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ЗА ТЕБЕ

LOCAL ACTION PLAN FOR NEET YOUTH

December, 2019



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EUROPEAN CONTEXT

THE NOTION

Firstly, despite referring to a highly diversified population, that includes various subgroups, each of them with its own characteristics and needs, the acronym NEET(s) sometimes is used just to label the most vulnerable and hard-to-reach, in a way that seems to confer stigma, but it does not have to.

Secondly, being relatively new concept, it is sometimes misinterpreted in media or policy debates.

And despite it being relatively easy from a statistical point of view to capture the NEET population, some empty space remains in the understanding of the concept of NEETs.

NEET can be defined simply – Not in Employment, Education or Training – but this definition is so loose, the acronym is more of an umbrella term for many different situations and people, than a clear or meaningful description of any one specific condition.

The need for an additional indicator capable of capturing those young people who were not in employment, education, or training first emerged in the United Kingdom in the late 1980s as an alternative way of categorizing young people aged 16-17.

There, the term “Status 0/Status Zer0” was used to refer to a group of people aged 16-17 who were not covered by any of the main categories of labour market status (employment, education, or training). The term NEET rapidly gained recognition beyond the United Kingdom.

By the beginning of the millennium, similar definitions had been adopted in almost all EU member states; similar concepts referring to disengaged or side-tracked youth were also emerging in popular discourse in Japan, New Zealand, Taiwan, Hong Kong, and, most recently China (Eurofound, 2012; Mizanur Rahaman, 2006; Liang, 2009).

However, still expressing a need of alternative measures to capture new forms of youth transitions, some of these new concepts went beyond the original meaning of NEET, also attaching a negative stigma to these newly identifiable categories of youth. For example, “hikikomori” in Japan means “withdrawal” and is used to refer to young Japanese NEETs, usually young men, living at home with their parents, spending their time alone in their rooms, without friends and only engaged with activities on the Internet and watching movies (Jones, 2015; Wang, 2015).

In Spain the term “generación nini” became a popular way – before the crisis – of identifying young people who did not want to grow up by going to work or study (Navarrete Moreno, 2011); similar terms were also identified in Italy, such as “bamboccioni”, and Germany, such as “nesthocker”, with negative connotations usually for young men unwilling to leave home and ‘grow up’ (La Repubblica, 2007; Kurier, 2014).

Given the ambiguity of what or whom it refers to – can often be unsatisfactory. Moreover, there are those who consider the term stigmatising, and its use thus ill advised (for this reason this term ‘in a NEET situation’, rather than use ‘NEET’ as a noun to describe a type of person). The predominant profile of young people in a NEET situation changes from country to country across the EU. They can be typically low skilled or high skilled, more male or female or gender irrelevant, with or without work experience, in the inactive population or registered as unemployed, depending where in Europe.

A false NEET is a person who is technically in a NEET situation, but voluntarily. These are people who do not view their own ‘NEET status’ as a problem for themselves. They might be people who don’t need and/or want to work or have some other project they are pursuing (political activism, starting a music group, building a houseboat, do social media work, preparing to go back to school, etc). In some cases, they may have gone abroad to travel, do volunteer work, or similar, and are still counted as doing nothing at home, as no records are kept of who leaves the country.

The key thing about a ‘real’ NEET situation is that it is involuntary, and the person is stuck in it.

Typically, they evidence no significant personal project for the future.

It should be emphasised that the heterogeneity of the NEET population has important implications when designing policy responses.

Therefore, interventions must be tailored to the needs of the various subgroups who require different forms of intervention in terms of welfare provision, training and labour market policies.

For this reason, policies to tackle the NEETs problem will involve a range of different initiatives and actors, targeting a range of subgroups.

Partnership among all labour market actors, educational providers, (public) employment services, employers and youth workers is the key for designing and implementing effective holistic approaches aimed at re-integrating NEETs into the labour market, education or society.

With this document we tend to deconstruct the concept of NEETs and help remove confusion over its use for creating best local solutions and practices, by providing proposal of how differentiated approaches to NEETs may work in practice.

EMPLOYMENT-RELATED NOTIONS AND INDICATORS

It is inevitable to think about the employment and participation in labour market, as employment is the cornerstone for every person that can be considered NEET.

To meaningfully discuss NEET issues, one needs a minimum of familiarity with employment-related concepts (such as the difference between being unemployed and not being counted in the active population, or how unemployment rates are being set), and with certain long-term trends (such as shrinking dependency ratios due to population aging, or rising job instability).

WORKING AGE POPULATION

The definition varies from country to country, but typically around 16 to 65 in developed countries (though retirement age is rising due to demographic issues).

ACTIVE POPULATION

Also known as the 'economically active population', this is the portion of the Working Age Population that is either:

- a) In paid employment – that is, the officially 'employed'
- or
- b) Is actively seeking employment – that is, the officially 'unemployed'.

SEEKING EMPLOYMENT

People are defined as 'actively seeking employment' if they have applied for a job in the recent past.

This is where things get tricky; how recently a person needs to have actively applied for a job, and how they demonstrate it, varies from context to context. Typically, a person might need to have applied for a job, in some way, in the last month or so, and/or be registered as a job seeker at an employment centre.

DISCOURAGED WORKERS

The above generic definition of 'job seeker' fails to take into account 'discouraged workers' – people who have given up looking for work, due to repeated rejection as applicants and

negative expectations about being able to find work, though they would work if they could. In many contexts, people need to register at an employment centre so as to receive unemployment benefits, and when these benefits run out, they may perceive little incentive to continue registering in such centres. By ceasing to register they are no longer counted as 'actively seeking employment', though they likely still want a job.

UNDEREMPLOYMENT

'Underemployed' refers to those people who are considered by official statistics to be among the 'employed', but who in fact work significantly less than they want and/or need to.

UNEMPLOYMENT RELATED CONCEPTS AND INDICATORS

As for unemployment, there are different types and causes of unemployment, and it is important to be able to make some distinction between these:

LENGTH OF UNEMPLOYMENT

Short-term and long-term experiences of unemployment are two very different things; long-term unemployment is obviously a much harder and more damaging experience. To understand the magnitude of the problem one has to know not just the real number of unemployed, but also how the total breaks down in terms of period of unemployment.

Even in those countries where unemployment had declined, period of unemployment has continued to lengthen – this is cause for concern.

CONJUNCTIONAL UNEMPLOYMENT

This is unemployment caused by a temporary set of events (a temporary economic dip, badweather affecting crops or tourism, etc.), which is expected to pass and be of little significance in the long-term.

STRUCTURAL UNEMPLOYMENT

This, very general, term refers to lasting problems (shifts in technology, production, demandor demographics, growing or changing competition, social issues feeding unemployment, etc.) that will not simply go away on their own, and thus need to be addressed actively by policy and action, if change is to be affected.

The key problem with conjunctural unemployment is that it can gradually become structural unemployment.

“SCARRING”

“Scarring” refers to long-term unemployment – particularly during the formative years of a young person’s life – has significant negative impacts on people who go through it, well after the initial unemployment is over.

People’s work skills and confidence deteriorate. They experience more problems of unemployment, social integration, depression, health, and so forth – for the rest of their lives.

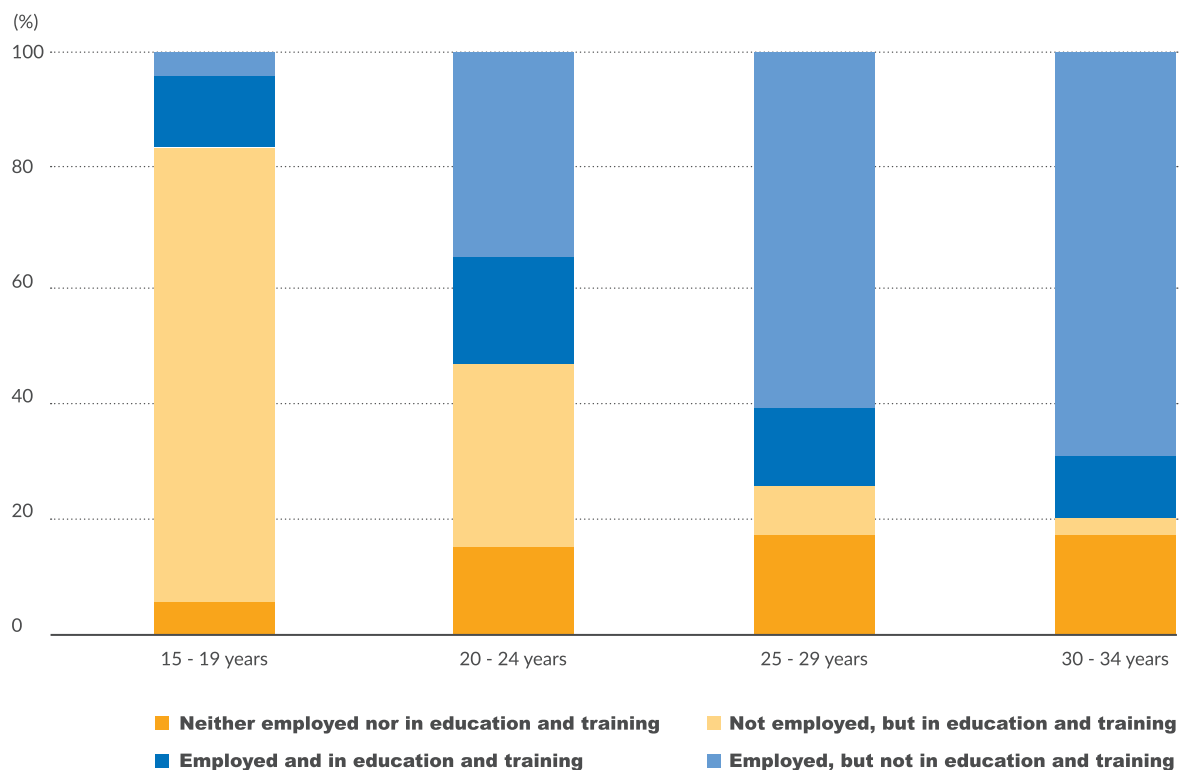
This negative impact on individual lives is also felt by society as a whole, in terms of increased long-term demand for unemployment insurance and various social and medical services, or in terms of a poorer performing work force.

Being NEET then, is to be directly in line to suffer the consequences of scarring. The help and support to young people going through a NEET experience, can – and should – do a lot to lessen the negative impact of scarring on young lives (and by extension, on society as a whole).

Policy discourse and public commentary around the NEET issue generally happens in relation to some discussion of youth unemployment as a larger issue around the NEET one. NEET situation young people are talked about as a sort of hard core or worst-case indicator of youth unemployment. However, it’s worth reminding that NEET is about more unemployment; being also about ‘Not in Education or Training’, NEET situation by definition, always be greater than regular youth unemployment numbers.

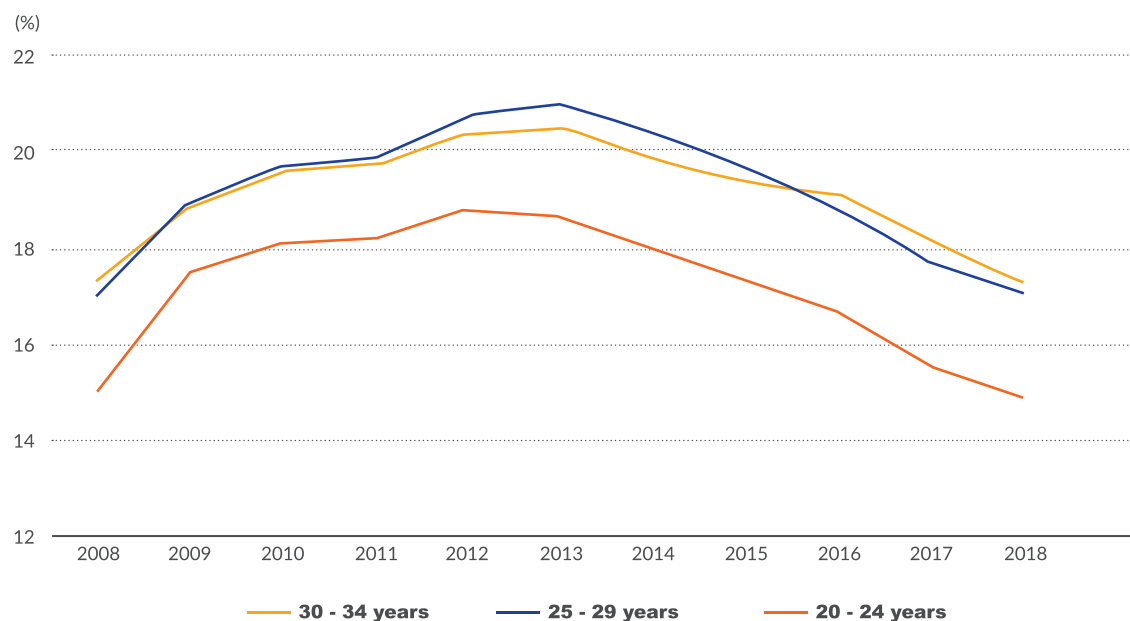
The NEET rate for young people is closely linked to economic performance and the business cycle. Table 1 provides an analysis over time for young people aged 20–34 and shows that the share of NEETs in the EU jumped from 16.5% in 2008 to 18.5% the following year, after the onset of the global financial and economic crisis. The rate then rose at a more modest pace through to 2013, when it reached its peak at 20.1%. After that the rate decreased continuously and was back to its 2008 level in 2018, at 16.5%.

Employment, education and training status of young people, by age, EU, 2018



Source: Eurostat

Young people neither in employment nor in education and training, by age, EU, 2008 - 2018



Source: Eurostat

GENERAL SOLUTIONS

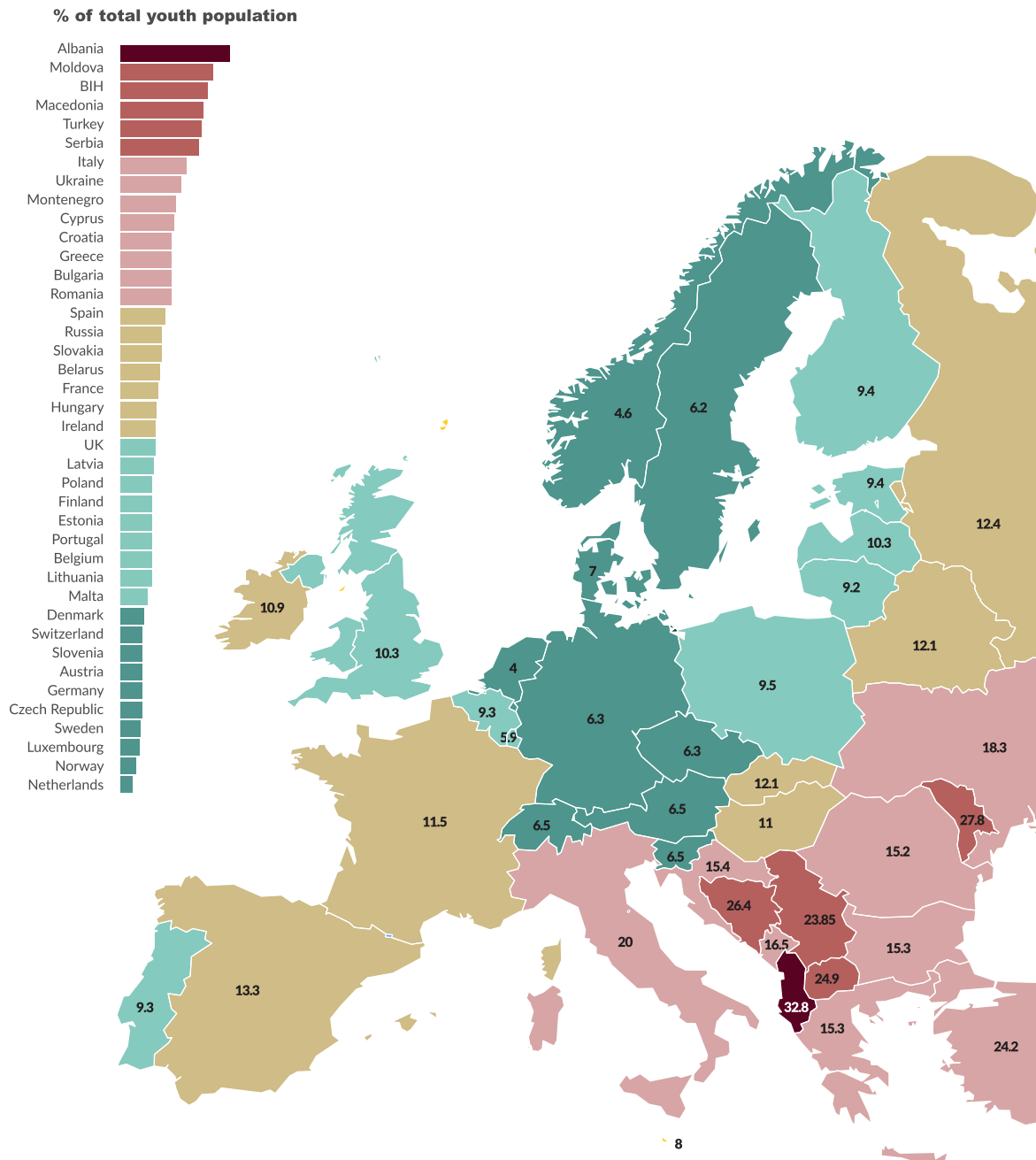
There is no one kind of NEET situation, so there is no one approach to helping people who are in a NEET situation or to preventing people entering a NEET situation.

A sketch out of a range of practices that respond to the needs of different types of NEET situations and causes follows. It cannot pretend to be exhaustive but rather to illustrate what a structured approach to thinking about NEET situations in a differentiated way looks like, in practice.

Some key elements of effective approaches do emerge consistently:

- ▶ Partnership is essential – particularly across different sectors, with different roles and different strengths to draw on – based on an understanding of one's work as part of a larger ecosystem of actors affecting youth.
- ▶ Better adapting learning environments and approaches to the needs of young people is one of the most effective ways to reduce disengagement.
- ▶ Intervening early is fundamental; a NEET situation is a spiralling dynamic, worsening with time.
- ▶ Remote areas, easily forgotten from the urban centres, need to be kept in focus. Moreover, the activation of young people, consulting and involving areas viable for them, and thus viable at all. Young initiative ideas to ultimately be the key to any economic diversification and renewal.
- ▶ Young people need to be looked at holistically or in terms of multiple causal factors; employment outcomes cannot be neatly detached from other matters, such as home life, health and so forth.
- ▶ Change of environment can have a powerful impact on a young person, but measures like sending young people on exchange programmes need to have a larger pathway in place before and after the exchange experience.
- ▶ Likewise, capacity building for youth workers needs to have its own pathway, not be a succession of unrelated training actions. Also, learning to measure outcomes and demonstrate achievement is a particularly useful capacity to acquire in work.
- ▶ Young people in a NEET situation should not be seen as problems to be solved, rather the focus needs to be on their value and the skills and talents they can potentially develop. They should be active agents in whatever process they engage in. As such, they are not only learners, but people to learn from.

Share of youth not in employment, education or training (NEET)



Author: Milos Popovic (www.milosp.info)

Data: International Labor Organization, 2018

*Youth are defined as persons between the ages of 15 and 24 years. Employment comprises all persons of working age who during a specified brief period. Training comprises a nonacademic learning activity through which persons acquire specific skills intended for vocational or one week or one day.

**Average result shown for Serbia (17.6%) and Kosovo (30.1%)

KEY EU POLICIES AND PROGRAMMES

Political agendas concerning NEET are found in all 28 EU Member States and in regional and local administrations across Europe – going well beyond the EU 28 through cross-border programmes and cooperation. What follows is an outline of the main EU policy frameworks and programmes related to youth and touching upon the NEET issue:

The **EU youth Strategy** is a very general overarching policy framework concerning youth opportunity and participation, a kind of conceptual lasso around initiatives in eight areas: education and training, employment and entrepreneurship, health and well-being, participation, voluntary activities, social inclusion, youth and the world, and creativity and culture.

Youth on the Move is one of the seven flagship initiatives of 'Europe 2020'. It is a set of policy initiatives regarding education and employment for young people.

Youth Guarantee is a policy meant to ensure all young people up to 25 receive a quality job offer, further education, apprenticeship, or a traineeship within 4 months of leaving formal education or becoming unemployed. It is implemented by the member states and the EU essentially monitors and encourages this implementation. It is not being taken up by all member states and is in very different states of development where it is being implemented.

However, it is something with good chances of growing and establishing itself widely in the long-term.

The **Youth Employment Package (YEP)** supports Youth Guarantee and a Quality Framework for Traineeships.

Youth Employment Initiative (YEI) is the financial support given through the EU structural funds to regions with youth unemployment rates of over 25%. €6 billion has been allocated to this for 2014-2020.

Erasmus+ is the main EU programme for education, training, youth and sport. It has a 14.7 billion budget for 2014-2020, with the planned increase for the programme to come from 2021. It offers a range of support and opportunities for youth work, notably 'Erasmus+ Youth in Action' (which gets 10% of the budget) as well as the European Volunteering Service (EVS) – now embedded into other Key actions as Volunteering activities and European Solidarity Corps, which are both elements of the larger Erasmus+ programme.

Depending on the country, there can also be other private and non-profit sector support and sources, as well as public support systems.

The Erasmus+ 'Inclusion and Diversity Strategy – in the field of Youth' explains the kind of inclusion and diversity projects it wishes to support within youth work. 'definitions' of factors it wants to focus on because they put young people significantly greater risk of exclusion.

These definitions very closely mirror the 'risk factors' identified by Eurofound were also compatible with previous research findings in the field):

- ▷ Educational difficulties
- ▷ Cultural differences: immigrants, immigrant background, refugees, ethnic minorities and so on
- ▷ Geographical obstacles: from remote or rural areas
- ▷ Health problems
- ▷ Disability
- ▷ Economic obstacles
- ▷ Social obstacles: something of a mix of things, including discrimination and precarious situations.

LOCAL CONTEXT

BASIC OVERVIEW

Subject	Indicator	Value
Youth	Youth labour force participation rate (%) - 2018	30.0
	Youth labour force participation rate, men (%) - 2018	36.3
	Youth labour force participation rate, women (%) - 2018	23.3
	Youth unemployment rate (%) - 2018	29.7
	Youth unemployment rate, men (%) - 2018	28.3
	Youth unemployment rate, women (%) - 2018	32.0
	Share of youth not in employment, educated or training (NEET) (%) - 2018	17.0
	Share of youth not in employment, educated or training (NEET), men (%) - 2018	16.5
	Share of youth not in employment, educated or training (NEET), women (%) - 2018	17.5

Source: *Ilostat*

Serbia is no exception to the average of understanding of NEET and to the average of the percentage and the average of dealing with NEET. But, having in mind the stagnation in specific policy creation, it can be concluded there is still much work to be done on detecting, defining and solution finding when it comes to young people belonging to NEET.

Young people demographically are the underrepresented group within the entrepreneurial population. They face difficulties mainly in access to information, training and networking. Young people must understand employment transitions and circumstances in the whole society that affects the opportunities of individuals. Therefore, access to information, education and training in this field is crucial investment to support youth in entrepreneurial field.

Equal opportunities and access to economic assets, resources and job opportunities for both young men and women is a key for fighting against poverty and social exclusion, even more if being a person with fewer opportunities, facing social stigma, disability or due to the other personal characteristic.

Youth unemployment remains high throughout most of Europe. According to Eurostat (2015), 6.5 million young Europeans were unemployed in 2008 before the impact of the economic crisis. This number increased by more than 40% in the following years and hit a high in 2013 at 9.3 million unemployed youth. In 2018 youth unemployment rate according to Eurostat was 23%.

With the latest news from December 2018 and predictions for 2020, about the major slowdown in stock market and majority of big economies around the world – there are no clear assurances that this trend won't continue, which would have effect on employment rates in EU countries, affecting youth consequently.

Serbia has its own specifics and specifics within specifics because the data inevitably vary between rural and urban areas, and between different regions in Serbia.

The city of Belgrade is diversified as well, with its 17 municipalities, and differences (social, infrastructural and resource-based).

Therefore, "one-stop-shop" as a gross result of the Action provides all the necessary expertise, service and communication with National Employment Service, as a connecting dot that directly benefits target group, especially when it comes to occupational and safety health (OSH).

Social reforms can only happen if they have roots and targeted actions through the streams of purely humane acting in order to provide services for the benefit of target groups and right choice of economic stimulation that is not based on the dependency on social (welfare) benefits. Young people that are users of these benefits (and those that are not and are defined as NEET) need youth tailored programmes that tackle their specific needs and provide optimal cluster of services in order to accelerate the process of their employment.

Mix of measures and blended methodology, boosted by cross-sectoral cooperation leads, on a large scale, to the economy of higher employment rate.

Youth employability and active inclusion as the main topic and issue to be tackled through the activities is reasonably set to be a bundle of practical solutions that would inevitably improve the “horizontal” and “vertical” position of young people in overall economy, as well as Roma youth as specific target group.

In order to find and provide proper solutions and proposals for viable policies, proper and in-depth research needs to be done. It should provide an overview of the comprehension of the NEET SITUATION, realizing the effects it has on individuals and society as a whole.

RESEARCH RESULT

The research done shows the following:

Although most respondents are not familiar with the term itself (67% of respondents), an important finding is that 78.6% of respondents *recognize this category in its environment*. No less indicative finding is that 10.7% of respondents answered “yes” and 25% answered “maybe”, to the question *Do you recognize yourself in this category in the future?*

When it comes to the question *How do you interpret the growth of this population?* – the answers that were singled out as the most common are grouped around the statements (that the growth of this population is caused by the): “Error of the system” (one third), “Laziness and lack of interest of young people” (one third), and “Conditioned by new market needs” (one third).

On the question *Can you identify any positive changes (in this growth) in the population of young people in general?* – 92% of them answered “No”, though 8% of them, as a positive side pointed out that “Young people are increasingly relying on their own initiative”.

In regards to the question *Do you recognize what the needs of the NEET population are?* – the most common answers are grouped around the statements: “Economic empowerment” (one quarter), “Emotional support and motivation” (one quarter), “Information” (one quarter), and “Informal education” (one quarter). Interestingly, the same distribution of answers (both by content and numerically) followed the question *What do you think are the key obstacles facing the NEET population?* –so the cross section looks like: “Bad economic situation” (one quarter), “Lack of emotional support and motivation” (one quarter), “Lack of information” (one quarter), and “Bad education” (one quarter). – with the emphasis on “the education” per se.

In the case of the question *At what point/points do you see the causes of these obstacles?* – the answers were grouped around the statements (In the) “Institutions of the state”, “Mentality”, and “Family”, by a third.

Also, a significant finding is that on the question *Are you familiar with existing strategies and policies targeting the NEET population?* – most of them (96.4%) answered “no”.

Furthermore, on the question *Whose role do you recognize as central – in order to improve the position of NEETs?* – the answers, sorted by frequency, are: “State and state institutions”, “Non-governmental institutions”, “The family”, “Local institutions”. Accordingly, for the question *Where do you identify the risks that NEETs are exposed to?* – the most common answer is related to the “Existential problems in the future” and “The problems in education and the transition to the labor market”.

In regards to the question *What do you think are the disadvantages in the city of Belgrade when it comes to NEET services*, half of the respondents are not informed that these services exist at all, and half of the answers relate to the lack of information, institutions and counseling regarding to these services.

When it comes to the question *How would you evaluate the connection of young people with the relevant institutions and their programs in the city of Belgrade?* – almost every answer (98%) was “Low connection”. The situation is similar with the question *How would you describe communication of the youth with institutions?* – where 97% of respondents answered “Bad communication”.

In the end, on the question *How do you see the responsibility of NEETs in these processes?*, half of the answers are grouped around the statements “Only their responsibility”, “Their laziness, indifference, lack of interest” (of the NEETs), and the other half sees the problem in the (social) system, to whom they attach responsibility.

COUNTRY SPECIFIC SOLUTIONS

This LAP assists in designing and implementing better approaches to activate people not in employment, education and training (NEETs) by different relevant stakeholders. A focus is put on young NEETs, and the transition from school to work or further education and training.

While designing the local action plan measures, main questions that were referred to were:

- What are the main characteristics of the NEET groups at national/regional/local stakeholder services address?
- What groups of young people are among the NEETs addressed by stakeholders?
- What hampers their transition from school to work or further education and training?
- What priorities need to be set in key institutions? What tools, measures and competencies are needed?
- How can stakeholders structure collaboration around an ‘employment path’ approach?

- How can stakeholders identify and overcome barriers of disadvantaged groups (e.g. low skill levels, little or no work experience, discrimination due to a migrant background, low motivation, personal and psychological problems, multiple employment barriers)?
- How can stakeholders develop appropriate monitoring and evaluation measures?

There are plenty of reasons why an individual is neither in employment nor in education and training, hence, has become NEET. Spending extended periods of time in NEET status can have severe individual short- and long-term consequences for a person's life and career.

For young people, the transition from school to work, or from one educational level to the next (lower secondary to upper secondary education, or lower secondary to vocational education and training) is a critical step in their career. This is particularly the case for young people who are at risk because of social problems, health issues or learning difficulties. Interventions at that stage help to identify their strengths and resources and support the process of identifying opportunities. This is important, as young people who go through long periods of inactivity in that phase have a higher risk of becoming disengaged, and, as a consequence, moving further away from the labour market.

Addressing this challenge requires a comprehensive, tailored and partnership-based approach, with interventions as early as possible. Stakeholders (local institutions, schools, public service for employment, NGOs) have an important role to play in facilitating young people's transitions from education to work or further training. Sustainable solutions are needed to ensure young people do not start their working life with extended phases of unemployment and inactivity and prevent long-term instable work histories.

Three main steps can be differentiated:

- ▷ **Step 1:** Designing Stakeholders Action Plan for the sustainable activation of NEETs
- ▷ **Step 2:** Implementing the Action Plan
- ▷ **Step 3:** Monitoring and Evaluation

STEP 1: THOUGHTFUL ACTIVATION OF NEETS AND MEASURES FOR SUSTAINABILITY

When designing policies and actions to re-engage NEETs with the labour market or with educational programmes, the diversity of the NEET population needs to be addressed. The different national situations and the needs and characteristics of the various subgroups have to be taken into account, and the one-size-fits-all approach must be avoided.

Efforts are needed in all NEET groups, but priorities need to be set to address vulnerability (low income families, migrant or refugee background, health issues, disability, disrupted education, etc). But even within these groups the degree of vulnerability differs. It is therefore important to ensure there are targeted offers for each of the groups and sub-groups, and measures are well connected.

The main subgroups within, in order of vulnerability, can be summarised as follows:

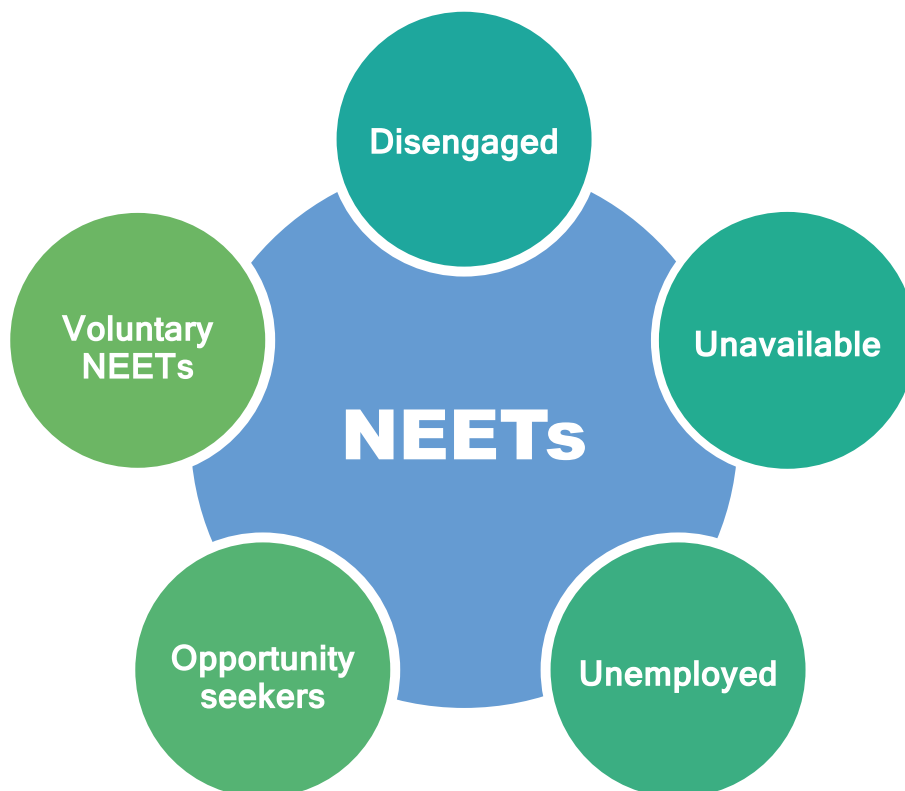
Disengaged: This group includes young people who are not seeking jobs or education and are not constrained from doing so by other obligations or incapacities. It may also include discouraged workers as well as other young people who are pursuing at-risk lifestyles;

Unavailable: This group includes young carers, young people with family responsibilities and young people who are sick or disabled;

Conventionally unemployed: This group includes those available and actively looking for work, which can be further subdivided into long-term and short-term unemployed;

Opportunity-seekers: This group includes young people who are actively seeking work or training, but are holding out for opportunities that they see as befitting their skills and status;

Voluntary NEETs: This group includes young people who are travelling and those constructively engaged in other activities such as art, music and self-directed learning.



Some young people are at greater risk of becoming NEET and suffer from a subsequent scarring effect than others. Women, young people with disabilities, young people with a migrant background, those with a low education level, those living in remote areas and young people with a low household income have been found to be at greater risk of becoming NEET than others. Additional intergenerational influences have also been shown to increase the chances of young people undergoing extending phases of unemployment. For example, having parents with a history of unemployment, or with low education levels, or divorced parents proved to increase young people's likelihood to drop out.

Identifying the nature of these risks can help design measures to prevent or tackle NEET status. Working with young people with high and/or multiple risks calls for a collaborative approach on behalf of every stakeholder, especially with NGOs, and social and health services.

Activation builds on good preventive and outreach systems. It was pointed out in the beginning that the emphasis in this toolkit is on activation of NEETs by each stakeholder, i.e. in the stages after prevention and outreach, and establishing contact with NEETs.

There is evident need to look at the entire transition journey from education to employment or further training; moreover, to look at the different stages and services available during the journey; assess where the journey possibly needs to be enhanced; and contribute accordingly in developing the entire public employment system.

Designing, implementing and evaluating the Local Action Plan for NEETs needs to be done in collaboration with key internal and external stakeholders all along the way.

A '360 degree' approach can be used, where the design, implementation and evaluation is seen in a multi-stakeholder and networking context.

Focus groups, workshops and surveys can be used to get input, ideas and critique that comes from viable and relevant sources.

In the context of young people, collaboration – especially with educational institutions, local youth work organisations and NGOs – forms the basis of activation. Outreach and activation (transition from school to work and fostering employability) overlap, so close collaboration is needed in order to avoid young people being 'lost in transition' and failing to register at the employment services.

The first stages of the journey contain a lot of preventive, supportive and empowering measures, which form the basis of securing the path, and for activation measures later on. In the beginning stages – OUTREACH – National employment service can provide information and collaborate with educational institutions, teachers or even parents.

The journey starts with prevention of early school leaving (ESL). Early school leaving and a lack of skills and qualifications have been identified as two of the biggest risk factors in finding work and laying the foundations for a stable work history. Hence, the risk of becoming NEET brews already in education. Students may fail in school for multiple reasons, including learning difficulties, health issues, low educational attainment, problems in family, loss

of motivation and others. Consequently, empowering and prevention work needs to start within education. This includes proactive work with schools and various forms of drop-out prevention and outreach: early identification of risks, career counselling within education, events and awareness raising, collaborative working, and data sharing among stakeholders.

Important concepts are 'zones' of activity, ranging from information on labour markets, awareness raising and advertising its offer, developing easy-access digital services and use of social media, providing low threshold one-stop-shop counselling services (often in collaboration with partners and in easy-access spaces, like shopping malls) and by developing its own career management offer.

In order to get into contact, and build trust, intermediaries like NGOs, voluntary organisations, community activists, youth workers, youth ambassadors and 'role models' are needed. Especially collaboration with youth work organisations can assist.

Help on behalf of NGOs to National employment service can be useful in several regards: Youth workers can help to reach out to certain groups of youth, but beyond that, can also ensure that young jobseekers are better prepared and motivated. Such collaboration practices should be supported by clear collaboration agreements (e.g. Memoranda of Understanding between the main organisations involved) and should be carried out by qualified and experienced staff. This will help to encourage young people to register with National employment service early, so there is enough time to decide on the right activation measures.

Several practices that come out of this contribute greatly:

- ▶ Collaborating with schools to improve prevention and outreach
- ▶ Collaborating with NGOs and youth/social work organisations to improve outreach
- ▶ Transition from school to work or further education and training
- ▶ Fostering employability
- ▶ Removing barriers to employment
- ▶ Collaborating with employers

On the basis of the assessment made in the NEET challenge in Serbia and through the research done with the outlined priorities, it is important to identify what competencies, tools and measures are needed to address the NEET challenges identified.

It is necessary to take stock of **what skills, tools and measures are already available** in the network of stakeholders, and what is perhaps missing and/or needs to be improved.

Success with NEETs comes by **combining measures, tools and collaboration**.

In terms of personnel and skills, the **personal advisers, counsellors and case managers and teams** designated for NEET activities – full-time or part-time – are core to one-stop-shop service activities.

The advisers and counsellors use assessment of **skills, competences, qualifications and aspirations**. Some public employment services across Europe use profiling of customers, which means assessing the situation and distance of the customer from the open labour market.

On the basis of assessment, counsellors make **individual action plans**, offer career advice and provide **practical information** on various benefits, transport, etc. Various **preparatory measures** to improve the person's competencies and employability are used (such as improving motivation, coping strategies, 'soft skills' and **job-search skills**), usually in collaboration with external partners such as NGOs. 'Soft skills' refers to communication skills, the ability to relate to people and having self-esteem. Sometimes tailored training courses and second-chance education is needed – and provided in collaboration with outside trainers. **Web-based counselling** and e-coaching is becoming increasingly widespread, especially for highly educated jobseekers.

High quality vocational training is important to equip young people with work-related skills that can then make them more attractive to potential employers. Research has shown that Vocational Education and Training (VET) can also be very effective in reducing early school leaving, and in reaching out to NEETs. Learning at the workplace, or through real work simulations, is attractive especially to those young people who had negative experiences at school. VET can improve young people's confidence and increase their motivation and engagement by helping them to adopt a more positive attitude to learning.

STEP 2: IMPLEMENTATION OF THE ACTION PLAN

Implementation of the Local Action Plan entails two interconnected fields of action:

- In-house implementation
- Collaboration with partners

When designing the NEET Action Plan, it is important to decide what National employment service can/should do alone, and what your NES can/should do in collaboration with partners.

It is also important to note that, with the present high unemployment rate in many countries, a lot of highly educated people are having protracted difficulties in finding employment. The traditional focus of NES, and thus also methods and competences, have tended to cater to customers with a low-to-middle level education, so serving highly educated customers – some of whom already have considerable work experience – may pose a challenge.

There exists a broad range of successful practices to activate NEETs in the middle phases. In the sections below, we describe the main type of services and give a few examples of successful practice:

Career guidance is provided by different officials and counsellors, ranging from regular front-line officials to specialised career counsellors, such as career psychologists.

Career guidance is also increasingly combined with **coaches**, who act as brokers and go-betweens, providing encouragement and support by securing the planned transitions. Such coaches can come both from inside NES and from the outside, in cooperation with NGOs.

Mentoring, face-to-face or over the internet, is also becoming more widespread.

NES to support young jobseekers through personalised guidance and individual action plans. Many NES implement a case management approach. This approach involves designated employment counsellors taking on the role of case managers for a number of young jobseekers. Case managers support jobseekers throughout the entire 'middle phase', until they have completed a successful transition to the next phase of their life.

One-stop-shops come in different forms, as easy-access and close-to-people spaces, where the aim is to provide a low threshold holistic service for jobseekers, where the potential complexity of the division of labour of services, and 'run-around' is minimised. Such low threshold spaces and services can help to reach the non-registered NEETs. It aims at simplifying and streamlining the service by gathering expertise and connections provided by a multi-professional team and different institutions like NES, education, local authorities and NGOs under 'one roof', while at the same time making an efficient use of public resources.

In April 2013, EU Member States made a commitment to ensure young people's successful transition into work by establishing Youth Guarantee (YG) schemes. This entails giving a **guarantee** to all young people, up to the age of the 25 (30 in some countries), that they will receive a concrete good quality offer within four months of leaving formal education or becoming unemployed. The offer should be for a job, apprenticeship, traineeship or continued education.

Job-search assistance is combined with counselling, action plans, one-stop-shops and guarantees as one element in them. This entails pointing out the options available, but also includes other interventions: for instance coaching NEETs for job-interviews and presenting themselves is necessary, as this can be a weak point.

Internet contents and web-based tools are an effective way of bringing together a wide variety of information and reaching out to large numbers of young people at a low cost.

Job-specific trainings can be first offered as smaller modules, as taking on a long training, aiming for a degree can be unrealistic for many customers, but success in modules can inspire to go all the way.

Providing **work experience** in different ways gives students and customers of NES or one-stop-shops an insight into working life and enables them to learn by doing. It provides young people with practical experience, inspiration and motivation. These are key questions concerning NEETs, who start to suffer from demotivation, and lack of perspectives at an early stage, or get discouraged in the vain hope of finding employment in a high unemployment environment.

A key barrier to employment faced by many young people, besides lack of work experience, is the issue of low productivity at the beginning stages of work. Facing high levels of youth unemployment, countries can therefore choose to implement measures that can stimulate demand for young employees, **such as subsidised jobs, apprenticeships and traineeships or reductions in social security contributions for employers.** The key rationale behind these measures is to increase the demand for young employees and provide additional incentive for employers who decide to train young people.

Self-employment support also needs attention, as self-employment, micro-entrepreneur-

ship and entrepreneurial careers are becoming more and more common. Starting business is a tall order for most NEETs, but the possibility can be an important one in some cases, particularly for the NEETs who already have some work experience, higher education, good self-esteem and communication skills.

STEP 3: MONITORING AND EVALUATION

Feedback and data coming out of monitoring and evaluation activities should be prepared and edited in a way that helps the **teams or designated units or managers of NES to improve their activities based on evidence**. However, partners should be included, as they can both provide valuable information and insights, and also benefit from the data and evidence gathered.

Monitoring and evaluation can be differentiated as follows:

- ▶ **Monitoring** means data gathering and exchange concerning the aspects of working with NEETs, post-placement follow-up, and short-term and long-term results.
- ▶ **Evaluation** means overall analysis of the NEET activities and results based on internal and external observations, feedback, dialogue and data, and reflection and interpretation of the various data and observations.

Monitoring and evaluation should cover three key aspects:

- ▶ Data exchange and monitoring of NEET data (like size and prevalence)
- ▶ Follow-up of NEETs after placement: to measures, to education or to work
- ▶ Evaluation feedback and dialogue to inform redesign and implementation

Evaluation is different from monitoring, although they are interlinked and overlapping. Good monitoring is a basis for good evaluation, but evaluation needs to use several channels to get a more comprehensive picture, and it needs to be made both in an internal and external dialogue. Evaluation is about understanding the real results of the efforts, what has worked, why, and with whom.

Ideally, an evaluation should also report on the impact of an activity, hence the change brought about by an intervention.

The most valuable are:

- Feedback from customers
- Feedback from other internal peers
- Feedback from external partners
- Feedback from management members
- Feedback from decision makers
- Evaluation done by external experts

SPECIFIC SOLUTIONS LOCALLY BASED

BASING ON PRINCIPLES AND VALUES

The Local Action Plan for Youth of the Municipality of Stari Grad, in its work and in the creation of measures for improving the status of young people, set the principles on which the National Youth Strategy was developed, as they derive from the value system that underlies the Constitution of the Republic of Serbia, the Universal Declaration of Human Rights, The UN Convention on the Rights of the Child with Protocols, the Council of Europe Convention on Human Rights and Fundamental Freedoms and the International Covenant on Civil and Political Rights.

The principles of the Local Action Plan for Youth are:

- ▶ Respect for human rights - Ensuring that all young people have the same rights regardless of gender, race and nationality, religious and political background, sexual orientation, social status, as well as functional disabilities. Equal opportunities for the development of young people based on equal rights should be provided, in accordance with needs, their own choices and abilities.
- ▶ Equality - It enables young people to have the right to equal opportunities, to information, to personal development, to lifelong learning, to employment in accordance with their various characteristics, choices and abilities. Respect for gender equality, non-discrimination, freedom, dignity, security, personal and social development of young people to be ensured.
- ▶ Accountability - The responsibility and responsibility of those who work with young people is encouraged and developed, as well as the responsibility of young people in accordance with their capabilities.
- ▶ Accessibility - Youth capacities are recognized and respected as an important social resource and confidence and support for their potentials is demonstrated: young people know, they can, they are capable. All resources are made available and made available to young people. Conditions are provided to preserve the health of young people and to spend quality leisure time. The gradual introduction and development of inclusive education at all levels is promoted and stimulated.
- ▶ Solidarity - Intergenerational solidarity and the role of young people in building democratic citizenship are developing. All forms of peer solidarity are encouraged, a culture of non-violence and tolerance among young people is encouraged.
- ▶ Collaboration - Freedom of association and cooperation with peers is supported and secured and intergenerational cooperation is encouraged, locally, nationally and internationally.
- ▶ Active youth participation - Rights, support, resources, space and opportunity are provided to enable young people to participate in the decision-making process as well as in activities that contribute to building a better society.
- ▶ Interculturalism - Enabling respect for diversity in all areas of human life, tolerance, as well as affirmation of artistic and creative approaches aimed at fostering and developing intercultural dialogue among young people.

BASING ON ANALYSIS AND CONTEXT

When creating cluster solutions to a problem or set of approaches towards an issue, we should very well be aware of the current context, resources and general societal climate. We shouldn't be copy-pasting any solution or policy that is successful elsewhere.

We live in Serbia, Belgrade, and that is the environment with its own specifics in terms of history, development, stakeholders and overall dynamics. We should create smart and neat, tailor-made solutions for NEET population, in order to keep this group well served.

Any solution or measure has can be seen through different lenses, and understood from different perspectives on behalf of different stakeholders. Concerning that, common ground should be established in order for everyone to understand their position, task and maybe power in creation and implementation of suitable solutions for NEET population.

In that sense, the following table summarizes concrete targeted solutions and actions, and steps that need to be taken by stakeholders.

SOLUTION/ACTION	STEPS
Designing Stakeholders Action Plan for the thoughtful activation of NEETs and setting up measures for sustainability of solutions	<ul style="list-style-type: none">• Diversity of the NEET population needs to be addressed.• Different national situations and the needs and characteristics of the various subgroups have to be taken into account• Addressing vulnerability (disengaged, conventionally unemployed, opportunity-seekers, voluntary NEETs)• Defining the level of "scarring" for each NEET person• Call for a collaborative approach on behalf of every stakeholder, especially with NGOs, and social and health services• Collaboration with key internal and external stakeholders• Outreach: prevention of early school leaving (ESL)• Creating concept of 'zones' of activity• Establishing multi-stakeholder collaboration• Establishing ground for "one-stop-shops"

SOLUTION/ACTION**STEPS**

Implementing the Action Plan

- Dividing tasks between key stakeholders
- Creating and choosing suitable mechanism: Career guidance, coaching, mentoring, NES to support young job-seekers, one-stop-shops, job search assistance, Internet contents and web based tools, job-specific trainings, providing work experience, implement measures that can stimulate demand for young employees, such as subsidised jobs, apprenticeships and traineeships or reductions in social security contributions for employers, providing self-employment support

Monitoring and Evaluation

- Creating evaluation and monitoring plan that would be based on evidence
- Using tools and mechanisms: Internal and external observations, feedback, dialogue and data, and reflection and interpretation of the various data and observations
- Differentiating monitoring and evaluation and establishing channels for evaluation



**#EY
ЗА ТЕБЕ**

LOKALNI AKCIONI PLAN ZA NEET MLADE

Decembar 2019

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EVROPSKI KONTEKST

POJAM

Prvo, uprkos upućivanju na visoko diversifikovanu populaciju, koja uključuje različite podgrupe, od kojih svaka ima svoje karakteristike i potrebe, akronim NEET se ponekad koristi samo da na neki način označi najugroženije i najteže dostupne. čini se da podrazumeva stigmatu, ali to ne mora biti uvek slučaj.

Drugo, budući da je relativno nov koncept, ponekad se pogrešno tumači u medijskim ili političkim raspravama.

I uprkos tome što je sa statističkog stanovišta relativno lako uhvatiti NEET populaciju, ostaje malo praznog prostora u razumevanju koncepta NEET-a.

NEET se može definisati jednostavno – osoba koja nije u zaposlenju, obrazovanju ili na obuci – ali ova je definicija toliko labava, akronim je više krovni pojam za mnoge različite situacije i ljude, nego jasan ili smislen opis bilo kojeg specifičnog stanja.

Potreba za dodatnim pokazateljima koji bi mogli da obuhvate one mlade ljude koji nisu bili u zaposlenju, obrazovanju ili obuci prvi put se pojavila u Velikoj Britaniji krajem osamdesetih godina kao alternativni način kategorizacije mladih u dobi od 16 do 17 godina.

Tamo se termin „Status 0/status Zer0“ koristio da se odnosi na grupu ljudi od 16 do 17 godina koji nisu obuhvaćeni nijednom od glavnih kategorija statusa na tržištu rada (zaposlenje, obrazovanje ili obuka). Izraz NEET brzo je stekao priznanje izvan Ujedinjenog Kraljevstva.

Do početka ovog milenijuma slične definicije usvojene su u gotovo svim zemljama članicama EU; slični pojmovi koji se odnose na uključene ili praćene mladiće takođe su se pojavili u popularnom diskursu u Japanu, na Novom Zelandu, Tajvanu, Hong Kongu i, u poslednje vreme, Kini (Eurofound, 2012; MizanurRahaman, 2006; Liang, 2009).

Međutim, i dalje izražavajući potrebu za alternativnim merama za „hvatanje“ novih oblika tranzicije mladih, neki od ovih novih koncepata nadišli su prvobitno značenje NEET-a, pridajući takođe negativnu stigmatu tim novootkrivenim kategorijama mladih. Na primer, „hikikomori“ u Japanu znači „povlačenje“ i koristi se za označavanje mladih japanskih NEET-ova, obično mladića, koji žive kod kuće sa roditeljima, provode vreme sami u svojim sobama, bez prijatelja i samo se bave aktivnostima na Internetu i gledanjem filmova (Jones, 2015; Vang, 2015).

U Španiji je termin „generacionnini“ postao popularan način – pre krize – da se identifikuju

mladi ljudi koji nisu želeli odrasti odlazeći na posao ili na studije (Navarrete Moreno, 2011); slični pojmovi identifikovani su i u Italiji, poput „bamboccioni“ i Nemačkoj, poput „nesthocker“, s negativnim konotacijama, obično za mladiće koji ne žele da napuste dom i da „odrastu“ (La Repubblica, 2007; Kurier, 2014).

Obzirom na dvosmislenost na šta se ili na koga odnosi – često može biti nezadovoljavajuće. Štaviše, postoje oni koji taj pojam smatraju stigmatizujućim, i njegova upotreba je na taj način loše pretpostavljena (iz tog razloga je ovaj termin „u NEET situaciji“ podesniji, umesto da se upotrebljava „NEET“ kao imenica za opisivanje tipa osobe).

Preovlađujući profil mladih u situaciji NEET se menja iz zemlje u zemlju širom EU. Oni mogu biti tipično niskokvalifikovani ili visokokvalifikovani, više muški ili ženski ili rodno neutralni, sa ili bez radnog iskustva, u neaktivnoj populaciji ili registrovani kao nezaposleni, zavisno od dela Evrope.

„Lažni NEET“ je osoba koja se tehnički nalazi u NEET situaciji, ali dobrovoljno. To su ljudi koji svoj ‘NEET status’ ne vide kao problem za sebe. Oni mogu biti ljudi kojima ne treba i/ili ne žele da rade ili imaju neki drugi projekat koji sprovode (politički aktivizam, osnivanje muzičke grupe, izgradnja kuće na vodi, rad na socijalnim mrežama, priprema za povratak u školu, itd.) . U nekim slučajevima oni su možda otišli u inostranstvo da putuju, rade volonterski ili slično ili se još uvek smatraju da ne rade ništa kod kuće, jer se ne vodi evidencija o tome ko napušta zemlju.

Ključna stvar u vezi sa „stvarnom“ NEET situacijom je da je ona nenamerna i da je osoba zaglavila u njoj. Obično ne pokazuju značajan lični projekat za budućnost.

Treba naglasiti da heterogenost NEET populacije ima važne implikacije pri dizajniranju odgovorne politike. Stoga intervencije moraju biti prilagođene potrebama različitih podgrupa koje zahtevaju različite oblike intervencija u smislu pružanja socijalne zaštite, obuke i politika tržišta rada.

Iz tog razloga, politike za rešavanje problema NEET-a uključice niz različitih inicijativa i aktera, usmerenih na niz podgrupa.

Partnerstvo među svim akterima na tržištu rada, pružaocima obrazovanja, (javnim) službama za zapošljavanje, poslodavcima i omladinskim radnicima je ključno za osmišljavanje i primenu efikasnih holističkih pristupa čiji je cilj reintegracija NEET-a na tržište rada, obrazovanje ili društvo. Ovim dokumentom imamo tendenciju da dekonstruišemo koncept NEET-a i pomažemo u uklanjanju konfuzije oko njegove upotrebe za stvaranje najboljih lokalnih rešenja i prakse pružajući predlog kako različiti pristupi NEET-ovima mogu raditi u praksi.

BELEŠKE I POKAZATELJI KOJI SE ODNOSI NA ZAPOSŁJAVANJE

Nezaobilazno je razmišljati o zapošljavanju i učešću na tržištu rada, jer je zapošljavanje kamen temeljac za svaku osobu koja se može smatrati NEET.

Da bismo smisleno raspravljali o problemima NEET-a, potrebno je minimalno upoznavanje sa konceptima koji se tiču zapošljavanja (poput razlike između nezaposlenosti i neobraćanja u aktivno stanovništvo ili načina utvrđivanja stope nezaposlenosti), i sa određenim dugoročnim trendovima (poput smanjivanja odnosa zavisnosti zbog starenja stanovništva ili sve veće nestabilnosti posla).

STANOVNIŠTVO RADNOG UZRASTA

Definicija varira od zemlje do zemlje, ali obično je oko 16 do 65 godina u razvijenim zemljama (mada se penzionarna starost povećava zbog demografskih problema).

AKTIVNO STANOVNIŠTVO

Poznat i kao 'ekonomski aktivno stanovništvo', ovo je deo radnog dela stanovništva koje je ili:

- a) u plaćenom zaposlenju - tj. u službeno 'zaposlenom' ili
- b) aktivno traži posao - to jest zvanično „nezaposleni“.

TRAŽI ZAPOSLENJE

Ljudi su definisani kao „aktivno traže posao“ ako su se prijavili za posao u nedavnoj prošlosti.

Ovde stvari postaju zamršene; kako u poslednje vreme osoba mora aktivno da se prijavi za posao i kako to demonstrira, varira od konteksta do konteksta. Obično bi osoba mogla da se prijavi za posao, na neki način, u poslednjem mesecu ili tako nešto, i/ili bude registrovana kao tražilac posla u centru za zapošljavanje.

OBESHABRENI RADNICI

Gornja generička definicija „tražitelja posla“ ne uzima u obzir „obeshabrane radnike“ - ljude koji su odustali od traženja posla, zbog ponavljano odbijanja kao podnositelja zahteva i negativnih očekivanja o mogućnosti pronalaska posla, iako bi radili ako bi mogli.

U mnogim kontekstima, ljudi se moraju registrovati u centru za zapošljavanje kako bi primili naknadu za nezaposlene, a kada ove beneficije isteknu, mogu primetiti mali podsticaj da nastave sa prijavom u takve centre. Prestankom registracije više se ne smatraju „aktivnim u traženju posla“, mada verovatno još uvek žele posao.

„NEDOVOLJNO ZAPOSLENI“

„Nedovoljno zaposleni/a“ se odnosi na one ljude za koje službena statistika smatra da su među „zaposlenima“, ali koji u stvari rade znatno manje nego što žele i/ili trebaju.

POJMOVI I POKAZATELJI KOJI SE ODNOSE NA NEZAPOSLENOST

Što se tiče nezaposlenosti, postoje različite vrste i uzroci nezaposlenosti i važno je znati praviti razliku među njima:

DUŽINA NEZAPOSLENOSTI

Kratkoročno i dugoročno iskustvo nezaposlenosti su dve vrlo različite stvari; dugotrajna nezaposlenost je očigledno mnogo teže i štetnije iskustvo. Da bi se shvatila veličina problema, mora se znati ne samo stvarni broj nezaposlenih, već i kako se ukupni kvantitet rastače u odnosu na period nezaposlenosti.

Čak i u onim zemljama u kojima je nezaposlenost opala, period nezaposlenosti se i dalje produžava – to je razlog za zabrinutost.

KONJUNKTIVNA NEZAPOSLENOST

Ovo je nezaposlenost uzrokovana privremenim nizom događaja (privremeni ekonomski pad, loše vreme koje utiče na useve ili turizam itd.), za koje se očekuje da će dugoročno proći i od malog su značaja.

STRUKTURNA NEZAPOSLENOST

Ovaj, vrlo opšti izraz, odnosi se na trajne probleme (promene u tehnologiji, proizvodnji, potražnji ili demografiji, rastuća ili promenjiva konkurencija, socijalna pitanja koja pothranjuju nezaposlenost itd.), koji jednostavno neće nestati sami od sebe, pa ih je potrebno rešavati aktivnom politikom i akcijama, ako se želi vršiti uticaj na promene.

Ključni problem konjunkturane nezaposlenosti je u tome što ona može postepeno da postane strukturalna nezaposlenost.

“OŽILJCI”

“Ožiljci” se odnose na dugoročnu nezaposlenost – posebno tokom formativnih godina života mlade osobe – ima značajne negativne uticaje na ljude koji prođu kroz nju, mnogo nakon što se početna nezaposlenost okonča.

Radne veštine i samopouzdanje ljudi se pogoršavaju. Imaju više problema sa nezaposlenošću, socijalnom integracijom, depresijom, zdravljem i tako dalje – do kraja života.

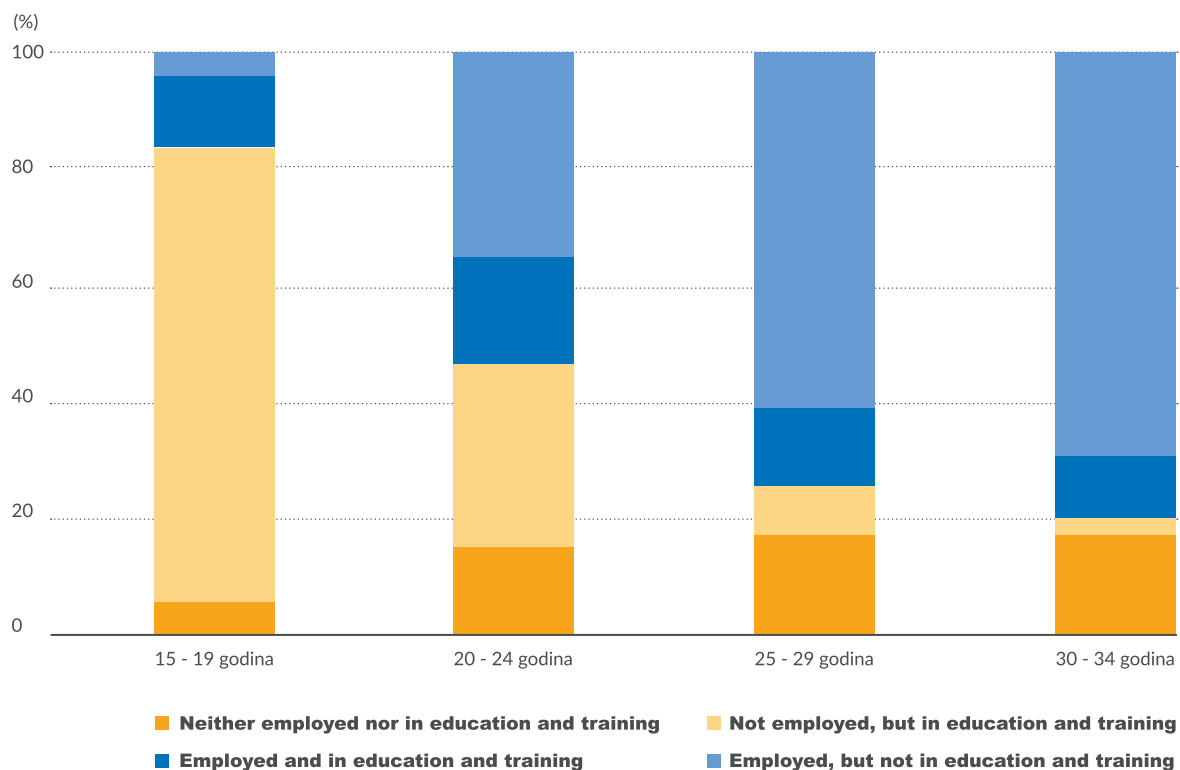
Ovaj negativan uticaj na individualne živote oseća i društvo u celini, u smislu povećane dugoročne potražnje za osiguranjem od nezaposlenosti i različitim socijalnim i medicinskim uslugama, ili u smislu siromašnije radne snage.

Budući da je NEET, znači bio ili bila je direktno u liniji kako bi trpljenja posledice ožiljaka. Pomoć i podrška mladim ljudima koji prolaze kroz NEET iskustvo mogu – i treba – učiniti mnogo da smanje negativni uticaj ožiljaka na mlade živote (i šire, na društvo u celini).

Diskusija o politici i javni komentari oko pitanja NEET uglavnom se dešavaju u vezi sa nekom raspravom o nezaposlenosti mladih kao većem pitanju oko NEET-a. Kada su u NEET situaciji, to se smatra nekakvim tvrdim jezgrom ili kao sa najgorem pokazateljem nezaposlenosti mladih. Ipak, vredni podsetiti da je NEET vezan za veću nezaposlenost; takođe o „Nije u obrazovanju ili na obuci“, situacija NEET po definiciji, uvek je gora od redovnog broja nezaposlenih mladih.

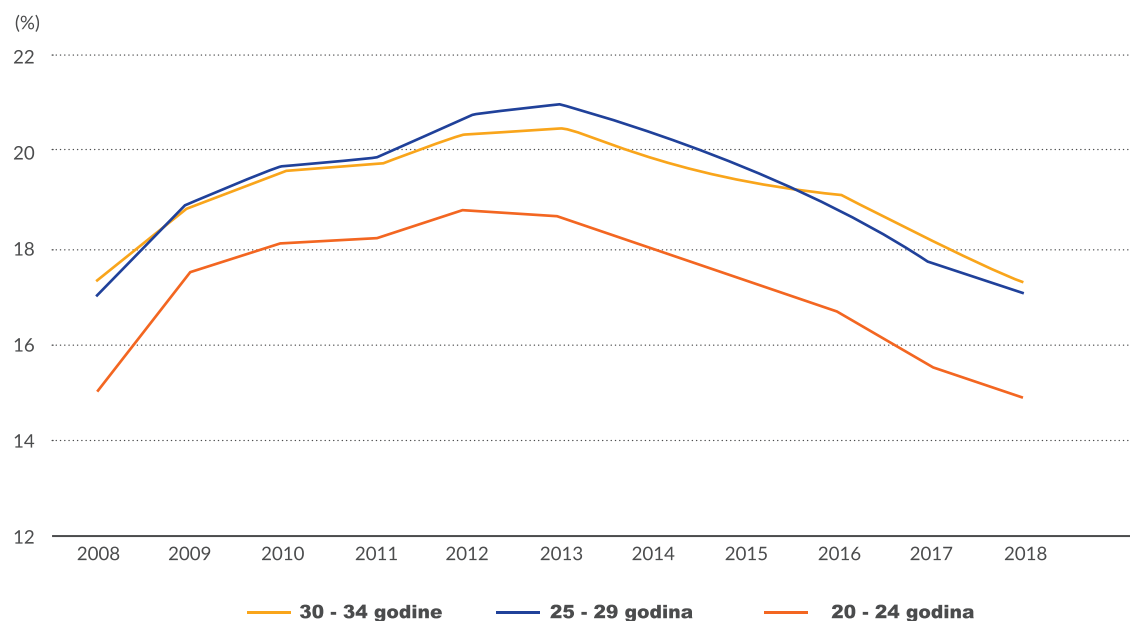
Stopa NEET za mlade usko je povezana sa ekonomskim performansama i poslovnim ciklusom. Tabela 1 pruža analizu vremena za mlade ljude od 20 do 34 godine i pokazuje da je udeo NEET-a u EU skočio sa 16,5% u 2008. na 18,5% sledeće godine, nakon početka globalne finansijske i ekonomske krize. Stopa je potom porasla skromnijim tempom do 2013. godine, kada je dostigla svoj vrhunac na 20,1%. Nakon toga stopa se kontinuirano smanjivala i vratila se na nivo iz 2008. u 2018. godini, sa 16,5%.

Status zapošljavanja, obrazovanja i obuke mladih, prema godinama, EU, 2018



Izvor: Eurostat

Young people neither in employment nor in education and training, by age, EU, 2008 - 2018



Izvor: Eurostat

OPŠTA REŠENJA

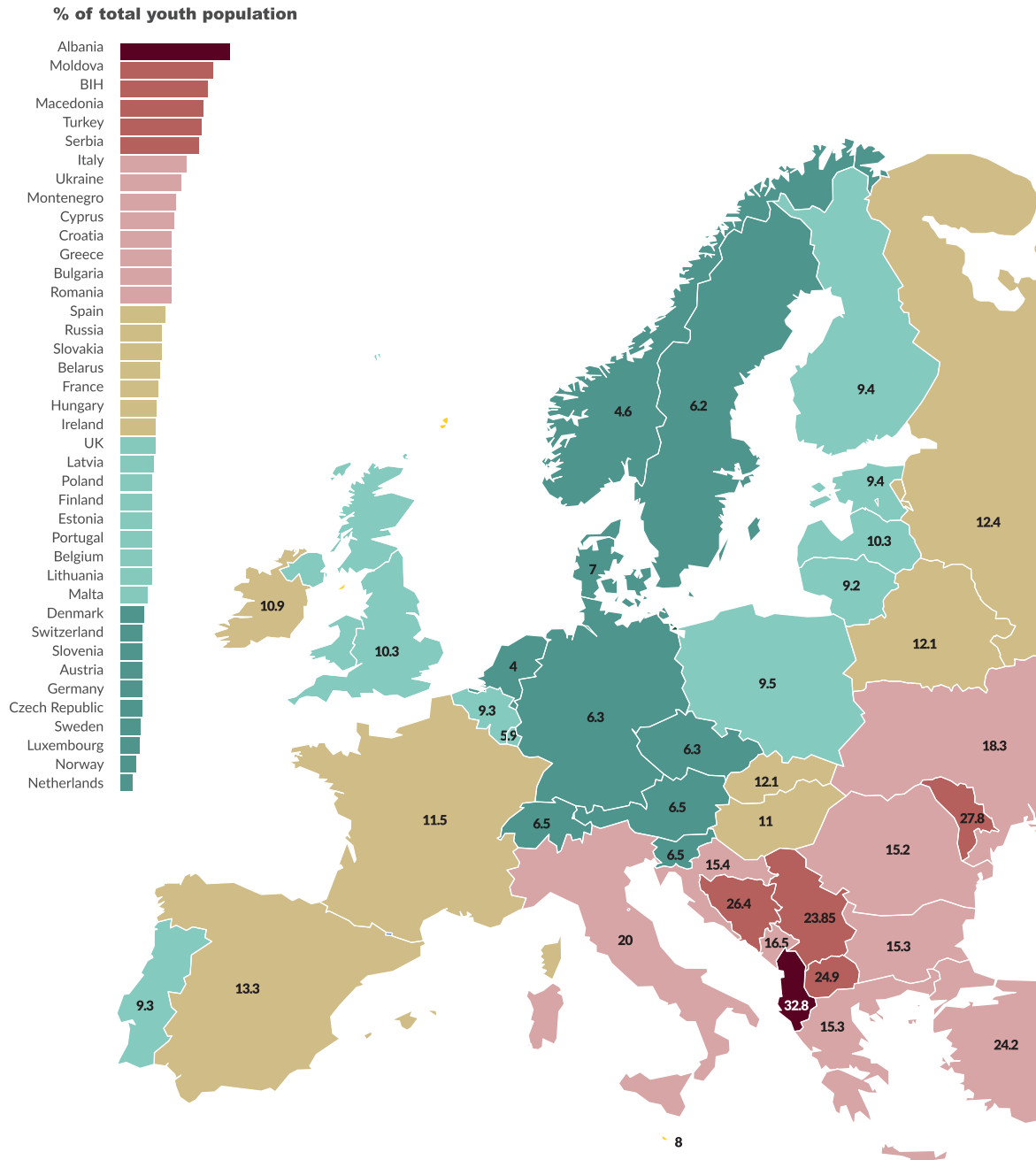
Ne postoji nijedna vrsta NEET situacije, tako da ne postoji nijedan pristup pomoći mladima koji su u NEET situaciji ili sprečavanju mladih da uđu u NEET situaciju.

Sledi skica iz niza praksi koje odgovaraju potrebama različitih vrsta i uzroka NEET-a. Ne može se smatrati iscrpnom, već naprotiv da ilustruje kako izgleda strukturirani pristup razmišljanju o NEET situacijama na različit način.

Neki ključni elementi efikasnih pristupa se pojavljuju dosledno:

- ▶ Partnerstvo je od suštinske važnosti - posebno u različitim sektorima, sa različitim ulogama i različite snage za ilustriranje - zasnovano na razumevanju nečijeg rada kao dela šireg ekosistema aktera koji utiču na mlade.
- ▶ Bolje prilagođavanje okruženja za učenje i pristup mladim ljudima jedan je od najefikasnijih načina da se smanji rasterećenje.
- ▶ Rano intervenisanje je osnovno; NEET situacija je spiralne dinamike, koja se vremenom pogoršava.
- ▶ Udaljena područja, lako zaboravljena iz urbanih središta, treba da budu u fokusu. Štaviše, aktiviranje mladih, savetovanje i uključivanje područja održivih za njih, a samim tim i održivih generalno. Ideje mladih inicijativa koje bi u završnici bile ključ za svaku ekonomsku diversifikaciju i obnovu.
- ▶ Mlade ljude treba posmatrati holistički ili u smislu više uzročnih faktora; Rezultati zaposlenja ne mogu se uredno odvojiti od drugih pitanja, kao što su život u kući, zdravlje i tako dalje.
- ▶ Promena okruženja može imati snažan uticaj na mladu osobu, ali mere poput slanja mladih na programe razmene treba.
- ▶ Isto tako, izgradnja kapaciteta za omladinske radnike mora da ima svoj put, a ne da bude sukcesija nepovezanih aktivnosti obuke. Takođe, učenje za merenje rezultata i prikazivanje postignuća je posebno korisna sposobnost za sticanje u radu.
- ▶ Mlade ljude koji se nalaze u NEET situaciji ne treba posmatrati kao probleme koje treba rešiti, već fokus treba biti na njihovoj vrednosti i veštinama i talentima koje oni potencijalno mogu razviti. Oni bi trebali biti aktivni agenti u bilo kojem procesu u koji učestvuju. Kao takvi, oni nisu samo učenici, već i ljudi od kojih treba da uče.

Share of youth not in employment, education or training (NEET)



Author: Milos Popovic (www.milosp.info)

Data: International Labor Organization, 2018

*Youth are defined as persons between the ages of 15 and 24 years. Employment comprises all persons of working age who during a specified brief period. Training comprises a nonacademic learning activity through which persons acquire specific skills intended for vocational or one week or one day.

**Average result shown for Serbia (17.6%) and Kosovo (30.1%)

KLJUČNE POLITIKE I PROGRAMI EU

Politički programi koji se tiču NEET postoje u svih 28 država članica EU i u regionalnim i lokalnim upravama širom Evrope - što nadilazi EU28 putem prekograničnih programa i saradnje. Ono što sledi je kratak pregled glavnih okvira politike i programa EU koji se odnose na mlade i koji se tiču pitanja NEET:

„**Strategija za mlade u EU**“ je vrlo opšti okvir politike koji se odnosi na prilike za mlade i participaciju, svojevrsni konceptualni klaster oko inicijativa u osam oblasti: obrazovanje i obuka, zapošljavanje i preduzetništvo, zdravlje i dobrobit, participacija, volonterske aktivnosti, socijalna uključenost, mladi i svet, kreativnost i kultura.

„**Mladi u pokretu**“ jedna je od sedam vodećih inicijativa „Evropa 2020“. To je skup političkih inicijativa koje se tiču obrazovanja i zapošljavanja mladih.

„**Garancija za mlade**“ je politika koja ima za cilj da svim mladima do 25 godina pruži kvalitetnu ponudu za posao, dalje obrazovanje, studiranje ili staž u roku od 4 meseca od napuštanja formalnog obrazovanja ili u slučaju nezaposlenosti. Sprovode je države članice, a EU u suštini prati i podstiče ovu implementaciju. Neprihvataju je sve države članice i nalazi se u veoma različitim razvojnim stadijumima u kojima se sprovodi.

Međutim, to je nešto sa dobrim šansama da se dugoročno razvija i uspostavi.

„**Paket za zapošljavanje mladih**“ (IEP) podržava garantovanje mladima i okvir kvaliteta za pripravnštvo.

„Inicijativa za zapošljavanje mladih“ (IEI) je finansijska podrška koja se kroz strukturne fondove EU daje regionima sa stopama nezaposlenosti mladih preko 25%. Dodeljeno je 6 milijardi evra za ovo za period 2014-2020.

„Erasmus+“ je glavni program EU za obrazovanje, obuku, omladinu i sport. Ima budžet od 14,7 milijardi za period 2014-2020, sa planiranim povećanjem programa za 2021. Nudi niz podrške i mogućnosti za omladinski rad, posebno „Erasmus+ Mladi u akciji“ (koji dobija 10% budžeta) kao i Evropska volonterska služba (EVS) - sada ugrađeni u druge ključne akcije kao volonterske aktivnosti i Evropski solidarni korpus, koji su oba elementa većeg programa Erasmus+.

U zavisnosti od zemlje, mogu postojati i druga privatna i neprofitna podrška i izvori, kao i javni sistemi podrške.

Erasmus+ „**Strategija uključivanja i različitosti u polju mladih**“ objašnjava vrstu projekata uključivanja i raznolikosti koje želi da podrži u radu sa mladima. Daje „definicije“ faktora na koje se treba fokusirati, jer mladima stavljaju značajno veći rizik od isključenja.

Ove definicije vrlo značajno odražavaju „faktore rizika“ koje je identifikovao Eurofound, a

takođe su kompatibilni sa prethodnim rezultatima istraživanja u toj oblasti:

- ▷ Obrazovne poteškoće
- ▷ Kulturne razlike: migranti, migrantsko poreklo, izbeglice, etničke manjine i tako dalje
- ▷ Geografske prepreke: iz udaljenih ili ruralnih područja
- ▷ Zdravstveni problemi
- ▷ Invalidnost
- ▷ Ekonomske prepreke
- ▷ Socijalne prepreke: nešto od kombinacije stvari, uključujući diskriminaciju i nesigurne situacije.

LOKALNI KONTEKST

OSNOVNI PREGLED

Subject	Indicator	Value
Youth	Youth labour force participation rate (%) - 2018	30.0
	Youth labour force participation rate, men (%) - 2018	36.3
	Youth labour force participation rate, women (%) - 2018	23.3
	Youth unemployment rate (%) - 2018	29.7
	Youth unemployment rate, men (%) - 2018	28.3
	Youth unemployment rate, women (%) - 2018	32.0
	Share of youth not in employment, educated or training (NEET) (%) - 2018	17.0
	Share of youth not in employment, educated or training (NEET), men (%) - 2018	16.5
	Share of youth not in employment, educated or training (NEET), women (%) - 2018	17.5

Source: *Ilostat*

Srbija nije izuzetak od proseka razumevanja NEET-a i od proseka procenta i proseka odnosa prema NEET populaciji. Ali, imajući u vidu stagnaciju u kreiranju specifičnih politika, može se zaključiti da je potrebno još mnogo raditi na otkrivanju, definisanju i pronalaženju rešenja kada je reč o mladima koji pripadaju NEET-u.

Mladi su demografski premalo zastupljena grupa u preduzetničkoj populaciji. Suočavaju se uglavnom s poteškoćama u pristupu informacijama, obuci i umrežavanju. Mladi moraju da razumeju tranziciju i okolnosti zapošljavanja u celom društvu koje utiču na mogućnosti pojedinaca. Stoga je pristup informacijama, obrazovanju i obuci u ovoj oblasti ključan za ulaganje u podršku mladima u preduzetničkom polju.

Jednake mogućnosti i pristup ekonomskim dobrima, resursima i mogućnostima za zapošljavanje i za mladiće i devojke je ključ u borbi protiv siromaštva i socijalne isključenosti, čak i više ako se radi o osobi koja ima manje mogućnosti, suočena je sa socijalnom stigmom, invaliditetom ili zbog druge lične karakteristike.

Nezaposlenost mladih i dalje je visoka u većem delu Evrope. Prema Eurostatu (2015), 6,5 miliona mladih Evropljana bilo je nezaposleno tokom 2008. godine pre uticaja ekonomske krize. Ovaj broj se povećao za više od 40% u narednim godinama i dostigao je visok u 2013. godini kod 9,3 miliona nezaposlenih mladih. U 2018. stopa nezaposlenosti mladih prema Eurostatu bila je 23%.

Sa najnovijim vestima iz decembra 2018. i predviđanjima za 2020. godinu, o velikom usporavanju tržišta akcija i većini velikih ekonomija širom sveta – ne postoje jasna uverenja da se ovaj trend neće nastaviti, što bi imalo uticaja na stope zaposlenosti u EU zemljama, što utiče na mlade.

Srbija ima svoje specifičnosti i specifičnosti unutar specifičnosti, jer se podaci neizbežno razlikuju između ruralnih i urbanih područja i između različitih regiona u Srbiji. Grad Beograd je takođe raznolik, sa svojih 17 opština, i razlikama (socijalnim, infrastrukturnim i resursima).

Stoga „sve na jednom mestu“ (one-stop-shop) kao brzi rezultat akcije pruža svu potrebnu ekspertizu, uslugu i komunikaciju sa Nacionalnom službom za zapošljavanje, kao povezujuću tačku koja direktno koristi ciljnoj grupi, posebno kada je reč o zaštiti na radu i bezbednosti (OSH).

Socijalne reforme mogu se dogoditi samo ako imaju korene u i ciljaju ka akcijama koje su čisto humane i koje deluju u cilju pružanja usluga u korist ciljnih grupa i ispravnog izbora ekonomske stimulacije koja se ne zasniva na zavisnosti od socijalnih davanja. Mladim ljudima koji su korisnici ovih davanja (i onima koji nisu i koji su definisani kao NEET) potrebni su programi prilagođeni mladima koji se bave njihovim specifičnim potrebama i pružaju optimalni klaster usluga kako bi se ubrzao proces njihovog zapošljavanja.

Miks mera i mešovita metodologija, podstaknuta među-sektorskom saradnjom, dovodi u velikoj meri do ekonomije sa višom stopom zaposlenosti.

Zapošljavanje mladih i aktivno uključivanje kao glavna tema i pitanje kojim treba da se bave kroz aktivnosti, razumno je postavljeno da predstavlja skup praktičnih rešenja koja bi ne-

minovno poboljšala „horizontalni“ i „vertikalni“ položaj mladih u ukupnoj ekonomiji, kao i Romska omladina kao specifična ciljna grupa.

Da bi se pronašla i pružila odgovarajuća rešenja i predlozi za održive politike, potrebno je uraditi odgovarajuća i dubinska istraživanja. Trebalo bi da pruži pregled razumevanja NEET SITUACIJE, shvatajući efekte koje ima na pojedince i društvo u celini.

REZULTATI ISTRAŽIVANJA

Urađeno istraživanje ukazuje na sledeće:

Na prvom mestu, iako većina ispitanika nije upoznata sa samim pojmom (67% ispitanika), važan je nalaz da je 78.6% ispitanika prepoznalo ovu kategoriju u njenom okruženju. Ništa manje indikativan nalaz je da je 10,7% ispitanika odgovorilo sa „da“, a 25% je odgovorilo „možda“, na pitanje da li se prepoznajete u ovoj kategoriji u budućnosti?

Kada govorimo o pitanju *Kako tumačite rastove populacije?* - odgovori koji su izdvojeni kao najčešći grupisani su oko izjava (da je rastove populacije prouzrokovan): „Greška u sistemu“ (jedna trećina), „Lenjost i nezainteresovanost mladih“ (jedna trećina) i „Uslovljeno novim potrebama tržišta“ (jedna trećina).

Na pitanje *Možete li prepoznati bilo kakve pozitivne promene (u ovom rastu) u populaciji mladih uopšte?* - 92% njih je odgovorilo sa „Ne“, mada je njih 8% kao pozitivnu stranu istaklo da se „mladi sve više oslanjaju na svoju inicijativu“.

Što se tiče pitanja *Da li prepoznajete koje su potrebe NEET populacije?* - najčešći odgovori su grupisani oko izjava: „Ekonomsko osnaživanje“ (jedna četvrtina), „Emocionalna podrška i motivacija“ (jedna četvrtina), „Informacije“ (jedna četvrtina) i „Neformalno obrazovanje“ (jedna četvrtina). Zanimljivo je da je ista distribucija odgovora (kako sadržajno tako i numerički) usledila nakon pitanja *Šta mislite koje su ključne prepreke pred NEET populacijom?* - tako da presek izgleda: „Loša ekonomska situacija“ (jedna četvrtina), „Nedostatak emocionalne podrške i motivacije“ (jedna četvrtina), „Nedostatak informacija“ (jedna četvrtina), i „Loše obrazovanje“ (jedna četvrtina) - sa akcentom na „obrazovanje“ po sebi.

U slučaju pitanja *U kojoj tački vidite uzroke tih prepreka?* - odgovori su po trećini grupisani oko izjava: u „Institucijama države“, „Mentalitet“ i „Porodica“.

Takođe, značajan nalaz je da je po pitanju *Da li ste upoznati sa postojećim strategijama i politikama koje ciljaju NEET populaciju?* - većina njih (96,4%) je odgovorila sa „Ne“.

Dalje, na pitanje *Čiju ulogu smatrate ključnom u cilju poboljšanja položaja NEET-ova?* - odgovori

sortirani po učestalosti su: „Država i državne institucije“, „Nevladine institucije“, „Porodica“, „Lokalne institucije“. Prema tome, za pitanje *Gde identifikujete rizike kojima su izloženi NEET-ovi?* - najčešćio dgovor odnosi se na „Egzistencijalne probleme u budućnosti“ i „Problemi u obrazovanju i tranzicija na tržište rada“.

Što se tiče pitanja *Po vašem mišljenju, koji su nedostaci grada Beograda kada je reč o uslugama NEET?*, polovina ispitanika nije obaveštena da ove usluge uopšte postoje, a polovina odgovora se odnosi na nedostatak informacija, institucije i savetovanje u vezi sa ovim uslugama.

Kada govorimo o pitanju *Kako biste ocenili povezanost mladih sa odgovarajućim institucijama i njihovim programima u gradu Beogradu?* – skoro svaki odgovor (98%) je bio „Loša veza“. Situacija je slična pitanju *Kako biste opisali komunikaciju mladih sa institucijama?* - gde je 97% ispitanika odgovorilo sa „lošom komunikacijom“.

Na kraju, na pitanje *Kako vidite odgovornost NEET-a u tim procesima?* Polovina odgovora je grupisana oko izjava „Samo njihova odgovornost“, „Njihova lenjost, ravnodušnost, nezainteresovanost“ (od NEET-a), a druga polovina problem vidi u (društvenom) sistemu, kome oni pripisuju odgovornost, za razliku od generacija njihovih roditelja i prethodnika, čije su standardne biografije podržavale sistemске.

REŠENJA NA TERENU I SPECIFIČNA REŠENJA LOKALNO ZASNOVANA

Ovaj LAP pomaže u kreiranju i primeni boljih pristupa za aktiviranje ljudi koji nisu u zaposlenju, obrazovanju i na obuci (NEET-ovi) od strane različitih relevantnih aktera. Fokus je stavljen na mlade NEET-ove i prelazak iz škole na posao ili dalje obrazovanje i obuku.

Dok su osmišljavane mere lokalnog akcionog plana, glavna pitanja koja su upućena bila su:

- Koje su glavne karakteristike grupa NEET-a koje pružaoci usluga na nacionalnom/regionalnom/lokalnom vide kao zainteresovane strane/akteri?
- Koje su grupe mladih ljudi među NEET-ovima kojima su se obraćali akteri? Šta ometa njihov prelazak iz škole na posao ili dalje obrazovanje i obuku?
- Koje prioritete treba postaviti ključnim institucijama? Koji su alati, mere i kompetencije potrebni?
- Kako zainteresovane strane/akteri mogu da strukturiraju saradnju oko pristupa na „putu zapošljavanja“?

- Kako zainteresovane strane/akteri mogu identifikovati i prevazići barijere ugroženih grupa (npr. Nizak nivo veština, malo radnog iskustva ili nikakvo radno iskustvo, diskriminacija zbog migrantske pozadine, niska motivacija, lični i psihološki problemi, višestruke prepreke pri zapošljavanju)?
- Kako zainteresovane strane/akteri mogu razviti odgovarajuće mere praćenja i ocenjivanja?

Postoji puno razloga zbog kojih pojedinac nije ni zaposlen ni u obrazovanju ni na obuci, pa je tako postao NEET. Provedeno duže vremensko razdoblje u NEET statusu može imati ozbiljne individualne kratkoročne i dugoročne posledice po život i karijeru osobe.

Za mlade je prelazak iz škole na posao ili sa jednog obrazovnog nivoa na drugi (niže srednje ili više srednjoškolsko obrazovanje ili stručno obrazovanje) presudan korak u njihovoj karijeri. Ovo se posebno odnosi na mlade ljude koji su u riziku zbog socijalnih problema, zdravstvenih problema ili poteškoća sa učenjem. Intervencije u toj fazi pomažu u prepoznavanju njihovih snaga i resursa i podržavaju proces prepoznavanja mogućnosti. Ovo je važno jer mladi ljudi koji prolaze kroz duge periode neaktivnosti u toj fazi imaju veći rizik od neslaganja i, kao posledica toga, odmačinjanja dalje od tržišta rada.

Rešavanje ovog izazova zahteva sveobuhvatan, prilagođen pristup i zasnovan na partnerstvu, sa intervencijama što je ranije moguće. Zainteresovane strane (lokalne institucije, škole, javni servis za zapošljavanje, nevladine organizacije) imaju važnu ulogu u olakšavanju prelaska mladih iz obrazovanja u rad ili daljeg usavršavanja. Potrebna su održiva rešenja kako bi se osiguralo da mladi ne započnu svoj radni vek sa produženim fazama nezaposlenosti i neaktivnosti i spreče dugoročno nestabilnu radnu istoriju

Tri glavna koraka se mogu razlikovati:

- ▷ **Korak 1:** Dizajn akcionog plana zainteresovanih strana za održivu aktivaciju NEET-a
- ▷ **Korak 2:** Sprovođenje Akcionog plana
- ▷ **Korak 3:** Monitoring i evaluacija

KORAK 1: SMISLENA AKTIVACIJA NEET-OVA I MERE ZA ODRŽIVOST

Prilikom osmišljavanja politika i akcija za ponovno uključivanje NEET-ova na tržište rada ili u obrazovne programe, potrebno je pozabaviti se raznolikošću NEET populacije. Različite nacionalne situacije i potrebe i karakteristike različitih podgrupa moraju se uzeti u obzir i treba izbegavati pristup koji bi odgovarao svima.

Potrebni su napori u svim grupama NEET-a, ali treba postaviti prioritete u cilju rešavanja ranjivosti (porodice sa malim primanjima, migrantska ili izbeglička pozadina, zdravstvena pitanja, invalidnost, poremećeno obrazovanje itd.). Ali čak i unutar ovih grupa, stepen vulnerabilnosti se razlikuje. Zato je važno osigurati da postoje ciljane ponude za svaku od grupa i podgrupa, i da su mere dobro povezane.

Glavne podgrupe u okviru stepena ranjivosti mogu se sumirati na sledeći način:

Isključeni: Ova grupa uključuje mlade ljude koji ne traže posao ili obrazovanje i nisu ih ograničeni drugim obavezama ili nesposobnostima. Takođe može obuhvatati obeshrabrene radnike kao i druge mlade ljude koji vode rizičan životni stil;

Nedostupni: Ova grupa uključuje mlade negovatelje, mlade sa porodičnim obavezama i mlade ljude koji su bolesni ili invalidi;

Konvencionalno nezaposleni: Ova grupa uključuje one koji su na raspolaganju i aktivno traže posao, a koji se mogu dalje podeliti na dugotrajno i kratkotrajno nezaposlene;

Tražiocil prilika: Ova grupa uključuje mlade ljude koji aktivno traže posao ili obuku, ali se čuvaju za prilike za koje vide da odgovaraju njihovim veštinama i statusu;

Dobrovoljni NEET-ovi: Ova grupa uključuje mlade ljude koji putuju i one koji se konstruktivno bave drugim aktivnostima kao što su umetnost, muzika i samostalno učenje.



Neki mladi ljudi su u većoj opasnosti da postanu NEET i pate od kasnijeg efekta „ožiljaka“ od drugih. Otkriveno je da žene, mladi ljudi sa invaliditetom, mladi ljudi sa migrantskim poreklom, oni sa niskim nivoom obrazovanja, oni koji žive u udaljenim područjima i mladi sa niskim primanjima u domaćinstvu imaju veći rizik da postanu NEET od ostalih. Pokazalo se i da su dodatni međugeneracijski uticaji povećali šanse mladih koji prolaze kroz duže faze nezaposlenosti. Na primer, roditeljstvo sa istorijom nezaposlenosti ili niskim nivoom obrazovanja ili razvedeni roditelji pokazalo je da povećava verovatnoću da mladi budu neaktivni.

Prepoznavanje prirode ovih rizika može pomoći u dizajniranju mera za sprečavanje ili suočavanje sa NEET statusom. Rad sa mladima sa visokim i/ili višestrukim rizicima zahteva zajednički pristup u ime svih zainteresovanih strana/aktera, posebno sa NVO-ima, i socijalnim i zdravstvenim službama.

Aktivacija se temelji na dobrim sistemima prevencije i dostizanja rezultata. Na početku je istaknuto da je naglasak u ovom LAP-u na alatima za aktiviranje NEET-a od strane svih zainteresovanih strana, tj. u fazama nakon sprečavanja i dopiranja i uspostavljanja kontakta sa NEET-ovima.

Postoji očigledna potreba da se sagleda čitav prelazni put od obrazovanja do zapošljavanja ili dodatnog usavršavanja; štaviše, sagledati različite faze i usluge dostupne tokom putovanja; proceniti gde eventualno treba poboljšati putanju; i u skladu sa tim doprineti razvoju celog javnog sistema zapošljavanja.

Dizajn, implementacija i evaluacija Lokalnog akcionog plana za NEET treba raditi u saradnji sa ključnim internim i eksternim zainteresovanim stranama/akterima.

Može se koristiti „pristup od 360 stepeni“, gde se dizajn, primena i procena vide u kontekstu više zainteresovanih strana i u umrežavanju.

Fokus grupe, radionice i ankete mogu se koristiti za dobijanje doprinosa, ideja i kritika koje dolaze iz održivih i relevantnih izvora.

U kontekstu mladih, saradnja – posebno sa obrazovnim institucijama, lokalnim omladinskim radnim organizacijama i nevladinim organizacijama – čini osnovu za aktiviranje. Outreach i aktiviranje (prelazak iz škole na posao i podsticanje zapošljivosti) preklapaju se, pa je potrebna bliska saradnja kako bi se izbeglo da se mladi ljudi „izgube u tranziciji“ i ne registruju na zavodima za zapošljavanje.

Prve faze putovanja sadrže mnoštvo mera prevencije, podrške i osnaživanja, koje predstavljaju osnovu obezbeđenja puta, a kasnije i za aktivaciju. U početnim fazama Nacionalna služba za zapošljavanje može pružiti informacije i saradivati sa obrazovnim institucijama, nastavnicima ili čak roditeljima.

Putovanje započinje prevencijom prevremenog napuštanja škole (ESL). Rano napuštanje škole i nedostatak veština i kvalifikacija identifikovani su kao dva od najvećih faktora rizika u pronalaženju posla i postavljanju temelja za stabilnu radnu istoriju. Otuda, rizik da se postane NEET stoji već u obrazovanju. Učenici mogu da zakažu u školi iz više razloga, uključujući teškoće u učenju, zdravstvene probleme, nisko obrazovanje, probleme u porodici, gubitak

motivacije i drugo. Shodno tome, u obrazovanju treba započeti rad na osnaživanju i prevenciji. Ovo uključuje proaktivan rad sa školama i različite oblike prevencije: rana identifikacija rizika, karijerno savetovanje u okviru obrazovanja, događaji i podizanje svesti, kolaborativni rad i deljenje podataka među zainteresovanim stranama.

Važan koncept su „zone“ aktivnosti, u rasponu od informacija o tržištu rada, podizanja svesti i oglašavanja njegove ponude, razvoja digitalnih usluga jednostavnog pristupa i korišćenja društvenih mreža, pružanja usluga savetovanja „sve na jednom mestu“ (često u saradnja sa partnerima u prostorima lako dostupnim, poput tržnih centara) i razvijanjem sopstvenog plana za upravljanje karijerom.

Da bi stupili u kontakt i izgradili poverenje, potrebni su posrednici poput nevladinih organizacija, dobrovoljnih organizacija, aktivista zajednice, omladinskih radnika, omladinskih ambasadora i uzora. Posebno saradnja sa organizacijama za rad sa mladima može da pomogne.

Pomoć u ime NVO-a Nacionalnoj službi za zapošljavanje može biti korisna u raznim pitanjima: Omladinski radnici mogu pomoći da se dopre do određenih grupa mladih, ali osim toga, takođe mogu osigurati da mladi tražioci posla budu bolje pripremljeni i motivisani. Takve prakse saradnje treba da budu podržane jasnim sporazumima o saradnji (npr. Memorandumima o razumevanju između glavnih uključenih organizacija) i trebalo bi da ih sprovodi kvalifikovano i iskusno osoblje. Ovo će pomoći mladim ljudima da se rano prijave u Nacionalnu službu za zapošljavanje, tako da ima dovoljno vremena da se odluče o ispravnim merama aktiviranja.

Nekoliko praksi koje proizilaze iz ovoga umnogome doprinose:

- ▶ Saradnja sa školama za poboljšanje prevencije i širenja rizika
- ▶ Saradnja sa nevladinim organizacijama i organizacijama za mlade/socijalni rad radi poboljšanja rezultata
- ▶ Prelaz iz škole na posao ili dalje obrazovanje i usavršavanje
- ▶ Podsticanje zapošljivosti
- ▶ Uklanjanje prepreka pri zapošljavanju
- ▶ Saradnja sa poslodavcima

Na osnovu procene učinjene izazovom NEET-a u Srbiji i pomoću istraživanja sa zacrtanim prioritetima, važno je identifikovati koje su kompetencije, alati i mere potrebne za rešavanje identifikovanih izazova pred NEET populacijom.

Neophodno je utvrditi kakve su **veštine, alati i mere već dostupni** u mreži zainteresovanih strana, a šta možda **nedostaje i/ili treba poboljšati**.

Uspeh sa NEET-ovima dolazi **kombinacijom mera, alata i saradnje**.

U pogledu osoblja i veština, **lični savetnici, savetnici i rukovodioci slučajeva i timovi** koji su određeni za NEET aktivnosti – puno ili polovinu radnog vremena – su srž za uslužne aktivnosti na jednom mestu.

Savetnici koriste **procenu veština, kompetencija, kvalifikacija i aspiracija**. Neke javne službe

za zapošljavanje širom Evrope koriste profilisanje klijenata, što znači procenu situacije i udaljenost kupca od otvorenog tržišta rada.

Na osnovu procene, savetnici prave **individualne akcione planove**, nude savete o karijeri i pružaju **praktične informacije** o raznim beneficijama, transportu i sl. Koriste se **različite pripreme mere** za poboljšanje kompetencija i zapošljivosti osobe (poput poboljšanja motivacije, suočavanja strategije, „meke veštine“ i **veštine traženja posla**), obično u saradnji sa spoljnim partnerima, kao što su nevladine organizacije. „Meke veštine“ se odnose na veštine komunikacije, sposobnost odnosa sa ljudima i samopoštovanje. Potrebni su povremeno prilagođeni tečajevi i obrazovanje za druge šanse – i to u saradnji sa spoljnim trenerima. **Internet savetovanje** i e-obuka postaju sve rasprostranjeniji, posebno za visoko obrazovane tražitelje posla.

Visokokvalitetna stručna obuka važna je kako bi se mladi osposobili za radne veštine koje bi ih onda mogle učiniti privlačnijima potencijalnim poslodavcima. Istraživanje je pokazalo da stručno obrazovanje i osposobljavanje (VET) takođe mogu biti veoma efikasni u smanjenju ranog napuštanja školovanja i u privlačenju NEET-ova. Učenje na radnom mestu ili pomoću stvarnih simulacija rada privlačno je posebno onim mladim ljudima koji su imali negativna iskustva u školi. VET može poboljšati samopouzdanje mladih i povećati njihovu motivaciju i angažman pomažući im da zauzmu pozitivniji stav o učenju.

KORAK 2: SRPOVOĐENJE AKCIONOG PLANA

Sprovođenje lokalnog akcionog plana podrazumeva dve međusobno povezane oblasti delovanja:

- Interna primena
- Saradnja sa partnerima

Prilikom izrade Akcionog plana za NEET važno je odlučiti šta Nacionalna služba za zapošljavanje može/treba da radi sama i šta naša NSZ može/treba da uradi u saradnji sa partnerima.

Važno je takođe primetiti da, uz sadašnju visoku stopu nezaposlenosti u mnogim zemljama, veliki broj visoko obrazovanih ljudi ima dugotrajne teškoće u pronalaženju posla. Tradicionalni fokus NSZ-a, a samim tim i metode i kompetencije, imaju tendenciju da zadovolje klijente sa nižim i srednjim nivoom obrazovanja, pa usluživanje visoko obrazovanih klijenata – od kojih neki već imaju veliko radno iskustvo – može predstavljati izazov.

Postoji širok spektar uspešnih praksi za aktiviranje NEET-a u srednjim fazama. U donjim odeljcima opisujemo glavne vrste usluga i dajemo nekoliko primera uspešne prakse: Profesionalne smernice pružaju različiti zvaničnici i savetnici, u rasponu od redovnih zvaničnika do specijalnih savetnika za karijeru, kao što su profesionalni psiholozi.

Karijerno vođenje se takođe sve više kombinuje sa trenerima, koji deluju kao posrednic, pružajući ohrabrenje i podršku obezbeđivanjem planiranih prelaza. Takvi treneri mogu dolaziti i iz NSZ-a i izvana, u saradnji sa nevladinim organizacijama. Mentorstvo, licem u lice ili putem Interneta, takođe postaje sve rasprostranjenije.

NSZ pruža podršku mladim tražiocima posla kroz personalizovane smernice i individualne akcione planove. Mnoge NSZ primenjuju pristup upravljanja slučajem. Ovaj pristup uključuje imenovane savetnike za zapošljavanje koji preuzimaju ulogu rukovodilaca slučajeva za veliki broj mladih lica koja traže posao. Menadžeri slučajeva traže tražitelje posla kroz čitavu 'srednju fazu', dok nisu završili uspešan prelazak na sledeću fazu svog života.

One-stop-shops dolaze u različitim oblicima, kao lako pristupačni i prostori bliski ljudima, gde je cilj pružanje holističke usluge sa niskim pragom pristupa za tražitelje posla, gde je potencijalna složenost podele usluga, i vođenje je svedeno na minimum. Takvi prostori i usluge sa niskim pragom mogu pomoći da dođu do neregistrovanih NEET-ova. Njegov cilj je pojednostavljanje usluge okupljanjem ekspertize i veza koje pruža multi-profesionalni tim i različite institucije poput NSZ, obrazovanja, lokalnih vlasti i nevladinih organizacija pod 'jednim krovom', a istovremeno se efikasno koriste javni resursi.

U aprilu 2013. godine, države članice EU obavezale su se da će obezbediti uspešan prelazak mladih na posao uspostavljanjem šema za garanciju mladima. To podrazumeva davanje garancije svim mladima, do 25. godine (30 u nekim zemljama) da će dobiti konkretnu kvalitetnu ponudu u roku od četiri meseca nakon što napuste formalno obrazovanje ili ostanu bez posla. Ponuda treba da bude za posao, studiranje, pripravništvo ili stalno obrazovanje.

Pomoć u traženju posla je kombinovana sa savetovanjem, akcionim planovima, „sve na jednom mestu“ i garancijama kao jednim od njih. To podrazumeva ukazivanje na raspoložive mogućnosti, ali uključuje i druge intervencije: na primer, treniranje NEET-ova za intervjuje o poslu i predstavljanje sebe je neophodno, jer to može biti slaba tačka.

Internet sadržaji i alati zasnovani na web-u su efikasan način za okupljanje širokog spektra informacija i pristupanje velikom broju mladih ljudi uz nisku cenu.

Obuke vezane za posao mogu se prvo ponuditi kao manji moduli, jer dugotrajno usavršavanje, ciljanje ka diplomu može biti nerealno za mnoge klijente, ali uspeh u modulima može nadahnuti taj put na dalje.

Omogućavanje radnog iskustva na različite načine omogućava studentima i klijentima NSZ ili „one-stop-shop“-a uvid u radni život i omogućava im da uče radeći. Pruža mladim ljudima praktično iskustvo, inspiraciju i motivaciju. Ovo su ključna pitanja koja se tiču NEET-ova, koji počinju da pate od demotivacije i nedostatka perspektive u ranoj fazi ili se obeshrabruju u uzaludnoj nadi da će naći posao u okruženju sa visokom nezaposlenošću.

Ključna prepreka ka zaposlenosti s kojom se suočavaju mnogi mladi ljudi, osim nedostatka radnog iskustva, jeste i pitanje male produktivnosti u početnim fazama rada. Suočavajući se sa visokim nivoom nezaposlenosti mladih, zemlje mogu stoga odlučiti da primene mere koje mogu podstaći potražnju za mladim zaposlenima, kao što su subvencionisani poslovi, studije i stažiranja ili smanjenje doprinosa za socijalno osiguranje za poslodavce. Ključno obrazloženje ovih mera je povećati potražnju za mladim zaposlenima i pružiti dodatni podsticaj poslodavcima koji se odluče za obuku mladih.

Podrška samozapošljavanju takođe treba pažnju, jer su samozapošljavanje, mikro preduzet-

ništvo i preduzetničke karijere sve učestaliji. Započinjanje biznisa veliki je zadatak za većinu NEET-ova, ali mogućnost može biti važna u nekim slučajevima, posebno za NEET-ove koji već imaju radno iskustvo, visoko obrazovanje, dobro samopoštovanje i komunikacione veštine.

3. KORAK: MONITORING I EVALUACIJA

Povratne informacije i podaci koji potiču iz aktivnosti praćenja i evaluacije treba pripremiti i urediti na način koji pomaže timovima ili određenim jedinicama ili rukovodiocima NSZ da poboljšaju svoje aktivnosti zasnovane na dokazima. Međutim, partneri treba da budu uključeni, jer oni mogu pružiti vredne informacije i uvide, a takođe imaju koristi od prikupljenih podataka i dokaza.

Monitoring i evaluacija se mogu razlikovati na sledeći način:

- ▶ **Nadgledanje (monitoring)** podrazumeva prikupljanje i razmenu podataka koji se tiču aspekata rada sa NEET-om, praćenja nakon uspostavljanja i kratkoročnih i dugoročnih rezultata.
- ▶ **Evaluacija** podrazumeva sveobuhvatnu analizu NEET aktivnosti i rezultata zasnovanih na internim i eksternim zapažanjima, povratnim informacijama, dijalogu i podacima, te promišljanju i interpretaciji različitih podataka i zapažanja

Monitoring i evaluacija treba da obuhvate tri ključna aspekta:

- ▶ Razmena podataka i praćenje podataka NEET (poput veličine i prevalencije)
- ▶ Praćenje NEET-ova nakon „smeštaja“: mere, obrazovanje ili posao
- ▶ Povratne informacije o evaluaciji i dijalog za informisanje o redizajnu i implementaciji

Evaluacija se razlikuje od praćenja, iako su međusobno povezane i preklapaju se. Dobro praćenje je osnova za dobru evaluaciju, ali za evaluaciju je potrebno koristiti nekoliko kanala da bi se dobila sveobuhvatnija slika, i to treba napraviti kroz unutrašnji i spoljni dijalog. Evaluacija podrazumeva razumevanje stvarnih rezultata napora, šta se dešavalo, zašto i sa kim.

U idealnom slučaju, evaluacija bi takođe trebalo da izveštava o uticaju aktivnosti, odatle i promenama nastalim intervencijom.

Najvrednije su:

- Povratne informacije od klijenata
- Povratne informacije od ostalih kolega unutar sistema
- Povratne informacije od spoljnih partnera
- Povratne informacije od članova uprave
- Povratne informacije od donosioca odluka
- Evaluacija izvršena od strane eksternih eksperata

NA OSNOVU NAČELA I VREDNOSTI

Lokalni akcioni plan za mlade opštine Stari Grad je svojim radom i kreiranjem mera za unapređenje statusa mladih postavio principe na kojima je izrađena Nacionalna strategija za mlade, kako proizilaze iz sistema vrednosti koji u osnovi Ustava Republike Srbije, Univerzalne deklaracije o ljudskim pravima, Konvencije UN o pravima deteta sa protokolima, Konvencije Saveta Evrope o ljudskim pravima i osnovnim slobodama i Međunarodnog pakta o građanskim i političkim pravima.

Principi Lokalnog akcionog plana za mlade su:

- ▶ Poštovanje ljudskih prava - Obezbeđuje se da svi mladi imaju ista prava bez obzira na polnu, rasnu i nacionalnu pripadnost, religijsko i političko opredeljenje, seksualnu orijentaciju, socijalni status, kao i funkcionalne smetnje/invaliditet. Obezbeđuju se ravnopravne mogućnosti za razvoj mladih zasnovane na jednakim pravima, a u skladu sa potrebama, vlastitim izborima i sposobnostima.
- ▶ Ravnopravnost - Omogućava se da svi mladi imaju pravo na podjednake šanse, na informisanje, na lični razvoj, doživotno učenje, zapošljavanje u skladu sa raznovrsnim sopstvenim karakteristikama, izborima i sposobnostima. Obezbeđuje se poštovanje rodne ravnopravnosti, nediskriminacije, slobode, dostojanstva, bezbednosti, ličnog i društvenog razvoja mladih.
- ▶ Odgovornost - Podstiče se i razvija odgovornost onih koji rade sa mladima, kao i odgovornost mladih u skladu sa njihovim mogućnostima.
- ▶ Dostupnost - Prepoznaju se i uvažavaju kapaciteti mladih kao važnog društvenog resursa i iskazuje se poverenje i podrška njihovim potencijalima: mladi znaju, mogu, umeju. Omogućava se i obezbeđuje dostupnost svih resursa mladima. Obezbeđuju se uslovi za očuvanje zdravlja mladih i kvalitetno provođenje slobodnog vremena. Afirmiše se i stimuliše postepeno uvođenje i razvijanje inkluzivnog obrazovanja na svim nivoima.
- ▶ Solidarnost - Razvija se intergeneracijska solidarnost i uloga mladih u izgradnji demokratskog građanstva. Podstiču se svi oblici vršnjačke solidarnosti, podstiče se kultura nenasilja i tolerancije među mladima.
- ▶ Saradnja - Podržava se i obezbeđuje sloboda udruživanja i saradnja sa vršnjacima i podstiče intergeneracijska saradnja, na lokalnom, nacionalnom i međunarodnom nivou.
- ▶ Aktivno učešće mladih - Obezbeđuju se prava, podrška, sredstva, prostor i mogućnost kako bi mladi učestvovali u procesu donošenja odluka, kao i u aktivnostima koje doprinose izgradnji boljeg društva.
- ▶ Interkulturalizam - Omogućava se poštovanje različitosti u svim oblastima ljudskog života, tolerancija, kao i afirmacija umetničkih i kreativnih pristupa usmerenih na negovanje i razvijanje interkulturalnog dijaloga među mladima.

NA OSNOVU ANALIZE I KONTEKSTA

Prilikom stvaranja klastera rešenja za probleme ili skupa pristupa nekom problemu, trebalo bi da budemo svesni trenutnog konteksta, resursa i opšte društvene klime. Ne bi trebalo kopirati bilo koje rešenje ili politiku koja je uspešna drugde.

Živimo u Srbiji, Beogradu i to je okruženje koje ima svoje specifičnosti u pogledu istorije, razvoja, zainteresovanih strana i ukupne dinamike. Trebalo bi kreirati pametna i uredna, prilagođena ršenja za NEET populaciju, kako bismo imali i održali nivo dobre usluge za ovu grupu.

Svako rešenje ili mera može se posmatrati kroz različite uglove i razumeti iz različitih perspektiva od strane različitih zainteresovanih strana/aktera. S tim u vezi, trebalo bi uspostaviti zajedničko tlo kako bi svi razumeli svoj položaj, zadatak i možda moć u kreiranju i primeni pogodnih rešenja za NEET populaciju.

U tom smislu, sledeća tabela sažima konkretna ciljana rešenja i akcije i korake koje treba da preduzmu zainteresovane strane.

REŠENJE/AKCIJA	KORACI
Dizajn akcionog plana zainteresovanih strana za promišljeno aktiviranje NEET-a i uspostavljanje mera za održivost rešenja	<ul style="list-style-type: none">• Raznolikost NEET populacije treba uvideti• Različite nacionalne situacije i potrebe i karakteristike različitih podgrupa moraju se uzeti u obzir• Rešavanje ranjivosti (isključeni, konvencionalno nezaposleni, tražitelji mogućnosti, dobrovoljni NEET-ovi• Definisavanje nivoa „ožiljaka“ za svaku NEET osobu• Pozivanje na zajednički pristup u ime svih aktera, posebno sa NVO-ima, i socijalnim i zdravstvenim službama• Saradnja sa ključnim unutrašnjim i spoljnim zainteresovanim stranama tokom celog puta• Outreach: prevencija prevremenog napuštanja škole (ESL)• Stvaranje koncepta „zona“ aktivnosti• Uspostavljanje saradnje sa više zainteresovanih strana• Uspostavljanje terena za „one-stop-shop“

REŠENJE/AKCIJA

KORACI

Sprovođenje akcionog plana

- Podjela zadataka između ključnih učesnika u procesu
- Stvaranje i odabir odgovarajućeg mehanizma: karijerno usmeravanje, obučavanje, mentorisanje, NSZ za podršku mladim tražiocima posla, one-stop-shop, pomoć u traženju posla, internet sadržaji i web alati, obuke za posao, pružanje radnog iskustva, implementacija mera koje mogu podstaći potražnju za mladim zaposlenima, poput subvencionisanih poslova, studija i stažiranja ili smanjenje doprinosa za socijalno osiguranje za poslodavce, pružanjem podrške za samozapošljavanje

Monitoring i evaluacija

- Izrada plana evaluacije i monitoringa koji bi se zasnivao na dokazima
- Korišćenje alata i mehanizama: interna i eksterna zapažanja, povratne informacije, dijalog i podaci, refleksija i interpretacija različitih podataka i zapažanja
- Pravljenje razlike između monitoringa i evaluacije i uspostavljanje kanala za evaluaciju





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