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EU4 YOUTH DAYS

2025



#EU4Youth

# *Youth Policy Labs in EaP Countries*

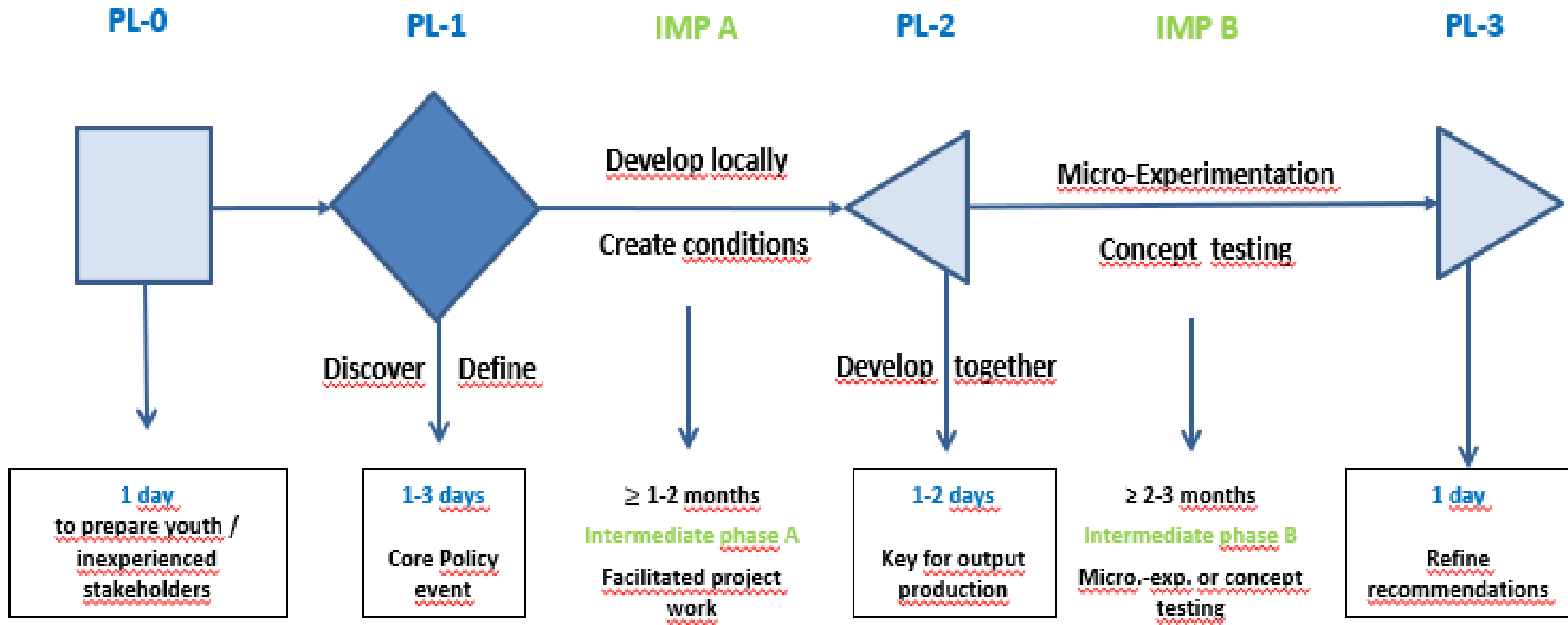
## *Georgia*

# Brief Overview

- **Aim:** Increase youth participation within the VET systems by initiating policy changes
- **Target regions:** Samegrelo and Samtskhe-Javakheti
- **Target municipalities:** Zugdidi, Jvari, Akhaltsikhe
- **Participants:** VET representatives, local CSOs, experts, youth, youth workers and local private companies, overall, **50 people**
- **Number of stages:** 4PLs including micro experiments
- **Timeline:** February – September 2025

## Policy Lab Structure \*

\* To be flexibly adapted



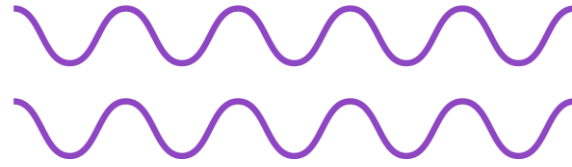
# Context of the EU4Youth initiative for EaP Youth Dialogue



The structure of a Policy Lab in Georgia includes:

1. A **preparatory phase** to enable youth and inexperienced participants to get familiar with the policy making process and the participatory leadership methods;
2. An **initial workshop** to start the analysis of the policy challenge from different perspectives and define possible new approaches or improvement areas;
3. A “**homework**” period of at least two months, allowing all participants to validate – in their respective local or institutional contexts- the concepts and strategies emerging from the first session and to start checking the feasibility conditions;

4. A second workshop **to co-create and co-develop an action plan** for micro-experimentation and assessment criteria;
5. A **field testing** - at a very small scale- of the proposed approach during at least two weeks.
6. A third and **final workshop to assess** the results of the micro-experimentation and formulate/deliver the final recommendations of the Policy Lab, supported by some evidence of potential improvements in the desired policy impacts.



## Result of the Policy Lab:

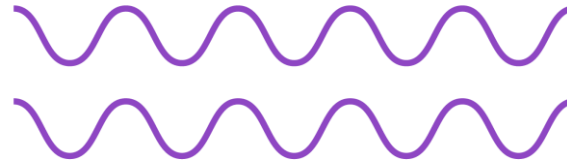


- ✓ **Recommendation Document**
- ✓ **Micro experiments in 3 municipalities**



### Human Resources;

- Youth engagement as assistants of teachers
- Recruiting youth as mentors



### Youth Participation in Decision Making Process:



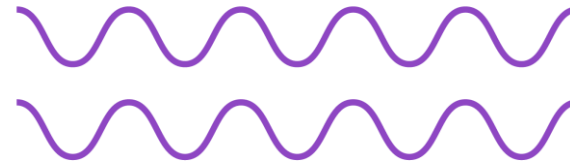
- Formation of **youth advisory councils** at vocational colleges.
- **Institutionalization** of student self-governance bodies.
- **Youth involvement** in policy monitoring and evaluation.
- Introduction of a **peer education system**, where young people teach and support other young people

### International Cooperation;

### Infrastructure and Technical Resources;

- Youth Room





## Micro-Experiment



**Youth Employment Forums (YEF)** in Akhaltsikhe, Zugdidi and Jvari municipalities provided a platform for young people to **voice their concerns, needs, and aspirations** related to employment. This direct engagement is a clear **form of youth participation in decision-making processes, particularly around economic and labour policies.**



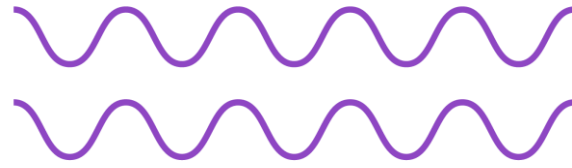
Co-creation of solutions:

Forum included **co-design activity** where young people with VET college team, employers, and NGOs to evaluate employment support strategies developed by VET college. This collaborative process is a **participatory practice**, where youth are not just beneficiaries but also **partners** in solution-making and influencing policy of VET college.


1 Day forum was organised in each college at the end of September. The program of the forum consisted the following components:

- **Co-design workshop:** VET college students and stakeholders (e.g., employers, policymakers) co-create solutions to VET college policy and strategies towards employment.
- **Skills Booths & Peer Exchange Corner:** Youth led short, peer-to-peer sessions sharing job-search skills, freelancing tips and entrepreneurship stories. This method empowered youth as knowledge holders and active contributors.
- **Job Fair:** Several companies/organisations presented their vacancies towards youth
- **Educational corner:** young boys and girls had a possibility to meet with career guidance consultants and get their feedback on the career development.





## Challenges:

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- **Limited prior knowledge:** Youth and inexperienced participants may struggle to grasp policy-making concept or institutional process.
  - **Low motivation or unclear expectations:** Some participants may not yet see the relevance of the process to their own interests or roles
  - **Dominance of certain voices** (e.g. experts) may stifle youth or less experienced contributors

## Dealing with challenges:

- **Limited prior knowledge:** Peer to peer learning; Sharing previous years experience;
- **Low motivation or unclear expectations:** Trying to find enthusiastic people
- **Dominance of certain voices:** Using different Non-formal education (NFE) methods









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Thank you!



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**Thank you!**  
**Thank's to Natela and**  
**Mako (GIZ)**







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*Questions & Comments*