brussel office, designed by INNOFIUS), combined with a short introduction on the nature of the Skills4Success project:

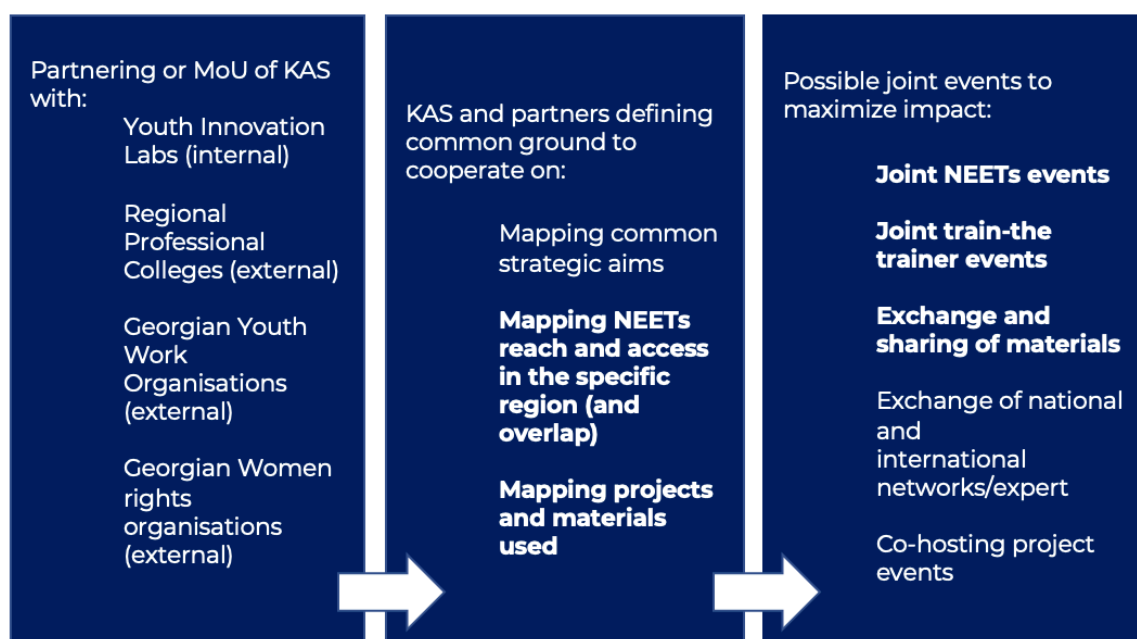
Expert/organisation Youth and Entrepreneurship	Website
Elin McCallum Director Bantani NGO	https://bantani.com/ .
Thomas Bersee Senior Basic Skills Advisor	https://www.linkedin.com/in/thomas-bersee-9849154/?originalSubdomain=nl .
Jolanda Sonneveld Professor Youth Work	Lectoraat Youth Spot - jongerenwerk Groups LinkedIn https://www.linkedin.com/in/jolanda-sonneveld-438abb23
Georgian Youth AND entrepreneurship NGO's and networks. ⁵	Fund of Women Entrepreneurs Georgia http://www.eng.fwe.ge/ Georgia UN Women – Europe and Central Asia I am a Woman UNDP in Georgia
Dutch Youth AND entrepreneurship NGO's and networks	Nederlands Jeugdinstituut https://www.nji.nl/ Jong Ondernemen https://www.jongondernemen.nl/ CNV Jong https://www.cnv.nl/samen-in-actie/cnv-jongeren/ FNV Jong https://www.fnv.nl/cao-sector/jong Oranjefonds https://www.oranjefonds.nl/dit-doen-wij/programmas/meer-kansen-voor-jongeren https://www.oranjefonds.nl/deelnemers-meer-kansen-voor-jongeren VNO-NCW JINC helps youth to work VNO-NCW Zorg en Welzijn https://www.zorgwelzijn.nl/projecten-voor-kansarme-jongeren-krijgen-geld-van-vno-ncw-zwz011416w/
Brussels/Belgium Youth AND entrepreneurship NGO's and networks	https://www.youthforum.org (youth) https://www.euneighbours.eu/en/east/eu-in-action/youth (youth) https://www.eryica.org (youth) https://mijarceurope.net (agricultural rural youth) https://about.yfu.org/eee-yfu (intercultural programs) https://akep.eu (entrepreneurship) https://ied.eu (entrepreneurship) https://teachforall.org/girls (gender bias)

⁵
<http://youthworkers.ge/en/>, Youth Agency of Georgia
<https://youthagency.gov.ge/> and Save the Children Georgia
<https://georgia.savethechildren.net/>

	https://spark.ngo (educational programs)
Center for Innovation of Education and EPALE Network, Peter van Deursen	https://epale.ec.europa.eu/nl/resource-centre https://epale.ec.europa.eu/en/nss/national-support-services-netherlands https://epale.ec.europa.eu/en/nss/national-support-services-belgium-nl
SkillsLab (Youth Innovation Network)	https://www.innovatienetwerkjeugd.nl/activiteiten/218-skillslab-2021-2022

These experts will feed into the best practice training and learning materials. The regional expert (as foreseen 10 days local expert as prospected in the KES) will play a crucial role in facilitating these trainings at a local level and will be recorded for online training, with the help of the INNOFIUS senior digital marketer and KAS officer for online productions and design. Through KAS and Bantani NGO Georgian this regional expert can be scouted and delivered (see appendix 6 for profile regional expert). For further reading see paragraph §2.2. A strict selection of the best learning materials will be translated into the Georgian language for the NEETs.

Second, the deployment on the train-the-trainers program will be pushed through to the Youth Innovation Labs, regional professional colleges, and youth worker partner organisations. But before this can be done, the cooperation that is currently explored through the regional KAS offices needs to be finalized. This is currently already done. INNOFIUS suggests the following themes for exploration, those contributing to the KES are in bold:



Through the existing Facebook group for Youth Workers exchange of practices will be facilitated between Georgia and EU and interesting materials will be placed there to keep the Facebook community lively. INNOFIUS digital marketer will set up the community and KAS will maintain the community.

Best Practice Learning Materials Mapping and Translation

To accelerate learnings to design a train-the-trainer session, good practices need to be mapped out that already work. Mapping of international good practices for this is needed, to find the state of art in this field. These train-the-trainer materials for entrepreneurship coaching can be found at the following organization and networks:

Organisation/Network	Role	Type of material
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European Networks or NGOs on Youth Entrepreneurship	Capacity building of Youth Workers	Train-de-trainers' courses, materials, network, video's, toolkits, approaches, and methodologies
Georgian Networks or NGOs on Youth Entrepreneurship	Capacity building of Youth Workers	Train-de-trainers' courses, materials, network, video's, toolkits, approaches, and methodologies
Georgian (international) projects on women rights	Training on women rights	Materials, workshop formats, dialogue examples, video's, toolkits, approaches, and methodologies
Georgian projects on basic skills training (often in professional colleges)	Training on basic skills	Learning materials, exercises, toolkits, self-assessment tools, diagnostic tools, approaches, and methodologies
Georgian publishers on basic skills training or entrepreneurial training books (teacher manuals)	Training on entrepreneurship and basic skills	Materials, workshop formats, dialogue examples, video's, toolkits, diagnostic tools, approaches, and methodologies

After gathering these international and national training and learning materials, a **materials analysis workshop of two days** needs to be held to work through the nature, quality, and degree of redesign needed for the materials with KAS Brussels, KAS South Caucasus and INNOFIUS offices (appendices 3 and 4 can help select relevant experts and materials).

Building a toolbox for the train-the-trainers would be a next step in which permission is asked and granted to translate the best materials into Georgian language and/or adapted to meet the needs of the Skills4Success project. For Entrecomp materials this permission was already asked and granted by founder/author Elin McCallum. It is though good to formalize this process on paper. The translation of the materials is a laborious task. KAS office will take up the role of translation with professional translation experts.

Learning Material's Inspirational Redesign approach

Following the outcomes of the brainstorm, the existing learning materials need to be adapted for the NEETs purpose and translated to Georgian language. There is a high need to distribute paper learning materials and attractive flyers to increase awareness amongst the NEET's for the program. To make wide dissemination possible the following aspects need to be taken into account:

1. Inspirational designs on paper (black and white but hip)
2. Inspirational one page leaflet design (colour)
3. Max 10 pages learning materials packages (easily printed and distributed)

The INNOFIUS senior educational designer, INNOFIUS senior marketer and KAS online production and design officer will work together to design these materials

Upscaling trainings and regional deployment of Learning materials

The Skills4Success project (KAS offices South Caucasus) coordinates the local Capacity Building and Training of Trainers (ToT) model. In this model, Youth Innovation Labs, Youth Workers Associations, and regional professional colleges will be mobilized for training, in close cooperation with the YEAs. Skills4Success develops and provides these local partners with training and learning materials, capacity building support, technical guidance for implementation and scale-up of the training and learning materials to NEETs in Georgia. The learning concept will be a mix of basic (life) skills & entrepreneurship skills, is easy-to-use and practical. The learning materials can be broken down into recurring themes:

1. Personal life skills
2. Social skills
3. Human rights and responsibilities
4. Digital skills
5. Micro-enterprises & start-ups.

Youth partner organizations in Georgia can -at a later stage – tailor these modules to their local context. The Skills4Success project will assist these local partners in Georgia in implementing the training and learning materials with quality to the NEETs. Training and mentoring are provided to both the Youth partner organizations and the YEAs, coordinated by the regional expert (which is a train-the-trainer entrepreneurial expert him/ herself).

The Skills4Success project applies a three-lead approach and strategy:

1. **BEST PRACTICES REDESIGN APPROACH:** Developing and providing action-based and practice-oriented teaching and learning materials
2. **LOCALLY EMBEDDED SUSTAINABLE APPROACH:** Empowering local partner organizations (Youth Innovation Labs, Youth Workers Associations and regional professional colleges) and YEAs to deliver high quality basic & entrepreneurial skills programmes to NEETs
3. **WIDENED OUTREACH APPROACH:** Accelerate scale-up of basic & entrepreneurial skills programs enabling NEETs in Georgia to set-up their own micro-enterprises or start-ups in remote areas, through smart campaigning

Next to acquiring basic skills, NEETs need to acquire foremost entrepreneurial attitudes, values, and skills. It is essential to work with Youth partner organizations and YEAs in Georgia that know not only the NEETs target groups but also the challenges of becoming an entrepreneur, enabling them to set-up their own micro-enterprise or start-ups. Consequently, leading to increased entrepreneurial spirit and number of micro-enterprises and start-ups created by NEETs. This will be done e-learning and physical training opportunities facilitated by the local expert.

Campaigns can utilize a creative mix of educational messaging and fun activities to capture the hearts and imaginations of NEETs, allowing them to become socially and economically empowered citizens by setting-up their own micro-enterprises or start-ups.

Other upscaling opportunities after the project ends, that KAS or regional Youth organisations might consider to set-up:

NEET's related:

- Helping NEET's becoming Ambassadors themselves:
KAS local offices and the Youth Innovation Labs will monitor and assess who of the NEET's has the skills and the drive to become an ambassador to contact, guide and coach other NEETs in Georgia – and tell his or her (success) story to a broader audience.
- Further optimizing information for the NEET's and Youth workers
FAQs for NEETs (can even be in cartoon format)
- Stimulating financial incentives, such as scholarships:
KAS scholarships can support NEETs with most promising start-up ideas after a pitch in a NEET's Dragons' Den format

Youth worker related:

- Organizing media and social media training (youth workers, stakeholders)
- Organizing Train the Trainers seminars and workshops (youth workers)
- Establishing long-term and sustainable institutional cooperations between Georgian and EU-VET schools in Belgium and the Netherlands offering educational programmes and/or degrees in social working with a focus on teacher and student exchange (youth workers). KAS could map the VET institutions, having a willingness/need for institutional cooperation, do match research.
- Further engaging in co-creation of redesign on material with the NEETS:
Securing engagement of NEETs relies on the ability to provide a good quality offer to the youngsters, in a way that he/she sees as meaningful.
For this to be attractive to inactive youngsters, service delivery needs to be tailored to the characteristics of the inactive youngsters.

Strategy related:

- Expanding local collaboration:
For example with sports & cultural clubs, public organisations and associations, NGOs, professional schools and informal training providers are possible good multipliers, like Atanati

(www.atinati.org/geo.html) and National Youth Palace in Georgia (ეროვნული სასახლე - National Palace (youthpalace.ge))

- Using information points:
For example with Europe Direct and Eurodesk help reach out to youth (not just in the capital city). KAS can discuss with local stakeholders the need and potential of the establishment of such information points in Georgia
- Facilitating a single-point of contact or ‘one-stop-shops’:
These can be based on voluntary co-operations between several organizations such as municipalities, NGOs, social and employment organisations. These integrated, multi-agency services are bringing services (employment, social assistance, health, welfare, and housing) together under one roof and having access to multi-skilled teams to serve the NEETs
- Organizing a press conference:
For example, in cooperation with the Delegation of the European Union in Georgia, the Belgian Embassy and the Netherlands Embassy
- Arranging promotion via international channels.
For example, Dutch, Belgian and EU networks in Georgia (e.g., business networks and associations, charity organizations like the International Women Club

Chapter 3 Capacity building and Skills training for Youth Workers

Activity	Description	Deliverables	Responsible
Activity 3.1 Designing the training program	ToT training program is designed for the Youth Workers working in the Innovation labs in Georgia.	3.1.1 Two days (6 hours x 2, excl break and lunch) (training program is elaborated 3.1.2. The training program is translated into Georgian (30 pages)	3.1.1. Innofius 3.1.2. KAS
Activity 3.2 Deploying the train-the-trainer program	ToT will be organized in Georgia for 20 youth workers and 8 innovation lab facilitators offline.	3.2.1. One national expert trainer is selected and contracted for running program twice 3.2.2. Practical and logistical details (accommodation, venue, food, equipment, materials) arranged 3.2.3. Translation and printing of materials (30 pages, preferably digital)	3.2.1. Pre-selection of trainers and presenting to KAS - Innofius, final selection and contracting – KAS 3.2.2. KAS 3.2.3. KAS
Activity 3.3 Evaluation of the train-the-trainer program plus suggestions for redesign	Trainers reports and trainer participants’ questionnaires are analyzed and suggestions for redesign elaborated	3.3.1 Short survey and analysing the data of this survey. Defining list points for further improvement	3.3.1. Survey – Innofius 3.3.2. Analysis KAS and Innofius 3.3.3. List KAS and Innofius
Activity 3.4 Introductory/consultation meetings of youth workers with their EU counterparts	Arranging meetings with EU networks	3.4.1. Online matchmaking appointments between EU networks and youth workers	3.4.1. Appointments– Innofius

Chapter 4. Sectorial B2B approach

For the success of embedding the work and professional practice of the Youth Work practitioners, YEAs, and the NEETs in Georgia in an international network of similar partners and communities, the selection of one or more (economically) promising sectors can be important. Businesses active in these selected sectors can be the driving force in this kind of international knowledge exchange programs - in this case between Georgia and the Netherlands and Belgium - aimed at achieving societal goals.

For companies that see opportunities within (economic) sectors in each other's countries, no incentives or financial inducements are needed to achieve sustainable relationships and networks among them. For the establishment of sustainable business-to-business bilateral / multilateral relations between the Netherlands, Belgium, and Georgia, at present three (economic) sectors were found to be most suitable, at the current moment:

- (1) Agriculture and Horticulture (food, wine, etc.)
- (2) Hospitality and Tourism (i.e., rural ecotourism, inbound tourism from the Netherlands and Belgium to the potentially attractive and growing tourist industry in Georgia and the related development of the hospitality and hotel sector)
- (3) Digital start-ups and Ed-tech start-ups (ICT/ digital related sectors)

During the three planned study trips to the Netherlands and Belgium, companies, and public organizations active within the above three (economic) sectors will be visited.

A first step could be to select a limited number of potentially interested startup companies from Georgia as well as from the Netherlands and Belgium within the above three (economic) sectors that are interesting to team-up with. INNOFIUS will map out these startup companies. Georgia's current and future YEAs can take a leadership role in this. They already own or are involved in successful companies in these three sectors and can be important points of entry for Belgian and Dutch entrepreneurs to do business with these companies and perhaps also act as intermediaries to expand their market position in Georgia.

By creating these bilateral-multilateral business-to-business relationships between both sides of the world, the incentives for the YEAs to stay involved in the project are increased. In addition, this bilateral-multilateral network provides the opportunity to increase the group of YEAs who want to participate in the project.

For the NEETs from Georgia, the YEAs active in these three sectors can serve as examples and inspiration to become active within these sectors. In addition, by engaging in this network of business-to-business networks of a limited group of interested companies, the NEETs can see and experience from practice that there is perspective within these three sectors to build a new future for themselves.

Chapter 4 – Sectorial B2B Approach Activities

Activity	Description	Deliverables	Responsible
Activity 4.1. Linking Dutch and Belgian companies as a bridge to create knowledge exchange through the YEAs, for three sectoral domains (agri- and horticulture, hospitality and tourism, digital start-ups and EdTech)	Dutch and Belgian companies are linked to Georgian ones, knowledge exchange is created between YEAs and young entrepreneurs from the EU. Matchmaking appointments are arranged online.	4.1.1. 12 of matchmaking appointments arranged. Each YEA has one appointment	4.1.1. Identifying Dutch and Belgian companies and linking them to YEAs – Innofius; Technical scheduling of the meeting with YEAs - KAS

Chapter 5. Study Tours for YEAs and NEETs

During the study tours therefore, (SE) mentoring skills sessions and bilateral matching making events will be maximized for the YEA's, whereas for the NEETs the focus will lie on basic and entrepreneurial skills sessions and inspirational group site visits (since they are more comfortable as a group the first time abroad and incapable of speaking English, for the most of them). The difference between the study tours will be explained in the following paragraphs:

Study Tours for the YEAs

The study tours for the YEAs should be highly knowledge intensive and enriching, feeding them with the next level ideation for their start-ups and companies. The YEA study tour should be individually tailor-made (maximizing close ties to their affinities and bringing answers to the questions they might have). The site visits should also be related to the sector the YEAs work in. A combination of (SE) mentoring skills is also important since their main role is to coach the NEETs in social entrepreneurship.

1. What is the YEA engaging in their company right now?
2. What drives the YEA on a daily basis (what is their passion)?
3. What would the YEA like to see/experience, learn from their counterparts in the Netherlands/Belgium?

	Q1	Q2	Q3
Demetre Ergemlidze	family farm, livestock product: goat milk, cow milk, cheese, berry garden, tries to make it bigger, he is in school (located in mountains)	worked as a journalist for tv, believes in the power of stories, inspiration, hear each other's stories, find new possibilities, grow more	young people that started young, sharing stories, finding new inspiration, not only business stories but life stories
Kristine Maglakelidze	wine producer, also works for wine association, organizes educational activities for problems in sis(?) companies	already sharing knowledge, inspire new entrepreneurs, opportunity to share more knowledge	wants to meet people in educational businesses, woman entrepreneurs (how they break stereotypes, how do we do that in G), agricultural (how to green innovation, new technology)
Nodari Ivanidze	started his own company at 18, advertising in airport-malls, business in 4 countries, in boards of different start-ups, mostly tech	giving back, helping start-ups, is already mentor, sharing knowledge	meeting start-ups, meeting business leaders in Amsterdam and Brussels, sharing knowledge, tech start-ups that are the next level
Nia Khatchapuridze	building materials, head of sales department, importing building materials, own small company, high quality materials, the process of building, more building solutions than materials	wants to share experience and knowledge with people who think that it's too difficult to make steps forwards, giving message that it's good to learn	Meeting people in hospitality (sharing experiences), also building solutions
Anna Kurdadze	Wine company, represents social platform to connect	share knowledge, is also teacher (English), feeling connected, giving people something, they love to do, she's passionate, loves to create, the core of entrepreneurship: loving what you do	more opportunities to grow, sharing experiences, meeting entrepreneurs (off the next level)
Zurab Maisashvili	winemaker, entrepreneur, sells international, founder of factory (?)	Just started in agricultural university (as a student), combining being an entrepreneur and being a student	big wine factories
Saba Sakhvadze	Wine company, new factory for alcoholic drinks	Open for new ideas, technologies, for producing drinks and foods	wine, beverages, hospitality, agrotourism, crossovers, how to combine services, new process techniques
Elene Aduashvili	Entrepreneur, home-made honey production, fresh and canned berry jams	Interested in Agriculture; She is studying business at the university and is open for new ideas	Agrotourism, food and beverages, agriculture sector
Shalva Otanadze	Entrepreneur, owns handmade accessories brand "Otanadze design"	Professor at the Ilia state university, part of the Start-up grind team.	Service sector, distribution and selling; hospitality, technologies



		Interested in production and technologies	
Levan Sukhishvili	CTO of the tech company	Interested in digital platforms and applications, open for new ideas	Digital technologies, tech start-ups, micro businesses
Gaioz Sauri	Entrepreneur, business development consultant, co-founder of start-up	Motivated, open minded young entrepreneur, interested in technologies and communication	International trading, start-up marketing and management, tech startups
Maia Verdzadze	Founder and owner of the luxury camping hotel "Hill-inn"	She is managing hotel and working in the construction company at the same time, motivated to establish new companies and try herself different sectors	Hospitality and service development, construction, international trading

The site visits -during the YEA study trip- will consist of leading SE incubator hubs, SE startup association's networks and innovation ecosystem (Living Labs) networks, that are mature with a wide reach and a social entrepreneurial focus. Appendix 2 shows an example of how this is worked out for Brussels and Amsterdam. Appendix 5, YEA information, additionally gives an overview of the business of the young entrepreneurs. Prior to the study tour a more specific NEEDs analysis survey will be send to the YEA's to further refine the matchmaking and skills needs of the YEA's.

Mentoring skills for YEAs

The twelve selected YEAs are all young businesspeople (aged 19-30) founders and owners of a start-up company and/or successfully managing their enterprise. This brings a diverse mix of skills and passions. The YEAs are the key drivers for positive change to the NEETs communities in Georgia. The YEA businessmen and women are producing Georgian wine, goat cheese at family-type farms, they own in-demand luxury camping hotels or a eco-friendly family hotel. One of YEA's is the founder of an ICT-company who became the best start-up in the Forbes' list in 2017.

Earlier on, a three-day workshop was organized for the young entrepreneurs. The participants improved their leadership, teamwork skills, learn about methods and mechanisms for advocacy, lobbying and decision-making; They shared ideas about the activities that can be implemented in the frames of the YEA program.

Serving as a business coach or mentor brings out many challenges and rewards. They are the best mentors to shape the NEETs mentees into skilled, practical oriented (social) entrepreneurs rather than just good followers. If done well, the long-term impact of mentoring can offer life- and career-changing benefits to both parties. YEA's support could open doors to new business contacts and opportunities for themselves.

Mentoring on entrepreneurial skills does not equal being an entrepreneur and explaining about this. Mentoring asks for specific skills to teach and help acquire "how to knowledge" and practical skills for social entrepreneurship (SE), as is preferred by the Skills4Success project. Processes as depicted below are general entrepreneurial stages the YEA should be skilled to mentor on:

Table 5: Entrepreneurial Process of Social Entrepreneurs

Stages of the entrepreneurial process of SE	Stage summary
Emerging of the initial idea	Initial idea as a driving force. Company is usually not registered yet. In this stage social entrepreneurs are sometimes acting as intrapreneurs.
Idea refinement	Making the idea clearer and easier to be communicated. Researching and trying to understand who their customers are and how they react on the suggested idea. Running a pilot or kick starter. Putting the business model together or improving existing business model. The funding is needed in this stage.
Establishing business	Business model is established. Social entrepreneurs are looking for partnerships. Effort to find financial and non- financial resources.
Scaling	Growing the business. Developing network and establishing partnerships with stakeholders. Additional funding to finance growth is necessary.

Source: Authors' Elaboration

Incubator and accelerator programs have an important role to play in educating for SE. In the Skills4Success project the YIL's will fulfill this role, together with the YEA as trainers and Ambassadors. The NEET's however have no previous knowledge neither from the business side, nor from the societal one. The latter might also hold for the YEA and those YEA's who have the background that is helpful in terms of establishing and developing social enterprise, there are still particularities that can be further explained. Teaching, coaching, and knowledge sharing are the instruments of the education. Studies⁶ show that the business model, stakeholder management and finding funding are the most asked, and thought elements within incubators programs.

When it comes to teaching, identified themes important for social entrepreneurs to learn more about are business model, sources of funding, social impact, and the importance of having a good relationship with the stakeholders. Besides this the YEA's and NEETs need to be taught about particularities regarding the language of social entrepreneurship.

"Business idea", "business plan", and "business model" are the terms identified as being of concern when it comes to motivation of social entrepreneurs to join SE incubator and accelerator programs. Often the importance of help received is about making the business model or improving the existing one.

Except of having clear idea about their business, the SE accelerator programs provide education related to the sources of funding, customers of the SEs, marketing strategy etc. Providing the sources of funding is important for SEs. Nevertheless, several particularities exist when it comes to investments within the social entrepreneurship. To meet investors is not enough, but also to learn what is specific when it comes to investments in social entrepreneurship, what type of investors exist in Georgia (where SE is less common), how to apply for investments in Georgia, which investment is most suitable when it comes to particular social entrepreneurship idea etc. Teaching around the topic of investments is found to be on the agenda of SE incubator and accelerator programs. The local expert should have knowledge on where SE is on the rise and through which funding channels this information can be gained in Georgia. Private investors, public investors and private companies are identified

as sources of funding for SEs. When it comes to private investors, situation Georgia is specific, because there are not many private investors yet that fund SE-related companies yet.

Stakeholders will come both from private and public sector and will take different partnership positions. Private companies may be important for SEs as investors and collaborators in producing products or services, while public sector is very important as both investor and customer of the SEs' products and services.

For the YEA study trip, it is therefore important to maximize their mentoring skills with the help of experienced (social enterprise) incubators, next to their own affinities, related to their field of expertise and their company.

The study tours therefore should have two foci: 1. Maximizing social entrepreneurship mentoring for NEETs target groups, and 2: Inspirational knowledge exchange for the YEA's own companies. For this purpose, multiple site visits will be planned and bilateral tailormade a day-on-the-job matches with Dutch and Belgian entrepreneurs will be arranged as matching making. The following expectations need to be taken into account for the study tours.

Expectations of YEA and ideas	KAS expectations and Ideas
Meeting with young entrepreneurs, EU counterparts;	Raising awareness on youth inclusion, diversity, cohesion
Visits to innovation labs/centers;	Social entrepreneurship and social responsibility;
Visits to enterprises established/run by young people;	Empowering disadvantaged youth;
Meeting with European start up associations or networks.	Innovative ideas how the YEA program/YEA as a group can contribute to empowerment of disadvantaged young people/NEETs;
Workshop on personal and professional development;	Informational sessions about setting up Enterprises in the EU (regulations, rules, support etc)
Skills training (communication, interpersonal skills, entrepreneurship competencies);	
Getting innovative ideas/inspiration how to motivate young people to become entrepreneurs;	

Study Tours for the NEETs

The study tours should create a life changing experience for the young NEETs. This study tour will focus mostly on a mix of inspiration, basic skills, and small steps towards entrepreneurial skills. Ideation and aspiration should

stand central. In dialogue with KAS Brussels and South Caucasus office, the Belgian province Limburg and Dutch province Limburg were chosen for it focuses both on technology combined with farming/tourism/food/hospitality. Limburg area would be ideal for the NEETs target group of farm youth. These regions are less ‘threatening’ to these NEETs than the metropolitan Brussels and Amsterdam/Antwerp and Rotterdam, though have a lot of inspirational opportunities to show to young NEETs, still mirroring their rural upbringing.

For the third trip a combined tour of Antwerp-Rotterdam would be a nice idea, i.e. strong multicultural urban cities with a strong lifestyle (fashion and design) and IT-start up and music culture, hospitality is also strong in both cities. This study tour will be better for the street life NEETs showing entrepreneurial ventures that can also be created in the cities where they currently live. Direct links need to be made to their direct affinities. It is of the highest importance to know what the intrinsic drive of these NEETs is. Build up on their passion is of utmost importance. In this way, a spark can be created through match the NEET with a local entrepreneur and a tiny step of self-identification, through their passion e.g. sport, music (hip hop, rap, rock) , street culture, skate boarding, graffiti art, etc. The creative hubs of Antwerp and Rotterdam are a bustling source of these street style ideas.

Next to this, it is important to practice basic skills as introducing oneself, presentation, first steps of ideation (simple brainstorming techniques), empathy and manners towards other etc., during the study trip. These skills will not be frontloaded as skills but will be covertly intertwined with the activities of the study trip. In this way, the NEETs informally practice introducing oneself in many ways. Reflection and feedback on this should be given, yet not in a formal way, possibly in a covert and positively stated way. In this way, the NEETs are gradually learning without noticing. INNOFIUS learning psychologist can integrate these covert ways of feedback into the study tour program. KAS South Caucasus could possibly pretest this one site before the study trips start.

Chapter 5. Study Tours Activities

Activity	Description	Deliverables	Responsible
5.1. Study Tour for YEAs	5 days long (including travel) are organized in Belgium/Netherlands for YEAs	5.1.1.Elaboration of the program 5.1.2. Setting up practical details of the program (speakers and facilitators, venues, internal travel, lunches and dinners) 5.1.3. Arranging practical details of the visit (travel, airport transfer, accommodation) 5.1.4. Conducting the study visit 5.1.5 Monitoring and Evaluation	5.1.1. Innofius (coordination with KAS) 5.1.2. Innofius (coordination with KAS) 5.1.3. KAS (coordination with Innofius) 5.1.4. Innofius 5.1.5.Innofius, KAS
5.2. Study Tour for NEETs 1	5 days long (including travel) are organized in Belgium/Netherlands for NEETs	5.1.1.Elaboration of the program 5.1.2. Setting up practical details of the program (speakers and facilitators, venues,	5.1.1. Innofius (coordination with KAS) 5.1.2. Innofius (coordination with KAS)

		internal travel, lunches and dinners) 5.1.3. Arranging practical details of the visit (travel, airport transfer, accommodation) 5.1.4. Conducting the study visit 5.1.5 Monitoring and Evaluation	5.1.3. KAS (coordination with Innofius) 5.1.4. Innofius 5.1.5. Innofius, KAS
5.2. Study visit for NEETs 2	5 days long (including travel) are organized in Belgium/Netherlands for NEETs	5.1.1. Elaboration of the program 5.1.2. Setting up practical details of the program (speakers and facilitators, venues, internal travel, lunches and dinners) 5.1.3. Arranging practical details of the visit (travel, airport transfer, accommodation) 5.1.4. Conducting the study visit 5.1.5 Monitoring and Evaluation	5.1.1. Innofius (coordination with KAS) 5.1.2. Innofius (coordination with KAS) 5.1.3. KAS (coordination with Innofius) 5.1.4. Innofius 5.1.5. Innofius, KAS

Part II: Implementation

In the following paragraphs, aspects of implementation are summed up and a complete overview of main building blocks of the KES is given with objectives, SDG's, underlying activities, involved stakeholders, estimated timeframes, target and risk and mitigation

Chapter 6. Objectives

The following objectives stand central in implementation:

Objectives	Activities	Objectives Involved stakeholders
1. To strengthen the capacity of young entrepreneurs through connecting them with their EU counterparts and different stakeholders, introducing to the best practices and examples of innovative business ideas.	<u>Raising Awareness & Visibility through Campaigning</u> 1.1. Widened Access through mobilization of multiple channels 1.2. Tangible Inspirational Content and Learning Materials Portal <u>Capacity building and Skills training for Youth Workers</u>	Mobile Youth Workers Project partners KAS Brussels Office KAS South Caucasus Office Regional experts KAS Production and Design officer INNOFIUS Senior learning specialist INNOFIUS Senior Marketeer INNOFIUS Medior Youth specialist

	<p>2.1. Train-the-Trainers concept (online and offline)</p> <p>2.2 Best Practice Learning Materials Mapping and Translation process</p> <p>2.4. Learning Material's Inspirational Redesign approach</p> <p>2.5. Upscaling trainings and regional deployment of Learning materials</p> <p><u>Study tours YEAs</u></p>	<p>External advisor on learning and trainings materials for entrepreneurial education</p> <p>Georgian and International influencers</p> <p>Businesses Belgium and the Netherlands</p>
<p>2. NEETs to take up entrepreneurship through connecting them with their EU counterparts and different stakeholders, introducing to the best practices, examples of innovative business ideas and success stories.</p>	<p><u>Capacity building and Skills training for YEA and NEETs</u></p> <p>3.1. Basic Skills concept for NEETs</p> <p>3.2. Entrepreneurial skills for NEETs</p> <p>3.3. Mentoring skills for YEAs</p> <p>3.4. Sectorial B2B approach</p> <p><u>Study tours NEETs</u></p>	<p>Mobile Youth Workers</p> <p>Project partners</p> <p>KAS Brussels Office</p> <p>KAS South Caucasus Office</p> <p>Regional experts</p> <p>KAS Production and Design officer</p> <p>INNOFIUS Senior learning specialist</p> <p>INNOFIUS Senior Marketeer</p> <p>INNOFIUS Medior Youth specialist</p> <p>External advisor on learning and trainings materials for entrepreneurial education</p> <p>Businesses Belgium and the Netherlands</p>

Chapter 7 Target groups

NEET target groups

Based on a group interview held with the Mobile Youth workers and Skills4Success project partners and brainstorming held with the KAS offices Brussels and South Caucasus the following target groups have been defined:

Youth living on the streets in cities and villages:

These NEETs (age 16-25 years in cities, 18-30 years in remote mountain regions) generally have no perspective on a better life. They have had bad experiences with formal education (have often not finished secondary school) and have thus lost the willingness to learn. Most have a shelter and a stable income (often part time seasonal work). This target group consists mostly of men. Sometimes these men are prone to commit crimes, and are truly youth at risk (drugs, criminality and alcohol lie on the lure). They generally have a very low esteem, have a lot of psychological complexes, are not well mannered. Next to this they have frustrations with the government, about the lack of suitable jobs for them and no economic positive outlook. Their peers are not supportive for a better future. These NEETs are on a downhill slope, stuck in a toxic community that is very difficult to escape. These NEETs have very little understanding of local and international markets.

Their learning is also hard to trigger. They really need to learn to learn again. Preferably through non-threatening informal education. It will be difficult to find the intrinsic motivation to start learning. They simply do not know where to start, and do not have access to information or the 'right people'. The best focus here is the focus on making money, building their own micro business, without having to go to school.

Youth living in remote rural areas

These NEETs (under the age of 20) are living in rural remote areas of Georgia, with their parents, highly dependent on the family structure, finances, and their main source of income. School does not stand central for these young people. They are often involved in daily labor at the farm of their family and miss out school quite a lot. They are generally loyal to their parents. They see themselves stuck in the traditional farm business, as is done by their parents. Some (secretly) aspire a different life as their parents, and not shown their own interest that much. Dependent on their parents, they are generally dissatisfied with their lives, with the boredom of farm life. They generally have no (digital) access to new ideas or inspirational role models. Some want to continue their family business but have little knowledge on how. Others want to escape farm life and go to the bigger cities. They do not see farming as a profitable business.

Their learning is limited, they go to school but the daily work at the farm has the highest priority. Their image on their own company needs to be widened, as well as their outlook on role models. Girls on the farm generally are more motivated but limited in a male dominated culture and cultural customs in their region. They lack female role models reframing farm life in a modern age. Women are good at craft but see no ways of commercializing this. The best focus here is spurring inspiration through showing feasible small-scale entrepreneurial businesses, the reframing of farm with (ecological) local products, original local craft and tourism related business activities.

Young women insufficiently knowing their women rights

These NEET-girls (under the age of 20) marry very early at a young age (sometimes even against their own will) are generally unaware of their women rights, and often religious. The pressure on them to have kids and support their families in the household is high. They generally have low esteem. Parents still play a big role in their lives, and with this the aspirations these parents have for their daughters. They consider themselves obligated to live with their parents. And are often not able to enroll in (further) education.

Their learning is restricted. Some have high motivation to make a change in their lives, but lack the opportunity to learn, miss the right female role models, and outlook on what type of business they could run locally or even digitally from the farm. The best focus here is empowering these young women to take up the own rights, remain in education (where possible) and spark inspiration towards a modern woman career that is there to aspire to.

Chapter 8. Specific components and activities

In the following tables, the specific components and activities are summed up and explicated:

Specific components	Activities
Awareness raising (Ch.1, p.10, Ch2. p.20.)	Creating a leaflet (physical) Further developing and placing content of Youth Agency Platform for social workers and teachers (digital)
Train the Trainers concept (online and offline) (Ch2. p.16-18)	Designing the training program Deploying the train the trainer program Evaluation of the train the trainer program plus suggestions for redesign
Best practice Learning Materials Mapping and Translation (Ch2, p.19-p.22, Ch3. P.23-30)	Mapping international good practices through national and international networks (survey) Analysing good practices and materials (two days' workshop) Upscaling of materials through regions, partner organisations and regional colleges
Sectorial B2B approach	Linking Dutch and Belgian companies as a bridge to create knowledge exchange through the YEAs, for three sectoral domains (agri- and horticulture, hospitality and tourism, digital start-ups and EdTech)
Study tours YEAs	Conducting a needs analysis among YEAs Arranging study tours on basis of needs Arranging matchmaking Arranging social entrepreneurship mentoring trainings
Study tours NEETs	Conducting a needs analysis among NEETs, through social workers Arranging study tours on basis of needs Arranging matchmaking based on intrinsic drive/passion Interweaving covertly skills training in program
Overall evaluation of assignment and further upscaling possibilities	Evaluating with KAS offices the overall performance of INNOFIUS on assignment goals

Chapter 9. Methods and approaches

In the following table, the used methods and approaches are summed up and explained:

Methods	Approaches
Raising Awareness & Visibility through Campaigning	1.1. Widened Access through mobilization of multiple channels 1.2. Tangible Inspirational Content and Learning Materials Portal
Capacity building and Skills training for Youth Workers	2.1. Train-the-Trainers concept (online and offline) 2.2. Best Practice Learning Materials Mapping and Translation process 2.4. Learning Material's Inspirational Redesign approach 2.5. Upscaling trainings and regional deployment of Learning materials
Capacity building and Skills training for YEA and NEETs	3.1. Basic Skills concept for NEETs 3.2. Entrepreneurial skills for NEETs 3.3. Mentoring skills for YEAs 3.4. Sectorial B2B approach

Chapter 10. Timetable of activities

In the following table, the estimated timeframe of activities is explicated:

Activities	Timeframes
Chapter 1. Awareness Raising Activities	
1.2. Creating a leaflet 1.2. Creating and adding content to the Youth Agency Platform 1.3. Mobilizing channels for awareness raising	1.1. June-August 2022 1.2. September 2023 1.3. October 2022 – December 2022
Chapter 2. Best Practices and Learning Materials – Activities	
2.1. Mapping international good practices through national and international networks (survey) Activity 2.2. Analysing good practices and materials (including one day workshop) Activity 2.3. Upscaling of materials through regions, partner organisations and regional colleges	2.1. July 2022-August 2022 2.2. August - September 2022 2.3. September 2022 - June 2023
Chapter 3 Capacity building and Skills training for Youth Workers	
Activity 3.1 Designing the training program Activity 3.2 Deploying the train-the-trainer program Activity 3.3 Evaluation of the train-the-trainer program plus suggestions for redesign. 3.4. Introductory/Consultation meetings of youth workers with their EU counterparts	3.1. June 2022 – July 2022 3.2. July/August 2022 3.3. September 2022 3.4. October 2022 – March 2023
Chapter 4 – Sectorial B2B Approach Activities	
Activity 4.1. Linking Dutch and Belgian companies as a bridge to create knowledge exchange through the YEAs, for three sectoral domains (agri- and horticulture, hospitality and tourism, digital start-ups and EdTech)	June 2022-July 2023
Chapter 5. Study Tours Activities	
5.1. Study Tour for YEAs 5.2. Study Tour for NEETs 1	5.1. June-July 2022 5.2. September-October 2022

5.3. Study Tour for the NEETs 2	5.3. February-March 2023
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Chapter 11. Relevance of activities

In the following table, the relevance and SDGs linked to the main activity are defined:

Main activity	Relevance	SDG contribution
Raising Awareness & Visibility through Campaigning	High, i.e., increasing awareness and maximizing the potential of underused communication channels and not yet mobilized influencers. Campaigning to decrease inequality for NEETs and women rights.	1, 8, 10
Capacity building and Skills training for Youth Workers	Very High, i.e., increasing capacity and skills building for Youth Workers in a domain that is still unfamiliar for them. Helping acquire new knowledge to Mobile Youth Workers that are the central change agent for the NEET's and especially disadvantaged young women	4, 1, 8, 10
Capacity building and Skills training for YEA and NEETs	Very High, i.e., For YEA: increasing capacity and working on specific mentoring skills for YEA's that are themselves entrepreneurs but did not have formal training on how to coach start-ups in NEETs context. For NEETs, i.e., increasing basic, life skills and entrepreneurial skills for the NEETs to empower them, create a spark for a new future and show them other paths for their working life, escaping historical and social path dependency that was brought upon them.	4, 1, 8, 10

Chapter 12. Budget allocation

See appendix 7 for Budget Allocation Knowledge Exchange Scheme.

Chapter 13. Logframe, targets and indicators plus quality monitoring

In the following table, the logframe, targets and indicators are formulated:

Results chain	Indicators	Targets (value and year)	Source of verification
Overall objective: to promote self-development and capacity of the target groups of the project and ensure the success of their activities through creation of working and sustainable knowledge exchange schemes between Georgian and European stakeholders.	Number of the concepts and action plans for International Knowledge Exchange Scheme (KES) is conceptualized; Number of Youth with whom the YEAs shared their experience and good practices observed in EU countries;	1 concept elaborated – May 2022 At least 50 young people from EU are engaged in KES – August 2023	Concept Reports communication
Outcome 1. Opportunities are created for young people in Georgia with the focus on NEETs to raise awareness of the opportunities of employment and entrepreneurship, receive meaningful and tailored youth services and share experience from the EU institutions and counterparts	N of opportunities created within KES for young people N of NEETs involved in KES Improved network of YEAs and NEETs with EU counterparts	At least 10 opportunities are created within KES – August 2023 At least 500 NEETs benefit from KES - August 2023 At least 80% of KES participants say they can benefit from contacts and network created within KES - August 2023	Reports communication; Surveys;
Output 1.1. Physical and online resources and materials are mobilized and distributed through relevant channels	N of physical materials N of digital content N of audience	1 leaflet (volume of content two A4 pages) is created, layout elaborated and translated into Georgian 10 video clips are prepared; The content is shared with at least 5000 persons; At least three external organizations are involved in content sharing	Reports communication; Materials elaborated;
Output 1.2. Best EU practices and materials are selected, available in Georgian language and distributed to relevant target groups.	N of good practices identified N of report of good practices of good practice materials identified N of pages of the report	Three pearl good practices are identified and 10 EU networks mapped 1 report of good practices is elaborated 3 of good practice materials identified 30 of pages	Reports communication; Materials elaborated;
Output 1.3 Capacity of youth workers is strengthened through elaboration of relevant materials, training and matchmaking with EU counterparts	Number of materials; Number of ToT participants; Improved capacity of youth workers;	One 30 pages manual elaborated and translated into Georgian – August 2023; 28 youth workers participate in ToT – August 2023 At least 80% of training participants say they improved their knowledge – August 2023;	Reports communication; Photo and video materials; Survey results;

Output 1.4. Young Georgian and EU entrepreneurs meet, develop contacts and share experience and knowledge via matchmaking sessions	Number of matchmaking sessions	12 matchmaking sessions – August 2023	Meeting reports; Photos;
Output 1.5. Study visits and matchmaking is organized between Georgian and EU counterparts.	Number of study visits organized Number of participants of the study visits YEAs and NEETs strengthen their network and improve knowledge/experience	3 study visits organized – April 2023 36 participants of study visits – April 2023 At least 80% of study visit participants say they improved their knowledge/experience and explored new opportunities – April 2023	Reports communication; Photo and video materials; Survey results;
Outcome 2. Young Georgian entrepreneurs capacitate NEETs and other young people to learn more and start entrepreneurship	YEAs are committed to share experience and capacity of NEETs is improved	At least 10 different activities are organized by YEAs – August - 2023	

Conclusion

This knowledge exchange scheme (KES) has been drafted based on a series of brainstorming, stakeholder meetings, expert interviews, and desktop research (reports, resources and learning materials). It follows closely the wishes of the project partners of Skills4Success, the Youth Entrepreneurial Ambassadors (YEA's), Mobile Youth workers in cities and regions and Konrad Adenauer Stiftung local South Caucasus and Brussels offices. The aim of INNOFIUS is to fit this assignment to the best of our capabilities to the YEA, NEETs and Mobile Youth Workers as possible.

Another important ambition is to maximize Skills4Success upscaling for the future through widening channels of communication, creating inspirational and solid content and through the creativity of engaging influencers and top experts that are passionate to support Georgian NEETs towards a better future.

Page 22 renders ideas for upscaling, unfortunately the scope of the project does not allow to further implement beyond the timeframe of 1,5 years, however INNOFIUS team will try their best to help start and maximize upscaling of ideas suggested.

We are very much looking forward to the cooperation with KAS and Skills4Success project partners to bring solid yet innovative and inspiring support to the table.

INNOFIUS Team
14th March 2022

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Appendix 1: Incubator hubs, Start-up associations Networks and Innovation Ecosystems

Brussels

Youth Start

<https://youthstart.be>

The YouthStart training is a free training of 8 days. Under the guidance of two trainers and together with about 10 other young people, you work on a plan for your future. What job do I want to do? Is re-studying an option for me? Or am I better self-employed? At the end of the training you will have found the answer to all these questions and you will know which steps are needed to realize your dreams. You will also receive the recognized YouthStart certificate, powered by Antwerp Management School and HEC Liège.

The content of the training is therefore based on the basic principles of entrepreneurship. That does not mean that you have to become self-employed after training. The entrepreneurial skills that are acquired during the training will come in handy in any case, also when further studying or looking for work.

MolenGeek

<https://molengeek.com>

MolenGeek is a tech ecosystem located in the heart of Molenbeek in Brussels. Their mission is to make the technology sector accessible to anyone wishing to ride the digital wave, regardless of background or level of training.

MolenGeek fulfills an entrepreneurial awareness mission and is at the start of the entrepreneurial journey. Thanks to MolenGeek, the entrepreneur will be able to discover entrepreneurship through MolenGeek events and will also be able to learn computer languages in order to program his project through the "Coding School". This school allows entrepreneurs to both technically develop their project but also to integrate other startup projects.

Finally, the MolenGeek coworking space will act as a springboard to other organizations and institutions that support entrepreneurship and help entrepreneurs. It is clear that today a large number of participants do not recognize themselves or do not identify with the organizations in place, because of the jargon used, the very entrepreneurial atmosphere or even by the use of new working techniques.

SPEED You UP (to be invited to Brussels, location in Gent)

<https://speed-you-up.org/about-project>

SPEED You UP is an Interreg 2 Seasproject with 13 project partners from France, Belgium, the Netherlands and the UK. The project runs from December 2019 to September 2022.

The overall project objective is to decrease the number of (at-risk) NEETs by improving their employability opportunities, through a co-created entrepreneurship programme that enhances entrepreneurial skills.

The project will create entrepreneur hubs both in secondary schools with a high number of at-risk NEET students and in local communities with a high number of hard to reach NEETs. From within these hubs, young people develop and create pop-ups that answer to the specific needs of the deprived communities in which they live or go to school. The project intends to increase their entrepreneurial skills, as well as their self-respect and motivation.

Partners in The Netherlands: Stichting Kenniscentrum Pro Work, Jong Ondernemen

Partners in Belgium: Arteveldehogeschool, Economisch Huis Oostende, Stadsbestuur Sint-Niklaas, Stad Gent

Amsterdam

Startup-lab (to be invited in Amsterdam, based in Zwolle)

<https://startup-lab.nl>

At Startup-lab, the focus is on developing ideas together and making Startups: start-ups of young people with big plans. It is a breeding ground for discovering and developing one's own talents and for coming into contact with other young people and their talents. The lab also establishes contacts with professionals, entrepreneurs, government officials, professors and financiers. The goal is to learn quickly, fun and interactively.

With each encounter, the concept, its opportunities and the young person's experience and knowledge grow.

Are you futureproof - Futureproof DIY

<https://www.areyoufutureproof.nl/future-diy/>

The DIY (Do It Yourself) program is for anyone aged 16 to 27 who is done sitting still and really wants to mean something. Who wants to develop his/her talents and meanwhile wants to improve the world.

Futureproof DIY can be followed in Almere, The Hague, Eindhoven, Groningen and Zwolle. In 17 weeks, a team strives to make an impact. Learn a lot, (dare to) make mistakes and maybe even start your own social enterprise.

The program takes about 8 to 12 hours a week and is free.

Starters4Communities

<https://www.starters4communities.nl/>

Starters4Communities strives for a social entrepreneurial society, formed bottom-up by changemakers. With their training programs in social entrepreneurship, they form a starting point for starters & professionals who choose a career with impact. At a company or with their own start-up.

ACE (Amsterdam Center for Entrepreneurship)

<https://ace-incubator.nl/>

At ACE, they support students, researchers and academics that are looking for ways to grow their tech or science based business ideas into impactful companies of the future. Their support consists of training & coaching and introductions to our extensive network of industry leaders, business professionals, investors and service providers. By supporting knowledge-based startups and scale-ups, they strive to build a learning ground for high-growth ventures of the future.

EYENEET (to be invited to Brussels, location in Gent)

<http://www.entrecomped.eu/eyeneet.html>

EYENEET is a cross-border collaboration of 13 partners from ten countries in the Mediterranean aiming to facilitate the acquisition of marketable workplace skills and entrepreneurship competences through EntreComp.

The EYENEET training model focuses on trainees acquiring Knowledge Economy skills for the 21st Century and beyond that would sustain them through their journey toward gaining full employment and/or successful entrepreneurship to start a business.

Innovation ecosystems

Brussels

GLUON

<https://gluon.be/>

Since its inception, GLUON has been raising awareness about global challenges. They find interactions between researchers, artists, citizens and students indispensable in a joint search for solutions to the dangers and challenges that affect this system. To this end, GLUON is developing a platform that maximizes collaborations and confrontations between these different actors. The educational program or “GLUON Education” is the other important pillar of GLUON. The educational activities aimed at (Brussels) young people aged 14 to 18 support them through the arts in the development of digital skills, critical thinking, creativity and entrepreneurship.

Be-impact

<https://www.be-impact.org/>

Belgium Impact (BE-Impact) inspires and connects social entrepreneurs. It wants to contribute to the work of social entrepreneurs, their initiatives, and those of supporting organizations.

Their mission, is to stimulate innovative social entrepreneurship with a perspective on the transition towards a sustainable society. To this end, the non-profit organization wants to connect these social entrepreneurs with each other and with the various actors in society, including the general public. It wants to inspire, connect and support social entrepreneurs from Belgium, but also function as a platform for the further development of an ecosystem in which social innovation and sustainable entrepreneurship, based on financial and social profit, go hand in hand.

Hub.brussels

<https://hub.brussels/en/about/>

At hub.brussels, they believe that entrepreneurship is one of the most powerful tools to bring out the best in Brussels in terms of innovation, internationalization and socio-economic impact. They work with entrepreneurs

based in Brussels and elsewhere and with their partners to create a modern urban economy that lives up to its social and environmental values. They also have incubator projects like Kokotte and l' Auberge Espagnol:

- **Kokotte**
<https://hub.brussels/en/kokotte-food-incubator/>
Thanks to its pop-up restaurant Kokotte, hub.brussels offers you the opportunity to test your hospitality concept for several months, without risk and at a lower cost, even in times of crisis.
- **L'Auberge Espagnol: the retail incubator**
<https://hub.brussels/en/lauberge-espagnole-retail-incubator/>
Auberge Expagnole is a life-size experience that allows you to test your retail concept under real conditions. Their team offers sustained coaching, adapted to your needs, before, during and after your incubation at the Auberge Espagnole: offline marketing, digital, press relations...

Amsterdam

Impact Hub Amsterdam

<https://amsterdam.impacthub.net/>

They accelerate the transition to a sustainable society and economy and are part of the Impact Hub Network of 17,000 entrepreneurs and innovators in 102+ locations worldwide in 50+ countries spanning five continents.

The entrepreneurs of their community activate new models and concepts, and prove that their new way of thinking actually works and that it's good for business as well for people and the planet.

Appendix 2: Possible speakers

INNOFIUS has a wide network of speakers; these speakers still need to be confirmed and merely are an illustration of what we would like to offer. INNOFIUS will try to find the best speakers for the best rate (possibly for free). INNOFIUS will always have an interview upfront and have create guidelines (together with KAS) on how to coach the entrepreneurs, how to focus on your target audience and best ways on communicating, plus backgrounds of entrepreneurs.

Elin McCallum – Bantani NGO

<https://www.linkedin.com/in/elin-mccallum/>

Patrick van der Pijl - Designing Business Models

<https://www.linkedin.com/in/ppijl/>

Patrick is the CEO of Business Models Inc., best-selling author, and renowned business model strategist. He will help you understand how design is a learnable, repeatable, disciplined process that anyone can use to add unique value.

Jasper Mutsaerts - Commercial Strategies

<https://www.linkedin.com/in/jaspermutsaerts/>

As The Startup Coach, Jasper has coached around two hundred startup founders across multiple industries and geographies to set bold goals, build resilient teams, grow their business, and be a force for good. His masterclass will guide you through the ten crucial steps of commercial strategizing.

Dieuwertje Damen - Impact Branding

<https://www.linkedin.com/in/dieuwertjedamen/>

Dieuwertje is a sustainability strategist, facilitator of change and the founder and managing director of Rainbow Collection, a creative agency for Corporate Social Responsibility.

Tess Lucassen - Growth Marketing

<https://www.linkedin.com/in/tesslucassen/>

Tess, one of Growth Coaches & Trainers at Growth Tribe is launching Growth For Good, to ensure that people and organisations working towards a better world can access the digital skills they need to get us there faster.

Geurt Jan de Heus - The Art of Negotiation

<https://www.linkedin.com/in/geurt-jan-de-heus-4022385/>

Geurt Jan has worked on the art of negotiation for twenty years at Routslaeven and often acts as advisor during difficult negotiations in the public domain, public-private partnerships, larger organisations, and family businesses.

Mark Hillen - Finding Capital

<https://www.linkedin.com/in/markhillennl/>

Mark Hillen is founder and chairman of Social Enterprise NL, as well as a renowned author and public speaker on social entrepreneurship.

Start-up speakers:

Maxime Willems – Proef!

<https://nl.proef.club/>

Proef! is a food lab encouraging food makers to innovate and co-create. The Proef lab is equipped with a test kitchen and an incubator space. Its founder Maxime Willems offers all kinds of services, from developing new products to coaching for start-ups.

HuffPuff Pocketwear

<https://huffpuff.be/>

Five friends came to the conclusion that they all preferred to use a classic cloth handkerchief. But none of them had found a really inspiring design or an ultimate comfortable fiber. After two years of hard work, with a lot of trial and error, they were able to proudly launch their first collection. They did that with a crowdfunding website, which was red hot within a few days. They clocked in at almost double the intended starting amount. They were clearly not alone on our quest for the best handkerchief in the world.

Rochdi Darrazi

[linkedin.com/in/rochdi-darrazi-4288511](https://www.linkedin.com/in/rochdi-darrazi-4288511)

<https://www.boldking.com/>

<https://mtspout.nl/startups-scaleups/rochdi-darrazi-boldking-ik-maak-me-zorgen-over-de-groeiende-ongelijkheid-in-de-wereld>

<https://growbackfoundation.com/>

Founder of Boldking (2013), a trading company in flexible razors for bald men. His start-up in Amsterdam with a chain of (online) shops grew to over half a million customers and landed a €10million capital injection from investors in 2019. Darrazi created the Grow Back Foundation to help improve the well-being of those talented young men who need a little encouragement, a helping hand or a nudge in the right direction. Grow Back Foundation was founded in November 2021 by Boldking founder Rochdi. A percentage of Boldking's sales plus donations made by individuals and companies will be used to kickstart the foundation.

Appendix 3: Scorings Table Best Practices

1. Accessibility: in what ways is the best practice accessible and does it present relatively few barriers to participation for Youth Workers practitioners in Georgia
2. Practicality & Visibility: to what extent is the "best practice" practice oriented and does it provide concrete and visible tools and instruments for Youth Workers practitioners in Georgia
3. Action Orientation: how realistic is the "best practice" to implement in Georgian practice? How costly and sustainable is the underlying business/operational model of the "best practice"?
4. Transferability & Scalability: to what extent is the "best practice" suitable and/or relatively easy and low cost to make it suitable to be sustainably embedded in the current and future work practices and structures of Youth Workers in Georgia? And to what extent is the "best-practice" suitable and/or relatively easy and at low cost to be made suitable to scale up in Georgian Youth Workers professional practice (also beyond the current focus regions)
5. Novelty: how innovative is the "best-practice" and in what ways can Youth Workers practitioners in Georgia make a difference here for NEETs communities in Georgia?
6. Impact: how clear are the direct benefits that the "best-practice" has for the work of Youth Workers practitioners in delivering quality services to NEETs in Georgia?
7. Costs: what costs are associated with implementing the best practice in the local Georgia context and do these costs outweigh the expected revenues and outcomes if the best practice is implemented?

Appendix 4: Motivations and Incentives

The motivations and incentives for local, national and international public or private partner organizations to cooperate in this Skills4Success project in Georgia differ per identified target group.

- a. For experts and public organizations this will be mainly focused on their desire & willingness to share their knowledge, expertise, and experience or to see how their knowledge and experience could also be shaped in another area/ context
- b. For NGOs this will mainly depend on the vision and mission of their organization and whether that aligns with the objectives of this project
- c. For professional (VET) schools this will mainly focus on what the possibilities are for learning from each other, exchanging knowledge and whether there can be exchange of students and staff members
- d. For entrepreneurs and businesses this would mainly have to do with the fact whether they see opportunities for access to a specific (foreign) market through participation in this project in/ with Georgia (i. e. trade- and investment opportunities) or whether they think that by participating in this project in/ with Georgia they can achieve their ambitions and goals in the field of Corporate Social Responsibility and achieving the SDGs

Appendix 5: YEA Information

Twelve successful young entrepreneurs were selected for Youth Entrepreneurial Ambassadors' Program. The selected entrepreneurs are aged 19-30 and have experience of successfully owning/managing their enterprise for couple of years now. The Youth Entrepreneurial Ambassadors Program aims to promote youth entrepreneurship in Georgia through strengthen the capacity of young entrepreneurs and engaging them in social activities.

On August 22-24, three-day workshop was organized for young entrepreneurs. During the workshop the participants improved their leadership, facilitation and teamwork skills, learn about methods and mechanisms for advocacy, lobbying and decision-making; They shared ideas about the activities that can be implemented in the frames of the YEA program and worked on elaboration of the Concept.

Business profiles of Georgian Young Entrepreneurial Ambassadors

Kristine Maghlakelidze

Ms. Maghlakelidze is a business consultant and entrepreneur with diverse experience. From 2017 till today, she produces Georgian traditional wine "Tsisperkantslebi" made by the grapes from Imereti region. In addition, currently she is working in Packaging Manufacturers Association of Georgia (PMAG Cluster) which is the business association that provides business support services to both packaging materials manufacturers and their industrial customers. Also, she works as a business consultant in the field of development of the International Fund for Agricultural Development. Her main responsibility is collaborating with the various local and international donor organizations to implement entrepreneurial skills-oriented educational programs. In 2021, with the funds of Akaki Tsereteli State University (Kutaisi, Georgia), she has implemented a personal volunteer project "Business Academy" to develop entrepreneurial skills in adults.

Link: <http://pmag.ge/ka/>

Elene Aduashvili

Ms. Aduashvili is an entrepreneur who is involved in the family business since 2015. Her family is producing home-made honey for twenty years. In addition, Elene managed to start her own business and she has been cultivating berry plants for the last 5 years: raspberries and blackberries, which are sold both fresh and canned as jam.

Gazioz Sauri

Mr. Sauri is a Business Development Consultant, responsible for purchasing and marketing in LLC Argo. It is an international company that specializes in tire trading. Mr. Sauri has been personally participating in the construction of the company together with the founder. In the company he has founded structural models of marketing, management, and procurement.

In addition, he is the co-founder of startup company: Lirde (2016-2019).

Link: <https://www.facebook.com/Lirdeproduction>

Shalva Otanadze

Mr. Otanadze is an entrepreneur who has founded "Otanadze Design", a Georgian brand that creates handmade, unique accessories. His business is oriented on both local and foreign markets. However, production is fully carried out in Meskheti, Georgia. Shalva also is a co-founder of the Georgian crowdfunding platform (Invest Me), which aims to help start-up entrepreneurs find alternative financial resources. In 2020, he joined the Startup Grind Tbilisi team, where he led the regional project of startup weeks "Metzfest". The project aimed to identify start-up entrepreneurs living in 4 target regions, strengthen their capabilities and connect with each other. Additionally, Mr. Otanadze is the professor in the Business school of Ilia State University.

Link: <https://www.facebook.com/OtanadzeDesign>

Beka Aslanishvili

Mr. Aslanishvili is a young entrepreneur. In 2013, he founded his own wine company "Nebi winery". In 2017, "Nebi winery" joined the Georgian National Tourism Association (GNTA) and his family winery already hosted up to 3,500 international visitors. Beka's products are sold in various stores both in Georgia and abroad.

Link: <https://www.facebook.com/Nebi-Winery-808463785865384>

Saba Sakhvadze

Saba Sakhvadze is a multi-profile entrepreneur. Currently, he is the director of digital marketing company "Luper". Also, he is the founder of dairy products company Ltd "Sandua" that offers customers exotic dairy

products such as goat milk, buffalo sour cream, Tenili cheese, natural yoghurts, etc. with traditional clay dishes and alcoholic beverage company “Mivino”- a company which aims to change young people’s attitude toward Georgian wine and make it a product of our daily life. He is also involved in an entrepreneurial education and his agency teaches young start-up entrepreneurs Network market relations, Logistic strategies and planning of Marketing campaigns.

Link: <https://www.facebook.com/winemivino>

Zurab Maisashvili

Mr. Maisashvili has 3 years of entrepreneurial experience. In 2018, he has founded his first wine company “Gvinuka” in the mountains of Racha, Georgia. The company produces up to 10,000 bottles and is sold internationally. In parallel with entrepreneurship, he builds vineyards, in particular endemic and forgotten varieties of Racha grapes and tries to restore old traditional Georgian grape varieties.

Link: Gvinuka

Demetre Ergemlidze

Demetre Ergemlidze manages family-type farm that is experimental project four the mountains of Imereti region. In an area where manganese is being actively mined and the villagers are gradually moving away from their living and farming areas, he and his family members have decided to strengthen the village and start a small farm that involves the production of goats, cattle cheese and dairy products, vegetables, and berries. His products are sold in Georgia.

Link: <https://www.facebook.com/Demetrefarms/>

Ana Kurdadze

Ms. Ana Kurdadze is the co-founder of wine company “Winess”. Except of wine production, company is oriented on helping people, take care of their mental health and raising awareness of the importance of healthy relationships in society. The company runs plenty of social campaigns and is actively involved in community welfare issues.

Link: <https://www.facebook.com/wineconnectingpeople>

Maia Verdzadze

Maia owns and manages one of the most famous and in-demand luxury camping hotels in the Adjara region – “HILL INN”, which she has founded in 2019 in the frames of the European Union grant program - ENPARD. In addition, she is involved in the construction sector and works as the head of sales team of the building materials dealer company – “Building solution”. The company offers high quality construction products to the customers.

Link: https://instagram.com/hill_inn_?utm_medium=copy_link

<https://www.facebook.com/hillinnkeda/>

Nodari Ivanidze

Mr. Ivanidze is the co-founder of several startups. Since 2015, he is the director and co-founder of the company “WiFisher”. During this time, WiFisher attracted more than half a million dollars from the United States. In 2017, company became the best startup in the Forbes’ list. Today, WiFisher is represented in 10 countries around the world. In addition, Nodari is interested in mentoring and is actively working with several young people. He is a member of Angel Investors of Georgia and is actively looking for startups for investments.

More than that, he the co-founder of digital agency “Potters Digital Agency” and event website “Evenger.ge”.

Link: <http://www.wifisher.com>

Nia Khatchapuridze

Ms. Khatchapuridze is the founder of family hotel “Bokneti” in the remote village, Dzama gorge, Georgia. Her hotel uses eco-friendly and renewable energy sources. Nia is involved in women empowerment activities and is the winner of several grant programs. She constantly works on development of her own business. In 2020, she became a teacher and strives to help children in her village develop entrepreneurial and civic skills.

Link: <https://www.facebook.com/boknettt>

Appendix 6: Profile Regional Expert

- Experienced Senior Entrepreneurial trainer that can facilitate Train-the-trainer workshops for Mobile Youth Worker, Regional Colleges and Youth Ambassadors target groups
- Is native speaker of Georgian
- Has C1 language level for English
- Has wide network in Entrepreneurial education in Georgia
- Has experience in Youth Work (youth age 16-30 yrs old)
- Has experience working in international teams
- Has experience working with youth works and teachers
- Digitally competent to work with social media and online learning platforms
- Has knowledge of basic skills frameworks and digital skills frameworks
- Has an innovative mindset