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NEET INSERBIA

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Belgrade 2019



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Who are NEET? Where do they exist and did they exist before the name was given? Is it now easier to track and map young people that belong to this group? Is the number of NEET, therefore, decreasing due to better problem recognition, approaches and policies on national or local level?

These are the questions that still need concrete answers based on proper in-depth research, analysis and establishment of cooperation between key stakeholders.

Detecting, mapping and tracking young people defined as NEET

Mapping can enable deeper understanding of the characteristics and profile of NEETs in general picture and where they are primarily located, thus allowing for more specific measures at the micro level.

It is important to keep track of young people throughout their journey from education to employment. Inclusive partnerships between key stakeholders play an important part in delivering appropriate methods to identify, reach out to, engage and activate NEETs and these partnerships need to be delivered in a co-ordinated way to ensure that young people do not get 'lost' within a system as it seems it inevitably happens with NEETs.

Detecting and identifying hard-to-reach young people can be challenging as they are often not registered with the NES and are unknown to social services and youth services. Therefore, institutions in charge could gather relevant information to identify who they are, where they are and what their needs are.

The value of 'tracking services' to contact young people before and after they have dropped out and/or become unemployed is essential. Depending on the national and local context, this role is fulfilled by different stakeholders such as NES (including specialised services), local authorities and/or different types of

'youth agencies' and other forms of youth oriented social work at the local level.

Strong and formalised co-operation and information/data sharing between all stakeholders is critical to ensure that young people are not falling through the cracks. But data protection legislation can prevent organisations from sharing personal details of hard-to-reach youth with each other or with providers delivering the service.

Evidences on the issue

The purpose of this "NEET in Serbia" is to report collected data and analysis regarding the situation of young people in Serbia for the purpose of Turnover – YEC project.

The more or less constant economic instability has exacerbated the problem of youth integration in the labour market in the EU and Serbia has been disproportionately affected. While youth unemployment in the country has long been part of the policy debate, conditions today are very different to those prior to the previous years. Slow economic development, socio-economic developments, globalisation, and the pervasive effect of information technology and digitalisation have all changed labour market characteristics. Young people's transitions to adulthood and the labour market follow different paths and have become more complex.

Governments and social partners in the EU

Variety of profiles and subgroups
within NEET



rightly set targets to reduce the number of young people 'not in employment, education or training' (NEET), through initiatives such as the Youth Guarantee. However, the heterogeneity of the NEET population must be taken into account when designing measures. Effective intervention can only be designed if the NEET population has been disaggregated to identify the distinct characteristics and needs of the component subgroups, each of which is likely to have different welfare, training and activation needs.

The overall financial situation of NEETs groups in Serbia, including Roma, is on average worse than that in other EU Member States and not so different from the other countries in Western Balkan region.

If we take into account the vulnerability of the NEET youth, the share of people at risk of social exclusion is higher both across all NEET groups comparing to non-NEETs.

An important prerequisite for the effective deployment of policies targeted at NEETs is that young people be registered with NES.

Position in employment – challenges and conundrums

Nowadays it seems that it is very difficult for young people to find their place in the world of work with record high rates of over 50% of youth unemployment recorded in Spain and Greece in 2013 and with many other countries following. This has alarmed EU to support and promote in the years after programmes for potential entrepreneurs to create employment and sustainable growth, and thus make our countries more entrepreneur friendly. In this way, youth entrepreneurship has shown its high priority with its potential for job creation and human capital development.

One of the challenges is that in time when Europe is facing many political issues (global

competition, economic slowdown and Brexit) and although entrepreneurship is seen as an important driver for achieving economic growth and job creation, many young people do not see Europe as the place where they want to set up and run their own business. When looking at the youngsters with fewer opportunities, researches show that only few minority youths in work opted for self employment in the previous 5 years (6.5% of young people on age of 15 and 29 – 2.7 million people) giving the rate of youth self employment that cannot significantly resolve the issue of NEETs for instance. The data shows that in this case the national differences in the region with their barriers and/or opportunities to set up new businesses and the different labour market conditions can be easily seen. Another issue is that only 33% of young self employed people in the EU 28 were women, making entrepreneurship predominantly male activity. Significant fact is that at least 50% young people are quite interested in setting up as entrepreneurs.

To make our country more business friendly and help NEET youngsters to transform their creative ideas in a successful business while helping them remove the barriers they have, will give many potential benefits. Empowering young NEET entrepreneurs will bring direct and indirect job creation and the development of human capital and new skills, if the conditions allow.

Better support system, cooperation and changing conditions may be the key factors in fostering youth NEET entrepreneurship in Serbia by being focused on: supporting entrepreneurial mindset and culture among NEET youngsters; providing information and advice, guiding and mentoring future young entrepreneurs; and removing perceived practical and logistical barriers.

The main aspects taken in consideration are:

- To enable young NEET entrepreneurs to be free and creative, to try different things

and take risks and to prioritize having a secure and stable environment.

- Private and/or civil society organisations can play a very important role, especially where the public initiative is weak.
- Countries from the region can learn from each other's experiences, especially in those where developing an entrepreneurship culture among young people is at the beginning.
- The quality of the mentors is a key for the success of the initiatives.
- NEETs value in particular the experience and know how of more experienced entrepreneurs.

Investing in development of support system for NEET directly influences the increase of stability and the future of Serbian youth. Outreach as such, although with limited number of partners, aiming to reach to every young person in Serbia in the follow-up phases in the next years, may be offering the chance to those that slipped into NEET to come along and join possibly established initiatives.

The European dimension and cooperation would give the participants directly additional chances for success, allowing them to network, to mentor, to learn and grow in the employment market. Following the example of the successful European economies, partnership for NEET in Serbia may tend to create a new market for NEET entrepreneurs, enabling them to seek for sustainable growth and investing in them and their future.

Perspectives and prospects

The combination of concrete skills, knowledge and tools provided enrich youth with promising thoughts, who have been unemployed or already excluded from receiving entrepreneurial skills, to unleash their capability to create social, social or revenue driven jobs.

Therefore, most suitable mechanisms to reach out and activate NEET would be those that contain:

- Learning experience
- Involving non-formal learning
- Intercultural learning process
- Space for exchange of experiences, ideas, visions
- Connected with the project consortiums mission and work
- Active involvement of participants
- Linked to the priorities of the Erasmus + programme
- Open to everyone with priority given to NEET youngsters and with fewer opportunities
- Providing educational support
- Group/team work
- Different profile NEETs involved
- Personal development

These mechanisms would develop:

- Key competences of NEET youngsters on the topic of entrepreneurship
- Development of specific skills designed for work with NEET youngsters

Specific objectives in implementation of mechanisms are:

- Delivering and improving NEET youth entrepreneurial skills
- Promoting youth leadership, teamwork and social skills
- Enhancing opportunities for NEET youth business development
- Increasing youth innovation and knowledge
- Improving youth global competitiveness
- Educating NEET youth about economic development
- Increasing NEET youth employability and such opportunities
- Promoting entrepreneurship and NEET youth's self-employment on local level
- Producing new educational and training tools and resources.

Young entrepreneurs can act as the change agents for society, developing ideas and new approaches, creating and implementing solutions to social and economic problems that change society for the better. The main goal to educate and prepare organizations and individuals who create educational programs for those who are considering embarking on an entrepreneurial career to address the issues related to economic development first of all on individual level, it prepares young people for innovative addressing of community needs with a combination of entrepreneurial practices and social purposes for the for-profit, non-profit and governmental sector.

The role of education

With regard to the incidence of NEET rates by educational attainment, research has shown that education offers some protection against becoming NEET. People with lower qualifications are at a much greater risk of becoming NEET than those with a tertiary level of education.

The literature indicates that persons of a migrant background have a stronger risk of being NEET. With limited data on the migrant population in Serbia, it is not possible to provide accurate figures.

With limited employment opportunities for young people, their financial situation becomes precarious.

As young people cannot afford to live independently (regardless of cultural norms), they are obliged to stay with their parents far longer than they would have otherwise.

The successful transition of young people into the labour market eases their way to independent lives as citizens and their full integration into society. Young people's transition experiences have worsened since the economic crisis and it can be again shaken up with not so bright

predictions of economists for the year 2020. Their path from school to work has become less predictable. Completing a full education cycle does not necessarily lead to full-time employment as was the case in the past. Young people are more likely to take part-time employment followed by unemployment spells and temporary jobs. Furthermore, these days, young people are more likely to move from employment into unemployment in the times of economic crisis. All these experiences make transitions harder and more complicated for young people and can delay or prolong their economic dependence and their establishment as independent persons in society.

Transition from the world of education to the world of labour

The literature suggests that youth transitions in the labour market are smoother in countries having the following characteristics (Biavaschi et al, 2012):

- a favourable demographic structure and macroeconomic situation
- high demand for the labour of young people
- favourable labour market institutions (minimum wage rates and welfare regimes including active labour market programmes and employment protection)
- education and training systems that equip young people with the necessary skills and prepare them for labour market entry (while the level of education is an important factor, it is argued that the quality of education and close links to the labour market are of critical importance). A key measure is school-to-work transitions and, more importantly, the time taken to make the transition.

From the world of fun to the adulthood

Academic research indicates that young people's transitions to adulthood have changed, as

the social conditions are changing, and technology rapidly develops. While patterns differ between countries, transitions to adulthood now take longer and take place later in young peoples' lives. These delays in transitions have impacts: the parental home is put under (financial) pressure and the issue of demographic ageing in Serbia is exacerbated. Many argue that this may be a positive development, whereas others stress the 'unwanted' delays in transitions.

Eurofound has studied transitions with regard to leaving the parental home, living with a partner, and starting a family.

On top of cultural and institutional reasons, the current economic climate means that young people are less financially independent, which may lead to their delaying the decision to leave home. Additionally, the housing market, unemployment and the level of wages also influence decisions on leaving the family home.

Pushing towards public policies to facilitate smooth transitions

In terms of national policies, an initial assessment indicates that certain features were present in some existing policies that had an impact on the quality of measures implemented:

- intensive and personalised guidance and support, provided by personal advisers, mentors and employers
- coordination of all actors involved in actions supporting school-to-work transitions, which involves central-regional-local actors (horizontal) and between departments (vertical)
- involvement of relevant actors and strong social partner engagement
- systematic monitoring of actions and results (at national, local and workplace level)
- programmes addressed to the needs of specific groups of young people (young people with a physical disability, early school leavers, the highly skilled, short-term or

long-term unemployed and those with family responsibilities)

- quality assurance for internships or traineeship programmes and ensuring no displacement, deadweight or substitution effects.

Programmes aimed at facilitating transition from school to work have sought to achieve the following:

- developing skills relevant to the labour market (such as soft skills)
- supporting the first experience of work (such as workplace learning experience, combining studies and work)
- improving access to the labour market or first job (for particular NEET target groups)
- reducing early drop-out levels from education.

Additionally, young women in Serbia searching for their first job are another group that may be considered for positive policy action.

NEET IN SERBIA - CURRENT SITUATION

Young people in Serbia face some specific risks stemming from the social context of a prolonged and largely anomalous post-socialist transformation.

As other studies have shown, young people in Serbia still face limitations such as inefficient education, high unemployment, difficult path to financial independence and a deep sense of exclusion from politics (Tomanović, Stanojević, 2015). Devastated social and economic system in Serbia directly encourages the precariousness of work and workers, which is also confirmed by the analysis of factors that influence the selection of work, among which is dominated by pay and job security (Popović et al., 2019).

The results indicate that, due to high unemployment and temporary (often illegal) employment, the working position of young people in Serbia is very risky. Flexibility through a high number of working hours per week indicates a high level of labor exploitation. Another form of work flexibility, work beyond qualifications, is also highly prevalent among young people in Serbia, as it is most commonly associated with de-professionalization, work under education acquired qualifications and knowledge (Tomanović, Stanojević, 2015).

The analysis of these results indicates a high level of irregularity of the labor market and corruption of the system, whether through perceived (political) clientelism or practiced nepotism, activation of social contacts, as channels of employment. All this maintains the conditions under which the NEET population reproduces. Indicators of low social integration of young people are related to the key domains of functioning of the social system. Due to high unemployment and precarious employment, young people are excluded from the workplace of society and economic reproduction.

Although certain forms of social anomie and pathology are considered widespread and even normal for society, such a perception is

still not sufficient to provoke rebellion or attempt to change such a state through personal engagement. With all this, it turns out that the education system in Serbia is inflexible in the sense that it does not provide opportunities to combine schooling and other life engagements - work, parenting etc., which prevents the individualization of life trajectories of young people and makes them largely materially dependent on their parents.

This situation is reflected in the numerous answers to the questions posed to the respondents in our study.

At the first place, 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.

Unlike the generations of their parents and predecessors, whose standard biographies were supported by systemic ones.

With the measures of social integration and homogenization of youth in socialist Yugoslavia, young people in Serbia today are doomed to be uncertain about the everyday life of a prolonged social “crisis”. That survival means developing flexible and time-fragmented strategies, which leaves no room for long-term biographies. During these processes, young people rely most on their own competences, resources and actions, as well as resources, support and assistance from informal networks, primarily parents and friends, as assistance from institutions is lacking.

On the other side, the important role that young people play in every society is even more pronounced in transition societies, such as Serbian society, in which creativity and enthusiasm of young people can play a key role in the social reconstruction and development of a democratic society. Bearing all the above in mind, we are facing an important strategic task of systematically empowering both youth and social institutions.

NEEDS FOR NEETS AND WHAT NEETS NEED

NEETs are certainly the group of people with lot of capacities, knowledge and creativity. NEETs, if handled with properly in the way that will make them progress – the whole society can benefit.

One-stop-shops, cluster of stakeholders of NES through its work and programmes should work towards inducement of the best in these young people. Through the motivation to create their own future and their own mechanisms of self-employment and integration into society – NEETs can become important group of economic growth, and not a small group, whatsoever.

If we looked into the future, and use a bit our imagination, and according to the interviews done through the research, it seems that the proper solution lied in the sphere of development of NEETs own capacities, and skills, namely – transversal skills.

Having in mind local context and Serbia as the country of people with emphasized entrepreneurial spirit, this solution sound savvy.

Let us dive into the idea and estimate whether the theory of NEETs with highly developed transversal skills is sustainable.

NEETs as the carriers of potential, knowledge and youth force

Despite a common European and to a high extent Serbia gravity towards community at all levels and in most “constellations” in diversified social, cultural and political constellations, it is inevitable to be biased towards fragmentation and “individualism” when it comes to economic stability, sustainability and micro-level development. To be able to afford the continuation of a stable economic flow, European policies followed by domestic ones and domestic goals towards investing and building capital in knowledge, creativity and innovative

approaches – often requires the generation of resources that young citizens themselves have, and who are in the shadow of the system, with unbuilt public “putting in place” mechanisms for general benefits.

Through the will and effort to support new business endeavors from the stage of their emergence, through incubation to commercialization and systematic investment in entrepreneurial education and its modalities for various groups, a consensus between citizens and (local) governments has been created to provide mutual support for the common good.

The non-profit sector, among others, that develops and implements youth programmes and projects comprises of an incredibly rich range of groups working on different types of issues. There has been an explosion of interest in entrepreneurship in recent years, for example. Non-profit organizations operate somewhere between the capacity of national-level institutions that have public credibility and the boundaries to which the private sector’s interest goes.

With goals that include the first dissemination and sharing of knowledge, the development of key competences and the exchange of experience; fostering creativity, competitiveness, and a sense of initiative and enterprise in terms of self-employment through the creation of self-made-self-employed as well as a network of organizations, strengthening mutual cooperation and future activities through youth programs – one of the most convenient ways is to “teach people how to fish, not to give them fish.”

A modern knowledge-based economy requires people (workers) with a high level of relevant skills. CEDEFOP forecasts predict that the percentage of EU jobs requiring tertiary qualifications will increase from 29% (or similar) to 34% in 2020, while the share of low-skilled jobs will decline from 23% to 18% in the same period. Transversal skills such as the ability to think critically, take initiative, creatively solve problems

and work together will prepare individuals for today's diverse and unpredictable career paths.

Most employers believe that "soft skills" are important to their business, and more than half rated them as more important than academic qualifications. It has been estimated that "soft skills" are contributing more and more to business development, and therefore to the economy and economic development.

A recent survey of more than 500 business leaders from across Europe found that the majority (54%) felt that young people lacked "soft skills" such as confidence building, teamwork, self-motivation, networking and presentation skills.

There are five critical skills that most likely increase the chances of success in all areas and that employers expect employees to have: social skills; communication; and "higher order thinking skills" (including problem solving, critical thinking and decision making); intrapersonal abilities of self-control and maintaining a positive concept of self.

Efforts in European and Southeast European countries to encourage young people to study, work or volunteer in another country - giving them more work, more projects and training opportunities - are proving to be very effective. The development of transversal skills is in line with the objectives of the European Union in terms of increased professional mobility and increased employment through entrepreneurial activities. In addition, the development of these skills is compatible with the concept of lifelong learning as one of the governing principles of the European Union.

The Europe 2020 strategy recognizes entrepreneurship and self-employment as the key to achieving smart, sustainable and inclusive growth.

The aim of EU transnational cooperation is to promote better cooperation and regional development through a common approach to

address common problems.

With, in recent years, excellent and very successful programs involving different actors and institutions, designed and implemented in order to follow and keep up with the latest trends in education that include developing a sense of initiative and entrepreneurship as focal points, entrepreneurial attitudes and opportunities for young people - have a significantly improved concept, giving them the opportunity to go out into the world, meet new people, new perspectives, learn and build skills that will help increase their chances of employment; gain new experiences and, in general, be better equipped to enter the adult world and economic reality.

NEETs therefore need GOOD services that are aligned with the reality, with the context and NEETs needs. On the other hand, NEETs can offer their knowledge to the society if society has the proper mechanisms to absorb what this group of young people has to offer. Therefore, system of cooperation among key stakeholders (schools, NES, NGOs, other public institutions) should be tight-knit and tailor-made.

Time and effort should be invested in improving their own capacities and enabling organizations and institutions to contribute to wider societal benefits by producing and implementing higher quality projects and programs, providing more opportunities and higher standards of non-formal entrepreneurial education for young people in local communities and through the system of formal education, too.

Basic key competences and transversal skills for NEETs

This assessment has been done through the sociological analysis done through the research and through the lens of reality in momentum: what are young people in Serbia made of, and made for. NEETs are those that do not have to suffer from "scarring" in negative way, but maybe they are those that become more resilient through the challenges they have, and more

anti-fragile. Therefore, there is true belief that NEETs, with a little push, maybe come quicky on the surface and have decent life in Serbia.

Competence

Competence is a complex combination of knowledge, skills, abilities and attitudes required to perform a particular activity in a given context, in realistic circumstances, whereby a person should be able to interpret the situation in a specific context and possess a repertoire of possible actions that he or she can take and that she was able to perform certain actions from that repertoire. The result of competent action can be measured against some accepted standards. Competence can be enhanced through training and development.

Key competencies:

1. **Communication in the mother tongue:** the ability to express and interpret thoughts, feelings and facts in oral and written form in different contexts;
2. **Communication in a foreign language:** in addition to those embedded in communication in the mother tongue, there is also a capacity for mediation and intercultural understanding;
3. **Mathematical literacy and basic competencies in science and technology:** the use of addition, subtraction, multiplication and division to solve problems in everyday situations; the ability and willingness to use knowledge and methodology to interpret the natural world;
4. **Digital competences:** mastering the use of electronic media in business, communication and leisure; logical and critical thinking, information management and communication skills;
5. **Learning to learn:** the ability to organize one's own learning, effective time management, problem solving, acquiring, processing and evaluating new knowledge and applying it in different life contexts,

contributing to career management;

6. **Interpersonal and civic competences:** effective interaction with individuals and in groups, resolving conflicts in the public and private spheres of life;
7. **Entrepreneurship:** passive and active component; the ability and willingness to accept others, or to create their own innovations; taking responsibility for actions, developing a strategic vision, setting and meeting goals, and being motivated to succeed;
8. **Cultural expression:** evaluating the importance of creatively expressing ideas, experiences and emotions in a variety of media, including music, literature, and applied art.

Definition of transferable (transversal) skills

Explained in a very simple way, transferable (transversal) skills are multi-purpose skills that can be applied and utilized in a wide variety of roles and in different professional contexts.

How important are transferable (transversal) skills?

Transferable skills represent an inventory of assets that help us move into and shine in a new role. They ensure our professional acuity, robustness and long-lasting careers if we consciously adapt their skills to the situation. They also help us more easily and willingly explore the sidelines of our careers and gain additional skills and expertise.

While academic qualifications and highly specialized skills may be key to building our competitive advantage and securing success in one particular role in the organization, transferable skills are what ensure that we do not become a "technological surplus" in the long run.

How are transferable (transversal) skills acquired?

Everyone has more or less developed transferable (transversal) skills and they are acquired throughout life, from early childhood and school through college, through formal and other forms of education, through reading, social activities, professional activities and life in general.

When we identify a set of essential skills that we can take with us and apply wherever we go, we can devote ourselves to the mission of further cultivating these skills and adding new ones to existing ones.

How are transferable (transversal) skills identified?

Self-awareness gained through rigorous, systematic and constant self-assessment is key to ensuring our market penetration. There are many self-assessment tests that allow us to analyze our personal strengths and weaknesses.

We can also go through the skill list and tick all those we are sure relate to us. It is helpful to seek the help and advice of a supervisor, associate, professor, or family if we want to check our evaluations or get feedback and advice from outside.

Although the list of transferable skills is long, they can generally be broadly grouped into five main categories:

- **Soft Skills:** Also known as interpersonal or interpersonal skills, they mean a set of skills that allow us to positively treat, interact with, inspire and inspire others. Some examples are delegation skills, coaching skills, listening skills, presentation skills, cooperation skills.
- **Analytical skills:** These include intellectual skills that allow us to identify and

analyze problems and find creative, innovative and workable solutions. Some examples: research skills, data collection skills, data analysis skills, creativity, risk analysis.

- **Technical skills:** These include practical, direct skills such as excellent computer skills, skills in working with specific machines, programs, hardware, building or repair skills, etc.
- **Organizational skills:** These are skills that allow us to sort data, plan, schedule projects or resources, keep records that are accurate, efficient and easy to use, and coordinate multiple resources or tasks. Some examples are prioritization, time management, task management, resource management, coordination.
- **Personal skills:** These include a set of skills related to character in the workplace. Some examples are integrity, reliability, accuracy, diligence, decision-making skills.

List of transferable skills for self-evaluation of NEETs

Interpersonal skills

- I am able to successfully interact with a wide range of people; know how to interpret and use body language;

Oral communication skills

- I can present ideas and information clearly and concisely, with a style and content that is appropriate for the listener (be it an individual or a group); present opinions and ideas in an open, objective manner;

Public speaking skills

- I can hold formal presentations; present ideas, views and problems in an interesting way;

Advisory skills

- I am able respond to what others say without being judgmental (“active listening”); I build trust and openness with others;

Coaching / mentoring skills

- I can give feedback in a constructive way; helping others increase their knowledge or skills;

Teaching / training skills

- I can help others to gain knowledge and skills; able to create an effective learning environment;

Monitoring skills

- I can delegate responsibilities and establish an appropriate accountability system; able to monitor progress and evaluate the quality of performance of others;

Leadership skills

- I motivate and empower others to act; I give people confidence and respect;

Persuasion skills

- I communicate effectively to justify a position or influence a decision; know how to sell products or promote ideas;

Negotiation skills

- I can negotiate skillfully; know how and when to compromise;

Mediation skills

- I am able to resolve conflicts that arise from differences in views or interests; I can handle conflict in an open, honest and positive way;

Interviewing skills

- I effectively ask and answer questions; know how to make others feel relaxed and produce a sense of confidence;

Customer service skills

- I can build a relationship of trust with clients; I am able to deal with complaints and problems in a constructive way;

Caring skills for others

- I can treat others with empathy; I am able to provide delicate care to sick or elderly

people and people with severe disabilities;

Analytical / logical thinking skills

- I can draw concrete conclusions from a set of general observations or a set of concrete facts; know how to integrate information and ideas;

Critical thinking skills

- I am able to evaluate different points of view or ideas and make objective judgments; researching all possible solutions to the problem, weighing their pros and cons;

Creative thinking skills

- I can generate new ideas, come up with new things, create new images or projects; find new solutions to problems; I can effectively use wit and humor;

Problem solving skills

- I am able to clarify the nature of the problem, evaluate alternatives, suggest feasible solutions and determine the outcome of the various options;

Decision-making skills

- I am able to identify all possible options, weigh the advantages and disadvantages, evaluate the feasibility and select the most feasible option;

Planning skills

- I can plan projects, events and programs; know how to set goals and needs, evaluate options, choose the best option;

Organizational skills

- I can organize information, people or things in a systematic way; I am able to set priorities and meet deadlines;

Advanced writing skills

- I can select, interpret, organize and integrate key ideas; I can edit the written text so that the message is the clearest, most concise and accurate;

Research skills

- I know how to find and collect relevant baseline information; able to analyze data, summarize findings and write a report;

Financial skills

- I can keep accurate financial records; able to manage budgets (ie, prepare sound budgets and monitor expenses);

Language skills

- I am characterized by functional bilingualism; I can translate into a given language in written or oral form;

Advanced computer skills

- I can use different programs; I know desktop publishing or web design;

Technology skills

- I understand technical systems and work successfully in them; I understand the technical specification; read technical instructions with ease;

Performing skills

- I can make presentations for video and television in an interesting way; know how to entertain, interest and inspire an audience;

Fine arts

- I use color and design creatively; I can design presentation and publicity materials (print, video, internet);

Perception skills

- I can visualize new formats and formats; I am able to evaluate physical space;

Mechanical skills

- I can install, use and monitor equipment and mechanical devices; I know how to repair mechanisms;

Adjustment skills

- I have the ability to adapt to new

situations and conditions and can tolerate change; I have the flexibility to adapt to my current needs;

Administrative skills

- I can use computers and other basic office equipment; I can design and maintain records and control systems.

This self-assessment tool can be used not only by NEETs themselves, but also by the mentors, managers or youth workers when working with NEET population for thorough and in-dept analysis.

CONCLUSION

NEET in Serbia is the group that exist, evidently, but not evidently enough. There is a lot more to be done on different levels: schools and universities, NES, local authorities and public institutions, policy makers and decision makers, youth workers and NGOs, as well as different stakeholders that through their work do outreach towards youth and inevitably towards NEET population. As NEETs are diversified, different approaches are needed. Not all NEET are in difficult situation and not all are stigmatized in Serbia. There should be tailor-made programmes and facilities that would be useful for all those that seek employment and face challenges in the process of transition from education to labor market.

NEETs have potential to become strong work force, they have potential to become active citizens, resilient to difficulties.

With proper mechanisms, such as one-stop-shops that are modern, aligned with the interest of youth today, the potential of this group can be discovered, developed and put into the sphere of joint development of society in Serbia.

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NEET

USRBIJI

Ko su NEET? Gde oni postoje i da li su postojali pre nego što su dobili ime? Da li je sada lakše pratiti i mapirati mlade koji pripadaju ovoj grupi? Da li se broj NEET-a smanjuje zbog boljeg prepoznavanja problema, pristupa i politika na nacionalnom ili lokalnom nivou? Ovo su pitanja na koja su još potrebni konkretni odgovori na osnovu ispravnog dubinskog istraživanja, analize i uspostavljanja saradnje između ključnih aktera.

Otkrivanje, mapiranje i praćenje mladih definisanih kao NEET

Mapiranje može omogućiti dublje razumevanje karakteristika i profila NEET-a u opštoj slici i mesta gde su oni pre svega smešteni, omogućavajući preciznije mere na mikro nivou.

Važno je pratiti mlade ljude tokom njihovog putovanja od obrazovanja do zaposlenja. Inkluzivna partnerstva između ključnih aktera igraju važnu ulogu u pružanju odgovarajućih metoda za identifikaciju, pristupanje, angažovanje i aktiviranje NEET-ova i ta partnerstva moraju biti pružena na koordiniran način kako bi se osiguralo da se mladi ne izgube u okviru sistema kao što se čini da se neizbežno dešava sa mladima koji se definišu kao NEET.

Otkrivanje i identifikacija teško dostupnih mladih ljudi može biti izazovna jer često nisu registrovani u NSZ i nepoznati su za socijalne službe i omladinske službe. Stoga bi nadležne institucije mogle prikupljati relevantne informacije da identifikuju ko su, gde su i koje su njihove potrebe.

Vrednost „usluga praćenja“ u kontaktiranju mladih pre i nakon što su oni napustili i ili postali nezaposleni je od suštinske važnosti. U zavisnosti od nacionalnog i lokalnog konteksta, ovu ulogu obavljaju različite zainteresovane strane, kao što su NSZ (uključujući specijalizovane službe), lokalne vlasti i ili različite vrste ‘omladinskih agencija’ i drugi oblici omladinskog socijalnog rada na lokalnom nivou.

Snažna i formalizovana saradnja i deljenje informacija/podataka između svih zainteresovanih strana je od presudnog značaja za osiguravanje da mladi ljudi ne propadnu kroz pukotine. Ali zakoni o zaštiti podataka mogu sprečiti organizacije da dele lične detalje teško dostupnih mladih jedni drugima ili sa pružaocima usluga koji pružaju uslugu.

Svedočanstva po pitanju NEET

Svrha ovog dokumenta „NEET u Srbiji“ je da izvesti o prikupljenim podacima i analizi stanja mladih u Srbiji u svrhu projekta - YEC.

Više ili manje stalna ekonomska nestabilnost pogoršala je problem integracije mladih na tržište rada u EU, a Srbija je bila nesrazмерно pogođena. Iako je nezaposlenost mladih u zemlji dugo bila deo rasprave o politici, današnji uslovi su vrlo različiti od onih iz prethodnih godina. Usporeni ekonomski razvoj, socioekonomski razvoj, globalizacija i prodor efekata informacionih tehnologija i digitalizacije promenili su karakteristike tržišta rada. Prelazi mladih u odraslo doba i tržište rada idu različitim putevima i postaju složeniji.

Vlade i društveni partneri u EU s pravom su postavili ciljeve da smanje broj mladih „koji nisu u zaposlenju, obrazovanju ili na obuci“ (NEET), kroz inicijative poput Garancije za mlade (Youth Guarantee). Međutim, heterogenost NEET populacije mora se uzeti u obzir prilikom

dizajniranja mera. Efikasna intervencija može se osmisлити samo ako je NEET populacija razvijena tako da se identifikuju različite karakteristike i potrebe podgrupe, od kojih će svaka verovatno imati različite potrebe za dobrobiti, za obukom i za aktiviranjem.

Ukupna finansijska situacija grupa NEET u Srbiji, uključujući Rome, u proseku je lošija od one u drugim državama članicama EU i nije se toliko razlikovala od ostalih zemalja regiona Zapadnog Balkana.

Ako uzmemo u obzir ranjivost mladih NEET-a, udeo ljudi koji su izloženi riziku od socijalne isključenosti veći je kod svih grupa NEET-a u poređenju sa ne-NEET-ovcima.

Važan preduslov za efikasno raspoređivanje politika usmerenih na NEET je da se mladi registruju u NSZ.

Položaj u zapošljavanju - izazovi i zagonetke

U današnje vreme čini se da je mladima vrlo teško da pronađu svoje mesto u svetu rada sa rekordno visokim stopama od preko 50% nezaposlenosti kod mladih, zabeležene u Španiji i Grčkoj 2013. godine i mnogim drugim zemljama koje slede ovu statistiku. Ovo je podstaklo EU da podrži i promovise, u godinama nakon krize, programe za potencijalne preduzetnike za stvaranje zaposlenosti i održivog rasta, i tako učini naše zemlje prijemčivijim za razvoj preduzetništva. Na ovaj način, omladinsko preduzetništvo je pokazalo svoj veliki prioritet svojim potencijalom za otvaranje novih radnih mesta i razvoj ljudskog kapitala.

Jedan od izazova je da se u vreme kada se Evropa suočava sa mnogim političkim pitanjima (globalna konkurencija, usporavanje ekonomije i Bregzit), i iako se preduzetništvo smatra važnim pokretačem za postizanje ekonomskog rasta i otvaranja novih radnih mesta, mnogi

mladi ljudi ne vide Evropu kao mesto gde žele da osnuju i vode sopstveni posao. Kada posmatramo mlade sa manje mogućnosti, istraživanja pokazuju da se samo nekolicina odlučila za samozapošljavanje u prethodnih 5 godina (6,5% mladih u dobi od 15 i 29 – 2,7 miliona ljudi), što daje stopu samopouzdanja mladih zaposlenje koje ne može značajno rešiti pitanje NEET-a, na primer. Podaci pokazuju da se u ovom slučaju lako mogu uočiti nacionalne razlike u regionu sa njihovim preprekama i/ili mogućnostima za osnivanje novih preduzeća i različitim uslovima na tržištu rada. Drugo pitanje je da su samo 33% mladih samozaposlenih u EU 28 činile žene, što preduzetništvo čini pretežno muškom aktivnošću. Značajna je činjenica da je najmanje 50% mladih prilično zainteresovano da se postave kao preduzetnici.

Da naša zemlja postane poslovno prihvatljivija i pomogne NEET mladima da transformišu svoje kreativne ideje u uspešan posao, a da im istovremeno pomogne da uklone barijere koje imaju, doneće mnoge potencijalne koristi. Osnajivanje mladih NEET preduzetnika doneće direktno i indirektno otvaranje novih radnih mesta i razvoj ljudskog kapitala i novih vještina, ako uslovi to dozvole.

Bolji sistem podrške, saradnja i promena uslova mogu biti ključni faktori za podsticanje omladinskog NEET preduzetništva u Srbiji usredsređivanjem na: održavanje preduzetničkog razmišljanja i kulture kod mladih NEET-a; pružanje informacija i saveta, vođenje i mentorstvo budućim mladim preduzetnicima; i uklanjanje uočenih praktičnih i logističkih barijera.

Glavni aspekti uzeti u obzir su:

- Omogućiti mladim NEET preduzetnicima da budu slobodni i kreativni, da isprobavaju različite stvari i rizikuju, te da prioritarno imaju sigurno i stabilno okruženje.
- Privatne i ili organizacije civilnog društva mogu igrati veoma važnu ulogu, posebno tamo gde je javna inicijativa slaba.

- Zemlje iz regiona mogu da nauče iz iskustva drugih, posebno od onih gde je razvoj preduzetničke kulture među mladima već počeo.
- Kvalitet mentorstva je ključan za uspeh inicijativa.
- NEET-ovi posebno cene iskustvo i znanje iskusnijih preduzetnika.

Ulaganje u razvoj sistema podrške za NEET direktno utiče na povećanje stabilnosti i budućnost srpske omladine. Dosezanje kao takvo, iako s ograničenim brojem partnera, čiji je cilj da u narednim godinama dopre do svake mlade osobe u Srbiji, možda nudi priliku onima koji su ušli u grupu NEET da se pridruže uspostavljenim inicijativama.

Evropska dimenzija i saradnja dali bi učesnicima direktno dodatne šanse za uspeh, omogućavajući im umrežavanje, mentorstvo, učenje i rast na tržištu rada. Po uzoru na uspešne evropske ekonomije, partnerstvo za NEET u Srbiji može imati tendenciju da stvori novo tržište za NEET preduzetnike, omogućavajući im da traže održivi rast i ulažu u njih i svoju budućnost.

Perspektive i planovi

Kombinacija konkretnih veština, znanja i alata pružila je obogaćivanje mladih obećavajućim mislima, koji su bili nezaposleni ili su već isključeni iz sistema podsticanja preduzetničkih veština, kako bi se oslobodila njihova sposobnost stvaranja socijalnih, ili podsticaja usmerenih na prihod.

Stoga bi najprikladniji mehanizmi za postizanje i aktiviranje NEET-a bili oni koji sadrže:

- Iskustvo učenja
- Uključivanje neformalnog obrazovanja
- Interkulturalni proces učenja
- Prostor za razmenu iskustava, ideja, vizija
- Povezivanje sa misijom i radom konzorcijuma projekta
- Aktivno uključivanje učesnika
- Povezivanje sa prioritetima programa Erasmus+
- Otvorenost za sve sa prioritetom koji se daje mladima NEET-a i sa manje mogućnosti
- Pružanje obrazovne podrške
- Grupni timski rad
- Uključenost različitih profila NEET
- Lični razvoj

Ovi mehanizmi bi razvili:

- Ključne kompetencije mladih NEET-a na temu preduzetništva
- Razvoj specifičnih veština dizajniranih za rad sa NEET mladima

Specifični ciljevi u primeni mehanizama su:

- Unapređenje preduzetničkih veština mladih NEET
- Promovisanje liderstva mladih, timskog rada i socijalnih veština
- Povećanje mogućnosti za razvoj omladinskog preduzeća od strane NEET
- Povećanje inovacija i znanja mladih
- Poboljšanje globalne konkurentnosti mladih
- Edukacija NEET mladih o ekonomskom razvoju
- Povećanje zapošljavanja mladih NEET-a i slične mogućnosti
- Promovisanje preduzetništva i samozapošljavanja mladih NEET-a na lokalnom nivou
- Izrada novih alata i resursa za obrazovanje i obuku.

Mladi preduzetnici mogu da deluju kao agensi za promenu društva, razvijajući ideje i nove pristupe, kreirajući i sprovodeći rešenja za socijalne i ekonomske probleme koji menjaju društvo na bolje. Glavni cilj je edukacija i priprema organizacija i pojedinaca koji kreiraju obrazovne programe za one koji razmišljaju da započnu preduzetničku karijeru da bi se bavili pitanjima vezanim za ekonomski razvoj, pre svega na individualnom nivou, priprema mlade ljude za inovativno rešavanje potreba zajednice

sa kombinacijom preduzetničkih praksi u društvene svrha za profitni, neprofitni i vladin sektor.

Uloga obrazovanja

Kada je reč o učestalosti menjanja stope NEET-a po obrazovnim postignućima, istraživanje je pokazalo da obrazovanje nudi određenu zaštitu protiv postajanja NEET-om. Ljudi sa nižim kvalifikacijama su u mnogo većem riziku da postanu NEET od onih sa tercijarnim nivoom obrazovanja.

Literatura pokazuje da osobe migrantskog porekla imaju veći rizik da budu NEET. Uz ograničene podatke o migrantskom stanovništvu u Srbiji, nije moguće dati tačne procenete.

Uz ograničene mogućnosti zapošljavanja mladih, njihova finansijska situacija postaje nesigurna.

Kako mladi ne mogu priuštiti da žive samostalno (bez obzira na kulturne norme), dužni su da ostanu sa roditeljima daleko duže nego što bi inače.

Uspešan prelazak mladih na tržište rada olakšava im put ka samostalnom životu kao građana i njihovoj punoj integraciji u društvo. Iskustva tranzicije mladih pogoršavaju se od ekonomske krize i opet se mogu uzdrmati ne tako svetlim predviđanjima ekonomista za 2020. godinu. Njihov put od škole do posla postao je manje predvidiv. Završavanje ciklusa punog obrazovanja ne mora nužno dovesti do punog radnog vremena kao što je to bio slučaj ranije. Mladi ljudi imaju veću verovatnoću da se zaposle sa skraćenim radnim vremenom, a slede čarolije nezaposlenosti i privremeni poslovi. Štaviše, ovih dana veća je verovatnoća da će mladi ljudi preći iz zaposlenosti u nezaposlenost u vreme ekonomske krize. Sva ova iskustva otežavaju i komplikuju tranziciju mladih i mogu odložiti ili produžiti ekonomsku zavisnost i postajanje nezavisnom osobom u društvu.

Prelazak iz sveta obrazovanja u svet rada

Literatura sugerise da su tranzicije mladih na tržište rada ugrađenije u zemljama koje imaju sledeće karakteristike (Biavaschi et al, 2012):

- povoljna demografska struktura i makroekonomska situacija
- velika potražnja za radnom snagom mladih
- povoljne institucije tržišta rada (minimalne stope plata i režimi socijalne zaštite uključujući aktivne programe na tržištu rada i zaštitu zaposlenja)
- sistem obrazovanja i osposobljavanja koji mladim ljudima pružaju potrebne veštine i pripremaju ih za ulazak na tržište rada (iako je nivo obrazovanja važan faktor, tvrdi se da su kvalitet obrazovanja i uske veze sa tržištem rada od presudnog značaja). Ključna mera su prelazi između škole i posla i, što je još važnije, vreme potrebno za tranziciju.

Od sveta zabave do odraslog doba

Akadska istraživanja pokazuju da su se prelazi mladih u odraslo doba promenili, kako se menjaju socijalni uslovi, a tehnologija se brzo razvija. Iako se obrasci razlikuju po državama, prelasci u odraslo doba sada traju duže i dešavaju se kasnije u životu mladih. Ova kašnjenja u prelazima imaju uticaja: roditeljski dom je pod (finansijskim) pritiskom i pitanje demografskog starenja u Srbiji se pogoršava. Mnogi tvrde da je ovo možda pozitivan razvoj, dok drugi ističu 'neželjeno' kašnjenje u prelazima.

Eurofound je proučavao tranzicije s obzirom na napuštanje roditeljskog doma, život sa partnerom i osnivanje porodice.

Pored kulturnih i institucionalnih razloga, trenutna ekonomska klima znači da su mladi manje finansijski nezavisni, što može dovesti do odlaganja njihove odluke o napuštanju kuće. Uz to, tržište nekretnina, nezaposlenost i nivo

plata takođe utiču na odluke o napuštanju porodičnog doma.

Težnja ka boljim javnim politikama da se olakšaju nesmetani prelazi

U pogledu nacionalnih politika, inicijalna procena pokazuje da su neke karakteristike bile prisutne u nekim postojećim politikama koje su imale uticaj na kvalitet sprovedenih mera:

- intenzivno i personalizovano vođenje i podrška koji pružaju lični savetnici, mentori i poslodavci
- koordinacija svih aktera uključenih u akcije koje podržavaju tranziciju između škole ka poslu, što uključuje centralne-regionalne i lokalne aktere (horizontalno) i između odeljenja (vertikalno)
- uključivanje relevantnih aktera i snažno angažovanje društvenih partnera
- sistematsko praćenje akcija i rezultata (na nacionalnom, lokalnom i nivou rada)
- programi koji se odnose na potrebe određenih grupa mladih (mladi ljudi sa fizičkim invaliditetom, rano napuštanje škole, visokokvalifikovani, kratkotrajno ili dugoročno nezaposleni i oni sa porodičnim obavezama)
- osiguranje kvaliteta za programe stažiranja i obezbeđivanje efekata premeštanja, "mrtve težine" ili zamene.

Programi čiji je cilj olakšavanje prelaska sa škole na posao želeli su da postignu sledeće:

- razvijanje veština relevantnih za tržište rada (poput mekih veština)
- podrška prvom iskustvu u radu (kao što je iskustvo učenja na radnom mestu, kombinovanje studija i rada)
- poboljšanje pristupa tržištu rada ili prvog posla (za određene ciljne grupe NEET-a)
- smanjenje nivoa ranog napuštanja obrazovanja.

Pored toga, mlade žene u Srbiji koje traže svoj prvi posao su još jedna grupa koja se može smatrati pozitivnom političkom akcijom.

NEET U SRBIJI - TRENUTNO STANJE

Mladi u Srbiji suočavaju se sa nekim specifičnim rizicima koji proizilaze iz socijalnog konteksta dugotrajne i uglavnom anomalne postsocijalističke transformacije.

Kao što su pokazala druga istraživanja, mladi u Srbiji se još uvek suočavaju sa ograničenjima kao što su neefikasno obrazovanje, visoka nezaposlenost, težak put ka finansijskoj nezavisnosti i duboko osećanje isključenosti iz politike (Tomanović, Stanojević, 2015). Devastirani socijalni i ekonomski sistem u Srbiji direktno podstiče nesigurnost rada i radnika, što potvrđuje i analiza faktora koji utiču na izbor posla, među kojima dominiraju plata i sigurnost posla (Popović et al., 2019).

Rezultati pokazuju da je, zbog visoke nezaposlenosti i privremenog (često ilegalnog) zapošljavanja, radni položaj mladih u Srbiji veoma rizičan. Fleksibilnost putem velikog broja radnih sati nedeljno ukazuje na visok nivo radne eksploatacije. Drugi oblik fleksibilnosti u radu, rad izvan kvalifikacija, takođe je veoma rasprostranjen među mladima u Srbiji, jer se najčešće povezuje sa de-profesionalizacijom, radom u obrazovanju stečenim kvalifikacijama i znanjem (Tomanović, Stanojević, 2015).

Analiza ovih rezultata ukazuje na visok nivo neregularnosti tržišta rada i korupcije sistema, bilo kroz percipirani (politički) klijentelizam ili praktikovani nepotizam, aktiviranje socijalnih kontakata, kao kanala zapošljavanja. Sve ovo održava uslove pod kojima se NEET populacija reprodukuje.

Pokazatelji slabe socijalne integracije mladih odnose se na ključna područja funkcionisanja socijalnog sistema. Zbog visoke nezaposlenosti i nesigurnog zaposlenja, mladi su isključeni sa radnog mesta u društvu i ekonomske reprodukcije.

Iako se određeni oblici socijalne anomalije i

patologije smatraju široko rasprostranjenim i čak normalnim za društvo, takva percepcija još uvek nije dovoljna da izazove pobunu ili pokušaj promene takve države ličnim angažmanom. Uza sve to, ispada da je obrazovni sistem u Srbiji nefleksibilan u smislu da ne pruža mogućnosti za kombinovanje školovanja i drugih životnih angažmana - posla, roditeljstva itd., što sprečava individualizaciju životnih puteva mladih i čini da su oni u velikoj meri materijalno zavisni od roditelja.

Ovakva situacija ogleda se u brojnim odgovorima na pitanja postavljena ispitanicima u našoj studiji.

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 rast ove populacije? - odgovori koji su izdvojeni kao najčešći grupisani su oko izjava (da je rast ove 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 pre-

preke 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? - najčešći odgovor 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 obavestena 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? - gdje 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 odgovor-

nost“, „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 sistemske.

Merama socijalne integracije i homogenizacije mladih u socijalističkoj Jugoslaviji, mladi u Srbiji danas su osuđeni da budu nesigurni u svakodnevnom životu dugotrajne društvene „križe“. Taj opstanak znači razvijanje fleksibilnih i vremenski fragmentiranih strategija, što ne ostavlja prostora za dugoročne biografije. Tokom ovih procesa, mladi se najviše oslanjaju na svoje kompetencije, resurse i akcije, kao i na resurse, podršku i pomoć neformalnih mreža, pre svega roditelja i prijatelja, jer nedostaje pomoć institucija.

Sa druge strane, važna uloga koju mladi igraju u svakom društvu još je izraženija u tranzicionim društvima, kao što je srpsko društvo, u kojima kreativnost i entuzijizam mladih mogu igrati ključnu ulogu u društvenoj obnovi i razvoju demokratskog društva. Imajući u vidu sve navedeno, pred nama je važan strateški zadatak da sistematski osnažujemo kako mlade tako i društvene institucije.

POTREBE ZA NEET I POTREBE NEET-ovaca

NEET su sigurno grupa ljudi koja ima puno kapaciteta, znanja i kreativnosti. Ako se s njima pravilno postupa na način koji će im omogućiti da napreduju, čitavo društvo može imati koristi. Jedinstvene radnje, grupa aktera NSZ kroz svoj rad i programe trebalo bi da radi na promociji najboljeg u tim mladim ljudima. Kroz motivaciju za stvaranje sopstvene budućnosti i sopstvenih mehanizama samozapošljavanja i integracije u društvo – NEET-ovci mogu postati važna grupa ekonomskog rasta, jer to nije mala grupa.

Ako bismo gledali u budućnost i malo koristili svoju maštu, a prema intervjuima vođenim istraživanjem, čini se da je pravilno rešenje ležalo

u sferi razvoja sopstvenih kapaciteta i veština NEET, naime – transverzalnih veština.

Imajući u vidu lokalni kontekst i Srbiju kao zemlju ljudi sa naglašenim preduzetničkim duhom, ovo rešenje zvuči pametno.

Uronimo u ideju i procenimo da li je teorija NEET-a s visoko razvijenim transverzalnim veštinama održiva.

Uprkos zajedničkom evropskom i domaćem gravitiranju ka zajedništvu na svim nivoima i u većini “sazvežđa” u diversifikovanim društvima, kulturološkim i političkim konstelacijama, neizbežno je da se bude pristrasan prema fragmentaciji i “individualizmu” kada je u pitanju ekonomska stabilnost, održivost i razvoj na mikro nivo. Da bi bili u mogućnosti da priušte nastavak stabilnog ekonomskog toka, evropske politike i prakse koje prate i domaće idući ka cilju ulaganja u i građenja kapitala u znanju, kreativnosti i inovativnim pristupima – podrazumeva neretko zahtev za generisanjem resursa koje sami mladi građani i građanke poseduju, a koji stoje u senci sistema, sa neizgrađenim javnim mehanizmima za “stavljanje u funkciju” za opštu dobit.

Neprofitni sektor koji razvija i sprovodi programe i projekte za mlade obuhvata neverovatno bogat spektar grupa koje rade na različitim vrstama pitanja. U poslednjih nekoliko godina došlo je do eksplozije interesa za preduzetništvo, na primer. Neprofitne organizacije deluju negde između kapaciteta institucija na nacionalnom nivou koje imaju javni kredibilitet i granice do koje ide interes privatnog sektora.

Sa ciljevima koji uključuju prvo širenje i razmenu znanja, razvoj ključnih kompetencija i razmenu iskustava; podsticanje kreativnosti, konkurentnosti i osećaja inicijative i preduzetništva u smislu samozapošljavanja kroz stvaranje samostalnih zaposlenih kao i mreže organizacija, jačanje međusobne saradnje i budućih aktivnosti kroz omladinske programe – jedan od najprikladnijih načina su da

„naučite ljude kako da love ribu, a ne da im date ribu.“

Savremena ekonomija zasnovana na znanju zahteva ljude (radnike) sa visokim nivoom relevantnih veština. Prognoze CEDEFOP-a predviđaju da će se procenat radnih mesta u EU koji zahtevaju tercijarne kvalifikacije povećati sa 29% (ili slično) na 34% u 2020. godini, dok će udeo niskokvalifikovanih poslova u istom periodu pasti sa 23% na 18%. Transverzalne veštine poput sposobnosti kritičkog razmišljanja, inicijative, kreativnog rešavanja problema i zajedničkog rada pripremiće pojedince za današnje raznolike i nepredvidive karijere.

Većina poslodavaca smatra da su „meke veštine“ važne za njihov posao, a više od polovine ih je ocenilo kao važnije od akademskih kvalifikacija. Procenjeno je da „meke veštine“ sve više doprinose razvoju poslovanja, a samim tim i ekonomiji i ekonomskom razvoju.

Nedavno istraživanje više od 500 poslovnih lidera iz cele Evrope otkrilo je da većina (54%) smatra da mladim ljudima nedostaju „meke veštine“ kao što su izgradnja samopouzdanja, timski rad, samo-motivacija, umrežavanje i veštine prezentacije.

Postoji pet kritičnih veština koje najverovatnije povećavaju šanse za uspeh u svim oblastima i za koje poslodavci očekuju da će zaposleni imati: socijalne veštine; komunikacija; i „veštine razmišljanja višeg reda“ (uključujući rešavanje problema, kritičko razmišljanje i odlučivanje); intrapersonalne sposobnosti samokontrole i održavanja pozitivnog koncepta sebe.

Napori u evropskim i zemljama jugoistočne Evrope da se podstaknu mladi ljudi da studiraju, rade ili volontiraju u nekoj drugoj zemlji – dajući im više posla, više projekata i mogućnosti za trening – pokazuju se kao vrlo efikasni.

Razvoj transverzalnih veština je u skladu sa ciljevima Evropske unije u pogledu veće profesionalne mobilnosti i povećanja zaposlen-

osti kroz preduzetničke aktivnosti. Pored toga, razvoj ovih veština je kompatibilan sa konceptom doživotnog učenja kao jedan od vladajućih principa Evropske unije.

Strategija “Evropa 2020” prepoznaje preduzetništvo i samozapošljavanje kao ključ za postizanje pametnog, održivog i inkluzivnog rasta.

Cilj transnacionalne saradnje EU je da se promoviše bolja saradnja i regionalni razvoj od strane zajedničkog pristupa za rešavanje zajedničkih problema.

Sa, u poslednjih nekoliko godina, osmišljenim i sprovedenim odličnim i veoma uspešnim programima koji uključuju različite aktere i institucije, a u cilju da prate i budu u skladu sa najnovijim trendovima u obrazovanju koji uključuju razvoj smisla za inicijativu i preduzetništvo kao žarišta, preduzetničke stavove i mogućnosti za mlade – imaju znatno poboljšan koncept, dajući im mogućnost da izađu u svet, upoznaju nove ljude, nove perspektive, uče i izgrade veštine koje će pomoći da povećaju njihove šanse za zaposlenje; steknu nova iskustva i uopšte da budu bolje opremljeni da uđu u svet odraslih i ekonomsku realnost.

Zbog toga NEET-ovci trebaju DOBRE usluge usklađene sa stvarnošću, kontekstom i potrebama NEET-a. S druge strane, NEET mogu ponuditi svoje znanje društvu ako društvo ima odgovarajuće mehanizme da apsorbuje ono što ova grupa mladih može ponuditi. Stoga sistem saradnje ključnih aktera (škole, NSZ, NVO-i, druge javne institucije) treba da bude usko povezan i prilagođen.

Vreme i trud treba uložiti u poboljšanje sopstvenih kapaciteta i omogućavanje organizacijama i institucijama da doprinesu široj društvenoj koristi stvaranjem i primenom kvalitetnijih projekata i programa, pružanjem više mogućnosti i viših standarda neformalnog preduzetničkog obrazovanja za mlade u lokalnim zajednicama i kroz sistem formalnog obrazovanja takođe.

Ova procena napravljena je kroz sociološku

analizu urađenu kroz istraživanje i kroz objektiv stvarnosti: od čega su mladi ljudi u Srbiji napravljeni i za šta su napravljeni. NEET-ovci su oni koji ne moraju da trpe „ožiljke“ na negativan način, ali možda su oni koji postaju otporniji na izazove koje imaju i otporniji su na zub vremena. Zbog toga postoji istinsko uverenje da NEET-ovci uz malo podrške mogu brzo izaći na površinu i imati pristojan život u Srbiji.

Osnove ključnih kompetencija i transverzalnih veština za mlade

Kompetencija je složena kombinacija znanja, veština, sposobnosti i stavova potrebnih da se obavi određena aktivnost u datom kontekstu, u realnim okolnostima, pri čemu osoba treba da bude u stanju da tumači situaciju u određenom kontekstu i da poseduje repertoar mogućih akcija koje može da preduzme i da je osposobljena da izvede određene akcije iz tog repertoara. Rezultat kompetentnog delovanja može da bude izmeren na osnovu nekih prihvaćenih standarda. Kompetencija može da bude unapredjena putem obuke i razvoja.

Ključne kompetencije:

1. **Komunikacija na maternjem jeziku:** sposobnost izražavanja i interpretiranja misli, osećanja i činjenica u usmenoj i pisanoj formi u različitim kontekstima;
2. **Komunikacija na stranom jeziku:** pored onih ugrađenih u komunikaciju na maternjem jeziku, još i sposobnosti medijacije i međukulturnog razumevanja;
3. **Matematička pismenost i osnovne kompetencije u nauci i tehnologiji:** upotreba sabiranja, oduzimanja, množenja i deljenja za rešavanje problema u svakodnevnim situacijama; sposobnost i spremnost korišćenja znanja i metodologije za tumačenje sveta prirode;
4. **Digitalne kompetencije:** ovladavanje upotrebom elektronskih medija u poslu, komunikaciji i slobodnom vremenu; logičko i kritičko mišljenje, upravljanje in-

formacijama i komunikacijske veštine;

5. **Učiti da se uči:** sposobnost organizovanja sopstvenog učenja, efektivnog upravljanja vremenom, rešavanja problema, usvajanje, obrada i evaluacija novog znanja i njegova primena u različitim životnim kontekstima, doprinoseći upravljanju karijerom;
6. **Interpersonalne i građanske kompetencije:** efektivna interakcija sa pojedincima i u grupama, rešavanje konflikata u javnim i privatnim sferama života;
7. **Preduzetništvo:** pasivna i aktivna komponenta; sposobnost i spremnost prihvatanja tuđih, odnosno kreiranja sopstvenih inovacija; preuzimanje odgovornosti za postupke, razvoj strateške vizije, postavljanje i ispunjavanje ciljeva i motivisanost za uspeh;
8. **Kulturna ekspresija:** vrednovanje važnosti kreativnog izražavanja ideja, iskustava i emocija u različitim medijima, uključujući muziku, književnost i primenjenu umetnost.

Definicija prenosivih (transverzalnih) veština

Objašnjeno na vrlo jednostavan način, prenosive (transverzalne) veštine su višenamenske veštine koje se mogu primeniti i iskoristiti u velikom broju različitih uloga i u različitim profesionalnim kontekstima.

Koliko su prenosive (transverzalne) veštine važne?

Prenosive (transverzalne) veštine predstavljaju inventar sredstava koje pomažu da se premetimo u novu ulogu i zablistamo u njoj. One osiguravaju našu profesionalnu oštrinu, robusnost i dugotrajnost naše karijere, ukoliko njihovu svesnu upotrebu dovoljno vešto adaptiramo situaciji. Takođe, one nam pomažu da lakše i spremnije istražimo sporedne dimenzije naše karijere i steknemo dodatne veštine i stručnost.

Dok akademsko zvanje i visokospecijalizovane veštine mogu biti ključne za izgradnju naše

konkurentne prednosti i osiguravanje uspeha u jednoj određenoj ulozi u organizaciji, prenosive veštine su one što osigurava da na duži rok nećemo postati "tehnološki višak".

Kako se stiču prenosive (transverzalne) veštine?

Svako poseduje manje ili više razvijene prenosive (transverzalne) veštine i one se stiču kroz čitav život, od ranog detinjstva i škole preko fakulteta, kroz formalno i druge vidove obrazovanja, kroz čitanje, društvene aktivnosti, profesionalne aktivnosti i život uopšte.

Kada identifikujemo set esencijalnih veština koje možemo poneti sa sobom i primeniti gde god da odemo, možemo se posvetiti misiji daljeg kultivisanja ovih veština i dodavanja novih već postojećim.

Kako se identifikuju prenosive (transverzalne) veštine?

Samosvest stečena kroz rigoroznu, sistematičnu i konstantnu samoprocenu je ključna za osiguravanje našeg prodora na tržištu. Postoje mnogi testovi za samoprocenu koji nam omogućavaju da analiziramo svoje lične snage i slabosti.

Možemo i da prođemo kroz listu veština i označimo sve one za koje smo sigurni da se odnose na nas. Korisno je potražiti pomoć i savet nadređenog/ne, saradnika, profesora ili porodice ako želimo da proverimo svoje procene ili dobijemo povratnu informaciju i savete spolja.

Iako je spisak prenosivih veština podugačak, one se u principu mogu šire grupisati u pet glavnih kategorija:

- **Meke veštine:** Takođe poznate kao interpersonalne ili međuljudske veštine, one podrazumevaju skup veština koje nam omogućavaju da se pozitivno odnosimo prema

drugima, komuniciramo sa njima, utičemo na njih i inspirišemo ih. Nekoliko primera: veštine delegiranja, veštine koučinga, veštine slušanja, veštine prezentovanja, veštine kooperacije.

- **Analičke veštine:** Ovde spadaju intelektualne veštine koje nam omogućavaju da identifikujemo i analiziramo probleme i pronalazimo kreativna, inovativna i izvodljiva rešenja. Nekoliko primera: istraživačke veštine, veštine prikupljanja podataka, veštine analiziranja podataka, kreativnost, analiza rizika.
- **Tehničke veštine:** Ovde spadaju praktične, direktne veštine poput odličnog poznavanja rada na računaru, umeća rada sa određenim mašinama, programima, hardverom, umeće izgradnje ili popravke, itd.
- **Organizacione veštine:** Ovo su veštine koje nam omogućavaju da sortiramo podatke, planiramo, rasporedimo projekte ili resurse, vodimo evidenciju koja je tačna, efikasna i laka za korišćenje i koordiniramo više resursa ili zadataka. Nekoliko primera: određivanje prioriteta, upravljanje vremenom, upravljanje zadacima, upravljanje resursima, koordinacija.
- **Lične veštine:** One uključuju skup veština koje se tiču karaktera na radnom mestu. Nekoliko primera: integritet, pouzdanost, tačnost, marljivost, umeće donošenja odluka.

Listu prenosivih veština za samoevaluaciju NEET

Interpersonalne veštine

- u stanju sam da ostvarim uspešnu interakciju sa širokim dijapazonom ljudi; znam kako da tumačim i koristim govor tela;

Veštine usmene komunikacije

- jasno i koncizno predstavljam ideje i informacije, sa stilom i sadržajem koji su pogodni za slušaoce (bilo da je u pitanju pojedinac ili grupa); predstavljam mišljenja i ideje na otvoren, objektivan način;

Veštine javnog nastupa

- umem da držim formalne prezentacije; predstavljam ideje, stanovišta i probleme na zanimljiv način;

Savetodavne veštine

- reagujem na ono što drugi kažu bez osuđivanja („aktivno slušanje“); gradim poverenje i otvorenost sa drugima;

Veštine koučinga/mentorstva

- dajem povratnu informaciju na konstruktivan način; pomažem drugima da uvećaju svoja znanja ili veštine;

Veštine podučavanja/treninga

- umem da pomognem drugima da steknu znanja i veštine; umem da kreiram delotvorno okruženje za učenje;

Veštine nadgledanja

- delegiram zaduženja i uspostavljam odgovarajući sistem odgovornosti; umem da nadgledam napredak i procenim kvalitet učinka drugih;

Liderske veštine

- motivišem i osnažujem druge da deluju; ulivam ljudima poverenje i poštovanje;

Veštine ubeđivanja

- efektivno komuniciram radi opravdavanja pozicije ili uticanja na odluku; umem da prodajem proizvode ili promovišem ideje;

Pregovaračke veštine

- umem da vešto pregovaram; znam kako i kada da pravim kompromise;

Veštine posredovanja

- umem da razrešavam konflikte koji potiču iz razlike u gledištima ili interesima; umem da se nosim sa konfliktom na otvoren, iskren i pozitivan način;

Veštine intervjuisanja

- efikasno postavljam pitanja i odgovaram na njih; umem da učinim da se drugi osećaju opušteno i proizvedem osećaj poverenja;

Veštine usluživanja klijenata

- umem da sa klijentima izgradim odnos međusobnog poverenja; u stanju sam da se bavim žalbama i problemima na konstruktivan način;

Veštine brige o drugima

- umem da se odnosim prema drugima sa empatijom; u stanju sam da pružam delikatnu negu bolesnim ili starijim osobama i osobama sa teškim invaliditetom;

Veštine analitičkog/logičkog mišljenja

- umem da izvlačim konkretne zaključke iz seta opštih zapažanja ili seta konkretnih činjenica; umem da objedinjujem informacije i ideje;

Veštine kritičkog mišljenja

- u stanju sam da procenim različite tačke gledišta ili ideje i donesem objektivne sudove; istražujem sva moguća rešenja za problem, odmeravajući njihove prednosti i nedostatke;

Veštine kreativnog mišljenja

- umem da generišem nove ideje, smišljam nove stvari, kreiram nove slike ili projekte; iznalazim nova rešenja za probleme; umem efektivno da koristim dovrtljivost i humor;

Veštine rešavanja problema

- umem da razjasnim prirodu problema, procenim alternative, predložim izvodljiva rešenja i odredim ishod različitih opcija;

Veštine donošenja odluka

- umem da identifikujem sve moguće opcije, odmerim prednosti i nedostatke, procenim izvodljivost i odaberem najizvodljiviju opciju;

Veštine planiranja

- umem da planiram projekte, događaje i programe; umem da odredim ciljeve i potrebe, procenim opcije, biram najbolju opciju;

Organizacione veštine

- umem da organizujem informacije, ljude ili stvari na sistematičan način; u stanju sam da odredim prioritete i ispoštujem rokove;

Veštine naprednog pisanja

- umem da odaberem, protumačim, organizujem i objedinim ključne ideje; umem da uredim pisani tekst tako da poruka bude najjasnija, najkonciznija i najtačnija moguća;

Istraživačke veštine

- znam kako da pronađem i prikupim relevantne polazne informacije; umem da analiziram podatke, rezimiram nalaze i napišem izveštaj;

Finansijske veštine

- umem da vodim preciznu finansijsku evidenciju; umem da upravljam budžetom (odnosno, pripremam pouzdane budžete i nadgledam troškove);

Jezičke veštine

- odlikuje me funkcionalna dvojezičnost; umem da prevodim na dati jezik u pisanom ili usmenom obliku;

Napredne računarske veštine

- umem da koristim različite programe; poznajem stono izdavaštvo ili web dizajn;

Tehnološke veštine

- razumem tehničke sisteme i uspešno radim u njima; razumem tehničku specifikaciju; sa lakoćom čitam tehnička uputstva;

Izvođačke veštine

- umem da pravim prezentacije za video i televiziju na interesantan način; umem da zabavim, zainteresujem i inspirišem publiku;

Likovne veštine

- kreativno koristim boju i dizajn; umem da dizajniram predstavljanje i materijale za javnost (štampa, video, internet);

Opažajne veštine

- umem da vizualizujem nove formate i oblike; u stanju sam da procenim fizički prostor;

Mehaničke veštine

- umem da instaliram, koristim i nadgledam opremu i mehaničke sprave; umem da popravljam mehanizme;

Veštine prilagođavanja

- imam sposobnost prilagođavanja novim situacijama i uslovima i dobro podnosim promene; odlikuje me fleksibilnost u prilagođavanju trenutnim potrebama;

Administrativne veštine

- umem da koristim kompjutere i ostalu osnovnu kancelarijsku opremu; umem da osmislim i održavam sisteme za evidenciju i kontrolu.

Ovaj alat za samoprocenu mogu da koriste ne samo sami NEET, već i mentori, rukovodioci ili omladinski radnici prilikom rada sa NEET populacijom za detaljnu analizu.

ZAKLJUČAK

NEET u Srbiji je grupa koja postoji, očigledno, ali nedovoljno očigledno. Na mnogo nivoa treba uraditi mnogo više: škole i univerziteti, NSZ, lokalne vlasti i javne institucije, donosioci politika i donosioci odluka, omladinski radnici i nevladine organizacije, kao i različiti akteri koji svojim radom dopiru do mladih i neizbežno prema NEET populaciji. Kako su NEET-ovi raznoliki, potrebni su različiti pristupi. Nisu svi NEET-ovi u teškoj situaciji i nisu svi stigmatizovani u Srbiji. Trebalo bi da postoje prilagođeni programi i pogodnosti koji bi bili korisni svima koji traže posao i suočavaju se sa izazovima u procesu prelaska sa obrazovanja na tržište rada.

NEET-ovi imaju potencijal da postanu snažna radna snaga, imaju potencijal da postanu aktivni građani i građanke, otporni na teškoće.

Pravilnim mehanizmima, poput modernih i sveobuhvatnih, usklađenih sa interesovanjima mladih danas, potencijal ove grupe može se otkriti, razviti i staviti u sferu zajedničkog razvoja društva u Srbiji.



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