

UNITED NATIONS ECONOMIC COMMISSION FOR EUROPE

**YOUTH IN THE UNECE REGION:
REALITIES, CHALLENGES AND OPPORTUNITIES**



UNITED NATIONS

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SERIES: ENTREPRENEURSHIP and SMEs

**YOUTH IN THE UNECE REGION:
REALITIES, CHALLENGES AND
OPPORTUNITIES**



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FOREWORD

Young people represent an asset upon which the future of any society depends. The more knowledgeable, skilful, healthy and happy is youth, the more prosperous the future path of society. However, in many countries of the UNECE region, young people are facing an erosion of their opportunity to gain education, employable skills, and a decent job and income. Almost 18 million young people in the countries in transition and emerging market economies are neither at school nor in employment. In some of these countries, youth unemployment is almost 75 per cent, while in others it is double the adult unemployment rate.

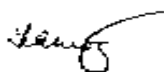
Income differentiation and polarization increasingly impede the access of many young people to education and training, while many of those who are studying continue to receive skills which do not match a rapidly changing labour market demand.

Deep contraction of production and the absence of job-creating growth in some of the countries of the UNECE region further contribute to the precarious situation of youth, whose creative energy, unclaimed by society, turns to self-destruction or is captured by organized crime, augmenting the social losses accrued by these countries over the transition period, but also undermining their development perspectives.

At the same time, the countries of the UNECE region have accumulated rich knowledge and experience in solving similar youth problems. Thus, while worldwide only 10 per cent of young people, on average, succeed as entrepreneurs, some Swiss voluntary organizations have been able to increase the survival rate of young entrepreneurs to up to 40 per cent. While the youth unemployment rate is two-three times the adult unemployment rate throughout the world, in Germany it is much lower due to the very effective arrangements for educating and integrating youth into mainstream activities. Such experience and expertise are extremely valuable and need to be shared.

The UNECE, being concerned with the youth situation, has launched a youth entrepreneurship programme within the framework of its mandate, calling for the promotion of entrepreneurship and the development of SMEs in economies in transition; it used the First Regional Forum on Youth held in 2002 as a mobilization and consensus-building instrument. The UNECE intends to undertake similar actions at the sub-regional level, following the recommendations of the Forum.

This publication represents a collection of presentations made by participants at the First UNECE Forum on Youth. We hope it will be helpful to those who seek information on successful practices and experiences in solving youth problems.



Brigita Schmögnerová
Executive Secretary
United Nations Economic Commission for Europe

PREFACE

One of the goals of the Millennium Summit is to ensure that the risks facing vulnerable groups are minimized, while the opportunity sets available for them are widened. With regard to youth, Heads of the State and Government have committed themselves *“to develop and implement strategies that give young people everywhere a real chance to find decent and productive work.”* *

Taking into consideration the core mandates of the UNECE, it was decided that the Commission would concentrate on promoting youth entrepreneurship, focusing on those countries in transition where youth unemployment was most acute and the threat of youth recruitment by criminal and militant groupings was most real.

The UNECE called for joint action of United Nations agencies, regional and national organizations to stir up the societies of the economies in transition to address youth problems more energetically and systematically. For the purpose of mobilizing stakeholders in youth well-being, the UNECE, in cooperation with its partner organizations, convened the First Forum on Youth: Security, Opportunity and Prosperity on 26-28 August 2002 in Geneva (Switzerland).

Almost 300 participants from 41 countries took an active part in the Forum. The publication below is a collection of their contributions. It reflects their views, experiences and concerns, as well as suggestions and recommendations on possible remedial measures and further actions.

The publication was prepared with the help of Ms. Alison Mangin, Ms. Tatiana Apatenko and Mr. Mitja Jarh, whose hard work and commitment made it possible.

Larissa Kapitsa
Director
Coordinating Unit for Operational Activities
United Nations Economic Commission for Europe

* United Nations Millennium Declaration, A/RES/55/2, 18 September 2000

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ACRONYMS AND ABBREVIATIONS

CEEC	Central and East European Countries
CIS	Commonwealth of Independent States
CSEC	Central and Southern European Countries
EBRD	European Bank for Reconstruction and Development
EEA	European Economic Area
EU	European Union
GDP	Gross domestic product
GNP	Gross national product
HIV/AIDS	Human immunodeficiency virus/acquired immunodeficiency syndrome
ICMH	International Centre for Migration and Health
IFRC	International Federation of the Red Cross
IFTDH	International Federation Terre des Hommes
ILO	International Labour Organization
IOM	International Organization for Migration
IT	Information Technology
NATO	North Atlantic Treaty Organization
NGOs	Non-governmental organizations
OECD	Organisation for Economic Cooperation and Development
OSCE	Organization for Security and Cooperation in Europe
PPP	Public Private Partnerships
SECI	Southeast European Cooperative Initiative
SME	Small and medium-sized enterprise
UN/DESA	United Nations Department for Economic and Social Affairs
UN/ECA	United Nations Economic Commission for Africa
UN/ECLAC	United Nations Economic Commission for Latin America and the Caribbean
UN/ESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UN/ESCWA	United Nations Economic and Social Commission for Western Asia
UNAIDS	United Nations Programme on HIV/AIDS
UNCTAD	United Nations Conference for Trade and Development
UNDCP	United Nations International Drugs Control Programme
UNDP	United Nations Development Programme
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational, Social and Cultural Organization
UNFPA	United Nations Population Fund
UNHCHR	United Nations High Commission for Human Rights
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization
WTO	World Trade Organization
YBI	Youth Bank International
YEN	Youth Employment Network

***FIRST REGIONAL FORUM ON YOUTH:
SECURITY, OPPORTUNITY AND PROSPERITY***

First Regional Forum on Youth: “Security, Opportunity and Prosperity”
26-28 August 2002, Geneva

FINAL REPORT

Background

The First Regional Forum on Youth was initiated and organized by the United Nations Economic Commission for Europe in collaboration with ILO, UNICEF, HCHR, UNAIDS, UN/DESA. A major financial contribution was made by UNAIDS. UNDP and UNICEF also provided support for the Forum by sponsoring the participation of the representatives of Uzbekistan, Kazakhstan, and Kyrgyzstan. Each of the participating United Nations agencies nominated their resource persons and assisted the UNECE in bringing eminent experts to the Forum.

The private sector contributed to the Forum both in kind and in cash. Swiss Media Associations organized the Round Table on the Role of ICT in Mainstreaming Youth. The Russian ICT company, Sibintek, funded the UNECE Contest of Young Artists. As a result of this joint effort, 280 participants from 41 country and representatives of the EU, Council of Europe, NATO, CIS, Friends World Committee (Quakers), World Economic Forum, International Federation Terre des Hommes (IFTDH), YCARE International, Youth Business International, Prince of Wales International Business Leaders Forum, America’ Development Foundation, W.A. de Vigier Foundation, COMMUNICARE, European Youth Forum, World Assembly of Youth, etc., as well as UNESCO, UNCTAD and the World Bank, in addition to the above organizing United Nations agencies, took part in the work of the Forum.

Among the participants there were three State Secretaries (Romania, Hungary and Tajikistan), five deputy State Secretaries/Ministers (Russian Federation, Ukraine, Georgia, Azerbaijan, Slovenia), the Chairperson of the Parliamentary Committee on Family and Youth Affairs (Ukraine) and the President of National Union of Industrialists and Employers (Ukraine). Youth was represented by the Presidents of the National Youth Councils, Unions of Young Entrepreneurs, various youth societies and organizations. Other civil society organizations, including women’s associations, also participated in the Forum.

The UNECE secretariat prepared three background papers and an Information Notice for the Forum. It also created a Youth Forum website with all the information on the preparation of the Forum, documentation and participants’ contributions accessible to all. The participants submitted more than 30 presentations, hard copies of which were made available during the Forum.

Organization of the work of the Forum

The work of the Forum was organized as follows:

1. Opening session on 26 August.
2. Working Group sessions on 26 and 27 August.

3. Closing session on 28 August.

Each Working Group held 5-6 panels, followed by discussion. The Round Table on the Role of ICT in Mainstreaming Youth in Economic Activities was organized by the Swiss Media Association within the framework of the Working Group on Youth Entrepreneurship. In addition to the main event, the UNECE, in cooperation with the Russian ICT company “Sibintek”, held a Young Artists’ Contest for the Best Design of the Cover Page of the Country Assessment Reports “Towards a Knowledge-Based Economy”. Those winners of the Contest who were able to come to Geneva were presented with their awards during the closing session of the Forum.

Results of the deliberations of the Forum Working Groups

Three Working Groups were formed to have a more focused discussion of the specific risk factors and policies and measures of their alleviation:

1. Working Group on Youth Health and Security. Responsible United Nations agency: UNAIDS/UNICEF and HCHR;
2. Working Group on Youth Employability and Employment. Responsible United Nations agency: ILO and UNECE;
3. Working Group on Youth Entrepreneurship. Responsible United Nations agency: ILO and UNECE.

I. *Report of the Working Group on Youth Health and Security* **(Secretary : Mr. A. Kahnert)**

The Working Group considered three issues.

A. HIV/AIDS

The discussions were based on the recognition that the current situation regarding the prevalence of HIV/AIDS in European transition countries is alarming in terms of the growth rates of the epidemic. These growth rates are indeed unprecedented in the history of HIV/AIDS, worldwide.

Prevention is at the centre of countervailing strategies. Prevention methods focus on dissemination of adequate information, education of young people in schools, non-formal settings and high risk groups, and the provision of youth friendly services. Within the health services, voluntary confidential counselling and testing was identified as a very important prevention intervention.

Against this background the Working Group heard, on the one side, reports about the situation with the epidemic in individual countries, and discussed, on the other, approaches and methods used in remedial or mitigating action.

Regarding reports about evidence, the Working Party heard a particularly comprehensive report by Ms. Balakireva on the situation in Ukraine – the European country that presents, from many points of view, the most serious concerns on the continent in relation to the HIV/AIDS epidemic. Another report linked the serious environmental damage in the Aral Sea region to HIV/AIDS risks of the young, arguing that the environmental disaster increases these risks, so that particular preventive efforts are warranted in environmental disaster areas. A detailed report was also made of the activities of Estonian medical students, aiming at informing and educating particularly vulnerable population groups in the country.

The rights-based approach to education of young people and especially vulnerable young people (such as sex workers, injecting drugs users, street children, homosexuals, ethnic minority populations) and the provision of youth friendly services were highlighted, as were the life skills education and peer education schemes. It was suggested that the approaches currently in use should be complemented with empirical indicators, permitting

the monitoring of the results of the approaches. Such information would be particularly valuable for those public managers who are in charge of developing their own responses to the epidemic in their country.

B. Trafficking/sexual exploitation

Evidence was presented on selected aspects to which special risk groups are exposed – such as young refugees, youth soldiers, both men and women, and others. It was shown that all risks faced by the adults in the corresponding population groups apply to an even larger extent to the young.

In view of the evidence of trafficking and sexual exploitation, response requirements were discussed in relation to a number of specific proposals. The common denominator of the proposals was that they were focusing on legal schemes.

The Working Group also heard the presentation of a comprehensive research project, with which it is hoped to embed trafficking into a cobweb of relations and links with other social processes. The ultimate aim of the project is to derive proposals for the solution of trafficking problems from an integrated and interdisciplinary research effort into the ‘trafficking market’.

C. Youth empowerment/prevention of violence

The Working Group heard an overview of the activities of an Uzbek NGO which provides assistance to victims of domestic violence in difficult circumstances. Otherwise, youth empowerment occupied the centre of the discussion.

Schemes, practices and experiences were reported in relation to a number of countries and with respect to youth empowerment as well as youth policies in general. These reports triggered a free discussion about multiple aspects of the problems that are commonly encountered.

The conclusions reached in this free discussion could be summarized in several ways, but three main avenues of widely agreed thinking appear to stand out. There is first of all the conviction that youth empowerment is insufficient everywhere. In this context, it was felt that a more pronounced and sustained effort could be made by the United Nations family to give voice to youth at their events. It was pointed out that this might also have encouraging effects for national practices in this field.

The second general conclusion was to underline the necessity for specifying a ‘value domain’ in youth empowerment schemes. The explicit formulation and tradition of community values were mentioned as being potentially instrumental in shaping a social identity for the young that corresponds to their wishes.

The third general conclusion relates particularly to transition countries and their wider difficulties in the transition processes. Insufficient youth empowerment schemes in such countries might in fact strengthen tendencies of emigration among the young. As emigrating persons are very often qualified above the average in their native country – a circumstance sometimes enhanced by special schemes of immigration countries encouraging migratory movement of the educated – this mechanism, to the extent it exists, tends to compromise further the medium- and long-term development prospects of their native countries.

II. *Report of the Working Group on Youth Employability and Employment* ***(Secretary : Mr. I. Adjoubei)***

The Working Group on Youth Employability and Employment held six panel sessions and discussed the labour market challenges for young people, ways of improving employability, equal opportunities for youth, the role of Governments and the private sector, and the role of civil society initiatives in this area.

The Working Group identified the following challenges facing youth employment and employability:

- higher than average unemployment among the young people in transition economies, which holds even during the economic recovery;
- considerable involvement of youth in the shadow economy;
- a mismatch between the knowledge and skills required by enterprises and those offered by young entrants to the job market; enterprises want highly skilled workers and are reluctant to invest in training. According to the ILO, young people with technical education in transition economies are in short supply, while there are too many lawyers, economists and psychologists. At the same time, the labour market often cannot absorb the supply of university graduates;
- absence of training in social skills;
- inadequate links and feedback between enterprises and educational institutions;
- insufficient participation of youth in decision making regarding their education and employment policy;
- problems associated with the globalization of economy, namely with international migration of young people from east European transition economies to the west of Europe. In particular, the persistent discrimination of young immigrants and children of immigrants is preoccupying; and
- lack of decent work, that is productive and satisfying employment, decent working conditions and employment security.

The above referred to challenges which require an integrated approach to youth employment policy. Firstly, this policy should be integrated into the overall employment creation strategy. Secondly, it should be developed in conjunction with the policies related to human rights, access to education, migration, crime prevention, drug use, etc.

In order to facilitate transition from school to work and reintegration of unemployed youth, the youth employment policy should include assistance and guidance to young job seekers, provision of adequate and timely labour market information and other services, including, if needed, access to telephones, fax machines, electronic mail, assistance in drafting résumés, etc.

The labour market information should include that on employment opportunities in the expanding sectors, for example in the service economy and information and communication sector.

Partnership between Governments, employers and youth associations has proved to be vital for efficient youth employment policy. This implies that the exchange of information on best national practice in this area could benefit policy-makers seeking adequate solutions to the youth employment problems in their respective countries. Partnership of all stakeholders bears fruit in both national and international employability enhancement projects. As evidenced by a number of speakers, the resource of unpaid retired private sector managers can be effectively used in this endeavour.

Public policy should seek to enhance the flexibility of educational institutions as far as their curricula are concerned. Experience shows that financial stimuli – results-based budgeting, in particular – could be used to this end.

Training aimed at strengthening employability should be based on individual-centred methodologies and informal ways of learning. The basis of employability includes, among others, the so-called “soft skills”: literacy, numerical skills, communication and the capacity to get to work on time. It also includes social skills, needed for communication. Core competencies of the youth, entering the job market, should also incorporate labour market navigation skills.

When discussing equal opportunities for various categories of youth, the Working Group agreed that disadvantaged youth, which included among others the disabled, homeless, drug and alcohol addicts, single mothers, discriminated national minorities and immigrants, are in need of early support, ensuring that they have the minimal skills, enabling their integration into the labour force. It is against this background that their vocational training could be successful. One of the methods of vocational training of disadvantaged young people is mentoring, which enables a personal and individualized relationship between the

adviser/coach and the job seeker. It was also emphasized that the impact of programmes is enhanced when they reach out to deprived communities.

Governments contribute to employability through establishing a regulatory basis for employment; undertaking targeted programmes of youth employment promotion; and cooperating with all the stakeholders, including the private sector and youth representatives.

A number of speakers from transition economies (Belarus, Kazakhstan, Kyrgyzstan and Ukraine) informed the meeting of their Governments' efforts to promote the employability of youth. The Working Group agreed that to be effective, the government programmes of youth employment should be coordinated not only with the overall employment policies, but also with regional, ecological and industrial restructuring policies.

Several participants drew the Group's attention to the financial constraints which inhibit an active Government youth policy. In this area, a number of transition economies seek assistance from international financial institutions and other donors.

Despite this handicap, several transition countries have taken diversified and effective measures to improve vocational guidance, educational and training tailored to market demand. These measures are supplemented by social protection schemes in respect of new labour market entrants.

The Working Group agreed that a timely evaluation and performance measurement of labour market programmes is a pre-condition of their success. While several transition countries (e.g. Bulgaria, Hungary and Poland) do perform such a programme evaluation, a number of delegates requested assistance, including methodological assistance, from the international organizations in addressing this issue.

The Working Group discussed the experience of countries with a so-called "dual system" of vocational training, which combines formal education with apprenticeship, and noted its positive role in facilitating the school to work transition and career preparation. The applicability of this system elsewhere is determined by country-specific social and other conditions.

The Working Group agreed on the usefulness of occupational forecasting for the purpose of enhanced employability. To be effective, macroeconomic forecasts and modelling should be supplemented by a detailed examination of sectoral occupational trends.

Also discussed was the role of civil society institutions, and that of youth organizations, in particular. Youth organizations contribute to employability through trying to influence government policies and programmes; and through implementing their own projects. In the latter case they provide a feedback to decision-makers, which could be used in elaborating or adjusting policies. As an example, the European Employment Strategy was developed in consultation with, and with the participation of the European Youth Council.

A number of youth organizations informed the Group on the ongoing projects aimed at developing employability of youth both in their countries and abroad (in developing countries). These include, for example, projects providing possibilities of vocational training, developing entrepreneurship and self-employment (youth villages) in rural areas and implementing temporary employment schemes in the period of summer vacations ("students' construction detachments"). In highlighting factors behind the success of these projects, they emphasized the necessity of cooperation with local authorities, enterprises, banks and industrial associations.

Finally, the Working Group discussed and agreed on the importance of non-formal education as a factor of employability. Different views were expressed regarding the need for formal recognition of skills and competencies acquired through this type of education.

III. Report of the Working Group on Youth Entrepreneurship (Secretary : Mr. A. Szabo)

The Working Group on Youth Entrepreneurship held four Panels on the following subjects:

- Entrepreneurship as a Means to Alleviate Poverty, chaired by Ms. Rachel Golden, Vice-Chairperson of the UNECE Team of Specialists on Entrepreneurship in Poverty Alleviation;
- Learning to be Entrepreneurial, Government Youth Entrepreneurship Initiative, chaired by Mr. Antal Szabo, Regional Adviser on Entrepreneurship and SMEs of the UNECE;
- Youth Entrepreneurship Programme: Private Sector and NGO Initiatives, chaired by Mr. Jan Elofsson, Vice-President of the Swedish COMMUNICARE; and
- Youth Entrepreneurship Programme: Partnership Approach, chaired by Mr. Duncan Campbell, Head of the Employment Policy Unit of the ILO.

During the discussion of the above issues, the participants referred to growing difficulties faced by young people in their attempt to enter the labour market and to earn a decent income. They identified a number of processes which, in their view, have had an impact on income opportunities for youth in the region. These are: unfinished transition towards a market economy, EU enlargement, globalization, population aging, and finally rapid technological change, and expressed concern that most policy options targeting youth appeared ineffective in providing a lasting solution.

Some of the participants expressed doubts about the effects of a noticeable effort by many Governments to channel young people to the SME sector. According to some country studies, average survival rate of the SMEs created by young entrepreneurs is only 10-15 per cent. A more profound approach to current youth problems is needed to reduce the risk of poverty and, therefore, recruitment of young people by illegal and informal businesses, including drug dealers, which has been on rise in some of the countries of the region.

In many countries in transition, according to the participants, Governments appear either to underestimate the magnitude of youth problems and, therefore, remain passive, or lack adequate resources to provide an effective support of youth entrepreneurship and employment generation. This is confirmed by the fact that, in some countries, the responsibility for youth affairs is spread among different Government agencies, while in others the specialized Ministries or agencies responsible for youth affairs do not receive resources adequate to support any significant youth programme, which could make a difference. Participants called upon the United Nations organizing agencies, the donor community and the private sector to provide expertise and assistance in the area of youth entrepreneurship, especially with a view of how to increase the survival rate of young entrepreneurs. They expressed interest in learning about successful approaches, programmes, schemes and tools to promote youth entrepreneurship, as well as in building partnerships with organizations from other countries.

Innovative Government policies to promote youth entrepreneurship were presented during the panel on Government and Private Sector Initiatives. Presentations were made by the Government representatives of Hungary, Slovenia and Ukraine. They emphasized the role of the Government in the creation of a favourable institutional environment for the development of entrepreneurship and SMEs. According to Mrs. Róza Nagy, Undersecretary of the Ministry of Economy and Transport of Hungary, 99 per cent of all enterprises in the country are SMEs. There are 63 enterprises per 1000 inhabitants in the country, while the EU average is 52. There are 800,000 enterprises, and the majority of these are sole proprietors. SMEs play an important role in the economy, generating about 50 per cent of the GDP. The newly elected Government, understanding the importance of SMEs, launched a new programme and innovative policy instruments to reinforce the SME sector. To assist SMEs to overcome financial constraints, the new programme envisages introducing a lending scheme, credit guarantees, and a special credit card for the owners of SMEs. It also contains a special set of measures aiming to facilitate youth entrepreneurship

In Slovenia, the Ministry of Labour, Family and Social Affairs, the Ministry of Education and Sport, the Ministry of Agriculture and the Ministry of Economy elaborated a Programme of the Development of Entrepreneurship and Creativity among Young People. By supporting this Programme, the participating Ministries have been able to stimulate the development of entrepreneurship and enterprise creation in their respective fields. The Small Business Development Centre, a public organization which carries out public tenders for selecting subcontractors, coordinates the Action Programme.

The Head of the Department for Family and Youth Affairs of the State Committee of Ukraine informed the participants about the difficult situation of the youth in Ukraine, where 38 per cent of all the registered unemployed are below 28 years of age. The formal SME sector is largely underdeveloped and contributes only 7 per cent of the GDP. One out of seven young people are employed in the informal sector. The self-confidence of the youth has been decreasing. However, according to a study conducted by the State Committee, 40 per cent of the youth would like to become entrepreneurs and run their business legally.

The State Committee for Regulatory Policy and Support of Small Entrepreneurs elaborated a three-year Programme for Support of Youth Entrepreneurship. This is based on the social partnership between Government and youth organizations. The Programme has two years' experiences so far and is implemented by a newly created organization: the Youth Centre of Ukraine. The Government has also created youth job centres in 20 regions in Ukraine. One of the programmes is oriented towards the development of entrepreneurial activities in rural areas.

The panel on the Private Sector and Non-government Initiatives revealed a growing involvement of the corporate and non-government sector in addressing the problems of youth, therefore, indicating a huge potential for joint action which so far has been ignored by many Governments. Below are some success stories of such initiatives presented at the panel.

The Young Entrepreneurs Scheme (YES) in Ireland aims at developing self-confidence and self-esteem amongst second level students between 12 and 18 years of age. Students are entering YES because of its challenge, thrill of selling, earning money and obtaining recognition. In Ireland, with a population of 4 million, about 60,000 second/level students have already set up businesses through YES. A pilot programme was also introduced in Estonia.

The Swedish COMMUNICARE (Do together) is a non-profit organization aiming to change the attitude of young people from disadvantaged groups through local offices for developing a good society and with a methodology of "young leads young". Since April 2002, 30,304 contacts have been made and 204 young people have started their own businesses.

The Programme "Young Talents" was developed by a non-profit organization, International Investment Centre in Yaroslavl, Russian Federation, without any Government support. So far, 500 new jobs have been created.

All three initiatives have been successful. The speakers emphasized the importance of models tailored to local conditions. They also underscored the importance of participation of the target groups in developing such models. In their view, much of the success has to be attributed to the creativity of the young people involved in the process, as well as to the approach, which initially starts with the development of self-esteem, as well as the volunteering of mentors.

In his presentation, the Director of the Youth Business International (YBI), Member of the Prince of Wales International Business Leaders Forum, put a strong emphasis on the partnership approach. He stressed that there exists a significant gap between the provision of skill training and business planning, on the one hand, and the provision of financial and enterprise support, on the other. YBI's intention is to bridge this gap. According to the YBI approach, business support for young entrepreneurs should be based on (i) voluntary business mentoring; (ii) pro bono advice; (iii) links to other businesses and networks; and (iv) provision of training/technical advice.

Since 1993, over 60,000 young people have been helped, and 60 per cent of all businesses are still trading in their third year. The YBI is a charity organization with a revolving fund with a nearly 70 per cent recovery rate.

The representative of the ILO informed the participants about a recent initiative of the United Nations Secretary-General, Kofi Annan, to form a High-Level Panel on Youth Employment Network, and invited the most creative leaders of the private sector, economic policy-making and civil society (including youth leaders) to join the panel to explore imaginative approaches to the youth employment challenge. The network is expected to develop recommendations on possible sources of solutions, including the contribution that information technology and the informal sector could make in employment generation. The Secretary-General's Youth Employment Network will make recommendations and provide a guideline to a range of actions that would be implemented to improve the position of young people in the labour market. One of the recommendations is devoted to youth entrepreneurship. Mr. Duncan Campbell, Head of the Employment Policy Unit of the ILO, briefed the participants about this initiative and called upon governments and NGOs to join this Network.

A graduate student from the University of Debrecen of Hungary, representing a youth society, drew the attention of the participants to the fact that many young people with higher-education face difficulties in finding jobs. Even in the advanced countries in transition, it is difficult to find a job for a graduate student, because large companies and multinationals find them either lacking work experience (they usually ask for 2-3 years work experience) or overqualified. It is also impossible to get a start-up practice because of the lack of incentives for companies. Even with entrepreneurial management training, it is difficult to start-up own businesses, because of the lack of collateral and initial capital. In her view, Governments have to help to overcome these obstacles, which most graduate students are facing before even starting their career.

The President of the World Youth Bank Organizing Committee informed the participants about the decision of the World Assembly of Youth to create a universal financial intermediary to channel all financial resources oriented towards youth entrepreneurship. In the next ten years 1.2 billion young women and men will enter the working age population, the best educated and trained generation of young people ever. Investing in the future is of paramount importance.

An independent consultant and trainer of the Swiss TrainLing Company emphasized the basic human principles and values, as well as the worth of verbal communication skills, needed to be an entrepreneur. In his view, the collapse of the US Enron company highlighted the importance of bringing back business ethics. Large enterprises should show a good example to SMEs and especially start-ups. He suggested that any education and training system should be based on an "integrated education", which means keeping a BALANCE between the TECHNICAL, (computer, etc.) knowledge and skills and the HUMAN, (interpersonal verbal communication, etc.) knowledge and skills. It is true that we are going into the electronic age, however it is also true that we remain human creatures.

In their conclusion and recommendations, the participants underlined the following:

1. Youth programmes are new Government initiatives not only in countries in transition, but also in advanced market economies. Ministries for Youth Affairs are new structures without significance experience. In the majority of cases, there is lack of cooperation between the Government authorities, which are responsible for economic development, entrepreneurship development and education, and those which are responsible for youth affairs. Governments are encouraged to create intergovernmental bodies responsible for youth programmes, including on young entrepreneurship. Governments should elaborate action plans taking into consideration the recommendations of the Youth Employment Network.
2. Due to the fact that little is known about the effects of Government youth policies and programmes, the participants recommended that in the follow-up to the Forum a special effort should be undertaken to organize the exchange of experiences in the area of youth entrepreneurship. Systematic data collection on youth enterprises by age and gender and benchmarking of the development of youth entrepreneurship was very much recommended. International foundations and youth development programmes, such as the Prince

of Wales Foundation Business Leaders Forum, COMMUNICARE, YES, Kiev Youth Business Centre, International Investment Centre, SBDC, and others, were invited to elaborate a benchmarking and evaluation methodology in order to capture the impact of youth entrepreneurship policies and programmes on youth.

3. Participants emphasized that the best way of poverty alleviation among the young generation is to encourage the development of indigenous entrepreneurship and to provide a supportive environment for SME creation and evolution.
4. It was recommended that Governments should carry out a dialogue with large enterprises and multinational companies in order to identify measures to improve access of newly graduated students to jobs.
5. The UNECE was advised to investigate the possibility of creating a special website for young entrepreneurs.

Round Table on the Role of ICT in Mainstreaming of Youth

The Round Table organized by the Swiss Media Association brought together experts in e-learning, e-teaching, e-training, e-human resources management, representatives of the private sector, education establishment and policy-makers from Switzerland, Republic of Korea, Russian Federation, France, Germany and Ukraine.

In their presentations, panellists emphasized that the most important prerequisite for the information technologies to release their potential and for societies to fully capture social and economic benefits associated with these technologies is the willingness, commitment and determination of Governments to make this happen. Technologies are a means, a tool, which, depending on the existing environment, may have either a limited and/or differentiating effect in terms of income distribution, or, on the contrary, may significantly empower all the social groups, including disadvantaged and vulnerable groups of society, widening their access to income opportunities. Examples highlighted by some of the panellists, showed that even illiterate people could benefit from these technologies, including the acquisition of literacy.

Many software programmes, which were presented at the Round Table, are able to augment the users in terms of their learning capability, knowledge, information, as well as in terms of economic gains. Programmes and schemes, successfully implemented by the Republic of Korea, Switzerland, as well as by some of the participating companies in Africa and Asia, have demonstrated that information technologies may be used anywhere with a minimum support. However, if the issue of access remains unresolved in some of the countries of the UNECE region in the immediate future, this may lead to the formation of a new division — first- and second-class citizens, those having access and those deprived of it. Governments therefore have a crucial role to play in ensuring that these new technologies are accessible to all.

The participants also presented cases of successful youth entrepreneurship schemes, which involve various stages of ICT development and application, from software design, content provision, programming to wholesale/retail. However, as the Director of the Foundation de Vigier Entrepreneurship underlined, key pre-conditions of success are a preliminary screening of business ideas and the availability of seed money to ensure that young entrepreneurs are provided with start-up capital.

RECOMMENDATIONS OF THE FORUM

Apart from the specific recommendations made during the deliberations of the Working Groups, the participants of the Forum made the following recommendations:

1. Request a joint Secretariat of the United Nations organizing agencies to draft a regional plan of action, which should be sent to all the Ministries responsible for youth affairs and organizations which participated in the Forum, for contribution and comments. In preparing a draft plan of action, the joint Secretariat is recommended to make sure that all the three goals of the Forum (security, opportunity and prosperity of youth), which are horizontal aspects, are taken into consideration, and its

implementation will therefore result in alleviation of all the cited risk factors and vulnerability of youth in the region.

2. Recommend that the draft regional plan of action, including possible ways and means of implementation, be submitted for consideration of a joint meeting of the Ministers for Youth Affairs and National Youth Councils to be held in the first quarter of 2003.
3. Recommend convening a Second Regional Forum on Youth in 2004, ensuring that all the countries of the region are fully represented.
4. Recommend that other United Nations regional commissions organize similar regional Forums on Youth with the UNECE First Regional Forum as a model.
5. Invite ESCAP and ESCWA and ECA to consider the possibility of joining some of the UNECE sub-regional programmes aimed at facilitating the development of youth e-commerce.
6. Invite the private sector to participate actively in national, sub-regional and regional youth programmes and projects on a partnership basis.
7. Request the joint Secretariat to address the Governments of the UNECE member States, calling upon them to support activities and initiatives aiming to promote youth employment and youth entrepreneurship, and/or to develop specific national policies and policy instruments.
8. Call upon all the relevant United Nations agencies and bodies to continue their cooperation in promoting youth employment and youth entrepreneurship in the UNECE region.
9. Call upon Governments and all relevant United Nations agencies and bodies to provide better targeted actions with regard to the employability of youth in general with specific attention to youth in disadvantaged situations.
10. Invite the donor community to consider the possibility of providing financial support for youth employment and entrepreneurship projects and programmes, initiated in countries in transition, including those based on the partnership approach and joint youth ventures.
11. Request the joint Secretariat of the United Nations organizing agencies to identify the possibility of developing and funding sub-regional projects on ICT in Mainstreaming Youth in Economic Activities, including from the United Nations Development Account.
12. Recommend establishing a UNECE group of experts for screening project proposals made by the participants in the Forum in order to form a portfolio of bankable projects to be presented to international financial institutions, bilateral development assistance agencies, corporate and other private foundations for funding.
13. Request the UNECE to organize a workshop in sub-regions on Best Practices in Generating Youth Employment and Self-employment Opportunities and on How to Increase the Survival Rate of SMEs Owned by Young Entrepreneurs, giving special attention to youth in declining industrial areas and possibilities of utilizing its potential in their recovery.
14. Request the UNECE to initiate a systematic collection of data on youth entrepreneurship and to prepare a compendium of best practices in ensuring the sustainability of business set up by young entrepreneurs.
15. Request the UNECE to study the possibility of developing a PPP youth entrepreneurship programme for the South-east European sub-region or within the framework of SECI to be submitted for consideration/funding by the Stability Pact, EU, EBRD and World Bank.

16. Request the UNECE to study the feasibility of creating youth banks in the region, drawing upon the expertise available in the United Nations system, regional and international financial institutions.

**BOX 1 : UNITED NATIONS SECRETARY GENERAL INITIATIVE:
ESTABLISHING A YOUTH EMPLOYMENT NETWORK**

YOUTH EMPLOYMENT NETWORK

Background

More than 1 billion people today are between 15 and 25 years of age and nearly 40 per cent of the world's population is below the age of 20. Eighty-five per cent of young people live in developing countries where many learn and work in a context of extreme poverty. The ILO estimates that around 66 million young women and men are unemployed throughout the world, accounting for 41 per cent of the globally 160 million people who are classified as unemployed. However, many more young people are working long hours for low pay, struggling to eke out a living in the informal economy. Throughout the world, young people are two to three times more likely to find themselves unemployed when compared to adults.

Millennium Summit

At the request of the United Nations Secretary-General, Kofi Annan in his Millennium Report, the ILO Director-General, Juan Somavia, has joined the World Bank President, James Wolfensohn, in forming a [Youth Employment Network](#) (YEN). The Network draws on the most creative leaders in private industry, economic policy and civil society, including youth leaders, to explore imaginative approaches to the youth employment challenge.

In September 2000 during the Millennium Summit in New York, Heads of State and Government resolved to "develop and implement strategies that give young people everywhere a real chance to find decent and productive work" as part of the Millennium Declaration .

High-Level Panel

The twelve-member panel of the Youth Employment Network met for the first time in July 2001 at ILO Headquarters in Geneva under the chairmanship of the United Nations Secretary-General and together with the ILO Director-General and the World Bank President. At this meeting, Mr. Kofi Annan emphasized the need for both immediate action and long-term commitment to achieving the millennium goal on youth employment. He also invited the panel to continue working with him in an advisory capacity on an ongoing basis. Finally, he requested the ILO to take the lead in organizing the future work of the YEN and to assume the responsibility for hosting a permanent Secretariat.

Recommendations of the High-Level Panel

The panel's recommendations encourage world leaders to take personal responsibility for translating the commitments taken at the Millennium Summit into action through a specific political process. First Heads of State and Government are invited to develop national action plans with targets for the creation of jobs and for the reduction of unemployment and to present these plans to the United Nations. Furthermore, ten governments are invited to volunteer to be champions of this process, to take the lead in preparing their action plans and in showing the way to others. The main messages of the recommendations are:

- In developing their plans, governments are encouraged to closely involve young people and to integrate their actions for youth employment into a comprehensive employment policy.

Employment policy is seen not as a sectoral policy among others; it is rather the successful mobilization of all public policies.

- Youth should be seen as an asset, not as a problem. In the next 10 years 1.2 billion young women and men will enter into the working age population, the best educated and trained generation of young people ever, a great potential for economic and social development.
- Youth are a creative force today – and not only tomorrow. "Young people are now asking that their voices be heard, that issues affecting them be addressed and that their roles be recognized. Rather than being viewed as a target group for which employment must be found, they want to be accepted as partners for development, helping to chart a common course and shaping the future for everyone."
- Actions to be taken can be summarized in four Es:
 1. **Equal opportunities:** give young women the same opportunities as young men;
 2. **Employability:** invest in education and vocational training for young people, and improve the impact of those investments;
 3. **Entrepreneurship:** make it easier to start and run enterprises to provide more and better jobs for young women and men;
 4. **Employment creation:** place employment creation at the centre of macroeconomic policy.

The Secretary-General furthermore transmitted the recommendations to the President of the General Assembly where they were discussed on 19 November 2001 in the overall framework of follow-up to the Millennium Summit.

YOUTH EMPLOYABILITY AND EMPLOYMENT

YOUTH EMPLOYABILITY AND EMPLOYMENT

*by Clemens Russell, European Agency for Development
in Special Needs Education, Germany*

It is a great pleasure for me to join the first regional forum on Youth. I congratulate the organisers for the intelligent design of the programmes. It is comprehensive and holistic. It shows the interdependence of three key prerequisites with which we can enjoy our life and young people can develop their capacities. Security, Opportunity and Prosperity.

I come from a part of Europe where, in comparison to many other areas in the world, Security, Opportunity and Prosperity are rather stable conditions, we take them for granted. But we are wrong if we perceive this. In almost all Member States of the European Union dramatic and dynamic signs are visible which show that only a new way of thinking and acting will prevent a situation in which a lack of social balance within our society will affect our security and property and reduce opportunity.

I come from the North East of Germany, called Mecklenburg Vorpommern, one of the New German Federal States after the unification of Germany. Our border in the North is the Baltic Sea and in the East Poland, which soon will join the European Union. About 1.8 million people live here. We are confronted with a difficult employment situation. About 160,000 people are jobless (18 per cent). Many young people are leaving this part of Germany, because they cannot find jobs. These people are not happy to leave, nor are their friends and parents. The less skilled and qualified youngsters stay.

However we are in a rather comfortable situation because a lot of money from the National Employment Service and the European Union is still available in order to promote programmes and projects to improve the situation of jobless people, young and adult. One scheme, for example, provides funding for the public or private institution of buildings and places where young people meet for cultural or social activities. The money is available for renovation work if the employers in the construction area give new jobs to young unemployed people who have finished apprenticeships. Another scheme provides funding for staff costs for so-called Youth and School Social Work in our region in order to support schools in dealing with conflict situations. Another scheme is called early vocational orientation for youngsters from 14 years old and up. The aim is provide practical experience in different vocational areas, to develop projects, to learn flexibility and mobility and more understanding and finally to promote entrepreneurship through the creation of pupils' companies.

The programme "Enterprise MV" gives money for consultation and coaching of young people who are unemployed or in danger of becoming unemployed. Last but not least a programme supports the creation of enterprises with young experts: Youth enterprises. Money is available for equipment and training measures. These days Germany is undergoing a large and dramatic reform process in order to make our labour market more effective. More than 4 million people are unemployed, a new way of thinking and acting is required. Our school system is not well placed in the international ranking within the Pisa Study. Germany is urged to

reform its system of social security, labour market and education, other countries must create those systems. The exchange is just in those time of great value.

One of the new tools will be decentralization, we call it regional or local employment policy.

Regionalisation means using the competence, experiences and knowledge at local level. The municipalities, unions, employers and public employment services will now be part of the decision making for projects and programme in their local area.

The company or institution I work for is called **BBJ Consult**. BBJ Consult provides Technical Assistance for the implementation of the European Social Fund in Mecklenburg-Vorpommern.

Some of the main work areas are to involve all relevant actors in the regional planning and decision-making processes of labour and structural policy. We consult training organizations for the best training programmes to combat unemployment. We prepare and implement specific Action Programmes, in order to promote topics like gender mainstreaming in employment. We consult labour market actors about new approaches which are linked to regional conditions and in economic, environment, structural and employment policy as well as labour market policy and social work, PR work for the European Social Fund

BBJ is a large consulting company which has its headquarters in Berlin. It acts at the national level mainly in the New Federal States of Germany and at the international level. BBJ has a network of offices in Brussels, Poland, Moscow, Slovenia, and Italy.

BBJ is a promoter of a large partnership project together with Poland, Portugal, Sweden, Finland and Denmark. The project has to do with local employment and how we can improve the regional and local planning for successful employment and growth of jobs. But not only planning but also the implementation is important. Regional networks among employers, unions, chambers of commerce, municipalities and labour market services are a crucial means for the implementation of a comprehensive local employment policy. Our aim is capacity building in order to enable local actors to be better experts in developing and implementing regional and local employment policies,

Transnational cooperation is extremely important for us. Europe is not a big continent, but has a great variety of different nations, policies, cultures and mentalities. Successful European integration capitalizes on the differences. The transnational project shows six different approaches to meet the challenges of job creation at local level. The learning is enormous when we are able to understand the core of the others' ideas and the links with external conditions.

Another project of my institution is youth companies for disadvantaged people in Berlin. They provide services for moving, cleaning and other work in the home. There was a time when so-called Learning companies as a semi real imitation of free market companies were used in vocational training. Today we believe much more in real places where real work must be done. Handling stress, interpersonal communication, and learning to solve problems can hardly be simulated. Vocational education is more efficient if responsibility for the youngsters and real work situations are guaranteed.

Employability and employment

Young people – disadvantaged or not – are willing to work. Young people know that their employability and their possibilities on the labour market are growing, if they have a good education and appropriate skills. The expectations of the world of adults is growing, more mobility, flexibility abilities and capacities – for example language skills - are required. After many years of large European Programmes and significant spending of money we are still confronted with fundamental difficulties in integrating disadvantaged groups into the labour market. In general previous conclusions point to higher integration costs and lower success rates. Social categories are no longer the main determining elements, different social experiences and inequality between young people can be observed.

The employment situation of disadvantaged groups and individuals remains weak. The general EU level of unemployment of youngsters is growing. The level of unemployment for young people in the Member States of the European Union is double (16 per cent) the general level. The income of young people is decreasing in comparison to adults.

Knowledge about the effectiveness of measures for disadvantaged groups seems to be still rather marginal. However often the policy responses and programmes for disadvantaged groups are made on the basis of tradition rather than on actual knowledge of programme performance and outcomes.

Member States of the European Union with low unemployment rates are the strongest promoters of personalised programmes for disadvantaged people because the social and economic benefits are worth it.

More emphasis on a broadened policy mix and on the supply side is needed. It is also important to understand that the focus alone on access to employment is not enough.

The problem of disadvantaged groups and individuals is not only related to unemployment. Failure to acknowledge such a reality could lead to increasingly ineffective policy instruments. A more comprehensive and integrated policy is needed. Many projects today understand this.

Young disadvantaged people need integrated education.

Companies for young people are real opportunities for work experiences. Working with your hands is fun. Structures should be not too complicated, flexibility is required in order to obtain an appropriate individualised response. Learning in modular steps enables the youngsters to achieve certifications in small steps. It is always important to learn how to put theory into practice.

The requirements of the normal labour market should always be present

Many projects are in areas close to provision of services. It is therefore important to respect accuracy and the handling of clients.

Modularised approaches in order to obtain vocational qualifications, knowledge learned in practice should be linked to theoretical exercises. Individual approaches should help to develop exact curricula and tasks linked to participants' abilities. Transfer of responsibility and decision making power motivates young people to participate in the programme regularly and seriously. Projects for disadvantaged people cover many different aspects and need proximity to important stakeholders who represent relevant services. Short distances are required. The main stakeholders in integrating disadvantaged people in the labour market are schools, municipalities, employment services, unions and employers and NGOs.

Within our European projects mentioned above we have learned what those stakeholder are able to provide and contribute. We have learned how formalised those partnerships should be and how important informal structures are. When Sweden was confronted with high rates of unemployment they discovered the important role and contribution of local municipalities when it comes to linking social and employment aspects and to be near to people's needs.

Successful integration in the labour market requires supportive personal conditions and experiences. Ongoing experiences with failures and disappointments often linked with personal problems can lead to exclusion. A policy which aims at eliminating poverty and social exclusion needs to have a preventive approach.

Good vocational orientation and qualifications are the basis for successful integration.

Employers

Companies complain about the insufficient ability of young people to cope with initial training. In many professional areas the requirements for young candidates are growing. On the other hand the skill level of candidates of general schools is decreasing. Youngsters' knowledge of economy is not sufficient. School leavers' sense for responsibility shows many deficits, however the ability to handle teamwork seems to be satisfying. The majority of companies and firms do not cooperate with schools

Companies ask for good general knowledge and that young people develop personal and social skills. Young people should be able to write, read and count and to handle modern communication and information technologies. Natural science should gain greater importance and pupils should start to learn foreign languages earlier.

Pupils should be encouraged to promote their own performance and to achieve greater success. Youngsters in disadvantaged situations need early support. Access to higher education should depend on achievements. Comparison and bench marking between schools should provide transparency. The role of parents needs to be reinforced, they should have a greater say in education.

Finally, I would like to mention two important European Policies: is the result of a wide consultation process between European institutions and young **The White book of the European Commission: A new swing for European Youth** people and their organisations from all Member States of the Union and the Candidate Countries. The white book is about the future for young people in Europe. Young people belong to a group in society which is undergoing a fundamental change. They enter into employment later, often they change between work and study, but mainly their way of life is becoming more individual. School, University, work place and social environment are losing their integrating role like before. It takes longer for young people to become independent. The consultation process now focuses on five key principles: openness, participation, responsibility, efficiency and coherence. (Open coordination and recognition in all policy areas)

The second policy instrument is the **European Employment Strategy**

Since 1997 the EU Member States have cooperated closely in employment policies. The European Employment Strategy is the synonym for an ambitious plan to make the European economy more competitive. The main goals are:

- High employment for all
- Move from passive to active measures through promoting sustained employability and job creation
- Favour new approaches to work organisation in order to cope with changes. Life long learning is a key feature here.
- Provide equal opportunities for everyone in the labour market to participate and to have access to work.

The principle is helping people before or as soon as they become unemployed. Member States should set concrete targets and objectives. At EU levels benchmarks are set for evaluation of the success or failure of national employment policies and practices. At EU level a systematic assessment plan allows annual monitoring and evaluation.

Other policies – such as social, education, town planning, health – must take account of the employment impact. Finally a guiding principle is that employment policy is not the responsibility of governments alone. Social partners, regional and local partners and NGOs all have a role to play by committing themselves to meeting the employment objectives.

At the beginning of the year a series of priority areas for action – the so-called Employment Guidelines – are approved between the EU Member States and the European Commission. These guidelines include concrete

With regard to the integration of disadvantaged groups and individuals in the labour market, in the beginning the aim was to give special attention in the needs of disabled people, ethnic minorities and other groups and individuals and to develop preventive and active policies. Later the guidelines were substantially broadened by including combating discrimination and replacing the reference to disadvantaged groups with the promotion of social inclusion.

A coherent set of policies is called for to promote social inclusion by supporting the integration of disadvantaged groups into the world of work.

Some Member States set national targets in order to improve, for example, the employment level of disabled people. In Spain for example the target was to create 20,000 jobs for disabled people and to train 40,000 people with disabilities.

Most of the Member States of the European Union perceive general labour market policy as the key instrument to promoting social inclusion.

As regards the policy instruments implemented within many Member States, there has been a notable shift from individual programmes to a more mainstreamed approach in favour of disadvantaged groups. This shift includes more personalised approaches.

There seems to be a growing awareness that the integration of disadvantaged groups in the labour market requires more coordination and cooperation between institutions with partial or territorial responsibility. Employment policies for specific groups should be viewed as part of a coordinated policy strategy aiming at social inclusion.

This implies the implementation of a more comprehensive policy. Denmark, France, the United Kingdom and Luxemburg explicitly link active labour market policies to a broader perspective.

BOX 2 : YOUTH EMPLOYABILITY IN THE UNITED KINGDOM



This project looks at how young people, aged 16-24, are responding to current policies that endorse certain work-related attitudes and behaviours deemed necessary for improving youth employability in the United Kingdom labour market.

Employers tell us they need more young people with flexible attitudes to business needs, who are less reliant on the firm to guarantee their employment security and more committed towards life-long education and training. Policy directives in careers education and youth employment programmes are thus attempting to promote greater 'adaptability' to these demands among young people, encouraging a more flexible orientation to working patterns and greater self-management over career security.

But what effect does labour market change have on young people's ideas and expectations surrounding their work and career prospects? Are policy strategies aiming to increase supply-side adaptability effectively influencing young people? This research aims to highlight young people's responses to these issues for a better understanding of youth employability in a policy context. The research is funded by the [Economic & Social Research Council](#). Links to results and publications are posted below.

RESEARCH OVERVIEW -

What is employability?

Put simply, the concept of employability represents an ideal match between the skills and capabilities people have on the supply side of the labour market in relation to those demanded by employers. This is defined most visibly by the individual's capability to gain initial employment, sustain employment or find new work should they lose it. The concept thus alludes most readily to the supply side of the labour market. However, the capability to stay in work involves a complex framework of both demand and supply factors, mediated through state institutions and employers, as well as individuals.

The tendency in government policies over the last two decades or so to favour supply-side solutions to employment problems has thus placed an increasing focus on the responsibility of individuals for securing their employability. This focus lay not only on their formal skills and qualifications, but their attitudes, motivations and behaviours (often referred to as 'soft' factors) are becoming increasingly important. This has a special relevance to young people as their skill and experience levels are usually limited and their work-related attitudes sometimes deemed 'inappropriate'. Current UK employment policies are therefore promoting greater self-sufficiency in job retention, job stability and career advancement, backed up by an 'active' regime of welfare conditionality for the young unemployed.

An ethic of employability

A labour market-sensitive 'ethic of employability' is being espoused in policy, based on negotiating employment risks or rigidities and embracing work-life flexibility and lifelong learning. There are two fundamental values that are promoted through the employability agenda, which can be researched in the individual's work-related attitudes and behaviour:

1. Adaptability

To more flexible patterns of working and career management, and to lifelong education and training participation.

2. Self-management

Identifying employment related risk and using labour market information to maintain a sustained, upward career path in the long term. Achieving social security independently of employers' guarantees or the assistance of state welfare.

The current research seeks to form an understanding of how young people negotiate and maintain their employability and how their work-related attitudes and behaviour relate to policy-espoused ideas about greater adaptability and self-management. Four projects are being conducted involving different groups of young people.

Project 1 - School Leavers

For school leavers, employability is about thinking about their post-16 options and making choices about staying in education & training or entering the labour market. This project investigates the aspirations and expectations of final year pupils in secondary schools towards their education and employment prospects, in an employability context.

Project 2 – Unemployed

For the young unemployed, becoming employable often means recognising and acting on the factors inhibiting their entry into employment, including their skills, attitudes, and behaviour, as well as wider labour market factors. This project looks at the work related attitudes and job search behaviour of unemployed youth not in work, education or training.

Project 3 - Post-16 education & training participants

For those in post-16 education and training, using labour market information to identify where their skills will be needed has become a crucial aspect of their achieving successful transitions into work. This project investigates participants' views on the opportunities open to them and their strategies for marketing their skills and gaining entry to a chosen profession.

Project 4 – Employees

For those already in work, employability becomes an issue not only of sustaining employment in the current job, but looking to achieve self-sufficiency in the labour market through flexibility in career planning and lifelong learning. Employees' ideas about maintaining employment security, managing careers and the value of updating skills and training are analysed.

Sean Worth
Department of Social & Policy Sciences
University of Bath
Bath, BA2 7AY
England
E-mail: s.worth@bath.ac.uk

YOUTH UNEMPLOYMENT IN THE UNECE REGION

by Luca Feci, Post-graduate Student, France

INTRODUCTION

According to the United Nations definition of “Youth”, “youth unemployment” refers to the lack of active remunerated occupation for willing-to-work people aged 15 to 24. It is the matter of some economic research that the unemployment of young people should not be the object of particular concern as a social and economic issue, and should not constitute in any event a priority in the socio-economic agenda of a State since, as one argument goes, young people often do not have relatives at their charge, thus making their unemployment more bearable, to them and to society, than that of their parents. Along the same line, it is now and then argued that a comparatively higher youth unemployment rate is a natural feature of the labour market since young people generally go through a period of “job zapping” in the process of securing satisfying employment, thus making for a structurally higher unemployment among the youth workforce. These lines of explanation appear to be of some value in explaining a certain (and rather low) level of youth unemployment that could seem socially bearable, or even “natural”.

These lines of explanation however shed no light on the contemporary nature of youth unemployment as one may observe in the economies of the UNECE region. According to an UNECE estimation, the figure of the out-of-job active youth population in the region amounts to a dramatic 60 million young people, being neither at work nor at school, in the year 2001¹. The prevailing picture of unemployment in the region, as it will be developed in the first part of this paper, is not one of optimistic job-zappers with high reservation wages² or comfortable easy-goers at the charge of their parents: many willing-to-work young people are precluded from the active world, often during long periods, facing the financial, social, and personal difficulties that go along with restlessness and marginalization from mainstream society.

As a recent report on the social exclusion of youth in transition countries summed it up, “one could see a considerable progression of poverty in transition societies, that is directly related to unemployment and poor employment”³. Poverty and social exclusion are multi-dimensional, and therefore bear a whole array of disturbances, which in turn act together in a vicious circle to exclude further an individual from social life and productive activities. The failure of willing young people to access employment is to be considered as entailing much wider consequences for the well-being of individuals and for the general equilibrium of society. Indeed, inactivity and social marginalization of youth brings forth a long list of often severe social and psychological costs: low self-esteem, limited access to social security benefits and deterioration of public health issues, poor housing, appeal of criminal organizations and high crime environments, poor levels of skills and education, brain draining, family breakdown.

In the matter of economics more specifically, youth unemployment entails further momentous negative prospects. There is wide and convincing evidence that first entry delays and long periods of inactivity bear heavily on the productive potential of a person throughout the whole of his life⁴. Difficulty in entering the (licit) world of labour will constitute a potent drive towards the informal labour market, as the size of the informal sector is negatively correlated with the performance of the labour market, making for further disruption in the general economy (tax evasion) and society (criminalization).

¹ UNECE/Italian Ministry of Foreign Affairs South-Caucasus Draft Proposal note N° 3 on the Youth Entrepreneurship Agency, UNECE, Geneva, 2001.

² The ‘reservation wage’ represents the minimum wage an active person seeking employment is willing to accept when taking up a job.

³ Get In! Report on the Youth Convention on Social Exclusion and Employment organized by the European Youth Forum at the European Economic and Social Committee, Brussels, 21 February 2000.

⁴ See e.g. Niall O’Higgins, Youth Unemployment and Employment Policy, a Global Perspective, ILO, Geneva, 2001.

Indeed, high youth unemployment levels represent one of the greatest socio-economic concerns of our time. Tackling high levels of youth unemployment should accordingly be a major policy emphasis within the UNECE member countries. In order to be able to act efficiently on youth unemployment, one needs to start from a proper assessment of existing difficulties and problems ahead. This paper will commence with an appraisal of the current state of affairs of youth unemployment in the region, outlining present features and major trends in national labour markets, subsequently turning the attention to some selected issue areas and related policy-oriented analysis, to draw knowledge from some good practices across the region on curbing youth unemployment.

I. YOUTH LABOUR MARKET IN THE UNECE MEMBER STATES

The world figures of youth unemployment display an upward trend at a concerning pace: in 1995, 58 million people aged 15 to 24 were counted as unemployed, the figure rising to 66 million in 1999, and among the 160 million making up the figure of the world unemployed in 2000, over 70 million were people under 25 years of age⁵. Within this world picture, the UNECE region does not boast a particularly good record, indeed, with the Caribbean region excepted, the world's most seriously affected regions are allegedly located within its geographical scope⁶.

1. High youth unemployment in the UNECE region

1.1. Scarcity of employment in the youth labour markets

Economic growth has undergone major downturns since the eve of the 1990s all across the region, with repeated economic slumps affecting the Western developed economies of the region (1991, 1993, 1997 and 2000), while the eastern side of the UNECE region had to deal with socio-economical shocks of great magnitude linked with the transition from state-planned to market-regulated economic systems. Regionally, these converging backgrounds make for a global pattern of labour market dysfunctions in the UNECE region, particularly within their youth segment.

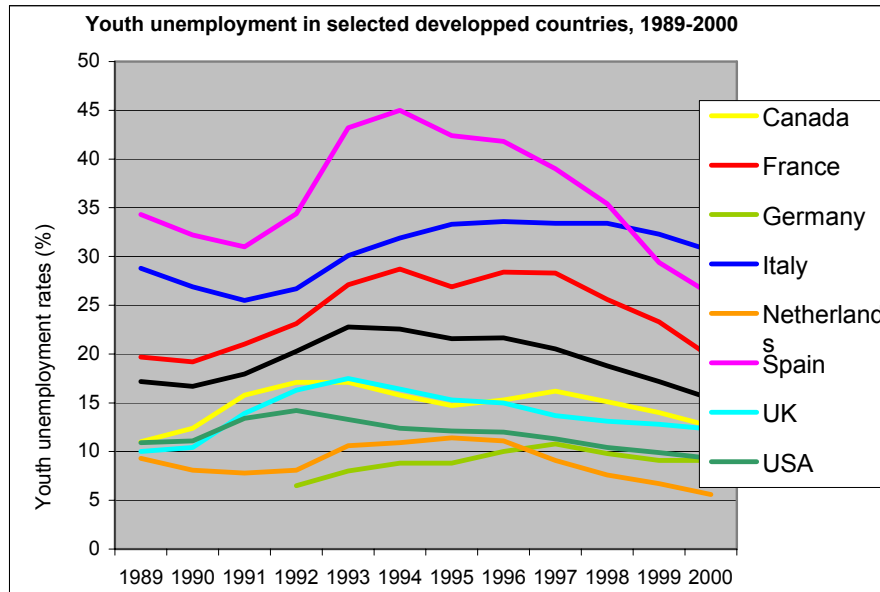
(a) Developed countries: stagnation at high levels

The most developed UNECE member countries display a pattern of traditionally high youth unemployment rates. National configurations on the matter may be divergent in some instances, but if a common pattern is to be evidenced, it is one of persisting high unemployment within their youngest active hordes throughout the last decade. When taking a glance at both ends of this timeline, youth unemployment appears to have maintained relatively high levels, while experiencing a significant rise in the course of the decade. The western economies of the UNECE ended the 1980s with an (unweighted) youth unemployment rate average of around 17 per cent, to close the 1990s around quite similar lines (17.1 in 1999 and 15.5 in 2000). In between those years, rates were persistently above that baseline, reaching a 22 per cent average rate in the mid-1990s.

⁵ ILO, *Youth and Work: Global Trends*, Geneva, 2001, and ILO, *World Employment Report 2001*, Geneva 2001 (for the figure on world total unemployment).

⁶ ILO, *Youth and Work: Global Trends*, Geneva, 2001.

Chart 1. Source: UNECE Statistical Database



One may still catch sight of a trend in the developed countries in the direction of a reduction of youth unemployment rates, but it is typically (and at best) rather a sluggish one, and the problem remains chronic in many countries. The prevailing picture springing out of the 1990s remains a stagnating and sizeable level of youth unemployment.

(b) Transition: budding youth unemployment

If the evolution of youth unemployment in the 1990s was lethargic in the western countries of the region, in the East labour market landscapes went through hectic times. The investigated decade was the locale of a dramatic upsurge in unemployment among the youth workforce of the transition economies. Departing from a situation where the phenomenon of employment scarcity was practically unknown, the transition to the market walked hand in hand with a rapid increase in total and youth unemployment rates, with eastern rates rapidly coming to match (Hungarian and Slovenian youth unemployment rates are pretty much lined up with the UNECE average) and surpass in most instances, the (already high) levels of youth unemployment known in Western Europe.

Ms. Alena Nesporova in a contribution to the UNECE 2002 Spring Seminars recounts how the antecedent configuration of the labour markets was quite privileged, within an economic system where secure employment was counterbalanced by the correlate of low productivity outputs: “the labour market situation of the former centrally planned economies of CSEE and CIS at the onset of transition was characterized by full employment, no open unemployment (with the exception of the former Yugoslavia) and an excess of labour demand over supply”⁷. Transition triggered a sharp decline in the general economic performance and macroeconomic equilibrium of these countries, a decline which eventually proved much steeper than what had been contemplated. Demand for labour collapsed and employment started to decline accordingly.

⁷ Alena Nesporova, Unemployment in the transition economies, UNECE Spring Seminar 2002, "Labour market challenges in the UNECE Region", Geneva, May 2002.

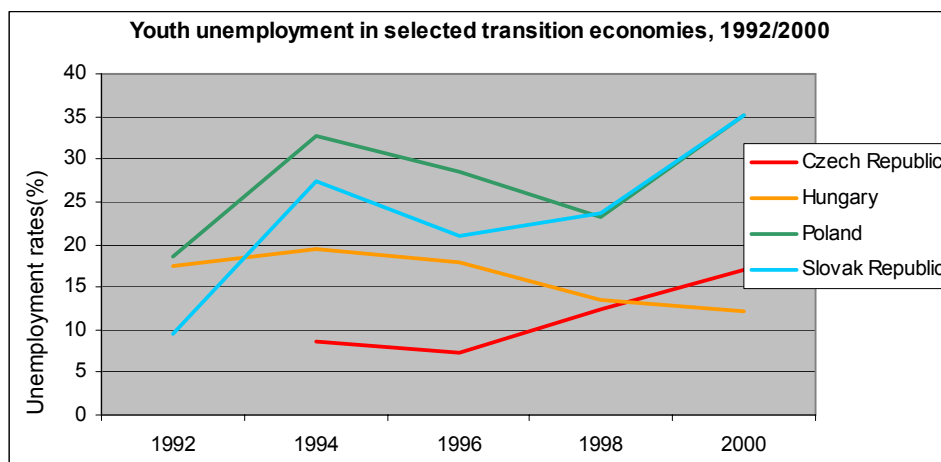


Chart 2. Source: OECD, Labour Force Statistics (LFS), Indicator series

In the latest ILO review of international employment trends, the situation in the labour markets of transition economies is stressed as a concerning one, and a particular emphasis is dedicated to the unemployment of youth. The report alleges a particularly serious problem in the youth segments of transition labour markets, testifying an open unemployment rate equal to 30 per cent as a regional average for Central and Eastern European countries⁸. If some governments may assert that their labour markets are now phased into a more manageable situation (Hungary, Slovenia), this does not seemingly typify the current state of affairs for a large share of the transition area, where indications of a significant recovery in their markets of labour have yet to be observed.

In the last four years, the scene has been set for a further increase in the unemployment of youth in transition economies, while the exceptions confirming the rule, namely Hungary and Slovenia, may only display a meagre drop in unemployment. The latest available figures depict a situation in transition labour markets where youth unemployment exceeds 15 per cent rates everywhere (except in Hungary), and in many states the situation has reached quite a critical level, with more than one out of three young people unwillingly out of a job.

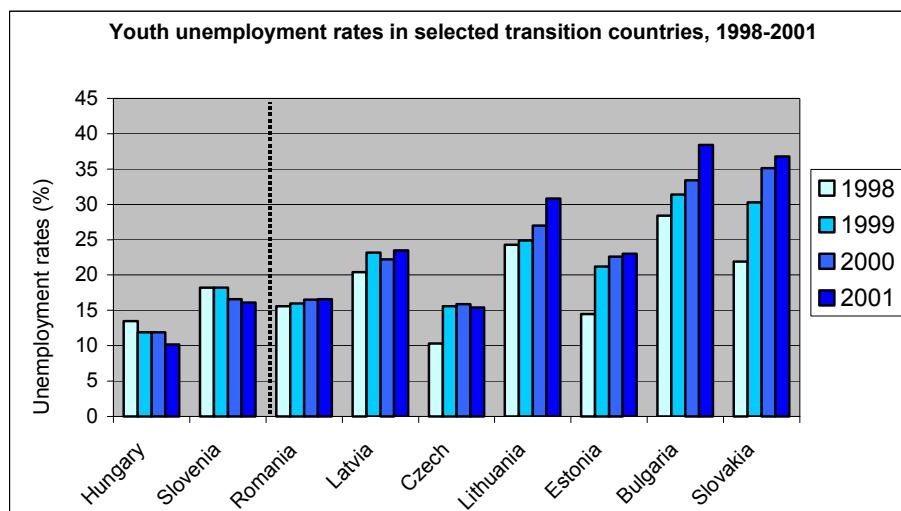
The issue of youth unemployment has thus geographically spread over the investigated decade all across the UNECE region. Now alongside Mediterranean countries (Spain, Italy, Greece, Turkey), one may find Uzbekistan and Tajikistan, Azerbaijan and Georgia, Bulgaria and Slovakia topping the UNECE rankings on youth unemployment.

1.2. Access to labour in the UNECE region: the age variable

The assessment of a prevalent scarcity of employment in the UNECE region youth segments of the labour markets needs to be furthered by a discussion on the access to existing jobs and the relative capability of youth to accede to those employment opportunities (in relation with the total active population).

⁸ ILO, World Employment Report 2001, Geneva, 2001.

Chart 3. Source: UNECE Common Database



(a) **“Generation gap” in the UNECE labour markets**

The statistical distribution of unemployment rates along the age variable displays a prevalent “generation gap” within the UNECE national labour markets. The youth to total unemployment ratios of the selected transition and developed countries exceeds the point in all but one investigated economies (Germany), with an average ratio levelling around the 2 points mark in both regional areas. Unemployment among the active youth population in the UNECE member economies is thus, it may be said, twice as high as unemployment among the total active population.

Referring to Table 2, youngsters represented an unweighted regional average of more than 28 per cent of the total population unemployed in UNECE member countries in the year 2000, a strong share of unemployment practically unchanged from 1997. This means that more than one in four unemployed in the UNECE region is a youngster, a further indication of the prevailing inequality along the age factor in accessing jobs within the region.

According to a geographical breakdown of UNECE member countries, we may see that some particular areas display much more concerning situations with regard to equality in accessing jobs. Among the identified sub-regions displayed in Table 2 the most industrialized western countries and the Central and East European countries find themselves around the average UNECE unemployment share (28 per cent). Two regions find themselves some percentage points above this mark, namely the Caucasian and South-Eastern countries, topped only by Central Asia which outdistances the other areas by more than five percentage points, with a regional youth unemployment share levelling at around 36 per cent in the year 2000. The Baltic countries demonstrate a lesser share of unemployed youth, with a rate of just over 18 per cent in that same year.

Chart 4. Source: OECD, Labour Force Statistics – Indicators, author’s calculations

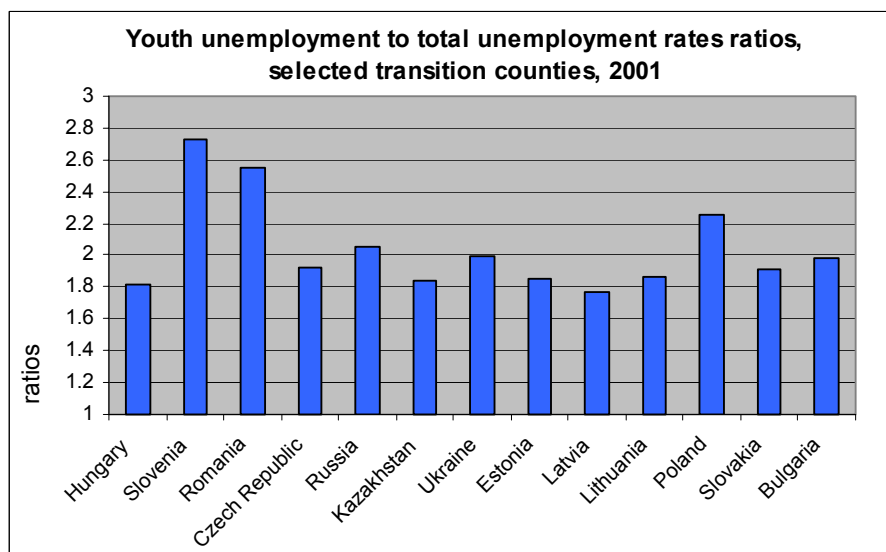


Chart 5. Source: Economic Survey of Europe 2002, No.1, author’s calculations

(b) Diachronic analysis

By taking a look at the share of youth unemployed within the active population throughout the 1990s, some further indications on the topography of the generational distribution of unemployment in the UNECE region may be evidenced.

Some UNECE members demonstrate traditionally very high shares of youth unemployment, surpassing the 40 per cent mark at the end of the 1980s. Italy is a typical example of such a category, with youth making for a dramatic 50 per cent share of the unemployed population in 1989. Topping the list of traditionally high youth share countries alongside Italy we may find other southern European countries (Greece, Spain and Turkey) as well as Scandinavian countries (namely Finland and Norway).

At the close of the decade the assessment can be made that for this group of countries a redistribution of employment among the total population has taken place, these countries having managed to bring their share of unemployed youth closer to the UNECE average, demonstrating drops superior to 10 percentage points. Along this line particular mention may also be made of Austria and Sweden, countries that figured in the average zone at the start of the decade and that managed to curb their rates to become the lower youth unemployment countries in the region as far as shares are concerned (around 17 per cent), still not yet reaching the figures boasted by Germany, which is almost a unique case in the region regarding generational equality in employment (equally so, for that matter, as concerns unemployment rates). Despite the dramatic economic and social transformations implied by reunification, Germany still managed to maintain the lowest share of out of work youth in the region: after an initial upsurge at 16 per cent (which still remained the lowest rate at the time), youth unemployment rates seemed to stabilize around the 12 per cent mark, a level in line to German adult shares. The exceptions to this trend are Norway and Turkey, where it seems no significant improvements for a more equal access among generations to the national job market took place.

In contrast with the above-mentioned group of traditionally high youth share countries, a cluster of new high share countries emerged in the 1990s, and their situation is not particularly encouraging as far as generational equality in the labour markets is concerned. In some Central and Eastern European states, youth unemployment shares began to rise at the beginning of the decade to reach a regional average superior to 35 per cent while the situation for youth activity was the source of even greater concern in the Central Asian countries. In some particular countries the situation of youth employment became outright alarming, with

unemployment shares surpassing the 45 per cent mark in Poland and Romania, and reaching unseen numbers in Kazakhstan and Uzbekistan, respectively levelling at 54 per cent and 64 per cent.

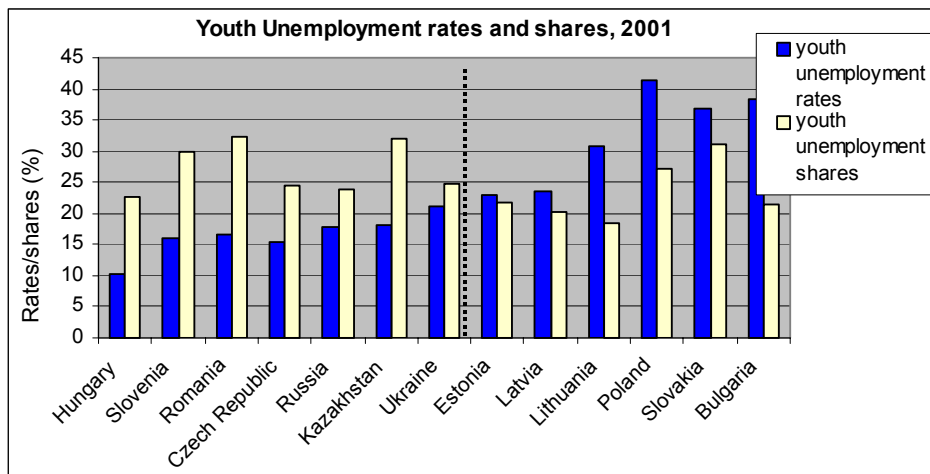


Chart 6. Source: UNECE Common Database

Chart 14 presents a distinction between a group of countries where unemployment shares are inferior to unemployment rates and another group where shares are superior to rates. In similar quantitative unemployment conditions across States, in some States youth are better off than others as far as unemployment. The comparison between Slovenia and Slovakia is quite informative: in both countries we may see that approximately one out of three unemployed is aged between 15 and 24, but this stands within a background of considerably lower total youth unemployment in Slovenia (inferior by 20 percentage points): the labour market in Slovenia, albeit presenting a globally good overall performance, appears therefore as much more discriminatory for the youth population. In certain countries the tensions imposed on the labour market by various national and international factors are more at the expense of the youth population, whereas others display a much more egalitarian labour market as far as generational aspects is concerned.

1.3. The red line: discouraged young workers

As the situation remains a critical one and as the prospects for the future leave little scope for optimism for many UNECE youth populations, finding and maintaining a job may seem to some youth, particularly the most disadvantaged ones (cf. I.B.2.a.), an ever hazy enterprise. This critical situation in transition countries gives way to a rather new and particularly disquieting phenomenon in the labour markets of many countries, often referred to as “hidden unemployment”.

This issue hints at the question of youth participation in the labour markets, i.e. the share of active youth (either working or job-searching) in the total population⁹. We need to take notice here of a clear pattern of declining participation rates in transition economies during the 1990s, a feature which is quite in contrast with the prevalent trend in the rest of the UNECE region which is markedly one of rising participation rates.

⁹ Following the ILO definition, the labour force participation rate is the “measure of the extent of an economy’s working-age population that is economically active”; it is calculated by expressing the number of persons in the labour force as a percentage of the working-age population.

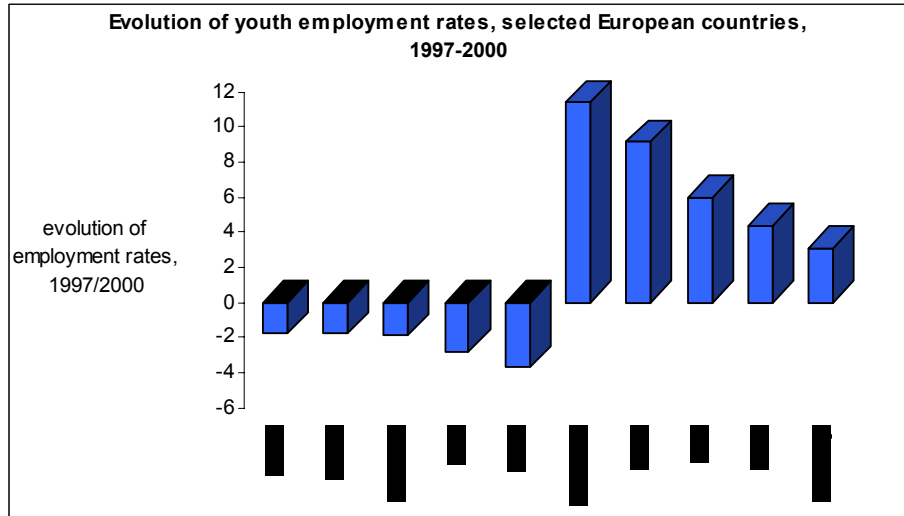


Chart 7. Source: Eurostat, Employment in Europe, Recent trends and Prospects, European Commission July 2001

In the Western economies of the region, especially in its most flowering economies (Netherlands, Ireland...), the trend has persistently been one of widening active populations and rising employment rates, an evolution also intimately linked with the social advancement of women. In the transition to market-based economies in the East, this trend should by expectation have been even more marked as part of the process of ‘catching up’. However, transition economies are actually moving in the opposite direction.

The lowering of participation rates, it may be argued, is related in some instances with enrolment rates, in a mechanism where a slimmer productive population in the present is to be related with a wider schooling and a higher educational attainment, thus capitalizing on a future greater productivity of the population.

However, this does not seem to be the driving force in the shrinking of the active population as acknowledged in transition countries. The unweighted regional averages for transition countries display a much deeper phenomenon, one that also concerns the adult population, with a loss of 5 points since 1990 (population between 15 to 49), albeit striking particularly hard the youth segment of the market, which displays a loss of more than 10 percentage points.

Economists have coined the expression “hidden unemployment” to refer to this fringe of the population that does not figure within unemployment statistics. It seems there is an important, and growing, share of people not qualifying for the ILO definition of unemployed that still should be considered would-be workers. This significant decline in participation rates is rather, therefore, an indication of the momentous pressures existing in the labour market of many transition economies, and in its youth segment more specifically. The prevailing situation is thus, in our sense, better qualified by the expression “discouraged workers”. This is a concerning feature of our contemporary economies that more and more youth, faced with momentous difficulties in finding a job and attaining long term job attachment, are simply discouraged and dropping out: the red line is crossed.

This observation in turn makes for several further comments. The situation of those youth simply dropping any (formal) employment perspective, in a context of lowering social benefits, family break-up (...), makes for growing precariousness among an ever larger fringe of youth in the UNECE region. In this chapter, the situation of young women is especially disquieting. Indeed, while the contemporary economies have displayed a particularly important rise of participation rates for women, due to several societal, cultural and economic trends, such a process seems hindered in many transition economies. This shrinking of

participation rates also has the inescapable correlate of the rise of the informal labour market in general and of illegal profit-making activities in particular.

This lowering participation rates phenomenon is particularly apparent in the transition economies, but such a trend cannot be supposed not to exercise also, albeit in a more limited manner, in the more developed countries of the region, especially among the traditionally high youth unemployment countries.

The current picture of the UNECE region as far as youth unemployment is therefore one of prevalent scarcity of employment and of unequal access to employment where it exists, therefore youth in the UNECE typically experience major difficulties in accessing stable employment, a situation epitomized by a rising share of “labour market drop-outs” among the UNECE youth.

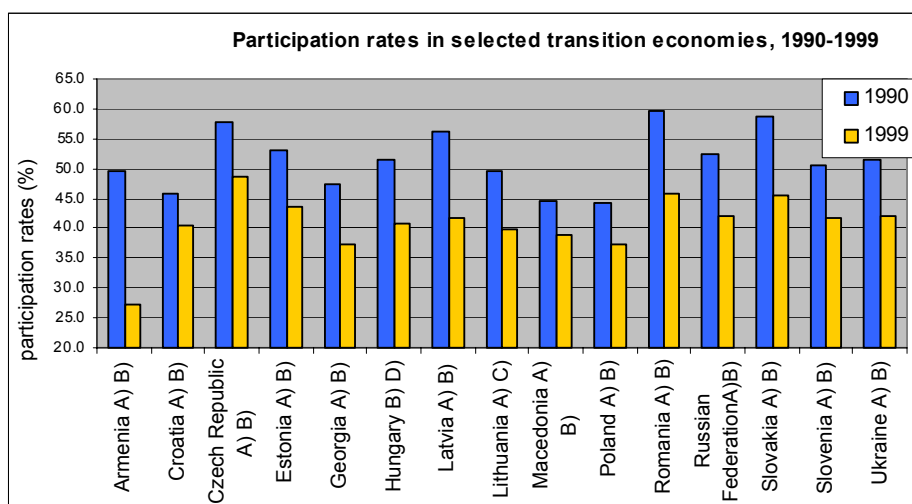
2. Youth unemployment and total unemployment

Some lines of explanation must be set for the dynamics of unemployment in the youth segment of the labour market in relation with economic growth and total unemployment. Youth unemployment should be considered neither as a fateful disruption of contemporary economies, nor as a simple phenomenon with straightforward solutions at hand.

2.1. Youth unemployment and economic growth

(a) Unemployment and economic growth

Employment is basically correlated with the evolution of the national gross domestic product (GDP), which in turn is affected by the productivity levels of the economy as well as domestic and external demand. And expectedly youth unemployment is correlated with total employment trends as may be evidenced in Chart 8.



Notes: A. Economically active population, ILO, Bureau of Statistics (data for 1990)
 B. Labour force survey
 C. Official estimates
 D. Establishment Census

Chart 8. Source: UNECE Spring Seminar 2002, Paper II: Unemployment in the Transition Economies, Ms. Alena Nesporov, Geneva, 2002

High levels of youth unemployment are basically therefore linked with insufficient outputs in national production. Economic growth is crucial to increasing employment levels, as may be illustrated by the example of Ireland, where in the context of a quite exceptional average annual growth (as compared with Western European standards) of approximately 8 per cent in the second half of the 1990s, youth unemployment rates displayed a dramatic decline, scaling down from 24.2 per cent in 1994 to 6.4 in 2000 (see Table 1). Accordingly, macroeconomic policies geared to sustaining growth and maintaining global economic equilibria are thus a condition *sine qua non* for coping nationally with high unemployment levels.

(b) Youth unemployment: a complex variable

Bearing in mind this correlation between growth and youth unemployment, it seems nonetheless that youth unemployment also needs to be considered in a more specific argument. It is clear in fact that youth unemployment varies significantly from country to country within similar conditions of economic growth and total unemployment. It is a well-known matter in economic theory that similar rates of economic growth may entail quite distinct rates of employment growth, with reference to the varying employment-value of GNP growth (a longer discussion on this chapter follows, section I.B.3.a.).

Likewise, the dialectic between total and youth unemployment should not be oversimplified. An ILO comparative study on the Canadian and German youth labour markets¹⁰ illustrates this point. The Canadian labour market created many more jobs than the German labour market during the 1970s and 1980s, with a marked discrepancy between employment growth in the two economies, accounting for 62.9 per cent and 6.2 per cent growth rates in Canada and Germany respectively between the years 1971 and 1990. Expectedly, this would point towards a greater ease for new (and young) entrants in a much more dynamic Canadian labour market. However, the Canadian economy actually proved unable to attain a significant reduction of

¹⁰ D.M. Gross, Youth unemployment and youth labour market policies in Germany and Canada, Employment and Training papers no 37, ILO, 1998

youth unemployment which consistently retained high rate levels, well above the levels of total unemployment, while German young workers' unemployment steadied below adult rates, even in times of economic hardship.

The link between youth and total unemployment cannot thereafter be discarded as a straightforwardly mechanical one, as cannot be the compared dynamics of growth and employment.

2.2. The dynamic correlation of youth employment and economic growth

For the purpose of better understanding the mechanics that govern youth unemployment, an appraisal of the economic dynamics that link growth and unemployment, and total and youth unemployment is called for, so as to move beyond the conception of a static connection between (youth) unemployment and growth.

(a) Youth are particularly vulnerable in unemployment

The compared diachronic evolution of youth and total unemployment rates brings to this discussion some suggestive complementary assessments. Investigating the statistical correlation between both segments of the labour market serves to indicate how a stronger unemployment in the general population affects the particular youth population in accessing jobs, and conversely.

Chart 9 graphically displays the compared evolution of youth and total unemployment rates in some UNECE member countries through the 1990s. When taking a glimpse at the curves a dominant pattern springs out of steadier total rates trend lines and more erratic youth unemployment evolutions. The example of Sweden is particularly suggestive, while only epitomising the economic history of most UNECE member labour markets. Youth rates went through quite a sharp ascent at the beginning of the 1990s, only to curb down with the close of the decade, while total rates display a rather more steady evolution. Hence the economic slumps of the mid-1990s appear to have been borne principally by the youth segment of the labour markets through sharp variations in unemployment.

This graphic representation of the correlation between total and youth unemployment therefore displays a more than arithmetic correlation between the variables. The prevailing pattern in the UNECE is thus one where youth unemployment rates are more than correlated with total rates, thus allowing for the inference that youth are more vulnerable than the total population in front of rising unemployment in the economy.

Youth are typically more vulnerable than the general population in front of unemployment in the UNECE region, but some particular youth populations are more vulnerable than the general youth population. "Youth" is a label that refers to a wide landscape of social, economic and cultural conditions to make for quite varied labour market postures across these varied populations. Specific groups of youths, as ethnic/religious minorities, early school-leavers, young females, or the mentally or physically disabled, appear to be proportionately much more vulnerable than the global youth population to unemployment. As an ILO paper notes, "socially disadvantaged youth are particularly affected [by unemployment], thereby perpetuating a vicious circle of poverty and social exclusion"¹¹.

¹¹ White and Keanon, Enterprise-based youth employment policies, strategies and programmes, Skills Working Paper 1, ILO, p. 2, Geneva, 2001.

Chart 9. Source: UNECE Common Database

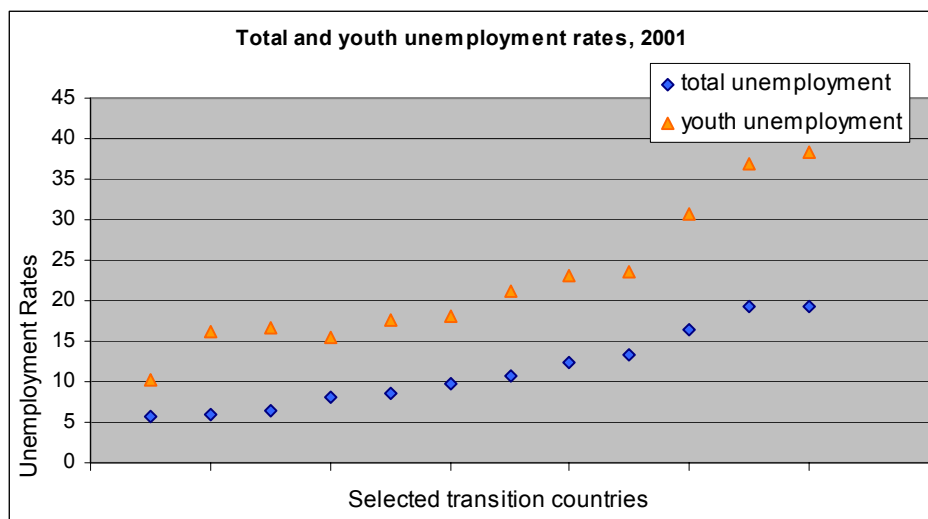
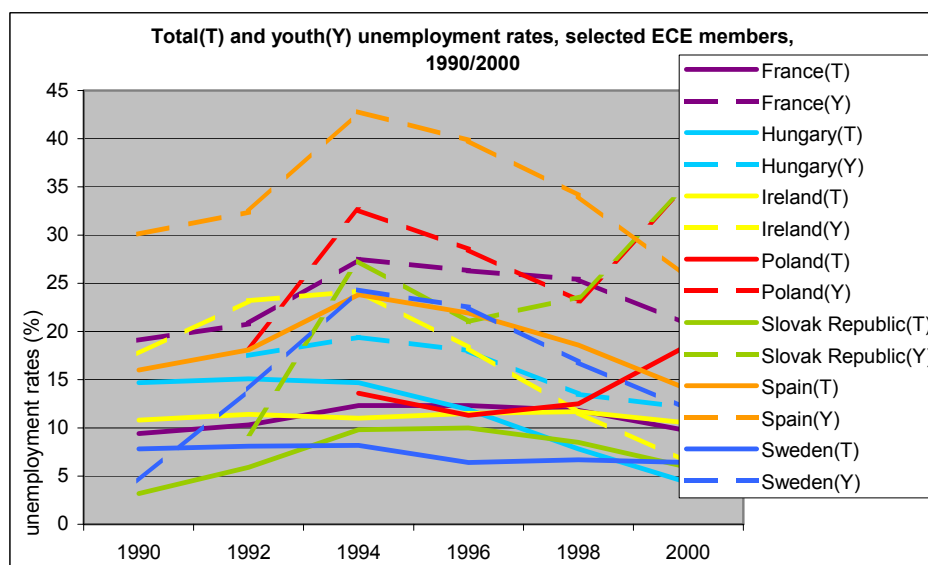


Chart 10: Source: OECD, Labour Force Survey – Indicators series



When considering various subpopulations attainment in the UNECE work markets, Ms. Alena Nesporova reports that the school drop-outs without work experience are the hardest hit sub-population¹². An assessment that is particularly true for transition economies, but that is also quite relevant to the more developed countries of the region.

The distinction between “teenagers” (aged 15 to 19) and “young adults” (aged 20 to 24) is also operative as regards youth unemployment, with a pattern of considerably higher unemployment for teenagers. In Hungary, Keune¹³ records how teenage unemployment rates more than doubled young adult unemployment during the 1990s.

¹² Alena Nesporova, op. cit.

¹³ Keune, Youth Unemployment in Hungary and Poland, Employment and Training Papers no 20, p.14, ILO, 1997

A special emphasis will be dedicated here to the issue of gender, to understand if (and rather, how) it is operative on the youth unemployment chapter. It seems reasonable enough to assert that there is a pattern of gender discrimination in the economies of the region. Male unemployment rates in the UNECE are consistently about two percent lower than female unemployment rates: the unweighted panel averages of selected UNECE member countries display a youth male unemployment in 2000 equal to 15.5, the average for young women being 17.8 (see Table 3). We also need to bear in mind that this pattern is also operative as regards participation rates, therefore making for an even deeper gender gap in youth access to work than unemployment rates may reveal. Countries like Greece, Spain, Italy or France all display quite larger than average gender gaps in the matter of youth unemployment, exceeding 15 and 13 percentage points respectively for Greece and Spain

It is important however to move to a more refined grasp of the matter. Firstly it has to be noted, it is quite a notable fact that several countries, both from the developed countries and transition economies, are characterized by relatively higher rates of male youth unemployment. Germany, the United Kingdom, Sweden, Ireland or Turkey all display lower young female unemployment levels.

Whereas the pattern of discrimination in the work place continues to be present in the UNECE area, the relative situation of young men appears to be worse in some countries. Several explanations for this feature may be brought forth. A first line of explanation, the most limited one substantively, would consider participation rates, which are traditionally higher for the male working force, making for a statistical gap between "real" and statistical unemployment, a certain type of "hidden unemployment". As a further more consequential argument goes, relatively higher male unemployment may be owed to massive restructuring in traditionally largely male sectors of activity, as in heavy industry, a fact that is obviously particularly relevant to the transition economies' large involvement in those sectors of activity. This phenomenon may also be operational in developed countries, even if it is not so visible due to a greater economic differentiation of their productive activities, still this may be quite relevant to certain sub-national regions particularly affected by the crisis in heavy industries.

Such types of arguments though are based on a negative line of explanation, and cannot explain the whole feature of this apparently better performance of young women in the labour market, especially in the context of growing economies. A more positive understanding of the phenomena should be dealt with.

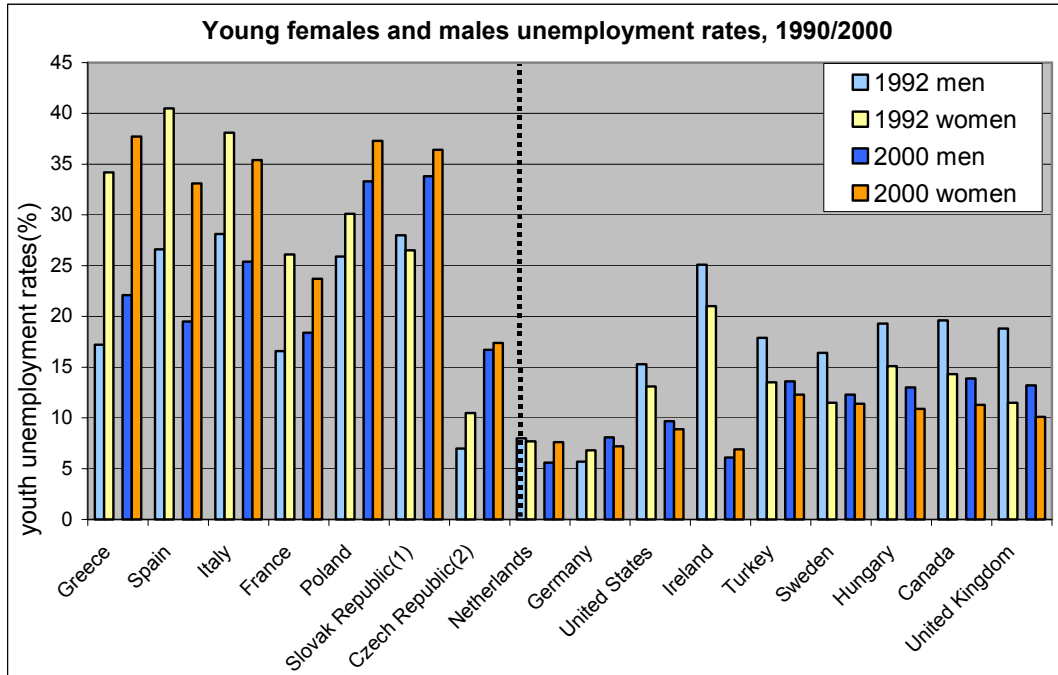
The unweighted gender gap ratio calculated from the selected panel of UNECE countries in Table 3 reveals that young women in the UNECE region are less gender discriminated than their adult counterparts in front of unemployment (with respective ratios of 1.15 and 1.27). From this standpoint, one may infer that young women are gradually, if slowly, enhancing their integration within the labour markets of the UNECE, and that diachronically, the gender gap in employment is receding.

This brings us to the argument that young women are performing increasingly better in what could be referred to as the labour market 'gender competition', thereby apparently managing to crush the cultural biases they traditionally encounter in the working place, and are becoming important new actors in the growth of their national economies. Stronger motivation and dedication to their work (related to the historical novelty of their economic participation and perhaps to a still relatively more precarious social situation), or a relatively better educational attainment may shed some light on this important aspect of contemporary UNECE economies. This last factor is specifically mentioned in a Youth Forum report on unemployment in Europe, stressing the fact of an increasingly better qualification of women in terms of vocational/educational preparation: "young women in the European Union are now consistently doing better at school and university than young men, and if this trend continues their level of attainment will be higher than that of young men in all of the Member States"¹⁴.

¹⁴ Katy Orr, The European Youth Forum Report on Youth Employment in the European Union in 1999, January 2001.

Slovakia: 1994/2000
 Czech Republic: 1993/2000.

Chart 11. Source: OECD Labour Market Statistics - Labour Force Statistics by sex and age (in thousands), Labour Market Statistics – Standard labour market indicators, author's calculations.



The conclusion stemming from this argumentation is that youth are particularly vulnerable in times of economic difficulties in terms of access to employment, in comparison to the general population. And some types of youths are more vulnerable than others. But these specific sub-groups, as the example of young women may suggest, are a population that varies significantly from country to country and that needs to be appraised accordingly.

Youth participation is beneficial to the growth of the economy and employment.

It is crucial for a proper appraisal of youth unemployment to understand that youth and adults are not locked into an economic zero-sum game. The following chart some important assessments to be made on this point.

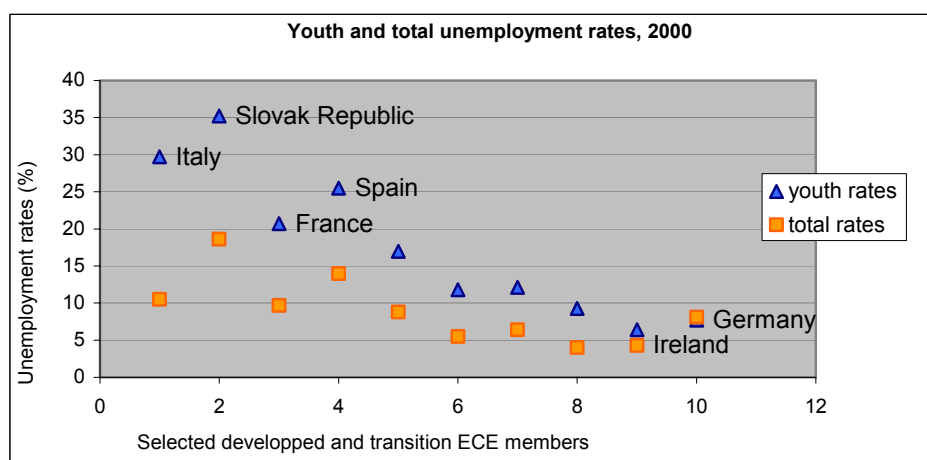


Chart 12. Source: OECD, Labour Force Statistics (LFS), Indicator series

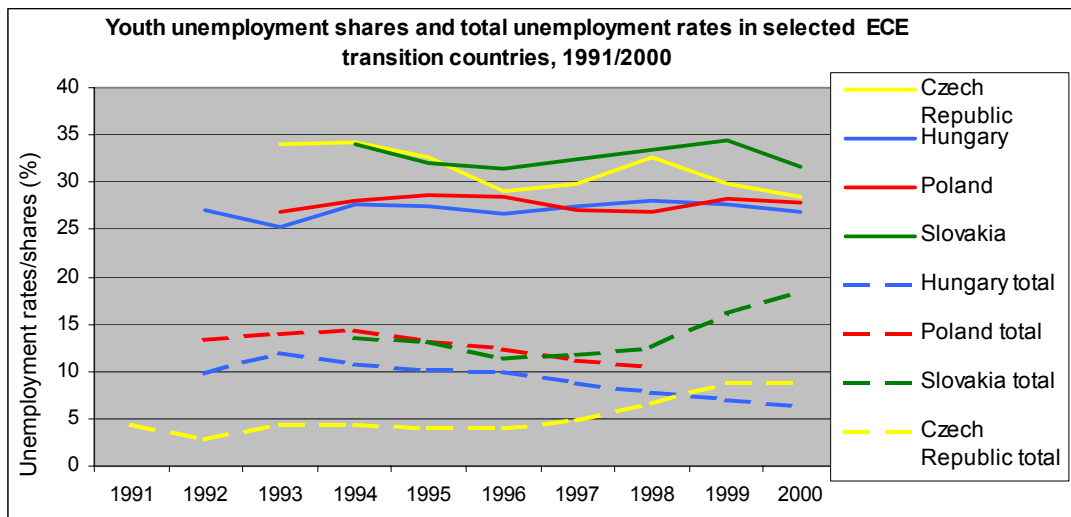
The main feature that emerges from chart 12 is that countries with the greatest gap between total and youth shares (Italy, Slovakia, France...) are also the ones that have the strongest total unemployment rates and conversely, countries with the lowest total rates are also countries with the lowest "generation gap" in their labour market (Germany, Ireland). It may be inferred thereby that a greater participation of youth in the labour market does not appear to be detrimental to total employment. On the contrary, good records in youth labour markets seem to be an important component of their overall economic performance. The example of Ireland brings again an interesting contribution to this discussion, since it appears that the dramatic Irish growth of the second part of the 1990s was coupled with a relatively much higher progression of employment within the youth segment of the labour market. In fact, while youth rates underwent a dramatic decline from 1994 onwards (departing from rates close to 25 per cent in 1994 to end the decade with a 6.5 per cent rate in 2000), total unemployment rates only experience the most meagre of drops (-0.5 percentage points between 1994 and 2000)¹⁵. The stunning Irish growth of the 1990s has therefore been chiefly a youth employment-value growth. It should therefore be inferred thereafter that growth in Ireland during the 1990s rested heavily on the quantitative and qualitative labour input of Irish youth.

Similarly it may be observed in chart 13 how an increase in total unemployment did not correlate eventually with an increase in the share of youth unemployed in the cases of the Czech Republic and Slovakia, the opposite is true instead. Such a trend suggests how youth are playing an active role in the performance of these countries' economies and their modernisation. This statistical analysis featuring the relevance of the youth workforce in the growth of UNECE economies seems therefore to converge the main substantive conclusion of a recent report on youth employment in Europe, which asserted "young people represent the principal source of new skills in the labour market. They have a particular aptitude for the skills required by the information society and the knowledge-based economy"¹⁶. Youth in the labour market therefore may be rightly referred to as a crucial collective actor in the modernisation of economic landscapes and in bringing in the innovative impulse that nourishes economic growth in the contemporary UNECE region.

¹⁵ See Table 1.

¹⁶ Get In! Brussels, 2000.

Chart 13. Source: OECD, LFS- Indicators (for total unemployment rates) and ILO, Laborsta database,



Unemployment by sex and age (in thousands), author's calculations (for youth unemployment shares).

2.3. The relevance of policy

(a) Youth unemployment: economic constraints and political choice

Despite a similar regional pattern characterised by economic difficulties and low (if positive) growth leading to high (particularly youth) unemployment in the 1990s, major discrepancies among national labour market contexts are observable.

In fact we can remark here that across the region, unemployment levels go through all possible configurations, passing from minor levels of unemployment around the 5 per cent line (corresponding to so-called "natural" or "structural" unemployment levels in economic theory), up to distressing levels with rates surpassing the 30 per cent line. This marked disparity among national situations is blatant at the level of the UNECE area, which accordingly embraces somehow diverse economic contexts, but it is also manifest in the scope of allegedly more coherent groups of countries as far as economic characteristics: among the west European developed economies, youth unemployment rates in Spain and Italy are six times higher than those in Germany and Ireland for instance, and similarly 30 percentage points divide the Slovak and the Hungarian contexts as far as youth unemployment is concerned.

Therefore major differences in the UNECE labour markets landscapes may be beheld. Indeed it is obvious to begin with that every country initiated the decade with varying national economic configurations; regional and international economic conditions and imperatives bear in different manners on the economies of countries, thus leaving scope for certain variations in economic outputs across them. As already mentioned, there is, broadly conceived, a common background in the economic history of the UNECE region during the 1990s against which its member economies can be related to. However, an even more determinant factor explaining the above-mentioned discrepancy on labour market performance in the UNECE region resides in the way each country actually responded to the national and supra-national situations that its economy has to face; this response is the matter of policy, as indeed, policy matters.

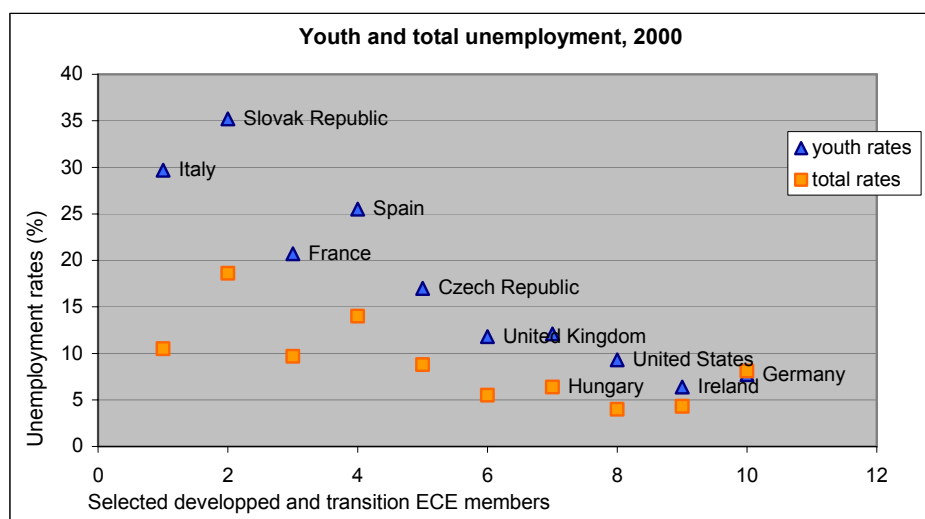


Chart 14. Source: OECD, Labour Force Statistics (LFS), Indicator series

This issue may be usefully enlightened through a brief historical overview of the economic transition in Central and Eastern Europe and the CIS countries. There is a pattern of labour market trends in the transition economies, which is correlated with a common economic environment and related policy imperatives: intense external shocks and macroeconomic austerity measures. However, within this common frame, there is room for great discrepancies in unemployment rates among countries. These differences are intimately linked with the fundamental macroeconomic choices made by the successor governments of the transition era: whether a given country chooses to focus its macroeconomic policy for example either on improving productivity ratios or on keeping up employment levels (supply-side or demand-side economic policies), is a fundamental policy choice that induces quite distinct alternative paths on the course of unemployment within a national economy, both in the short to medium and longer terms.

It has been convincingly demonstrated how the different policy paths that were followed in the transition economies are a fundamental determinant in the eventual course of employment in the region. Countries such as the Czech Republic, Romania and Slovenia were able to keep employment losses well below those of production, at the cost of labour productivity losses, while others such as Bulgaria, Hungary and Poland, achieved labour productivity increases by sharper cuts in employment¹⁷.

The particular modalities chosen to take forth the economic reforms implied by the transition also significantly influenced unemployment trends. Whether a certain type of shock therapy or a more lenient hand was driving State policy, labour markets conditions varied profoundly. Ms. Alena Nesporova observes that since the very earliest stages of the transition a significant difference in employment trends had emerged between, broadly speaking, the Central and Southern European countries (CSEC) and those of the Community of Independent States (CIS): In the CSECs the employment fall was already dramatic in the nascent years of the economic transition, whereas the fall was at a more gradual pace in the CIS regions¹⁸, making for quite distinct statistical appraisals of unemployment.

(b) Youth unemployment in the UNECE: some good records

Leaving aside the three main patterns of youth unemployment in the region, i.e. stagnating high levels of youth unemployment, rising rates and meagre drops in some cases, there is a group of countries that distinguish themselves through consistent good records or significant improvements in their labour markets.

¹⁷ Alena Nesporova, op. cit., p.2

¹⁸ Alena Nesporova, op. cit

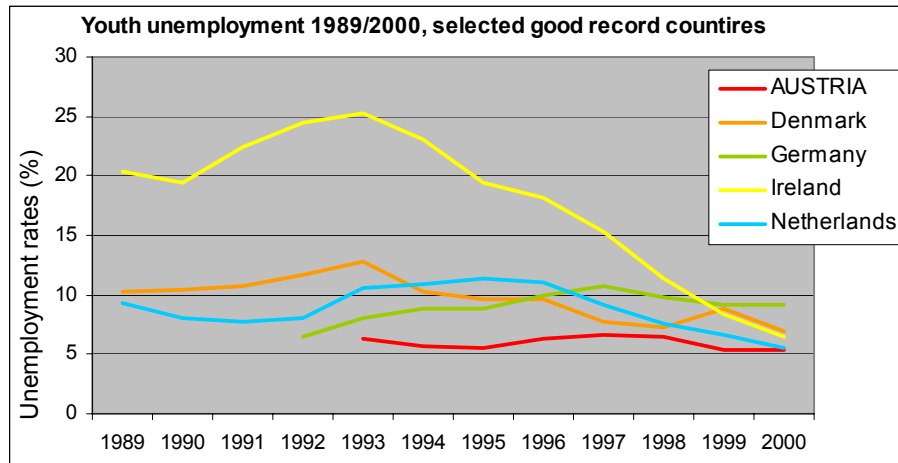


Chart 15. Source: UNECE Statistical Database, from national statistics and direct communications from national statistical offices to UNECE secretariat.

When contemplating the issue of youth unemployment, Germany conventionally springs out as a special case. The German labour market is the perfect counter-example to the rule that youth unemployment rates always exceed (and double on average) total rates in the UNECE. During the past decade, German youth unemployment according to OECD statistics (cf. Table 1) was consistently below total levels throughout the whole of the 1990s except in one year (1996), and Germany closed the decade with a youth to total unemployment ratio equal to 0.79 (2000). Therefore, despite the economic shocks that hit the whole of Western Europe throughout the 1990s, and despite, even more significantly, the major challenge that the political reunification of the Cold War ‘Germanies’ brought in economic terms, the country’s youth continued to benefit from a fine labour market situation.

This relatively sound working of the labour market is widely publicised as directly proceeding from an educational system that has proved to be in very good match with the world of labour, the so-called “dual system” of education or apprenticeship system, whose main features are discussed hereafter (II.A.2). It may be argued that this system in which apprenticeships in firms are granted an important role involves a purely statistical dimension downplaying real levels of youth unemployment: for statistical purposes German youths are apprentices rather than unemployed, but they equally are not holders of a true stable remunerated occupation. To this argument it may be objected straightforwardly that keeping youth on-the-job (even if somehow unnaturally as regards the free working of the market) is certainly better than leaving them restless. In a more substantive argument furthermore, it seems that the large activity rates of the German youth is a solid reality that brought many generations to an eased transition between school to work, and throughout the 1990s, no indication prevails as of its anachronism.

This discussion on Germany rejoins what can be said on other traditionally good record countries: Denmark, Austria. These countries have also organized their educational system along the dual system, with a large share of young people heading towards technical education and on-the-job apprenticeships. But the especially good situation of unemployment in those countries also hints at another interesting point to be made: the relevance of active labour market policies (ALMP). According to the literature, the recourse during the 1990s to ALMP in curbing youth unemployment in Denmark, Austria and the Netherlands has “already shown its positive impact”¹⁹. This assessment is also extended to other countries where “general policies favouring young people were successfully undertaken” (in this instance the authors refer in particular to Germany and the United Kingdom), countries that experienced a decrease in the number of

¹⁹ Peter Auer, Employment revival in Europe : labour market success in Austria, Denmark, Ireland and the Netherlands, p. 92, Geneva , International Labour Office, 2000.

young unemployed during the troubled 1983-1995 years²⁰. In the Netherlands, youth unemployment rates were cut by half in the second part of the 1990s (scaling down from a 12 per cent to a 6 per cent rate), an evolution that coincides with a more proactive stance in the field of labour market policies.

The impact of ALMP is further to be spotted in what constitutes perhaps the most striking evolution as regards unemployment of youth in the UNECE region during the 1990s, i.e. Ireland. As is depicted in chart 15, the Irish economy proved capable of drastically bringing down the level of youth unemployed after 1993. It is clear, as already mentioned, that the impressive growth rate experienced in Ireland in the second part of the 1990s has got a lot to do with this reduction in unemployment rates. However, the employment-creation propensity of growth in Ireland is a crucial feature that needs to be linked with the proactive stance the Irish government has taken on unemployment, and specially that of its youth.

We hereafter develop this important point under a further heading (II.B), in the meantime it needs to be noted here that the activation of passive labour market policies has been an important aspect of these aforementioned countries' consistently or newly stored away good records in the youth segment of their labour market.

The conclusion to the first part of this study is that youth truly are in the frontline as far as evolutions in the labour market are concerned. Youth are instrumental to the general growth of both the economy and employment, whilst they also are the first exposed in times of economic hardship. A policy seeking a greater integration of youth in the labour market seems therefore crucial, both in economic terms as well as for social considerations. A good general situation in the economy, i.e. macroeconomic stability, budget equilibrium and general growth, is crucial for a sound working of the youth labour market. It is clear that having enough apprenticeship places for instance, entails a strong economic background. However specialised policies, if they cannot be considered magic formulas, are still relevant to curbing down youth unemployment. It is thus vital to intervene at various policy levels, regional, national or sub-national, in order to ease and foster the participation of the youth workforce in the labour markets of the region. In that perspective, we hereafter focus on several policy devices, as well as private or semi-private specific programmes, that we deem worthy of close consideration. A special emphasis will be devoted to the two issue areas just mentioned for their demonstrated relevance in curbing youth unemployment, i.e. an efficient educational system and a proactive stance as regards labour market policies.

II. YOUTH UNEMPLOYMENT: SELECTED ISSUE AREAS AND RELATED POLICY ROUTES

Some common problems and policy priorities may be evidenced as particularly relevant to the UNECE region economies for particular emphasis:

A better and higher-level education and training that matches the needs of the labour market. Growth and productivity in the UNECE are dependent on higher and better-educated persons, both in general education and specialist training.

Active labour market policies. In the contemporary period of profound economic change (in the transition area specifically, albeit also in the western countries) there is an acknowledged priority for innovation and redeployment that makes for a policy rationale that strongly supports new sources of job creation rather than protection of insiders and established labour market features. Youth have a very special position to uphold within this policy rationale, as being a crucial social actor in modernization and innovative endeavours within the economy.

These two issues should be construed in our approach as potential alternatives in a multileveled strategy against unemployment of young people at the national level. These issue areas, along a few others, will form

²⁰ Caroleo and Mazzotta, Youth Unemployment and Youth Employment Policies in Italy, Employment and Training Papers no 42, ILO,1999.

the basis for a presentation that henceforward puts in parallel some causal analysis and some related policy alternatives. It will unfold along the basic distinction between supply-side and demand-side economics in labour market theory.

1. Labour Supply Factors

1.1. Education and human capital investment

The relationship between education and youth unemployment is a Janus-like issue. In one regard, there is a widely alleged positive relationship between education and economic growth. On the other hand, school and university may also constitute a sort of “waiting zone” for potential entrants in the labour market. Youth faced with difficulties in entering the labour market may seek in further education an artificial haven. At the state level, rising tertiary enrolment rates may also indicate a desire to maintain a share of the would-be working population away from the scope of unemployment statistics... and expenditures. In such cases, one could argue, longer educational levels may no longer constitute the crucial asset of new entrants in the labour market. Instead, this trend leads macrosocially to rocketing rates of highly educated youth unemployment. Such a pattern has come to typify in some aspects most developed economies labour markets: Italy and Spain, traditionally high youth unemployment countries, saw their national educational attainments rise at a high pace in the 1980s, to end the 1990s with graduate unemployment levels of 30 per cent in the 25-29 age group²¹. Such a trend is not confined to the richest countries of the region though, it appears as a still latent but growing reality in many transitions countries.

It remains unambiguous nevertheless that education certainly has to be considered as a potent lever on the unemployment levels of the younger population. The issue may be developed through a micro and a macro perspective. From a macro-economic standpoint, the international distribution of labour as it stands is widely thought to entail a specialization in that kind of knowledge intensive labour for the economies of the UNECE, thus making for an ever growing demand of qualified labour. It is widely believed indeed that economic growth in contemporary world economy requires ever greater standards of training and education as it relies heavily on knowledge and technological progress. It has become a matter of common understanding that today the labour market requires high levels of both generalistic and specialized education to alimnt its ever growing demand in knowledge-intensive jobs, especially, but not uniquely, in the high-technology segment. Macrosocially, better and higher standing education is crucial in attaining greater productivity levels for the whole economy. Micro-economically, the argument may be made by grasping the negative: it has already been stressed that school drop-outs undergo momentous hardship in coming up with a job in the UNECE labour markets, to make it the hardest hit subpopulation in Ms Nesporova’s account of UNECE labour markets. Good education accordingly, both general and specialist-oriented, is therefore widely and rightfully alleged to be the main asset young people can capitalize

school leavers: according to a recent report, 80 per cent of youth unemployment is caused by first entry problems in Finland, Greece and Italy, but only 20-25 per cent in Austria, Germany and the United Kingdom, and only 15 per cent in Denmark²³. The induction that easier first entry means lower youth unemployment is straightforward enough. Similarly, Gross's aforementioned comparative analysis of Canadian and German youth unemployment grants great significance to the impact of two dissimilar educational systems on the transition between school to work²⁴. In their conclusion of a study on French youth unemployment, Bruno and Cazes consider that education and training, i.e. access to qualifications that are better streamlined with labour demand requirements, is the most significant variable (besides economic growth) as far as youth unemployment in France is concerned²⁵.

In fact, the relationship between learning and working may be described as responding to two distinct but coexisting models, theoretically set up in an ILO paper by Caroleo and Mazzotta²⁶. Youth unemployment is viewed as responding to two ideal-typical frames, the first one called the "rich urban model" and the second one the "poor marginal model". Their analysis may be helpfully brought in here as far as it alludes to the relationship between education and unemployment. In the first model, it is asserted, prevails a highly educated type of youth unemployment (geographically located in the metropolitan areas of most developed Europe) whereas the second model relates to the sociological type of the low-educated unemployed. This theoretical frame allows for an interesting insight as far as policy-framing is concerned: whereas in the regions best addressed by the poor marginal model, educational policy should primarily focus on raising the educational attainment of the whole population (both in general and specialist knowledge), such a policy would prove counter-beneficial in a context of already highly-educated unemployment and the focus there should rather be set on dealing with a mismatch in supply and demand of skills in the labour market. The priority in the rich urban areas is a better streamlining of youth labour supply with the qualitative demands of labour.

To gather up the several strings set forth on this crucial relationship between education and employment, we may endorse the fact that theoretical conditions of equilibrium between labour supply and demand are conventionally quite distinct from the day-to-day reality of the labour markets, where market failure is present. This practical fact often made way for governmental intervention aiming at correcting the natural asperities of each national labour market. Education, and educational policy, is thought of as a way to bring the productivity of first entrants in the labour market in closer line with the costs of labour as they are set by the market. A low skilled population, and mismatches between supply of skills and demand, are unambiguously a strong hindrance in the present and future ability of countries (especially in transition) to adapt to a fast evolving economy and eventually to curb youth unemployment rates. Strong public investments in human capital, and proactive educational policies, appear to be of momentous importance for the situation of youth unemployment in the region.

When mentioning good practices in this chapter of the relationship between school and labour, it is hardly possible not to mention the German educational system. Stemming from what generally appears as the exceptionally good situation of youth employment in that country, the German example is widely mentioned as a reference point on how to administer a positive transition from school to work nationally. Indeed, Germany may boast a number of strengths in its educational system and the relationships with the professional world it benefits from, which might well provide new ideas for other countries.

The so-called German dual system of education is structured around two distinct educational paths, a generalistic course, that leads to theoretical education within universities, and a highly structured and

²³ GET IN! Brussels, 2000.

²⁴ D.M. Gross, Youth unemployment and youth labour market policies in Germany and Canada, Employment and Training papers no 37, ILO, 1998.

²⁵ C. Bruno and S.Cazes, French youth unemployment, An overview, Employment and training papers no 23, ILO, 1997.

²⁶ F.E. Caroleo and F. Mazzotta, Youth Unemployment and Youth Employment Policies in Italy, Employment and Training Papers, ILO, Geneva, 1999.

developed vocational path, which accounts for around 65-70 per cent of young people²⁷. Many German young people thus undertake some form of education or vocational training at least up to the age of 18, the principal route being apprenticeships. Apprenticeships combine formal in-company training and in-school theoretical training. The in-firm training generally takes the form of three-years working contract with an allowance.

The German system displays a high degree of integration between the educational systems and the labour market. The system is thus co-financed by government and employers. The training/educational content is co-supervised by unions and employers, thus ensuring that programmes are tightly in line with the requests of the labour market and also ensuring a certain equilibrium between general and specialised education (unions usually press for more general cursus, whereas employers are more intent on specialist training). A national certification system makes for a common evaluation of each student's results throughout the country. Particularly interesting within this system are the schemes destined for drop-outs, with remedial measures available to anyone experiencing difficulties fitting into either the vocational or the general cursus in the form of one year general training or pre-vocational courses.

In the end close to 60 per cent of the young entrants in the German labour market possess a vocational training and diploma²⁸. The transition from school to work is largely facilitated by this three-year professional experience which often ends up with a proper working contract, thus largely limiting the phenomena of job-zapping. This structure, while ensuring levels of youth unemployment that are typically lower than adult rates, has the negative counterpart of not allowing for much upward social mobility in a system that is sometimes described as inflexible²⁹, with young people's careers decided very early on.

The German system of apprenticeships is therefore a momentous framework which enjoys a long tradition and a tested administrative structure. In many other countries, vocational training is not the object of such an advanced structure and high standing. In order however to compensate the shortage of graduates with specialized vocational skills that is prevalent throughout the region, some examples of more limited measures have been introduced within the traditional generalistic system.

The Norwegian government launched a programme called Reform 94 with the aim of providing all willing youngsters (aged between 16 and 19) with three-year upper secondary vocational training, with a set target of one-third of the relevant age group. The programme actively involves employers and educational authorities with providing vocational training places in school and apprenticeship places in enterprises³⁰.

In the United Kingdom, Modern Apprenticeship programme (formerly Youth Training) is set to provide teenage unemployed (aged 16-17) with direct on-the-job experience for a period of one to two years. The apprenticeships are mainly subsidised by the government. Some data is available on the assessed utility of the programme in enhancing employment within the youngest unemployed, and despite the limited nature of the provision (with respect to the two aforementioned systems), there are positive indications over the upshots of the programme: the net estimated effects appear to be of the order of 5-11 percentage points (a teenager with a 77 per cent chance of finding a job would find this probability increased to 82-88 per cent), with a stronger average for teenage girls.

Investment in human capital represents overall a particularly important driving force on employment trends. Education should not be construed as a panacea *per se*: a policy aimed at enhancing the educational attainment of the general population may well, indeed, be reduced eventually to a straight route from low-

²⁷ Niall O'Higgins, The challenge of youth unemployment, ILO employment and training papers no 7, Geneva, 1997.

²⁸ Jacques Gaude, L'insertion des jeunes et les politiques d'emploi-formation, Cahiers de l'emploi et de la formation, No 1, Geneva, 1997.

²⁹ For example: Buechtemann, C., Schupp, J., Soloff, D, Roads to work: school-to-work transition patterns in Germany and the United States, *Industrial Relations Journal*, 24:2, 1993.

³⁰ Source: Response of the NHO (Confederation of Norwegian Business and Industry) to the IOE Survey, in *IOE Programme of Action on Youth Employment, Enhancing Youth Employment: Employers' Actions (Draft Programme)* Geneva, June 1998

skilled to high-skilled youth unemployment. For education and training to have a really substantive bearing on youth unemployment there needs to be a close relationship between the world of learning and the world of work so as to generate the type of dialectic between education and employment that is beneficial to economic and labour demand growth.

1.2. Vulnerable youth

It has already been the object of attention in the first part of this paper that certain youth populations find particular difficulties in achieving first entry and securing a stable occupation. The labour supply of these so-called “at-risk” populations is hindered by several (and often multiple) barriers that are linked among others to social, cultural, geographical, ethnic or gender factors. There is thus scope for a special support to be granted to these populations that are objectively disadvantaged in comparison with the mainstream youth population. We wish to hint at two private/semi-private programmes specially designed to support disadvantaged youth in the labour markets, still bearing in mind that which type of population and which kind of proper support to provide, is a question that needs to be addressed within the scope of each national (and even sub-national) labour market.

BladeRunners is a wage subsidy employment programme (British Columbia and Canada) that is designed specifically for youth who have multiple barriers to employment. The programme deals with construction trades training by providing apprenticeship opportunities in public and private sector construction projects. Its objective is providing special assistance to particularly vulnerable youth for them to attain long-term labour force attachment.

BladeRunners is funded by the Ministry of Youth and was developed in consultation with the building trades unions and with local community organizations. The programme is run separately in seven cities. It targets young people (aged 19 to 28) who have multiple barriers to employment, an expression which entails quite different personal backgrounds, from neglect or abuse, to unstable housing conditions or homelessness, low education levels and few or no employment skills, involvements with the legal system, substance abuse...

The main priority is the long-term attachment to labour force while alternative paths are also supervised, involving movement on to apprenticeship or further education. The programme involves furthermore a strong personal dimension, with each coordinator working with the young people individually to help them resolve personal problems that may arise. The programme initially involves an eight-week life skills/employability training programme provided by non-profit organizations plus a week of health and safety training. BladeRunners provides a wage subsidy support for a maximum of 34 weeks, and participants may continue in the programme after that as "Senior BladeRunners". They are in close relationship with employers and potential employers.

The programme is allegedly proving beneficial not only to its direct participants but to the whole community also. The cost savings to the provincial government on community-related expenditures are substantial. For example the cost per participant, including Senior BladeRunners, is 7,050 Canadian dollars, which may be compared to \$8,045 for the yearly cost of income assistance for a single employable person (in 1998). There are furthermore considerable savings to other government systems such as justice and health. As for the direct participants, programme staff and outside evaluation consider the results of the programme quite strong. 53 per cent of the participants were working after their subsidy had ended in 1998, and at the best established site (Vancouver) 64 per cent of the 1997-98 class were working after their subsidy ended.

STEP (Support, Training and Enterprise Programme, Ireland) is a back-to-work training programme designed for young people who are either long-term unemployed or school drop-outs. STEP was established by the Young Men's Christian Association (YMCA) in September 1988. The programme finds funding from the Department of Education, Early School Leavers' Initiative, with further assistance from the European Social Fund.

Nationally, seven centres provide a twenty-three week education programme. The main emphasis of the programme resides in the priority it gives to building confidence and self-belief in the trainees, whose

difficulties in accessing secure employment is thought to reside primarily on personal factors. Psychological and career guidance backup is thus crucial to the scheme.

The full time education programme includes computering, job-seeking and communication skills, to lead to a state-recognised certification. Individual mentoring, first-aid courses and work experience is also provided. There are usually two intakes per year in January and August. Since January 2000 training allowances are awarded to participants to meet basic financial needs.

The programme displays apparently a strong record of achievement, with an (internal) evaluation displaying an 85 per cent success rate, i.e. 85 per cent of participants advancing either into employment or on to further education³¹.

1.3. Demography and labour markets

Demographic trends up to the 1990s laid a significant pressure on the labour markets of the region, with a significant increase in young cohorts entering the labour markets. The 1990s have seen the coming to working age of the “baby boom” generations of the sixties, a trend that in itself is an important factor as far as youth unemployment is concerned. Keune insists in his analysis of youth unemployment in Hungary and Poland on the demographic increase in the size of the working age population during the 1990s as an important variable for understanding the current situation³².

In all UNECE member countries (in spite of important regional disparities within the area) the trend now seemingly points towards a significant decrease in natality rates. According to the United Nations World Population Prospects, industrialised countries as well as transition economies will undergo a shift in their demographic trends. Their youth populations would by expectation experience through the present decade respective downfalls equal to –8.5 per cent and –8.3 per cent³³. Demographic trends thus suggest a progressive shrinking of the youth contingents entering the labour markets of the UNECE in the years and decades to come, thus making for structurally lower pressures in the supply side of the labour market. However, such an easing of demographic pressures on the UNECE labour markets is in any event to be contemplated as a long-term trend not to have a tangible impact on the situation of youth unemployment for still years to come.

2. Labour demand factors

Active labour market policies (ALMP) are public policies designed to make a positive change in the structural characteristics of the labour market, enabling policy makers to directly act on both the supply and the demand side of the labour market. Passive policies conversely are designed to alleviate the social costs of employment evolutions through mainly welfare support. The activation of labour market policies, i.e. increasing the share of active policies in labour market public expenditures, has gathered great pace in public debates since the early 1990s, to become one of the most important policy routes on tackling unemployment within UNECE member countries. ALMP are the keystone of the European Union’s strategy on employment since the 1993 Commission *White Paper on growth, competitiveness and employment*.

In the light of latest economic research, this trend seems to represent something more than a policy fashion. In a study by Peter Auer geared at drawing knowledge from the cases of some European countries that have performed particularly well as regards labour market regulation, the relevance of ALMP in that achievement, as already noted, has been specially emphasized as having “already shown its positive impact”³⁴. Public spending on ALMP has grown significantly since the early 1990s in Austria, Denmark, Ireland and the Netherlands, and such evolution seems to represent a defining trend in the economic policies of many other

³¹ GET IN! Brussels, 2000.

³² Keune, op. cit. p. 9.

³³ United Nations, World Population Prospects, N.Y., 2000.

³⁴ Peter Auer, Employment revival in Europe : labour market success in Austria, Denmark, Ireland and the Netherlands, p. 92, Geneva , International Labour Office, 2000.

UNECE economies. This is particularly true for EU member countries (and soon-to-be new member countries), which collegially underwrote the *European Employment Strategy* that makes for a quantitative increase in levels of public funding on ALMP.

The author of the study further comments “there is a large variation between countries in the effectiveness of active labour market policy spending”³⁵. Deadweight and displacement effects may indeed eventually overshadow positive outputs. Active labour policies may be of great help, but their eventual efficiency heavily depends on the properness of a particular policy strategy in relation to the national configuration of the labour market. Therefore it is crucial for each country in the activation of its labour policies to set up a strategy closely matched with the particular features of the domestic labour market within a multileveled approach where no single pattern dictates a certain *modus operandi*. Each country should rather consider the particular bottlenecks hindering the performance of their labour market and looking forward to providing related solutions. It is important to keep this in mind while acknowledging that some outstanding issue areas may be picked up, that seem particularly relevant to easing the pressures in the labour markets of many UNECE member States.

2.1. Focus on small enterprises

In the contemporary economy, there is an already mentioned imbalance in favour of policy rationales supporting new sources of job creation, rather than protection of insiders. Particularly in economically depressed areas, due to restructuring or outright disappearance of primary and secondary sectors of activity (heavy machinery plants, mines, agricultural productions) coming up with new income-generating activities and new wealth of employment is primordial.

Such challenges, shared by both transition and established market economies in the UNECE, may find an interesting response in the issue of small enterprise creation and development. Small and medium-sized enterprises (SMEs) boast several merits that are most relevant to our discussion here. Allegedly, they are innovative, thus they are more amenable to capitalizing on technological innovations and new types of economic activity thereafter constituting a fertile ground for a modernisation of the economy; they are flexible to market trends, thus more adapted to the leading features of the contemporary economy and thereafter capable of establishing durable productive ventures. It is furthermore widely alleged that SME development entails a type of high employment-value growth: they are the main suppliers of labour nowadays, they harbour a great employment potential for the future. In the words of A. Nesporova small-enterprise development “has been identified as the main new job generator for transition economies”³⁶.

(a) The self-employment option

Youth entrepreneurship constitutes a potent lever for SME development and therefore fully shares in the momentous collective benefits that may be anticipated from fostering SME development as just mentioned. It is furthermore a particularly relevant tools for injecting new economic impetus in particularly depressed areas where traditional sectors of activity have been scaled down, sometimes dramatically.

Aside from these macroeconomic outputs, youth entrepreneurship further entails concrete micro-economic benefits concerning youth. It is argued in some instances however that the outputs of fostering youth entrepreneurship may in the end be rather limited as for the labour market posture of youth. It is asserted on occasion along this string that only the most willing and capable youngsters may eventually find real profit in such efforts, that the scope of action is ultimately reduced to quite narrow numbers quantitatively, and qualitatively to those youth that in fact may be in a lesser position for third party assistance. This stream of arguments needs to be counterbalanced by several remarks. It is not disputed for example, that helping a willing youth becoming an entrepreneur has important spill-over effects for other surrounding young people: becoming successful role models for their peers a small number of youths may prove a potent psychological incentive for many other youths, and youth unemployment, not only that of the so-called “at-risk”

³⁵ Peter Auer, *op.cit.*, p. 79.

³⁶ Alena Nesporova, *op. cit.* p. 8.

populations, surely entails a strong personal dimension. In more practical terms furthermore, a successful young enterprise means employment opportunities, that will seldom not benefit other neighbouring youths. It is ultimately worth keeping in mind that, as a recent ILO contribution on the question rightfully notes³⁷, exposing youth to entrepreneurship increases their employability in the labour market, thus participating in a wider if more diffused contribution to lower youth unemployment rates.

Youth entrepreneurship is increasingly considered as of great importance for the growth of contemporary economies; accordingly, the last decade has witnessed a proliferation within the UNECE member countries of organizations and programmes to tackle the hurdles hindering the entrepreneurial initiatives of young men and women.

The promotion of youth entrepreneurship entails quite a wide panel of possible areas of intervention that have been grouped for the purpose of this study under four headings: promotion of the entrepreneurship culture, enterprise education, support in business creation, and youth enterprise development.

It appears uncontroversial that many young people find themselves at odds with self-employment options in the first place as a matter of culture and social representations, because for instance they grew up with no entrepreneurial models in their families or close relationships, and will not consider self-employment unless encouraged and properly supported.

This points hints at the cultural disposition of any given youth towards the constraints and benefits of entrepreneurship. This is particularly relevant for formerly state-ruled economies, where collective representations seem to be much less inclined to self-employment prospects than in well-established market-based societies. Secondly, the issue of entrepreneurialism clearly involves a sociological dimension where entrepreneurship may appear quite a remote prospect in the eyes of socially disadvantaged youths, whereas the perceived accessibility of entrepreneurial opportunities may be much greater for more socially privileged youths. Schemes aiming to widen the prevalence of entrepreneurialism within the youth active population therefore involve both a cultural and a sociological content.

The need to target the cultural images and role models within a strategy fostering entrepreneurship among the youth workforce is entailed within many projects. Different tools are available in this connection. The importance of role models is mentioned by Niall O'Higgins³⁸ as a particularly suited tool in raising the value and the accessibility of entrepreneurship in the collective representations of youth. The organization of youth business competitions is equally conventional to foster a commitment to self-employment among youth. Youth business competitions are consequential in a second and more diffuse manner as all the participants, and not only the laureate(s), will reach closer acquaintance with the self-employment option and the institutional structures that may be at hand. Those events entail furthermore a practical corollary in that they contribute in helping sound and promising entrepreneurial ideas to receive the proper attention and support that will ultimately turn them into solid business undertakings. Various organisations operate business plan competitions of young people, as does in the private sector the Shell company through the 'Shell Livewire' competition or Nescafe through 'Nescafe Big Break'. At the public and semi-public level, initiatives are also there just to be taken advantage of.

100 ICC National Organizations, 15,000 Local Chambers of Commerce, Young Entrepreneurs of Europe, and AIESEC.

Enterprise education, i.e. teaching educational curricula and providing training experiences focused on shaping entrepreneurial competencies, is an issue that entails several strong arguments. It is firstly relevant to alleviating the “gap” between theoretical education and working life that is so much in question when referring to youth unemployment. Secondly, as school certainly represents a crucial locus for the career choices (and concomitantly for career prospects) of youth, teaching enterprise education at school (or extramurally during those years), is concomitantly of great value. It grants school leavers some basic knowledge of enterprise creation and greatly helps to dissipate the psychological hurdles to enterprise creation that spring from lack of knowledge in enterprise affairs.

Entrepreneurial skills, however, remain something of an evasive reality. Building and running a business involves types of skills that are with difficulty transmitted through magisterial education: personal motivation and proactiveness, independence and self-reliance, creativity and realism... Being a successful entrepreneur is therefore, and primarily, a matter of personal dedication. Keeping this in mind nonetheless, even the most dedicated young persons may well find themselves in high water when, with neither experience nor third party support, they have to face the many challenges entailed by entrepreneurship. It should be recognized thereof that external support through skills training certainly is of a great value to aspiring young entrepreneurs as there is a great deal to be known for the young entrepreneur on many chapters such as taxation, lending, insurance, labour regulations, product liability.

Enterprise curricula commonly involve basic training in budgeting, stock control, lending and relevant national regulations. This set of knowledge increasingly appears as instrumental for the success of the young entrepreneur when one considers the ever steeper learning curves that he is faced with.

The greatest hurdle an aspiring young entrepreneur has to cope with is commonly spotted in access to finance. Obtaining adequate business capital funding for a starting young enterprise seems problematic in many instances, as lack of personal financial capital and collateral, poor experience in main street banking, and a certain bias against younger borrowers in conventional finance, converge to complicate the accessibility of main street capital funding to many would-be young entrepreneurs.

This particularly important issue has paved the way for two distinct sets of measures set up by the organisations involved, accordingly responding to two distinct philosophies of action.

According to a first stream of thought, as a consequence of the specific difficulties youth must cope with as regards access to private financing institutions, specific funding devices should be set up to support youth entrepreneurship. Youth committed to the self-employment solution can thereby obtain interest-free grants from youth entrepreneurship organizations when launching their business undertaking, which often entails a certain agreement as regards the practical implementation of the business plan.

Specific, low-interest or no-interest capital funding loans may equally be set up by some organizations. These loans typically exceed grants as regards provided funding lines, and they generally involve much lower levels of collateral requirements than within main-street finance. Conversely, those schemes imply stricter agreements over mandatory requirements concerning business development, such as timelines, expected budget outputs or supervision of a mentor.

Following another set of premises, it may be argued that it is misplaced to somehow institutionalise the divide between adults and youngsters in capital funding access through the setting up of specific financial devices. Action in this regard should, on the contrary, be concerned with enhancing the accessibility to main-street banking funding for young entrepreneurs. Accordingly, the provisioned schemes consist in different kinds of support aimed at gearing up youth when faced with private banks.

Two such forms of support may be outlined. On the one hand there are different sorts of background support that may be provided. Youth may find great profit in third party advice on business plan drafting or in the

preparation of pitches to bank officials. On the other hand, many schemes actually engage in foreground support for youth seeking capital funding with conventional banks. This kind of support entails networking with bank officials and easing introductions to them, or the setting up of loan guarantee schemes that may efficiently counterbalance the lack of personal collateral and the perceived risks related with neophytes.

Young aspirants, particularly in the initial periods of enterprise development, may find great value in being informally coached by persons with wide-ranging entrepreneurial and business experience. As O'Higgins³⁹ remarks, a supportive and didactic mentor may help young aspirants to overcome two of the major obstacles they are faced with: limited experience in the world of business, and lack of professional contacts.

Youth Business International (YBI) is a global network of decentralised youth business initiatives whose purpose is to help enhance young people, particularly the most disadvantaged (as young people with disabilities, ex-offenders or those in minority or marginalized communities), enhancing their employability and supporting them into self-employment. The first youth business initiative was established in the United Kingdom by the Prince's Trust in 1983, to be followed within an international network by other organizations seeking to emulate this pattern in their own country. YBI aims at bringing together people in business, civil society and government, who make their skills, expertise and facilities available on young people's behalf.

The youth business initiatives targets are committed young people (18 to 30 year-olds) with a well-researched business idea who experience difficulties in turning their project into a concrete endeavour. Submitted business plans are investigated by voluntary committees made up of local business people and professionals. They determine which young people's businesses to adopt. A business mentor is thereafter provided to the young candidate selected among voluntary and recognised business mentors drawn from the local business community. Help is also provided in accessing capital funding through networking with conventional and youth-specific sources of financing. They also build up a network of local business support.

In the United Kingdom, in 17 years of existence, YBI has set up in business over 45,000 18-30 year-olds. Around the world, YBI asserts that over 60 per cent of created businesses are successfully trading in their third year.

(b) Small enterprise development

If the issue of business creation is certainly topical, the question of business expansion, i.e. the consolidation of a business in time seems equally important, as it is essential for employment growth that these initiatives give way ultimately to prosperous and lasting business undertakings. Small enterprise development is therefore a crucial strategic target that the activation of labour market policies should focus on. Helping young enterprises establish as stable suppliers of employment is an issue involving a wide range of intervention areas.

One such action area for the consolidation and development of a business undertaking resides in the ability to build up a supportive professional network. Establishing professional contacts is a particularly challenging endeavour for young novice entrepreneurs, and something that is vital for the development of their enterprises. Many national organizations such as Chambers of Commerce or Entrepreneur Clubs are engaged in enhancing professional relationships among enterprises within their jurisdiction. Considering the rather specific situation of youth in this chapter, there is an even stronger rationale for the setting up of organisations specifically addressing the needs of young entrepreneurs alongside the established models of senior chambers and clubs. One good example of such an initiative has been set up in Spain, the CAJE, Confederación Española de Jóvenes Empresarios (CAJE).

Some organisations take the challenge of providing an (almost) comprehensive range of services to enterprises for their business development, a difficult undertaking that has the merit of encapsulating different but complementary initiatives. This point is illustrated by the case of Scottish enterprise.

³⁹ O'Higgins Niall, op. cit. p.128.

Scottish Enterprise (SE, United Kingdom) is a public organisation seeking to assist and support small enterprise creation within the national economy, something that is particularly relevant to the fate of young people seeking employment. SE appears as a dynamic entity engaging in many types of activities revolving around the fostering of SMEs within the Scottish economy.

Their record for the year 2000/2001 displays a wide range of operations. They supported throughout the year 6,400 businesses starting-up, while 102 inward investment projects were secured (involving 14,300 planned jobs) and 3,400 export projects were supported. Working space destined for high-growth businesses was provided for 20,000 square metres of premises through their real estate operations.

Innovation and research represent a particularly important objective. On top of juridical assistance into intellectual property matters, over 100 patents were registered in collaboration between SE and private sector companies, 17 companies were assisted "spinning-out" from academic institutions and almost 500 commercialisation initiatives of scientific research were brought into being.

This support to business also involves a strong emphasis on social issues. Nearly 600 young people from Scotland's Social Inclusion Partnership (SIPs) areas ha

In 1998, 100 per cent of the young people placed in jobs over the preceding year retained their jobs or advanced to better ones.

2.2. Further forms of positive action on youth unemployment

(a) Subsidised placement as an alternative to paid unemployment

In the course of the last decade, the idea of funding subsidized placements through public expenditure as an alternative to unemployment insurance expenditures, in the popular formula ‘paying employment rather than unemployment’, has gathered great attention. Subsidised employment is a straightforward policy route for the activation of labour market policies. The rationale of subsidised work may take quite distinct forms of funding. In any event, it has been widely publicized as an instrument particularly pertinent to tackling the unemployment of young people. It is thought to be, in fact, a good instrument for making-up the gap between labour productivity/cost of labour that so hinders young people in their first entry. It is also allegedly pertinent to tackling long-term unemployment and consequent losses in labour productivity.

The “Contratti Formazione Lavoro” or Youth Training Contracts (YTCs) have been set up in Italian law under article 3 of Law 863 in 1984, with the aim of encouraging “ the hiring of young unemployed people by lowering labour costs for employers”⁴⁰. This scheme is not original to Italy, albeit that country certainly makes for a pertinent example considering it persistently displays one of the highest rates of youth unemployment in the region.

Two types of YTCs may be set up between employers and Regional Employment Commissions: a basic 12-month training contract, and long training contract lasting 24 months. YTCs provide for an on-the-job experience for the young unemployed. Both types of contracts entail a given number of hours to be dedicated to training-matters: in the basic contract, no less than 80 hours for medium professional level and at least 130 hours for the upper professional level must be specifically devoted to training. Other prerequisites for the employer are provided with the aim of offsetting potential displacement effects. No workers should for example have been made redundant for the same position in the preceding 12 months, and employers may access this training channel only where they may prove that no less than 60 per cent of previously hired YTCs have eventually been turned into proper working contracts.

The YTCs scheme provides for a considerable diminution of labour costs for the employer. As regards wage expenditure, the costs are significantly lowered by two provisions: the wage level for trainees is set below the legal minimum wage at an hourly rate of 7500 lira in 1998; plus the employer covers only half of that sum. The non-wage costs of labour are also significantly reduced.

The ultimate scope, besides providing a professional experience and proper training to former unemployed youth, is long-term labour attachment. A particular emphasis in the scheme has thus been given to ensuring an eased switch from YTC to traditional working contracts. The switch is administratively much simplified in comparison with the setting up of a work contract out of the blue. Even more significantly, considerable fiscal advantages are extendable to the employer willing to create a proper contract: important tax exemptions during the first three years following the switch are provided for, exemptions which vary among regions and sectors of activity: tax subsidies may thus be cut by up to 25 per cent for employers located in the Centre-North, while employers in the South are usually granted a fixed social contribution equivalent to 4875 lira (in 1998) per week. A particularly strong disposition is provided for in the basic 12-month YTC contracts: the social and wage benefits of the scheme may be collected by the employer if and only where the YTC is eventually turned into an ordinary contract.

From 1984 to 1998, 4.7 million youths were hired under a YTC⁴¹. It should be reckoned that despite the specific provisions included in the schemes, displacement effects are still thought to be significant. Training contracts may also have another negative effect in that they may provide a workforce that is disposable to the

⁴⁰ F.E. Caroleo and F. Mazzotta, op. cit. p.37.

⁴¹ F.E. Caroleo and F. Mazzotta, op. cit. p.48.

employer in considerably freer conditions than the Italian labour legislation would typically allow for. These unwanted policy outputs are statistically tangible: at the end of the 1980s the annual average YTC participants was around 400,000, a figure which drastically dropped to 144,916 in the year of the Lira devaluation (1993). On the whole however, research seems to converge in granting YTCs with a net positive effect on the level of youth unemployment in Italy. This seems particularly true in the Mezzogiorno, where initially the percentage of youngsters hired within YTCs was rather low (only 6.9 per cent of YTCs in 1985), the share quickly and consistently growing during the course of the 1990s to around a 20 per cent share⁴².

(b) Effective Public Employment Service and local agencies

Public Employment Services (PES) are in the UNECE region the main national deliverer (or local coordinator) of active policy measures, and the key player in providing information for a better match between demand and supply in the national labour market. This information task may take several forms: provision of information on vacancies, assistance with job application procedures, specialist counselling on a personal basis... PES are particularly relevant to the unemployment of young people, as one of its main day to day tasks is to find solutions for the “harder to place” categories, such as the low-educated, long-term or young unemployed.

During the course of the 1990s, PES increasingly came under the spotlight as an important actor and factor in national labour policies. In many UNECE member countries the PES has experienced dramatic reform to make it a more efficient channel in the fight against unemployment. These wide ranging reforms have been organised along three main headings: decentralisation, tripartization, and privatisation.

Within a national labour market strong regional disparities frequently prevail. More localised action on unemployment should therefore be supported by a decentralized tier of public employment services. The crucial point here is to achieve a closer targeting of the imbalances within the local labour markets, which implies an active role of the local actors within a coherent bottom-up national strategy. Commenting on a study on Denmark’s wide ranging PES reform, Peter Auer reports that evaluations indicate that the potential risks of decentralisation (a clash between local and central authorities) have overall been outweighed by the improved targeting of measures to local conditions⁴³.

On top of the more intimate working relationship between the national and the local public authorities in this PES reform, the social partners have also been called upon to take a more systematic participation in the national strategy on unemployment, to make for a “tripartisation” of the PES management (the central government, the local/regional authorities, the social actors). Bringing in the social actors (both at the national and local levels), within an institutionalised framework, is widely seen as beneficial to a better regulation of the labour market. Making for a more active social dialogue on a matter that remains possibly the most critical contemporary social concern is thus not only a matter of democracy but also of economic efficiency. As Auer notes for the cases of Denmark, Sweden, Austria and Ireland, a fluid social dialogue potentially bears the type of greater confidence among social partners that has been crucial in their ability to cope with the challenge of rising unemployment in the 1990s, easing the way for a collectively consented wage policy that accommodated a restrictive macroeconomic policy.

Another new actor has lately been convened to take part to the national effort on unemployment, i.e. the private sector. Private actors have recently (and widely) been granted access to the sector of employment-related services. Public services still remain the central player in placement activities, but private organisations are becoming inescapable partners, notably within the economies that find themselves under the legal scope of EU directives. Privatisation is allegedly particularly momentous in providing enhanced flexibility to the labour supply, and has therefore principally taken the form of temporary placement

⁴² F.E. Caroleo and F. Mazzotta, op. cit. p.48.

⁴³ Peter Auer, Employment revival in Europe : labour market success in Austria, Denmark, Ireland and the Netherlands, p. 82, Geneva, International Labour Office, 2000

agencies. A further alleged advantage of bringing in private actors is the increased effectiveness that some sort of public-private competition may provide⁴⁴.

(c) **The active and passive labour policies linkage**

It has been the object of recent economic debate that passive labour market policies, i.e. policies traditionally aimed at alleviating the social costs of labour market shocks through welfare, could also be useful instruments in a positive action against unemployment.

This rationale has been mainly developed in the form of the unemployment benefits conditionality policy as practised in many UNECE member countries. In Germany unemployed persons may access benefits only if they can display a 12-months cumulated period of work within the previous four years. In Canada, this clearing scheme is correlated to the local labour market situation, and generally involves much shorter periods of remunerated activity: the range is between 10 weeks of formal occupation in economically depressed areas, to 14 weeks in areas of low unemployment.

A further step in this strategy of fostering employment through passive labour market policies has been envisioned in some countries. The United Kingdom's "New Deal", is a wide policy effort focused on fostering employment, and the young unemployed are a particularly important chapter. In a scheme using both the carrot and the stick, it is provisioned that the young unemployed qualify for unemployment benefits on a pretty strict temporary basis (six months), and only if they give sign they actively search for an employment. After that period the benefit ends and the former beneficiary is to be allocated either in job or in a training scheme.

CONCLUSION

If high levels of unemployment are a dreadful feature in any country for both the national economy and society's equilibrium, unemployment of the youngest active workforce is an even greater concern. Finding and securing a remunerated occupation typically represents a difficult path for young people in the UNECE member countries, a situation even making for a distressing share of "labour market drop-outs".

The strategic relevance of labour market challenges has been justly emphasised by the fifty-seventh annual session of the Economic Commission for Europe. This emphasis allowed for important contributions and instructive debates in the Spring Seminar the UNECE hosted in May 2002, under the heading *Labour Market Challenges in the UNECE region*. Indeed, as this paper intended to suggest, the situation of unemployment and youth unemployment cannot be considered as a structural or fateful feature of the region's economies. In the light of some encouraging developments and consistent good records in some of its member economies, that situation cannot but be regarded as a challenge, equally engaging as it is demanding.

⁴⁴ As the Danish experience seems to portray according to Peter Auer, op. cit. p. 83

Table 1. Total and youth unemployment rates, selected UNECE member countries, 1990/2000.

		1990	1992	1994	1996	1998	2000
Hungary	Total rates	...	9.8	10.7	11.9	7.8	6.4
	Youth rates	...	17.5	19.4	18	13.5	12.1
Ireland	Total rates	12.9	15.1	14.7	11.9	7.8	4.3
	Youth rates	17.7	23.2	24.2	18.3	11.6	6.4
Italy	Total rates	11.2	11.4	11	11.5	11.7	10.5
	Youth rates	31.5	32.7	30.5	32.2	32.1	29.7
Netherlands	Total rates	7.5	6.7	6.8	6.5	4.3	...
	Youth rates	11.1	7.8	10.2	12.1	8.2	6.6
Poland	Total rates	...	13.3	14.3	12.3	10.5	...
	Youth rates	...	18.5	32.6	28.5	23.2	35.2
Slovakia	Total rates	...	...	13.6	11.3	12.5	18.6
	Youth rates	....	9.4	27.3	21	23.6	35.2
Sweden	Total rates	1.8	5.9	9.8	10	8.5	5.9
	Youth rates	4.5	14	24.3	22.5	16.8	11.9
United Kingdom	Total rates	6.8	9.7	9.6	8.2	6.1	5.5
	Youth rates	10.1	15.5	16.2	14.8	12.4	11.8
United States	Total rates	5.5	7.4	6	5.3	4.5	4
	Youth rates	11.2	14.2	12.5	12	10.4	9.3
Canada	Total rates	8.1	11.1	10.3	9.6	8.3	6.8
	Youth rates	12.4	17.1	15.8	15.3	15.1	12.6
Czech Republic	Total rates	0.8	2.7	4.3	3.9	6.5	8.8
	Youth rates	...	...	8.7	7.2	12.4	17
France	Total rates	8.9	10.3	12.3	12.3	11.8	9.7
	Youth rates	19.1	20.8	27.5	26.3	25.4	20.7
Germany	Total rates	4.7	6.6	8.4	8.9	9.2	8.1
	Youth rates	4.4	6.2	8.2	9.4	9	7.7
Spain	Total rates	15.9	18.1	23.8	21.9	18.6	14
	Youth rates	30.1	32.4	42.8	39.8	34.1	25.5

Source: OECD, Labour Force Statistics (LFS), Indicators series. Data not available

Table 2. Youth unemployment shares in the UNECE member countries

ECE member States	Youth Unemployment Shares		
	1989	1997	2000
Andorra	...	...	...
Austria ^a	26.55	19.87	17.82
Belgium	24.66	22.47	24.93
Canada	29.75	28.71	30.41
Denmark ¹	29.51	23.83	24.29
Finland	40.74	22.93	28.46
France ²	24.22	18.93	17.44
Germany ³	16.27	12.06	12.31
Greece	45.49	36.52	31.26
Iceland ⁴	33.33	31.58	40.54
Israel	36.28	30.51	29.14
Ireland ⁵	31.55	29.67	29.21
Italy	49.51	35.83	32.06
Netherlands	31.36	29.08	33.21
Norway	40.57	35.87	39.51
Portugal	20.17	32	29.6
Spain	41.58	30.84	27.79
Sweden	34.33	20.18	17.73
Switzerland	30.98	20.6	25.47
United Kingdom ⁷	...	29.85	32.34
United States	36.95	35.95	37.45
Developed economies	32.83	27.36	28.05
Belarus ^{bc 8}	36.58	22.62	26.93
Bulgaria ⁹	46.15	35.08	26.67
Czech Republic ^{b 10}	32.88	29.74	26.26
Hungary ¹¹	22.11	23.62	24.15
Poland ^{b12}	35.07	30.77	30.47
Republic of Moldova ^{d 13}	33.2	35.2	28.7
Romania ¹⁴	45.79	46.45	35.51
Russian Federation ¹⁵	35.85	26.59	24.63
Slovakia ¹⁶	33.95	32.35	31.64
Ukraine ¹⁷	31.82	21.97	...
Central and Eastern Europe	35.34	30.44	28.33
Estonia	...	19.6	21.78
Latvia ¹⁸	23.57	22.08	17.87
Lithuania ¹⁹	23.51	18.89	15.23
Baltic countries	23.54	20.19	18.29
Albania ^{cd 20}	14.9	12.2	12.9
Croatia ^b	34.83	18.12	...
Bosnia and Herzegovina	...	...	...

ECE member States	Youth Unemployment Shares		
	1989	1997	2000
The former Yugoslav Republic of Macedonia ^{b 21}	53.29	24.03	...
Slovenia ²²	35.29	38.24	32.39
Turkey ²³	51.3	50.91	45.26
Yugoslavia ^{d 24}	52.8	32.7	26.5
South Eastern Europe	40.4	29.37	29.26
Armenia ^{cd 25}	20.2	14.8	9.2
Azerbaijan ^{cd 26}	37.9	47.6	49.3
Georgia ^{d 27}	12.2	15.4	32.8
Caucasus	23.43	25.93	30.43
Kazakhstan ^{cd 28}	54.1	35.5	28.9
Kyrgyzstan ^{b 29}	12.64	20.83	15.78
Tajikistan ^{d 30}	28.2	40.7	40.6
Uzbekistan ^{d 31}	64.1	61.8	59
Turkmenistan	...	...	...
Central Asia	39.7598	39.70831	36.07028

Unweighed averages	1989	1997	2000
Developed economies	3	27.36	28.05
CEECs	4	30.44	28.33
South Eastern Europe		29.37	29.26
Baltic countries	4	20.19	18.29
Caucasus	3	25.93	30.43
Central Asia	39.76	39.71	36.07
UNECE average	32.55	28.83	28.41

Source: ILO, *Unemployment of persons aged 15-24 years, in thousands, by sex*. Author's calculations

Notes:

- a. Unemployment shares from national labour market surveys
- b. Unemployment shares from employment office records (registered unemployment)
- c. Other age frames: Albania:15-20. Armenia:15-22. Azerbaidjan: under 30. Belarus14-30. Kazakhstan: under 30. Tajikistan: 15-22. Uzbekistan: 18-29
- d. Specific data source: UNICEF, MONEE Project CEE/CIS/Baltics, Regional monitoring report n.8, 2001
Time frames (when different from the 1989/2000 frame):

1. 1989/1998; 2. 1991/2000; 3. 1991/2000; 4. 1991/2000; 5. 1989/1999;
6. 1990/1999; 7. 1989/2000; 8. 1993-2000; 9. 1990/1999; 10. 1991/2000;
11. 1992/2000; 12. 1991/2000; 13. 1995/1999; 14. 1994/2000; 15. 1992/1999;
16. 1994/2000; 17. 1993/1997; 18. 1995/2000; 19. 1993/2000; 20. 1993/1999;
21. 1989/1997; 22. 1993/1999; 23. 1989/1999; 24. 1989/1999; 25. 1994/1999;
26. 1991/1998; 27. 1989/1999; 28. 1993/1999; 29. 1992/1999; 30. 1992/1999;
31. 1994/1999.

Data not available

Table 3. Adult and youth unemployment shares for women and men, 2000

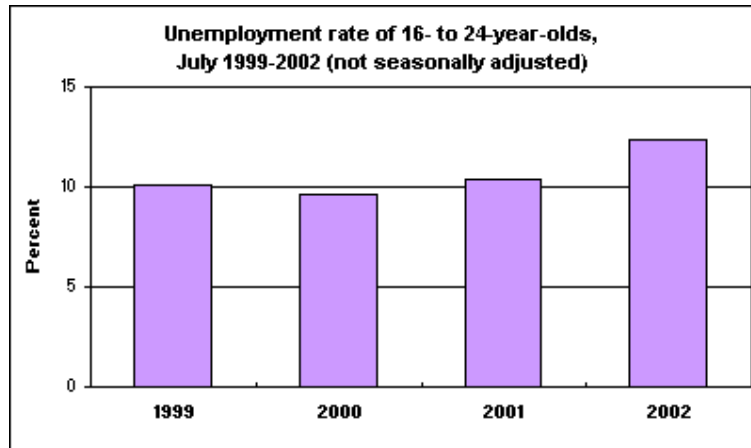
	Adult		Youth	
	2000		2000	
	men	women	men	Women
Canada	6.9	6.7	13.9	11.3
Czech Republic	7.3	10.6	16.7	17.4
Denmark	4	5.2	6.5	7
Finland	8.9	10.6	21.2	22
France	8.2	11.5	18.4	23.7
Germany	7.6	8.6	8.1	7.2
Greece	7.3	16.7	22.1	37.7
Hungary	7	5.6	13	10.9
Ireland	4.3	4.2	6.1	6.9
Italy	8.1	14.5	25.4	35.4
Norway	3.7	3.2	9.5	10.9
Slovakia	18.6	18.6	33.8	36.4
Spain	9.6	20.4	19.5	33.1
Sweden	6.3	5.4	12.3	11.4
Turkey	6.4	6.6	13.6	12.3
United Kingdom	6.1	4.8	13.2	10.1
United States	3.9	4.1	9.7	8.9
AVERAGE ¹	7.3058824	9.252941	15.47059	17.8
gender gap ratio ¹ :		1.27		1.15

Source: OECD Labour Market Statistics - Labour Force Statistics by sex and age (in thousands),– Standard labour market indicators, author's calculations.

1. Unweighted averages, author's calculations.

BOX 3 : YOUTH UNEMPLOYMENT, SUMMER 2002, UNITED STATES OF AMERICA

Three million youths 16 to 24 years old were unemployed – not working but actively looking for work and available to take a job – in July 2002.



The youth unemployment rate was 12.4 per cent in July, up from 10.4 per cent in July 2001 and the recent low of 9.6 per cent in July 2000. This July, the unemployment rate for young men (12.6 per cent), young women (12.2 per cent), and young whites (10.7 per cent) was higher than in July 2001. The July 2002 rate for young blacks (22.5 per cent) was little changed from July 2001.

The [Bureau of Labor Statistics](#)
[U.S. Department of Labor](#).
[3 September 2002](#)

IMPROVEMENT OF YOUTH EMPLOYABILITY THROUGH THE DUAL TRAINING SYSTEM IN GERMANY

*by Dieter Appelt, International Cooperation in Education and Global Issues,
Germany*

Before entering into these topics, let me point out that we are talking here about nationwide structures. They are set and regulated by law, and apply to more than 2.5 million young persons. The system is compulsory for all youngsters under 18 years who are not in higher classes of general education.

Such mainstream considerations have a different focus compared with more individual measures for disadvantaged groups or similar projects.

1. Some remarks on the youth employment situation in Germany

When it comes to the factors influencing youth employment, everybody is pointing to the economic situation, especially to the growth rate of the economy.

For the purpose of this conference we may distinguish more factors in a complex network of systemic dependencies. In the case of Germany I would like to mention – again on the economic side – the development of the various economic sectors.

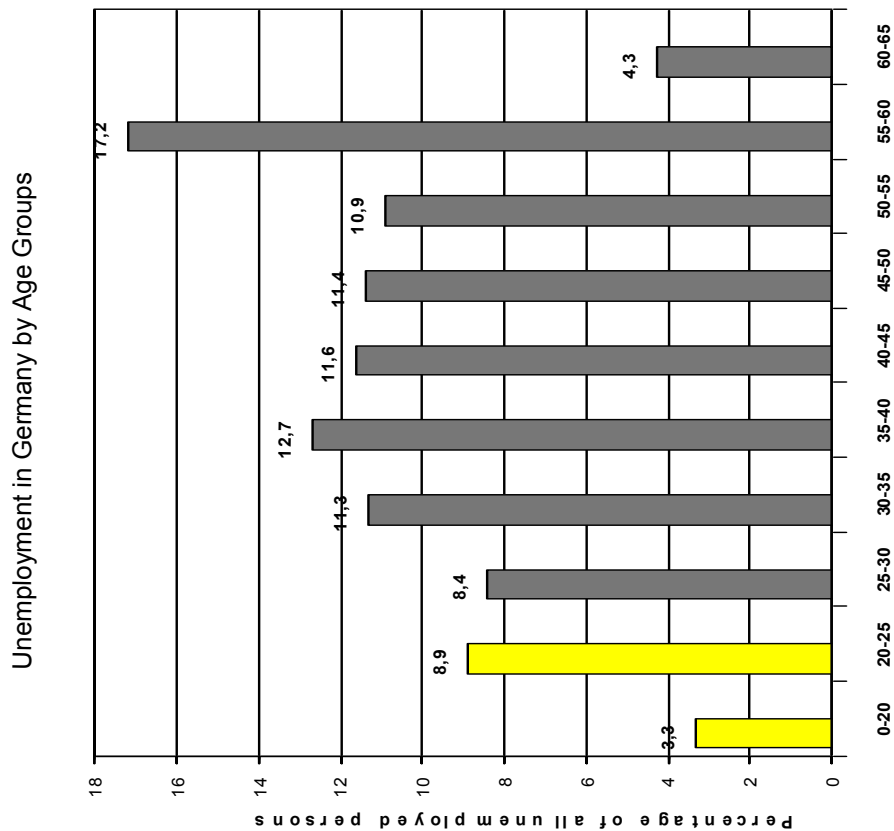
The primary sector such as agriculture or mining has lost its former importance and contributes only a few percent to the GNP, with respective impacts under the employment aspect. Even the secondary sector representing the industrial production is decreasing as compared with the third sector or service sector.

What does this mean for the training aspect? A fully diversified economy has a tremendous need for a wide variety of specialised trades and respective training. And these trades are further developing and changing at a high speed. This fact increases the training needs additionally, because lifelong occupation in one trade becomes unlikely. Further training and re-training of adults are equally important now.

The employment situation in Germany was seriously affected by the breakdown of socialist economic structures in East Germany after the unification in 1990. The number of companies available for training places decreased. The balance between the training market and the labour market was thus made an even more difficult issue. It is also influenced by demographic imbalances in a decreasing population.

Despite these difficulties, the Dual Training System has certainly helped to avoid higher youth unemployment rates in Germany – and to maintain the high qualification of the work force as a competitive asset. This can be seen in the statistical data for unemployment in the different age groups.

Youth unemployment in Germany is generally not higher – or even lower - than the average unemployment (which is high enough, though, with about 10 per cent). As similar findings apply to other European countries like Austria, Switzerland or Portugal which have implemented a Dual Training System, it seems that there is a general benefit out of it. This is not as normal as it might appear, as there are countries confronted with youth unemployment up to the double of general unemployment.



Source:
Statistisches Bundesamt: Statistical Yearbook 2001, p. 123

2. Obstacles in education to serve the world of work

In many countries, general education represents the only type of formal education. (Formal in the sense that examinations and certificates are officially recognized and also accepted e.g. by employers.)

In this case, most young people aim at university, expecting the maximum benefit in terms of employment opportunities. This scenario creates various problem areas:

- Strong competition for university admission
- Dropout phenomenon for those who cannot make it
- Educational alternatives are lacking or neglected
- Secondary education aims exclusively at an academic career, excluding contents and skills needed by the majority of the workforce
- A monopolist status of the university prevents it from modernizing academic education through self-evaluation and reforms for more relevance
- Therefore university graduates in reality do not find the acceptance and good employment chances they had expected; they face employment problems
- School leavers and drop-outs from secondary education do not have any job-related preparation or skills required by employers

- Finally the labour market is characterized by unemployment for many academics, while industry is lacking skilled workers
- There are tremendous economic losses at personal and national level.

The main contradiction arises from the fact that general education is often exclusively geared to university access, while the majority of youngsters will not reach it and would rather need practical skills for their work and life.

Many reform attempts from inside the education and university system have tried to overcome the academic bias which does not reflect the actual structures of economy and society any longer. Many such attempts failed, until the private sector as the most powerful shareholder expressed its needs – forcing education to review its societal functions.

The Dual Training System is maybe the most visible outcome of this development. Its sustainable integration into the education system, however, has further impacts on the whole structure of education. I would like to take this finally up again, after outlining the Dual Training System.

3. Basic concept of the Dual Training System: School and company are partners in training.

Labour markets and any respective policies need a clear definition system of job profiles and their grouping into vocational fields. This is a precondition for relevant training, for counselling and other mainstream measures to match demand and supply. Individual efforts thus receive the necessary institutional backing.

In Germany, there are roughly 380 job profiles grouped into 13 vocational fields. Due to fast changes through globalization and technological innovations, these definitions have to be constantly revised and extended by joint committees of the State and relevant industries. Despite this fast change, most experts in Germany feel that job profiles should be maintained as long-term characteristics of work organisation for all sides involved. Module-based definitions can serve as smaller units of short range character, but they cannot replace comprehensive job profiles.

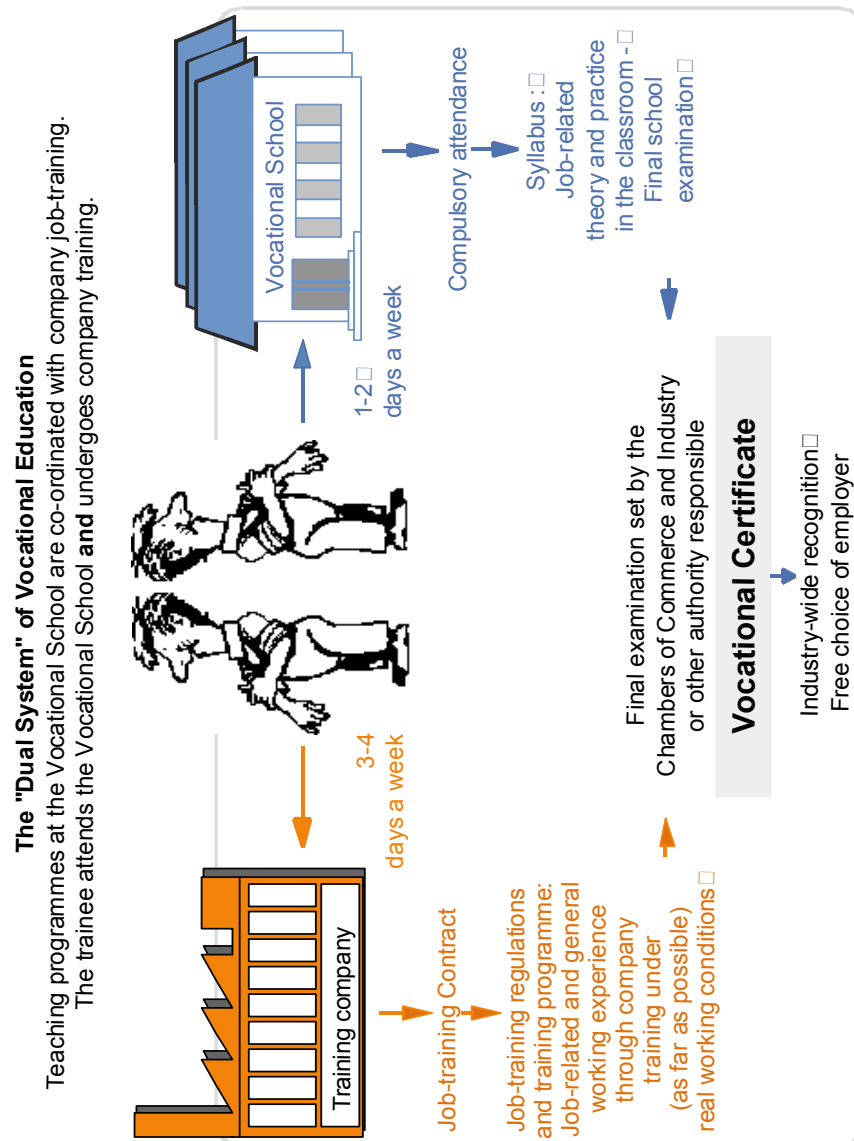
Job profiles describe the main activities and necessary qualifications of a trade. They are the starting point for a systematic professionalization through the Dual Training System. It is compulsory by law for all youngsters up to 18 years, except those who are still in general education.

The Dual Training System combines two learning places and their respective environments. School and company are partners with their specific potentials. The young person attends vocational school for 1-2 days a week. For the other 4 or 3 working days per week she or he is being trained in the company.

In this complementary system:

– **the Vocational School** is the proper learning place for the theoretical foundations of the respective trade, such as technical knowledge, calculation or drawing. These and related skills are trained as key qualifications. Let me add that companies would lack personnel, space, curriculum, time to do this job. They even show a regular trend to underestimate this task, even more so, when efforts for the further personal development of youngsters are expected. The vocational school continues a limited number of general education subjects for this purpose.

– **the Training Company** is the proper learning place for on-the-job training within the real work environment. Within its production line it has the relevant equipment or machinery and employs adequate work processes. During the training period of three years (in average, depending on the trade), the trainees are gradually being integrated into the work process. For their work contribution they receive a monthly compensation up to roughly 700 €.



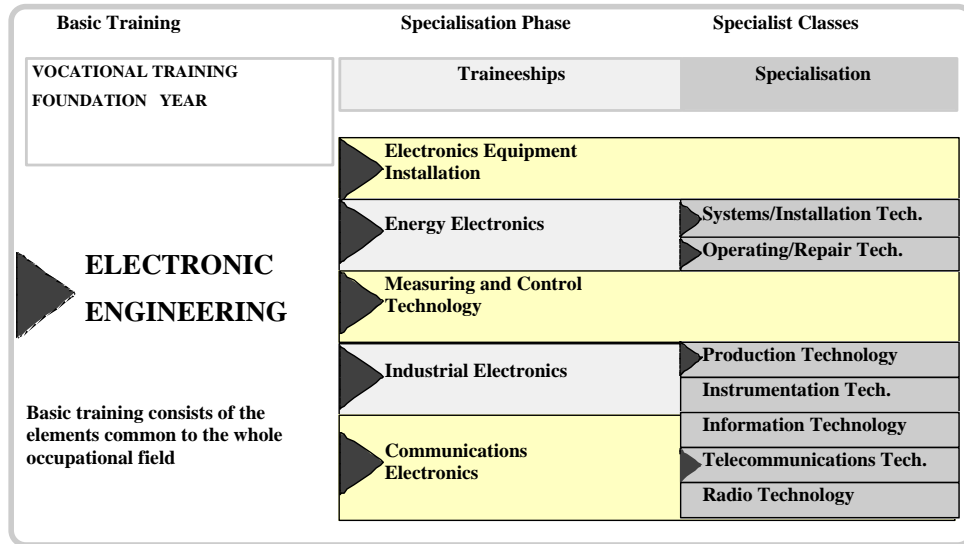
Bigger companies entertain specialized training units. Smaller companies may not be in a position to offer the full range of training opportunities in the respective trade. For this reason, some industries have established additional training centres cooperating with the companies.

Company training is in the hands of Training Masters, a requirement set by law. They are required to undergo further vocational education at high level before being entitled to train young people. Their qualifications and the whole process are being monitored constantly by the Chambers of Trade and Industry or other responsible bodies. In smaller enterprises, the owners and managers very often are master trainer themselves.

The training period is covered and determined by a standardized job-training-contract referring to the Federal Training Regulations and the applicable job profiles. Training ends with two exams, one set by the vocational school, the other and final exam set by the Chambers or other responsible bodies. Passing the

exam entitles to a Vocational Certificate which is known and recognized by all potential employers. They rely on the fact that the job experience is already there, and that the need for further company-specific training needs will be limited. The young skilled worker is then free to go for employment in other companies if she or he wants to do so.

**Basic and specialist training in the occupational field
of Industrial Electronics**

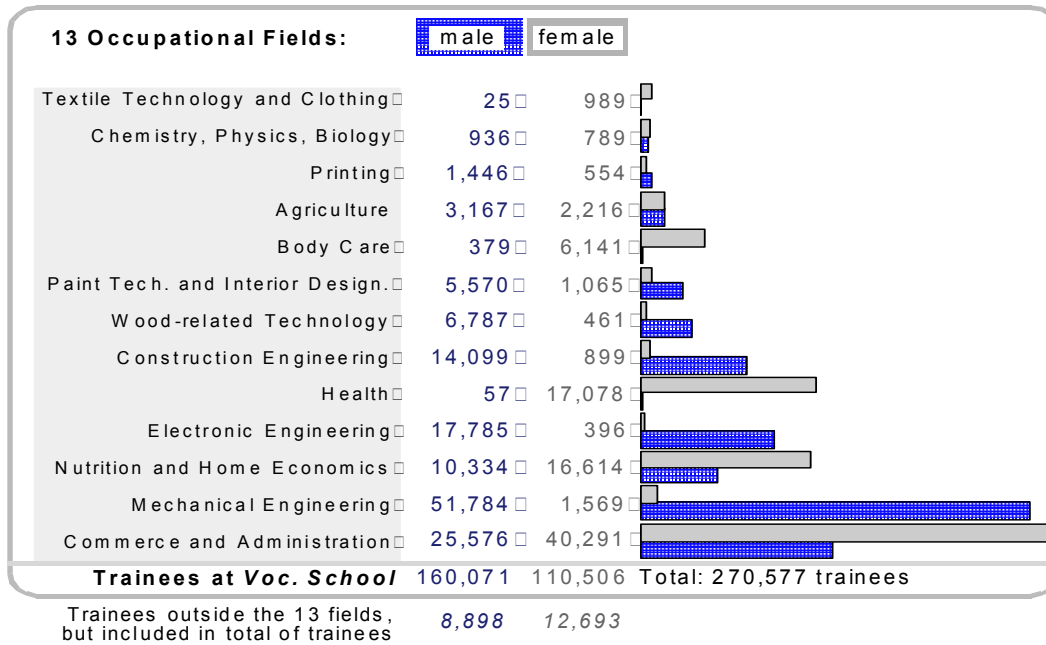


Most of the 380 different traineeships available are grouped together in 13 occupational fields. This grouping has great significance for the organisation of training especially in the first year (Vocational Training Foundation Year), for further training and beyond. Common basic elements of occupations in each occupational field

- make a common basic training possible, followed by appropriate specialisation,
- increase the possibilities of cooperation within modern production methods,
- increase flexibility and mobility on the job market,
- facilitate life-long learning.

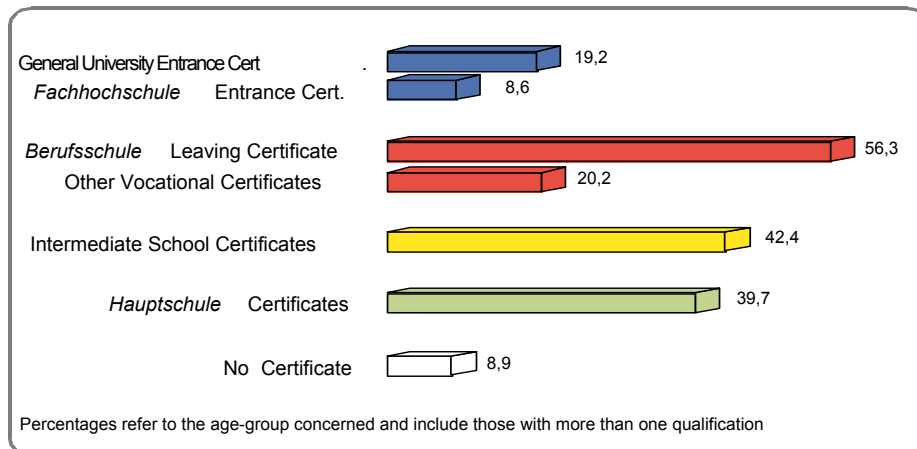
The following diagram shows the distribution of male and female trainees across the 13 occupational fields. Database is in this case Bavaria, the second biggest States (*Land*) within the Federal Republic of Germany.

Trainees at Vocational School by Occupational Fields



In Germany (here again the database of Bavaria), vocational certificates (in red color) play an important role in comparison with educational careers leading to an academic career (university access, blue collar). Thus, the education system through the Dual Training System contributes to an effective professionalization of all vocational ranks.

Certificates of Education Gained in Bavaria



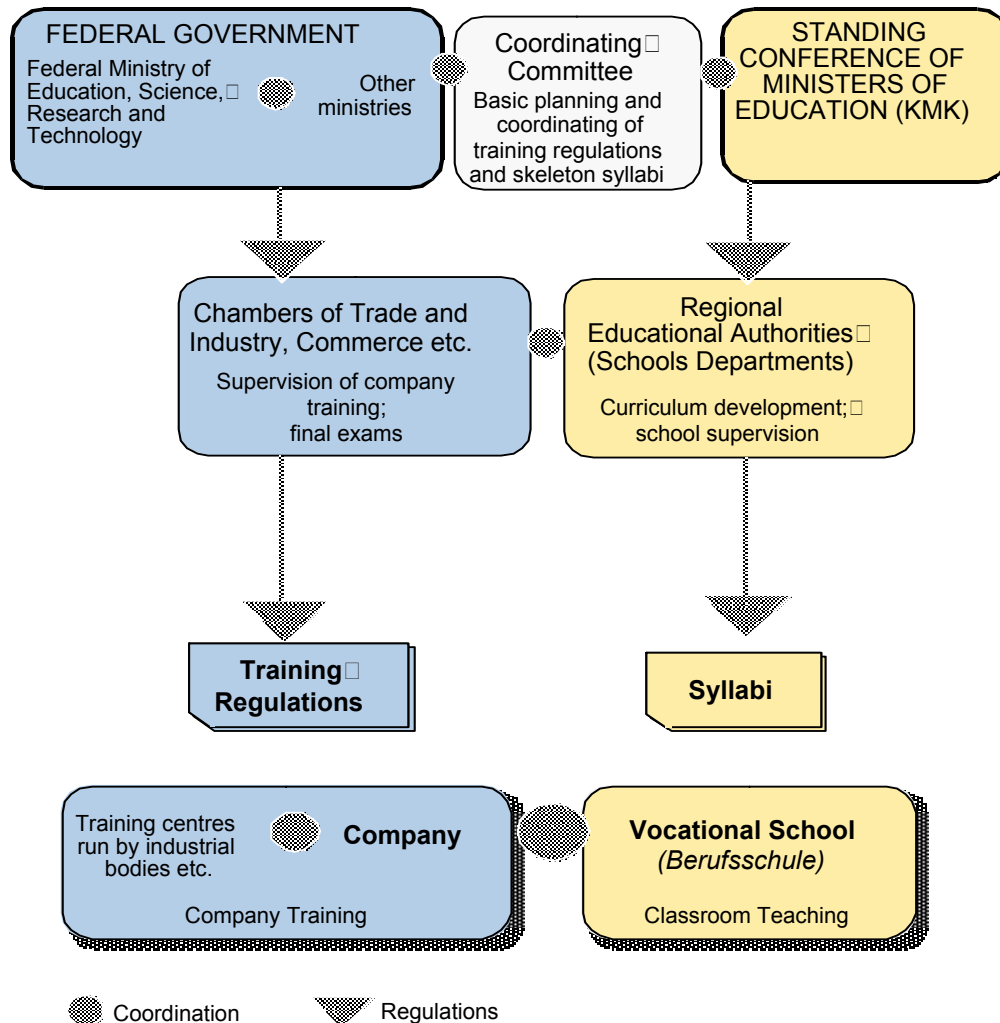
4. Policy integration and cooperating actors behind the Dual Training System

The basic mechanism is that job profiles are being established and constantly revised by joint committees of State and industries.

Job profiles are equally important for both sides of the Dual Vocational Training System:

- For the Vocational School, the job profiles are being translated into school curricula.

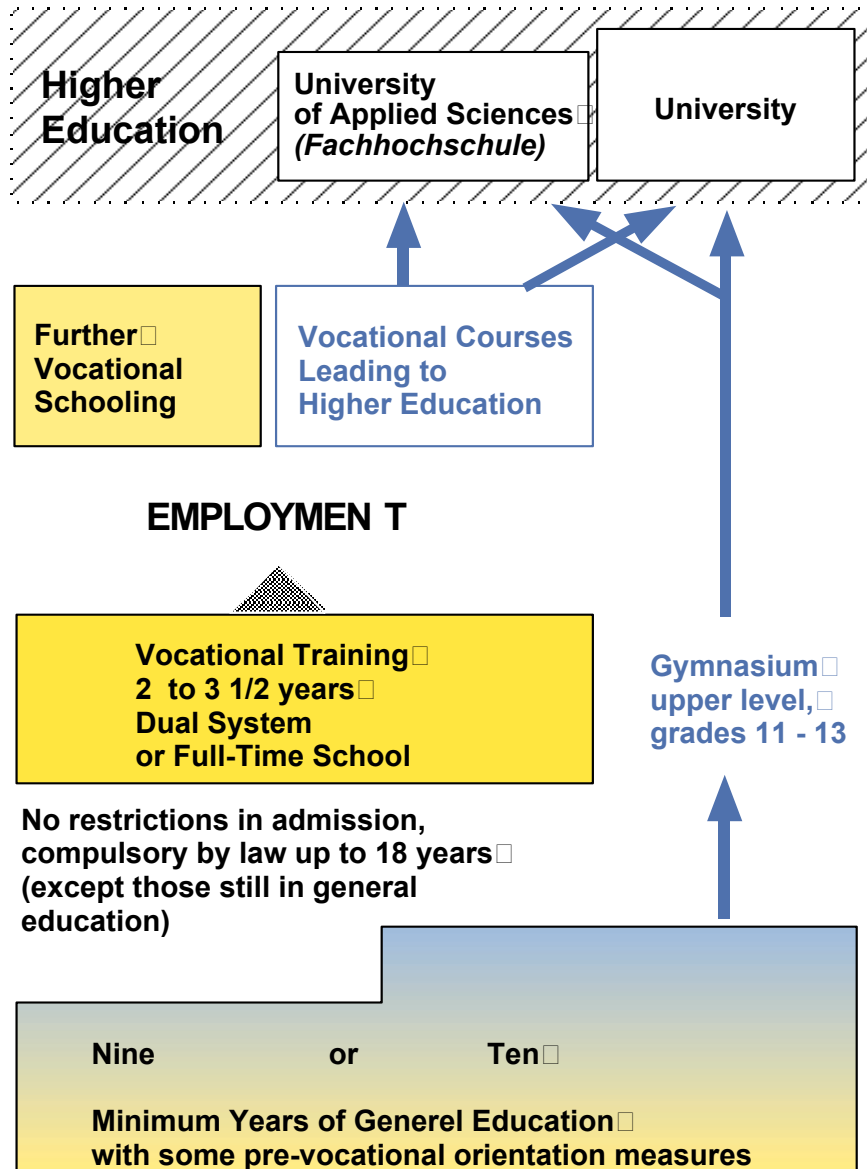
Coordination of the "Dual System" between the State, Commerce and Industry, Vocational School and the Sponsoring Company



The vocational education channel even has a matching extension into higher education. It is the University of Applied Sciences (Fachhochschule), which attracts roughly one third of all higher education students. Through its close cooperation with the private sector it represents a “dual system” at the academic level, producing academics who are highly welcome for fast and productive employment.

(See diagram next page)

VOCATIONAL TRAINING AS INTEGRAL PART OF THE STATE-RUN EDUCATION SYSTEM



THE PROBLEM OF YOUTH UNEMPLOYMENT IN GEORGIA

by Nugzar Duchidze, Georgian Technical University, Georgia

The problem of youth unemployment is one of the characteristic and important problems in Georgia.

By the end of the 1980s, the youth employment coefficient was rather high. On the whole, 33.6 per cent of the employed population were young people below the age of 30 in 1989. Among them 15.6 per cent were with higher education and 18.0 per cent with special education.

At that period jobs provided only an elementary level of social protection. Salaries were often fixed on the living wage. (US\$ 80–100 per month). Young specialists had no possibility to raise the level of their educational skills at leading universities in west Europe.

Georgia was always considered as an agricultural industrial country. About 30 per cent GDP was created in our country at the end of the 1980s. (The share has increased to 35-40 per cent for the time being). 25 per cent of the employed were youth under the age of 30. In addition to this there were metallurgical, machine building and other factories in Georgia, where thousands of qualified youth were employed.

At the beginning of the 1990s, the processes of economic disintegration that took place in the former Soviet Union caused disruption of the economic relations between the former soviet republics, which had a negative impact on the economic development of Georgia. Our country's GDP sharply declined, by 1995 it amounted to 24.0 per cent compared with 1989.

According to the data of the state employment service, in 2001 the number of registered unemployed people amounted to 120,000, 33.4 per cent of them under the age of 30. Unemployed youth has no stimulus to be registered, as the prospect of getting a job is too low. Only a small number of unemployed people are registered. That is why official data do not reflect reality.

According to the informal data, in 2001 the number of employed youth under the age of 30 amounted 12 per cent in Georgia. Among them 7-8 per cent had followed higher education.

From the second part of the 1990s the educational reform that started in Georgia provided preparation of high-qualified specialists in our country. In addition to this Georgian youth is given the possibility of receiving education at leading universities in Europe and the United States of America. Nevertheless, unemployment is still problematic in our country, as stimulation of the economy has not been managed on a proper level. It should provide new working places in the country and attract young specialists in different branches of the economy.

This unemployment causes "youth" crime in the country. The number of crimes committed by youth under the age of 30 increased more than seven times in Georgia between 1991 and 2001. Most drug users are young people aged between 20 and 25. There are a large number of them. The above-mentioned could menace the economic and democratic development in our country, and the stabilization of the Caucasian region in the next 5-10 years. Georgia is already considered an important corridor for drug transportation from Asia to the West. It is quite easy to attract unemployed youth in this kind of transportation.

The result of the above is that the flow of youth emigration to foreign countries is big. In 2001, 150,000 young people under the age of 30 emigrated from Georgia to Russia to find jobs. More than 200,000 young people emigrated to different countries of the world.

In order to solve this problem it is necessary to create and realize supporting programmes for business where a vital role should be given to the employment of young specialists. There are many possibilities in the food processing industry in Georgia. Special attention should be paid to this issue.

It is impossible to find the necessary funds for elaborating and financing youth programmes because of the difficult economic situation in our country. That is why international donor organizations should pay special attention to this problem. It is necessary to elaborate and realize international programmes in the near future which will consider the youth employment problem.

Implementing this kind of programme will be the decisive step towards creating a democratic society in our country and for its economic, cultural and political development.

BOX 4 : YOUTH UNEMPLOYMENT IN RURAL AREAS, UNITED KINGDOM

Background

While youth unemployment has been well researched, the majority of studies have focused on young people living in urban areas. Although many of the problems associated with unemployment which young people in both urban and rural areas face are the same, the latter face additional difficulties linked to geographical isolation and to the narrow range of employment and training opportunities, which are available. In Britain, few studies have focused on youth unemployment in rural areas and knowledge of the significance of different opportunities and difficulties remains underdeveloped.

This study analysed survey data collected from unemployed young people from across Scotland in order to investigate what factors lead to employment and unemployment for young people living in urban and rural areas. Qualitative data collected through in-depth interviews with young people, employers and key professionals was used to provide information on the problems that young people in rural areas encountered in getting work.

Contrasting rural labour markets

Recognising that the term 'rural' is used to cover a wide range of circumstances, the qualitative study focused on four distinct types of rural area:

- a 'traditional' rural area in the South West of Scotland which was geographically isolated and had significant economic activity in the agriculture sector;
- an 'urban fringe' area north of Stirling in which employment opportunities were affected by proximity to a town;
- a 'seasonal' area in mid-Argyll where job opportunities in significant sectors of the local economy undergo strong seasonal variation;
- an 'ex-industrial area' in Ayrshire in which the decline of opportunities in the manufacturing and extractive industries has had a detrimental impact on local opportunities.

In some ways young people living in each of these rural areas had different opportunities in terms of employment, education and training, yet many of the structural barriers faced were common to all areas. The main differences between the areas related to the level of job opportunities, the availability of seasonal employment and the extent to which poor transport and housing provision inhibited employment possibilities.

	<i>Urban men</i>	<i>Rural men</i>	<i>Urban women</i>	<i>Rural women</i>
Settled	17	22	17	25
Vulnerable	47	49	48	45
Marginalised	25	14	25	24
Excluded	11	14	9	6
(n)	(326)	(179)	(171)	(107)

Rural and urban contrasts

From a quantitative perspective, there was little evidence to support the idea that rural young people experience greater difficulties in getting work than their urban counterparts. The average number of periods of unemployment experienced in rural and urban areas was very similar. In rural areas, the duration of unemployment tended to be shorter and young people who became unemployed found it easier to obtain jobs.

The study identified four different patterns of participation in the labour market: settled, vulnerable, marginalised and excluded (using information on current status and the proportion of time young people had been unemployed since leaving school). Six months after a period of unemployment, those living in rural areas were more likely to be in settled work than their urban counterparts. Although levels of labour market 'exclusion' among rural men were relatively high, women were less likely to experience prolonged or continuous periods of unemployment and were more likely to find work quickly after a period of unemployment. In part, this was a reflection of a higher demand for female labour in tourist-related and general service industries, but women also gained advantages as a result of having stronger educational qualifications. However, the data did not support the notion that young people in rural areas were more likely to move in and out of work.

The importance of informal networks

One of the main factors affecting young people's success in moving from unemployment to employment was their connection with local informal networks. Informal networks provided young people with information about forthcoming employment opportunities or personal recommendations for jobs. The majority of respondents who had secured employment relied heavily on such information and very few obtained employment through newspaper advertisements or the Jobcentre vacancies board.

Rural employers frequently recruited new staff through 'letting it be known' that they were seeking additional workers. Informal recruitment methods were popular with employers who thought they helped guarantee the reliability of recruits. Several key professionals also highlighted the importance of informal networks, suggesting that many young people secured employment or apprenticeship training through family connections. One Careers Officer argued that such informal networks mean that rural Careers Officers' role in matching young people to available vacancies was much reduced, compared with their urban counterparts.

Whilst social networks provided significant opportunities for some, a lack of local contacts caused difficulties for others. Those who lacked contacts were disadvantaged, as were those who were stigmatised by the community in some way. While strong family contacts can clearly smooth young people's transitions to employment, in small communities poor family reputations can also prove to be a barrier to employment. Some young people claimed that their 'incomer' status was a disadvantage, especially since parents lacked local contacts and sometimes commuted to work outside of the area. Those perceived as 'trouble-makers', those that kept 'bad company', single parents and incomers found that negative perceptions about their lifestyle could work to their disadvantage.

Transport problems

Young people's chances of moving from unemployment to work were strongly affected by their ability to get to jobs and training opportunities in their locality. In this context, having private transport helped many young people get work and the possession of a driving licence was often significant. Those who relied on public transport complained that timetables were restrictive and the costs often prohibitive. The lack of transport served to restrict opportunities and limited the job search area, although if feasible in terms of timetables and cost, young people were prepared to travel long distances for work. Yet even when a young person was prepared to travel for work, employers seemed to be reluctant to risk recruiting those who had to undertake long or complex journeys fearing that extensive travel, especially in the winter, would result in poor time-keeping.

Lack of opportunities

In each of the rural areas relatively few quality jobs were available for young people. Firms tended to be relatively small and few employers employed large numbers of young people. Within these companies young people tended to occupy the most insecure positions. Some employers relied heavily on seasonal workers, and most expressed a low demand for qualified workers. The employer's view that demand for young people was concentrated in low skilled jobs was borne out by the experiences of young people who frequently complained about the poor quality of employment opportunities.

Formal training provision in each of the areas was rarely in evidence. Few employers offered more than short on-the-job training programmes or training which was legally necessary to meet minimum health and safety requirements. Although the New Deal had been introduced shortly before the start of the fieldwork, knowledge of the scheme was limited and few expressed an interest in involvement. Even among those who had investigated the possibilities offered under the New Deal, many felt unable to offer the necessary training to potential recruits.

Getting work

For employers, the personal characteristics ('soft skills') of potential employees (sometimes seen as confirmed through previous work history) were particularly significant when recruiting. Social skills were important and recruits were expected to be able to fit easily into the work environment. Where employees would be spending time dealing with the public, in hotels, for example, "clean looking, energetic young people" were in demand. Personal skills highlighted by employers included dress, appearance, motivation and attitude through to accent and telephone manner.

Many employers regarded these personal characteristics as more important than educational qualifications, especially in the service sector. However, those with work experience and the 'appropriate' personal attributes also tended to have strong qualifications and, as such, qualified young people were recruited by default.

Work experience was also perceived as an important way into employment by both employers and young people. Young people with no previous work experience often felt that this was one of the main barriers to gaining employment.

Although many young people had worked in seasonal or part-time jobs, very few made the transition from such work to permanent employment. Indeed, the two segments of the labour market tended to be somewhat distinct and mobility between them restricted. Experience in the less secure segments of the labour market did not translate very easily into more secure employment. This was particularly true of the part-time, female-dominated, sector. Difficulties here tended to stem from a lack of childcare facilities and the absence of family or friends who were able or willing look after their young children. There were no childcare facilities in any of the rural locations.

Housing

The lack of affordable housing represented another difficulty. Although most of the young people lived at home, they were aware that high costs and poor availability would force them to leave the area in the future. Many of those who had moved away from home lived in poor quality accommodation, such as caravans. Low wages were a central part of the problem as high housing costs meant that few young people could either afford housing in their home area or afford a move to a new area.

About the study

This report is based on research conducted in Scotland between November 1997 and September 1999. A number of complementary methods were used, including a survey of 817 18- to 24-year-olds from across Scotland with recent experience of three months continuous unemployment. This sample was used to develop a macro-analysis of youth unemployment and of routes back into the labour market. It was also used to draw broad contrasts between the experiences of rural and urban youth. From this sample, 80 young people living in rural areas were selected for in-depth interviews about their experiences of unemployment and of their difficulties in finding jobs. To discover more about factors that either restricted the opportunities available to young people or facilitated their entry into employment, 40 rural employers were also interviewed, together with 25 key professionals such as Careers Officers, Jobcentre staff, Rural Strategy Officers and officials from Local Enterprise Companies.

Youth unemployment in rural areas by Fred Cartmel and Andy Furlong, is published for the Foundation by YPS

Joseph Rowntree Foundation
The Homestead
40 Water End
York, North Yorkshire
YO30 6WP, UK

Tel: +44 (0)1904 629241

Fax: +44 (0)1904 620072

SKILLS, KNOWLEDGE AND EMPLOYABILITY

by Gianni Rosas, International Labour Office

ILO's WORK ON YOUTH EMPLOYABILITY TRAINING IN EUROPEAN TRANSITION COUNTRIES

This presentation (who, what and why)

- Defining youth and employability (who, what)
- ILO's approach to (how):
- Youth employability training
and
- Support programmes
- ✓ Career guidance
- ✓ Self-employment

TARGETING YOUTH

- Age
- Gender
- Educational level
- Socio-economic background
- Cultural/linguistic diversity
- Rural/urban populations
- People with disability
- Socio-political context (internally displaced, refugees, returnees, ex-combatants,

TRAINING FOR EMPLOYABILITY PROGRAMMES

- From teaching to learning
- Individual's centred methodologies
- Flexible entrance-exit programmes
- Competency-based modular curricula
- Demand-driven programmes

INTEGRATED CURRICULUM DEVELOPMENT

Technical Competencies			
Theoretical training	Core skills	Labour Market Navigation Skills	Practical/on-the-jobtraining

TRAINING PARTNERSHIPS

- Involvement of Employers' and Workers' organizations;
- Cooperation between public, private and voluntary organizations
- Cooperation/involvement at national, regional and local level (emphasis on decentralization of training)

SELF-EMPLOYMENT PROMOTION

PROGRAMMES INCLUDING:

- Guidance modules
(secondary schools and youth programmes)
- Identification of youth
(motivation/potential)
- Fully-fledged self-employment training programmes
- Assistance accessing credit and non-financial services
- Monitoring and assistance in business start-up

YOUTH CAREER GUIDANCE

An instrument to increase labour market efficiency and improve access of disadvantaged youth

Provision of assistance to youth in:

- Assessing individual's skills of training and employment situation and issues
- Obtaining information on LM opportunities/trends
- Identifying existing opportunities to enhance employability (training, apprenticeship, credit, etc)••

<i>ILO's integrated approach</i>		
COMPETENCE ASSESSMENT AND COUNSELLING		
SKILLS DEVELOPMENT JOB PLACEMENT	EMPLOYMENT	SELF EMPLOYMENT ASSISTANCE TO START UP

<i>ILO methodologies and tools for youth employability</i>
<ul style="list-style-type: none"> • <i>Modular Approaches to Skills Training</i> Skills for Employability (MES) Design, Management & Evaluation of Open/Flexible Training Gender, Poverty and Employment (GPE) • <i>Community-Based Training</i> Skills for Self-Employment (CBT) Community-Based Rehabilitation for People with Disabilities Local Employment Training • <i>Self-Employment</i> Skills for Self-Employment (CBT + TRUGA for rural areas) Know About Your Business (KAB), Start & Improve Business (SIYB) • <i>Career Guidance Training Programmes and Tools</i> (including current work on the development of a youth career guidance manual • <i>Youth Employment Guides</i> for Employers' and Workers' organizations)

<i>A recipe for youth employability programmes?</i>
<ul style="list-style-type: none"> • There is no solution valid everywhere and at any time • Integrated programmes addressing employability from different angles (Active Labour Market Measures) .....but also • Transition and structural adjustment programmes with « youth employment lenses »

BOX 5 : WISCONSIN EMPLOYABILITY SKILLS CERTIFICATE FOR YOUTH

Wisconsin Employability Skills Certificate Program Portfolio		
YOUTH INFORMATION		
Youth Name		
School District	School Building	
Supervising Teacher		
Address Street, City, State, Zip		
School Telephone Area/No. ()	School Fax Area/No. ()	E-Mail Address
Workplace Mentor		
Work-Based Learning Site (Employer name, street address, city, state, zip code)		
EMPLOYABILITY SKILLS COMPLETED		
Basic SCANS Skills		
Personal/Interpersonal Skills		
Thinking/Information Processing Skills		
Systems/Technology Skills		

INSTRUCTIONS:

Employer: Thank you for your help in mentoring the above named youth to become a more effective future employee.

Please rate the youth on the next page, based on the 3-2-1-0 scale at the top of the page, and initial your ratings under the column marked “WB” for work-based.

In order to assess improvement, please rate the youth after the first week of his/her job experience under “Preliminary Evaluation” and at the conclusion of their job experience under “Final Evaluation.”

If you cannot assess the youth on some of the items due to lack of access to practice/observe the skill, please leave the item(s) blank.

If you have questions, please call _____ at

_____. (local school contact) (phone and e-mail)

School: Please review this Youth Employability Skills Record with the participating youth and ensure that he/she understands the items to be assessed.

Any items for which the employer cannot provide exposure/skills practice, must be covered by the school. Please rate the youth on those items and initial the rating in the column marked “SB” for school-based.

Between the employer and the school, all items must be rated. In order to receive a State Certificate in Employability Skills, the youth must receive a score of 44 or more, out of a possible 66 points and no more than two items may be rated at a level 1. (No zeros are acceptable in the final evaluation.)

Please refer to the “Wisconsin Employability Skills Certificate Program Final Evaluation” form online at www.dpi.state.wi.us/dpi/dlsis/let/workbase.html to record the name of the youth, his/her workplace and the total points this youth achieved in the Final Evaluation. Please submit this information electronically to Marilyn Bachim at marilyn.bachim@dpi.state.wi.us.

Youth Employability Skills Record - Addendum
Career Specific Skills – Optional

3 = Proficient—able to perform entry-level skills independently.

2 = Intermediate—has performed tasks, may need additional training or supervision.

1 = Introductory—is familiar with process but is unable, or hasn’t had the opportunity, to perform task; additional training is required.

0 = No exposure or knowledge of the task/skill.

SB = School Based (Supervising Teacher) or Service Agency Based

WB = Work Based (Workplace Mentor)

«

»

Олег Рожнов, Российский Союз Молодежи, Российская Федерация

***(Programmes of the Primary and Secondary Employment of the All-Russian Non-governmental Organization "Union of Youth of the Russian Federation",
by Oleg Rozhnov, Union of Youth of the Russian Federation)***

Российский Союз Молодежи (РСМ) – одна из крупнейших общероссийских общественных молодежных организаций, которая включает в себя территориальные организации из 75 субъектов Российской Федерации и более 250 000 индивидуальных членов. В 2001 году в программах РСМ участвовало более 1 миллиона молодых россиян.

С момента создания в 1990 году и по сей день деятельность организации направлена на развитие и становление личности молодого человека, на реализацию программ, позволяющих юношам и девушкам реализовать свой потенциал, проявить себя, найти свое место в жизни. Российский Союз Молодежи работает во всех сферах жизни и деятельности молодежи: профориентация и занятость, образование и культура, досуг и спорт. В работе РСМ принимают участие различные группы молодых людей: учащиеся школ и колледжей, студенты средних специальных и высших учебных заведений, работающая молодежь и предприниматели.

«Российские интеллектуальные ресурсы», «Арт-Профи Форум» (программа для молодежи, получающей профессионально-техническое образование), «Молодой рабочий» (для работающей молодежи промышленных предприятий), «Юниор-лига КВН», «Молодежный Интернет-клуб», «Студенческая наука», «Достижения», «Международные молодежные лагеря» («Бе-Ла-Русь», «Лагерь славянской молодежи», «Русская зима»), «Планета РСМ» (программа недорогого содержательного туризма) – вот некоторые из более чем 50 центральных программ Российского Союза Молодежи.

Среди приоритетных программ также - «Молодежная карта EURO<26», составная часть общеевропейской программы «EURO<26», цель которой – социальная поддержка молодежи через создание и развитие системы скидок и льгот при приоі j ^ vò b j и Z

Данная программа призвана решать два блока проблем, существующих в молодежной и детской среде современной России.

Во-первых, охватить вниманием и вести постоянную работу с беспризорными и безнадзорными детьми, которых, согласно статистике, сегодня в России более 1 миллиона человек.

Во-вторых, обеспечить вторичную занятость молодежи - студентов (не только педагогических специальностей), социальных педагогов, спортивных тренеров, художественных руководителей, привлекая их к работе с детьми.

Что касается первого блока, то, как показало развитие институтов гражданского общества в России за последние годы, взаимодействие власти и общественности, получившее новый импульс после проведения Гражданского Форума в 2001 году, общественные, некоммерческие организации играют исключительно важную роль не только в социальной сфере, но и в решении вопросов экономической и политической жизни страны.

Государственные органы, министерства, ведомства в большинстве своем стали понимать, что должны активнее строить свою работу с различными категориями граждан через общественные объединения. Не только, а может быть не столько, бороться с негативными явлениями в детской и молодежной среде силовыми методами через силовые министерства, сколько заниматься их профилактикой с использованием положительного опыта.

Если ребенок стал безнадзорным, значит:

- Семья потеряла над ним контроль и, как правило, восстановить его не может, либо это – неблагополучная семья, возвратом в которую, проблему не решить. Таким образом, решать вопросы уже ставших безнадзорными детей через семью не самый эффективный, а скорее, малоперспективный путь.
- Потеряла контроль школа, следовательно, потеряла авторитет и вернуть ребенка туда можно лишь силовыми методами, эффективность которых будет равна нулю.

В такой ситуации повлиять на безнадзорного ребенка могут только его сверстники через положительный, но не навязанный сверху, пример, через вовлечение в интересные мероприятия, которые проводятся во дворе (микрорайоне) и организуются такими же ребятами, как он сам.

Всему этому соответствует деятельность общественного объединения, в котором работают молодежь и дети. Такой организацией и является Российский Союз Молодежи.

В настоящее время РСМ реализует десятки содержательных программ в области детского и молодежного досуга, образования, социальной поддержки, но участвуют в которых, в основном, социально активные дети и молодежь. Реализуя данные программы, общественные организации сегодня не ставят своей главной целью вовлечение в них именно безнадзорных и беспризорных детей. И хотя естественным образом этот процесс идет, вовлекается ничтожно малый процент трудных подростков и детей из малообеспеченных семей.

У целого ряда территориальных организаций РСМ существуют специальные программы по работе с безнадзорными и беспризорными детьми. Это – постоянно действующие центры работы с детьми и молодежью по месту жительства. За 12 лет работы Российским Союзом Молодежи накоплен опыт организации работы таких центров. Они позволяют охватывать содержательными программами и активным досугом детей и молодежь непосредственно во дворах и микрорайонах. Собираясь вокруг центров, на их базе, ребята под руководством старших товарищей организуют различные мероприятия (спортивные соревнования, праздники, субботники и т.д.) Для организации таких центров используются разного рода *заброшенные помещения в жилых домах*:/бывшие/ подсобки, лифтерные, полуподвальные помещения.

Что касается второго блока, то создаваемые на постоянной основе, имеющие бюджетное или спонсорское финансирование центры работы с детьми и молодежью по месту жительства позволяют обеспечить работой широкий круг молодежи, это:

- вторичная занятость студентов, которые не только имеют возможность получать дополнительный доход, помимо стипендии, но и проходят своего рода стажировку в качестве педагогов, организаторов, воспитателей, руководителей;
- первичная занятость для тренеров по различным видам спорта, художественных руководителей, руководителей различных секций, клубов, «кружков» по самым разным направлениям работы.

Сегодня на все это РСМ использует собственные ресурсы, полученные от хозяйственной деятельности, социально-экономических программ, полученных грантов, привлекает бюджетные и спонсорские средства.

Есть также практика использования средств, выделенных службам занятости в регионах на обеспечение вторичной занятости студентов. Эти ребята направляются на общественные, социально значимые работы в детские дома, приюты, центры по работе с молодежью и детьми, летние лагеря. В Иркутске, в частности, при поддержке Службы занятости области проводится эколого-туристический палаточный лагерь, во время которого старшие школьники и студенты ежегодно занимаются уборкой и очисткой лесных зон.

Этот опыт мог бы быть использован и другими регионами России, сегодня, к сожалению, он основывается на активности и энтузиазме общественных объединений. Не хватает системности, целостности программ по работе с детьми, для чего необходима государственная поддержка, сформированный госзаказ для общественного сектора на проведение постоянно действующих, общероссийских программ.

Не хватает планомерной, каждодневной работы с детьми и молодежью. Центры по работе с детьми и молодежью по месту жительства, как и другие программы, функционируют на энтузиазме общественных организаций в плохо приспособленных для этого помещениях.

Этот вопрос необходимо решать комплексно:

- через службы занятости, обеспечивая вторичной занятостью студентов, работающих в названных центрах (необязательно педагогических специальностей), педагогов, либо принимая работников на постоянной основе;
- через обязательное выделение помещений в микрорайонах под такие центры, может быть, введение норматива: на 1000 кв.м. жилой площади – 1 кв. метр под работу с детьми и молодежью по месту жительства.

Для того чтобы такая работа приняла общероссийский и массовый характер, нужен госзаказ на эту деятельность. Необходимо развернуть службы занятости в регионах для привлечения студентов, педагогов, тренеров на принципах вторичной, а может быть, и первичной занятости. Необходима четкая установка для муниципальных образований о выделении помещений для клубов по месту жительства, необходимо понимание всеми учреждениями дополнительного образования, внутренних дел, социальной защиты необходимости организационной поддержки деятельности молодежных и детских общественных объединений, необходима подготовка специально обученных кадров для этой работы.

Еще одним направлением деятельности Российского Союза Молодёжи в сфере занятости является работа по организации и координации деятельности студенческих отрядов как формы занятости студенческой молодёжи.

Студенческие отряды - общественные объединения студенческой молодежи, созданные по инициативе граждан, занимающиеся социально полезной и социально значимой деятельностью, направленные на организацию занятости студентов.

Студенческие отряды подразделяются по роду деятельности на:

- строительные, работающие преимущественно на строительных объектах;
- педагогические, деятельность которых направлена на работу в загородных детских лагерях, на базах отдыха детей, в школах по специализированным программам развития и оздоровления ребёнка;
- сервисные, деятельность которых направлена на работу в сфере услуг. Студенческие отряды этого направления могут ориентироваться на широкий спектр работ, как впрочем, и строительные.

Задача Российского Союза Молодёжи состоит в предоставлении организационной, методологической, юридической помощи развивающимся студенческим отрядам. РСМ фактически соединяет работодателя, заинтересованного в экономически выгодном сотрудничестве со студентами, и студенчество, заинтересованное в дополнительных заработках. РСМ тем самым занимается социально значимой деятельностью в области студенческой занятости и дальнейшего трудоустройства, позволяя молодым людям развиваться, практически применяя вузовские знания и набирая трудовой опыт.

« EURO<26>»

Программа «EURO<26>» развивается в Европе с 1987 года под патронажем Совета Европы, Европейского Союза, государственных и правительственных структур. Ее суть - предоставление молодежи до 26 лет скидок по дисконтной пластиковой карте «EURO<26>» на всевозможные товары и услуги. Карта, приобретенная в одной из стран, действительна во всех государствах, являясь в некоторых из них удостоверением личности и даже бесплатным проездным документом.

По данным на 1 января 2002 года в программе «EURO<26>» участвует 43 страны Европы. Право развивать дисконтную систему на территории любой из стран имеет только одна национальная организация - член Европейской Ассоциации молодежных карт (EYCA).

В России это - Российский Союз Молодежи – самая крупная общероссийская общественная организация, имеющая филиалы в 75 регионах России.

Общее количество распространенных в 2001 году в Европе карт - 4 159 000.

Задачи программы:

- Информирование молодежи (о своих правах и возможностях, о жизни молодежи в своей стране и других государствах Европы).
- Социальная защита (возможность молодежи Европы получать льготы при покупке товаров и пользовании услугами).
- Содействие географической и интеллектуальной мобильности молодежи (более дешевое, либо бесплатное перемещение по Европе, доступ к сокровищам мировой цивилизации (театры, выставки, музеи, исторические места)).

Программа «Молодежная карта EURO<26>» была принята РСМ 19 декабря 1997 года. С этого момента РСМ приступил к ее реализации, получив эксклюзивное право на развитие данной программы в Российской Федерации.

По договору с организацией, имеющей статус территориальной организации РСМ, *Центральный Комитет (ЦК) РСМ* передает право на выполнение программы в каждом конкретном регионе России.

В 1997-2000 годах велась работа по подписанию договоров с предприятиями о предоставлении скидок по карте «EURO<26» в регионах России. Приемная сеть по карте была сформирована: к середине 1998 года – в 6 регионах России, к началу 1999 – в 20 регионах, к концу 1999 – в 31 регионе, к концу 2000 – в 43 регионах России, сегодня приемная сеть программы «EURO<26» работает в 65 городах страны.

На 1 января 2002 года в России по программе «EURO<26» скидки предоставляют более 2 500 предприятий.

Программа «Молодежная карта EURO<26» получила поддержку Государственной Думы Российской Федерации, Министерства образования России, руководителей российских регионов.

Программа «Молодежная карта EURO<26» без привлечения бюджетных денег, при соответствующем отношении органов власти, является значимой программой поддержки российской молодежи. Можно, не повышая стипендии студентам, значительно снизить их расходы за счет скидок, тем самым повысив их жизненный уровень.

Одно из важнейших преимуществ программы - вторичная занятость молодежи.

Предлагаемая программа позволяет включить большое количество молодых людей в общественно-значимую, оплачиваемую работу, предоставляя не только возможность зарабатывать деньги, но также перспективы личностного и профессионального роста, дальнейшего трудоустройства.

Главное условие эффективности программы «Молодежная карта EURO<26» и ее востребованности молодежью – постоянно развивающаяся сеть предприятий, компаний, организаций, предоставляющих скидки по карте. Процесс заключения договоров о предоставлении скидок – процесс трудоемкий и продолжительный. Штат общественной организации не позволяет в полной мере охватить предприятия во всех сферах продажи товаров и предоставления услуг в 89 субъектах Российской Федерации.

РСМ в данной ситуации создал в какой-то мере самофинансирующуюся систему развития социально значимого проекта через программу вторичной занятости студенческой молодежи. Средства, вырученные от реализации карт, идут не только на воспроизводство программы (изготовление карт, каталогов, стикеров, оплату взноса в ЕУСА и т.п.), но и на оплату труда сотен студентов, работающих по заключению договоров о предоставлении скидок.

Таким образом, каждый заключенный договор расширяет диапазон предприятий, где молодежь экономит деньги (получает скидки), и дает заработок конкретному молодому человеку, работавшему над заключением этого договора. Студентам и молодежи предоставляется также возможность получать заработок, реализуя по установленной розничной цене карты «EURO<26».

РСМ, как некоммерческая организация, не ставит своей целью получение прибыли, поэтому, соответственно, экономические механизмы/ программа/ы/ направлена/ы/, прежде всего, на поддержку как можно более широких кругов молодежи.

Кроме того, программа позволяет студенту пройти своего рода стажировку в ведении переговоров, работе с договорами, изучении экономических и финансовых *вопросов/механизмов/* на практике. Многие из студентов, работавших по программе, не только зарекомендовали себя как предприимчивые, экономически грамотные специалисты, но и были приглашены на работу в те самые фирмы и предприятия программы, с которыми они работали по заключению договоров.

РСМ, реализуя программу «Российские интеллектуальные ресурсы», ставит цель помочь талантливым, одаренным, продвинутым молодым россиянам найти свое место в жизни: правильно выбрать профессию, получить необходимое образование, найти достойную, престижную и полезную для общества работу в своей стране. Для этого молодому человеку необходимо стать востребованным специалистом и оказаться в поле зрения работодателя.

Подготовка специалистов сегодня невозможна только в рамках вузовской системы. Никто кроме работодателя, действующего предпринимателя, руководителя не в состоянии описать требуемую квалификацию, сформулировать требования к профессии, обучить молодого специалиста. Современная система образования не учитывает интересы работодателя.

В этой ситуации РСМ совместно с Центром корпоративного предпринимательства (ЦКП) реализует систему подготовки, позволяющую решать подобные проблемы. Данная модель подготовки менеджеров, проектных управляющих, предпринимателей основывается на следующих принципах:

Действующие руководители, управленцы и предприниматели включены в процесс подготовки молодых специалистов в роли его полноправных участников и, одновременно, конечных потребителей продукта. Результат интеграции: молодой специалист уже к моменту получения диплома готов не просто к практической деятельности, но и к работе на конкретной должности.

Они же в качестве работодателей предоставляют места для стажировки, необходимые информационные ресурсы, и обеспечивают покрытие всех издержек по разработке и реализации учебных модулей.

Те же работодатели играют ключевую роль в экспертизе качества конечного продукта – молодых специалистов.

Молодые управленцы для государственных, предпринимательских и гражданских организаций всех типов готовятся в единых учебных модулях по взаимосвязанным программам.

Важнейшим компонентом программы являются профессиональные объединения управленцев – выпускников программы, которые занимаются определением профессионального рейтинга каждого управленца, обеспечением их постоянной переподготовки, кадрового роста.

Новая технология подготовки управленческих кадров базируется на создании сети переходных учебных модулей между вузами и корпорациями-работодателями с целью:

- включения работодателей в учебный процесс для быстрой адаптации молодых специалистов к предстоящей деятельности еще в период обучения и стажировки;
- передачи современного управленческого опыта из первых рук и его ускоренного освоения;
- постоянной модернизации педагогических моделей и образовательных стандартов для учета требований практики;
- вовлечения средств и ресурсов корпораций в систему подготовки кадров;
- постоянной экспертизы действующих образовательных институтов и программ управленцами-практиками.

Ключевым элементом модели подготовки является система практического обучения «из рук в руки», система «трансляции ремесла».

Модель основана на прохождении молодыми специалистами специальной стажировки. Стажировка не является учебной. Стажер попадает на реальную фирму, решает реальную проблему, стоящую перед компанией, проблему именно того класса, с которым ему придется работать, ровно на том месте в компании, где ему потом придется работать.

На основе практического опыта разработана система стандартов предпринимательских стажировок.

В процессе предварительных переговоров с работодателем создается корпоративная часть программы подготовки – конструируется стажировка подготавливаемых специалистов в компании.

Педагогическая модель, положенная в основу данной системы подготовки, разработана специальным образом и позволяет:

- ускорить процесс приобретения опыта,
- оснастить его необходимыми понятийными средствами,
- обеспечить систему «перенесения» приобретенного стажерами опыта из данной предметной сферы в другую.

Модель состоит из трех слоев: предметного, методологического и культурологического.

За счет работы стажеров со специалистами-предметниками, методологами и гуманитариями происходит концентрация, структуризация практического опыта, приобретаемого во время стажировок; вычленение базовых схем современной управленческой и предпринимательской деятельности; овладение навыками проектирования и реализации схем ролевых и рефлексивных отношений; формирование понятийного аппарата и инструментария современного управленца.

Перечисленные выше программы РСМ, нося комплексный характер, решают вопросы первичной и вторичной занятости молодежи. Выполняя целый ряд социально значимых функций, эти программы в определенной мере обеспечивают молодежь рабочими местами.

BOX 6 : LOCAL GOVERNMENT INITIATIVE: NORTH CAROLINA, USA

COOPERATIVE EXTENSION SERVICE

Statement of Purpose

The North Carolina Cooperative Extension Service - Catawba County Center is a cooperative educational agency sponsored jointly by the United States Department of Agriculture, North Carolina State University, North Carolina A & T State University, and Catawba County.

It provides Catawba County citizens with scientifically based information and informal educational opportunities focused on local needs and issues.

4-H and Youth Development

1. Fifty (50) youth will improve their understanding of economics, business, and careers while improving skills in problem solving and critical thinking from participation in *Mini-Society*, a 20-hour youth entrepreneurship program, and other related programs.

Impact will be measured by end-of-program evaluation that includes surveys, testing, and essay responses.

2. Two hundred and fifty (250) youth will develop skills in leadership, citizenship, and communication through involvement in long-term 4-H units. Agent will continue to promote the value of 4-H clubs/programming and recruit volunteer leaders to establish additional long-term 4-H clubs in targeted areas of the County. Impact will be measured by the number of families reached, new families involved in 4-H, and skills exhibited by 4-H youth.

3. One thousand (1,000) youth will acquire new knowledge, build life skills, and develop positive new interests as a result of participating in a variety of 4-H special interest programs and camps. Changes in knowledge and skills will be measured by written program evaluations.

4. Five hundred (500) youth enrolled in 15 different school-age childcare programs will participate in hands-on educational activities designed to increase their knowledge and improve targeted life skills. Three workshops will be offered to help school-age childcare employees increase their knowledge and learn how to implement 4-H curriculum in their programs. Impact will be measured by survey of directors of participating after-school program sites.

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*Константин Ващенко, Государственный комитет Украины
по делам семьи и молодежи, Украина*

***(Equality of Opportunity: Recent Changes in the Opportunity Set of Youth, Their Impact
and Reaction to it, by Konstjantyn Vaschenko
State Committee for Youth and Family Affairs, Ukraine)***

В Украине молодежная политика имеет государственное значение и признана одним из важнейших приоритетов в деятельности государства.

По сравнению с другими социальными и возрастными категориями, государственная политика относительно молодежи имеет существенные отличия, которые заключаются, во-первых, в специфике актуальных для молодежи проблем, во-вторых, в методах их решения.

Молодежь, то есть люди в возрасте от 14 до 28 лет, находится в процессе образовательной, профессиональной и личностной самореализации. Потому наиболее острыми для них являются проблемы:

- получения высшего образования;
- трудоустройства;
- жилья;
- содержательного досуга.

Особенность проявления этих проблем в современном украинском обществе обусловлена активной интеграцией Украины в мировые социально-экономические отношения.

Украинские школьники и студенты получают образование за границей, и это перестало быть привилегией исключительно детей состоятельных или влиятельных родителей.

Молодежь устраивается на работу в другие страны, и если раньше миграция с целью трудоустройства была практически полностью нелегальной, то сейчас она все в большей степени осуществляется под контролем и защитой государства.

Мировое информационное и культурное пространство стало доступным благодаря сети Интернет, проникновению произведений искусства, активизации культурных обменов и развитию международного туризма.

Деятельность государства по защите прав и интересов молодежи базируется на таких принципах:

1. Законодательное закрепление и последующее регулирование явлений, возникших в процессе развития производственных или социальных отношений и имевших экспериментальный характер

В течение последних лет были приняты базовые законы в молодежной сфере, отразившие основные проблемы молодежи и деятельность государства по их решению. В Законе Украины "О молодежных и детских общественных организациях" (1998 год) отражены принципы взаимодействия молодежной общественности и государства.

Последняя редакция (2000 год) принятого в 1993 году Закона Украины "О содействии социальному становлению и развитию молодежи в Украине" зафиксировала механизмы обеспечения трудоустройства, образования, охраны здоровья молодежи, социальной поддержки наиболее незащищенных ее слоев в условиях формирования рыночных отношений.

В течение нескольких лет под влиянием мирового опыта в Украине начала формироваться сеть центров социальных служб для молодежи, которые, в отличие от традиционных центров социального обеспечения, действующих в системе Министерства труда и социальной политики, не предоставляют денежной или иной материальной помощи нуждающимся, а помогают им преодолеть сложную жизненную ситуацию путем социальной опеки, профилактики, информирования. Социальная работа в таком понимании - явление для Украины новое, однако она оказалась востребованной со стороны молодежи, поэтому в 2001 году во всех регионах Украины действовали уже более 600 центров социальных служб для молодежи, при которых было создано более 2000 специализированных формирований по работе с отдельными категориями (инвалидами, сиротами, ВИЧ-инфицированными, правонарушителями). Основные механизмы этого направления государственной молодежной политики были закреплены в законе Украины "О социальной работе с детьми и молодежью" (2001 год).

С целью обеспечения занятости молодежи во многих регионах начали создаваться молодежные центры труда как альтернатива традиционным центрам занятости, которые обеспечивают трудоустройство не более 20% зарегистрированных молодых безработных. В молодежных центрах труда использовались новейшие методики профессиональной ориентации и подготовки, поиска работы. Инициатива была поддержана Кабинетом Министров Украины и закреплена в соответствующем постановлении от 24 января 2001 года, которым утверждено Типовое положение о молодежном центре труда и определены основные направления его деятельности. В результате поддержки со стороны государства практически во всех регионах Украины были созданы молодежные центры труда на областном уровне, а в некоторых областях - и городские центры. В том, что уровень безработицы среди молодежи в 2001 году снизился, приостановлены темпы ее роста, есть заслуга и молодежных центров труда.

Формирование рыночных отношений кардинально изменило стратегию высшего образования в Украине. В социалистическую эпоху высшее образование было бесплатным и осуществлялось как государственный заказ, то есть после получения образования молодой специалист должен был три года отработать на рабочем месте, которое ему предоставлялось после окончания высшего учебного заведения.

Сложная экономическая ситуация первых лет независимости привела, во-первых, к расслоению общества по материальному признаку, во-вторых, к конкуренции высших учебных заведений, в-третьих, к дифференциации учебных специальностей по степени популярности, окупаемости и т.д.

В результате взаимодействия этих процессов в высших учебных заведениях начали внедряться платные формы обучения, которые на начальной стадии имели полулегальный характер. С целью защиты конституционного права на получение образования государством был предпринят ряд мер:

- *во-первых*, для обеспечения необходимого уровня предоставляемого студентам образования внедрены процедуры аккредитации и лицензирования высших учебных заведений;
- *во-вторых*, наряду с платными формами обучения, сохранено бесплатное обучение, которое осуществляется как государственный заказ и наличие которого является одним из условий аккредитации высшего учебного заведения;
- *в-третьих*, для создания молодым людям равных условий в получении образования независимо от их материального состояния в 2001 году внедрены долгосрочные льготные кредиты на получение образования, которые выплачиваются высшими учебными заведениями по результатам успеваемости студента. В 2002 году объем государственного финансирования

этих кредитов увеличен вдвое. Готовятся изменения в порядок их выдачи, подготовленные с учетом опыта первого года их действия; и

- *в-четвертых*, неэффективность государственного трудоустройства выпускников приводила к тому, что многие из них отказывались от предоставляемой работы и тем самым пополняли ряды безработной молодежи. В этой ситуации при высших учебных заведениях начали создаваться службы трудоустройства выпускников, которые изучают реальный спрос на каждую специальность, дают выпускникам не только информацию о свободных рабочих местах, но и навыки самостоятельного поиска работы, защиты своих интересов на рынке труда.

2. *Поддержка местной инициативы, расширение полномочий местного самоуправления*

В течение нескольких лет государством осуществляется последовательная политика в направлении укрепления регионов, расширения их полномочий.

Права и компетенция местных органов власти и органов местного самоуправления отражены в законах Украины "О местных государственных администрациях" и "О местном самоуправлении в Украине".

Используя предоставленные этими законами права, учитывая возможности и потребности каждого конкретного региона, органы местной власти находят механизмы защиты интересов всех категорий населения, в том числе и молодежи.

Так, например, Законом Украины "О местных государственных администрациях" предусмотрено право этих органов исполнительной власти создавать учреждения, предприятия и организации с целью эффективной реализации социальных проектов и программ. Используя эту норму закона, во многих регионах в течение 1993 - 2000 годов создавались упомянутые выше молодежные центры труда, а также молодежные бизнес-центры, молодежные агентства занятости и биржи труда.

Создание учреждений социально-реабилитационного характера - центров ресоциализации наркозависимой молодежи - также является инициативой местной власти. В 2002 году такие центры действуют только в Хмельницкой, Одесской и Киевской областях. Положительный социальный эффект их деятельности, с одной стороны, и распространение наркомании среди молодежи, с другой стороны, обусловили подготовку постановления Кабинета Министров Украины, в котором опыт деятельности данных центров обобщен и сформулирован в виде Типового положения, а также даны рекомендации всем местным органам власти по формированию сети таких учреждений с учетом потребностей регионов.

Законом Украины "О местном самоуправлении в Украине" к исключительной компетенции местных советов отнесено право принятия решений относительно предоставления в соответствии с действующим законодательством льгот по местным налогам и сборам.

Основываясь на этом праве, местные советы некоторых регионов ввели льготы для работодателей, которые предоставляют рабочие места молодежи, в частности, организуют работу молодежных трудовых отрядов на своих предприятиях. Работа молодежи и студентов в свободное от учебы время с каждым годом получает все большее распространение, потому что дает студентам возможность получить профессиональные навыки, улучшить материальное состояние. Но механизмы поощрения работодателей к предоставлению работы членам молодежных трудовых отрядов на центральном уровне до сих пор не внедрены. В условиях рыночных отношений наиболее действенным механизмом стимулирования является льготное налогообложение, однако до принятия Налогового кодекса на все льготы по налогам и сборам введен мораторий.

Поэтому инициатива местных властей, основанная на их законных полномочиях, не только способствует реализации прав молодежи, но и стимулирует совершенствование правового поля в стране в целом.

3. *Привлечение молодежи к решению своих проблем, поддержка молодежного волонтерского и общественного движения*

Общественная деятельность подростков и молодежи является важным фактором их социализации, формирования и реализации интеллектуальных, творческих и организационных способностей, развития лидерских качеств.

Поэтому государство поддерживает развитие общественного молодежного и волонтерского движения, организует сотрудничество с молодежными организациями и волонтерскими отрядами на принципах социального партнерства. С этой целью молодежные организации привлекаются к выполнению государственных программ, в ходе этого они получают организационную, информационную и финансовую поддержку.

Деятельность молодежных общественных организаций и волонтерских отрядов направляется на:

- социальную поддержку отдельных категорий, которые находятся в сложной жизненной ситуации;
- утверждение здорового образа жизни, общечеловеческих моральных ценностей в молодежной среде;
- поддержку ученических и студенческих инициатив;
- обеспечение содержательного досуга и отдыха молодежи.

Для обеспечения сотрудничества органов

Такой ход событий дает надежду на то, что социальное становление и развитие молодежи, поддержка наиболее незащищенных ее категорий будут получать все более реальные гарантии со стороны государства, предусмотренные Конституцией Украины и международными документами, к которым Украина присоединилась.

Абдул Азис Идрисов, Молодежная биржа труда, Кыргызстан

(Improving the Functioning of the Youth Labour Exchange in the Area of Employment and Entrepreneurship of Young People of 15-25 years of age, by Abdul Azis Idrisov, Republican Youth Labour Exchange, Kyrgyzstan)

В данном проекте будет задействована Молодежная биржа труда, как основное регулирующее звено, и др. неправительственные детские, волонтерские организации, рассматривающие вопросы социального развития особо уязвимой категории молодежи.

Радикальное реформирование экономики Кыргызской республики вызвало обострение ситуации в сфере труда и занятости населения. В первую очередь это отразилось на молодежи в возрасте от 15 до 25 лет, отличающейся низкой конкурентоспособностью, отсутствием опыта, практики и квалификации.

Заботиться о молодежи сегодня, это значит предопределить содержание и характер завтрашнего общества. Общество в целом должно открыть молодежь как субъект истории, как носителя новых идей и программ, как социальную ценность особого рода.

Сегодня социальный портрет молодежи Кыргызстана по большей части приобрел неприятный облик, выражающийся в разгуле преступности, аполитичности, аморальности и обилии правонарушений, ростом проституции и наркомании. Около 90% преступлений совершаются молодежью в возрасте от 15 до 25 лет.

Снижается уровень образования среди школьников. Около 5 тыс. подростков, проживающих в г.Бишкек, не проходят обучение и не заняты трудом. Многие подростки вынужденно прерывают образование, чтобы заработать средства для существования. Зачастую мы сталкиваемся с таким фактом, что подростки выполняют для своего возраста труд, противоречащий трудовому кодексу Кыргызской Республики.

Зачастую молодежь по причине незанятости оказывается втянутой в религиозные секты, что приводит к экстремистским террористическим движениям.

Характеризуя проблемы в количественном измерении, можно выделить 8 основных проблем, которые делают реализацию данного проекта необходимой:

1. Рост преступности и правонарушений среди молодежи в возрасте от 15 до 25 лет.
2. Рост уровня проституции и наркомании среди данной категории.
3. Аморальность и аполитичность данной категории молодежи.
4. Низкий уровень образования среди данной категории молодежи.
5. Низкий уровень занятости среди данной категории молодежи.
6. Отсутствие конкурентоспособности у социально-уязвимых слоев молодежи (сироты, инвалиды, матери-одиночки и т.д.).
7. Слабая профессиональная ориентация у данной категории молодежи.
8. Слабое развитие сектора социального предпринимательства среди молодежи в возрасте от 15 до 25 лет в силу отсутствия первоначального капитала и залогового имущества.

В 1996 году для успешного решения проблем интеграции молодежи и подростков на рынке труда, обеспечения условий достижения экономической самостоятельности и реализации права молодых граждан, их устойчивой занятости, была создана Молодежная биржа труда.

Создание данной организации предусматривало оказание практической помощи молодежи и подросткам в поиске работы, изучение запросов молодежи в области трудовой деятельности, анализ потребностей организаций и предприятий в кадрах, формирование банка свободных рабочих мест, проведение работы по созданию дополнительных рабочих мест для молодых людей, проведение профориентационной работы, обеспечение молодежи информацией о возможности трудоустройства или частичной занятости, широкое информирование выпускников образовательных учреждений о возможностях обучения в учреждениях профессионального образования, получении дополнительной профессии для последующего трудоустройства. В первую очередь предусматривалась поддержка особо уязвимых слоев населения, включая подростков -инвалидов, детей-сирот и детей, оставшихся без попечения родителей, подростков-правонарушителей.

В настоящее время Молодежная биржа финансируется за счет средств фонда содействия занятости. Нужно отметить, что выделяемых средств не достаточно для полной реализации поставленных перед организацией целей и задач. Мы не имеем возможности разрешить в полной мере проблему по созданию условий для гражданского становления, духовно-нравственного и патриотического воспитания подростков.

Во-первых, помещение, в котором функционирует молодежная биржа труда, состоит из трех кабинетов, что затрудняет процедуру приема безработной молодежи, встреч с работодателями и другими партнерами. Психологические консультации, требующие общения наедине, практически не возможны. В одном кабинете, располагающем небольшой площадью, сосредоточены финансовый отдел, отдел статистики, а также компьютерный отдел.

Штатная численность в 8 человек не в состоянии полностью охватить решение вопросов по занятости молодежи всего города, а также пригородных районов. При молодежной бирже труда действует Волонтерское движение. Действительно, волонтеры помогают снизить напряженность на рынке труда, но это направление характеризуется частой сменяемостью кадров, поскольку они работают без оплаты труда.

В целях создания условий для более полного включения молодежи в социально-экономическую, политическую, культурную жизнь общества, решения вопросов профессионального развития и занятости молодежи в возрасте от 15 до 25 лет, возникает необходимость совершенствования деятельности молодежной биржи труда, а также, в перспективе, открытия филиалов молодежной биржи труда в регионах Кыргызской Республики.

В настоящее время штатная численность молодежной биржи труда составляет 8 человек, включая: директора, главного бухгалтера, специалиста по мониторингу и статистике, психолога, специалиста по приему безработной молодежи, специалиста по работе с предприятиями и организациями, специалиста по работе с банком данных, специалиста по ведению делопроизводства. Учитывая постоянно растущий объем работ, связанный с увеличением числа безработной молодежи, работники молодежной биржи труда не в состоянии решить весь комплекс проблем, с которыми обращается молодежь. В основном оказывается помощь в трудоустройстве. Курсы профессионального обучения, действующие в г.Бишкек, зачастую являются платными, и конечно, не доступными для многих молодых людей. В этом плане мы не можем оказать помощь за неимением денежных средств для обучения. Также мы не имеем возможности оказать поддержку молодым людям, желающим заняться предпринимательством.

Таким образом, требуется создание дополнительных отделов и подразделений в организационной структуре Молодежной биржи труда. Это позволит решать проблемы молодежи и подростков в трех направлениях: профессиональное обучение, трудоустройство и социальное предпринимательство.

В случае успешной реализации проекта планируется внедрение приобретенного опыта в филиалах МБТ по всей Республике Кыргызстан.

Для проведения глубокого анализа результативности проекта требуется его выполнение, как минимум, в течении пяти лет.

Долгосрочные задачи:

- Снижение уровня безработицы, преступности, проституции и наркомании среди молодежи в возрасте от 15 до 25 лет.
- Комплексное решение проблем молодежи в возрасте от 15 до 25 лет в трех направлениях: трудоустройство, профессиональное обучение и социальное предпринимательство.

Краткосрочные задачи:

- Сбор информации о молодежи в возрасте от 15 до 25 лет с привлечением средств массовой информации и волонтеров МБТ.
- Совершенствование инфраструктуры Молодежной биржи труда.
- Создание при Молодежной бирже труда центров по трудоустройству, профессиональному обучению и социальному предпринимательству. Это позволит разрешать проблемы безработицы, получения специальности и организации собственного дела для молодежи в возрасте от 15 до 25 лет.
- Трудоустройство в месяц как минимум 100 человек из числа молодежи в возрасте от 15 до 25 лет, в год –1200 человек.
- Направление на профессиональное обучение получают 150 человек из данной категории молодежи. Всего в год планируется обучить около 1200 человек профессиям, пользующимся спросом на рынке труда с последующим трудоустройством.
- В социальное предпринимательство будет вовлечено 25 человек в месяц из числа особо уязвимой категории молодежи. В год 300 человек получают микро-кредиты и откроют собственное производство.
- Фонд поддержки особо уязвимых категорий молодежи будет функционировать в целях первичной поддержки путем оказания материальной помощи особо уязвимым категориям подростков и молодежи, чей уровень проживания находится за чертой бедности, а также для восстановления обучения молодых людей в школах и среднеспециальных учебных заведениях. Создание данного фонда позволит оказать финансовую поддержку более 1000 человек в год.

Инфраструктура Молодежной биржи труда будет расширена вследствие создания следующих отделов:

- отдел по проведению профессионально-ориентационных консультаций (через этот отдел будет проходить вс Ст я

- -информационно-консультационный отдел (этот отдел будет располагать полной информацией о рынке труда, т.е. будет содержать в себе банк данных свободных рабочих мест и банк свободной рабочей силы, об учебных заведениях г.Бишкек);
- отдел мониторинга деятельности МБТ (здесь будет вестись статистический учет, проводиться анализ деятельности, строиться перспективные планы деятельности);
- отдел бухгалтерского учета и аудита (финансовый анализ деятельности);
- отдел политики рынка труда и координации деятельности МБТ;
- отдел по проведению юридических консультаций;
- отдел по социальному предпринимательству;

Наличие такой структуры позволит в комплексе качественно и на высоком уровне решать проблемы молодежи.

Обращающаяся в МБТ молодежь, желающая получить работу, будет трудоустроена. Подростки, не достигшие 16 лет, согласно трудовому кодексу, будут направляться на работу с письменного согласия родителей или опекунов. Основной задачей молодежной биржи труда является не только разъяснение молодежи их прав и обязанностей, но и их защита.

При молодежной бирже труда будет работать юридическая служба, которая должна защищать права молодых людей, вести разъяснительную работу с подростками по вопросам, касающимся трудового кодекса, охране труда и безопасности.

Молодые люди, не имеющие соответствующего образования и квалификации, будут направлены на профобучение с целью освоения специальности, пользующейся спросом на рынке труда.

При молодежной бирже будут созданы специальные рабочие места, где будут трудоустроены молодые люди, прошедшие предварительное обучение на специальных курсах. Специальные рабочие места будут иметь следующие направления: прачечная, пельменный цех, швейный цех, экспресс-фотостудия.

Данные рабочие места легко осваиваются в процессе обучения и практики, что позволит задействовать в них особо-уязвимые слои населения.

Планируется проведение активного сбора информации о данной категории молодежи, куда будут вовлечены средства массовой информации. По телевидению и радиовещанию будет организована еженедельная передача, в которой будет отражаться информация о работе молодежной биржи труда и ситуации на молодежном рынке труда. Планируется выпуск газеты, в которой также будет публиковаться вся необходимая информация, перечень свободных рабочих мест, рекламная компания с целью привлечения всей нуждающейся молодежи в возрасте от 15 до 25 лет воспользоваться услугами МБТ.

Ежемесячно будет проводиться мониторинг и оценка деятельности. Основой этого будут служить показатели обращаемости молодежи, трудоустройство, профессиональное обучение, работа на специальных рабочих местах. Для более полного анализа общие показатели будут разбиваться на группы: по образованию, времени трудоустройства, сферам трудоустройства, сферам обучения, производительности и количеству занятых подростков на специальных рабочих местах. Анализ эффективности трудоустройства будет осуществляться в сравнении с наличием свободных рабочих мест и предложением рабочей силы в отраслевом разрезе. На основе проведенного анализа и оценки будут приниматься соответствующие решения о дальнейшем ходе работы.

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Данный проект будет охватывать группу населения в возрасте от 15 до 25 лет, проживающую в г.Бишкек. Именно в этом возрасте молодежь испытывает наибольшие трудности в силу своей

моральной неустойчивости, отсутствия опыта, практики, квалификации, взглядов на предпринимательскую деятельность. В случае дальнейшего роста безработицы среди молодежи, наша Республика рискует приобрести большое количество необразованных подростков и молодежи, что приведет к необратимым последствиям, характеризующимся спадом в экономике, к социальному взрыву, росту преступности и проституции. Острота ситуации в сфере молодежной занятости усугубляется неэффективной работой общественных государственных организаций с молодыми людьми, особенно несовершеннолетними, а также развалом общественных структур, в прошлом решавших вопросы занятости различных групп молодежи (штаб трудовых дел учебных заведений, трудовых объединений школьников и т.д.).

В особой помощи нуждаются подростки-правонарушители, в т.ч. освобожденные из мест лишения свободы, поскольку они, как правило, лишены жилья, не имеют трудовых навыков и утратили социально-необходимые связи.

Также группу особо уязвимых слоев пополняют подростки-сироты, подростки-инвалиды, несовершеннолетние матери, которые в первую очередь нуждаются в профессиональном обучении и материальной поддержке.

Таким образом, целевую группу составляет молодежь в возрасте от 15 до 25 лет, проживающая в г.Бишкек и пригородных районах, включая подростков-правонарушителей, инвалидов, беспризорных подростков и несовершеннолетних матерей.

Планируется охватить 3 тыс. человек из данной категории в год. Это будет происходить посредством средств массовой информации, данных правоохранительных органов, выездных рейдов сотрудниками молодежной биржи труда. С целью привлечения молодежи к услугам МБТ, а также с целью информирования молодежи о ситуации на рынке труда, эффективным мероприятием будет проведение ярмарок вакансий и профессий с выездом в город, по районам, а также в близлежащие населенные пункты.

Основной проблемой, на решение которой направлен данный проект, является организация занятости для категории молодежи в возрасте от 15 до 25 лет. Проектом предусматривается решение основной проблемы в трех направлениях: трудоустройство, профессиональное обучение, социальное предпринимательство посредством создания новых рабочих мест.

Для решения данной проблемы, в частности, комплексного, молодежной бирже труда требуется соответствующее помещение–комплекс по трудоустройству и занятости молодежи и подростков.

Данное помещение должно быть построено по европейскому стандарту, поскольку Молодежная биржа труда –направление относительно новое, развивающееся по модели европейских государств и требует строительства по определенному образцу. Как выяснилось, в г.Бишкек нет здания, которое могло служить образцом для здания Молодежной биржи труда.

Оно должно располагать обширной рабочей площадью. Помещение должно состоять из следующих кабинетов и комнат:

- Зал для проведения Ярмарок вакансий и других культмассовых мероприятий
- Кабинет директора
- Кабинет бухгалтерского учета и аудита
- Центр по профобучению (5 рабочих кабинетов для проведения занятий)
- Кабинет для проведения профориентационных консультаций
- Кабинет для проведения психологических консультаций
- Кабинет для проведения юридической консультации

- Кабинет мониторинга, статистики и анализа
- Кабинет по работе с предприятиями и организациями
- Кабинет политики рынка труда и контроля
- Библиотека для безработной молодежи
- Типография
- Столовая для особо-уязвимых слоев населения
- Швейный цех
- Прачечная
- Экспресс-фотостудия
- Пельменный цех
- Уборочная
- Санузел

Наличие такого комплекса позволит значительно расширить масштабы деятельности Молодежной биржи труда, поскольку здесь будут решаться практически все вопросы, затрагивающие слабые стороны жизни молодежи и подростков (неконкурентоспособность, безграмотность, слабая профориентация, невозможность заняться предпринимательской деятельностью).

Данный проект несет в себе инновационную идею, ранее никем не апробированную, в частности, в Кыргызской Республике.

Также для решения вышеуказанных проблем требуется проведение следующих мероприятий.

- Сбор информации о категории молодежи в возрасте от 15 до 25 лет будет осуществляться сотрудниками МБТ путем организации уличных рейдов работниками МБТ, с помощью средств массовой информации, а об особых категориях подростков – с использованием данных Министерства внутренних дел. В типографии МБТ будет выходить газета, которая бесплатно будет раздаваться данной категории молодежи.
- Проведение профориентационных консультаций осуществляется специалистами по приему безработной молодежи. Цель данных консультаций – выявить направление в сфере занятости, в котором будет задействован молодой работник.
- Проведение психологических консультаций. Данный вид консультаций проводится психологом по мере необходимости для молодежи, испытывающей определенные трудности в области психологии.
- Проведение юридических консультаций. Данные консультации, проводимые юристом, необходимы для информирования молодежи в области права на труд.
- Проведение консультаций по социальному предпринимательству будет осуществляться специалистом в этой области для молодых людей, желающих испытать свои возможности в качестве предпринимателя.
- Работа с предприятиями и организациями по выявлению свободных рабочих мест. Данная работа будет проводиться как в офисе Молодежной биржи труда, куда можно будет позвонить по телефону, так и путем выезда на предприятия работников МБТ.
- Организация и проведение ярмарок вакансий. Данное мероприятие будет проводиться ежемесячно работниками Молодежной биржи труда в целях экстренного трудоустройства. Ярмарка вакансий представляет собой прямой контакт работодателей и работников.
- Организация и проведение Ярмарок профессий. Данное мероприятие будет проводиться ежеквартально с целью информирования молодежи об учебных заведениях, а также профессиях, популярных на рынке труда, которым молодые люди могут обучиться.
- Организация выездных ярмарок вакансий и профессий предусматривает выезд работников молодежной биржи труда в пригородные районы города с целью информирования молодежи, не имеющей возможности и денежных средств приехать на Молодежную биржу труда.

- Выпуск газеты будет осуществляться еженедельно типографией молодежной биржи труда. Данная газета будет содержать в себе всю полезную информацию для молодых людей о свободных рабочих местах, о состоянии рынка труда, информацию о тех, кто ищет работу.
- Организация курсов по профессиональному обучению. Курсы будут организованы в 5-ти различных направлениях по специальностям, пользующимся спросом на рынке труда. Будет привлечено 5 преподавателей. Срок обучения будет составлять 3 месяца.
- Создание специализированной подростковой прачечной, где плата за услуги будет значительно ниже, чем в городских прачечных, позволит с выгодой пользоваться прачечной многим молодым людям, не имеющим в местах проживания соответствующих санитарно-гигиенических условий.

Создание _____ предполагает:

1. Трудоустройство 50 человек в год.
2. Закупку оборудования, необходимого для прачечной (стиральные машины, сушилки, гладильные столы, утюги, шкафы для раскладки белья, стулья).
3. Транспорт, велосипеды (для доставки белья).
4. Подбор персонала, в частности главного технолога, который будет задействован на постоянной основе в роли обучающего.

Создание _____ - _____ позволит создать условия для духовного, физического и социального развития. Занимаясь творческой работой, подростки смогут освоить также азы предпринимательской деятельности, получая за свой труд деньги, что отвлечет их от противоправных действий, связи с преступным миром, наркомании, проституции, воровства и т.д.

Работой в экспресс-фотостудии будет руководить опытный оператор-профессионал, который будет обучать подростков работе с аппаратурой, технике безопасности и т.д.

Планируется охватить 50 подростков в год.

Для того чтобы не отрывать их от занятий в общеобразовательных учреждениях, работа в фотолаборатории для подростков будет построена посменно, по 4 часа в день. Согласно Трудовому кодексу, рабочий день подростков не должен превышать 4 часов в сутки. Во время перерывов они могут заняться чтением книг, выполнением школьных домашних заданий или просто отдохнуть.

Оформлением интерьера помещения фотостудии будут заниматься сами подростки. Будет организована мини фото-галерею, где будут выставляться их работы.

Для организации экспресс-фотостудии требуется:

1. Оборудование помещения.
2. Закупка оборудования, необходимого для экспресс-фотостудии.
3. Установка оборудования.
4. Подбор персонала, в частности:
 - главного оператора, который будет задействован на постоянной основе в роли обучающего;
 - подбор кадров из числа безработных подростков.
5. Профориентация на предмет мотивированности.
6. Обучение персонала на рабочем месте, проведения вводного инструктажа по технике безопасности.
7. Необходимый инвентарь для работы в экспресс-фотостудии.
 - Фотолаборатория, компьютер, сканер, копировальный аппарат.

Для фотолаборатории необходимы:

- скоростной, разно форматный специалист- принтер с модулем для проявлений;
- химия для проявления и обработки пленок и фотобумаги (проявитель, отбелка, фиксаж, стабилизатор);

- химия для фильм-процессора и принтера;
- спец. одежда, перчатки, защитные очки для работы;
- фотоаксессуары: пленки, фотоаппараты, рамки, конверты;
- запасные части для скоростного, разноформатного специалист-принтера.

8. К оборудованию относятся также: мебель, стойки, витрины, вентиляционные кондиционеры, тренажеры, книжные шкафы.

В _____ планируется трудоустроить около 50 подростков, которые будут работать по 4 часа в день посменно, одновременно проходя обучение под руководством опытных технологов. Готовая продукция будет реализовываться в пределах города на договорной основе.

Для организации деятельности пельменного цеха требуется:

- оборудование помещения;
- закупка необходимого оборудования;
- установка оборудования;
- подбор кадров из числа безработной молодежи, в т.ч. опытного руководителя-технолога по пищевому производству;
- обучение кадров на рабочем месте;
- закупка сырья для производства пельменей;
- производство продукции;
- внутренний учет и оценка деятельности.

В _____ планируется привлечь около 50 человек. Для этого предварительно будут организованы курсы по обучению швейному производству. Готовая продукция будет реализована на рынках города, а также по сниженным ценам продаваться особо уязвимым категориям молодежи.

Для организации деятельности швейного цеха требуется следующее:

- оборудование помещения;
- закупка необходимого оборудования (швейных машин, стола раскроя и т.д.)
- подбор персонала из числа безработной молодежи, в т.ч. руководителя-технолога швейного производства;
- обучение работников на рабочем месте, организация практики с последующим трудоустройством;
- закупка сырья;
- сбыт готовой продукции на рынках города;
- внутренний учет и оценка.

Организация тренингов для руководителей отделов МБТ, обмена опытом с международными организациями.

Отчет о ходе выполнения проекта будет представляться ежеквартально до 10 числа следующего месяца. Отчет будет готовиться отделом мониторинга и статистики по данным подразделений Молодежной биржи труда.

Отчетность МБТ будет включать в себя несколько форм:

- финансовый отчет;

- отчет по трудоустройству молодежи и подростков в возрасте от 15 до 25 лет (отчет будет рассматриваться по времени трудоустройства – постоянное, временное, сезонное; разовое, а также по сферам трудоустройства);
- отчет по проведению профессионального обучения молодежи и подростков;
- отчет по созданию специальных рабочих мест для молодежи и подростков;
- письменный аналитический отчет.

**BOX 7 : BUILDING A COMMUNITY-WIDE YOUTH EMPLOYABILITY STRATEGY:
LESSONS FROM THE NEW FUTURES EXPERIENCE, USA**

One of the major changes to take place in employment and training policy over the last ten years has been the effort to focus services on more at-risk youth and to develop the comprehensive service strategies needed to address the needs of those young people. That effort, in turn, is prompting growing numbers of communities to take a fresh look at the organization and delivery of services at the local level and to begin building new, community-wide, multi-institutional strategies that address not only employability development *per se*, but the often related issues of educational achievement, teen parenting, substance abuse, economic growth, and community development.

The Need for Community-Wide Strategies

For many communities, the development of this type of "comprehensive, community-wide" approach is a critical first step towards effectively serving today's disadvantaged youth. Only through some form of collaboration can communities begin to develop the comprehensive program strategies that address the multiple needs of many youth (by linking work, education, support services, etc.) or establish the sequence of services needed to help young people move towards employability over time. Joint planning and action at the community level are equally necessary for communities to make effective use of the limited resources available for serving disadvantaged youth.

But for most communities, the development of an effective youth employability strategy also represents a substantial political and institutional challenge. At the heart of any community-wide effort is a call for institutional change. For a comprehensive system to succeed, schools, employment and training providers, social service agencies, and area businesses all need to change many of their traditional ways of doing business and begin operating under a common vision and shared set of goals.

As the emphasis on community-wide strategies grows, it is increasingly important for policy-makers at both the state and local level to understand the kinds of activities and commitments required to create a community-wide employability strategy and to move that agenda forward. The purpose of this paper is to contribute to that effort by highlighting some of the lessons from the *New Futures* initiative – a five-city initiative aimed at reforming community strategies for at-risk youth, including the development of community-wide strategies for employability development. The "lessons" outlined here are based on a series of individual interviews and focus group discussions with representatives of the *New Futures* cities. The questions guiding these discussions, and this paper, were: How had the *New Futures* communities attempted to build a community-wide employability strategy, and in particular, what were their different starting points? What problems had they encountered? And what were the lessons they learned along the way?

Three Lessons

Three broad lessons stand out. The first is that *the development of a community-wide strategy is an essentially political task- one whose success or failure depends in large part on the presence of strong local leaders and the local capacity to define a common agenda, involve appropriate members of the community, negotiate common interests and concerns, and develop accountability across institutions.* To meet these challenges, communities and their leaders need to pay serious attention to and make a significant and ongoing investment in *process*. While "technical" issues (concerning funding, conflicting rules, etc.) abound (and are often seen as significant barriers), policy makers need to recognize that the major challenges are the political tasks of building a shared vision and maintaining the community support needed for institutional change.

The second major lesson is that *developing a successful community-wide strategy is hard.* In pursuing institutional change, communities often have to address very fundamental issues of race, community governance and the control of local decision-making, differing attitudes and values towards youth, and the community's investment in education and training. None are issues quickly or easily raised and resolved.

Here again, the issue of leadership is paramount. To build support for a common community vision and strategy in this context takes active and committed leaders who are willing to take risks and who have made a long-term commitment. The *New Futures* communities discussed in this paper have ended their fifth year of work on community-wide strategies, and most would readily admit that they are just now beginning to achieve the trust and clarity of vision needed to build a coherent local strategy.

Finally, the third major lesson is that *the issues of youth and employability development – and the starting points for collaboration— are defined differently in every community*. For some communities, the primary concern may be with future work force development; in others the focus might be on dropout prevention, youth violence or teenage parenting. The major point here is that there is no one "right" way to approach these issues – no one model or approach that can serve every community. Rather, each community needs to define "the problem" it wants to solve and the resulting strategy in a way that best reflects local priorities and concerns and that best engages the interest and commitment of community members. Only by building a vision grounded in locally based issues and needs can community-wide collaboratives gain the support they need to address the needs of at-risk young people.

The *New Futures* Initiative

During the 1980s, a number of national foundations and public agencies began sponsoring initiatives aimed at establishing comprehensive, community-wide strategies for addressing issues of poverty and at-risk youth. Among the most ambitious of these was the Annie E. Casey Foundation's *New Futures* initiative. Begun in 1988, *New Futures* awarded five year grants of up to \$12.5 million dollars to five cities to develop comprehensive community strategies for addressing the needs of at-risk youth and to help those communities make fundamental changes in the planning, financing, and delivery of services to at-risk youth and their families. The five *New Futures* cities are Bridgeport, Connecticut; Dayton, Ohio; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia.

The initial focus of the *New Futures* initiative was on four major areas of institutional change and redesigned delivery of services: educational reform and particularly the reduction in the school dropout rate; youth employability development; teen pregnancy prevention and adolescent health; and the development of integrated service delivery systems with case management as a central feature. The key assumptions behind the initiative were:

- that the problems faced by at-risk youth are multiple and interrelated,
- that services are fragmented and do not meet the real needs of youth and their families;
- that efforts to improve services are hampered by a lack of hard information about the problems youth face and the effectiveness of the responses by youth-serving institutions; and,
- that in most communities there is too little priority placed on solving the problems of disadvantaged youth.

To begin the process of building a community-wide strategy, each of the *New Futures* communities established a collaborative decision-making body (the "oversight collaborative") comprised of leaders from the public and private sectors. The major goals of the collaborative were to act as a forum for information and debate and to provide a top-level, multi-institutional force that could develop a long-term reform agenda, promote new policy approaches, support the redirection of resources, and provide the political "clout" needed to bring about fundamental change in the delivery of services.

Employability Development in the Five *New Futures* Cities

In terms of youth employability, the emphasis of *New Futures* was on the development of comprehensive, community-wide strategies for employability development and school-to-work transition. As with *New Futures* generally, the goal was to create a system that was "youth-centered" and that cut across

traditional institutional boundaries in providing a flexible mix of services and experiences that was organized in a sequence running from middle school through high school graduation, and that drew on a broad range of resources including the employment and training system, public schools, social services, and area businesses. Each of the five *New Futures* cities approached the employability development challenge with these broad goals in mind. But the communities quickly diverged in the degree to which their efforts focused on formal community-wide agreements and on the types of programs and activities they incorporated into their efforts.

In Pittsburgh and Savannah, the major focus of the *New Futures* youth employability effort was the development of a formal agreement linking the public schools and the business community. In *Pittsburgh*, the "Pittsburgh Promise" linked the schools, businesses, and *New Futures* in an agreement to improve school outcomes in exchange for jobs. In practice, this translated into several major initiatives: the definition of a set of "career competencies" intended as standards for employability; a substantial effort by the public schools to integrate those competencies into the academic curriculum in the public schools; development of pilot career centers in two high schools; and a "jobs component" that provided pre-employment skills training for high school students in conjunction with a private sector summer and post-graduate jobs program. Perhaps the most striking element of the Pittsburgh plan was the relatively heavy emphasis on integrating work-related skills into the academic curriculum and its close connection to the school system's broader efforts at educational reform.

In Savannah, the "Savannah Compact" also attempted to link summer and post-graduate jobs with student achievement, but without the initial effort to define a widely accepted set of employability skills. There, the Chamber of Commerce and the public schools signed an agreement outlining a series of educational and employment goals that included improved student attendance and achievement and a move towards site-based management for the schools and the provision of internships and summer jobs by the business community. As in Pittsburgh, there was a clear connection between employment goals and school improvement. But in Savannah, there was a heavier emphasis on the direct link between improved academic skills and access to a job. Several years after the signing of the Compact, in an effort to move that agreement forward, Savannah began the development of a set of employability skills that would stand as goals for the public schools and be accepted as credentials by the business community.

In Dayton, youth employability efforts were also built around the long-term goal of a community-wide compact (the "Dayton Dream") and an integrated, sequential system of services. There, however, the community began by establishing a working group of school, employment, and social service representatives who focused initially on the coordination of existing programs, the definition of a core set of employability skills, and the design of a high school career center as the centerpiece of a system of school-focused services. By 1992, the Dayton *New Futures* effort had decided to focus those activities on the city's vocational high school as a pilot site with an energetic administrator and strong ties to the business community.

Bridgeport also had a school/business compact that had been developed during the mid-1980s (largely independent of *New Futures*) to link the schools and the business community. But another major focus of Bridgeport's youth employability effort was the increased coordination of existing employment and youth-related services in an effort to build a more coherent continuum of services and the development of career-related services for younger in-school students. Part of that effort included creating a jointly funded staff position at the Regional Business Council whose role included the development of new joint initiatives and the identification of new resources.

Finally, *Little Rock* also began by pursuing a compact at the beginning of its *New Futures* involvement, but quickly focused its major youth efforts on school restructuring and the development of an effective case management system for at-risk youth. By the end of the third year of *New Futures*, the Little Rock leadership had begun to view employability development as part of a broader community and youth development agenda arising from concerns over youth violence, substance abuse, teenage parenting, and school failure. By the end of 1992, Little Rock had made a commitment to a major planning process around employability with the goal of integrating it into the community's youth efforts.

Shared Commitment

What the *New Futures* communities shared was a common commitment to the development of a community-wide employability agenda and to a collaborative, comprehensive approach. What they also shared, however, were a number of problems common to those types of efforts - problems that were in no way reduced by the availability of substantial outside funding. Among the barriers each of the cities confronted at one point or another during the *New Futures* process were conflicts over turf among agencies; weak or broken commitments from institutional partners; disagreements and or confusion over the goals and objectives of the initiative; problems engaging the attention of community leaders; frustration with the slow pace of change; and negative perceptions of both community institutions and the youth to be served. In virtually every community, to at least some degree, plans had to be changed, the initial agreements had to be reworked, and commitments made early in the process had to be renewed. In several of the communities, a lack of buy-in or progress on the original vision led to a substantial reorganization of the *New Futures* initiative as a whole. One of the most basic lessons from *New Futures* is that these types of issues are almost certain to arise in virtually every community regardless of funding or the specific strategy being pursued.

Key Steps in Building an Employability Agenda

While the experience of the *New Futures* communities was varied and often difficult, it also served as a valuable laboratory for community-wide collaboration and generated a wealth of experience for other communities to draw on in their efforts to develop comprehensive employability development strategies. Among the more important lessons to be drawn from *New Futures* is a better understanding of the key steps and major elements in the process of developing any community-wide collaborative effort. Those steps/elements include defining a shared community vision, using information, involving the right people, focusing on strategy, and defining outcomes and accountability.

Defining a Shared Vision

Perhaps the strongest lesson to emerge from the *New Futures* experience is the importance of clearly defining the problem to be solved and the development of a shared community vision as the first step in any collaborative effort. In simple terms, communities need to agree on what they see as the problem that they want to address, what their goals are, and how they want to go about achieving them. While the idea is simple, communities often attempt to bypass this step, skipping the sometimes slow process of examining and debating community needs, identifying resources, and exploring the often conflicting goals and missions of local institutions. The result when that happens is a plan or agreement (a "compact") that lacks the credibility, commitment, and clarity of direction needed to bring about institutional change.

Three Views of Employability. In terms of employability development, the need to develop a common vision and understanding is particularly important. As the *New Futures* experience made clear, while many of the issues of youth and employability are common across most communities, every community approaches those issues from a slightly different direction. Among the *New Futures* cities, the communities defined the problem they wanted to address in at least three different ways:

1. Focusing on Employment and the Economy. Some communities - most notably Savannah began by defining the issue of employability in terms of jobs, employability skills, and growth or competitiveness. In those communities, the issue that engaged leaders and residents was that of jobs and growth: "*We need to improve employability development so young people are prepared for jobs and so employers can hire capable workers.*" For those communities, the major emphasis of the local strategy was on "compact-like" hiring agreements, defining needed skills, and on substantial business involvement in the schools, especially the high schools.

2. Education and Dropout Prevention. A second approach - with Dayton as one example - focused more heavily on work and employability development as a strategy for improving

education and reducing the rate at which students drop out. *"If we are going to keep youngsters in school, we need to help young people see the connection between schooling and "the real world " (i.e. jobs) and give them the opportunity to learn relevant skills in a practical context. Internships, vocational education programs, applied technology, summer jobs, etc. are tools for educational improvement. "* For these communities, employability efforts tend to be tied more clearly to educational reform and more heavily school-based. Here too, there is often a stronger focus on middle-school efforts and higher education as a desired outcome.

3. Youth/Community Development. A third approach evident in both Little Rock and Bridgeport focused on work, family and employability as resources in addressing even broader issues of youth and/or community development. In this approach, work and skills development are seen as ways of helping young people build self-esteem, self-confidence, an awareness of their futures, etc., and as such, become integral elements in comprehensive strategies addressing issues such as youth violence or teenage pregnancy. *"you want young people to grow into healthy, self-sufficient adults and our community to a safe and healthy place to live, we need to give young people a sense of their own capacity and of possible futures. "* For these communities, employability efforts might tend to focus on the importance of connecting young people to competent, caring adults, hands-on work/internship experiences, the development of clear pathways to work/higher education, and comprehensive support for struggling families.

Two points need to be made here. The first, as suggested earlier in this paper, is that *there is no one "right" way to approach the myriad concerns linked to the issues of youth and employability.* For one community, the most effective starting point might be a concern with the local labor market or the schools. For others, the rallying point may be issues of teen parenting or concerns over the community's neighbourhoods. For some, several different issues will need to be tied together. What is important is that the ways the issues are framed reflect a real set of local concerns and provide a common language and point of commitment. The second, and equally important point, is that *each of these approaches has implications for who needs to be involved in local efforts, who will be served, the type of service strategy developed, and the kinds of outcomes to be achieved.* Here too, it is important to recognize that there is no one "right" approach. Instead, the way in which each community defines the problem it wants to address needs to shape and direct the kind of strategy it pursues.

The Role of Information

One of the more important tools that can be used in creating a local vision is the development and use of locally based data. In the *New Futures* cities and elsewhere, communities have begun to find that the use of local (rather than national data) and the involvement of local citizens in data gathering and analysis through surveys, neighborhood hearings, focus groups, etc. - has helped to create a sense of immediacy and ownership of community issues and to focus attention on those issues of greatest local relevance. How well are young people prepared for or connected to jobs in the community? To what extent are youth violence or teenage parenting an issue in *our* community? The pursuit of these kinds of questions, the process of generating information within the community, and open discussion of what this information means locally can provide a powerful engine for the vision-building process.

Involving the Right People

Involving the right people in the process of designing a community strategy is as important as defining a common vision. One of the familiar lessons drawn from the experience of early partnerships like the Boston Compact is the importance of involving key decision makers who have the authority and the "clout" to make commitments and set the agenda for local institutions - major business leaders, the PIC Chair, the School Board President and Superintendent, etc. This lesson still holds, and it was this idea in large part that led to the emphasis on the oversight collaboratives in the *New Futures* initiative.

But, for many communities, the traditional model of downtown (and top-down) business and political

leadership no longer works. On the one hand, for growing numbers of cities, the traditional business leadership no longer exists: the major businesses have become subsidiaries of larger national corporations with headquarters and decision-making centred elsewhere. Moreover, in many communities, the firms representing traditional sources of leadership are struggling to reduce their work forces; the major new source of job growth in those communities is often smaller employers. One of the major challenges in developing a youth employability strategy in those communities is that of gaining the interest and involvement of new leaders, particularly those in smaller businesses. How, given the limited resources of those smaller firms (and their often-negligible investment in training), can communities gain their active involvement in employment and education efforts? There are no simple answers, but this is clearly a growing concern.

At the same time, as their initiatives developed, virtually all of the *New Futures* communities began moving towards increased parental and neighbourhood involvement. Here, too, is a constituency largely ignored in early partnership efforts. But as the *New Futures* cities found, parents are a constituency that clearly have a stake in the outcomes of any community-wide effort, can provide information and an avenue into the community otherwise unavailable to the "downtown" leadership, and who represent a vital political resource for promoting institutional change.

The lessons concerning "involving the right people," then, operate on several levels. The first is the well-recognized need to involve the key institutional representatives and the leaders who can bring a degree of political and policy clout. But the second is that in most communities successful implementation also means broadening the net somewhat and involving new, "non-traditional" representatives of the business community, parents, and others (school building administrators and teachers, for example) who can help make the connection between the traditional leadership and the community at large. Finally, it is important to recognize that "involving" the right people may also require a strategic investment in "educating" those individuals and building their interest (or overcoming their disinterest) over time.

Focus on Strategies First

A third major lesson is to focus on strategies first, then programs. Too often, community planning efforts become bogged down in developing a single program or sponsoring a group of activities and failing to look more broadly at the range of needs within the community and the mix of resources available to address them. While it is often critical for community-wide efforts to start with a single initiative which can then grow (as a way of learning to work together), it is essential that even early initiatives be clearly cast as part of a long-range strategy, with clear plans for moving from pilot site to community-wide effort and from program implementation to policy reform. One useful step in focusing on strategies is the development of a local resource map that identifies major target groups and/or needs and begins to map out the various resource streams within the community that are available to address them.

Defining Outcomes and Accountability

The complement to defining a vision is the need to also define clear outcomes and accountability. One of the ways in which community-wide strategies stumble is in failing to agree on firm roles and responsibilities and on how those commitments will be measured.

Among the *New Futures* sites there was widespread agreement that the development of effective goals and standards for accountability was one of the harder tasks they faced. In part, this reflects the difficulty of implementing agreements among relatively decentralized groups of institutions. (In reality, the "business community" rarely speaks and works as one; similarly resources and authority are often widely dispersed within local school systems.)

But the difficulty in developing real accountability also reflects the problem of defining goals that are an appropriate basis for accountability. As most of the *New Futures* communities found, there needs to be a balance between the broad, overarching goals driving the local strategy - reduction in the dropout rate, teenage parenting, youth unemployment or inactivity, etc. - and more readily reachable interim goals. In the words of one *New Futures* participant, the problems need to be defined in "solvable" terms, and the

goals and objectives need to be defined in ways that will help to measure progress as well as the ultimate impact of the initiative.

Finally, however communities define their goals and accountability, they need to build in an ongoing evaluation process. As the *New Futures* representatives pointed out, evaluation can be a double-edged sword - occasionally looking to measure outcomes before they can reasonably be expected to appear. But an ongoing evaluation process does provide the tools and information needed to enforce accountability and to maintain a degree of perspective on what are often complex, long-term initiatives.

Lessons for Community-Wide Initiatives

In addition to the specific lessons outlined above concerning the elements and steps involved in developing a community-wide collaborative, the *New Futures* experience also offers some broader lessons on the issues involved in community-wide, collaborative initiatives. Taken together, these lessons reinforce the importance of leadership, commitment, and an understanding of the kinds of issues involved in building a community-wide employability strategy.

The "Political" Character of Collaboration

As suggested at the beginning of this paper, one of the major lessons to emerge from the examination of *New Futures* was the essentially *political* nature of the process of developing a community-wide strategy. A collaborative strategy is political not in the sense of partisan politics or trading favors, but in the sense that it involves bringing together and negotiating often competing public and private interests in the community; in that it involves fundamental public policy decisions; and political in the critical role played by the process of involving key members of the community. In every *New Futures* community, schools, businesses, the employment and training system and others were being asked to change the ways in which they planned programs, shared information, and allocated resources in working with at-risk youth. For that to happen, communities needed to do more than simply follow the steps outlined in some program guide. They needed to think creatively about how to address very fundamental issues, how to engage the interest and support of key leaders, and how to bring the community together around a common idea. Where problems occurred (and they were common), they were rarely "technical" (such as conflicting regulations). More often than not, the real barriers resulted from a failure to think strategically about the politics of collaboration - a failure to secure real agreement or to involve a critical party in the negotiations.

Addressing Basic Policy Issues

The "political" nature of the process results, in part, from the fact that the issues of youth and employability often raised very basic issues of public policy and community values. In defining who would be served in a comprehensive system or what criteria would be used in determining employability, the *New Futures* communities often had to address fundamental policy issues concerning community attitudes, goals and governance. In several of the *New Futures* communities, for example, the question of youth employment was closely tied to the perceived racism of the business community - business complaints about the poor skills of high school graduates were perceived as an excuse to avoid hiring minority youth. The development of a set of mutually acceptable criteria for hiring meant working through those issues before agreement could be reached. Similarly, questions about whom should be involved in the planning process raised serious issues about local governance and control of decision-making. Every community grappled with the trade-offs between oversight collaboratives and policy forums that were designed to bring together only local power brokers and those that provided a substantial role for parents and neighborhood leaders. The question of "who should be involved" raises difficult issues of inclusiveness, ownership, and top-down versus bottom-up decision making. Finally, in defining the goals of their employability efforts, communities often had to mediate between conflicting philosophies. Was the purpose of the "compact" to develop good workers, or to help young people stay in school and develop their "full potential." Was the focus a "narrow vocationalism" or a broader effort towards "self-sufficiency." At issue here were fundamental values and beliefs about the community's

youth, education, and the role of business in local affairs.

These types of issues form the core of any effort to establish a community-wide strategy, because they define many of the basic attitudes and policy parameters that will guide the policy decisions and program designs that make up the local effort. Failure to resolve them - as well as the more familiar and frustrating issues of turf and the fight for scarce resources - almost guarantees failure of any collaborative effort. At the same time, the issues are neither simple nor easily resolved. In order to succeed at any comprehensive, community-wide strategy, communities need to recognize and address the "politics" as well as the "technology" in their effort and to build the political support needed to make change take place.

The Importance of Leadership

The political nature of the process of building a community-wide strategy, in turn, puts a premium on community leadership that is willing to take risks and to make a long-term commitment. One of the clearest lessons to emerge from all five *New Futures* cities was the need to find a "champion" - one or more leaders who see the need for a community-wide strategy and are willing to take an active and aggressive leadership role. That champion (or those leaders) needs to be willing to confront difficult issues (people often spoke about the need to "call the question") and to take risks in moving the employability agenda forward. At the same time, the leadership in this type of effort also needs to be able to think strategically in terms of involving others and shaping the discussion so that it leads to resolution and not just to confrontation.

Patience and Commitment

Given the seriousness of the issues that often need to be addressed, patience and a commitment to the long term are also critical. In each of the *New Futures* communities, much of the early process has been devoted (in some cases deliberately, in others not) to developing the relationships, understanding, and trust needed to begin the real work of building a community agenda. In almost every *New Futures* discussion, participants pointed to the need to learn one another's language, understand differing personal and institutional goals and missions, and build a body of experience together to work from. In most cases, they also pointed to substantial conflicts along the way.

This "trust building" process is a familiar feature of any collaborative effort, and partnerships across the country have found- there are no easy shortcuts. There is a substantial payoff to this process in the view of the *New Futures* participants - in a very new and different understanding of the community's needs and resources, and a new level of trust among key actors. But it is a process that is often painful and frustrating to go through, and participants often drop off along the way. Communities need to understand in advance, once again, that the development of a collaborative vision and strategy will take time and that there will be many bumps along the way.

There Are No Magic Bullets

The nature of the issues involved, and the need to work together to build a common sense of vision and trust lead clearly to the third major lesson - the difficulty of replicating this type of community-wide initiative. While there are clearly a number of broad lessons and helpful hints for leaders and policy makers to follow in their own efforts, there are no simple road maps to follow. Recognizing that every community needs to define its own starting point and build its own coalitions, the most fundamental lesson is that the development of a community-wide strategy is an intensely local phenomenon, and the most effective manner of proceeding is by paying serious attention to the needs, resources, and relationships in each particular community.

Implications for Policy Makers

Many of the lessons from *New Futures* are aimed at local policy makers and point to the need for local leaders to look at the process by which a community wide strategy is built. To successfully take on that type of effort, local policy makers need to be prepared to confront serious and often difficult issues

ranging from turf to fundamental questions of educational and social policy. They need to look at how they can raise awareness of local issues (for example by using local information); involve and build ownership among a widespread set of constituencies; negotiate agreement on a well-defined common vision; set standards for accountability, and evaluate the results of their efforts.

But the lessons outlined here also suggest ways that state and national policy makers can also foster the development of community-wide strategies. States and the federal government can support this local process by working to raise the awareness of local leaders of the issues of employability and to orient and educate them to the kinds of decisions they need to make. This can take many different forms. State and federal agencies can develop public informational campaigns aimed at local leaders and conduct serious leadership forums and/or training sessions on these issues. They can also help to develop sources of locally based information so communities can begin to define needs and priorities at the local level. And they can take an active role in helping to build local capacity by working directly with, or providing technical assistance to, local policy bodies to help them understand and frame the local debate.

State and national government can also provide incentives for collaborative efforts at the local level. One strategy is to provide incentives for collaboration through grant guidelines, jointly funded programs, performance standards, and other financial and regulatory methods. A second approach might be to create new collaborative situations aimed at encouraging communications across institutional lines at a variety of levels. In this instance, jointly sponsored meetings of administrators (bringing education, human service, and employment administrators together), joint training sessions for line staff, or multi-institutional conferences might all be used as ways of bridging the gaps among youth-serving institutions.

States can also provide direct assistance with the collaborative process through the provision of technical assistance and outside facilitators to help communities work through local collaboration issues. As the representatives of one *New Futures* city noted, the availability of an outside facilitator was a critical factor in their ability to put difficult issues on the table and deal with them productively.

Finally, for policy makers at every level, one of the major issues is that of time. In supporting collaborative efforts, policy makers at every level need to be "aggressively patient" - pushing hard for progress, but recognizing that these collaboratives cannot be built over night. At each level, policy makers need to begin to look at the development of a community-wide youth employability strategy as a long-term, multi year venture and to begin to design policies (such as multi-year funding strategies), that support the growth of long-term relationships among institutions and that make it possible to invest funds in community-wide initiatives over a substantial period of time.

Notes

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2. In each of the five cities, staff from the Center for Human Resources at Brandeis University met with key policy leaders, agency administrators, and program practitioners for extended individual and group interviews. Brandeis then worked with a smaller group of city representatives to review and refine the major themes from those meetings. The findings from this process were initially presented as a workshop on "Institutional Change Through a Community-Wide Youth Employability Strategy," at the National Governors' Association Policy Conference, "Investing in Youth," in New Orleans, December 10, 1992. Working group members included Susan P. Curnan, Director, and Alan Melchior, Deputy Director, Center for Human Resources, Brandeis University; Paul Berry, Chair, Arkansas State Job Training Coordinating Council; Susan Brownlee, Associate Director, Allegheny Policy Council for Youth and Workforce Development; Tom Dalton, then City Manager, Little Rock, Arkansas (and currently Director of Human Services for the State of Arkansas); Bill Daniel, Vice President and General Manager, Dan Vaden Companies and Chairman, Savannah Area Chamber of Commerce; Kathv Emerv. Executive

Director, *New Futures* for Dayton Area Youth, Maria Mojica, Executive Director, Bridgeport Futures, and Miriam Shark, Senior Associate, Annie E. Casey Foundation.

3. Other initiatives include the Rockefeller Foundation's Community Planning/Action Project; the Mott Foundation's Teenage Parent Self-Sufficiency Project, and the Department of Labor's Youth Opportunities Unlimited demonstration.

4. Bridgeport was particularly active in involving parents in the *New Futures* process and established a training program for parents serving as collaborative members as part of the Bridgeport initiative.

5. In many ways, building a community-wide agenda is not only a *political* process, but also a *personal* one. In large part, questions of commitment, shared vision, turf, the willingness to change (that is, the heart of the political agenda) depend on the nurturing of positive, trusting relationships among the key actors. Successful political strategies, at least in part, are those that recognize the value of establishing and supporting those relationships.

6. One of the founders of the Boston Compact often spoke in similar terms in calling for a "passionate advocate" to take the lead in community efforts.

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Александр Нахаенко, Министерство образования, Республика Беларусь

(Youth Employment: History, Realities and Perspectives
by Aleksandr Nakhayenko, Ministry of Education, Republic of Belarus)

Решение вопросов занятости молодежи - актуальная проблема для Республики Беларусь.

До 1992 года в СССР действовал всеобщий принцип занятости населения. Для всех субъектов хозяйствования доводился численный состав рабочих, уровень оплаты труда, их руководители обладали узкими полномочиями по найму и увольнению кадрового состава: сфера занятости была лишена гибкости.

На большинстве предприятий имелись излишки рабочей силы и, несмотря на это, администрации предписывалось нанимать рабочую силу.

Условия выхода молодежи на рынок труда были также жестко регламентированы. Приток молодых кадров происходил двумя путями: для выпускников школ и профессионально-технических училищ, решивших идти на производство, осуществлялось бронирование рабочих мест; выпускники других учебных заведений распределялись с учетом вакансий, с обязательным условием работы на данном месте в течение нескольких лет. Служба в армии, набор рабочих по лимиту, призывы на молодежные стройки и т.д. в конечном счете были направлены на обеспечение потребностей производства в трудовых ресурсах.

Трансформационный кризис экономики, не в последнюю очередь обусловленный проведением реформ, привел к тому, что общий спад производства за период с 1991 по 1995 годы составил свыше 50%. Чрезвычайно низкий уровень доходов населения заставил молодежь раньше выходить на рынок труда. Анализ результатов социально-экономического развития Республики Беларусь показывает, что к концу 1996 года прекращено обвальное снижение жизненного уровня населения, а с 1997 года удалось усилить позитивные тенденции экономического роста. Вместе с тем, для рынка труда характерно увеличение процента молодежи среди безработных от 48% на 1 января 1997 года до 52% на 1 января 2002 года. Ежегодно число безработной молодежи увеличивается за счет выпускников школ, техникумов, ВУЗов, демобилизованных военнослужащих. Около четверти безработной молодежи - это выпускники школ и других учебных заведений.

Средняя продолжительность безработицы у молодых людей составляет 6-7 месяцев.

На наш взгляд, на уровень безработицы среди молодежи оказывают влияние следующие факторы:

1. . Высокий уровень рождаемости в 70-80 годах привел к увеличению количества молодежи на рынке труда в 90-е годы. Ослабление этого притока можно прогнозировать лишь к 2003 году.
2. . Реформирование экономики приводит к высвобождению квалифицированных работников и усложняет возможность для молодежи получить высокооплачиваемую работу без наличия высокой квалификации.
3. . На сегодняшний день в республике низкая конкурентоспособность молодежи на рынке труда, вызванная недостатком ее профессиональных знаний и навыков.

Проведенные в 2001 году социологические исследования показывают, что 43,7% опрошенных молодых людей опасаются остаться без работы, 15,4% опрошенных ответили, что им грозит такая возможность. В то же время, 15,3% респондентов намерены сами сменить работу.

Основным требованием, которому должна отвечать работа, по мнению 92,2% респондентов, является хороший заработок, на втором месте - желание заниматься любимым делом (61,1%), на третьем - чтобы работа вызвала уважение друзей (43,9%), на четвертом - работа должна давать возможность применить свои способности (42,9%), на пятом - быть полезной обществу.

:

1. Доля молодежи среди безработных непропорционально высока, в особенности за счет впервые идущих на работу.
2. Молодежи не только сложнее устроиться на работу, но и ее легче увольняют, чем лиц старших возрастов. Сами молодые люди субъективно легче расстаются с работой, а некоторые не озабочены ее поиском.
3. Экономическое положение молодых безработных в очень большой мере зависит от семейного положения, от того, живут ли они с родителями, или самостоятельно. Проживание с родителями не вызывает у них необходимости в трудовом самоопределении.
4. Безработица среди молодежи грозит определенными последствиями как для молодого человека, так и для общества. В силу сложного экономического положения отодвигается срок вступления в брак, начало самостоятельной семейной жизни, рождение детей.
5. Наличие группы молодых людей, не нашедших себе работу после окончания учебного заведения, ее размеры вполне прогнозируемы, поскольку структура профподготовки в ПТУ, ССУЗах, ВУЗах не соответствует структуре на рынке труда.
6. Молодежная и женская безработица тесно связана с такими понятиями, как молодежная и женская преступность, девиантное поведение и искажение жизненных ориентиров.

Решение проблемы безработицы среди молодежи возможно только в комплексе с решением проблем в экономической, политической, образовательной и других сферах.

:

- совершенствование организационно-экономического механизма регулирования рынка труда и соответствующей нормативно-правовой базы;
- формирование комплекса мер по социальной поддержке безработных;
- переобучение и профессиональная ориентация молодежи, предоставление ей качественных информационных услуг;
- осуществление целенаправленного финансирования (кредиты, ссуды, субсидии) на создание новых рабочих мест;
- обеспечение отдельных категорий населения, трудоустройство которых затруднено (подростки, инвалиды, молодые люди, вернувшиеся из мест заключения и т.д.);
- организация системы временной занятости учащейся молодежи в свободное от учебы время, в т.ч. в каникулярный период.

Особо следует отметить работу, проводимую в республике по соответствию подготовки и переподготовки безработной молодежи потребностям экономики. С этой целью созданы правовые основы подготовки и переподготовки кадров, совершенствуется система взаимодействия служб занятости населения, структур по работе с молодежью, молодежных общественных объединений, учебных заведений и молодежи.

С целью повышения уровня занятости разработана Республиканская программа занятости населения, Республиканская программа «Молодежь Беларуси». Организуются новые формы занятости молодежи по программам «Молодежная практика», «Вторичная занятость учащейся молодежи», «Поддержка предпринимательства и самозанятости».

BOX 8 : YOUTH EMPLOYMENT STRATEGY OF THE GOVERNMENT OF CANADA

Youth Employment Strategy

The Youth Employment Strategy is the Government of Canada's commitment to help young people, particularly those facing barriers to employment, get the information and gain the skills, work experience and abilities they need to make a successful transition to the workplace.



Fourteen Government of Canada departments and agencies work in partnership with all levels of government, the private sector and community organizations.

Youth Employment Information

...responding to the needs of youth, employers and the job market

The Youth Employment Strategy is a key element of the Government of Canada's Innovation and Learning Strategy, which aims to ensure that Canada has a highly qualified and skilled labour force to meet the job market needs of today and tomorrow.

To be more responsive to the changing needs of youth, employers and the Canadian job market, the Government of Canada has made changes to the Youth Employment Strategy.

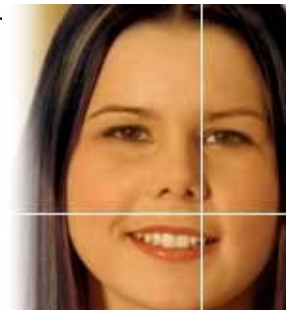
As of April 2003, the Youth Employment Strategy will:

- provide a broader and more flexible range of programs and services tailored to meet the needs of youth facing barriers to employment;
- provide post-secondary graduates with career-related work and learning opportunities to help them succeed in their field; and
- provide youth with the information, skills, practical work experience and continuous learning opportunities they need to find and keep a job.

The Youth Employment Strategy will continue to provide career and labour market information to help all youth make informed career decisions.

The new Youth Employment Strategy will include three programs:

Skills Link
Career Focus and
Summer Work Experience



Skills Link

Skills Link helps youth facing barriers to employment develop the broad range of skills, knowledge and work experience they need to participate in the job market.

Skills Link offers a range of programs and services that can be tailored to meet individual needs and provide more intensive assistance over longer periods of time.

Skills Link introduces a new client-centred approach based on an assessment of the specific needs of individual youth. It will support youth in developing basic and advanced employment skills. These youth will therefore benefit from a coordinated approach, providing longer term supports and services that can help them find and keep a job.

Through Skills Link:

- advisors help youth assess their needs and develop an employment action plan by choosing a series of activities from available programs and services;
- these activities can be tailored to meet individual employment needs and career goals;
- youth then work through their action plan until they find a job or return to school.

Who can participate?

Youth between the ages of 15 and 30 (inclusive) facing barriers to employment, such as single parents, Aboriginal youth, young persons with disabilities, recent immigrants, youth living in rural and remote areas and high school dropouts, who are:

- out of school;
- legally entitled to work in Canada; and
- not in receipt of Employment Insurance (EI) benefits.



Who can be a sponsor?

Businesses, Crown corporations, organizations (including not-for-profit, professional, employer and labour associations), public health and educational institutions, band/tribal councils and municipal governments.

How to apply

Interested community organizations and participants should contact their local Human Resources Development Canada office or visit youth.gc.ca for more information on federal partner initiatives.

How are projects selected?

Project selection is based on local community needs, innovative approaches, targeted participant selection, relevant skills enhancement and work experience, possibility of long-term employment, contributions of sponsors/partners and funding availability.



Career Focus

Career Focus provides post-secondary graduates with career-related work opportunities in Canada and abroad to help them acquire advanced skills and become leaders in their fields.

Career Focus offers youth a range of work experience, learning and skill-building activities to help them choose careers and encourage them to pursue advanced studies.

Career Focus offers post-secondary graduates activities that respond to their needs, including workshops and seminars on advanced employment skills, coaching support and mentoring opportunities. These activities will:

- help post-secondary graduates acquire advanced employment skills, such as project management, entrepreneurial and leadership skills; and
- help youth and future employers by ensuring that the young person's skills and experience respond to emerging opportunities in the global marketplace.

Career Focus links highly skilled young people with potential employers to provide both domestic and international career-related work experience that broadens their skills and enhances their employability.

Who can participate?

Youth between the ages of 15 and 30 (inclusive), who are:

- post-secondary graduates;
- legally entitled to work in Canada; and
- not in receipt of Employment Insurance (EI) benefits.



Who can be a sponsor?

Businesses, organizations (including not-for-profit, professional, employer and labour associations), public health and educational institutions, band/tribal councils and municipal governments.

How to apply

Interested post-secondary graduates and employers should contact their local Human Resources Development Canada office or visit youth.gc.ca for more information on federal partner initiatives.

How are projects selected?

Project selection is based on local community and labour market needs, innovative approaches to human resource needs, contributions of sponsors/partners and funding availability.

Summer Work Experience

Summer Work Experience creates summer employment for secondary and post-secondary students, and supports the operation of summer employment offices. This program is delivered in partnership with various private, public and not-for-profit groups.

Summer Work Experience helps students find career-related summer jobs by providing wage subsidies to employers. It also funds information and promotional activities. Summer Work Experience initiatives include:

- [Summer Career Placements](#) and other summer employment initiatives — wage subsidies for private, public and not-for-profit employers to create career-related summer jobs for secondary and post-secondary students. There are special provisions for employers who hire students with disabilities. These jobs provide students with the opportunity to acquire skills, gain valuable work experience and help finance their return to school. Summer Work Experience helps thousands of students add work experience to their résumés and break the “no experience/no job—no job/ no experience” cycle.
- [Human Resources Development Canada Offices for Students](#) — located across Canada and open to the public from May to August, these offices help students find summer jobs and offer group information and one-on-one sessions on résumé writing, preparing for interviews and looking for a job. Employers can access services free of charge to find motivated employees for the summer months. Offices also provide students and potential employers with up-to-date information about wage rates and labour laws, health and safety in the workplace, and information on other federal and provincial youth employment programs.

Who can participate in summer employment initiatives?

Secondary and post-secondary students between the ages of 15 and 30 (inclusive) who are:

- returning to full-time studies; and
- legally entitled to work in Canada.



Who can be a sponsor?

Businesses, organizations (including not-for-profit, professional, employer and labour associations), public health and educational institutions, band/tribal councils and municipal governments.

How to apply

Employers interested in being a sponsor should contact their local Human Resources Development Canada office or visit youth.gc.ca for more information on federal partner initiatives.

How are projects selected?

Project selection is largely based on the extent to which they provide career-related summer jobs for secondary and post-secondary students. These jobs should provide students with the opportunity to acquire skills, learning and work experience that will prepare them to work in their chosen career/field.

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Юрий Якименко, Владимир Тимофеев, Александр Богдан и Юрий Сосюрко, Украина

*(Utilization of National Communication System “URAN” in solving the problems facing youth,
by Yuriy Yakimneko, Volodymyr Tymofieiev, Olexander Bogdan and Yuriy Sosyurko, Ukraine)*

В Украине работает Национальная телекоммуникационная сеть учебных заведений и науки Украины (УРАН), созданная на базе ведущих университетов и научных учреждений городов Киева, Львова, Одессы, Харькова, Днепропетровска, Донецка и других городов Украины, которые объединены в Ассоциацию пользователей. Координирует эту работу "Центр Европейской Интеграции" в г. Киеве.

Сеть “Уран” создавалась с целью содействия интеграции Украины в международное информационное пространство, разработки проектов в сфере образования и науки с привлечением ресурсов и опыта западных партнеров, координации работ по созданию телекоммуникационной сети учебных заведений и науки с выходом в Интернет.

Сеть “УРАН” построена по иерархическому принципу:

1. Центральный распределенный узел в г. Киеве;
2. Региональные узлы в 6 регионах Украины:
 - **Северо-восточный регион** (Харьков)
 - **Западный регион** (Львов)
 - **Южный регион** (Одесса)
 - **Приднепровский регион** (Днепропетровск)
 - **Восточный регион** (Донецк)
 - **Автономная республика Крым** (Симферополь);
3. Узлы в областных центрах и городах - больших научно-образовательных центрах;
4. Локальные сети организаций-пользователей.

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- Сеть “УРАН” организационно и технически построена в соответствии с лучшими образцами National Research Network (NRN) развитых стран мира. Среда NRN дает возможность формирования наиболее современных информационных ресурсов, реализации технологических решений и их высококачественного использования. Кроме того, практически во всех странах NRN выступает и как наиболее мощный национальный Интернет-провайдер (DFN в Германии, SURFNET в Голландии, JANET в Англии).
- Через высококачественные цифровые каналы Урана одновременно интегрируются организации, которые являются как пользователями, так и генераторами новых информационных ресурсов.
- Сеть разрешает налаживать паритетные, как прямые, так и виртуальные, каналы с научно-исследовательскими сетями других стран для взаимного доступа к информационным ресурсам и взаимовыгодного обмена информацией, в частности, электронных ресурсов библиотек, информационных серверов, баз данных и т.п.
- Возможность широкополосного внутреннего обмена идеально подходит для обеспечения инфраструктурных потребностей дистанционного образования.

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- ко всем имеющимся ресурсам сети без ограничений;
- к библиотечным системам университетов и научных организаций Украины и других стран мира;
- к справочно-информационным системам Украины и других стран мира.

_____:

- разработчиков информационных ресурсов - членов Ассоциации - техническими и программными средствами, полученными в виде международных грантов и программ;
- систем дистанционного образования, фондов, программ учебного и научного назначения, и т.п.

:

- **Каталоги электронных библиотек университетов:** НТУУ "КПИ", НТУ "ХПИ", ДДТУ, ХДАДТУ и других;
- **Библиотечные системы** Германии, Нидерландов, других стран Европы;
- **Системы дистанционного обучения** университетов Украины;

Вычислительные ресурсы университетских центров Германии и Нидерландов (по числовым методам в экономике, охране окружающей среды, предотвращение экологических катастроф, городские агломерации и прочие).

С 1998 года проект "УРАН" включен в "Национальную программу информатизации Украины".

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- Национальный технический университет Украины "Киевский политехнический институт" (г. Киев)
- Национальная горная академия Украины (г. Днепропетровск)
- Одесский политехнический университет
- Харьковский государственный политехнический университет
- Государственный университет "Львовская политехника"
- Донецкий государственный политехнический университет
- Таврийский национальный университет (г. Симферополь)
- Международный научно-учебный центр информационных технологий и систем НАНУ и Минобразования и науки Украины (г. Киев)
- **более чем 50 университетов, институтов, научных учреждений.**

Задача может решаться двумя путями. Первый путь – организация решения задачи на локальной сети персональных компьютеров при их параллельной работе, поскольку алгоритмы моделирования довольно сложные и не позволяют решить задачу на одном компьютере за ограниченное время.

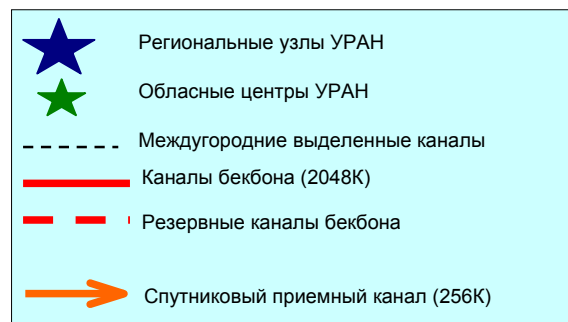
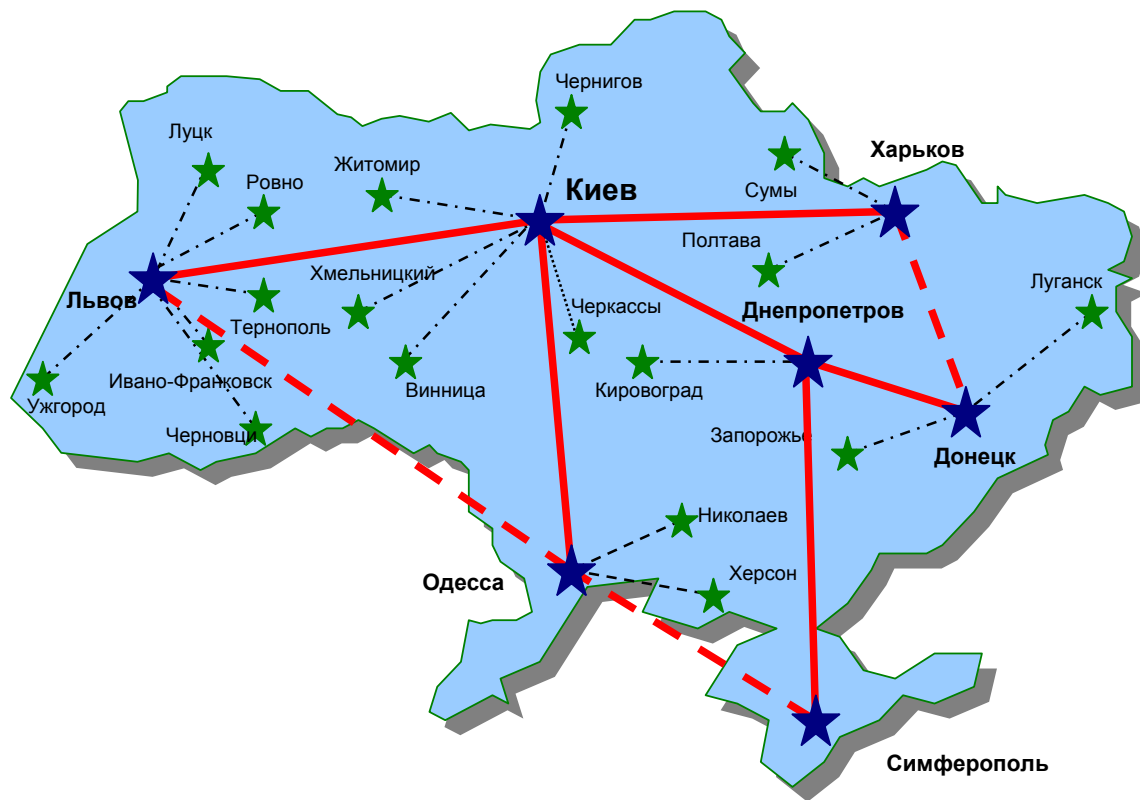


Рисунок 1. Схема национальной сети “Уран”

Второй путь – моделирование на суперкомпьютерах. Скорость решения задачи на суперкомпьютере в сотни раз большая, чем в современном ПК. Доступ к суперкомпьютеру для решения задачи моделирования был любезно предоставлен Физическим институтом им. Шоттки в РВТХ (Высшая техническая школа в Германии) в рамках программы Темпус-Тасис (TEMPUS-TACIS). Начальными условиями для решения задачи на суперкомпьютере было отладка доступа с соблюдением условий информационного обеспечения тестирования задачи на тестовых данных. Тем не менее время выполнения задачи можно резко снизить только при условии адаптации задачи под параллельную обработку, учитывая особенности программирования на языках параллельной обработки. Уменьшения времени обработки можно достичь в несколько десятков раз по сравнению с персональным компьютером, учитывая то, что суперкомпьютер оперирует с 256 параллельно функционирующими процессорами.

Сеть “Уран” обеспечивает потребности в современных информационных ресурсах и технологиях и может активно использоваться при решении глобальных проблем развития молодежного предпринимательства, создания баз данных, урегулирования споров в режиме «он-лайн».

В декабре 2000 года Ассоциацией «УКРЛИЗИНГ» и Ученым советом НТУУ “КПИ” был создан Информационно-аналитический центр «ПОЛИТЕХ-ИНФОРМЛИЗИНГ”.

Главными направлениями деятельности являются:

- информационное обслуживание предпринимательских лизинговых структур, в первую очередь молодежи;
- создание и развитие компьютерных сетей для информационной поддержки и развития предпринимательской молодежной деятельности;
- предоставление консультаций и проведение экспертиз по техническим вопросам лизинга в сфере экологии, энергосбережения, ресурсосбережения и проч.

С этой целью **Информационный Центр решает следующие вопросы:**

- создание информационных баз данных;
- создание отдельной WEB-страницы центра «ПОЛИТЕХ-ИНФОРМЛИЗИНГ» для размещения в мировой сети INTERNET, использование новейших INTERNET-ТЕХНОЛОГИЙ, в частности электронной почты, нормативно-правовой базы ПРАВО и т.п.;
- создание на коммерческой основе базы данных деловых предложений;
- выполнение рекламных мероприятий по вопросам разработки, производства и реализации на внутреннем и внешнем рынках специализированной продукции, в том числе издание и тиражирование методической литературы, рекламной продукции, организация выставочной работы;
- подготовка молодых специалистов, а также организация стажировки и практики студентов, для приобретения опыта предпринимательской деятельности.

BOX 9 : ADVANCING THE YOUTH EMPLOYABILITY AGENDA

This issue of *Youth Programs* is about change: How are communities changing the ways in which employment and education services for young people are planned and delivered, and how are they changing the program experience itself? What are the steps we need to take in order to provide new, more productive experiences for young people in our programs, and what are the steps we need to take to reorganize our services as a whole to provide the experiences and supports young people need to become self-sufficient?

In this issue of *Youth Programs*, we look at the experience of two national initiatives that are designed to change the ways in which communities address the employability needs of young people. The *New Futures* initiative is a five site effort to create comprehensive, community-wide youth strategies that provide a more coherent, integrated set of services for at-risk youth. *Summer Beginnings* is a twelve site effort to integrate academic enrichment and work based learning into the Job Training Partnership Act (JTPA) summer jobs program as a first step towards the integration of work and learning as a central strategy in all youth employment programs.

Two powerful themes link these initiatives together. The first is the commitment to bringing about a fundamental change in the way programs and communities address the issues of youth and employability. While one starts from a "system" perspective (*New Futures*) and the other from a "program" point of view (*Summer Beginnings*), both aim at changing the ways in which schools, businesses, employment and training professionals, and others work together to provide youth and employment services, and both recognize the need for change at both the "program" and "system" levels in order to improve the quality of services for youth.

New Futures and *Summer Beginnings* are also linked by a commitment to a common set of principles or themes that are increasingly setting the standard for effective youth employment policy and practice. Among these themes are the need to focus on youth as youth, integrating youth development into employability development; the central role of a work and learning connection in employability; the need to provide a sequence of services over time; and the importance of promoting quality in a decentralized system. These themes represent the core of a new *youth employability agenda* that is at the heart of the changes sought by the *New Futures* and *Summer Beginnings* communities and others.

This opening section provides a brief overview of *New Futures* and *Summer Beginnings* and a short introduction to the four themes that we see as informing the new youth employability agenda. The first article that follows examines the experience of the *New Futures* communities in their efforts to create community-wide youth employability strategies and, based on that experience, suggests a series of lessons for practitioners and policy makers. The rest of the articles in this issue focus on the *Summer Beginnings* experience. Drawn from the "Field Kit" on academic enrichment prepared by Brandeis in conjunction with *Summer Beginnings*, these articles provide an introduction to the *Summer Beginnings* "vision" for academic enrichment and the critical lessons for implementing work and learning strategies at the local level. The final article in the newsletter links these efforts back to emerging national policy through excerpts from the most recent Department of Labor policy notices on summer programs and academic enrichment.

New Futures: An Overview

One of the major developments in employment and training policy (and youth policy generally) over the past ten years has been the recognition that the needs of at-risk youth cannot be addressed by programs operating in isolation. Increasingly, practitioners and policy makers are coming to the conclusion that to adequately address the multiple needs of youth and their families, communities need to develop comprehensive, community-wide youth and employment strategies that address a broad mix of interrelated issues, including educational achievement, employability development, teen

parenting, substance abuse, economic growth, and community development.

Begun in 1988 by the Annie E. Casey Foundation, the *New Futures* initiative is an ambitious, five-city effort to put the goal of a comprehensive, community wide youth strategy into practice. Under *New Futures*, each of the five participating cities (Little Rock, Pittsburgh, Bridgeport, Dayton, and Savannah) received five-year grants of up to \$12.5 million to develop comprehensive community-wide strategies for addressing the needs of at-risk youth beginning with middle school-aged youth and continuing through high school graduation. The initial focus of the *New Futures* efforts was on four major areas of institutional change: education reform (particularly reduction in the school dropout rate); youth employability development; teen pregnancy prevention and adolescent health; and the development of integrated service delivery systems incorporating case management as a central feature. However, the broader goal of *New Futures* was to help those communities make fundamental changes in the overall planning, financing, and delivery of services to youth and their families.

As the article on the *New Futures* experience in this issue makes clear, the *New Futures* communities have all worked and struggled through their first five years to develop comprehensive employability development strategies that provide a range and sequence of services for youth, as well as strategies for school change and improved delivery of health and social services. Each community has taken a somewhat different approach, with some more strongly emphasizing the school-to-work transition or dropout prevention, and others focusing on a broad set of youth development issues. What has been consistent across all five cities, however, has been a commitment to a comprehensive approach and the need to address a series of fundamental policy issues along the road to institutional change.

Summer Beginnings: An Overview

In June of 1993, the Center for Human Resources at Brandeis University and the U.S. Department of Labor announced a new nationwide summer demonstration program called *Summer Beginnings*. Focusing on new approaches to academic enrichment, twelve communities in ten states made a commitment to develop an integrated work and learning strategy in their summer programs and to help young people make a successful transition from school to work. As charter members of the National Work and Learning Demonstration Network, *Summer Beginnings* communities have committed to five basic demonstration guidelines:

1. **Refine or adopt a work-based or classroom based work/learning strategy** based on the Brandeis *Field Kit for Communities Committed to Improving Academic Enrichment in Summer Employment Programs*.
2. **Implement and support the performance-based work and learning assessment process** and the study of participant progress based on the SCANS skills framework, in order to adequately prepare the nation's youth for entry into the work force.
3. **Develop a summer-to-school transition strategy** as part of the program design including provision of academic credit for summer enrichment activities and a plan for obtaining prorated tuition where appropriate.
4. **Intend to fund program operations** for a three-year period.
5. **Support and lead staff participation** in training and other activities conducted by Brandeis.

Summer Beginnings is the first step toward establishing an extensive network of effective summer work and learning strategies for youth that focus on active learning in class and on the job. Further, through performance-based assessment, *Summer Beginnings* seeks to improve the summer-to-school transition for young people, documenting and sharing their summer work and learning achievements with the schools.

Furthering President Clinton's goal of summertime academic enrichment, this new initiative provides meaningful summer work experience and develops academic skills required for effectiveness in the

workplace. To use President Clinton's words, this initiative is removing the "artificial line between work and learning."

By providing a new approach to work and learning, *Summer Beginnings* enables communities to **rethink their approaches to youth employment training, and summer, as well as year-round jobs programs.** A major feature of *Summer Beginnings* is an active partnership between employers and schools so that classroom teachers will be better informed about the workplace and employers will be armed with strategies for helping young people to learn.

The New Youth Employability Agenda

New Futures and *Summer Beginnings* are part of a broader movement to redefine the nation's basic approach to youth employment and to define a new youth employability agenda. In both cases they have built on and reflect a common set of policy themes that are increasingly identified as critical building blocks for effective youth policies and programs. These themes have been emerging for some time, but they have been most recently identified and articulated through the research synthesis efforts of the Youth Research and Technical Assistance Project, a three year initiative conducted by the Center for Human Resources at Brandeis University and Public/Private Ventures for the U.S. Department of Labor. Focusing on the need for youth development strategies in employment and training, work and learning, the development of sequences of services, and program quality (and the implications for capacity building), these themes provide a new framework for national policy and an agenda for employability development at the national and the local level.

Youth Development. The first of these policy themes, and one of the strongest messages to emerge from the Youth Research and Technical Assistance Project, is the need to integrate the ideas of youth and adolescent development into youth program design and to provide developmentally appropriate experiences (including work experience) for young people as part of every youth employment initiative. Simply put, most employment and training programs have been designed for adults and older youth with relatively little attention paid to the developmental needs of younger adolescents. For young people to become self-sufficient, however, youth programs need to provide opportunities to experience new situations (such as work), try on new roles, and practice social, emotional, and cognitive skills in context.

One of the most effective ways of providing the developmental experiences adolescents need, while also developing the skills needed for employability, is through appropriately structured work experiences. There is an increasing body of evidence that suggests that work experiences are important at early ages for learning and for later work force participation and success. This research points to the need to expand the availability of work-related experiences for youth of all ages (but especially younger youth) and to provide a sequence of age-appropriate employment and training interventions, both as a means of advancing the general developmental needs of young people and of promoting their long-term employability. To accomplish that goal, we also need to improve our understanding as practitioners and policy makers of adolescent development and integrate that knowledge into policy and program design.

Work and Cognitive Skills. The second major theme is the importance of strengthening the link between work and learning and of providing opportunities to develop basic and cognitive skills in a "real world" context. This theme lies at the heart of *Summer Beginnings* and is a central element in the *New Futures* employability efforts. Research in a variety of fields suggests that strong connections between work and learning have a significant payoff in terms of cognitive skills development and long term employability for all age groups (both younger and older youth and adults). Recent commission reports, conferences, and national and state initiatives have reinforced that understanding and underscored the significance of the work and learning issue in national employment policy and its resonance among policy makers. The commitment to work and learning as a cornerstone of a new employability agenda is perhaps clearest in the new School-to-Work Opportunities Act. That legislation, responding to a broad research and policy movement, promises to integrate work-based and classroom-based learning through partnerships between schools and employers that prepares

students for either a high quality job requiring technical skills or further education and training. (The Education 2000 legislation and the Fair Chance initiative also both promote this work and learning connection.) The basic program strategies outlined in that Act (work based learning, classroom-based learning, and connecting activities) represent a fundamental recognition that the work and learning connection lies at the core of any new employability development effort.

Program Strategies for School-to-Work Transition

- *Work-Based Learning*, which includes paid work experience, structured training, and mentoring at the work site.
- *Classroom-Based Learning*, based on career majors, which is a program of instruction designed to meet high academic and occupational standards
- *Connecting Activities*, which assist employers, schools, and students, to connect the worlds of school and work. This is the "glue" necessary to help local partners deliver quality work and learning programs.

Extending Services Over Time. The third basic theme is the need to develop a *sequence* of services that extends over time as well as a comprehensive *mix* of services. Experience, common sense, and research point in the same direction: the more at risk the population, the more extensive services must be to achieve substantial employment and income impacts. But achieving extended coverage has proven elusive for public programming.

The emphasis of policy analysts and researchers on the long-term impacts of particular program interventions has buttressed the tendency to see programs as one-time interventions rather than links in a support chain leading to self-sufficiency. The more recent paradigm of "comprehensive" services has led to an emphasis on the simultaneous clumping of services, rather than chronological linkages.

The needs of the labour market, as well as those of at-risk populations, support a changed view of program services. A few employment and training programs have begun to provide post-placement services and linkages with other institutions that will extend the potential impact of their programs. These efforts need to be understood and built upon if we are to serve both participant and employer clients more effectively.

Promoting Effectiveness and Quality in a Decentralized System. As a largely decentralized system both locally (through networks of service providers) and nationally, the employment and training system faces a constant challenge in promoting the quality and effectiveness of its programs. As the emphasis on providing services to more "at-risk" youth grows, and as the employment and training system moves towards the provision of more complex, comprehensive, and longer-term services, the issues of program quality and effectiveness are becoming more critical. One of the major implications of these developments (and one of the major lessons of initiatives such as *Summer Beginnings*) is the need for a significant and strategic investment in capacity building among employment and training professionals. We need to recognize that while performance standards and increasingly sophisticated strategies for defining and measuring outcomes can help drive the employment and training system in new directions, the quality of programs and services ultimately depends on building the skills of the professionals responsible for implementing them.

Shared Lessons and Shared Commitments In their efforts to develop new programs and change the planning and delivery of services, the communities involved in *New Futures* and *Summer Beginnings* shared a commitment to improving the quality of employment and education services for youth. Many of the problems and lessons learned were also common to both programs. As the articles in this issue make clear, whether pursuing community-wide change or the design and implementation of a new strategy for academic enrichment in the summer, issues of leadership, "buy-in" by staff and program partners, staff capacity and capacity building, time and commitment all emerge as central to the process of change. At the "program" and at the "system" level, change is first and foremost a political process: practitioners need to look as carefully at the question of how to build needed support as they

do at questions of curriculum design or instructional approach.

The other broad lesson to emerge is that each community must ultimately create its own youth employability agenda. While the broad themes that are emerging at the national level provide a frame of reference, each community has to develop its own vision and build on its own resources in improving services for youth.

MICROSOFT CORPORATE FUND: COMMUNITY INITIATIVE

by MICROSOFT Corporation

Overview

Thirty-one countries in the Europe, Middle East and Africa (EMEA) region now have a formalized community affairs programme, with many more subsidiaries supporting their local communities through software donations, technical assistance and employee volunteer activities.

European Scholar Programme

Launched in 1994 in a handful of countries, Microsoft's European Scholar Programme now provides IT skills and industry-recognized certification to unemployed people in several European countries, including France, Germany, Ireland, Italy, Portugal and Spain. And last year, the first Eastern European Scholar Programmes were launched in Croatia and Poland. After just six years of existence, more than 12,000 people have benefited from the Programme, with over 90 per cent of graduates securing well-paid employment.

Baltics (Latvia, Lithuania and Estonia):

1. **Young Minds in Motion:** Microsoft Baltics has begun implementation of a project to provide IT access to rural orphanages in the three Baltic States. Officially announced at the Microsoft Latvia Grand Opening, the programme was funded in part by proceeds from the Microsoft Young Minds in Motion programme, which in turn was funded by proceeds from Bill Gates' book, "Business @ the Speed of Thought". The aim of the Project is to provide rural orphanages with state of the art desktop PCs, modern office and educational software, printers, Internet connection and necessary qualified training.
2. **Latvia: Public Internet Access Points** is a project initiated by the SOROS Fund Latvia. The programme's aim is to open 27 public internet access points in rural Latvian towns and villages. Today, of the 27 public Internet access points that are being planned, 25 have been opened already. The Soros Fund and IBM helped fund and provide high-quality Internet connections and computer equipment, while Microsoft Latvia donated software and manuals to the initiative. The two remaining facilities are to be opened by the end of the year.
3. **Lithuania: Connected Learning Community.** Last year Microsoft Latvia, Lietuvos Telekomas and the Lithuanian Ministry of Education and Science entered into an agreement to bring about the **integration of information and communication technologies in the Lithuanian educational system**. Under the agreement the Ministry supplies schools with PCs (loaded with Win 95 and Office 97 software donated by Microsoft); Lietuvos Telekomas provides Internet connections to schools and has Microsoft Latvia donated an additional 180 licenses of Windows 95 and Office 97.
4. **Microsoft Latvia** is partnering with Hewlett Packard to provide IT access support to the **Latvian Portage Association** and its beneficiaries. The Latvian Portage Association is a public nonprofit, non-governmental organisation that works with special needs children and their families. Established in June 1997, the Association works in cooperation with the United Kingdom North Kent Portage Service in order to implement the Portage home-teaching system in Latvia for children with special needs (Down's Syndrome, Cerebral palsy, autism, etc.). The Microsoft/HP initiative aims to provide special needs children with IT access and instruction. Other beneficiaries of cash, technical assistance and software donations include Hope for Children (Orphanage NGO), the Latvian Music Academy and the Latvian Cancer Fund.

Bulgaria

Microsoft Bulgaria is supporting **IT education and training initiatives** in several schools **for disabled children**. The schools located in the capital Sofia as well as in the provinces, received donations of Microsoft software containing Accessibility features, built in features making our software accessible to the sight and hearing impaired.

Croatia

Microsoft Croatia has teamed up with the United Nations High Commission for Refugees (UNHCR) and other partners to implement an **IT skills training programme for refugees** and people displaced by the recent conflicts in the region. The Programme's aim is to provide participants with the basic IT skills that will help them find a job in the new economy. The top candidates will go on to receive advanced IT skills training through A Certified Technical Education Center (CTEC) partnering in the initiative.

Czech Republic

The Microsoft Czech-supported project "**PCs against Barriers**" is entering its fifth year of existence. Since 1997, 705 moderately to severely disabled participants have benefited from the initiative's introduction to the world of information technology. The programme's IT skills training courses are conducted at schools in Prague, as well as in workshops adapted for the handicapped in Zlín and Otrokovice, in Plzeň Třemošná, in Brno at Kociánka, and in HEWER in Prague. Programme participants attend training courses in Windows 95, Excel, Word, FrontPage etc. and some 479 have gone on to obtain certification as certified product specialists. Over the years, Microsoft Czech has donated Microsoft software as well as cash to purchase PCs and accessible IT equipment.

Microsoft Czech has also made a donation of \$30,000 and software in support of **Lighthouses** (Majaky), a project to provide long-term hospitalized children who are chronically or terminally ill with education and the opportunity to communicate with other children both from other hospitals and from the "outside world" through internet-connected computers. One of the programme's aims is to break down the social and psychological barriers that are typically created by long-term illnesses and disabilities of children. Launched in October 1999, the Lighthouse Project is currently implemented in six hospitals, one hospice and a children's sanatorium. Over 500 children, ages 4 to 18 have benefited from the programme so far. The goal for the next few years is to add 20 more hospitals to the Lighthouse network, bringing to over 1000 the number of chronically-/long-term-/terminally-ill children being helped by the initiative throughout the Czech Republic.

Finland

In 2001, Microsoft Finland continued to support *Aseman Lapset ry* (**Children of the Station**) with software donations and technical assistance. The association's aim is to prevent children and young people from getting involved in drugs, crimes or an asocial lifestyle. The association helps children and young people with multiple problems, supports their families and influences authorities and politicians.

Microsoft Finland and Dell Computers partnered to donate software, PCs and internet connectivity to *The Salvation Army's* national office in order to help build that organization's technological capacity. The organization's Helsinki centre provides food and other materials to the city's homeless people.

Allianssi, an umbrella organisation of Finnish youth organisations, also received support from Microsoft Finland in 2001. The subsidiary provided support for Allianssi's *Umbrella* Project, a programme aimed at improving the living conditions of young people. One of the main project goals is to support local schooling in terms of enlarging the social network in outlying provinces by creating permanent training, counselling and assistance services for young people.

Romania

Last year, Microsoft Romania answered an increased number of requests for support from non-governmental organizations, charity associations and non-profit organizations. Most of the requests were limited to software donations. The main donation recipients in 2001 were:

- Romanian Angel Appeal – NGO working for children with HIV disease which received licenses for Office 2000, Project 2000 and Windows 2000 with a total estimated value of US\$ 21,255; and the
- Romanian Dutch Foundation EuromConect – an NGO working with children, pensioners and unemployed people, which received licenses for Office Professional Romanian 2000 and Windows Millennium with a total estimated value of US\$ 16,160.

Overall, Microsoft Romania made software donations last year with a market value of some US\$ 80,000.

Russian Federation

Microsoft made a grant of \$200,000 and software to the New Perspectives Foundation (through the International Youth Foundation) to establish **5 connected multimedia PC learning centres**. One centre will be located in the Kizivatov Club, a community educational center serving the Tyumen region, in Western Siberia. This centre will enable 500 young people to develop new skills to further their academic studies and gain employment opportunities. The other four classrooms will be established in four schools in underserved communities in the rural areas of the Lipetsk region. New Perspectives Foundation is a non-profit organization established in 1995 dedicated to empowering young people to build democracy amount themselves, their communities, region and country through it network of 50 partners and affiliates nationally. International Youth Foundation is a global network of Partner indigenous foundations and organizations committed to positive youth development in 25 countries.

Further development of the Programme also includes: establishment of communication linkages via electronic mail and web pages of young people from the Club in Tumen with their peers in Lipetsk, so that they can discuss issues of mutual interest and concern, such as children's rights, education, jobs, etc. and develop an electronic magazine that could serve a forum for youth participation and leadership activities. In addition, the Club in Tumen is seeking ways to involve some 120 children from a nearby orphanage and 300 underprivileged children into the programme. This would be undertaken as an after-school activity to help children master technology as well as become exposed to the world outside through the Internet. The Club will also offer the students a Web design and advanced Microsoft Office courses that will be directed to students having already gone through the basic course. Finally, the Club plans to develop A Virtual Gallery - This would be to set up a website virtual gallery of drawings, paintings, and sculptures completed by the children in the Kizhevatov Club, including those from the orphanages and other underprivileged children.

In June 2001, Microsoft Russia donated software (total value \$ 15 500) to The International Fund of Humanitarian Programmes of SPS, founded by The International Foundation "CARE MINISTRIES INTERNATIONAL/Eurovision NL" to support implement a rehabilitation programme for disabled people with loco-motor system dysfunction in Irkutsk, Siberia. As a result Internet Center is opened and provides computer literacy courses for children and people of educational age. The main goal is to involve the disabled from Irkutsk, into a "virtual youth community", which will give an additional incentive for self-expression and integration into society as well as for getting the job and becoming full-fledged members of the society.

Microsoft Russia and its partners IBS, Kraftway, Aquarium and 1C company donated new workstations, software (valued at \$10 000) and books to the International Children's Computer Centre (UNESCO Associated School, Set by the Programme Systems Institute after the Russian Sciences Academy, located 130 km north-eastern from Moscow), in order to expand and upgrade its computer classes, open to children from different regions of the former Soviet Union, Germany, United States of America, Belgium, United Kingdom and France.

Microsoft Russia donated software (total value \$60 000) to The Moscow Rescue Service Information Center (MRS IC) to upgrade 100 computer workstations and to make possible the opening of a third operations room with 16 new operator workstations. MRS IC responds to emergencies in the capital and its suburbs. Every day it receives and processes up to 20 000 messages and the operational teams responding to up to 100 accident calls. Modelled on the American 911 service, the MRS IC expansion and upgrade provided a 10 per cent increase in operator productivity and a 30 per cent increase in call volume capacity which will contribute fully to citizens' safety in Moscow and suburbs.

Finally, in an effort to support Computer Science courses in Universities all over Russia, Microsoft has donated a set of books on modern IT technologies to libraries of 400 regional Universities.

YOUTH ENTREPRENEURSHIP

**YOUTH ENTREPRENEURSHIP POLICIES
AND PROGRAMMES IN THE UNECE MEMBER STATES**

by Larissa Kapitsa, Director, Coordinating Unit for Operational Activities, UNECE

Perceptions about Youth Entrepreneurship

Many young people believe that once they are given enough resources, they can easily establish and successfully run a business enterprise. So, they perceive that the major obstacle to their entrepreneurial activity is the lack of funding. Although the lack of collateral prevents many young people from starting up their own businesses, experience shows that this is only a part of the problem. The potential of the business idea, in terms of the existing and future demand for products or services, is of great importance as well.

The idea itself does matter. Opinions vary widely, however, with regard to which of the ideas embodies the true business idea. Some young people think that it should represent a high-tech innovation. Some suggest that it should be a kind of strategic vision, while others believe that it should be unique. In reality, many of the successful business ideas which brought a fortune to their holders were very simple, but they have one thing in common – they provided a solution to a community's need or problem by producing a new service or product.

A similar diversity of opinions exists on the issue of which characteristics are attributable to the true entrepreneur. The interesting side of this issue is that no single characteristic or description explains an entrepreneur. There are many different kinds of entrepreneurs. Some types may be distinguished as follows:

Technical entrepreneurs

These individuals have a strong technical orientation. They love inventing things and developing ideas for new products. Developing new markets and even new industries are generally the goal of those with technical orientation. The creation of an enterprise is merely a means to achieving their goals, not an end in itself. These are people like Henry Ford, or Herbert Edwin Land, the inventor of anti-glare plastic sheets and camera filters, and the founder of the Polaroid Company.

Organization builders

Some entrepreneurs start their own businesses because they like to build organizations. These organization builders have skills in developing people, systems and structures, people like Lee Iacocca, who saved the Chrysler Corporation from collapse during the 1980s, or Ray Croc, who built the McDonalds franchise chain, the largest in the World.

Deal makers

Deal makers enjoy making the initial deal to start a new venture and often enjoy some start-up activities. However, unlike the organization builders, they dislike having to manage and commit themselves to an organization over the long run. These are people who are usually involved in financial or trade transactions.

Apart from the business idea, an entrepreneur needs specific skills and knowledge to be able to operate his or her enterprise on a daily basis. This aspect of entrepreneurial activity tends to be ignored by young people. Entrepreneurship is a dynamic process, which requires certain skills and knowledge. It is both a science and an art. Science must be learned through training, but managing an enterprise is an art, which can be learned, at least partially, by doing. Young people aspiring to become entrepreneurs need to be trained in business management, marketing, financing and accounting, human resources management and information technologies. They also need to learn the legal and fiscal aspects of business.

Finally, it is important that would-be-entrepreneurs become familiar not only with the potential benefits, but also with the possible risks entrepreneurs have to face and about the trade-offs they have to make. Apparently, entrepreneurs usually face the biggest risks not at the initial stage of starting up their business, but rather later, after the business has established itself and has to be developed further. This aspect needs to be taken into consideration not only by would-be-entrepreneurs, but also by organizations providing services for young entrepreneurs. The UNECE has developed a guide to help start-ups and advanced entrepreneurs to understand and cope with business risks (see <http://www.unece.org/indust/sme/ece-sme.htm>).

Policies and Programmes

Over the last decade, policies and programmes promoting youth entrepreneurship have become rather widespread. To some extent, this was a response to persistently high youth unemployment in all but a few of the countries of the UNECE region. This was also a response to a number of developmental trends which were causing concern about the future supply of jobs.

One such trend has been a shift in the allocation of labour away from the large-scale, heavily concentrated industrial production towards the service and small-scale production sectors. Another relevant trend has been a gradual re-arrangement of labour relations from relatively secure forms to more precarious ones with prevalently short- or fixed-term contractual arrangements often without the provision of medical insurance, pension or other social benefits. Finally, the downsizing and streamlining of large enterprises or their relocation to countries with abundant and cheap labour have led to a significant decline in the supply of jobs by this segment of the corporate sector.

The above trends have been accompanied by a proliferation of sole proprietors and small- and medium-sized enterprises which, in France or the United States for example, have become a real engine of growth and/or employment-generation. However, in some other countries, SMEs have emerged in response to unemployment and the shortage of new jobs, mainly as a survival strategy of households. In this group of countries, SMEs have been functioning as an absorbent of labour force released from re-structuring enterprises without making any significant contribution to GDP formation.

In most of the Commonwealth of Independent States, a relatively large proportion of the released labour has moved into the informal sector (the grey or black economies), where the working conditions are even more insecure than in those labour market segments with short- and fixed-term work arrangements.

It is important to note that the problem of sustainability of SMEs is very acute in many countries of the region, and the death rate (or the exit rate) among such enterprises has been relatively high. Disparities in the entry rate throughout the countries, on the other hand, point to another problem characteristic of the SME sector – the presence of significant barriers to establishing new enterprises and difficulties which have been faced by aspiring entrepreneurs in mobilizing initial capital, representing in most instances administrative obstacles and the reluctance of the banking sector to provide loans to small entrepreneurs.

Furthermore, the opportunity set for entrepreneurial activities differs from country to country, depending on the structure of local demand. At the same time, the mix of opportunities available to would-be entrepreneurs at the local level may change very quickly, as some countries become more deeply integrated into the European Union or in the global economy. It is important for policy-makers of these countries to develop the youth entrepreneurship policies which would take these perspectives into account and would promote entrepreneurial activities that could benefit from enlarged markets.

In the light of the above, the potential and possibilities of youth entrepreneurship should be considered in the context of the economic realities of the countries in question to avoid unrealistic expectations or wrong choices. The exchange of national experiences could provide some clues, but in the end, policies and programmes should be suited to local conditions and countries' circumstances. The lessons from the experiences of many countries imply that:

- Youth entrepreneurship should not be seen as a magic cure for youth unemployment.
- Youth entrepreneurship policies and programmes should complement broader youth employment strategies and policies.
- Only a small proportion of young adults could become real entrepreneurs.
- Age and, consequently, life and work experience do matter. Youth entrepreneurship programmes and schemes tailored to the specific characteristics of each age category of youth (teenagers and/or young adults) have proved to be more effective.

So, it is of paramount importance to develop policies and policy instruments, which would be flexible and selective enough to ensure that the majority of young people are provided with an appropriate set of skills and relevant experience prior to their entry into the real world of business.

Considering the growing flexibility of economies, the rapid pace of technological change and the pressure of competition generated by globalization, it is increasingly acknowledged that to avoid the risk of large-scale marginalization, societies should encourage the development of entrepreneurial skills among their younger members. In many countries of the region, various courses in business administration and management, problem-solving, economics, etc. were introduced into the school curriculum to promote **a culture of enterprise and the idea of self-employment** as a career option. Attempts have been made to make professional education in business management, at the college and university levels, less academic and more linked to the needs of the business sector and local communities. Similar efforts have been made to expose secondary school students to the realities of business.

Many countries have been making a special effort to integrate marginalized and disadvantaged youth groups into mainstream economic activities through targeted youth entrepreneurship programmes and schemes. The scope and the scale of such programmes vary, ranging from the provision of training, counselling, mentoring, start-up loans to a more comprehensive integrated approach (Italy, Canada, United States of America, Ireland and United Kingdom).

Despite national specifics, some common approaches and practices seem settled throughout the UNECE region on the following patterns:

- Promoting and introducing the self-employment option
- Training in necessary skills for self-employment
- Mentor support
- Access to finance
- Access to work space
- Business expansion support
- Access to support networks.⁴⁵

⁴⁵ O'Higgins, Niall. Youth Unemployment and Employment Policy: A Global Perspective. International Labour Office, Geneva, 2001, p. 125.

These practices and approaches appear to be most effective when certain conditions are present. To what extent they are as effective under the conditions of transition will be seen from the results of the efforts to replicate them (e.g. in Slovenia, Hungary, The former Yugoslav Republic of Macedonia).

Learning Entrepreneurial Skills at School

Among the most successful stories at the school level are: the YES Programme (Youth Enterprise Society Programme) and the REAL (Rural Entrepreneurship through Action Learning) Enterprise Programme developed in the United States of America. The YES Programme, created by Ohio State University, has been targeting youth at school with the goal of equipping them with the skills which would be appropriate for the world of work and self-employment. It operates throughout the school year as an extra-mural activity. Students join the programme at Standard 7 and proceed through Standard 8 and 9. They graduate in Standard 10 or after school. While in the programme, students acquire business competencies through a set of special learning and experimental activities. Teachers, after receiving a special training, serve as facilitators. The programme has been provided with support from local businesses, municipalities, parents and NGOs through Local Enterprise Councils. This support, apart from voluntary monetary contributions, has included internships in local enterprises, provision of instructors, study tours, etc.

The REAL Enterprise Programme targets high school students in the rural areas of the United States by linking education with rural economic development and by assisting young people to identify a business opportunity, to prepare a business plan and initiate their businesses, while they are still at school, which later on would be converted into real enterprises, owned by the former students (see box 1).

Since 1990, more than 5,000 youth and young adults have received intensive entrepreneurial training within the REAL programme. A survey of 400 REAL graduates (from 1992-1998), conducted in 1998, showed that these businesses had not only survived, but also expanded, reaching a total volume of sales of \$6 million and creating 686 new jobs. Another study found that the survival rate of the REAL enterprises after 7 years since their establishment was 91-92 per cent. In the 1999-2000 academic year, NC REAL was serving 64 of North Carolina's 100 counties through their local schools and community colleges.⁴⁶

The successful experience of the REAL programme was replicated in other rural areas of the United States and its business-incubator approach has also been tried in urban areas. The attractiveness of this approach lies in its effectiveness to match the local supply of skills with the local demand for skills as closely as possible, but also to provide young people with appropriate skills for self-employment.

In the urban settings, the focus has been on youth within and outside school, dropouts and other disadvantaged youth. One of the most recent examples is the Entrepreneurial Training and Merchandising Programme in Upper Manhattan, New York, for young people between the ages of 12 and 18, developed by a non-profit organization, the Institute for Youth Entrepreneurship. The programme includes an educational component that comprises six semesters of entrepreneurship and elective courses. In addition, the programme provides hands-on experience through the "living businesses" created and run by students. These businesses are focused on developing products attractive to tourists: T-shirts, baseball caps and coffee mugs. Students manage all product design, manufacturing, marketing strategy development and sales.

REAL Enterprise, Inc., USA

Entrepreneurship education programmes in the USA, initiated by both business and educational establishments, are being developed to re-establish a traditionally important resource for rural communities: local schools and colleges. School-based enterprise programmes represent an example of how rural school can play a significant role in community economic development.

⁴⁶ NC REAL Enterprises: Developing "Homegrown" Economies in Rural North Carolina. By Mark Sorrells (source: <http://www.ncreal.org/Publicity/>)

One of the mostly highly developed school-based enterprise programme is REAL Enterprise, Inc. REAL originated in North Carolina in response to the sobering realities of poor local educational and work opportunities for rural youth. Without alternatives, rural communities are at risk of lacking qualified individuals for vital roles in local communities and economic activities.

North Carolina REAL Enterprise is a non-profit organization that partners with community colleges and high schools to implement experimental, “hand-on” courses in entrepreneurship education.

REAL Enterprise, Inc. has four primarily goals:

- Institutional goals: to help rural schools become effective small business incubators
- Educational goals: to help students and teachers develop understanding of, interest in, and competence around entrepreneurship and small business management/ownership.
- Economic goals: to help create good new local jobs through identifying and utilizing untapped opportunities in the local economy.
- Individual goals: to help foster a sense of empowerment and heighten the capacity to be successful productive community members.

REAL Enterprise process – based on the premise that action learning enhanced skills – depends on active student participation and decision-making. Students conduct a community survey to identify needs that could lead to entrepreneurial ventures. Once these are identified, business plans are developed, funds are secured and a business site is established, thus providing students the opportunity to learn the concepts and responsibilities of managing/owning a business. REAL businesses then “spin off” from the school and are independently owned and managed by students who have participated in the REAL Enterprise Programme and have graduated from school. Examples of REAL Enterprise student ventures initiated range from a day care centre to a training booth/exercise centre.

(<http://www.ncreal.org/REALInfo/>)

In Ireland, the Golden Vale Young Entrepreneurs Scheme, aiming to stimulate enterprise and innovative activity amongst young people, has been encouraging and assisting the organization of Young Entrepreneurs Schemes (YES) within schools. They are open to all second-level students. Through YES students, either individually or in groups (up to five students), create and operate their own real mini-businesses. These businesses sell products or services to students, or outside the school. The objectives of YES are:

- to assist the development of entrepreneurial skills, self-confidence and self-reliance;
- to help create an enterprise culture and stimulate entrepreneurial activity; and
- to help young people respond to the changing employment situation by encouraging initiative.

YES is organized by the Young Entrepreneurs Association, which is an informal group of parents and teachers, working on a voluntary basis. It coordinates the overall Programme; provides extensive support to local organizers; and arranges Regional and National Competitions. The first YES was established in 1991. Since then, it has expanded very rapidly throughout Ireland. Since its foundation, over 50,000 students have participated in YES. In 2000, 8,000 from 271 schools took part in the programme.

Concerned with the increased unemployment among college graduates, many UNECE countries have been making an effort to widen the career choices of college graduates by exposing them to the realities of small businesses and allowing them to explore their own potential for self-employment. The Graduate Programme of the United Kingdom, for example, is a national programme, targeting the final-year undergraduates of any discipline for a range of training workshops and placement opportunities within local businesses.

In many countries in transition, there has been a dramatic increase in the provision of various training options in business management, finance, accounting, etc. to meet the demand of the growing enterprise sector. Educational reforms have attempted to remedy the lack of training in problem-solving skills and cost-benefit analysis in some fields of study, while improving or restoring the linkages between the educational establishments and the enterprise sector under the new conditions.

It is interesting to note that in many of these countries, the businessmen are younger on average than in the countries of the European Union. According to one study, over half the businesses in Poland and Estonia are run by entrepreneurs under 40 years of age, while in United Kingdom, Germany and Greece, less than 36 per cent.⁴⁷ However, this fact should not be misleading. Such a difference is mainly a result of transition, and the novelty of business activity for the former socialist countries. Other facts speak of the difficulties faced by young people in finding a decent job and income-generating opportunity. Youth unemployment rates in most of the UNECE economies in transition are higher, on average, than those in the EU countries, and there are 18 million young people between 15 and 25 years of age who are neither at school nor in the labour market. Many countries in transition have begun to address these problems by promoting, amongst other means, youth entrepreneurship.

Integrating Marginalized and Disadvantaged Youth

One of the biggest challenges faced by countries of the UNECE region is the integration of marginalized and disadvantaged youth groups into the mainstream economic activities. These groups, as well as the primary causes of their disadvantaged position, are very diverse. Depending on a concrete situation and country, these might be the children of immigrants, ethnic minorities, indigenous population, youth in remote areas or declining regions, and youth whose lives have been affected by a broken family, loss of parents, conflict and displacement, or who have experienced abuse and violence, or who suffer from disabilities.

In some countries of the UNECE region, the total number of such young people has been on the rise due to ethnic conflicts and civil wars, on the one hand, but also as a result of the collapse of families under economic hardship, loss of jobs and impoverishment. While youth from some ethnic minorities and indigenous peoples have been disadvantaged by lingering effects of past discriminatory practices, youth from some other ethnic groups are affected by recent breakdown of special arrangements, whose function was to equalize the opportunity sets of various ethnic groups, at least to some degree.

In some countries of the region, the total number of marginalized youth has recently increased also as a result of the erosion of social mechanisms/channels, which were in charge of ensuring a smooth transition of young people from school-to-work. The development of alternative mechanisms has been slow, leading to loss of contact with many young people. In this respect, the experience of some market economies to reduce social marginality, especially Canada, United States and some Nordic countries, could be of great value to some countries in transition facing similar challenges.

It is important, however, to differentiate among the marginalized youth sub-groups. While the forms of manifestation of social marginality among different marginalized youth sub-groups might be the same (e.g. high rates of drug-addiction, other substance abuse, crime, suicide, unemployment, school dropout, etc.), the primary reasons, as well as the circumstances and conditions of their existence, vary significantly. Furthermore, some ethnic sub-groups are static, others, like the Roma or some peoples of the Extreme North, on the contrary, highly mobile. The differences between the youth marginalized groups are a result of the complex interplay of various factors (geography, way of living, historic factors, etc.), and should be well understood to ensure the success of an entrepreneurship policy and programme.

Differences are present among the urban marginalized youth sub-groups as well. In some countries, where segregation patterns by income or ethnicity have been persisting, such marginalized youth sub-groups are easily identifiable. In countries in transition, however, marginalized youth sub-groups have emerged as a

⁴⁷ Young Entrepreneurs, Women Entrepreneurs, Ethnic Minority Entrepreneurs and Co-entrepreneurs in the European Union and Central and Eastern Europe. Final Report to the European Commission, DG Enterprise, July 2000, p. 18.

result of recent changes. Some of them are relatively large and diverse, and represent a by-product of economic decline of whole regions. In the metropolitan urban areas, marginalized youth sub-groups are, in most instances, formed by runaways, drug-abusers, school dropouts, but also by those from poor households and by discouraged unemployed youth.

The experience of countries with integrating marginalized youth through entrepreneurial schemes has been mixed. The situation has been further complicated by the competition from organized crime, trying to recruit new members from such youth groups. The costs of such schemes (the United States, apparently, has spent billions of dollars on funding programmes targeting marginalized youth) are usually high, while the results are not properly evaluated. The Phare/Hungarian project for integrating the Roma youth, for example, will cost more than 14 million Euros (see box 2). Such high costs of programmes are one of the reasons why many countries in transition shy away from the problem of youth marginality. However, there are some effective approaches, which allow the public share of the financial burden to be reduced, particularly through partnerships with communities, NGOs and the private sector.

"Social Integration of Disadvantaged Youth with Particular Emphasis on the Roma Minority", Phare/Hungary

The European Union supports Hungary in its preparation process for accession with the Phare programme. As the Roma issue in Hungary is as much a social as an ethnic issue, the approach chosen, with the agreement of representatives of the Roma Minority, is of a social nature, aiming at the social integration of disadvantaged youth. The programme is centred on the concepts of prevention, correction and promotion. Preventive measures serve to reduce primary school dropout rate among socially disadvantaged, especially among the Roma. Focus on the secondary education with supportive schooling (catching up and vocational training) aims at correction, while support for talented young Roma and their resulting increased number in higher education will contribute to their social promotion.

The programme is implemented under the responsibility of the Ministry of Education in cooperation with the Ministry of Social and Family Affairs. A Steering Committee has been set up comprising, among others, the representatives of both ministries, representatives of the Office of National and Ethnic Minorities and of the National Roma Minority Self-government, and the Delegation of the European Commission has the status of permanent observer.

The wider objective of the project is to provide for the social integration of disadvantaged youth, especially the Roma, in line with the medium-term priorities of the Accession Partnership political criteria while the immediate objectives are as specified in the following: improvement of the standard of primary education among the members of socially disadvantaged groups, especially among the Roma minority; prevention of the exclusion of socially disadvantaged youth, especially of the Roma community. In the frame of the project, among other things, new dormitory space for Roma students is created; and the number of socially disadvantaged youth obtaining secondary vocational qualification should be increased.

The project activity commenced in May 2000 and ends in December 2002. The total budget of the programme amounts to 9.6 million Euros from which the Hungarian government institutions contribute about 48 per cent, about 5 million Euros.

Canada, for example, has been implementing a comprehensive strategy to promote entrepreneurial activities among indigenous youth, involving the entire tribal community, local, provincial and federal governmental structures and their resources. The USA has been pursuing the whole set of entrepreneurship programmes in attempt to diffuse the pockets of marginality. This has been done through a variety of instruments, including the Small Business Administration (SBA). The USA approach also envisages the involvement of various social actors at all levels of execution, including private financial intermediaries for distributing loans. Such an approach allows the cost of programmes to be reduced, while reaching all those in need:

1. **Disabled Assistance:** SBA conducts special studies to help disabled veterans succeed in business. The SBA has not been provided funding for direct assistance loans, but such individuals are eligible for all SBA loan guaranty programs.
2. **Disasters:** The purpose of the SBA's Disaster Loan Program is to offer financial assistance to those who are trying to rebuild their homes and businesses in the aftermath of a disaster. By offering low-interest loans, SBA is committed to long-term recovery efforts. The agency will do everything possible to meet the needs of those otherwise unable to put their lives back together.
3. **Historically Under-utilized Business Zones (Hub Zones):** The HUB Zone Empowerment Contracting programme provides federal contracting opportunities for qualified small businesses located in distressed areas (see box 3).
4. **Minorities:** The most well-known element of the Minority Enterprise Development (MED) programme is the 8(a) Program, named from Section 8(a) of the Small Business Act. The 8(a) Program is a business development programme that provides its participants access to a variety of business development services, including the opportunity to receive federal contracts on a sole-source or limited competition basis. Under the 8(a) Program, SBA enters into prime contracts with federal departments and agencies and subcontracts the performance of work to disadvantaged small businesses that are certified participants in the programme. Pre-qualification: A programme that uses intermediaries to assist prospective borrowers in developing viable loan application packages and securing loans. Natural Resources Sales Assistance Program is intended to (a) ensure small business concerns obtain a fair share of government property sales/leases to include, where necessary, small business set-asides, and (b) provide counselling, and other assistance to small business concerns on all matters pertaining to Government sales/leases.

All the SBA programmes listed above, while they do not target specifically disadvantaged youth, have been extended to young adults, seeking funding to start up their own businesses. The entrepreneurship programme for historically under-utilised business zones has been used, for example, to provide support for the Harlem youth entrepreneurship scheme, mentioned in the previous section.

***Historically Under-Utilised Business Zones,
USA Small Business Administration***

PROGRAM HISTORY

The HUB Zone Empowerment Contracting program was enacted into law as part of the Small Business Reauthorisation Act of 1997. The program falls under the auspices of the US Small Business Administration. The program encourages economic development in historically under-utilised business zones - "HUB Zones" - through the establishment of preferences.

TYPES OF HUB Zone CONTRACTS

A competitive HUB Zone contract can be awarded if the contracting officer has a reasonable expectation that at least two qualified HUB Zone small businesses will submit offers and that the contract can be awarded at a fair market price. A sole source HUB Zone contract can be awarded if the contracting officer does not have a reasonable expectation that two or more qualified HUB Zone small businesses will submit offers, determines that the qualified HUB Zone small business is responsible, and determines that the contract can be awarded at a fair price. The government estimate cannot exceed \$5 million for manufacturing requirements or \$3 million for all other requirements.

A full and open competition contract can be awarded with a price evaluation preference. The offer of the HUBZ one small business will be considered lower than the offer of a non-HUBZ one/non-small business-providing that the offer of the HUB Zone small business is not more than 10 percent higher.

The HUB Zone Empowerment Contracting program provides federal contracting opportunities for qualified small businesses located in distressed areas. Fostering the growth of these federal contractors as viable businesses, for the long term, helps to empower communities, create jobs, and attract private investment.

HOW THE HUB Zone PROGRAM WORKS

The US Small Business Administration (SBA) regulates and implements the program and determines which businesses are eligible to receive HUB Zone contracts, maintains a listing of qualified HUB Zone small businesses that Federal agencies can use to locate vendors, adjudicates protests of eligibility to receive HUB Zone contracts, and reports to the Congress on the program's impact on employment and investment in HUB Zone areas.

ELIGIBILITY

A small business must meet all of the following criteria to qualify for the HUB Zone program:

- It must be located in a "historically under-utilised business zone" or HUB Zone
- It must be owned and controlled by one or more US Citizens, and At least 35 per cent of its employees must reside in a HUB Zone.

HISTORICALLY UNDERUTILIZED BUSINESS Zone

A "HUB Zone" is an area that is located in one or more of the following:

- A qualified census tract (as defined in section 42(d)(5)(C)(i)(I) of the Internal Revenue Code of 1986);
- A qualified "non-metropolitan county" (as defined in section 143(k)(2)(B) of the Internal Revenue Code of 1986) with a median household income of less than 80 percent of the State median household income or with an unemployment rate of not less than 140 percent of the state-wide average, based on US Department of Labour recent data; or
- Land within the boundaries of federally recognized Indian reservations.

It should be noted that, in most instances, those youth entrepreneurship programmes, which were preceded by a thorough research of a target group (see box 4), applied an integrated approach, containing all the remedial components (each addressing a particular set of disadvantages), have appeared to be more effective than others. The referred components usually included: promotion of self-employment option; training in the skills needed for self-employment; support services, including mentoring; access to finance, work space and networks; and business expansion support. The best youth entrepreneurship programmes had them all.

Disadvantaged Youth, Public Welfare Foundation (USA)

Employment, Training and Alternative Education - Programs that provide quality education, employment readiness services with job placement and other assistance for young people who have dropped out of school, experience chronic unemployment, and have minimal or no job skills, so that they may achieve independent living for themselves and their families.

Early Intervention – Programs that promote positive youth development through services designed to prevent educational failure, delinquency, developmental delays, adverse health, or neglect. Services

also include assistance to children whose parents are adolescents, affected by HIV/AIDS, involved in substance abuse, or incarcerated.

Youth Empowerment and Leadership Development - Programs that provide opportunities for youth leadership development in conjunction with their community's economic and civic development.

Violence Prevention - Primary prevention services to reduce violence in neighbourhoods and families, especially violence caused by the availability of guns and other weapons.

Advocacy and Policy Development - Programs that promote systemic responsiveness to the needs of low-income young people within federal, state and local policies and practices.

A very special marginalized youth group, whose disadvantages need to be addressed in a comprehensive manner, is youth with disabilities. In some countries of the UNECE region their number has increased as a result of armed conflicts (Tajikistan, Russian Federation, some of the south-eastern European countries, Azerbaijan, Georgia and Armenia). One of the examples of comprehensive ideas to better integrate this disadvantaged group is a recent American **“New Freedom Initiative”**, launched in 2001. The **“New Freedom Initiative”** is composed of the following key components:

- Increasing Access to Assistive and Universally Designed Technologies:
 1. Federal Investment in Assistive Technology Research and Development. The Administration will provide a major increase in the Rehabilitative Engineering Research Centres' budget for assistive technologies, create a new fund to help bring assistive technologies to market, and better coordinate the Federal effort in prioritising immediate assistive and universally designed technology needs in the disability community.
 2. Access to Assistive Technology. Assistive technology is often prohibitively expensive. In order to increase access, funding for low-interest loan programmes to purchase assistive technologies will increase significantly.
- Expanding Educational Opportunities for Americans with Disabilities:
 1. Increase Funding for the Individuals with Disabilities Education Act (IDEA). In return for participating in a new system of flexibility and accountability in the use of Federal education funds, states will receive an increase in IDEA funds for education at the local level and help in meeting the special needs of students with disabilities.
 2. Focus on Reading in Early Grades. States that establish a comprehensive reading programme for students, including those with disabilities, from preschool through second grade will be eligible for grants under President Bush's Reading First and Early Reading First Initiatives.
- Integrating Americans with Disabilities into the Workforce:
 1. Expanding Telecommuting. The Administration will provide Federal matching funds to states to guarantee low-interest loans for individuals with disabilities to purchase computers and other equipment necessary to telework from home. In addition, legislation will be proposed to make a company's contribution of computer and Internet access for home use by employees with disabilities a tax-free benefit.
 2. Swift Implementation of “Ticket to Work.” President Bush has committed to sign an order that directs the federal agency to swiftly implement the law giving Americans with disabilities the ability to choose their own support services and maintain their health benefits when they return to work.

3. Full Enforcement of the Americans with Disabilities Act (ADA). Technical assistance will be provided to promote ADA compliance and to help small businesses hire more people with disabilities.
 4. The Administration will also promote the Disabled Access Credit, an incentive programme created in 1990 to assist small businesses comply with the Act.
- Innovative Transportation Solutions. Accessible transportation can be a particularly difficult barrier for Americans with disabilities entering the workforce. Funding will be provided for 10 pilot programs that use innovative approaches to developing transportation plans that serve people with disabilities. The Administration will also establish a competitive matching grant program to promote access to alternative methods of transportation through community-based and other providers.
 - Promoting Full Access to Community Life:
 1. Promote Homeownership for People with Disabilities. Congress recently passed the “American Homeownership and Economic Opportunity Act of 2000,” which will permit recipients with disabilities to use up to a year’s worth of vouchers to finance the down payment on a home. The Administration will work to swiftly implement the recently enacted law.
 2. Swift Implementation of the Olmstead Decision. President Bush has committed to sign an order supporting the most integrated community-based settings for individuals with disabilities, in accordance with the Olmstead decision.
 - National Commission on Mental Health. President Bush has committed to create a National Commission on Mental Health, which will study and make recommendations for improving America’s mental health service delivery system, including making recommendations on the availability and delivery of new treatments and technologies for individuals with severe mental illness.⁴⁸

Box 5. DO-IT Programs, USA

DO-IT hosts program for pre-college and college students with disabilities and their advocates, educators, and administrators.

DO-IT Scholars - high school students with disabilities pursuing academics and careers.

DO-IT Ambassadors - when they transition from high school to post-secondary studies, DO-IT Scholars become Ambassadors and mentor younger Scholars.

DO-IT Pals - an electronic community of students with disabilities planning for college and careers.

DO-IT Campers - Internet training at camps for children and youth with disabilities.

DO-IT Mentors and Volunteers - supporting the DO-IT Scholars, Pals, and Campers.

DO-IT CAREERS - students with disabilities participate in work-based learning opportunities.

DO-IT 2-4 - students with disabilities learn to successfully transition from a 2-year to a 4-year post-secondary institution.

DO-IT Show and Tell - college students with disabilities demonstrate technology, information access and independent living skills to first grade students.

DO-IT Prof - helping post-secondary faculty and administrators to work successfully with students

⁴⁸ U.S. Department of Health and Human Services. Delivering on the Promise. Preliminary Report of Federal Agencies’ Actions to Eliminate Barriers and Promote Community Integration. Presentation to the President of the United States, 21 December 2001.

with disabilities.

Access IT - a national centre to increase the use of accessible information technology in educational institutions.

The execution of youth entrepreneurship programmes has differed from country to country in terms of organizational arrangements and executing agent. In some countries, such as USA and Canada, they have been delivered through various arrangements: business incubators, youth councils, youth information centres, special young people facilities and funds, by NGOs, governmental institutions (such Department/Ministry of Education, Human Resources, Industry, Commerce and etc.), joint boards, special structures (SBA in USA or Aboriginal Entrepreneurship Foundation in Canada) and etc. This unavoidably creates a coordination problem and complicates the monitoring and evaluation of the programmes. As a result, the number of studies on youth entrepreneurship programmes is very limited. Further studies and impact assessments are needed in order to establish which approaches have been working, and which failed and why.

Partnerships in Promoting Youth Entrepreneurship

The partnership approach is becoming very popular nowadays, including in promoting youth entrepreneurship. To some extent, this reflects the maturity of civil societies in the UNECE countries, where various coalitions, uniting representatives of different social groups around common interests or goals, have become an instrument of social interaction. But this also reflects the degree of societies' understanding that youth problems, if not addressed today, may result in much higher social costs tomorrow.

Each social agent has his own stake in supporting entrepreneurial activities among youth. For the private sector, the main reason for being involved is that its support for youth entrepreneurship and other youth programmes would bring a more secure future, but also a healthier, more skilful and entrepreneurial labour force. For Governments, the benefits of youth entrepreneurship programmes are: (i) broadening of revenue base, (ii) cutting public expenditure on welfare benefits and law enforcement, (iii) ensuring cooperative and constructive behaviour patterns among youth, etc. For many other civil groups, their involvement in youth affairs brings moral satisfaction, but also a guarantee of a better and safer future. For the international community at large, promoting youth entrepreneurship and youth employment means mitigating risks of conflict, which are often rooted in social marginality and the frustration of the marginalized.

There are diverse partnership schemes in operation throughout the UNECE region. Examples range from small firms, such as bakeries, teaching disadvantaged youth the secrets of their business, to large-scale renowned programmes that have been extending their helpful hand to countries in transition. The latter include, for example, Junior Chamber International, Rotary International (UK), Livewire (UK), Achievers International (USA) and the REAL Enterprise Programme (USA). Corporate and private foundations have also been active in this field, including Soros, Ford, Mott and Microsoft Foundations, but also large companies, such as Lotus, Hewlett-Packard, IKEA and many others.

In countries in transition, the local private sector has not yet been active in public affairs and needs encouragement and a framework for its involvement. The obstacles to building such partnerships have to be removed. As for other social actors, there are some constraints which need to be tackled jointly in order to build a social consensus. In some countries the major constraints are: lack of resources, organizational capacities, and lack of leadership. In some other countries, however, these are further aggravated by more profound and fundamental problems, such as: lack of compassion and solidarity; and public apathy. In the light of these, it is crucial for the international community to provide support for those few in these countries who dare to speak on behalf of young people about their needs, and who express the readiness to mobilize social action aiming to improve the opportunity sets and future perspectives of the youth in their countries. It is even more urgent in view of some recent developments in the youth situation of some countries: growing hate and militant movements, criminalization, proliferation of drug-abuse and HIV/AIDS infection.

Furthermore, the resource base of most countries in transition is very limited, and there are conflicting priorities. Nonetheless, the problems of youth cannot be put on a waiting list until the economic situation improves. It should be understood that youth entrepreneurship programmes is a means to release the pressure on the labour market and to give rise to new clusters of economic activities, and therefore to help recover economic growth. The design of such programmes should be based on a serious assessment of the skills of young people and the local demand for products and services. Business incubators or techno-parks could serve as instruments for promotion of youth entrepreneurship, but they also could serve as providers of training, workspace, funding, mentoring and other business services. To ensure that business incubators and techno-parks are able to meet the expectations and demand, they should be provided with sufficient capital.

Funding of start-ups is extremely important, and various options could be considered. For more static groups, living in closely tied rural or ethnic communities with a relatively strong social control, a group/communal collateral could be used to mitigate financial risks. For urban, more dynamic groups, the involvement of financial intermediaries, following the example of the USA SBA, could be tried.

It is also important not to restrict and downgrade youth initiatives. In this regard, an appropriate body should be established, on a volunteer basis, for example by mobilizing local scientists, entrepreneurs and economists, to conduct a qualified testing of the business ideas generated by young people. To stimulate the creativity of youth, local, regional and national awards for the best business idea could be established.

In some countries in transition, there are specific youth groups which are at highest risk of marginalization. They should be on the Government's priority list. In Romania, for example, these are thousands of orphans, placed in public care. In some other countries (Azerbaijan, Georgia, Armenia, and some of the south-eastern European countries), youth in refuge should be a priority. While younger children could be trained in entrepreneurship skills at school, the older young people, 19-25 year olds, should be motivated to join youth entrepreneurship schemes and provided with all necessary support to start their own businesses, if they wish so. Entrepreneurship, however, should not be the only career option available to youth. If countries in transition would like to be competitive on both the European and global markets, the majority of young people should be educated in the best possible way.

Finally, the role models have a powerful impact on the choice of future career orientation of young people. It is important that the local and national mass media capture the attention of the young audience by highlighting success stories, especially when these stories are about young local entrepreneurs.

To involve local businesses in youth entrepreneurship programmes, Governments could consider fiscal incentives, as in the case of the United States. The resources contributed to such youth programmes could be relieved of taxation, at least partially. Internships and training in local businesses could be also rewarded by deducting appropriate amounts from the companies' expenditure.

BOX 10 : THE EFFECTS OF ENTREPRENEURSHIP TRAINING AND VENTURE CREATION ON YOUTH ENTREPRENEURIAL ATTITUDES AND ACADEMIC PERFORMANCE

Comparing the treatment and control groups, the results indicate:

Students receiving entrepreneurial training have a significantly higher motivation to achieve ($p < .01$); the difference in average scores was 3.8%.

This corresponds with prior literature on adults which indicates that the establishment and growth of business is associated with a higher need for achievement. These findings therefore suggest that by improving a student's need for achievement they are more likely to establish and grow businesses as an adult.

Comparing the treatment and control groups, the results indicate:

Students receiving entrepreneurial training have a significantly higher sense of personal control ($p < .05$); the difference in average scores was 2.8%.

These factors are very important in the short-term behavior of students and the likelihood of avoiding destructive and criminal behavior. Students with more personal control are less likely to resolve conflict and express anger through violence. Personal control, analogous to locus of control, will result in the students taking more responsibility for what happens to them and are therefore less likely to participate in socially undesirable behaviour.

Comparing the treatment and control groups, the results indicate:

Students receiving entrepreneurial training have a higher self-esteem ($p < .05$); the difference in average scores was 2.0%.

The greater students' self esteem, the more likely they are to avoid undesirable peer pressure such as teenage pregnancy and gang participation.

Analysing classroom and teacher variables for the treatment group revealed the following results:

Students with teachers having more entrepreneurship training were more innovative and had more personal control.

Students with more than one year of entrepreneurship training were more innovative.

These results indicate that the teacher is an important variable in teaching entrepreneurship. In addition to passing on their self-efficacy to students, trained and experienced teachers encourage creativity from their students. This is particularly noteworthy because the curriculum itself did not produce results in innovation/creativity.

Analysing the effects of enterprising opportunities it was found that students that participated in a revenue-generating project had:

Higher achievement motivation

More innovative and creativity.

Higher personal control.

Higher self-esteem.

The results also indicate that actually starting a business as well as going through the entrepreneurial education produced the best results, in as much as creativity also increased for the students in the treatment group.

The final research question, investigating the effects of entrepreneurship education on academic performance, yielded very interesting results. Scores increased from prior year final academic subject grades for the entrepreneurship classes in:

Reading – the difference in average scores was 13.2% higher.

Language – the difference in average scores was 6.1% higher.

Social Studies – the difference in average scores was 11.3% higher.

Entrepreneurship classes scored better than non-entrepreneurial classes in:

Reading – the difference in average scores was 16.4% higher.

Language – the difference in average scores was 15% higher.

Spelling – the difference in average scores wa

“YOUTH BUSINESS”: ALL-UKRAINIAN PROJECT FOR THE DEVELOPMENT OF YOUTH ENTREPRENEURSHIP

by Yuriy Sosyurko, UKRLEASING, Ukraine

Introduction

Ukraine is a young independent State which has only existed for eleven years. During its entire existence there has been a process of gradual transition from a post totalitarian society to a civil European state in which youth takes an active part.

Youth has always personified the future of mankind. Young people try to participate in the life of a society by trying, as soon as possible, to enter the existing order, to socialize. On the other hand, as the basic human resource of a country's development, they carry out a role of driving force for transformation, they are a conductor of social change, economic development and technical process. The creative imagination, ideals, energy and potential of young people are important for maintaining the constant development of the society in which they live. The problems with which young people are faced, and also their aspirations and hopes, are the centre of the basic tasks and prospects of development of current society and future generations.

All this constantly demands the necessity of development and realization of new actions and programmes for implementing youth policy at all levels. The optimization of the social and economic conditions of life of both present and future generations depends on effective solving of its problems and realization of the potential of youth.

Unfortunately, today youth does not always realize its potential due to the absence of mechanisms to optimise the knowledge and skills acquired during training; central and local authorities give insufficient financial, legal and information support to young businessmen.

This Project is current and necessary since the training of the new generation of young people, capable of making responsible decisions, is part of the state youth policy, and the professionalism of future politicians and businessmen will depend on this in Ukraine.

The Project was accepted on 7 August 2002 by a joint decision of the participants/ executors of the Project specified in the section on other cooperating organizations, and is coordinated with the Committee of Supreme Council of Ukraine on questions of youth policy, physical training, sports and tourism, and also the State Committee of Ukraine on Affairs of Family and Youth.

Description of the socio-economic situation/context of the project

In modern conditions there is a difficult situation with youth in Ukraine: complex economic conditions, change of relations and forms of ownership, slump in production in the industry and agrarian sectors, adverse ecological conditions. All this has caused the main problem – young people are constantly facing difficulties in realizing their knowledge and abilities.

According to statistics, more than 30 per cent of youth in Ukraine are unemployed (according to an independent public organization the figure is higher); of these 40 per cent have followed higher education.

At the end of 2001, in our country there were 3.2 million representatives of small business, not counting tens of thousands of medium and large enterprises. Only 5 per cent of 18 to 28 year-olds are engaged in enterprise activity; 40 per cent of youth want to engage in enterprise activity. Unfortunately, a shortage of the necessary knowledge on questions of legislation, tax system and legal questions, and the absence of a vital system of business support, constrain development of youth business.

In addition, in Ukraine there is a critical situation with the health of young people. Almost 90 per cent of children, pupils and students have a deviation in health, over 50 per cent have unsatisfactory physical preparation, including 61 per cent of 16-19 year-olds, and 67.2 per cent of 20-29 year-olds.

During the last years the number of students and pupils referred to a special medical group has sharply increased. During the same period the group at risk among the most active part of young people has increased and as a result the number of minors against whom criminal proceedings have been instituted has grown considerably – to 63 per cent. Teenagers commit almost one crime in ten Ukraine. The proportion of minors who use drugs has increased to 60 per cent.

All this has resulted in a deterioration in the physical and mental condition of the most impressionable part of the population – youth, and the effect has been a significant increase of cardiovascular, oncological, mental and other diseases among young people, and an intensification of smoking, alcoholism, use of narcotics, etc.

The above-mentioned problems of development and their negative social consequences have convinced project organizers to use the experience gained in past programmes to develop the project covering the territory of the whole country, according to the geographical, economic, and socio-cultural features of the regions.

The concept of the submitted project – “Youth Business of Ukraine” is:

- to open up the potential of youth;
- to show alternatives and opportunities, and ways of solving essential problems of youth; and
-

Table 1. Number of youth expected in the project in 2001

Area (region)	Total	Number of youth in cities	Number of youth in villages	Total %	City %	Village %
Crimea	472 187	288 461	183 726	22.8	22.4	23.4
Vinnitsa region	382 535	211 982	170 553	21.4	24.6	18.4
Volynsk region	248 468	135 764	112 704	23.6	24.9	22.3
Dnepropetrovsk region	828 511	704 973	123 538	22.6	23.0	20.4
Donetsk region	1 081 584	980 599	100 985	22.2	22.4	20.7
Zhitomir region	312 957	191 055	121 902	22.2	23.9	19.9
Zakarpacie region	316 977	126 470	190 507	24.9	25.8	24.3
Zaporozhie region	443 818	347 753	96 065	22.5	23.0	20.7
Ivano-Frankovsk region	334 492	151 176	183 316	22.5	24.3	22.3
Kiev region	394 989	247 963	147 026	23.2	23.5	19.6
Kirovograd region	247951	160 455	87 496	21.9	23.1	19.6
Lugansk region	580337	505 349	74 988	21.7	22.5	20.9
Lvov region	609685	381 748	227 937	22.3	23.5	21.6
Nikolaev region	295075	199 623	95 452	22.7	23.6	21.7
Odessa region	573430	382 455	1 909 975	23.0	23.6	22.4
Poltava region	351675	223 830	127 845	23.2	23.0	18.7
Rovno region	284 187	146 322	137 865	21.9	26.2	22.3
Sumy region	282 645	198 423	84 222	21.7	23.3	18.3
Ternopol region	257 876	130 643	127 233	22.3	25.9	19.8
Kharkov region	662 891	537 854	125 037	22.7	23.3	20.3
Kherson region	281 336	172 441	107 095	23.3	23.5	22.9
Khmelnitsky region	307 935	188 858	119 077	21.4	24.6	17.6
Cherkassy region	304 887	182 488	122 399	21.3	23.3	18.9
Chernovtsy region	219 372	101 032	118 340	23.5	25.4	22.1
Chernigov region	259 626	173 374	86 252	20.5	23.3	16.6
Kiev	643 505	643 505		24.7	24.7	
Sevastopol	865 00	808 50	5 650	22.3	22.1	24.8
Total in Ukraine	11 065 431	7 797 246	3 268 185	22.6	23.5	20.7

It is planned to give special attention to representatives of youth of national minorities – Crimea Tatars, Germans, Moldavians, Hungarians, and Romanians.

Direct support of the project

- The Committee of the Verkhovna Rada of Ukraine on youth policy, physical training and tourism;
- The State Committee on Family and Youth Affairs.

Main partners of the project

- All-Ukrainian public organization “Ukrainian Social Democratic Youth”
- National Democratic League of Youth
- All-Ukrainian Leasing Association “Ukrleasing”
- Kiev Youth Business Centre

- Public organization” All-Ukrainian Youth Union Slavyane”
- All-Ukrainian Association of Youth Cooperation “Alternativa-B”
- All-Ukrainian public organization “Ukraine of New Millenium”
- All-Ukrainian public centre “Volontyor”
- Crimean republican Centre of Development of Youth Business
- Zaporozhie city society of Germans “Revival”
- Crimea Tatars public youth organization “Vetan”
- All-Ukrainian Union of women – workers “For Future of Ukraine’s Children”

Organizational framework for introduction of the project

The main tasks of the project are the following:

- assistance to the activity of public youth organizations in support and development of the youth business, social and public activity of young people;
- development of business cooperation with public organizations, state bodies, commercial, financial and other structures and organizations which are interested in solving youth problems in Ukraine.

Results and main achievements

Quality indicators:

1. Support in development of the national strategy directed to encouraging youth business by consultations of all interested parties, including youth organizations, representatives of the private sector, the government and the non-commercial organizations, and realization of All-Ukrainian competition of business plans of enterprise activity among youth;
2. Creation and functioning of the centres for rendering non-financial services to young businessmen (such as services in development of enterprises, consultation on questions of professional growth, organization of professional training, etc.), organization of preparing instructors on questions of enterprise management, information technologies, marketing, electronic trade and other aspects of activity, knowledge of which is necessary for young businessmen for the organization and realization of business activity;
3. Organization and realization at a regional level of seminars, conferences, round tables, training sessions on questions of youth business with the participation of leading scientists, experts, businessmen, heads of large firms;
4. Development and encouragement of mechanisms of micro crediting and other financial mechanisms for new and existing SMEs belonging to youth (such as circuits of credit warranting, circuits of leasing/purchase of goods with payment in instalments, funds venture capital, etc.), in cooperation with educational/research establishments and local banks, preparation of instructors for training persons engaged in micro crediting in local banks;
5. Functioning of the Centre of assistance to youth farmers, giving them assistance in organizing and conducting agro business;
6. Creation and development of a network of industrial practice enterprises with the purpose of giving young experts and graduates of the higher and high special educational institutions an opportunity to obtain practical skills;
7. Creation and effective functioning of a databank about personnel potential of youth with the purpose of rendering assistance in employment;
8. Realization of the programme of the Centre of international youth cooperation and rendering assistance to local businessmen seeking national and foreign partners to carry out the projects of young businessmen;
9. Organization of release and distribution of thematic editions for young businessmen.
10. Assistance in distribution of international technical standards within the framework of educational activity;

11. Organization and realization of sports – mass and physical-improving character with the purpose of preventing negative phenomena in the youth environment.

Quantity indicators:

1. Realization of regional seminars – training sessions:
2003 - 10 regions
2004 - 10 regions
2005 - 7 regions
2. Issue of handbooks for young businessmen:
2003 - 5 releases
2004 - 5 releases
2005 - 5 releases
Annual circulation (on each release): 500 units
3. Issue of information directories - booklets for youth:
2003 - 3 releases
2004 - 4 releases
2005 - 5 releases
Annual circulation (on each release): 10 000 units
4. Creation of a network of industrial practice enterprises:
2003 - 5 enterprises
2004 - 10 enterprises
2005 - 15 enterprises
5. Realization of regional social and economic festivals:
2003 - 5 regions
2004 - 10 regions
2005 - 7 regions

The basic actions

The most important criterion of work is the orientation on social protection of youth. As research has shown, Ukrainian youth is unsettled by such social aspects as employment, support in development of own business, problem of training, and shortage of information and a high level of unemployment, especially in the regions of the country.

The project provides work on three directions:

1. Youth business
2. Training and employment of youth
3. Propagation of a healthy way of life.

Each item of the given programme includes All-Ukrainian and regional actions.

Youth entrepreneurship

The orientation of the project in support of youth business is caused by the following: absence of working mechanism for realizing a state policy in planning the development of small business, support of businessmen who are starting out, absence of necessary legal maintenance of development of business in the country, limitation or complete absence of financial resources at the creation stage, etc.

With the purpose of support and encouragement of businessmen starting out, and attracting youth to enterprise activity, we provide *All-Ukrainian competition of business - plans among youth*.

The first stage of competition is carrying out regional rounds and registration of participants. As young businessmen frequently do not have the necessary knowledge and experience of enterprise activity, during competition there are training seminars, training sessions and consultations on current questions of business. At the third stage a Commission of experts, carries out competitive selection of participants. The fourth stage is the final competition, and the results – rewarding winners and granting support in realization of projects. Attracting all regions to participate in the competition and expanding the programme of training seminars and training sessions to small cities of the country will be considered to be a positive result.

The next action for development of youth business is the organization of a competition – nomination of the “*Youth entrepreneur of the year*”. The competition is preceded by the distribution of information to mass media, Internet networks, and the registration of participants and competitive selection. The ceremony of awards granting to winners receives wide mass media coverage so as to increase the status and form a positive image of the young entrepreneur.

A separate part of the project is the organization of All-Ukrainian competitions “Best programmer” and “Best mathematician” with the aim of revealing and supporting talented young specialists and developing priority fields of computerization and mathematical science.

Organization of cooperation with the international organizations engaged in this issue with the purpose of information interchange and acquiring foreign operational experience in the given sphere is also assumed.

To encourage links between young entrepreneurs and youth organizations, and increase the level of public activity of youth, we plan to carry out All-Ukrainian and regional conferences and Forums on questions of youth business, employment and youth training.

There are some stages in the organization of regional conferences:

1. Acquaintance with the situation in regions and definition of areas where the problem of unemployment is most acute, and attraction of youth to small business.
2. Realization of spadework, creation of material base in the appropriate regions.
3. Realization of conferences and distribution of methodical materials among participants.

Such conferences and forums give youth an opportunity to seek new contacts, exchange useful information and experience, impart management skills, gives an opportunity to realize potential and to accept active participation in solving essential social and economic problems.

To increase the level of knowledge of young businessmen in conditions of transformation of society, there is *the issue of a series of handbooks for young businessmen* revealing the most topical business questions, and also development and *creation of the website “Business – the alternative of Ukraine’s youth”* that will give interested youth full access to information about what can be provided to assist the development of youth business.

It is planned to create a centre of assistance to youth farmers supplying a number of agricultural and leasing services towards the *development of agro-business and youth farmers*.

As the project includes actions which are not only All-Ukrainian but also regional, the project organizers have carried out a social and economic estimation of oblasts. Analysis has shown that the deepest crisis situation has developed in the Donbass region (Donetsk and Lugansk oblasts). This means that the given region first of all needs realization of social actions with the purpose of support and development of youth business and youth as such.

Substantiation

In Donbass live 1,654,739 14-28 year-olds who make up 15 per cent of the total young population in Ukraine.

Number of youth of Donbass in residence
(according to Goskomstat on 1 January 2001)

Area (region)	Population	Number of youth			% of all population of region		
		All	City	Village	All	City	Village
Donetsk	4 940 793	1 077 093	980599	100 985	14.2	12.9	1.34
Lugansk	2 637 652	577 646	505349	74 988	7.6	6.6	0.98
Total	7 578 445	1 654739	1 485 948	175 973	21.8	19.5	2.32

Thus the total birth rate factor in the region is 0,9 and is the lowest parameter in Ukraine. A natural increase in the population of the region is negative (approximately -1), that indicates the tendency of ageing of the population of Donbass.

The incomes of youth of the region, compared to all-Ukrainian incomes, are very low. The average monthly income of young people of Donbass is approximately 45-47 grivnas (equivalent to \$ 8-9), which is almost twice as little as in Ukraine as a whole. The low level of material security of families of region influences not only the physical health of youth, but also essentially limits the opportunities of young people to acquire vocational training and appropriate qualifications, and forces them to choose a kind of activity which provides only primitive models of survival. Thus a significant part of the youth of the region for many reasons (absence of professional-educational preparation, problem of employment) has no personal incomes at all. Compelled unemployment among youth and the female population is one of the sharpest social and economic problems of the given region:

(according to Goskomstat, on 1 January 2001)

Oblast(region)	Number of unemployed, people	Including	
		Women	Youth up to 28 years
Donetsk	95 132	62 259	26 031
Luhansk	57 872	39 245	14 423
Total	153 004	104 504	40 454

It should be noted that the Donetsk oblast has the highest level of unemployment in Ukraine, including youth and women.

One of the reasons of unemployment in the region is the out-of-date material base of educational establishments, industrial enterprises, mines, that in turn leads to their closing, and as a consequence increases the number of unemployed in the region. These circumstances entail a large outflow of the young population of region to other oblasts and abroad. According to statistics, among the total number of the youth working abroad, most are natives of Donbass.

A complicated the social and economic situation, low standard of living in the region, the drop in moral standards and values in a society negatively influence the health of youth and promote distribution of the negative phenomena in the region, including the use drugs and alcohol by young people, and increase the crime rate among youth. In the given phenomena the region has the highest parameters in Ukraine.

Taking into account the urgency of social and economic problems of Donbass, the Cabinet of Ministers of Ukraine accepted the Law of Ukraine on special economic zones and a special mode of investment activity in the Donetsk oblast, providing a complex of actions for restructuring the enterprises of the region (realization of the organizational and economic, legal, technical actions directed to changing the structure of the enterprise, its management, a form of ownership with the purpose of financial improvement of the enterprise, increase of volume of competitive production, organization of new workplaces, increase of

efficiency of manufactures), reprofiling of the enterprises (change of technology of production for release of new production, or modernization of production which was carried out at this enterprise before).

The present situation in the region and presence of many social and economic problems of Donbass does not permit the problems of youth to be solved in due measure. Project organizers have allocated the problem of Donbass a separate part in the project. Besides the actions of an All-Ukrainian nature which will be carried out in this region, it should also implement the following:

- Organization of the Centre of support of youth business “Young Donbass”, giving consultations on the basic problems of business.
- Creation, on the basis of High Schools of the region, of three student businesses-clubs to reveal the most active youth with organizing abilities, encouragement and stimulation of youth initiatives, attraction of youth to work in an entrepreneurship environment, to the decision of the certain tasks of business, and also creation of youth business- structures.
- Realization of stage-by-stage work with young businessmen:
 - o Organization and realization of training on business planning for young businessmen and young specialists.
 - o Granting of consultations in legal aspects of business (registration of the enterprise, registration of the appropriate documents, etc.).
 - o Rendering assistance to young businessmen in the organization of their own business on a basis of business plans qualitatively prepared by them and other documents with the help of microcredits, granting the necessary equipment in leasing.
 - o Realization of special seminars with problem youth with the purpose of increasing moral culture, education, moral and spiritual values of youth.
- Organization and realization of ecological seminars on environmental protection in view of the high level of pollution, gas condition and dust content of the Donbass region.

A priority direction in support of young entrepreneurship is *the Project of development of legal sphere “Future Begins Today”*, providing the creation of an analytical group from among young economists, lawyers and politicians. The strategy of transition to a market economy in our country, and as consequence the shortage of experience in market conditions, has caused defects in the legislation and policy which is carried out by bodies of the government, and in the system of preparation of the future staff.

All this demands full and deep analysis with the purpose of forecasting the possible economic, political and social situation in the country. Who needs such an analysis if not the young generation of specialists. We may predict so to prevent those consequences which are entailed by the not always correct policy of the state, and overproduction by high schools of experts in some areas of a science that leads to an increase in the unemployment rate among youth, including latent. The result of the work of the analytical group is the preparation and issue of an analytical report on prospects of the Ukrainian economy for the next 20 years, its distribution among all population, and among representatives of the government.

Within the framework of the given project a “round table” is planned on questions of the comparative analysis of the legislation on youth policy of the countries of the CIS, Europe and Ukraine, and also realization of sociological research.

Training and employment of youth

The given direction at the first stage provides realization of training sessions, seminars, masters-classes, lectures, business and role games for students of high schools with the purpose of them acquiring additional knowledge in the sphere of economy, business, management, business planning, and also for preparation

future experts for enterprise activity in conditions of market economy. The training programme is at the regional level and includes:

1. Direct acquaintance of programme organizers with the situation in regions, definition of areas with low scientific-method base.
2. Revealing the current questions of interest to future experts, and development of scheduled and thematic strategy of realization of training lessons.
3. Preparation of experts, instructors and consultants.
4. Realization of working plans by training in the regions determined at the first stage of the programme.

The organization of training programmes enables participants to receive additional knowledge and practical skills, to develop and realize practical projects.

Obviously, professional realization of the future specialists in enterprise structures is carried out faster and effectively based on previous qualified preparation. Such preparation is possible during active public position, participation in student's and youth public associations, public youth organizations. The *Training programme "The school of young leaders"* is aimed at leaders of young public organizations, students and young businessmen with the purpose of educational and advisory support, granting of practical administrative experience of youth, preparation of leaders of social movement, the organization of training and employment, including realization of the complex of research, educational, advisory-information actions:

1. Studying the youth environment of regions, introduction testing among students with the purpose of revealing the most initiative and talented young people.
2. Selection of potential young leaders.
3. Preparation of the curriculum, attracting qualified experts, business consultants for work with youth.
4. Realization of the curriculum (training sessions, seminars, master-classes).
5. Realization of attestative employment and distribution of certificates.
6. Employment of the best participants of the programme.

This programme will allow preparation of young people for work in social movements and the enterprise environment, will enable them to get practical skills in organizing people, to develop leadership qualities and skilfully use them in practical activities.

The programme of youth training also includes youth international cooperation: exchanges, representation in other organizations that will allow young people to adjust to international contacts and to get experience of the functioning of foreign youth organizations.

As for youth employment, a project "Personnel reserve of Ukraine" is planned. This programme is large-scale personnel research in the territory of the country, directed to revealing the most effective businessmen and managers among those who are already successfully working, and among perspective young people (especially students of formal education of Ukraine).

The necessity of the programme "Personnel reserve of Ukraine" is linked to the absence of a system of selection and help to young experts. According to many organizations, for the successful development of the country in the near future a minimum of 15,000 young managers are required. There is thus a need to creation a uniform information database of the best young and capable managers and businessmen of Ukraine with the purpose of rational use of organizational and administrative resources of the citizens for successful development of the national economy.

The programme is planned for the whole territory of Ukraine and is carried out in two directions:

1. Working young managers and heads of various business structures of Ukraine.
2. Young experts (postgraduate students and graduates of higher educational institutions) and young businessmen starting out.

Each group will be supplied with the special programme which corresponds to the most severe requirements of advanced methods of research.

Admission of competitors is planned through three main channels:

- system of address dispatch to higher educational institutions, state bodies and commercial organizations inviting them to take part in competition;
- creation of organizing committees,
- official site for the project.

A register of a personnel reserve obtained from carrying out the programme will be given to specially created centres where founders of new and heads of working organizations may address themselves for training or updating of the staff of the administrative board.

It should be noted that the programme is planned to take place for some years and the registers will be updated regularly.

The main achievement of the project is to reveal young talented and vigorous young people, who want and are ready to work for the good of the country. Instead of the state spending funds on unemployment aid, the country will on the contrary have new workplaces and additional revenue as taxes for development of the state social programmes.

Within the framework of the project, it is planned to give legal and psychological help to young businessmen, especially to businessmen starting out.

Giving legal aid to young businessmen will be carried out through the *Monitoring mission "Mobile office" project*. The project includes the creation of mechanisms for granting advisory-methodical help by revealing difficult points and problems of young businessmen, protection of their rights, and also the creation of representative information-advisory public bodies in regions of the country.

Indicators of the success of the project are the following:

- the opening of mobile information-advisory posts (MIAP) in five regions (Central, Western, Southern, East and Northern)
- wide mass media coverage to inform the public on the activity of participants in the project
- participation of MIAP representatives in the work of representative bodies on development of projects regulatory acts
- revealing of public leaders among businessmen and public associations
- creation of a databank of best practices of local, domestic and foreign public organizations and businessmen.

The project provides the following services:

1. *Help in registration and re-registrations of enterprises, including development and conformity to the current legislation of constituent documents and internal normative positions.*
2. *Creation of legal consultations.*

Legal consultations with young businessmen will be carried out directly in special receptions where skilled lawyers will work on a constant basis. It is planned to simultaneously attract young lawyers to train in order to acquire the necessary experience and practical skills for work with subjects of economic activities.

With the help of a communication facility, legal consultations are planned through the Internet (for this purpose a central site will be created with pages for each regional organization) and the telephone (creation of a free-of-charge legal service).

Effective and rapid use of means of communication will allow consultation of representatives of small and medium-sized businesses, especially from distant cities and villages of Ukraine.

In addition, this will allow the creation of more than 300 workplaces and an opportunity to train up to 500 young lawyers each year; they in turn will, in one or two years, create their own business or will work as lawyers-jurists in foreign and Ukrainian companies.

The following stage provides for the creation of a network of industrial practice enterprises with the purpose of granting young experts/graduates of higher and special educational institutions an opportunity to obtain practical skills, and also carry out other programme aims of the project.

Propagation of a healthy way of life

Within the framework of the given direction, the organization of an All-Ukrainian summer camp “The Crimean summer” is planned with participation of children from incomplete or unsuccessful families. The purpose of the programme is to prevent negative phenomena in the youth environment. The project will include:

- Preparation of material base
- Preparation of instructors and consultants for work with youth
- Information/advisory lessons
- Organization of rest and sports events.

The project also provides for psychological consultations for problem youth and the organization of alternative leisure of participants of the programme

Social/ecological festivals are also planned with the aim of educating youth to have a careful attitude to nature, and to encourage protection of the environment.

Professional training and attraction of women

The project provides for the creation of high-adapted system of preparation of young women entrepreneurs.

The project includes realization of complex educational, research, consulting and information actions for youth and will allow young girls who are interested and work in small businesses to follow training, to get practical experience and complex business-services on support for the organization and development of their business.

Integrated planned schedule

Duration of the project - 36 months. Payment by Ukraine - 20 per cent, external financial structures (EFS) - 80 per cent.

Table 2. Planned Schedule

1	<u>Activity</u>	<u>Tasks to be solved</u>	<u>Timetable</u>		
	2	3	2003	2004	2005
1	<p>Organization and realization of All-Ukrainian scientific - practical conferences:</p> <ul style="list-style-type: none"> - on youth business - on youth employment and improvement - on health protection and training of youth 	Revealing the basic problems of youth, development of ways to solve them, increase of social activity of youth	<p>4th quarter</p> <p>2nd quarter</p> <p>1st quarter</p>	<p>4th quarter</p> <p>2nd quarter</p> <p>1st quarter</p>	<p>4th quarter</p> <p>2nd quarter</p> <p>1st quarter</p>
2	<p>Organization and realization of regional scientific - practical youth conferences:</p> <ul style="list-style-type: none"> - acquaintance with regions, definition of the greatest problem areas - realization of spadework, maintenance of material base - holding of conference and distribution of conference materials: - "Youth farmers in Crimea: Crimea Tatars aspect " - "German youth in Ukraine: problems and prospects of employment" 	Increase of public activity of youth of regions	<p>April-May</p> <p>June- July</p> <p>September</p>	<p>February</p> <p>April</p> <p>May</p>	
3	<p>Organization and holding of regional seminars/training, lectures, masters classes, business and role games for high school students:</p> <ul style="list-style-type: none"> - Acquaintance with situation in regions, revealing priority areas - Registration of participants - Preparation of experts, trainers, instructors - Holding of training programme 	Reception by youth of regions of educational and advisory support, development of feeling of self-estimation and aspiration to self-realization	<p>January</p> <p>February</p> <p>March-April</p> <p>May-June</p>	<p>January</p> <p>February</p> <p>March-April</p> <p>May-June</p>	<p>January</p> <p>February</p> <p>March-April</p> <p>May-June</p>
4	<p>Realization of the interregional programme (round tables, public hearings) "The school of the young leader" among high school students and young businessmen:</p> <ul style="list-style-type: none"> - Study of the youth environment in regions, realization of testing - Selection of potential leaders - Preparation of training programme, attracting qualified experts - Realization of the programme 	Reception by students of practical skills in the organization and efficient control of people, definition of problems of motivation and development of ways of solving them, development of leadership qualities and their skilful use	Once per quarter	Once per quarter	Once per quarter

	<ul style="list-style-type: none"> - Holding of attestative lessons, distribution of certificates - Employment of participants in the programme 				
5	<p>Organization and holding of All-Ukrainian Forum:</p> <ul style="list-style-type: none"> - young businessmen - young farmers - young lawyers - young leaders of public organizations 	Formation of new generation of young people, independent and capable of making decisions and bearing responsibility for the destiny of the country	<p>2nd quarter</p> <p>1st quarter</p> <p>4th quarter</p> <p>3rd quarter</p>	<p>2nd quarter</p> <p>1st quarter</p> <p>4th quarter</p> <p>3rd quarter</p>	<p>2nd quarter</p> <p>1st quarter</p> <p>4th quarter</p> <p>3rd quarter</p>
6	<p>Organization of All-Ukrainian competition of business plans of enterprise activity among youth</p> <ul style="list-style-type: none"> - Distribution of information with the help of mass media - Regional rounds and registration of participants - Attract qualified experts in structure of the Commission of experts - Work of the Commission of experts, competitive selection of works - End of competition, rewarding of winners 	Attracting attention of appropriate state structures to youth initiatives, stimulation and support of youth business	<p>September - October (2002)</p> <p>November - December (2002)</p> <p>April</p> <p>May</p>	<p>September - October (2002)</p> <p>November - December (2002)</p> <p>April</p> <p>May</p>	<p>September - October (2002)</p> <p>November - December (2002)</p> <p>April</p> <p>May</p>
7	<p>Organization of All-Ukrainian competition - nomination "Young businessman of the year":</p> <ul style="list-style-type: none"> - Distribution of information with the help of mass media - Registration of participants - Competitive selection - Realization of official part, rewarding of winners 	Support of youth business	<p>January</p> <p>March</p> <p>April</p> <p>June</p>	<p>January</p> <p>March</p> <p>April</p> <p>June</p>	<p>January</p> <p>March</p> <p>April</p> <p>June</p>
8	Preparation and issue of handbooks for young businessmen	Giving youth full information on actual problems of business	Up to October	Up to November	Up to November
9	<p>Realization of the programme "Youth looks to the future":</p> <ul style="list-style-type: none"> - Selection of participants of analytical group - Realization of analytical works - Preparation and issue of research results as prospectuses or brochures 	Acquiring of skills of analytical activity	<p>Constantly</p> <p>September</p>	<p>Constantly</p> <p>October</p>	<p>Constantly</p> <p>November</p>
10	<p>Organization and holding of "Round Tables":</p> <ul style="list-style-type: none"> - On questions of comparative analysis of legislation on a youth policy of the countries of the CIS, Europe and Ukraine 	Education of feeling of social responsibility and participation in the decision of problems of the country	November	November	November
11	Issue and distribution among youth of directories - booklets on	Granting of information support of youth,	September	September	September

	the most pressing questions	increase level of knowledge of youth			
12	Development and creation of WEB-site of All-Ukrainian project on development of youth business. Support and updating of site	Support of young business	May Constantly	Constantly	Constantly
13	Creation of a computer database "Personnel reserve of Ukraine " Support and updating of databank	Rational use of organizational and administrative resources, help in employment of young experts	May Constantly	Constantly	Constantly
14	Organization and holding of All-Ukrainian summer training - improving camp with participation of youth from incomplete and unsuccessful families " Crimean summer ": - Material preparation of base - Gathering of participants of the programme - Preparation of instructors and trainers - Organization of rest and sport events	Preventive maintenance of negative phenomena in youth environment	April - September	April - September	April - September
15	Project Monitoring mission "Mobile office": Creation of a regional network of mobile consulting centres for giving legal and information help for youth	Informing youth on latest changes in legislation, consultations on most pressing questions	April	Constantly	Constantly
16	Development and expansion of working centres of youth employment in Ukraine	Granting of help in employment, reduction of unemployment rate among youth	Constantly	Constantly	Constantly
17	Creation of the "Centre of assistance to youth farmers in Ukraine"	Development of youth farmers	June	Constantly	Constantly
18	Creation of a network of industrial practice enterprises in the field of food-processing industries with the purpose of training for high school students	Creation of new workplaces, granting of an opportunity to acquire theoretical and practical skills	October	October	October
19	Creation of the Centre of international youth cooperation: exchanges, representation in other organizations	Adjustment of international contacts, exchange of experience	July	Constantly	Constantly
20	Holding of social - ecological festivals	Propagation of protection of environment	2 nd quarter	3 rd quarter	2 nd quarter

21	Organization of All-Ukrainian competitions : - “The best programmer” - “The best mathematician”	Support of talented young specialists and development of priority fields of computerization and mathematical science.	3 rd quarter 2 nd quarter	3 rd quarter 2 nd quarter	3 rd quarter 2 nd quarter
22	Organization and functioning of the Centre of support of youth business “Young Donbass”	Giving consultations on the basic problems of business	3 rd quarter	Constantly	Constantly
23	Creation on the basis of High schools of Donbass region of three student business – clubs Functioning of business-clubs	Revealing of the most active youth with organizing abilities, encouragements and stimulation of youth initiatives	4 th quarter	Constantly	Constantly
24	Holding of special seminars with problem youth in Donbass region	Education moral and spiritual values of youth	Once a year	Once a year	Once a year
25	Organization and holding of ecological seminars on protection of environment in the Donbass region.	Propagation of protection of environment	Once a year	Once a year	Once a year
26	Realization of stage-by-stage work with young businessmen in Donbass region: - Organization and holding of training on business planning for young businessmen and young specialists. - Granting of consultations in legal aspects of business - Rendering assistance to young businessmen in the organization of their own business	Support of young entrepreneurs, development of infrastructure of small and medium-sized businesses in Donbass region	Constantly	Constantly	Constantly

Financing

Table 3: Cost of actions for the project paid off, proceeding from the following data:

Territory of the country	603,7 sq. km
Population-	48 mln
Number of regions (area)	27
Number of areas	486
Number of cities	441
Number of areas in cities	170
Number of settlements of city type	915
Number of rural communities	9796
Number of high schools	976

The total cost of the project “Youth Business of Ukraine” is estimated at 2 457 600 euros.

The share of the Ukrainian party – 20 per cent, that is 491 520 euros.

The external financial organizations - 80 per cent, that is 1 966 080 euros.

Table 4. Operative charges for 3 year period

Articles of charges	Sum of charges (euro)
Employees / advisers UNECE	360 000
Realization of activity on achievement of the purposes determined in the project	1500 000
Trips / missions	60 000
Operative - functional charges (13 %)	249 600
Operative reserve (15 %)	288 000
TOTAL:	2 457 600

Reporting

Reporting on the carrying out of the given project and the expenditure of financial assets will be given in the terms and the order determined by the financing organizations.

BOX 11 : DE VIGIER FOUNDATION: AWARD FOR YOUNG SWISS ENTREPRENEURS

The Foundation W.A. De Vigier in Solothurn gives annually two 100,000 CHF donations to young entrepreneurs with an innovative spirit to help them start their company.

« W.A. De Vigier Award », 2000

IR Microsystems was a winner project for this prize for young Swiss entrepreneurs at CHF 100'000. It is awarded for innovative projects and business ideas with very good market potential and also includes comprehensive national media coverage.

Profile of the Winner-Company

®IR MICROSYSTEMS makes novel, low-cost, rugged and simple infrared detection subsystems to accurately analyse the components of gases, liquids and solids. Together with its OEM customers it provides solutions for in-line and on-site process control in many industrial sectors like chemical engineering, petro-chemistry, medical technology, biotechnology, nutrition and agriculture.

It offers solutions for infrared detection at various degrees of integration - starting from simple detector units up to spectrometry subsystems with complete proprietary analog/digital read-out electronics and interface, capable of delivering a full infrared spectrum over a pre-defined wavelength range.

State-of-the-art thin film technology allows us to make linear detectors arrays of 16 to 128 pixels at very reasonable cost - even for small, customized series. Their very high signal-to-noise level at ambient temperature allows us to offer simple systems, which do not need additional cooling, making them high-performance devices for the un-cooled detection of infrared light in the wavelength range of 1 - 20 µm.

The cornerstone of the Company's product line is the microray series, where the detector arrays are integrated with a proprietary CMOS ASIC for digital signal output.

By combining the ®µray technology with linear variable filters (LVF's), it is able to offer low-cost infrared spectrometry

Vigier Stiftung für Jungunternehmer

c/o Crédit Suisse,

Wengistrasse 2, 4500 Solothurn, SWITZERLAND

Phone: 032 / 624 52 72

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*Дархан Калетаев, Министерство культуры, информации и
гражданского согласия, Казахстан*

*(“Youth Village” Programme, by Darkhan Kaletaev,
Ministry of Culture, Information and Public Accord, Kazakhstan)*

Программа развития предполагает введение концептуально новых подходов в процесс решения социально-экономических проблем молодежи. В рамках программы планируется реализация пилотного проекта «Молодежная деревня» - небольшого фермерского хозяйства, объединяющего целевую группу молодежи.

Основной целью формирования молодежной деревни является создание условий для самореализации молодежи и содействие социально-экономической адаптации и развитию молодежи в современных условиях.

Ожидаемые результаты:

- создание новых рабочих мест;
- вовлечение молодежи в процессы экономического развития;
- разработка системы поствузовского трудоустройства молодежи;
- повышение уровня экономической образованности молодежи;
- приобщение молодежи к труду на селе;
- определение альтернативных путей решения важнейших государственных проблем – экономического развития села и снижения внутренней миграции населения.

24 месяца

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Европейская экономическая комиссия Организации Объединенных Наций (ЕЭК ООН),
Департамент молодежной политики Министерства культуры, информации и общественного
согласия Республики Казахстан, инициативные молодые граждане.

Крестьянское хозяйство в пригороде г. Астаны

1.

Экономические и социальные трансформационные процессы, произошедшие за последние 10 лет, коренным образом отразились на жизнедеятельности одного из наиболее уязвимых слоев населения – молодежи. Изменение ситуации повлекло за собой, прежде всего, социальные последствия, заключающиеся в нарушении системы трудоустройства молодых граждан, невозможности найти необходимую работу. Среди основных негативных факторов, присущих современной ситуации в сфере молодежной политики, следует отметить социальную незащищенность молодых людей из неимущих слоев населения, маргинализацию и социально-культурную деградацию, увеличение количества молодых людей с девиантным поведением, невостребованность и нереализованность инновационного и трудового потенциала молодежи, отсутствие постоянной и гарантированной работы и, как следствие, уверенности в завтрашнем дне.

Сегодня одним из краеугольных камней развития молодежи является проблема своевременного трудоустройства и поиска адекватного потребностям источника существования. Тысячи молодых граждан республики, получив высшее или среднее специальное образование, вынуждены довольствоваться первой попавшейся работой. В процессе поиска и приобретения рабочего места наблюдаются тенденции снижения квалификационного уровня знаний, необходимость переориентации и смены профессии. Ситуация усугубляется низким уровнем образования выпускников.

Особо остро стоит проблема занятости молодежи в сельской местности. Это обусловлено следующими факторами: низким уровнем доходов сельского населения, что не позволяет родителям предоставить возможность детям обучаться в ВУЗах и ССУЗах республики; низким уровнем образования выпускников сельских школ; отсутствием производственных мощностей; инвестиционным кризисом и т.д.

Наряду с масштабной государственной поддержкой сельской молодежи необходимы меры, предполагающие самозанятость молодежи - создание условий самой молодежью для социально-экономического развития. В этой связи необходим поиск новых путей и механизмов, обеспечивающих вовлечение молодежи, проживающей на селе, в процессы экономической самореализации и социализации.

Адекватным следствием необходимости трудоустройства и создания рабочих мест для молодых граждан могла бы стать консолидация усилий молодежи в части создания сельскохозяйственных молодежных объединений. Формирование таких молодежных агрообъединений является решением двух основных приоритетных задач – обеспечения экономической занятости молодежи и достижения социального диалога между молодыми гражданами республики.

В связи с этим данная программа предполагает введение нового подхода в решение социально-экономических проблем молодежи. Ориентируясь на положительный мировой опыт планируется возможность создания в Казахстане «Молодежной Деревни» (МД) - небольшого фермерского хозяйства, объединяющего на основе совместного трудового процесса целевую группу молодежи.

Предоставление группе молодых людей консультационных и организационно-хозяйственных возможностей сможет обеспечить рентабельность производства и распространение продукции. Основными объектами программы станут незанятые молодые люди, которые смогут создать молодежное аграрное предприятие, функционирующее на принципах самокупаемости; непосредственно работать и участвовать в управлении производством; распространять готовую продукцию; получать заработную плату; вести общественно-полезный, экономически целесообразный образ жизни.

Успешное функционирование МД непосредственно зависит от уровня подготовки и профессиональных знаний и навыков жителей МД. Однако создание молодежной деревни это, прежде всего, социальный эксперимент, направленный на адаптацию молодежи к условиям ведения

сельского хозяйства, основной идеей которого является трудоустройство профессионально неподготовленных граждан. В этой связи в рамках пилотного проекта предполагается задействовать преимущественно студенческую молодежь, имеющую аграрные специальности.

Задачами МД будут не только коммерция и производство, но и обучение молодых людей навыкам ведения собственного бизнеса, открытие новых рабочих мест, безвозмездная финансовая и организационная помощь в создании аналогичных структур в регионах республики. Кроме того, в последующей деятельности МД предполагается повышение социально-образовательного уровня жителей деревни.

2.

Основной целью программы является создание условий для самореализации молодежи посредством формирования самостоятельных производственных сельскохозяйственных молодежных объединений, способствующих социально-экономической адаптации и развитию молодежи в современных условиях.

Задачи программы:

1. Создание самостоятельного рентабельного молодежного крестьянского хозяйства, которое в случае успешного функционирования станет методико-образовательным центром для молодежных деревень, формируемых в других регионах республики.
2. Возможность создания в перспективе центрального органа – общественного объединения «Молодежная деревня», являющегося координатором всей деятельности аналогичных структур по мере их образования.
3. Актуализировать вопросы государственной поддержки молодежного предпринимательства на селе.
4. Создание рабочих мест для безработной молодежи.
5. Оказание поддержки в создании аналогичных структур по Казахстану.
6. Создание условий для социального развития молодых граждан, проживающих в МД.

3.

1. Участниками программы будут выполняться преимущественно сельскохозяйственные работы – выращивание сельскохозяйственной продукции, разведение скота, производство мясомолочных изделий и яиц. Разработчиками программы создана модель функционирования молодежной деревни с подробным технико-экономическим обоснованием и описанием основных направлений работы. Более детально виды деятельности молодежной деревни будут определяться в соответствии с экономической целесообразностью. В целом предполагается не ограничивать деятельность молодежной деревни, со временем максимально диверсифицировав производство.
2. Пилотный проект создания молодежной деревни предполагает первоначально ориентировать основную деятельность МД на животноводство и растениеводство. В дальнейшем планируется перейти к более расширенному спектру видов деятельности МД в зависимости от существующих внешних и внутренних условий. В частности, основными выращиваемыми культурами будут овощные и масличные, поскольку в отличие от других отраслей растениеводства они являются наиболее устойчивыми к изменениям природно-климатических условий, а также обладают высокой урожайностью, стабильной ценой реализации, долгим сроком хранения. Кроме того, овощные культуры могут выращиваться как в открытом грунте, так и в теплицах, что способствует появлению круглогодичного цикла

производства. В свою очередь акцент на животноводство обусловлен большим количеством продукта, получаемого в результате выращивания скота (мясо, молоко, шерсть и др.), а также стабильным спросом и высокой ценой на данную продукцию. Ориентированность на животноводство и растениеводство позволяет использовать небольшие мощности и компенсировать недостаток техники и опыта.

3. Создание и развитие собственной торгово-розничной сети.
4. Для внедрения положительного опыта МД в регионах будут организованы встречи разработчиков программы и участников проекта с представителями государственных органов, СМИ, коммерческих и некоммерческих структур, образовательных учреждений.
5. Организация специализированных учебных курсов и практической деятельности работникам МД для подготовки их как специалистов, умеющих самостоятельно начать и развить свое собственное дело.
6. Создание и распространение публичных отчетов о прибыли, убытках и деятельности МД в СМИ, адресно.

4.

Практическая реализация программы «Молодежная деревня» будет осуществляться последовательно. Поэтапная реализация программы позволит вести скоординированную и целенаправленную деятельность по организации работы МД. Формирование молодежной деревни планируется провести в три этапа, суть которых заключается в следующем.

Этап 1. Организационная работа (продолжительность 6 месяцев)

Основной задачей этого этапа является решение организационных вопросов деятельности МД. Определение основного персонала и участников (бенефициаров) программы, их обучение с целью внедрения образовательных элементов проекта. Неотъемлемым условием создания МД является предварительное обучение участников, в ходе которого будут проведены тренинг-семинары, знакомящие с основными навыками ведения аграрного бизнеса (бухгалтерского учета, финансовой и инвестиционной оценки, отчетности перед контролирующими органами и т.д.). Также на тренинг-семинарах будут изучены методы, способы и принципы хозяйствования с учетом специфических условий и требований. На начальном этапе участникам будут разъясняться основная цель и задачи программы, ее социальная значимость. К концу образовательного курса молодые люди – жители МД должны быть максимально подготовлены к жизни в новых условиях.

В рамках организационного этапа необходимо провести весь комплекс подготовительных мероприятий. Так, кроме вышеперечисленного предполагается определить партнера из числа отечественных ВУЗов или НИИ, занимающихся проблемами развития сельского хозяйства. Управленческий аппарат МД следует комплектовать молодыми подготовленными специалистами, работавшими или закончившими соответствующие учебные заведения. В свою очередь их научные лаборатории получают возможность апробации и испытания инновационных разработок и технических проектов.

Завершением организационного этапа станет формирование пилотной структуры – молодежной деревни на базе крестьянского хозяйства, расположенного в пригороде г. Астаны, с наиболее благоприятными условиями для ведения сельскохозяйственной деятельности. Молодежная деревня будет создана как юридическое лицо – структурное подразделение общественного объединения «Молодежная деревня».

Этап 2. Основной этап проекта (продолжительность 17 месяцев)

Для реализации основного этапа проекта запланирована непосредственно хозяйственная деятельность в самой МД (производство мясо-молочной продукции, выращивание овощей и пр.). На данном этапе МД начнет свою непосредственную деятельность, в частности будет определено основное место функционирования.

Для пилотного проекта наиболее целесообразным было бы использование имущества и других основных средств на правах аренды. Это позволило бы наиболее рационально использовать финансовые ресурсы, исключив расходы на строительство крупных объектов инфраструктуры. Небольшая отдаленность от городской местности снизила бы транспортные расходы и затраты на связь.

В ходе данного этапа предполагается охватить два вегетационных периода, что позволит в течение двух лет собирать урожай овощных культур и получить приплод в животноводстве. Также двухгодичный период функционирования пилотного проекта МД объясняется тем, что в течение первого года возможен бесприбыльный уровень деятельности, тогда как второй год должен обеспечить рентабельность производства. При этом рентабельность хозяйственной деятельности будет обеспечиваться без учета расходов на социальную сферу и социально-культурное развитие участников проекта.

Количество жителей для пилотного проекта МД не должно превышать 40-50 человек, поскольку превышение данного уровня требует значительных затрат на содержание жителей деревни и социальную инфраструктуру. Комплектация состава МД будет происходить на первом этапе, однако при этом следует исходить из интересов экономической целесообразности и рационального размещения производительных сил.

В течение указанного периода времени следует достичь конкретных экономических показателей, которые будут разработаны и запланированы самими участниками в ходе прохождения подготовительно-образовательного курса.

Важной составляющей успешной реализации программы является создание и развитие собственной торгово-розничной сети с отработанной схемой транспортировки и доставки продукции МД. В этой связи следует предусмотреть проведение регулярных маркетинговых исследований с целью изучения потребительского спроса, наиболее эффективных форм реализации продукции, определения конъюнктурных колебаний и выявления альтернативных направлений развития.

Деятельность молодежной деревни предполагает систематический мониторинг финансово-экономических показателей развития, который будет проводиться участниками проекта совместно с центральным координирующим органом. Данная мера необходима для создания системы оперативного контроля и своевременного устранения выявленных проблем.

На протяжении всего этапа персонал проекта будет активно взаимодействовать с молодежными общественными объединениями, представителями СМИ, государственных органов власти, бизнес-структур, для информирования о деятельности и вовлечения в проект как партнеров.

Этап 3. Заключительный этап (продолжительность 1 месяц)

На этом этапе будут подведены итоги реализации проекта, а именно проведено исследование по оценке эффективности данной формы решения социально-экономических проблем, проведен аудит и проанализирована экономическая рентабельность проекта МД. Полученная прибыль, в виде освобожденных финансовых средств, будет реинвестирована в деятельность молодежной деревни по решению центрального координирующего органа.

Одним из элементов заключительного этапа является разработка рекомендательного предложения о создании центрального органа – общественного объединения «Молодежная деревня», который будет координировать процессы формирования и функционирования молодежных деревень. Основными функциями данного органа будут следующие: предоставление инвестиционных средств МД; организация хозяйственной деятельности; создание условий для социального развития жителей молодежной деревни; разработка идеологической платформы и основных принципов и правил функционирования МД; регулярный мониторинг и контроль организационной и финансовой деятельности; распоряжение ежегодной прибылью МД; организация досуга жителей МД; заключение соглашений о совместном сотрудничестве с образовательными структурами, государственными органами власти, бизнес структурами; формирование технической базы МД. Немаловажно, что создание подобного органа возможно в случае получения положительных результатов реализации пилотного проекта «Молодежная деревня».

Дальнейшая деятельность молодежной деревни будет всецело определяться в зависимости от выполнения поставленных целей и задач. Приоритетом будет достижение необходимого социально-экономического эффекта.

На последнем этапе предполагается широко осветить в отечественных средствах массовой информации деятельность пилотного проекта «Молодежная деревня» с целью актуализации проблемы на республиканском уровне и получения государственной поддержки. В рамках данной кампании предполагается процессы формирования МД представить как одну из задач, требующих масштабного государственного содействия.

5.

Реализация проекта позволит создать прецедент решения социально-экономических проблем самой молодежью. Деятельность молодежной деревни послужит примером альтернативного пути решения проблемы занятости молодежи.

За счет создания новых рабочих мест молодежь получает возможность апробации новых форм экономической деятельности. Положительные результаты деятельности молодежной деревни позволят найти решение ряда социально-экономических проблем молодежи, таких как:

- создание новых рабочих мест;
- объединение молодежи с целью вовлечения ее в процессы экономического развития;
- разработка системы поствузовского трудоустройства молодежи;
- повышение уровня экономической образованности молодежи посредством их участия в подготовительно-образовательных курсах, а также получение молодежью специфических навыков и знаний, необходимых для ведения сельского хозяйства;
- приобщение молодежи к труду на селе, тем самым способствуя решению двух важнейших государственных проблем – экономического развития села и снижения миграции населения из сельской местности в городскую.

6.

Методы мониторинга для измерения достижения цели проекта и выполнения задач:

1. Регулярный финансово-экономический анализ деятельности МД, проводимый разработчиками программы.
2. Формирование независимой экспертной комиссии, состоящей из компетентных специалистов для оценки финансово-экономической, хозяйственной деятельности и социально-культурной жизни МД.

3. Разработка форм отчетности для молодежной деревни.
4. Финансовый отчет публичного характера по итогам деятельности МД и сбор итогов по результатам публикации отчета.
5. Видео, фотосъемка реализации этапов проекта.

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Реализация пилотного проекта молодежной деревни предполагает разработку его детального механизма с изложением основных принципов функционирования и видов деятельности. Как отмечалось, основными видами деятельности молодежной деревни будут растениеводство и животноводство. Природно-климатические и экономические условия основного места реализации проекта предусматривают специализацию молодежной деревни на таких видах деятельности, как выращивание пшеницы, кормовых и технических культур, а также овощей. Животноводческое направление предполагает содержание крупного рогатого скота и овцеводство. Такая ориентированность деятельности молодежной деревни представляется наиболее оптимальной, поскольку позволяет в установленные сроки достичь максимально возможного экономического и социального результата. Однако более детально виды деятельности будут определяться при непосредственной реализации программы самими участниками.

Представленное технико-экономическое обоснование деятельности молодежной деревни является базовой моделью, при которой обеспечивается минимальный эффект взаимодействия экономических и технических параметров. Исходные данные для анализа деятельности формировались с учетом обеспечения минимальной нормы рентабельности и прибыльности. Методологической основой для выбора инвестиционного проекта является применение метода простой нормы прибыли, основанного на оценке чистой бухгалтерской прибыли, полученной за период жизни проекта, по отношению к средним инвестициям. Расчет модели предполагает статичность рыночных условий, безинфляционность цен на основную продукцию и стабильные природно-климатические условия.

Предварительные расчеты по оценке экономической эффективности основываются на первоначальном составлении бюджета расходов программы (приложение 1). В соответствии с бюджетом программы для функционирования молодежной деревни необходимы инвестиции в объеме 66 375 тыс. тенге (тг) или 412 тыс. долларов США. Среди наиболее значимых статей расходов следует отметить расходы на заработную плату, приобретение основных средств, приобретение поголовья скота, аренда земляных угодий и техники, а также расходы на развитие социальной сферы молодежной деревни.

Базовой моделью предусматривается приоритетное развитие отраслей животноводства, в частности производство крупного рогатого скота (КРС) мясо-молочного направления и овец. Проектирование развития отраслей животноводства начинается с установления состава и размера стада. В этой связи следует отметить, что различают простое и расширенное воспроизводство. В нашем случае целесообразно ограничиться простым воспроизводством исходя из пилотного характера проекта.

При простом воспроизводстве поголовье скота остается неизменным на начало и конец года. Предполагается приобрести 200 голов коров, 40 голов нетелей и 199 голов молодняка старше и младше 1 года. Приплод, полученный в течение первого года составит 216 голов (90%-й выход молодняка от общего количества коров и нетелей). В течение года происходят переходы молодняка из одной возрастной группы в другую, за счет чего обеспечиваются регулярное обновление стада и выбраковка низкопродуктивных животных. Годовой оборот стада крупного рогатого скота молодежной деревни представлен в приложении 2. В таблице показана внутренняя ротация стада с указанием поголовья забойного скота и количества стада на конец года.

Планируемая мощность производства мяса составляет 289,2 центнера (28,9 тонн). При среднерыночной оптовой цене 1 килограмма говядины 200 тг. (1,2\$) валовая выручка от реализации составит 5 784 тыс. тг. Тогда как от производства молока, при среднесуточном выходе молока 10 литров, среднерыночной стоимости молока 20 тг за литр и периоде дойки 250 дней, ожидается выручка 10 000 тыс. тг. Таким образом, валовая выручка от реализации мяса и молока за первый год функционирования составит 15 784 тыс. тг., соответственно, за два года производства крупного рогатого скота планируется поступление валовой выручки в размере 31 568 тыс. тг. (196 074\$). В целом, производство КРС представляет собой наиболее прибыльный сегмент деятельности молодежной деревни.

Дальнейшая деятельность животноводства предполагает развитие овцеводства. В рамках молодежной деревни планируется приобретение 300 голов овцематок, 110 голов молодняка младше 1 года и 60 голов ярок и баранов старше 1 года, общее количество стада составляет 470 голов. Производство овец также предполагается осуществлять простым воспроизводством. В соответствии с приложением 3, где представлены расчеты по обороту стада в течение года, выход убойной массы составляет 3,7 тонн. При среднерыночной стоимости 1 килограмма баранины 220 тг., выручка от продажи мяса в течение 2 лет составит 1 628 тыс. тг.

Производство крупного рогатого скота и овец требует соответствующего обеспечения кормами. В связи с чем необходимо формирование системы эффективного кормообеспечения. Для этого предполагается удовлетворение потребности в кормах посредством возделывания кормовых культур. Расчет годовой потребности в кормах, приведенный в приложении 4, показывает, что совокупная годовая потребность в кормах составляет 10 328 центнеров кормовых единиц*. Поскольку предполагается полустойловое содержание скота, то распределение кормов будет происходить следующим образом:

- 40% кормов будет обеспечиваться за счет зеленого конвейера, то есть в летний сезон потребность в кормах будет удовлетворяться за счет пастбищ и рационального возделывания кормовых и технических культур;
- 20% кормопотребности будет обеспечиваться за счет сена, скошенного с улучшенных и естественных сенокосов, а также с земель возделываемых под кормовые культуры;
- 10% кормов будет полностью обеспечено за счет сенажа, скошенного с кормовых полей и законсервированного с влажностью 50-55%;
- 20% потребности в кормах будет обеспечиваться за счет силоса кукурузы, законсервированного с влажностью 60-65% и кормовых корнеплодов;
- оставшиеся 10% потребности в кормах будет обеспечиваться за счет концентрированных и зерновых кормов, полученных в процессе возделывания зерновых культур.

Зеленый конвейер обеспечивается двумя источниками – поступление зеленой массы с пастбищ (естественных, улучшенных, культурно орошаемых) и поступления зеленой массы с земель, возделываемых под кормовые культуры (кукуруза, однолетние и многолетние травы). Более подробно схема получения и распределения продукции зеленого конвейера и расчет площадей для зеленого конвейера представлены в приложении 5. Данные, представленные в таблице, свидетельствуют о необходимости выделения 65 гектаров земли для удовлетворения потребности в кормах всего поголовья скота посредством зеленого конвейера.

Остальная потребность в кормах покрывается за счет других кормовых культур. В приложении 6 приведены расчеты земельных угодий, необходимых для выращивания требуемого объема кормов. Согласно этим показателям для покрытия потребности в остальных кормах необходимо проектировать возделывание 95 гектаров земли. Общая площадь, необходимая для полного обеспечения кормопотребности составляет 160 гектаров.

* Кормовая единица – условная единица измерения потребности в кормах и их питательности.

Одним из основных видов деятельности молодежной деревни будет растениеводство. При этом предполагается специализироваться на возделывании зерновых и технических культур и выращивании овощей. В качестве основной зерновой культуры выбрана пшеница, как продукция, обладающая наиболее лучшими технико-экономическими показателями для возделывания в условиях региона реализации проекта. Проектируется засеять 400 гектаров озимой и яровой пшеницы с урожайностью, соответственно, 18 и 14 центнеров с гектара. В соответствии с данными, приведенными в приложении 7, валовый сбор озимой и яровой пшеницы в течение 1 года составит 12 800 центнеров. Из общего объема полученной пшеницы 10% отводится на семенной и страховой фонд, а остальная часть будет реализовываться по договорам в связи с существующим в республике правилами регулирования торговли пшеницы. Также в данном приложении отражены схемы распределения продукции кормовых культур и овощей.

Возделывание продовольственных культур осуществляется в сравнительно небольших масштабах, однако осваиваемые овощные культуры обладают высокой урожайностью. Это позволяет получить в течение одного года получить 2 559 центнеров продукции с общей площади 18 гектаров (приложение 8). Приоритетным среди продовольственных культур является картофель, обладающий высокой урожайностью в данном регионе, пользующийся большим потребительским спросом и отличающийся довольно стабильной ценой. Проектируемая урожайность картофеля составляет 133 центнера с гектара, что позволит собрать урожай в объеме 1 330 центнеров в год.

Среди технических культур будет возделываться только сахарная свекла, также обладающая, необходимыми экономическими и техническими качествами. В нашем случае проектируется засеять под сахарную свеклу 15 гектаров земляных угодий и собрать урожай 2 610 центнеров при урожайности 174 центнера с гектара.

Анализ приложений 7 и 8 позволяет сделать вывод о большой значимости продукции растениеводства для эффективной жизнедеятельности молодежной деревни. Валовая выручка от реализации продукции растениеводства, полученная в течение года составит 29 445 тыс. тг. В целом удельный вес продукции растениеводства в общем объеме доходов, полученных от реализации всей продукции сельского хозяйства в период действия проекта, составит 63,9%.

Таким образом, базовая модель создания молодежной деревни, предполагающая приоритетное развитие отраслей растениеводства и животноводства, обладает достаточной коммерческой привлекательностью, необходимой для социально значимых проектов. В приложении 9 приведены основные финансово-экономические показатели функционирования молодежной деревни, свидетельствующие о высокой экономической результативности проекта, имеющего значительные расходы на развитие социальной сферы и организацию социально значимых мероприятий для жителей деревни.

Согласно приложению 9 валовая выручка от основной деятельности молодежной деревни составит 92 086 тыс. тг. (571 963 долл. США). Чистый доход за вычетом всех расходов (расходы на себестоимость продукции, налоги, общие и административные расходы, затраты на социальную сферу) составит 6 865 тыс. тг. (42 639 долл. США). Используя полученные данные представляется возможным оценить уровень рентабельности деятельности молодежной деревни. Согласно известной формуле норма рентабельности определяется как отношение чистой прибыли и амортизационных отчислений к общим инвестиционным расходам и произведением, полученного результата на 100% (см. формулу 1)

$$NP = \frac{ЧП + А}{Ак} \times 100\%, \quad (1)$$

где:

NP – норма рентабельности;

ЧП – чистая прибыль;

А – амортизационные отчисления;

Ак – авансированный капитал.

Подставляя имеющиеся у нас значения в формулу 1, получим:

$$HP = \frac{6865 + 1490}{66374} \times 100\% = 12,6\%$$

(данные приведены в тыс. тенге)

Полученная норма рентабельности 12,6% представляется значительным результатом для проекта с большими расходами на социальные службы. Отметим, что на практике проект считается перспективным, если обеспечивается 10%-ная норма рентабельности производства. Исходя из вышеизложенных прогнозных расчетов деятельности молодежной деревни, считаем, что проект представляет безусловную ценность для социально-экономического развития молодежи. Социальный эффект, заключающийся в создании новых рабочих мест и возможности консолидации молодежи, компенсируется эффективной экономической деятельностью молодежной деревни. Предполагается, что полученная за период функционирования пилотного проекта прибыль будет реинвестирована в дальнейшую деятельность, с целью расширения спектра деятельности и создания вертикально интегрированного цикла производства. Кроме того, при создании единого координирующего центра будет предусмотрено перераспределение прибыли на создание новых молодежных деревень в различных регионах Республики.

BOX 12 : TRAINING START-UPS IN BUSINESS IN SWITZERLAND

StartupCoach.ch offers coaching, mentoring and advisory services to entrepreneurs and startups in Switzerland, with a focus on interesting ventures in the fields listed below. Startupcoach.ch was founded in October 2002 by Gerd Leonhard, Entrepreneur, Advisor, Coach and Author.

About Gerd Leonhard: Founder & ex-CEO of LicenseMusic.com www.licensemusic.com, President - Digital Content Consulting Group, Senior Consultant for Rightscom Ltd, UK (2002), Digital Music Entrepreneur (www.gerdleonhard.com), Expert Advisor to the European Commission, Producer, Author, Lecturer and Futurist (www.thefutureof.net)
He coaches entrepreneurs and startups in the following fields:

- E-Commerce (all sectors)
- Media and Entertainment
- Music Industry (all segments)
- Content-Distribution Technologies
- Digital Rights Management / Asset Management
- Publishing and Intellectual Property Commerce
- Business-to-business Marketplaces
- Communication Technologies

He also works with entrepreneurs and companies that are in other fields provided that he believes he can add value in general business areas that are not domain-specific.

StartupCoach.ch operates at many levels; whether it is still at the 'idea-only' stage all the way to stages of international expansion and acquisition of new growth capital, or restructurings and mergers. If you are starting out from scratch, the only prerequisite is that you are pretty far along in defining and fine-tuning your business idea, and that you are ready to take the next step, that you are 100% dedicated to success.

COMMUNICARE: AN ORGANISATION WITH A YOUTH APPROACH TO ENTREPRENEURSHIP AND CREATIVITY ALL AROUND THE WORLD

by Peter Landmark and Jan Elofsson, COMMUNICARE, Sweden

Background

Communicare (www.communicare.nu) is a non-profit organisation. Communicare has developed from a labour market project called Young and One's Own which started in 1993. The idea was to give unemployed young people 18-30 years old the opportunity to learn how to start, run and liquidate a company through a combination of theory, practical experience, and enterprising. This project was very successful. The evaluation showed that 82 per cent of the participants were no longer unemployed some time after the project. In order to create a platform for further activities and projects, Communicare, was formed in 1996. The driving force of the organisation is to make young people want to grow with a notion of the world around and self-confidence, a feeling of being able to influence their own lives and their future.

Communicare started to grow and expand its activities. During the period of the Employment Pact, initiated by the EU, Communicare ran a number of different projects. The organisation was selected to present its work as an example of good practice, at a big EU convention concerning the initiatives of the employment Pact. This resulted in a lot of national and international attention.

Organisation

All the activities are in the form of projects which provide ground for high flexibility and for fast changes. The projects are supported both by the private and the public sector.

Vision

Communicare in Värmland will be a power centre for development of young people's ability to take action and youth entrepreneurship in Europe.

Mission

Young people in Värmland are living their dreams

Aims

- To depict Sweden and Värmland as one of Europe's hottest entrepreneur regions in Europe.
- To introduce entrepreneurship as a theme in all educational programmes in all levels of education
- To identify and develop new educational up-to date programmes for young people in Europe.
- To be part of creating positive visions and outlooks for the future among young people in Sweden and Värmland.

Strategies

We work with a strategy consisting of four keystones:

Inspire – Train – Simplify - Challenge

For continuity and long-term planning, Communicare has an operative core of Management and Board.

Communicare has built a unique competence centre for youth entrepreneurship with development tools for young people. The organisation has an extensive network at the local, regional, national and international levels.

Navigator (started in 1999)

Navigator is a unique method for guidance to entrepreneurship. The target group is social excluded unemployed young people, 19-30 years old. Navigator is a value-based concept where Communicare works with groups of unemployed people, and the focus is on change of attitudes. The project has been very successful. The evaluation showed that 83 per cent of the participants were no longer unemployed some time after the project.

Sesame (started in 1997)

Sesame is about international youth exchange financed by the EU. The project encourages young people to achieve international knowledge and professional experience by giving them the opportunity to work as a trainee in a foreign country. The target group is young people between 18 to 30 years old.

Young people's migration patterns and enterprise (started in 2000)

Entrepreneurs are said to be the key to economic growth. Their innovations and new businesses create new jobs. Therefore, it is important to increase the knowledge of and improve the attitudes towards entrepreneurship among young people. We started doing some research about young entrepreneurs. The aim was to identify how many businesses that are run by young people, what kind of businesses that are dominating among young people and young people's attitudes to running their own businesses in Värmland. By this project we want to form a basis of regional development programmes and strategies focusing on young people.

European TIME School

Development of a European training programme focusing on Telecommunications, IT, Media, Entertainment (European **TIME** School) at upper secondary school level. By giving the students an education of excellence in the TIME-sector, they will increase their employability. This project promotes European cooperation within the TIME field and develops methods of cooperation between vocational training institutes and small and medium-sized companies.

The Computer Contribution (started in 1998)

The project targets unemployed young people 18-30 years old and students in primary school. The project makes use of old computers given by businesses. For training purposes young unemployed people make sure that the computers are in good working order before delivering them to junior- and intermediate level of primary schools in Värmland. The young unemployed people take part in an education for network engineers and they get practical experience through working with companies.

15 Local Offices (started in 2001)

Concurrently with an increasing national and international interest in our activities, during 2000 Communicare opened 15 local offices in the Swedish County of Värmland.

The overall aim with the local offices is to create a Värmland characterized by active young people, a county where young active and creative people can be role models for other youngsters. In the long run this will affect the entrepreneur climate in such a way that more youngsters will start their own businesses and organisations. More youngsters will create their own jobs or go abroad to work or study. It is all about helping young people to put their thoughts and ideas into practice and to stimulate youth exchange between youngsters from all around Europe.

The activities will during the following three years result in 600 new businesses which will be started and run by young people, and 300 new job opportunities. During 2001 we have been in contact with 15,220 young people, participated in the creation of 93 new businesses and 277 young people have increased their employability. During 2002, so far, we have participated in the creation of 80 new businesses, been in contact with 8,500 young people and 100 people have found employment.

The White Paper on youth policy

In the European Commission White paper on youth policy, Comunicare is mentioned as a good example of how to encourage a spirit of entrepreneurship among young people and give support to young entrepreneurs and potential entrepreneurs by encouraging a greater entrepreneurial awareness, especially through education and training. This attention has resulted in cooperation with Romania. We are helping them to set up an organisation with activities similar to Comunicare. We have also been invited to speak at the World Bank – UNICEF conference on Youth Development in SEE, 29-31 May 2002 in Rome, Italy.

PROGRAMME OF DEVELOPING ENTREPRENEURSHIP AND CREATIVITY AMONG YOUNG PEOPLE

by Vanja Hazl, Small Business Development Centre, Slovenia

As we pass into a knowledge society, people are set as the leading factors in this society, where the most up-to-date information, skills and knowledge are highly appreciated. It is within man's power to create and use knowledge in a wise and efficient manner, in constantly changing environments, and this counts the most. In order to develop these skills to the maximum, people need the will and ability to take their lives into their own hands.

The programme of developing entrepreneurship and creativity among young people is a joint programme of the Ministry of Labour, Family and Social Affairs, Ministry of Education and Sports, Ministry of the Economic Activities, Ministry of Small Business and Tourism, Ministry of Agriculture and other Ministries. By supporting this programme, they have enabled the development of entrepreneurship and enterprise in their respective fields. The Programme of Developing Entrepreneurship and Creativity among Young People marks the beginning of systematic work which should result in positive long-term effects, as current experience has shown, i.e. the individual programmes may bring many small benefits to the individual. This systematic approach will should make possible a quality implementation of the programme, which should consequently create a larger number of potential young entrepreneurs who will become employed or self-employed and will participate in other forms of work and establish themselves more easily on the labour market.

The key objective of this document is:

- to ensure an appropriate system of guiding and financing the development and implementation of various forms of training for individual target groups of young people;
- to attract local and other sources; and
- to promote the goals and activities as part of the programme in the appropriate manner.

As one of the subprogrammes under the second pillar of the Action Programme, the programme was confirmed by the Directing Committee of the Government of the Republic of Slovenia for Monitoring and Implementing the Action Programme of Employment at the session on 30 March 2000.

The Directing Committee appointed the **Small Business Development Centre** to implement the subprogramme.

In May 2000, after the adoption of the programme by the Directing Committee, the contractors:

- The Employment Service of Slovenia,
- The Ministry of Labour, Family and Social Affairs,
- The Ministry of Small Business and Tourism,
- The Ministry of Agriculture, Forestry and Food,
- The Ministry of Economic Activities,
- The Ministry of Science and Technology

authorized the **Small Business Development Centre**, to carry out a public offer for tenders to select the subcontractors of the programme, and to coordinate all activities.

The Purpose of the Programme

The purpose of the programme of developing entrepreneurship and creativity among young people is:

- To empower young people to trust in their own abilities and knowledge,
- To introduce them to the basic values and operating principles of the business society as well as to the basic business skills,
- To encourage them to feel positively about adopting constant changes, thereby freeing them of the fear of change which is still characteristic of their parents' generation, and most importantly,
- To offer them assistance in getting to know themselves and planning their careers, and
- To motivate and train them to actively search for their own place on the labour market.

In this way, the development of young people's intellectual potential will become available, as it is only in this way that they will become more employable in the world of constant change.

The Goals of the Programme

The global goal of the programme is:

- To ensure the systematic monitoring of the development of entrepreneurship and creativity of various target groups of young people, and
- To ensure the development and implementation of the internationally comparable instruments of the support environment, dedicated to the development of entrepreneurship and creativity among young people.

The specific goals of the programme are:

- Increasing awareness of the meaning of entrepreneurship among young people
- Ensuring systematic assistance to target groups of young people
- Encouraging and supporting alternative forms of employment and self-employment of young people

The economic goals of the programme are most evident in:

- The increase of the intellectual potential and intellectual capital of the young population, and consequential raising of the nation's intellectual capital in the future
- The increased interest for establishing enterprises among the population which has received this kind of education.

The social goals of the programme are evident in:

- The increased competitiveness of our youth on the labour market, resulting in reduced social differences on the global as well as domestic markets
- Awareness of the larger perspective and new opportunities for young people in integrating themselves into the global currents of employment
- Directing individuals into understanding the business way of thinking and working, which enables the perception of some opportunities which have up to now been invisible, thereby reducing economic and social distress and at the same time contributing to reducing marginalization.

The Target Group

The Programme is intended for the target group of young people *aged between 12 and 30*, namely:

- Elementary school pupils
- Secondary school students and University and College students
- Young unemployed persons
- Young people from rural environments
- Young people under threat of social exclusion
- Young innovators
- Young farmers and
- Young entrepreneurs

During the period 2000-2001, a target group of participants involved in the programme was limited to those up to the age of 27, as the majority of the activities were directed at business training of young people.

An overview of the promotion of entrepreneurship and creativity among young people in the years 2000 and 2001

Realized Activities

As part of the programme, the following forms/methods of encouraging entrepreneurship and creativity in young people are being introduced:

- Business training programmes,
- Support projects of promoting creativity in young people,
- Mentor education programmes,
- Financial aid to young people in bringing their business idea to its realization, and
- Co-financing undergraduate studies of enterprise

**In 2000 and 2001, we introduced 9,271 young people into various activities
as part of the Programme**

In total, the 12 different programmes of business training brought in 4,181 young people. Out of these, 2,722 participants completed the programme of *business training* in the years 2000 and 2001, and 1,440 young people enrolled in the programme of business training in the academic year 2001/2002. They are expected to complete their training programme in June 2002.

We granted financial aid to **12** students to study Entrepreneurship.

We have included **5,075** young people in the *support programmes*. Out of these, there were 1,475 young people involved in the year 2000, to be joined by another 3,600 young people in the academic year 2001/2002.

We have *co-funded* the realization of business *ideas of 3 young entrepreneurs*.

In both years, **98 mentors** of the Programme were trained.

Business training

The following forms of business training were carried out:

(a) Business Classes for Elementary School Children, which are intended for 7th and 8th grade Elementary School students. In these classes the students gain their first information on enterprise, they become motivated to solve problems and tasks in an enterprising manner, they become acquainted with teamwork, they learn about business planning and build on their self-confidence. They present their ideas at the regional forum and the best ones are presented at the national forum.

(b) Business School for Young People, which is intended for young unemployed people under the age of 26, who have completed High-school, College or University education, who are considering self-employment and are also interested in entrepreneurship. The basic goal of the programme is to teach young people to trust in their own abilities, to introduce them to the methodology of preparing a business plan and encourage the participants to take part in teamwork. Through the programme, the young people gain broader knowledge, find it easier to choose self-employment, and gain planning skills.

(c) School of Handicrafts and Business for Young People.

which is intended for 3rd year Vocational Secondary School students who are studying to work in professions related to handicrafts, or for young people who already work in workshops, who have finished the vocational school and now wish to gain additional business and handicrafts training. The basic goals of the programme are: to empower young people to choose self-employment in the workshop; to mediate the skills related to the management and control of a manufacturing plant or company; to acquaint the participants with the basic functions of conducting business; to demonstrate the functioning of the manufacturing plants and companies in their home environment to young people (e.g. field trips to manufacturing plants and companies).

(d) Business Summer School.

which is intended for Secondary School students who want to learn how to realize their ideas in their own business careers, and for students who are already considering an independent business path and wish to supplement the knowledge gained at University with the basic managerial and business skills. The participants gain the skills and knowledge needed for the initial break-through and for successful management of the company.

(e) The “Be Whatever You Can Be” Workshop.

which is a novel programme based on the workshop “How Do I Choose My Professional Career or Planning a Career for Business Management”. The workshops are intended for Secondary School students, University and College students, and unemployed people aged up to the age of 27. The goal of the programme is to enable young people to understand and master the rules of making public appearances in the new world of work:

- Becoming and staying employable,
- Thinking and acting in an enterprising way, and
- Increasing competitiveness on the labour market.

(f) “From the Idea to Its Realization” Workshop.

which is intended for employment seekers, Secondary School and University students as well as people who wish to realize their business idea. During the four-day workshop, the participants learn how an entrepreneur should think, how to develop business ideas, how to know which idea is the right one and how to realize it.

(g) “From the Idea to the Patent” Workshop.

which is intended for Secondary School and University students and for the employment seekers of technical professions, for innovators and for researchers. The goal of the programme is to acquaint the participants with intellectual property, to teach them to be aware of the technical literature, to know how to take advantage of it in developing new products, how to protect it, when to choose to copyright, how to prepare a patent application, etc.

(h) Information-motivational workshops.

which were initiated by the Small Business Development Centre in 2001 to benefit Secondary School and University students and unemployed persons, with the purpose of presenting the support environment in Slovenia, the role of SBDC and the possibilities of participation in individual forms of business training.

(i) Business School for young people from the countryside.

which is intended for young people in the countryside who have completed their schooling and wish to remain at home on the farm but have not acquired the necessary business knowledge and skills during their school years, which they need to manage the farm or farm-related activities. During the 52-hour workshop, the young people gain basic business skills, with emphasis placed on agricultural issues. The long-term goal of the workshop is to encourage young people to begin thinking about self-employment on the farm as a potential employment possibility.

(j) Business-Tourism Projects of Elementary School Students.

which is mainly intended for 7th and 8th grade Elementary School students. It is about an interconnection of topics and products of the business and tourism elective classes, which are already being carried out in the

Elementary Schools across Slovenia. Its main purpose is to upgrade studies from various fields of tourism, created as a result of tourism classes, into some sort of “mini” business plans.

(k) Business Challenge Workshop for young people,

which is intended mainly for young unemployed persons, job seekers, and also other young people who see business as a present-day challenge. The main objectives of the programme are: informing the young and helping them in understanding their position, and encouraging them to actively combat unemployment. A special emphasis is placed upon boosting creativity, developing critical abilities, encouraging a problem-oriented mindset and taking responsibilities for one’s own actions. The participants gain functional knowledge from the basics of business, communications skills, market principles and information on relevant Offices and institutions in the local environment, and they also create a plan of their own activities as part of the workshop.

(l) Training and encouraging young people for business,

which is a programme mainly intended for young unemployed persons and young people who are under threat of social exclusion. The programme allows them to build their confidence in their abilities and supplement their own knowledge with the basics of enterprise and the principles of business activity. It helps them in the pre-employment period and is there to support them in the post-employment period. This is a three-phase programme:

- Business awareness workshop
- Generating business ideas and business planning workshops
- Mentoring, counselling and training after employment.

Training mentors

In both years, several training programmes took place for mentors, who will be able to execute individual business training programmes for young people in the future. Mentors come from the ranks of general counsellors, regional offices of the Employment Service of Slovenia, schoolteachers, psychologists, economists, sociologists and others.

Co-funding pre-graduate studies

The SBDC has signed pre-graduation studies co-funding agreements with 12 students from different Colleges and Universities in Slovenia.

Support projects for boosting creativity among young people

In October 2001, the following projects were launched as part of the programme:

(a) Countryside Springs,

which is a project intended mainly to motivate and identify business opportunities for young people in rural areas who have already taken over farms or are potentially the managers of rural economy or agriculture-related activities. As part of the project, various information and motivation activities are carried out, as well as workshops, special training programmes and even building a database of business information following the “all-in-one-place” principle. The main emphasis is placed on the following activities:

- Informing (presenting the programmes already being implemented, the self-employment programme, etc.),
- Motivation (for participation in various programmes, for entrepreneurship),
- Forming target groups and working with them, and
- Monitoring individuals at the beginning of their activities.

(b) Regional business forums and the Pan-Slovenian Business Forum,

which are intended for presentation of the “mini business plans” created as part of the business elective classes for the general public on a regional or national level. Young people present their ideas with an

interesting stage presentation, and the best business plans are awarded with a written commendation. Apart from this, young people get the opportunity to network and exchange experience with students from different Elementary Schools about the work involved in the project.

(c) Having your own mind helps tourism,

which is a project intended for the Elementary School students. The project content is connected with researching tourism in a town, assessing the opportunities for faster research of tourism and creating an offer that would encourage business and marketing of natural landmarks as well as other offers in all possible forms. As part of the project, each year the festival “Having your own mind helps tourism“ (HYOMHT) is organized. Each year the studies, stage presentations and exhibitions on the topic of the local development of tourism (created by Elementary School students as part of tourism elective classes at schools) are presented at regional competitions, and the best qualify to go on to the national competition. For teachers or mentors of tourism elective classes, there are two seminars organized on a yearly basis – one for the mentors who wish to begin with the work of the tourism elective classes at their school, and another for the mentors who participate at the HYOMHT Festival.

(d) Integrating young people from rural environments,

which is intended for rural youth, especially those who are already dealing with country tourism and those who would like to start. Its purpose lies in improving the tourist offer in the countryside by educating young people and acquainting them with tourism and business. The project is carried out in the form of periodical professional sessions where young people gather knowledge of the basics of tourism and business, exchange ideas and make contacts.

(e) A Window of Opportunity,

which is a project intended for students of Vocational Colleges. It aims to motivate these students to successfully manage their professional and life careers. By participating, they become acquainted with the basics of business and the operation of the business society, with methods of making a business plan and with teamwork, while they also develop their inner potentials for a more successful appearance on the labour market. As part of the programme, various workshops, presentations, role-plays, individual work with students, discussions, case studies and practical example studies are performed.

(f) Developing the young innovators network,

which is intended mostly for Elementary School students, but also for Secondary School and Vocational College students who are to gain - by using the network - the knowledge necessary for patent registration and for submitting it as well as for presentation of their inventions to the general public. The main medium of organization and operation of the network is the Internet, or rather a website with the basic data, a forum and a chat room, links and similar projects as well as intellectual property bureaux, both, in the country and abroad.

(g) Professional event and publishing a publication on the topic of young people’s creativity,

which is a project intended mainly for Secondary School, College and University students. It allows young people to acquaint themselves with various programmes that provide the means for their creative development; it boosts their creativity and allows them a more active appearance on the labour market. The meeting is conducted in the form of lectures followed by a discussion, an assessment of different study examples and the viewing of a film from the field of creativity. The topics of the event are creative thinking, phases of the creative process, idea generation techniques, creativity and the individual’s self-image, creativity– a virtue for the future etc., which are also presented in the publication.

(h) Business Chat Room,

which is mainly intended for Elementary School and Secondary School students, young internet users between 12 and 18 years of age whom it aims to motivate for business. With the help of the project, young people are getting to know the business alphabet and they are also provided with assistance in solving problems and generating ideas. On the website young people can exchange opinions, viewpoints, comments on the featured topic from the business world and there is also a moderator present who mainly serves as a counsellor.

(i) The Youth Channel,

which is an information centre of young people on the Internet which allows fast, easy and free of charge access to quality information from the field of business, education, employment etc. With an "on-line" forum counselling and mediating service (Internet chat room), the centre gives young people the opportunity to gain project skills as well as enterprising self-organization and cooperation skills.

(j) The virtual business and creativity club for young people,

which is intended for young people with the purpose of educating, informing and integrating Secondary School, College and University students. It aims to encourage young people to gain an innovative manner of working and a business way of thinking in all areas. Apart from the club, there is a yearly conference organized as part of the project, as well as the exhibition "Innovation for Youth", while building a central web portal for creative youth, creating a manual "Innovation in Practice" and the so-called 'talking website' for people with disabilities (mainly the blind and visually impaired) also take place.

Financial aid in the launching of young people's business projects

Within the Call for Proposals 2001, financial aid was offered to people aged between 12 and 27, for the launching of their business projects. SBDC has granted financial aid to three chosen projects for the initial operation costs (equipment, labour, etc.).

Programme Promotion

In the years 2000 and 2001, there was intensive promotion of the programme at the national as well as at the regional and local levels. The executors of the programme of business training and the support projects provided for implementation of promotion activities at the local level.

With various activities, SBDC provided for the promotion of the complete programme at the national level:

- Together with the implementers, the SBDC was in charge of informing the media about the individual activities within the programme of young people's entrepreneurship and creativity (printed media, radio, television).
- It organized the international workshop "*Nice after Nice*" - *training for entrepreneurship*, which intended to develop entrepreneurship among young people and to offer opportunities, exchange of experience and access to new skills to the young people.
- SBDC carried out a contest to choose the most creative commercial image for the Programme of Entrepreneurship and Creativity for Young People.
- SBDC participated at different events dedicated to the promotion of enterprise and entrepreneurial culture in Slovenia, and especially at those aimed at the target group of young people.

It is also worth mentioning that the programme has been presented as an example of best practice in the material prepared by the European Commission which deals with the best practices of developing enterprise in the member and candidate countries (BEST).

The projected plan of activity implementation in the years 2002 and 2003

In the years 2002 and 2003, all forms of business training and support projects activities will continue to be implemented. There will also be intensive programme promotion. Apart from the existing system of promoting the programme via the public media, promotion will also be carried out through the website of the Programme of Developing Entrepreneurship and Creativity in Young People.

In this period attention will also be focused on integration into international networks for promotion of youth entrepreneurship. Apart from the exchange of experience and practices, in cooperation with foreign partner institutions, we will apply for funds in international programmes, encourage young people to participate in the Youth Programme and implement the experience gained in the programme in the countries of the Stability Pact.

Through the Young Entrepreneurs Association, these, too, will become part of the International Association of Young Entrepreneurs, participate in international events and conferences organized by the International Association of Young Entrepreneurs, and thus promote the Slovenian example of developing entrepreneurship and creativity of young people in the international environment.

**Expected Results of the Programme
in the years 2002 and 2003**

On a yearly basis, 5,500 young people will participate in various forms of business training and supporting project activities:

- to attract **5,500 – 6,000** young people each year to participate in various forms of business training and support projects;
- to include young entrepreneurs in the International Association of Young Entrepreneurs;
- to train **40** new mentors each year and re-train the existing trained mentors with the purpose of transferring knowledge and experience.

Box 13 : Partnership: Youth Entrepreneurship Support and Development Centre in Belarus



«В настоящее время в Беларуси уже существует прекрасный пример так называемого «активного бизнес-образования». Это Центр поддержки и развития юношеского предпринимательства в г. Минске. Здесь молодые люди в возрасте от 14 до 21 года активно расширяют свои знания и практические навыки, участвуя в бизнес-играх и в разработке деловых проектов».

*Алан Флауэрс
Кингстонский Университет, Великобритания
(Материалы международного симпозиума
«Бизнес-образование и обучение в Беларуси в
условиях перехода к рыночной экономике»)*

Общественная организация «Центр поддержки и развития юношеского предпринимательства» создана и официально зарегистрирована 24 октября 1996 года и перерегистрирована 19 августа 1999 г. (Свидетельство 05/0087)

Идея создания организации возникла в период, когда наша Республика выбрала для себя путь реформ и строительства демократического общества.

Мы считаем, что реформы прежде всего необходимо проводить в молодежной среде, и поставили перед собой задачу внести свой вклад в формирование нового экономического мышления молодежи.

Болезнь под названием «безработица» лучше предупредить, чем лечить.

Мы предлагаем использовать активные формы обучения в работе с молодежью, а также пропагандируем метод «обучение делом».

Мы открыты для обмена идеями, опытом и приглашаем к сотрудничеству всех заинтересованных лиц и организации.

«Already in Belarus there is an excellent example of what can be called “active business education” at the Youth Entrepreneurship Support and Development Centre, in Minsk. The young persons aged between 14 to 21 years who participate in this centre have much to contribute to their own educational environment as a result of their experiences there, playing business games and developing business ideas...”

*Alan Flowers
Kingston University, Great Britain
(Proceedings of the International Symposium
Business Education and Training for Transition
to a Market Economy in Belarus)*

Our organization YESDC (Youth Entrepreneurship Support and Development Centre) was started in 1996, Minsk, Belarus. One of our main goals is the promotion of economic education and civilized entrepreneurship and the development of youth initiative.

We are sure that it is important to provide young people with exciting and imaginative practical experience that is near to real situations, enabling them to develop their personal skills, creative thinking, knowledge and understanding of business objectives and the wealth creation process. This process will help young people to adapt in the real world of market economy.

We would like to develop the enterprise initiative, practical mind, independence of the young entrepreneur at the age of 15-22 in situations of conducting real business. The method “LEARNING BY DOING” is a way of solving the problem of unemployment and is directed to the promotion of a civilized entrepreneurship.

Main Goals

- facilitation in the development of education and in state oriented market principles of operation of economics;
- promotion of economic education and civilized entrepreneurship and development of youth initiative;
- help in solving social problems;
- help in solving youth employment problems.

Guidelines of activity

- organization of seminars, conferences, trainings and forums;
- publication of method materials;
- organization of consultations and method help to economics teachers;
- realization of regional economic competitions for youth;
- assistance in creation of youth business clubs;
- international exchanges;
- get in touch with home and foreign organizations dealing with youth problems.

*Денис Красников, Совет молодых предпринимателей Украины,
Украина*

*(Youth Entrepreneurship Development in Ukraine, by Denis Krasnikov,
Council of Young Entrepreneurs of Ukraine)*

Последние годы в Украине отмечены весьма позитивными результатами в развитии экономики страны. Наблюдается общее улучшение экономической ситуации, усиление внимания со стороны органов власти к проблемам молодежи. Однако следует отметить, что вследствие глубинных экономических и политических изменений последнего десятилетия, затронувших практически все сферы жизни в обществе, все еще не наблюдаются необратимых позитивных тенденций улучшения социально-экономического положения молодых людей. Несмотря на рост валового внутреннего продукта, промышленного производства, значительное улучшение ситуации с выплатой зарплат и социальных выплат, в молодежной среде социальное напряжение не спадает.

Проанализировав данные, представленные в Ежегодном докладе Президенту Украины, Кабинету Министров Украины и Верховному Совету Украины относительно положения молодежи в Украине, подготовленного Государственным комитетом по делам семьи и молодежи, можно сделать вывод, что уровень экономической активности молодежи не повышается пропорционально главным макроэкономическим показателям, а по некоторым данным даже продолжает падать.

По данным социологических опросов, представленных в вышеупомянутом ежегодном докладе, именно среди молодежи наиболее распространены предпринимательские настроения. Так, 40% респондентов в возрасте 14-28 лет хотели бы в официально установленном порядке заниматься предпринимательской деятельностью. Намного меньше (28%) – не хотели бы ни при каких условиях. 10% молодых людей хотели бы заниматься предпринимательской деятельностью не регистрируя ее. Таким образом, задумываясь о будущем, так или иначе каждый второй молодой человек сегодня думает о создании своего бизнеса. С возрастом предпринимательские настроения граждан ослабевают.

Доля респондентов в возрасте 29-39 лет, которые высказали желание официально заниматься предпринимательством, составляет 28%, среди 40-49 летних таких было 16%, среди представителей старшей возрастной группы лишь 4%.

Тем не менее реальная часть населения, и молодежи в частности, которая сегодня занимается бизнесом, значительно меньше. Лишь 5% респондентов в возрасте 18-28 лет официально занимаются предпринимательской деятельностью. Немного выше этот показатель лишь среди 29-39 летних (9%), которые являются активной и уже довольно образованной, профессионально и финансово подготовленной для самостоятельной экономической деятельности группой населения. Среди лиц в возрасте 40-49 лет часть предпринимателей, по данным опроса, составляет 6%, в старших возрастных группах – 2%.

Тут следует отметить, что в странах с переходной экономикой, а это очень показательно на примере Украины, с одной стороны, экономика подвергается регулированию, существует достаточно тяжелое налоговое бремя, весьма распространены злоупотребления со стороны органов контроля, а с другой стороны, как следствие, начинающий бизнес стремится уйти от дополнительной работы и отчислений, не связанных с непосредственной деятельностью предприятий, не направленных прямо на получение прибылей. Происходит это как осознанно и спланировано, так и вследствие

недостаточного образовательного уровня молодых людей, слабого знания своих прав и обязанностей. Вследствие этого сформировался достаточно большой теневой сектор экономики.

Так, статистические данные и результаты научных исследований показывают, что значительных масштабов достигла неформальная экономическая деятельность: для каждого седьмого молодого человека основное место работы находится в теневом секторе экономики, именно в нем преимущественно осуществляется дополнительная занятость молодежи. Всего часть молодых граждан, которые занимаются нерегламентированной экономической деятельностью, составляет не меньше 23%.

Таким образом, при создании условий, благоприятных для ведения бизнеса честным путем, доля молодых людей, официально занимающихся ,

молодежных организаций должны быть сконцентрированы, прежде всего, на решении социальных проблем молодежи. Реализация их должна быть четко спланированной и направленной на достижение положительного эффекта в обществе.

Программа вобрала в себя более чем трехлетний опыт изучения вопросов возможности проведения в Украине комплекса мероприятий, направленных на развитие предпринимательства среди молодежи. Были использованы положительные наработки Всемирной и Европейской организации молодых предпринимателей, опыт многолетнего партнерства государства и общественности в стимулировании экономической активности молодежи в странах, которые достигли больших успехов в решении задач развития молодежного предпринимательства. Программа прошла согласование в профильных министерствах и других центральных органах, а также обсуждение на общественных форумах.

Уже сейчас действует Всеукраинский молодежный центр развития предпринимательства, издается всеукраинский журнал «Молодежь и предпринимательство», работает динамичный, постоянно обновляющийся бизнес-портал для молодых предпринимателей www.ukrbusiness.com.ua.

Уже несколько лет в Украине, как на региональном, так и на всеукраинском уровне проводится конкурс бизнес-планов предпринимательской деятельности молодежи, создаются молодежные центры труда, молодежные бизнес-центры, молодежные бизнес-инкубаторы.

И в заключение, хочу отметить, что Первый форум по вопросам молодежи региона ЕЭК ООН должен послужить делу обмена опытом и передовыми идеями между молодыми предпринимателями, а также между общественными организациями разных стран.

SECURITY, OPPORTUNITY, PROSPERITY AND ENTREPRENEURSHIP

by Katarina Jagic, Small and Medium Entrepreneurship Association, Croatia

Security, opportunity and prosperity could be achieved if SMEs' full potential for employment, growth and competitiveness were maximized.

There are five priority objectives to achieve the goal:

1. simplify and improve the administrative and regulatory business environment
2. improve the financial environment for enterprises
3. help SMEs in internationalisation through better information services
4. enhance SMEs' competitiveness and improve their access to research, innovation and training
5. promote entrepreneurship and support special target groups.

One of the special target groups is youth. Youth brings creativity, new fresh ideas and solutions.

Innovation is also a major factor in growth, to which SMEs have traditionally made an important contribution. New technology opens new areas for growth and job creation.

There is a strong need to promote entrepreneurship at all levels. The primary goal must be to stimulate a truly entrepreneurial culture, based on values such as self-confidence, risk-taking and sense of personal commitment.

Other key factors in safeguarding the competitiveness and long-term employment potential of SMEs are the improvement of training provisions and the stimulation of their managerial skills, in particular to increase their capacity to adapt to new challenges.

The globalisation of the markets has a strong impact on the competitive situation of SMEs.

It is crucial is to facilitate access to market information, improve business cooperation networks and partners-

- facilitating SME access to training programmes
- improving information for SMEs
- improving advice to SMEs
- 4. support for R&D efforts of SMEs
 - facilitating the participation of SMEs in research programmes
 - encouraging the distribution of results of R&D to SMEs
- 5. improving SME access to finance
 - financing business creation
 - financing business development
 - financing business transfer
- 6. helping SMEs to integrate better into the internal market and to internationalise
 - integration of SMEs into the internal market
 - SMEs ' exports to third countries
- 7. other measures
 - promoting SME access to the information society
 - facilitating SME access to public markets
 - development of an enterprise culture

USAID also recognizes the **importance of youth** in making and sustaining the transition to democracy and open markets.

The grant planned for the Balkan region will help young people who face challenges as they struggle to overcome decades of ethnic strife and political and social upheaval.

New partnerships with the emphasis on engaging the public, private and civil society sectors is an approach which is the only way to generate lasting results.

Education is a crucial factor determining economic and social progress and equality of opportunity in our societies. It becomes of utmost importance in the digital age to ensure life-long-learning and the emergence of new generations of creators, researchers and entrepreneurs and to empower all citizens to play an active role in the information society. This process starts in schools. So the step forward should be to further accelerate this process and turn digital literacy into a basic competence for all young people.

Three areas are concerned:

1. mastering the internet and multimedia resources
2. using new resources to learn and acquire new skills
3. acquiring key skills
 - collaborative working
 - creativity
 - multidisciplinary
 - adaptiveness
 - intercultural communication
 - problem-solving

In countries in transition, the educational system must create a favourable environment for pupils and teachers at the same time to fully benefit from new technologies including equipment, access, contents, services and on the way they are used. Educational contents could draw strengths from cultural and linguistic diversity. Success will depend on the involvement of teachers, school managers and the willingness of industry to work together with the education sector mainly through private-public partnership to supply high-quality, tailor -made products and services and contents.

"eEurope is a roadmap to modernize our economy. At the same time, through its eLearning component, it offers everyone, but particularly young people, the skills and tools they need to succeed in the new knowledge based economy" Romano Prodi, President of the European Commission, said on behalf of the eLearning initiative of the European Commission which seeks to mobilize the educational and

cultural communities, as well as the economic and social players in Europe, in order to speed up changes in the education and training systems towards knowledge-based economy.

This is why the young people are to be supported in their efforts to be involved in the processes of change. So, as well as providing all levels of skills training, government and industry should have a joint commitment to providing training to underrepresented sectors of the population and other potential knowledge pools like women, the long term unemployed and young people.

Why youth?

Because youth make up more than 40 per cent of the world's total unemployed. There are 66 million unemployed young people in the world today.

"Young people are turning to the informal sector for their livelihood, with little or no job protection, benefits, or prospects for the future" Kofi Annan, United Nations Secretary-General.

What are your ideas, suggestions, projects which could benefit young people's employment?

Only jobs give decency to the human being. Job opportunity secures prosperity and security.

The guidelines set up by the ILO, United Nations Secretariat and the World Bank task force focused **on five policy areas:**

1. incorporating youth employment into development strategies, including major United Nations system initiatives
2. promoting youth employment in poverty reduction programmes at the country level
3. improving the impact of education and training on youth employment
4. generating opportunities for young people through information and communication technologies
5. bridging the gap between the informal sector and the knowledge economy

Let us now have a look at Croatia.

Table 1. Employment in companies in 2000

no. of employees	no of SMEs	%	no. of employees in SME	%	total income in %	profit in %
0-9 micro	49 540	86.61	113 305	15.44	18.84	25.72
10-49 small	5 735	10.03	114 355	15.58	21.06	17.93
50-249 medium	1 516	2.65	166 649	22.71	19.92	14.01
250 - big	411	0.72	349 452	46.26	40.18	42.34
TOTAL	57 202	100	743 761	100	100	100
SMALL BUSINESS	56 791	99.28	394 309	53.73	59.82	57.66

Table. 2. Number of companies (January-September 2001)

description	number	%	No. of employees	%
big	521	0.9	307 173	42.8
medium	1 696	3.1	160 553	22.4
small	53 370	96.0	250 084	34.8
TOTAL	55 587	100	717 810	100

Table 3. Number of companies (1996-2001, January-September)

year	1996	1997	1998	1999	2000	2001
big	528	558	548	574	556	521
medium	1 500	1 730	1 784	2 075	2 044	1 696
small	60 081	62 501	59 718	57 323	56 173	53 370
TOTAL	62 109	64 789	62 050	59 972	58 773	55 587
SMALL BUSINESS	61 581	64 231	61 502	59 398	58 217	55 066

Table 4. Number of employees in companies (1996-2001, January-September)

year	1996	1997	1998	1999	2000	2001
big	353 753	346 248	331 865	316 410	312 529	307 173
medium	170 313	172 996	172 460	158 748	158 087	160 553
small	212 443	223 151	231 596	241 037	271 240	250 084
TOTAL	736 509	742 395	735 921	716 195	741 856	717 810
SMALL BUSINESS	382 756	396 147	404 056	399 785	429 327	410 637

CONCLUSION

The small business sector is the only sector in the Croatian economy which has recorded positive business results. The number of employees has shown an increase only in the small business segment.

The unemployment rate in Croatia is +/- 420,000 unemployed.

It is also estimated (in the first Study of poverty and income distribution in Croatia), that the level of total households expenditures – after paying for essential non-food expenditures, just attain minimal nutritional needs, and it is this level which therefore represents an absolute poverty line.

Less than 10 per cent of Croatia's population fall below this national specific poverty line, and the report shows it would be affordable for the country to eliminate absolute poverty. It presents the historical and political context for understanding poverty, which examines Croatia's independence conditions, war consequences and post-war economic policies, to determine the poverty scale and profile, and economic causes of poverty, to form the basis for a social assessment.

Macroeconomic and structural policies were the key determinants of weak employment growth and labour market policies have worsened the negative impact of macro-policies on income distribution.

Policies to foster opportunities should include a sustained macroeconomic stability, creation of an enabling environment for private businesses, an increased flexibility of the labour market, and increased investment in human capital.

SMEs play a major role in providing young people with their first job.

SMEs are the most important source of employment growth.

SMEs generate between 65 and 85 per cent of value added in EU countries.

SMEs generate 75 per cent of the turnover in the EU.

SMEs will provide the largest number of jobs in the services sector in the future.

Effective vocational training for SMEs requires a strong market influence on supply.

Technological development is not an end in itself. One cannot speak of technical or scientific "progress" if it is not directly beneficial to the population.

In our societies many needs are poorly satisfied, for instance in assistance to people, protection of the environment, and improvement of the quality of life.

By targeting these needs new activities will be generated which could lead to the creation of as many as 3 million jobs in Europe.

Research and technological innovation also have a crucial role to play.

In Europe one in two people out of work is long-term unemployed as against one in ten in the United States of America and one in six in Japan.

There is a danger that the gap between people with jobs and those without will become wider, posing a threat to social cohesion in Europe.

It is therefore absolutely essential to give a second chance to men and women - young persons as well, who are at risk of social exclusion.

Wherever technology is placed at the service of employment, attention must therefore also be given to social renewal.

Youth is the key actor in security building by opening the front line of new opportunities, which finally benefits overall prosperity of one nation.

All our youth is the safeguard of our future.

—

*Валентин Подвысоцкий, Украинский союз промышленников и предпринимателей,
Украина*

***(Development of Small and Medium Businesses in Ukraine – A Strategic Direction in
Employing Youth, by Valentyn Pidvysotsky, All-Ukrainian Union
of Industrialists and Entrepreneurs, Ukraine)***

Формирование государственной политики поддержки малого бизнеса в Украине началось в 1991 году с принятия Закона Украины “Про предпринимательство” и создания Государственного комитета Украины по содействию малым предприятиям и предпринимательству. Закон Украины “Про предпринимательство” определил общие правовые, экономические и социальные принципы, условия осуществления предпринимательской деятельности, а также определил правовые основы государственного регулирования и поддержки предпринимательства, взаимоотношений субъектов предпринимательской деятельности и государства. С целью реализации государственной политики содействия развитию предпринимательства, в том числе малого бизнеса, в марте 1993 года Кабинетом Министров Украины была утверждена первая Программа государственной поддержки предпринимательства в Украине.

Закон Украины “Про государственную поддержку малого предпринимательства” определяет, прежде всего, макроэкономические задачи этой политики. Так, целями государственной поддержки малого предпринимательства являются:

- создание условий для позитивных структурных изменений в экономике Украины;
- содействие в формировании и развитии малого предпринимательства, становление малого предпринимательства как приоритетной силы в преодолении негативных процессов в экономике и обеспечение позитивного постоянного развития общества;
- поддержка отечественных производителей;
- формирование условий для обеспечения занятости населения Украины, создание новых рабочих мест, предотвращение безработицы.

Исходя из этого, Закон устанавливает следующие направления государственной поддержки малого предпринимательства в Украине:

1. формирование инфраструктуры поддержки и развития малого предпринимательства, организация государственной подготовки, переподготовки и повышения квалификации кадров для субъектов малого предпринимательства;
2. установление системы льгот для субъектов малого предпринимательства;
3. внедрение упрощенной системы налогообложения, бухгалтерского учета и отчетности;
4. финансово-кредитная поддержка малого предпринимательства;

5. привлечение субъектов малого предпринимательства к выполнению научно-технических и социально-экономических программ, осуществление поставки продукции (работ, услуг) для государственных и региональных нужд.^{49*}

Разработанная на основании упомянутого закона Национальная программа по содействию в развитии малого предпринимательства в Украине устанавливает более конкретные задачи.

Основными задачами Программы являются:

- создание государственной системы развития и поддержки малого предпринимательства;
- создание условий для развития малого предпринимательства в регионах;
- содействие в создании новых рабочих мест субъектами малого предпринимательства;
- поддержка деловой и инвестиционной активности, развитие конкуренции на рынке товаров и услуг;
- привлечение к предпринимательской деятельности женщин, молодежи, пенсионеров и др.
- активизация финансово-кредитных и инвестиционных механизмов, поиск новых форм финансово-кредитной поддержки малого предпринимательства;
- формирование региональной инфраструктуры развития и поддержки малого предпринимательства;
- создание условий для развития малого предпринимательства;
- создание условий для развития малого предпринимательства в производственной сфере, в том числе на базе реструктуризированных предприятий.

Ожидаемыми результатами реализации Программы является ускорение развития малого предпринимательства, использование его потенциальных возможностей, превращение его в действующий механизм решения экономических и социальных проблем, содействие структурной перестройке экономики, постоянная тенденция увеличения количества малых предприятий, уменьшение уровня теневого оборота в сфере малого предпринимательства, увеличение вклада малого предпринимательства в экономику Украины, позитивное влияние на решение проблем безработицы, насыщения отечественного рынка товарами и услугами, усовершенствование экономической базы регионов.

⁴⁹ Закон Украины “Про государственную поддержку малого предпринимательства”, 19 октября 2000 г.

Важным инструментом государственной политики поддержки малого предпринимательства на местном уровне являются региональные программы, которые предполагают решение ключевых задач в сфере государственной поддержки малого предпринимательства в регионах, в особенности – законодательного обеспечения, финансовой поддержки, создание инфраструктуры, кадрового и ресурсного обеспечения на местах. Программы рассматриваются и утверждаются на сессиях соответствующих Советов органами местного самоуправления. Финансовое обеспечение региональных программ осуществляется за счет региональных и местных бюджетов, средств всеукраинского и регионального фондов поддержки предпринимательства, других фондов, средств региональных центров занятости, кредитов банков, средств, полученных от приватизации государственного имущества, иностранных инвестиций, международных фондов, средств региональных общественных объединений предпринимателей, а также за счет собственных средств исполнителей отдельных проектов и подпрограмм.

YOUNG ENTREPRENEURS SCHEME YES

by Monty Tinsley, Young Entrepreneurs Association, Ireland

Aims of YES

- Develop self-confidence and self-esteem amongst second-level students
- Encourage their initiative, creativity and entrepreneurial skills especially the ability to see a business opportunity
- Create a culture where young people will more readily think of setting up their own businesses in the future
- Help young people to cope with the constantly changing employment situation

Background to YES

- Population of Ireland – almost 4 million
- Approximately 750 second-level schools
- When YES started in 1991, Ireland was experiencing:
 - Very high unemployment
 - High emigration
 - Poor economic growth

Scale of YES

- YES started in 1991 in one school with 30 students
 - In 2001/2:
 - 250 schools
 - 8,000 students
 - 2,000+ businesses
- To date, about 60,000 second-level students have set up a business through YES

What YES Students Do

- Set up a real business on their own or with others (maximum 5 per team)
- Sell a product or service in school or outside
- Keep accounts
- Write a business report
- Mount an exhibition

YES Participants & Categories

Aimed primarily at second-level school students in three categories:

- Junior - Age 12/13
- Intermediate - Age 13/15
- Senior - Age 15/18

YES Timetable

- Launch YES in September (start of school year)•School Market day - December
- School competitions - January
- County competitions - March •Regional competitions - April (under review)
- National Final – May

YES Supports

- Booklet for students & parents
- Detailed handbook•Tips for teachers
- Comprehensive website: <www.yes.ie>
- Helpline for teachers, students, coordinators, parents

Examples of YES Businesses

- Art / craft•Knowledge / publications •Food related•Teaching
- Information technology
- Home services
- Advertising
- Retailing

YES Judging Criteria

Businesses are judged on:

–Initiative (25%)–Research (15%)–Quality (10%)–Performance (25%)–Presentation (25%)
Based on Business Report, Interview and Exhibition

Why Students Enter YES

•Challenge•Thrill of selling•Money (from loss to €1,000+)•Recognition •Winning

Benefits for Students

- Self confidence and self esteem
- Experience of relating to adults
- Experience of team-working / problem solving
- Self - knowledge
- Fun
- Helps first-year students to integrate
- Non-academic student can do very well•Very useful on CV

Benefits for Teachers

- A challenging activity for students
- Seeing students grow
- Competition
- Many students rely on own resources
- Flexible programme
- Promotes business subjects•Brings studies to life

Benefits for Parents

- Their children:
- Develop and grow
 - Become absorbed in creative activity
 - Learn to work with others
 - Learn to solve problems
 - Have fun
- Also parents can get involved in promoting & assisting YES at all levels

Administration & Funding

- Voluntary national organising committee – parents and teachers
- State-funded enterprise boards help co-ordinate YES at county level
- Teachers run YES within schools
- Total annual cost is about €300,000 derived from sponsorship, state and voluntary inputs.

Potential for Other Countries

- YES willing to share its know-how and experience
- Important to get support of teachers and school authorities
- Must blend into school year and be focused
- Sell benefits to stakeholders
- Sponsorship opportunities at school, regional and national levels
- Start on pilot basis at sub-regional level
- Tailor scheme to local needs and conditions
- Develop in line with a 3-5 year plan

BOX 14 : REAL (RURAL ENTREPRENEURSHIP THROUGH ACTION LEARNING)

Introduction

“The education gap is the biggest gap, not capital.” This is how a funding representative described the region that includes Albemarle, North Carolina, the home of Stanly Community College. He was referring to the fact that, in the wake of textile decline, there is potential for businesses to develop if the right people with the right ideas and the right resources are there to start them. One of those “right” resources is the practical training program known as Rural Entrepreneurship through Action Learning, or REAL.

REAL was established in the 1980s in rural communities in Georgia and North Carolina. The curriculum is now offered in more than 30 states by community colleges and high schools. What is new and exciting about REAL at Stanly is the community support it has received and the leadership that drives it. With both local support and strong leadership, fledgling entrepreneurs enter the business world with a greater chance of success. In fact, REAL programs have very good success rates: 87 percent of business ventures started by REAL graduates since the early 1990s are still in operation. In contrast, 20 percent of the business ventures succeed that have been started by graduates of other programs at the college or by community members with little or no business training.

Community Background

Rural North Carolina’s economy historically was very dependent on the textile industry famous for its paternalism toward its employees. The company surrounded employees with a family-like atmosphere in which they could find the resources they needed, but by doing so, created a dependency on the company. The decline of the textile industry in this region has meant restructuring of not only the economy but the attitudes of its residents.

The year 1995 saw the loss of 2,600 textile jobs in the area. In 2001, an additional 2100 jobs were lost in this industry. Such a loss severely affected Stanly County’s economy—which now is rebounding, thanks to developing agriculture and small business interests. The REAL program, with its flexible scheduling, is of particular appeal to students who might not otherwise have the time or resources to invest in themselves, much less a business. Sixty percent of the program’s participants are women, and 35 percent of program participants have incomes under \$20,000. Special attempts also are being made to invite minority participants to come into the program. Stanly’s REAL program is an alternative to big business supporting local economies. As one funding agent commented:

It’s motivated for the right reasons. Bigger is not better and this goes beyond looking for big companies to solve problems. Small companies who deal with customers are the backbone of America.

Program Description

REAL works by giving students hands-on, customized training and assistance. REAL facilitators help make a student’s specific business dreams become realities. The course of study offered at Stanly, and now in neighboring Union County, is a practical applications program that can culminate in the opening of a new business venture.

Courses generally meet one evening a week at times convenient for students who have employment or home responsibilities. The course begins by establishing the background necessary to open a business: market analysis, writing business plans, target populations. After graduation, students take their ideas and business plan to the bank. Through the North Carolina Rural Center, graduates have had access to a micro-enterprise revolving loan fund, where loans from \$250 to \$25,000 can be applied towards their new business improvement plan. The revolving fund operates on a short-term basis, and repayment is expected within the first five years. This ensures that the fund has sufficient capital for successive classes of REAL students.

In addition to the REAL facilitator at Stanly, further assistance and support comes from several community organizations, all seeking to help new businesses get started and further enrich the local economy. One of the most supportive agencies, and a good source of networking opportunities, is the Stanly County Chapter of the REAL Alumni Association. The Alumni Association was started by graduates of the first Stanly class in 1994. The graduates meet periodically to network and draw support from each other, discuss business ideas and get helpful feedback from their REAL colleagues. Other valuable sources of support include the Small Business Center Network and the Community Support Team.

The value of community support and commitment—not just to the program but to the graduates themselves—cannot be overlooked. Contributions, such as the Bank of Stanly’s financial contributions towards training, or Concord Telephone Communication’s \$50,000 donation towards the Stanly Community College (Stanley CC) Small Business Development Center (SBDC) prove the willingness of the community to invest in itself and rebuild its economy upon a foundation of small, local owned and operated enterprises. Stanly CC held its first REAL summer camp for high school students in 1998, the Stanly County REAL Youth Entrepreneurship Summer Camp. Such steps are important indicators of community interest in and support for programs that help build the local economy.

The positive effects of the program are also “real.” Since 1993, REAL graduates have started more than 40 new businesses in Stanly County, creating over 80 to 100 new jobs for the local economy.

Strengths, Challenges and Replicability

The community’s financial support and Stanly’s leadership are the driving forces that maintain this program and contribute to strong outcomes. However, there are areas where the program could improve. An important indicator of long-term program sustainability will be how well the program trains its students to move with technological innovations, especially e-commerce and web-based business practices. REAL North Carolina (which coordinates and assists the program throughout the state) is introducing e-commerce modules and working on the development of an online REAL curriculum.

The REAL program is well-established across the country and highly adaptable to local circumstances. The Stanly Community College REAL program shows the particular success that comes from strong regional business support of the REAL concept.

For more information, contact:
CHARLIE COSGROVE, DIRECTOR, REAL
STANLY COMMUNITY COLLEGE
704-982-0121 X260 - PHONE
704-991-0260 - FAX
COYGROCE@STANLY.CC.NC.US

*Вадим Костюченко, Украинская социал-демократическая молодежь,
Украина*

*(Preparing A New Generation of Politicians and Entrepreneurs
by Vadim Kostyuchenko, USDY, Ukraine)*

Имею честь представлять на сегодняшнем уважаемом Форуме общественную организацию "Украинская социал-демократическая молодежь" – одну из наиболее известных в Украине общественных молодежных организаций, созданную в 1992 году. Сегодня организация имеет свои представительства во всех областях страны и насчитывает в своих рядах свыше 67 тысяч членов.

Главными целями организации является подготовка политиков и управленцев нового поколения, создание благоприятного климата для молодых предпринимателей, отстаивание интересов молодежи в центральных и местных органах власти.

Деятельность нашей организации является разноплановой, в частности, мы реализуем программу развития молодежи через просветительство (организация различных научно-практических семинаров, форумов, "круглых столов", встреч с известными личностями), привлечение к занятиям спортом и через проведение культурно-массовых мероприятий (организация выставок, туристических походов, различных молодежных акций).

Но самым главным критерием работы организации является направленность на социальную защиту молодежи. А украинскую молодежь больше всего беспокоят такие социальные аспекты, как: трудоустройство, помощь в развитии собственного бизнеса, предоставление льготных кредитов для строительства жилья, проблемы обучения и получения качественной медицинской помощи.

"Украинская социал-демократическая молодежь" уделяет особое внимание развитию молодежного предпринимательства в Украине.

Как свидетельствует статистика, на конец 2001 года в стране насчитывалось более 3,2 миллиона представителей только малого бизнеса, не считая десятков тысяч средних и крупных предприятий. Но лишь 5 % лиц в возрасте от 18 до 28 лет занимаются предпринимательской деятельностью, а более 35 % молодежи являются безработными (по данным независимых общественных организаций их значительно больше), из них - 40 % имеют высшее образование.

Тех, кто желает заняться предпринимательской деятельностью, среди молодежи 40-45 %. К сожалению, нехватка необходимых знаний в вопросах законодательства, налоговой системы и юридических вопросов, отсутствие действенной системы поддержки легального бизнеса, сдерживают развитие молодежного предпринимательства.

Самым масштабным проектом, реализуемым нашей организацией в Украине совместно с общественно-политическими организациями, является проект «Кадровый резерв «Новая сила Украины». Данный проект является широкомасштабным кадровым исследованием на территории страны, направленным на выявление наиболее эффективных предпринимателей и управленцев как среди тех, кто уже успешно работает, так и среди перспективных молодых людей (особенно студентов высших учебных заведений Украины).

Необходимость реализации проекта «Кадровый резерв «Новая сила Украины» связана с отсутствием системы отбора и помощи молодым

развития страны в ближайшее время понадобится как минимум 15 тысяч молодых управленцев, из которых 3 тысячи составят кадровый резерв Украины.

Таким образом, возникла потребность создания Единой информационной базы данных лучших управленцев и предпринимателей Украины с целью рационального использования организационных и управленческих ресурсов своих граждан для успешного развития национальной экономики.

Проект реализуется на всей территории Украины и осуществляется по трем направлениям:

1. Реально работающие менеджеры и руководители различных бизнес-формирований Украины.
2. Руководители региональных государственных управленческих структур всех уровней.
3. Молодые специалисты (аспиранты и выпускники высших учебных заведений) и начинающие молодые предприниматели.

Для каждой из групп разработана специальная программа, которая отвечает самым суровым требованиям передовых методов исследования аудиторией.

На первом этапе проводился набор конкурсантов по трем основным каналам:

- через систему адресной рассылки по высшим учебным заведениям, государственным учреждениям и коммерческим организациям с приглашением принять участие в конкурсе,
- через созданные организационные комитеты,
- через официальный сайт проекта.

Каждый желающий принять участие в конкурсе мог заполнить анкету и отправить ее на рассмотрение организационного комитета.

По итогам первого этапа отбора формировались региональные списки участников и календарная сетка проведения первых отборочных туров в регионах.

На втором этапе проводились отборочные туры, которые представляли собой серию собеседований с участниками, в ходе которых выявлялись дальнейшие участники конкурса. Все, кто успешно прошли собеседование, зачислялись в Кадровый резерв первого уровня.

Третий этап проекта – проведение региональных конкурсов по специально разработанной методике, в результате которых оглашались списки участников итоговых конкурсов, и проводились зачисления в Реестр регионального кадрового резерва второго уровня.

На четвертом этапе проводился конкурс среди победителей региональных отборочных туров для формирования Государственного кадрового резерва управленцев и предпринимателей высшего звена.

Победителям последнего конкурса (50 человек, отобранных Экспертным Советом и Центральным комитетом, состоящим из известных политиков и бизнесменов Украины) будет предложено трудоустройство в крупнейших учреждениях и организациях, а также будет оказана помощь молодым действующим и начинающим предпринимателям в организации собственного дела.

Полученный в результате реализации проекта реестр кадрового резерва будет передан в органы государственного управления и специально созданные центры, куда могут обращаться учредители новых и руководители действующих организаций при формировании или обновлении кадров руководящего состава.

Первоочередной доступ к Реестру кадрового резерва получают такие структуры как Администрация Президента Украины, Верховная Рада Украины, Кабинет министров Украины, а также партнеры проекта.

Всего приняло участие в проекте около 4500 человек, внесено в реестр - 3424 человека (из них молодые люди до 28 лет составляют свыше 92 %).

Следует отметить, что данный проект рассчитан на несколько лет, и полученные реестры будут систематически обновляться.

Главным достижением проекта стало выявление молодых талантливых и энергичных молодых людей, которые хотят и готовы работать на благо своей Родины. К тому же, государству не придется тратить средства на пособия по безработице, наоборот, страна получает новые рабочие места и дополнительные поступления в виде налогов для развития государственных социальных программ.

Среди других программ развития молодежного предпринимательства, реализуемых нашей организацией в Украине, является создание в городе Львове Общественной приемной для предоставления юридических консультаций людям по всем вопросам, в том числе молодежного предпринимательства.

Только за 2001-2002 года юристами Общественной приемной было принято и оказана юридическая помощь более чем 2000 человек (из них 8 % по вопросам молодежного предпринимательства).

Также "Украинская социал-демократическая молодежь" регулярно проводит семинары по вопросам развития молодежного предпринимательства практически во всех регионах страны с привлечением известных политиков, юристов и экономистов, представителей органов местной власти.

Успешное выполнение данных программ убедило руководство организации в необходимости систематизировать накопленный опыт и разработать проект, охватывающий территорию всей страны, конечно, с учетом географических, экономических, социально-культурных особенностей регионов, а также ошибок, допущенных при реализации вышеуказанных программ.

Таким проектом общественной организации "Украинская социал-демократическая молодежь" в рамках утвержденной программы развития молодежного движения в Украине в 2002-2004г.г. является создание Молодежных центров во всех регионах страны.

На первом этапе планируется предоставлять юридическую и психологическую помощь молодым предпринимателям, особенно тем, кто только начинает свой путь в бизнесе.

Акцент на юридической помощи молодым представителям малого и среднего бизнеса делается неспроста, так как в Украине существует правовой нигилизм. Истоки этого явления надо искать в недавнем прошлом нашей страны, когда слова "предприниматель" и "бизнес" считались крамольными. Если к этому добавить проблему подготовки молодых правоведов (с одной стороны, большинство учебных заведений, готовящих юристов, не имеют традиций и материальной базы для их подготовки, с другой стороны – будущие специалисты не имеют возможности получить определенный опыт в юридической работе), то общественное значение этого вопроса резко повышается.

Оказание юридической помощи молодым предпринимателям будет осуществляться по следующим направлениям:

- 1) ***Помощь в регистрации и перерегистрации предприятий, в том числе разработка и приведение в соответствие с действующим законодательством учредительных документов и внутренних нормативных положений.***

Особое внимание будет уделяться оказанию помощи представителям молодежи в сельской местности при регистрации и перерегистрации сельскохозяйственных предприятий. Вопросы создания новых предприятий (крестьянских фермерских хозяйств, сельскохозяйственных кооперативов, частных хозяйств), реорганизации предприятий, выделения земельных и имущественных паев в

реорганизованных хозяйствах, выделение имущества в натуре, получения земли в собственность или в аренду очень актуальны в аграрном секторе Украины, а возможность получения квалифицированной юридической консультации в сельской местности практически отсутствует.

К примеру, по данным Государственного комитета статистики средняя заработная плата за 2001 год (январь-ноябрь) в Украине составляла 304 гривны 90 копеек (около 57 долларов США), а максимальная стипендия – 72 гривны (13,5 долларов США). Учитывая тот факт, что стоимость регистрации предприятия в зависимости от формы собственности и местоположения колеблется от 100 до 200 долларов США, то среднестатистическому гражданину Украины надо работать 2-4 месяца, а студенту - молодому человеку до 23 лет – целый год. При этом человек не должен иметь расходов (на жилье, продукты, одежду, другое), иначе срок, в течение которого он должен работать для открытия своего дела, неминуемо увеличивается.

2) Бесплатная юридическая консультация. Консультации планируется осуществлять напрямую и при помощи технических средств связи.

Юридическая консультация молодых предпринимателей напрямую будет осуществляться в специальной приемной, где на постоянной основе будут работать опытные юристы. Одновременно планируется направление молодых юристов на стажировку для приобретения необходимого опыта и практических навыков работы с субъектами хозяйственной деятельности.

При помощи технических средств связи предоставление юридических консультаций планируется осуществлять через Интернет (с этой целью создается центральный сайт со страницами для каждой региональной организации) и телефон (создание телефонной бесплатной правовой службы).

Применение технических средств связи позволит эффективно и быстро консультировать представителей малого и среднего бизнеса, особенно из дальних городов и сел Украины.

Кроме того, реализация этого направления позволит создать несколько сот рабочих мест и возможность стажироваться до 500 молодым юристам в год, то есть тем, кто через год-два создадут собственный бизнес или будут работать юристами-правоведами в иностранных и украинских компаниях на благо страны.

3) Разработка и изготовление специальной методической литературы.

Одной из самых главных проблем, которые возникают у предпринимателей, является недостаток информации. Это явление возникает вследствие того, что:

- нормативные акты ряда ключевых государственных органов исполнительной власти (Государственной налоговой администрации, Государственного таможенного комитета, другие) публикуются только в специальных газетах и небольшим тиражом;
- стоимость многих изданий, которые не только публикуют нормативные акты, но и комментируют их, не всегда по карману простому предпринимателю, особенно начинающему;
- слабо применяются информационно-правовые системы в предпринимательской деятельности. Это связано с дороговизной подобных систем (напоминаем - средняя заработная плата в Украине составляет около 57 долларов США), а максимальная стипендия – 13,5 долларов США).

Если вышеуказанные проблемы не очень актуальны в столице – городе Киеве, и в ряде других городов - важных финансовых центров страны, то в целом по Украине данная проблема стоит остро.

С целью минимизации проблем информационного голода предпринимателей – наша организация в рамках создаваемых Молодежных центров планирует :

1. Создание правовых библиотек, где можно будет бесплатно воспользоваться необходимой юридической (и бухгалтерской) литературой, газетами и журналами;
2. Изготовление и издание консультационно-методической литературы для бизнесменов.

В данный момент продолжается разработка методических учебников :

- по нестандартным ситуациям в гражданском, трудовом, финансовом, земельном, уголовном и законодательстве о предпринимательской деятельности,
 - по овладению основами государства и права,
 - правового учебника для начинающих предпринимателей.
3. Проведение специализированных правовых программ, направленных на информирование предпринимателей о последних изменениях в законодательстве, консультаций по наиболее актуальным вопросам.

На данный момент лишь несколько общественных и политических организаций занимаются правовым просвещением людей, но к сожалению, программы сориентированы не на предпринимателей, а на всеобщее информирование людей о принятых нормативных актах.

Поэтому потребность в специальных телевизионных программах для предпринимателей очень высока. С целью создания подобных телевизионных программ "Украинская социал-демократическая молодежь" активно сотрудничает с рядом телерадиокомпаний, как общенациональных, так и местных.

Необходимо регулярное проведение во всех региональных представительствах семинаров-тренингов, лекций и деловых игр для студентов высших учебных заведений и начинающих предпринимателей с целью получения ими теоретических и практических навыков по правовым и экономическим вопросам для дальнейшего их применения в бизнесе.

Для проведения подобных мероприятий планируется привлечение к сотрудничеству преподавателей высших учебных заведений, политиков, представителей местных органов власти, руководителей бизнес - структур, психологов, представителей общественных организаций.

Кроме предоставления юридической помощи молодым предпринимателям, планируется предоставлять и психологическую помощь. Обратив особое внимание на предооставление этого вида помощи в контексте правовой помощи предпринимателям заставляют публикации в средствах массовой информации о фактах ошибочных решений проверяющих органов, вследствие чего у предпринимателей, работающих в обстановке напряжения и стресса, ухудшается здоровье и морально-психологическое состояние.

К сожалению, не существует статистики – сколько ломается человеческих судеб, в результате чиновничьего беспредела и неправильно принятых ими решений, но все сходится в одном – немало. Но в таких случаях государство теряет людей, создающих рабочие места и платящих налоги – верных помощников в деле построения правового демократического государства. Поэтому предоставление психологической помощи предпринимателям поможет снять остроту этого вопроса.

Учитывая вышеизложенное, хочется отметить, что наша организация заинтересована всесторонне и активно развивать отношения со всеми организациями, как государственными, так и общественными с целью обмена опытом и выработки плана действия для всех участников Форума.

Все это поможет не только развивать молодежное движение в наших странах, внедряя в жизнь достижения других стран (учитывая национальные особенности), но и станет шагом в деле построения Единой Европы.

Верим, что сегодняшний Форум в будущем станет постоянно действующей организацией, которая будет способствовать развитию молодежного движения и реализации молодежных программ в Европе.

YOUTH ENTREPRENEURSHIP IN THE REPUBLIC OF AZERBAIJAN. ACTIVITIES OF THE INDEPENDENT CONSUMERS UNION AND CENTRE FOR YOUTH STARTING UP OWN BUSINESS

*by Fuad Husseynov, Independent Consumers Union Centre for
Youth Starting Up Business, Azerbaijan*

The Independent Consumers Union (ICU) is a non profit making, independent organization, created on 31 January 1997 and registered with the Ministry of Justice of the Azerbaijani Republic. The aims of ICU are to defend the rights of consumers and to protect the goods market from products and services hazardous to human life and environment. These goals are realized through active public education policies.

Azerbaijan is a newly formed Republic, which is on the way of transition from a centrally-planned to a market economy. This is why small and medium-sized businesses and entrepreneurship are the main driving forces of building and developing a market economy.

Taking into consideration the current situation in Azerbaijan, the Centre for Youth Starting up own Business was established on 5 February 2001. The main goal of the Centre is to bring together young people and assist them in acquiring basic business knowledge. Being involved in studying business and, afterwards, working on starting up their own businesses, young adults are protected from risks that they face, including poverty, drug-addiction, and criminalization.

The following activities have been carried out by the Centre:

- Seminars on business management

The Centre has organized 4 seminars on business management. As a result of the seminars, the number of its members has increased by 20 per cent.

The following seminars have been organized:

- The role of marketing in starting-up a business
 - Specific features of transition from planning to market economy
 - Basic principles of business management
 - Methods of preparing business plans
- Volunteering

The most active members of the Centre volunteered for ICU. Participating in different projects of ICU, young men and women enrich their knowledge about consumer rights, gain experience in the business sphere and make contacts with national and foreign partners.

The Centre plans to establish an independent non-governmental organization (“Union of Youth Starting Business” - UYSB), create regional offices and employment agencies for young adults interested in business.

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Людмила Беленок, Киевский молодежный бизнес-центр, Украина

*(Youth Entrepreneurship Development in Ukraine: Positive Past Experience and New Challenges,
by Lyudmyla Belenok, Youth Business Centre, Ukraine)*

Я представляю молодежную организацию «Киевский молодежный бизнес-центр». Свой доклад я хотела бы начать с маленького представления моей большой и многоликой страны, расположенной на востоке Европы. Украина – молодое государство, обладающее большим потенциалом, история которого насчитывает всего 11 лет. Сегодня осуществляется переход от командно-административной системы к рыночным формам хозяйствования. Общественно-политический строй – демократия. Проживает у нас 49,3 млн. человек.

На этом форуме хотелось бы обсудить пути решения социальных проблем современной молодежи. Затронутая на форуме тема требует решения как в нашей стране, так и во многих странах, поскольку каждый из нас является важной и ценной частью единого мирового пространства. Мы, как и наше государство, - молоды и не имеем опыта построения цивилизованного рынка. Поэтому мы заинтересованы научиться у вас, обменяться опытом и разумно подойти к решению этих проблем, объединив наши усилия.

Я хотела бы рассказать о нашей организации, о тех задачах, которые нам необходимо решить. Идея ее создания возникла еще в 1997 году и была вызвана объективной необходимостью.

Несмотря на общие позитивные тенденции улучшения показателей экономического развития страны, уровень благосостояния населения Украины по сравнению с другими европейскими странами остается очень низким. По данным мониторингового опроса населения Украины о социальном положении молодежи, проведенного Украинским институтом социальных исследований и Центром "Социальный мониторинг" в 2000 году, среднемесячный доход на одного члена семьи составляет (в эквиваленте) у 21% семей - 30 дол. США, у 20% не превышает 50 дол. США.

Острой остается и проблема безработицы, которая колеблется в границах 18-21%.*, распространяется трудовая миграция.

Мы понимаем, что одним из коротких и перспективных путей перехода к рыночной экономике, повышению благосостояния людей, снижению безработицы является развитие предпринимательства.

В Украине в сфере малого бизнеса занято около 2,1 млн. чел., более 1 миллиона индивидуальных предпринимателей, а производится всего 7% ВВП. На 1000 человек населения мы имеем 3 малых предприятия, что в 6-10 раз ниже таких же показателей в развитых странах. Причин, которые тормозят развитие, много:

- несовершенство законодательства;
- сложная система налогообложения;
- частые проверки государственных контрольных органов;
- неразвитость внутреннего спроса;
- недостаток оборотных средств;
- отсутствие необходимого (а для молодежи стартового) капитала, недоступность и высокие процентные ставки по кредитам;

- недостаточный образовательный уровень, отсутствие бизнес-планов при создании предприятий;
- низкий уровень предпринимательской культуры;
- психологическая неподготовленность для работы в бизнесе.

Поэтому мы считаем, что неоценимый вклад в развитие этой сферы может внести молодежь.

Сегодня доля молодежи, которая вовлечена в бизнес, очень мала. Лишь 3% респондентов в возрасте 18-28 лет официально занимаются предпринимательской деятельностью, 8% имеют небольшой, преимущественно негативный, опыт создания собственного бизнеса.

Аналогичные показатели вовлечения в бизнес среди старшего поколения. Но в то же время основные причины медленного развития предпринимательства среди указанных возрастных групп существенно отличаются. Если молодых людей сдерживают, прежде всего, недостаток необходимого капитала (44%) и неблагоприятные условия для предпринимательской деятельности (23%), то среди 29-50-летних граждан 43% не хотят заниматься бизнесом вообще ни при каких обстоятельствах, а среди пожилых людей таких свыше 80%.

По результатам социологического опроса выяснилось, что среди факторов, которые препятствуют молодежи заниматься предпринимательством, респонденты наиболее часто называли такие: отсутствие социальных гарантий, отсутствие поддержки со стороны государства, незащищенность от криминальных структур, произвол чиновников.

1. :
“ (: ?”)

1	Отсутствие социальных гарантий, большой риск	39
2	Незащищенность от преступного мира	30
3	Отсутствие поддержки предпринимательства со стороны государства	29
4	Незащищенность от произвола чиновников	28
5	Отсутствие возможности получать кредиты на приемлемых условиях	28
6	Часто приходится иметь дело с нечестными людьми	20
7	Отсутствие реальных возможностей развивать производство	17
8	Высокая арендная плата за помещение	16
9	Низкий спрос на продукцию	9
10	Недостаточно высокий уровень прибыльности	7
11	Отрицательное отношение к предпринимателям со стороны определенной категории общества	7
12	Отсутствие поддержки со стороны объединений предпринимателей	4
13	Отсутствие интереса к самому процессу предпринимательства	1
14	Напряженные взаимоотношения с нанимаемыми работниками	1
15	Занятие предпринимательской деятельностью несовместимое с моими политическими взглядами	-
16	Другое	16
17	Ничего не мешает	4
18	Затруднились ответить	6

Увеличение спроса на рабочие места, сокращение вакансий и неблагоприятные условия для развития предпринимательства толкают молодежь реализовать собственную экономическую активность в теневой экономике. По социологическим данным, доля молодых граждан, привлеченных ныне к неформальной, то есть официально незарегистрированной деятельности, составляет 30%, еще 32% молодых людей имеют опыт такой деятельности в прошлом.

Таким образом, на протяжении последних лет сохранялись основные отрицательные тенденции, которые определяли направления экономической активности молодежи в Украине:

- опережающие темпы роста ее вынужденной незанятости в виде зарегистрированной и скрытой безработицы;
- сокращение спроса на рабочую силу почти во всех сферах хозяйствования;
- вовлечение значительная части молодежи в част к
ращение сок

нестандартные решения. Это путь к формированию деловых качеств молодых, к дальнейшей самореализации в структурах бизнеса в условиях рынка. Поэтому мы также сосредоточили свое внимание на вовлечении молодежи к участию в общественном молодежном движении.

Участвуя в таких учебных проектах, как "Молодежная школа лидерства", ежегодно около 200 студентов и молодых предпринимателей имеют возможность получить практические знания, навыки и возможность пройти стажировку.

Также ребята могут получить полезную информацию, консультации, использовать интернет-ресурсы и возможность найти партнеров в рамках проекта "Молодежная биржа бизнес-инициатив".

Очень важно предоставить возможность молодежи заявить о себе, попробовать свои силы, найти полезные контакты, победив в конкурсных программах.

Всеукраинский конкурс бизнес-планов предпринимательской деятельности среди молодежи, который мы проводим ежегодно, изучил предпринимательский потенциал молодежи нашей страны, дал возможность оценить бизнес-проекты молодежи ведущими бизнес-консультантами и предпринимателями и получить поддержку государства.

Этот проект проводится согласно Указу Президента Украины "О мерах, касающихся трудоустройства молодежи" и финансируется Государственным комитетом по делам семьи и молодежи, Государственным комитетом по вопросам регулирования политики и развития предпринимательства, Украинским фондом поддержки предпринимательства и Киевской городской государственной администрацией. Победители социально значимых проектов представляются на получение гранта Президента Украины.

Ежегодно более трехсот молодых предпринимателей и студентов представляют на конкурс свои бизнес-планы, которые являются экономическими моделями вновь созданных или существующих предприятий в сфере малого бизнеса.

Анализ проектов показал, что наиболее привлекательными сферами для предпринимательской деятельности молодежи являются области, которые не требуют большого первоначального капитала, имеют быстрый оборот средств, не являются энерго и наукоемкими, а именно: торговля (11%), сфера обслуживания (6%), сельское хозяйство, перерабатывающее производство, производство продуктов питания (8%) и потребительских товаров (4%). Выбор указанных областей определяется, с одной стороны, закономерностями периода первичного накопления капитала, который сейчас переживает Украина, с другой – является результатом неблагоприятного инвестиционного климата.

Я хотела бы отметить интересную закономерность, что среди участников и победителей конкурса 60% - девушки. Сегодня женщины начинают активно осваивать сферу малого и среднего бизнеса (Таблица 2). Так, женщины составляют 35% предпринимателей, которые приобрели приватизированные земельные участки и занялись фермерством.

2.

	1999		2000	
	женщины	мужчины	женщины	мужчины
	57.2	67.9	58.6	69.0
в том числе				
15-19	15.4	17.1	13.7	14.9
20-24	62.5	75.3	62.7	74.0
25-29	77.6	88.4	79.4	90.1

В Украине 30% всех малых предприятий (предприятия, на которых занято от одного до 50 служащих) принадлежат женщинам и ими контролируются. Женщинам, в Украине, принадлежит большая часть средних и больших предприятий по сравнению с другими странами. Интересным также является тот факт, что 93% всех "женских" предприятий – это микропредприятия с количеством служащих, не превышающим 10 человек.

Но в то же время женщины являются уязвимой частью населения, несмотря на достаточно высокий уровень образования и традиционную активность. Поэтому возникновение новых форм и условий труда и бизнеса, которые требуют новых знаний и подходов, времени, рыночная конкуренция, материнство и обязанности воспитания детей, незначительная государственная социальная помощь и социальная нестабильность в целом свидетельствует об объективной необходимости повышения положения и роли молодых женщин на рынке труда и в бизнесе.

Также с целью привлечения молодых женщин в бизнес и обеспечения равных возможностей для женщин-предпринимателей и женских организаций, мы проводим тренинговые программы по гендерным вопросам, предоставляем информационные ресурсы в виде специализированных журналов и интернет-страниц для молодых предпринимателей.

Среди молодых людей, которые желают заниматься предпринимательской деятельностью, очень много таких, которые нуждаются в повышении уровня знаний в сфере бизнеса. Значительная часть опрошенных испытывает потребность в разнообразных учебных программах по вопросам предпринимательства.

Но на сегодняшний день наше Правительство, разумно определив приоритеты и направления развития молодого бизнеса и

Юрий Сосюрко, УКРЛИЗИНГ, Украина

(Solving Problems Facing Youth Entrepreneurship in Ukraine

by Yuriy Sosyurko, UKRLEASING, Ukraine)

Прежде всего, хочу поблагодарить организаторов Форума и лично Директора Координационной группы по оперативной деятельности Европейской экономической комиссии ООН Ларису Капицу за проделанную большую работу и усилия, благодаря которым мы смогли собраться в этом прекрасном зале Дворца Наций.

Вопросы, вынесенные на повестку дня, являются очень актуальными.

Положение молодежи в Украине характеризуется следующим.

По данным правительственных кругов и официальной статистики в украинской экономике наблюдается рост внутреннего валового продукта, промышленного производства и предпринимательского сектора. Несмотря на это, социальное напряжение в молодёжной среде не снижается, а по некоторым показателям, усиливается. Статистические данные и результаты научных исследований показывают, что основные показатели, характеризующие экономическую активность молодежи, снижаются. Несмотря на увеличение количества молодых граждан в 2000 году по сравнению с 1999 годом, уровень экономической активности молодёжи снизился на 0,5%. За последний год рост уровня экономической активности можно ожидать лишь на селе. В городах же существует тенденция к его снижению. Свыше 5,4 млн. украинских граждан до 28 лет принадлежат к трудоспособной части населения, из их числа не имеет рабочего места и не получило образования около 2,3 млн. Значительных масштабов достигла неформальная экономическая деятельность: для каждого седьмого молодого человека основное место работы находилось в теневом секторе экономики, именно в нем осуществляется дополнительная занятость молодёжи. Всего часть молодых граждан, занимающихся нерегламентированной экономической деятельностью, составляет 23% от общего числа молодежи.

Так, на конец 2001 года только 5% лиц в возрасте от 18 до 28 лет занимались предпринимательской деятельностью, более 35% молодежи являлись безработными (а по данным независимых общественных организаций значительно больше), 40% из числа безработной молодежи имело высшее образование.

Учитывая, что привлечение молодежи к предпринимательской деятельности является неотъемлемой частью социальной стратегии реформ в Украине, была разработана Государственная программа поддержки молодежного предпринимательства на 2002-2005 года, которая была принята Постановлением Кабинета Министров Украины № 536 от 12 апреля 2002 года.

Действует Всеукраинский молодежный центр развития предпринимательства, издается журнал «Молодежь и предпринимательство».

Проводятся как на региональном, так и на всеукраинском уровне конкурсы бизнес-планов предпринимательской деятельности молодежи, создаются молодежные центры труда, молодежные бизнес-центры, молодежные бизнес-инкубаторы.

Заслуживает внимания проект «Кадровый резерв» - «Новая сила Украины». Данный проект является широкомасштабным кадровым исследованием на территории страны, направленным на выявление

наиболее эффективных предпринимателей и управленцев, как среди тех, кто уже успешно работает, так и среди перспективных молодых людей (особенно студентов высших учебных заведений Украины).

На основании полученных материалов был создан Реестр кадрового резерва.

Среди других программ развития молодежного предпринимательства заслуживает внимания создание системы предоставления юридических консультаций по всем вопросам, в том числе молодежного предпринимательства.

В Украине работает Национальная телекоммуникационная сеть учебных заведений и науки Украины (УРАН). Сеть «УРАН» создавалась с целью содействия интеграции Украины в международное информационное пространство. Информационные ресурсы системы составляют каталоги электронных библиотек университетов, библиотечные системы стран Европы, системы дистанционного обучения университетов Украины, вычислительные ресурсы. С 1998 года проект «УРАН» включен в «Национальную программу информатизации Украины». В декабре 2002 года Ассоциация «Укрлизинг» с Ученым советом Национального Технического Университета Украины «КПИ» был создан Информационно-аналитический центр «Политех-Информлизинг» для информационного обеспечения бизнес-структур, в первую очередь молодежных.

Более детальную характеристику различных направлений и проблемам дадут другие делегаты от Украины. Я хотел бы остановиться на двух вопросах: как мы оцениваем сложившуюся ситуацию и что намерены сделать.

Почему же большие усилия не дали положительного результата, а по некоторым направлениям ситуация ухудшилась?

По нашему мнению, общий недостаток состоит в том, что эти программы и проекты разрознены между собой.

Каждая структура в рамках определенного проекта или направления своей деятельности решала определенный вопрос, однако получить в целом положительный результат удавалось редко, так как это зависело от целого ряда других условий, решение которых не предусматривалось. Такая разрозненность, к сожалению, наблюдается не только в области экономики, но и социально-политической жизни на Украине. Так, например, на Украине действуют 104 всеукраинские молодежные организации, 112 политических партий. Каждая из этих организаций пытается самостоятельно осуществлять решения как экономических, так и политических вопросов.

Молодежи оказывается помощь, но она носит временный характер.

Например. Провели консультации, научили определенные группы молодежи составлять бизнес-проекты. Более того, организовали конкурсы лучших бизнес-проектов. Но даже у победителей затем возникают проблемы: как создать предприятие? где взять финансирование? как организовать работу предприятия и отчетность (а в Украине около 40 различных официальных органов имеют право контроля бизнес-структур), как организовать реализацию товаров или услуг? И это при несовершенной законодательной базе и постоянных изменениях нормативной базы, особенно в области налогов.

В большинстве случаев работа по решению молодежных проблем возлагалась на саму молодежь. Участие более опытных и профессионально подготовленных структур могло бы принести более значимый результат.

Довольно часто в осуществлении проектов принимали участие представители зарубежных организаций. Естественно, их участие необходимо, чтобы более полно и целенаправленно использовать опыт развитых государств и различных объединений. Однако предлагаемые решения не

всегда давали желаемый результат, поскольку они не были адаптированы к конкретным условиям, не учитывали менталитета, национальных особенностей, уровня развития и подготовленности определенных слоёв молодёжи.

Проанализировав эту ситуацию, ряд общеукраинских молодежных организаций и структур, объединений предпринимателей, при поддержке центральных государственных органов решили начать молодежную программу «Молодежный бизнес Украины». Программа не является чем-то новым. Она предусматривает, с одной стороны, - продолжение и развитие ранее начатых проектов, деятельность по которым по различным причинам, прежде всего финансового характера, постепенно сворачивалась. Кроме того, в программу включены новые аспекты и направления, необходимость в которых возникла в условиях развивающейся экономики. Это касается необходимости уделить больше внимания молодежному предпринимательству, в том числе в среде национальных меньшинств, в частности немцев и татар, проживающих на Украине, более целенаправленной помощи для развития женского предпринимательства, а также комплексного решения других вопросов и получения стабильного положительного результата.

Работа будет осуществляться по блокам проблем и направлений, взаимосвязанных между собой. Первой проблемой мы считаем необходимость координального улучшения практической подготовки студентов учебных заведений всех уровней. Анализ работы органов по трудоустройству показывает, что именно отсутствие даже незначительного опыта, а также неумение применить свои знания на практике, является основной причиной безработицы среди этой категории молодежи.

Нами намечена организация сотрудничества между учебными заведениями и стабильно работающими предприятиями и коммерческими организациями с целью создания базовых учебно-производственных предприятий.

Следующим этапом мы считаем необходимость оказания консультативной и методической помощи, как молодым специалистам, так и начинающим молодым предпринимателям, в организации собственного малого и среднего бизнеса. Причем эта помощь будет заключаться не только в проведении экономических расчетов и обоснований, но и организации систематической методической помощи и консультаций в зависимости от изменения законодательства, экономики, а также других важных условий ведения бизнеса. Здесь мы хотим выделить такие направления как: оказание действенной помощи молодым предпринимателям в получении кредитов, более умелом использовании механизмов лизинга, создании привлекательных условий для инвестиций. Особое внимание планируется уделить такой категории, как молодые фермеры и малые предприятия по переработке сельхозпродукции.

Актуальным является информационная и другая помощь в реализации и продвижении на рынок продукции и услуг молодых предпринимателей.

Мы предусматриваем комплексную и постоянную помощь и поддержку молодых предпринимателей на всех этапах их становления: учеба, трудоустройство, организация и ведение бизнеса, досуг.

Поскольку задачи довольно масштабные, к их решению привлекается целый ряд, как я уже говорил, молодежных и профессиональных бизнес-объединений и структур. На молодежные объединения возлагается задача подбора конкретных студентов, специалистов, предпринимателей, которые по своим личным и деловым качествам способны к такому сотрудничеству и, более того, в дальнейшем готовы не только получать помощь, но и оказывать её в дальнейшем своим молодым партнерам и коллегам.

Достижение этой цели зависит не только от наличия финансирования, инвестиций, но и физического и психологического состояния молодых людей, поэтому мы привлекаем к сотрудничеству структуры и организации, которые могут и должны помочь молодым людям в свободное от работы время рационально организовать свой отдых и вести здоровый образ жизни.

Учитывая, что Украина выбрала европейский путь развития, для нас будет иметь очень большое значение не только изучение и использование опыта других стран Европы, но и развитие всевозможных форм сотрудничества и контактов между молодежью. Это будет способствовать развитию доверия и сотрудничества, без которого невозможно решение не только социальных, но и экономических и политических проблем.

Материалы Всеукраинской программы «Молодежный бизнес Украины» переданы в Европейскую экономическую комиссию, и мы надеемся на положительную оценку наших предложений.

Мы исполнены оптимизма и уверены в правильности намеченных целей и необходимости их осуществления.

Я хочу пригласить к сотрудничеству всех участников данного Форума. Мы же в свою очередь постараемся сделать все необходимое, чтобы вы не пожалели о том, что решили сотрудничать с нами.

Особо мы рассчитываем на помощь и поддержку Европейской экономической комиссии Организации Объединенных Наций, которая своими практическими действиями в очередной раз подтвердила свой высокий профессионализм и умение оказывать помощь в решении не только национальных, но и межнациональных проблем.

YOUTH ENTREPRENEURSHIP PROGRAMME PROPOSAL

by Rona Heifetz, Food From "Hood Chicago", United States of America

OVERVIEW

In times of economic uncertainty, it seems imperative for every individual, particularly youth, to have the skills needed to create their own economic opportunities: their own jobs or careers. Youth entrepreneurship programmes teach people how to envision their future, and then how to begin to create it. Young people are given the opportunities and tools to write a business plan and identify sources of capital. They learn how to create a network of people and places to support their vision. They learn how to set goals. In doing so, they can begin to create their own road map to their future.

I would like to speak about the following:

- Brief overview of youth entrepreneurship programmes: their history, the need, and the results.
- 3-5 examples of programmes in addition to Food From the 'Hood Chicago that work well: what they do, how they do it, and the results.
- Speak in depth about the experiences we have had with Food From the 'Hood Chicago, and our plans for the future.
- Discussion of the trends in, the impact of, and the future of youth entrepreneurship programmes. Discussion of what is needed for programmes to grow and succeed.

I have included below background information on our programme.

BACKGROUND ON FOOD FROM THE "HOOD CHICAGO"

The essence of Food From the 'Hood Chicago (FFHC) is opportunity. If young people are given the opportunity to learn how to run a business, they will have the opportunity to create, plan and finance their futures.

WHO WE ARE

Food From the 'Hood Chicago is an entrepreneurial programme for high school students from underresourced communities. Twenty one juniors at the Chicago High School for Agricultural Sciences (CHSAS) are creating, managing and operating a natural foods product business, with revenues going to scholarships for higher education for the participants. Food From the 'Hood Chicago (FFHC) strives to provide students with the opportunities to create, plan and finance their futures.

Recruited from a freshman class of 150, these students went through a rigorous application and interview process. The students selected exemplify many of the essential characteristics of an entrepreneur: risk taking, determination, focus, drive, tenacity and humour. The students will be in the programme for a total of three and a half years, until graduation. The students have responsibility for everything: product development, recipe formulation, finding a co-packer, packaging, labelling, marketing, distribution, and more.

Our long-term goal is for students to eventually earn \$5-10,000 in scholarships from the revenues. We would like the programme to be self-sufficient within five to seven years from the time the product is on the shelf: we aim for product revenues to cover the costs of the business and the scholarships.

The students are creating a socially responsible business. Students are learning how businesses can strengthen one's own community. Community service, and contributing a percentage of revenues to one's community, are integral parts of the programme. Students volunteer at the local food pantry, and raised money for this pantry by participating in the Greater Chicago Food Depository's Hunger Walk.

Goals of the programme include:

1. Motivate students to stay in, and graduate from, high school.
2. Motivate students to continue on in some form of higher education.
3. Help students to finance their higher education, by producing sufficient income from the business to fund post-secondary scholarships.
4. Teach students how to successfully operate a natural foods products company.
5. Train students in office management, inventory management, production and marketing
6. Provide after-school and weekend alternatives to gang or other illegal activity.
7. Provide at risk youth with positive role models.
8. Teach students how to be successful employees, and employers.

To accomplish this, programme components include:

- **Training/Skill Acquisition:**
- **Business Ownership:** Learn to develop a business plan and raise capital;
- **Personnel Management:** Interviewing, employee reviews, motivational programmes, recruitment;
- **Marketing:** Public relations, advertising, correspondence, presentation skills, statistics, demographic analysis;
- **Office skills:** Office administration, computer skills, use of office equipment, telephone technique;
- **Operation:** Supervising workers, inventory/equipment tracking, staffing schedules developing a strategic plan, calculating cost of goods sold, invoicing and collections, maintaining a checking account, selling skills, and reading a financial statement;
- **Finance:** Basic accounting, statistical analysis and planning, contracts.

The students run the business in every sense of the word. They are learning the steps of achievement--visioning, goal setting, planning and implementation. The students determined the product, have tested samples, written a business plan, found a food manufacturer. They will learn about and implement plans for sales, distribution and marketing. Along the way, they will stumble and encounter obstacles. They will learn about their own strength, the value of teamwork, and the power of a community.

ENTREPRENEURSHIP EDUCATION – A MISSING LINK IN TRANSITIONAL ECONOMIES (THE CASE OF CROATIA)

by Slavica Singer and J.J Strossmayer, University of Osijek, Croatia

Changes in the political and economic systems in transitional economies of south-eastern Europe did not cause immediate changes of the educational systems. The World Bank acknowledged its own surprise in the late 1990s that education systems had “joined the ranks of the deeply troubled sectors” in most transitional countries (Hidden Challenges to Education Systems in Transition Economies, Executive Summary, World Bank, 2000). Some adjustments happened immediately, but in most cases education stayed as “business as usual”. The case of Croatia proves this.

Our past experience is not helping us now

Croatia was one of the most developed parts of the former Yugoslavia. Its education system was well developed and served the needs of the political and economic system of that time. After splitting from the former Yugoslavia in 1991, the changes caused by the introduction of parliamentary democracy and a full market economy required new knowledge and skills in running the country and businesses, which the education system could not offer without radical changes. The staggering problems of war devastation, corrupted privatization, incompetent banking sector and increasing poverty distracted government officials from educational problems for too long, although many experts loudly argued that without interventions in education, expected process in democratization and developing market economy would be slowed down. For example, the education system did not react to the dramatic changes in the employment structure, where only employment in small enterprises doubled, while employment in medium-sized and large enterprises halved, comparing 2000 with 1990. Business education stayed unchanged, mainly based on management curricula which were either neutral or focused on big businesses. Small businesses stayed out of university education focus, as well as entrepreneurship.

What do we know about the educational needs of entrepreneurs?

A survey conducted in 1997 and 2001 among 200 small business owners revealed that Croatian entrepreneurs (in the SME sector) are usually “first generation” entrepreneurs (80 per cent of the surveyed sample). Most of them are also “necessity based entrepreneurs” – not because they wanted to, but by being pushed into the situation (losing jobs in bankrupted large companies, or because of downsizing processes...). Those necessity-based entrepreneurs are great risk takers, without being aware of the fact. They jump into an enterprising challenge without having role models from their immediate surroundings or adequate education that has prepared them for running their own businesses. To make such enterprises more “challenging”, entrepreneurs are exposed to a regulatory and financial environment that is not particularly enabling for such enterprises.

In 2002, Croatia participated in the Global Entrepreneurship Monitor (GEM) project that brought new light on who is an entrepreneur in Croatia – three times more men than women, aged between 25 and 34 – and confirmed findings from earlier research regarding necessity based entrepreneurs. Measured by the Total Entrepreneurial Activity Index – TEA index (percentage of adult population 18 to 64 years old actively engaged in start-up activities and/or managing their own businesses not older than 42 months), Croatia ranked quite low on opportunity-based entrepreneurs criteria (34th out of 37 countries) and higher on necessity-based entrepreneurs (24th out of 37 countries).

Entrepreneurial activities also greatly depend on factors such as know-how and experience for starting up a business undertaking, recognizing business opportunity, socializing with entrepreneurs, except in the case of necessity-driven entrepreneurship. There are great differences in the TEA index among those who socialize with entrepreneurs and those who do not know any entrepreneurs (6.10 vs. 1.53); among those who await a good business opportunity in the next six months and those who do not see one (9.03 vs. 2.29), those who

have the know-how and experience for new business activities and those who do not (7.83 vs. 0.61). Those who do not perceive business failure as the end of their entrepreneurial career are more frequently entrepreneurs than those who consider business failure “the end of the world” (4.10 vs. 2.59).

Does the educational system provide the knowledge and skills that entrepreneurs need?

The answer is no. The results of the GEM project support this disappointing answer. The conceptual framework of the GEM project starts from the assumption that entrepreneurial behaviour is determined by the way people perceive the conditions that entrepreneurial activities depend on. The entrepreneurship framework conditions are divided into 9 different areas which are thought to have a direct influence on the shaping of entrepreneurs’ intentions, interests, or behaviour, i.e., which affect the shaping of an encouraging or discouraging entrepreneurial climate. Those nine areas are: financial support, government policies, government programmes, education and training, R&D transfer, commercial and professional infrastructure, market openness/barriers, access to physical infrastructure, and cultural and social norms.

Education and training is defined as the extent to which training in creating or managing small, new, or growing businesses is incorporated within the educational and training systems at all levels and the extent of the quality, relevance and depth of education and training in creating or managing small, new or growing businesses.

Besides education and training, social and cultural norms are important in shaping a someone’s capacity to act entrepreneurially. In the GEM project these criteria have been defined as the extent to which existing social and cultural norms encourage, or do not discourage, individual actions that may lead to new ways of conducting business or economic activities and, in turn, lead to greater dispersion in wealth and income.

The nine mentioned areas shape entrepreneurial conditions and entrepreneurial capacity, whose interaction leads to the creation of an entrepreneurial climate needed for the starting up of new firms.

Selected experts in each country participating in the GEM project (969 in all countries, 37 in Croatia) assessed the conditions for entrepreneurial activities, described through the nine presented areas, and identified three strengths and three weaknesses of the entrepreneurial climate in their respective countries.

The entrepreneurial climate in Croatia received lower grades than many other countries included in the GEM 2002 project, because almost all the conditions for entrepreneurial activities were rated as negative or on the level of a neutral attitude. In the range of grades from 1 to 5, grade 3 denotes a neutral attitude, a positive attitude is expressed by grades above 3.01, and a negative attitude by grades up to 2.99 (Table 1).

Some of the nine identified areas of entrepreneurs’ conditions are described in more detail due to their complexity. For instance, financial support is evaluated through the availability of credit lines and the importance of venture capital. Government policies are observed through support policies at the local and national level, and through the tax burden, stability, and number of administrative procedures for business start-ups. Education is evaluated separately, as primary, secondary, and tertiary education. Market change velocity and the possibility for new firms to enter the market are taken as indicators of competitive conditions present on the national market.

Table 1. Assessment of Entrepreneurs’ Conditions in an International Perspective

<i>Assessment of entrepreneurs’ conditions</i>		Croatia	<i>All** GEM countries</i>		
				<i>Max. grade</i>	<i>Min. grade</i>
Financial support	Availability of loans	3.21	2.90	3.89 US*	1.50 AR
	Importance of venture capital	2.17	2.83	4.30 US	1.72 HU

Government policies	Support policies	2.27	2.68	3.62 CA	1.50 AR
	Low tax burden and number of regulations	1.81	2.41	4.33 HK	1.36 AR
Government programmes	Efficiency of Government programmes	2.11	2.63	3.43 IR	1.61 AR
Education and training	Effectiveness of primary and secondary education	1.63	1.97	2.72 AR	1.34 JP
	Effectiveness of university curricula and additional training	2.01	2.83	3.89 US	2.00 SW
Research and Development Transfer	Efficiency of research and development transfer	2.05	2.47	3.49 CA	1.88 AR
Commercial and Professional Infrastructure		2.43	3.17	4.21 CA	2.00 JP
Market Openness/Bar-riers to Entry	Market change velocity	3.34	2.84	4.09 TW	1.83 CL
	Low barriers to entry	2.04	2.75	3.88 CA	2.04 HR
Access to Physical Infrastructure	Ease of access	3.08	3.86	4.79 CA	3.00 HU
Cultural and social norms	Cultural orientation toward entrepreneur-ship	2.20	2.79	4.52 US	1.88 SE

Source: GEM 2002

* A number of countries in addition to the USA have the same average grade

** Survey of experts was conducted in 34 out of 37 participating countries of the GEM project

AR Argentina

HR Croatia

SE Sweden

CA Canada

HU Hungary

SW Switzerland

CL Chile

IR Ireland

TW Taiwan

HK Hong Kong

JP Japan

US United States of America

The grades given by experts are only a supplement to the already identified problems, such as the high share of tax income in GDP, the lengthy procedure for starting up new firms, and the low level of transfer of research results into business practice.

Such an assessment of the conditions for entrepreneurial activities are summed up in the low perception of entrepreneurs' opportunities, but also in the low capacity of entrepreneurial activities, in which the availability of know-how and skills is rated lower than motivation (Table 2).

Table 2. Assessment of Conditions and Capacities for Entrepreneurial Activities – Croatia vs. all the GEM 2002 countries

<i>Assessments of entrepreneurs' conditions</i>	Croatia	<i>All** GEM countries</i>			
			<i>Max. grade</i>	<i>Min. grade</i>	
Perception of entrepreneurs' opportunities	2.93	3.29	3.97 US	2.50 AR	
Know-how and skills for entrepreneur-ship	2.43	2.52	3.47 HK	1.68 JP	
Motivation for entrepreneurship	2.99	3.31	4.44 TW	2.63 NO	

Source: GEM 2002

AR Argentina

JP Japan

TW Taiwan

HK Hong Kong

NO Norway

US United States of America

Such low ranking of the educational system as a support to entrepreneurship in Croatia is accompanied with identifying education as one of three major weaknesses of the Croatian entrepreneurial climate (together with government policies and financial support). Lack of education focused on entrepreneurship is not only a Croatian speciality – it is a widely recognized obstacle in the majority of countries involved in the GEM 2002 project. Major remarks are related to the rigidity of the educational systems to react to the needs of entrepreneurs and to the lack of curricula and capable teachers for dealing with such needs. In all participating countries in the GEM 2002 project, experts evaluated primary and secondary education even lower than tertiary level, in providing knowledge and skills needed to raise the entrepreneurship capability of people.

Is entrepreneurship-focused education in demand?

The survey on management and entrepreneurship education in Croatia, Bosnia and Herzegovina, and Yugoslavia, conducted in 2001 (financially supported by the European Training Foundation) revealed that in Croatia only two programmes are dominantly focused on entrepreneurship: the polytechnic level in the VERN school in Zagreb and the graduate university level at the J.J Strossmayer University of Osijek.

Both programmes proved that entrepreneurship focused education is in demand. VERN is a three- year polytechnic level, fee based programme. The Graduate programme in entrepreneurship, started at the J.J. Strossmayer University of Osijek in 2000 is the first (and still only one) university based programme in Croatia trying to fill the gap between needs and educational supply. The programme is connected to the Centre for Entrepreneurship in Osijek which offers a variety of extension short programmes covering the needs of SME owners. Both programmes represent core resources for a unique centre for entrepreneurship opportunities in Croatia.

Experience has shown that entrepreneurship, as an integrative body of knowledge and skills, requires different positioning inside university education. At a present, the graduate programme in entrepreneurship is a part of the Economics Department. Since other departments, like agriculture, food-processing technology, electrical engineering, have expressed interest in such curricula, steps are being taken to spin off the graduate programme in entrepreneurship into a separate school of entrepreneurship, open to all students, not primarily to students with an economics undergraduate degree.

The programme is fully demand driven: starting in 2000, the programme now has six classes enrolled, the first students already graduated in October 2002. It became a true national programme, with an extension programme in Istria (there is a full class of students enrolled in Istria). The need for such a specifically tailored programme in entrepreneurship (content and pedagogy) is recognized also in surrounding countries: the first six students from The former Yugoslav Republic of Macedonia have enrolled, and there are preparations to enrol students from Bosnia and Herzegovina. To make the programme closer to far away students who cannot afford full time student status, the management of the programme works on developing the distance learning component of the programme. To make the programme internationally competitive, there is an intensive preparation activity (faculty, teaching materials) to run it as a bilingual programme (in Croatian and English).

Are there any policy lessons to be learned?

Many policy implications can be recognized from the results of the GEM 2002 project, especially related to education for entrepreneurship. It is not the best allocation of scarce resources to try to correct what formal education system did or did not do. Extensive programmes for training adults in what they could have learned when they were part of the formal education system are the sign to intervene in the education system too. But there is also a policy lesson for foreign public and private donors. It would probably be more efficient (measured through the ROI approach) to allocate financial and expert support both to the formal education systems as well as to life-long programmes for upgrading entrepreneurial knowledge and skills.

YOUTH BANKING

by Tomislav Bogdanic, World Youth Bank, Croatia

The World Youth Bank project was started by the National Youth Council of Croatia. It was highlighted by the World Assembly of Youth European Youth Dialogue as well as the Youth Employment Summit and is now poised for institutional development. The idea is simple. One limiting factor of youth employment is access to low-cost funds and investment capital. Investments from global funds such as the ILO and the World Bank seldom reach youth; instead they get absorbed by national budgets. For these reasons the need for establishing the World Youth Bank Network is being recognized by youth all over the world. The launch date is targeted for Spring of 2002, at the World Assembly of Youth's Global Youth Summit, Brijuni Islands, 23-28 March 2002. The mission is to rebuild the world in the new climate of intergenerational tolerance and understanding. It will be based on a new method of transparent accounting that uses a "life production capability" evaluation method as a quality standard.

The process of establishing the World Youth Bank Network officially started at the WAY «European Youth Dialogue» Global Youth Summit 23-28 March 2002. Brijuni Islands. The concept of the World Youth Bank is based upon the «Declaration of Youth as a Global Banking and Financial Resource», which was presented and widely appreciated at the United Nations Global Youth Summit in Dakar, Senegal, in August 2001, promoted at YES Summit in Boston, October 2001, referred to at the Geneva Youth Conference in November 2001, and supported and promoted on the YES preparatory working-table in New York, January 2002. «Declaration of Youth as a Global Banking & Financial Resource» was originally prepared by the Croatian National Youth Council's Alpha think-tank team International Economic, Management and Education Boards, along with the Marketing and Business Intelligence Departments, representing five constituent executive bodies of the WYB International Organizing Committee. Implementation period for the establishing of the World Youth Bank network is 2-5 years.

World Youth Bank global vision

It is more than obvious that the global problem of Youth Employment is based on extremely slow access to low-cost funds and investment capital, due to various, mostly political and economy-ignorance based, middle-way obstacles. It is an even more well-known fact that most Global funds (World Bank, EBRD, United Nations, WTO, ILO, etc) aimed for various Youth programmes never really get to the local Youth, but usually end in collapsing national state budgets.

Being radically asymmetric and non-transparent, the global financial network (traditional monetary system in general) as it is, evidently is not sustainable and not efficient enough to solve the piling mountain of Global Youth problems (unemployment, underemployment, social exclusion, etc).

For that and many other reasons, the need for establishing the World Youth Bank Network is being recognized by Youth all over the World, and it is going to be established at the World Assembly of Youth's Global Youth Summit on Brijuni Islands, 23-28 March, 2002.

The whole idea is being supported by many Youth and other international organizations, as well as many national Governments, of which the Croatian Government and Croatian Parliament are among the first (establishing the Croatian Youth Bank has already started and will be a pilot-project for establishing the WYB).

Speaking in terms of generations, ITC empowered Global Youth has sustained Information Superiority over their elder colleagues, but lack access to Global financial funds as well as tolerance and understanding. The WYB Network is supposed to be not only competitive and strategic, but mainly an intelligent banking system – a real Global Youth leading “life manager”, based on a “civil banking” public finance self-development and youth self-management concepts.

New Economy is based on New Communication which empowers the New Evolution Cycle, which altogether produce New Society which needs New Institutions (state, private and also civil). The new WYB Network is supposed to be a legitimate update for the traditional Bretton Woods institutions, not its opponent. And it should not remain the only one, because the New World which followed 11 September 2001 (Pentagon Disaster, Manhattan Rubble and Enron Collapse as key indicators that the present state of the World is non-manageable) is supposed to be empowered with much more energy, transparency, thrust and security than it has ever been before.

The WYB Network aims to give the Old World new power to adapt to the ICT-based New Reality, and its mission is to Rebuild the World in the new climate of intergenerational tolerance and understanding. The WYB Network is supposed to be based on a new method of transparent accounting (Permanent Balancing Method as a proposed New Accounting Standard) with the “life production capability” evaluation method as a new quality standard.

National Youth Empowerment Action Programme

The “CNYC – National Youth Empowerment Action Programme”, which was adopted on 12 August 2001, is being supported by the President of the Republic of Croatia and empowered by USA patented management technology of the Croatian economic scientist Milan R. Juranovic.

This technology is the life work of the author who spent more than 40 years in American academic and business environments. It was successfully tested in Youth Enterprise competitions across Europe by Croatian students (1992–1995).

Thereupon we have derived a concept of Youth being a Financial Resource and a Global Banking Potential. In this perspective we count on close cooperation with Croatian management scientist Milan R. Juranovic, with the support of SAP Solutions.

1. Unemployed Youth, at a global, regional, national and local level is a respectable labour resource. Not only that, Youth is a respectable economic, social, political, financial, security, intelligence, and cultural power (as United Nations Secretary-General Kofi Annan said in his “Global Alliance for Youth Employment – Recommendations of the Secretary-General’s High-Level Panel on Youth Employment” -“In the next ten years 1.2 billion young women and men will enter into the working age population, the best educated and trained generation of young people ever, a great potential for economic and social development”).
2. We daily witness the emergence of new knowledge economies and with its networked societies making up a Global Digital World. We, the Global Youth, have a deep feeling of being “left behind”, and think that the time has come for the full development of the youth banking and financial potentials. Let us create a GLOBAL YOUTH BANKING & FINANCIAL NETWORK (GYBFN)! Only when such a global youth financial potential is widely recognized, can civil youth banking institutions be established at the national, regional and global levels. A Youth Banking System can ensure «an effective promotion of entrepreneurship among young women and men»; it can provide better know-how and information on market opportunities; it can organize training in business skills; it can access the sources of capital and financial services; and finally it can become a mentoring service to support other business activities.

From our own experience, as well as of those of us who participated at the World Youth Forum in Dakar, Open Up Conference on Social Exclusion held in October 2001 in Stockholm, SEE Youth Policy Forum in October 2001 in Sofia and many other international meetings and conferences, we know that as long as young people do not have financial and economic independence their elders will make them feel overly dependent on yesterday’s obsolete world.

How can a young computer-entrepreneur convince a conservative, traditional banker, to really believe in the financial efficiency of his “virtual company” or “paperless eBanking facilities” and give him a credit or other kind of financial support? No chance, today!

And imagine how many new jobs could be opened throughout the world through the GLOBAL YOUTH BANKING & FINANCIAL NETWORK (GYBFN)! And how many new ideas could be adopted and financially supported, by this new approach towards the new young generations?! And how many technology transfers could happen in the developing and non-developed world, with this new mode of thinking and tolerant intergenerational attitude?!

The key issue of the “Croatian National Youth Empowerment Action Programme” is the establishment of a Youth Bank in the Republic of Croatia followed by the establishment of similar banks in other countries of the Region, and of the World. We have developed an original plan for low-cost founding of such a bank in Croatia, assuming the support of the Croatian Government, as well as the expected “help from our friends” abroad.

The Youth Bank is supposed to be a special financial agency, managing money without extra-profits for its founders (NYC members). It will be dedicated to professionally solve youth problems of unemployment, education, permanent health-care, housing, entrepreneurship, career development and others. The basic objective of the Youth Bank is to prepare young people for the challenges of the life-long competition challenges on the labour and capital market.

The financial services of the Youth Bank will be empowered by formal and informal life-long education practices and training programmes. The Bank will also supply youth with consulting and mentorship capabilities, as well as other forms of support to unemployed, startup entrepreneurs and services to youth in general.

The Youth Bank will adopt a permanent management and monitoring system in order to achieve the needed full transparency in handling public, state and private funds deposited in it. It is particularly worthwhile to mention that the Youth Bank is supposed to play an important role in building up a sustained culture of savings.

The Balkan Regional Youth Bank (supposed to be located in Sarajevo, Bosnia and Herzegovina), as a special financial agency, may display an even broader social role. It can be a powerful tool to promote cooperation among nations and achievement of long-term peace in this troubled region.

The described model could be a new way to support the financial independence of young people throughout the world. A scheme of the GLOBAL YOUTH BANKING & FINANCIAL NETWORK (GYBFN) system could be a kind of a contemporary “Marshall Plan” for many developing economies (with Youth becoming their own «marshalls» this time, «without waiting for Governments to tell them what to do»).

Youth Banks would finance a broad spectrum of original educational programmes, which are generally known under the term “accelerative learning”. In this respect, CNYC founders have positive experience with the “Method for Teaching Economics, Management and Accounting” of Milan R. Juranovic (the method is supported by eighteen US copyrights (1982-2001) and two US patent pending registrations (1999-2001). As a further reference, this method is cited in SAP Solutions 2001 and is used in IBM Business Courses (Zagreb, 2001), etc.

3. Finally, we think that Youth in general is a key security and prevention issue in today's world. Modern technologies are readily accessible to millions of youngsters who feel betrayed and abandoned by those elders who still teach their obsolete socio-economic theories. The key aspects of today's electronic, nuclear and space security systems are among everyday realities of the young people and their real or “virtual occupations”. Let us be aware of the power-impact of this young human resource. This is why our Croatian concept of employment is based on the premise of financial independence of Youth. In this

way we can accelerate our common march towards Global Socio-Economic Security and development based on Knowledge, Inter-Cultural and Inter-Generational tolerance and understanding.

Accounting standards

HOW TO FACE THE CRISIS IN ACCOUNTING, MANAGEMENT AND ECONOMICS[®] pat.

- ❑ RECOGNIZE THE WEAKNESSES OF THE TRADITIONAL ACCOUNTING METHOD.
- ❑ RECOGNIZE THE NEED FOR UPDATING THE MEDIAEVAL ACCOUNTING THEOREM.
- ❑ THE **DEBIT** ONLY MEANS "VALUE RECEIVED" AND THE **CREDIT** ONLY MEANS "VALUE GIVEN".
- ❑ THE NEW ACCOUNTING ALGORITHM, HOWEVER, ALSO IDENTIFIES THE **GOOD/SERVICE RECEIVED AND GIVEN**, AS WELL AS THE **RECEIVER** AND THE **GIVER**.
- ❑ THIS NEW ALGORITHM MAKES THE CORPORATION MORE **TRANSPARENT**, MORE EASILY **MANAGEABLE** AND MORE **PRODUCTIVE** FOR SHAREHOLDERS AND STAKEHOLDERS.

© Copyrights Dr. Milan Juranovic, U.S. Copyright Office, Washington, D.C. (1982 - 2002) pat. METHOD FOR TEACHING ECONOMICS, MANAGEMENT AND ACCOUNTING, United States Patent: US 6,375,466 B1, Apr.23,2002

THE TRADITIONAL ACCOUNTING METHOD



- Gospodo, konačno nam je uspjelo korektnost naše godišnje bilance dokazati i jednostavnim prikazom dugovanja i potraživanja

“Gentleman, we have finally achieved the correct presentation of our yearly Balance Sheet, through a simple illustration of debits and credits.”

(Časopis RRIF (Računovodstvo, Revizija i Financije) br.4/96.)

(The Croatian Magazine ACCOUNTING, AUDITING AND FINANCE, April 1996.)

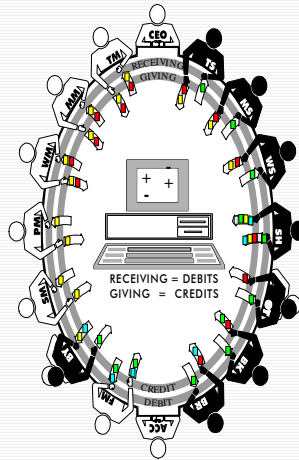
HOW TO SET A SCENE FOR THE COMPUTER-AGE BUSINESS ECONOMICS^{© pat.}

THE CORPORATION *LIVE*^{® pat.}
Players take seats on the symbolic round table
 CEO directs the scene

- MANAGERS ARE SEATED ON THE LEFT SIDE. THEY ARE RESPONSIBLE FOR GOODS/SERVICES.

- DEBITS TO THEIR ACCOUNT MEAN +RESPONSIBILITY AND CREDITS MEAN - RESPONSIBILITY

- BEHIND BUYER (BY) STANDS RECEIVABLES MANAGER



- SUPPLIERS ARE SEATED ON THE RIGHT SIDE. THEY EXERCISE RIGHTS OVER GOODS/SERVICES.

- DEBITS TO THEIR ACCOUNT MEAN - RIGHTS CREDITS MEAN +RIGHTS

- BEHIND GOVERNMENT (GT) STAND INSTITUTIONS OF PUBLIC SERVICES

ASSETS
Responsibilities for goods

ACCOUNTANT monitors the scene

L/EQUITIES
Rights on goods

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WHAT KINDS OF GOODS AND SERVICES ARE BEING EXCHANGED ON THE SYMBOLIC ROUND TABLE^{© pat.}

- TRADITIONALLY, THOUSANDS OF DIFFERENT GOODS AND SERVICES ARE BEING REDUCED TO A SINGLE MEASURE (MONEY).
- IN THE PATENTED METHOD THERE ARE ABOUT FIFTY MEASURING DEVICES.
- CASH FLOW, MATERIALS FLOW, ENERGY FLOW AND OTHER MANAGEMENT MEASURES MAKE THE CORPORATION FAR MORE TRANSPARENT.
- NOW, GOODS AND SERVICES ARE DIVIDED IN FIVE MANAGEABLE GROUPS.

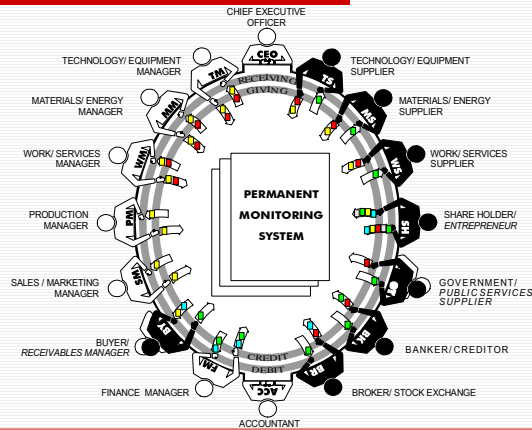


PRODUCTIVE	ADMINISTRATIVE	MONETARY	SECURITIES	OTHER
GOODS/SERVICES	GOODS/SERVICES	RESOURCES		VALUES

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HOW TO ACHIEVE A FULL ACCOUNTABILITY IN THE GAME OF ENTERPRISE ECONOMICS[®] pat.

BALANCE SHEET *LIVE*[®] pat.



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FINANCIAL QUANTIFICATION



Civil Society is not about short-term profits but all about long-term socio-economic values and benefits.

The same goes for the Civil Banking concept, which stands for empowerment of new socio-economic values production, not only for free-market traditional economy propulsion. Therefore, new methodologies and technologies of socio-economic quantification are needed, not only GDP and exchange rates fluctuation - because in the New Economy, money is just one-out-of-many indicators of development, not the only one!

But, as we today have only abstract agreements as final solutions (money and still traditional monetary system, however "virtual" or "e-friendly" it may present itself these days!), Civil Banking is still reduced to financial quantification of its activities. Therefore, efficiency of Youth Banking will be expressed in balance sheets, although broader socio-economic values of YB will be additionally expressed and measured by its "Permanent Monitoring System" analytic WYB PMS Reports.

Debit means value received, and credit means value given. Not enough. The value should disclose the type of good or service, as well as the Receiver and Giver. Such an expanded accounting algorithm is needed as to provide a permanent monitoring system. With it the Corporate World becomes transparent. All enterprise interactions become visible to all corporate stakeholders (Center: CEO and Accountant, Left: Managers and Buyer, Right: Suppliers, Worker, Shareholder, Government, Banker, Stockbroker)

YOUTH BANKING RESOURCES

From the points of view of contemporary "intelligent capital" and new division of labour (SMS - Sustainable Monetary System), every man/woman should be considered as an individual "socio-economic profit unit" (SEPU). Traditional socio-economic systems invest in people indirectly (through various social institutions), and later capitalize those investments directly (taxes, funds, etc).

New socio-economic relations based upon New Economy require radical change in that process, in order to be sustainable, efficient and fully operational: society has to invest directly (DYI, etc) and capitalize investments indirectly, through variety of new social institutions and organizations.

Youth Banking is therefore based upon new socio-economic tripartite HORIZONTAL agreement (government, private business sector and Civil Society sector) in order to empower new cross-border socio-economic and inter-cultural VERTICAL synergy on all levels (global, regional, national, local), which results in a higher level of socio-economic development and cohesion empowered by higher level of intergenerational tolerance, understanding and confidence.

	Governal sector	Private business sector	Civil society sector
Global Level	International politics	International economy	Global Civil Society
	World Youth Bank		
Regional Level	Regional politics	Regional economy	Regional Civil Society
	Regional Youth Banks		
National Level	National politics	National economy	National Civil Society
	National Youth Banks		
Local Level	Local community/selfmanagement	Local economy	Local Civil Society
	Local Youth Development Banks		

YOUTH BANKING CODE

Youth Banking means transparency in capital distribution process (CDP), which is simply unthinkable (sometimes "a bit too revolutionary"!) in our traditional banking and monetary "grown-up" system. Youth Economy is "by nature" transparent, open and cooperative; it is not based upon "secrets" or "asymmetry" but emerges upon mutual confidence and "symmetric information" amongst young people (especially when empowered by ICT, as is more and more the case today).

Information-communication technology (ICT), being radically participatory and democratic, innovative and moving, is the most powerful development tool of Global Youth, and therefore education and training for ICT will most assuredly be the key "life-long" learning priority of the future generations. Virtually devoted to the real e-commerce, Global Youth have found a new pathway for their direct social, economic and political representation in ICT - Youth Community is more vital and better connected (networked) than their elder counterpart and is therefore becoming stronger by day, as it is working and living more and more at night!

PUBLIC FINANCIAL INSTITUTIONS

Youth Banks on all levels will have institutionally fixed but personally ever-changing ownership structure. YB stakeholders are Youth and youth-related institutions and organizations, not persons. Therefore it is not possible to develop short-term personal profits through youth banking systems - projected as a "life-school for life-economics", Youth Bank is an financial institution only in a restricted meaning, because with its educational and other standards it is an ideal business-introduction to the "life-production" economy (LPE) of tomorrow. With its "financial mobility & flexibility" e-banking concept, Youth Banks will represent real "economy-launchers" for many slowed-down economies and societies.

Youth Banking can develop only in the socio-economic environment prepared for emerging of a new form of Civil Capital (CC). Civil Capital can emerge only in the socio-economic environment where a sustained synergetic merge of state, private and public assets are possible (CQF - Capital Quantum Fusion).

Civil Capital, based upon CQF, is the highest known form of capital development because it goes beyond economic growth, into the full socio-economic Sustainable participatory Development for all those who participate in the SD process. This form of capital development does not confuse privacy rights with private ownership, because here common goods cannot be used for private purposes (on largler scale, common development cannot be put in the function of private developemnt but vice versa). Sustainable development is here the fundament of any private property as such and therefore Civil Capital is the key vehicle of Decent participatory SD.

Youth Bank will operate as a public civil financial institution managed, owned and governed by Youth, but related to all other segments of socio-economic development as a whole.

WYBN Mission: As an umbrella banking & financial institution of Global Youth, WYBN is dedicated to Full Youth Employment, Youth employability and employment creation, Youth entrepreneurship and creation of equal opportunities for young women and young men (already known as UN "4E" Standard) and other youth-empowerment programs, which entails intensive investing in education and training.

WYBN is projected to be a road-map for the implementation of the joint UN-ILO-WB Youth Employment Network, as an follow-up to the UN Millennium Summit and High-level Panel on Youth Employment Recommendations (ref. A/54/422), as well as to other referral or obligatory international and national documents related to empowerment of Youth and Youth Employment.

Objectives: full youth employment and optimal deployment of all socio-economic resources in order to empower Decent and Responsible Sustainable Development for all.

Activities: general Youth capacity-building as a fundament for broader socio-economic development of human society as a whole, with special accents put on the development of Knowledge Society, Information Economy and Participatory Democracy; preparing Youth for ICT and e-Business practices; creating of a just and decent socio-economic pretext for Youth:

1. employment creation
2. entrepreneurship promotion and empowerment
3. employability build-up with intensive investing in education and training
4. producing equal opportunities for women and men

NEED OF NEW CONFIDENCE

Banking, stock exchanges and monetary system in general are not about mathematics but about confidence between interested parties. Confidence, on the other hand, relies upon security and development of all parties engaged in their common socio-economic processes. Therefore, it is more than evident that financial equities and banking capacities of Global Youth are deeply rooted in all three pillars of contemporary economy: confidence, security and development. Being so, the only environment that is suitable for the optimal development of young people is one of balanced socio-economic relations - therefore every misbalance and unstable social relations reflect primarily on the development of children and youth, being either totally or partially non-self-sustainable from the social, economic and political aspect of human life.

After Rio ("Agenda 21") and Johannesburg ("Rio+10 UN WSSD") we are fully aware that Sustainable Development has to be founded upon NEW BIOETHICS as as to develop NEW RESPONSIBILITY towards our common life on the Planet Earth.

After Enron, Worldcom and other "SE disasters" we are fully aware that New Economy has to be founded upon NEW ACCOUNTABILITY so as to develop newly balanced tripartite socio-economic relations (governmental, private business and Civil Society sectors) in the environment of cross-sector and inter-generational NEW CONFIDENCE.

After September 11, we are fully aware that our Common Survival as One Human Civilization has to be founded upon NEW SECURITY (meaning total, integral security) so as to develop NEW DECENCY in our everyday living.

To make our Global Economic System (GES) a stable and sustainable one (especially from the points of view of the forthcoming generations), we will have to reconsider, reconstruct, reconstitute and reengineer our visions, conceptions and implementation technologies of security, development and human social relations as such.

Capacity-building of the NEW CONFIDENCE therefore has to be of utmost priority if we really want present unacceptable "state-of-the-world" conditions to change ... and the first step of that process must undoubtedly be the integral redistribution of socio-economic powers towards young people ("the best trained and best educated generation ever" in the words of United Nations Secretary-General Mr. Kofi Annan).

YOUTH VULNERABILITY

**YOUTH VULNERABILITY: ASSESSMENT OF RISK FACTORS,
THREATENING THE WELL-BEING OF YOUTH**

by Larissa Kapitsa, Director, Coordinating Unit for Operational Activities, UNECE

Discourse on vulnerability as a social phenomenon has been going on for decades and has been closely associated with economic and social changes and the need for a re-adjustment of social protection arrangements.

Until the 1980s, the welfare states of Western Europe, as well as the United States of America and Canada, expanded their social protection systems by taking responsibility for the increasing numbers of social groups (e.g. ethnic and racial minorities, the unemployed, women, people with disabilities, elderly, children and youth), which their societies recognized as being marginalized and, hence, in need of public support. As a result, the social responsibility of the State expanded, and numerous public programmes were put in place to alleviate the high vulnerability of marginalized and disadvantaged groups.

Starting from the 1980s, however, welfare arrangements have been under attack, and a parallel discourse on the responsibility of the individual and the family to take care of themselves has emerged, reflecting a fundamental change in the value-reorientation of some segments of civil society. The chore in favour of revision of social protection has intensified with the collapse of the socialist system, reinforcing the argument in favour of “minimal State”.

During the 1990s, a compromising view gained momentum with regard to social protection with a strong emphasis on targeting public resources to those most needy or the deserving poor, while cutting down or abolishing the social protection benefits of the population at large. This readjustment of social protection has resulted in an increase of the vulnerability of the population, including the most needy, leading, in some cases, to the formation of pockets of poverty.

The Vulnerability of Youth

The prevailing understanding of vulnerability stems from its definition provided by the Oxford English Dictionary. The latter defines *vulnerable* as *may be wounded or harmed, exposed to damage by weapon, crisis, etc.* In general literature from different areas of social sciences considers that individuals or groups are viewed as vulnerable if they are predisposed to some negative outcomes. This predisposition can be genetic, biological, psychological, ecological, economic and/or social. The concept of vulnerability therefore implies a comparatively weaker capacity to cope with external shocks, hazards, contingencies, etc.

Young people are perceived to be more vulnerable than adults due to:

- Lack of life and work experience
- Risk-taking behaviour.
- The lack of knowledge and, hence, understanding of realities

- The need to establish themselves among the peer group
- Emotional and physical fragility
- Economic dependency
- Social role and status, etc.

Young age is a learning phase of life. It is also the phase of personality development. One year of life for 15-20 year olds has much more significant implications for the later years of life than in the case of mature adults. What is learned during this phase would be imprinted on values, attitudes and behaviour patterns.

Young adults are therefore least equipped to withstand external shocks in all respects. Psychologically and emotionally, they are less prepared to cope with adverse changes and stresses. The young react more strongly to failure and disappointment and need support to overcome emotional distress, and they are less resistant to outside suggestions, ideologies and persuasive advertising.

Young people need to establish themselves among their peers, and are therefore at risk of deviant action to gain the approval of the peer group. Curiosity and experimentation, natural characteristics of the young, in combination with lack of experience, increase the risks of accident, substance abuse, HIV infection and premature death.

The social and economic status of young people makes them vulnerable to a number of risks: abuse by parents and caretakers; homelessness; job and wage discrimination; unemployment; poverty, etc.

It should be noted, however, that any risk is just a probability of a particular hazard within the given societal setting, and societies usually try to reduce the probability of various hazards. When the probability of such hazards increases, societies usually adjust protection arrangements.

With regard to youth, there is an increasingly shared perception that the vulnerability of youth is on the rise. This perception has been reinforced by recent negative trends in the youth situation in some countries of the UNECE region. If this perception is correct, a readjustment of social protection would be needed to mitigate the risk factors, which have probably increased.

Risk Factors Increasing the Vulnerability of Youth

Over the last decade, the UNECE region has been undergoing rapid fundamental changes that have unavoidably affected all structures of human social organization, including the institution of marriage, the family, the institutions of socialization, social protection and safety nets, as well as organized forms of participation. The entire system of values and beliefs underpinning the overall societal formation has been challenged.

These fundamental alterations may be broken into three major groups:

- those associated with the post-modernization, which are predominantly evolutionary in nature. They include technological change and the ageing of population;
- those which represent a sudden, abrupt breakdown of the established development patterns and societal organizations (disintegration of the State, economic collapse, ethnic conflict and civil wars); and
- those which are brought about by a resolution of systemic crisis. The latter changes, and the transition process initiated in the aftermath, may not necessarily be violent, but they may nonetheless cause the collapse of the system.

All the above categories of change cause significant and painful adjustments. The two latter categories, however, generate more uncertainty and social marginalization than the former due, firstly, to the totality of change, and, secondly, to a more rapid pace, leaving little time and room for a social mobilization to withstand shocks.

The social and psychological costs of abrupt societal changes are usually the highest because of the delay in social mobilization. Moreover, as urban societies are much more vulnerable than rural ones, because of the smaller choice of cushioning social mechanisms, the effects of the collapse of social protection system are felt more strongly in terms of income and, consequently, household consumption.

In the societies with strong traditional ties, the safety net provided by the extended family could serve as a temporary substitute of formal social protection. However, this alternative is not sustainable under conditions of prolonged economic depression. As the experience of other countries shows, urban poverty would unavoidably be extended to the rural population, aggravating the overall social situation. In the UNECE region, such a development has been observed in a number of countries (Albania, Armenia, Georgia, Kyrgyzstan, Republic of Moldova, Tajikistan and Uzbekistan).

In the UNECE region, the vulnerability of some industrial societies proved to be fundamental due to the extraordinary reliance on the State. In these societies, the *de facto* withdrawal of the State from the provision of social protection has had a devastating effect on thousands of families with children, manifested in the escalating number of so-called dysfunctional and broken families.

Some semi-industrial societies have suffered an additional blow as a result of severing economic ties with the former counter parties, both at the republic and enterprise levels. The effects of the inherited structural problems, which in the past, had been offset by subsidization and other redistributions, have come into play with all the consequences for production and, hence, population standards of living. In some of the newly emerged states, civil wars and ethnic conflicts further contributed to the social costs of change, bringing these societies to economic devastation.

The vulnerability of all the individuals to various risks and contingencies significantly increases under the conditions of change. The vulnerability of youth, however, multiplies due to the cumulative effect of risk factors, which tend to be aggravated under such circumstances.

Risk of Unemployment, Poverty and Social Marginalization

According to many reports and analytical studies on youth, the risk of unemployment has increased in many countries of the region, although the underlying causes have differed. As Table 1 indicates, the rate of youth unemployment has been constantly two to three times the level of the national average in most countries, including the countries which have experienced a positive economic growth and significant increase in the supply of jobs over the last decade (the United States, for example). In a number of countries of the region, the proportion of youth looking for employment has been extremely high (e.g. Macedonia, Poland, Italy, Belarus, Georgia, Croatia, Tajikistan, Uzbekistan), and showed a tendency to rise further (The former Yugoslav Republic of Macedonia, Croatia, Georgia, Tajikistan). This implies that a large proportion of youth (from 30 per cent to almost 50 per cent of young people of 15-25 years of age) have been deprived of learning opportunities, as they were neither at school nor in employment. The future employability of these young people will therefore be severely handicapped.

Table 1. Annual registered unemployed, age 15-25

Country	1993		1999		2000	
	Youth	National Average	Youth	National Average	Youth	National Average
Czech Republic	31.3	3.0	16.6	8.5	17.0	8.8
Slovakia	37.5	12.7	33.8	16.4	36.9	19.1
Poland	34.4	14.9	29.6	12.3	35.7	16.3
Hungary	26.5	12.1	12.3	6.9	12.3	6.6
Slovenia	34.6	14.4	18.5	7.3	16.4	6.9
Croatia	31.0	14.8	32.3	19.1		
The former Yugoslav Republic of Macedonia	41.0	27.7	45.2	-		

Country	1993		1999		2000	
	Youth	National Average	Youth	National Average	Youth	National Average

region of Közép-Dunántúl in Hungary) and 73.1 per cent (in the Severozapaden region in Bulgaria) in Central European Candidate Countries.⁵¹

In many countries in transition, where wages and social benefits have been compressed, young people from poor families have been increasingly leaving the educational system. In Ukraine and the Russian Federation, the upper secondary enrolment rate fell by 8 percentage points between 1989 and 1999. Those, who have acquired some educational credentials have been experiencing difficulties in finding a job. In the Russian Federation, for example, in 2000, young people of 20-24 years of age constituted the largest group of unemployed (17 per cent), while all young people below the age of 30 – 38 per cent. The average annual unemployment rate among the university graduates of Ukraine was 16 per cent during 1997-2000.⁵²

Recent trends in the labour market give rise to a growing concern that even those young people who have acquired educational credentials may be at risk of underemployment or being forced into dead-end low-skill occupations. While over the past two decades the market has been rewarding educational achievements by placing a high skill/education premium (according to ILO, individuals with a university degree earn from 50 to 100 per cent more than those with secondary education), the supply of high quality jobs has lagged far behind demand.⁵³ School leavers and graduates have been facing ever-increasing competition for well-paid jobs. As a result, a growing number of young people throughout the region have been delaying their entry into the labour market, spending more and more years in education. In 19 countries of Western Europe, participation in higher education as a percentage of all 20-24 years olds increased by 19 percentage points between 1970 and 1990.⁵⁴ The combined effect of these trends has led, on the one hand, to a dramatic change in the level of education of the labour force in many countries (by 2000, more than 33 per cent of the American labour force had at least a bachelor degree, for example), but on the other hand, to the inflation of some professional skills due to oversupply and to an increase in earning inequality within the group of wage earners with high skills and educational credentials.

Another noticeable outcome of these mixed trends has been a growing number of educated youth on part-time or fixed-term contractual work arrangements, or in the low-skill occupations. In the mid-1990s, in the European Union, 35 per cent of employees under the age of 25 had fixed-term contracts, as compared to 14 percent of all employees. The use of fixed terms contracts was especially high in Spain (77 percent of under 25s).⁵⁵ As far as the part-timers are concerned, in France, for example, their proportion (of all the 15-29 year-olds) was one in four. Most of the part-timers acknowledged that they had to work in order to earn money to pay for their studies, while others that they had to accept a part-time job because they were unable to find full time employment. At the same time, in the European Union, one in five 25-29 year olds with university degrees were working in routine office or sales jobs.⁵⁶

The problems faced by these categories of youth in some countries have been further aggravated by the fact that they are not entitled to social benefits, which are usually attached to the full time employment. On the other hand, the hourly wages offered to them are just a fraction of the adult workers' wages in the same categories. So, many have to borrow to pay tuition and other expenses. As a result, the drop out rate among such students is higher than the average for the entire student body.

Another important result of the persisting skill-bias market pressure has been an increase in the financial burden of families which have had to pay for education of their young members and to support them while they are studying. Not all families, however, are willing or able to sustain such a burden. Young people from families with a modest income have either to work in order to finance their education, combining work and

⁵¹ EUROSTAT News Release, No 77/2001-19 July 2001.

⁵² UNICEF MONEE data.

⁵³ ILO, World Employment Report 1998-99, Geneva, 1999, p. 49; Acemoglu, Daron. Patterns of Skills Premia, NBER Working Paper No. W7018, March 1999, p. 1.

⁵⁴ European Youth Trends 2000. Vulnerable youth: perspectives on vulnerability in education, employment and leisure in Europe. Andy Furlong, editor. International expert report. Council of European Publishing, 2000, p. 13.

⁵⁵ European Youth Trends 2000, p. 34.

⁵⁶ European Youth Trends 2000. p. 44.

study, or just to work, because of the need to contribute to the family income. These young people are disadvantaged in two respects. Combining work and study means sacrificing leisure and opportunities to learn other important life skills, and therefore the quality of their life is lower in comparison with those young people whose families are able or willing to finance their education. Young people, whose families are unable to meet the cost of education are even in a more disadvantaged situation, because of being deprived of educational opportunities. This category of youth is at the high risk of relative poverty.

Some specific groups of youth in the UNECE countries face a grave risk of social marginalization due to a cumulative effect of historic disadvantages, but also new risks. These groups, depending on a concrete country, include:

- youth of some ethnic minorities;
- young people with disabilities;
- young people under public care;
- young refugees and immigrants; and
- young people of indigenous populations.

The above groups of youth have much in common. They endure discrimination, they live in ghettos, they are excluded from mainstream activities, and they come from families of low social status. Although, for the last three decades, attempts have been made to remedy historic injustices committed against some specific social groups, they still crowd at the bottom of social ladder. In terms of educational achievements, income, occupation, property ownership, etc., which are important criteria for allocating social status, these groups have been lagging behind the dominant social groups for centuries.

In the UNECE region, a specific group of young people should be singled out as a group at the utmost risk of extreme poverty. These are young people who have been left to and grew up in public care due to various reasons. In some countries in transition, their proportion has recently increased, while the public resources allocated for such institutions have been drying out. Reaching a certain age bracket, these young people have to leave the premises, but having no family, shelter and resources of their own, they are at the risk of victimization, homelessness, criminalization and poverty.

Youth in refuge is another group of grave concern, especially in the conflict-torn countries of South Caucasus, Central Asia, and South East Europe, in terms of their employability, health status and mental state. This group of youth could be added to the above one as facing the same degree of danger.

The on-going structural changes further heighten the high vulnerability of all the above-mentioned groups of youth. Young people belonging to these groups face profound risks of long-term unemployment, poverty and exclusion. In some countries in transition, poverty among these groups is so acute that many young people have been forced into illegal activities. Some have become caught in concealed forms of modern slavery or polygamous marriages (in the case of young females) in order to survive.

In the countries of Western Europe and North America, the introduction of tougher requirements for admission to upper secondary school and university together with a dramatic growth of education costs threaten to push young people from poor families further into marginality. Furthermore, a resurgence of discriminatory practices has been observed, as many countries dismantled special educational quotas and programmes for young people from the poor and disadvantaged groups. Remedial programmes for those failing to meet the test requirements introduced appeared instead, having a stigma effect. Graduates of such programmes have been treated by employers as handicapped, lacking the capacity and capability to work, and only a few have been able to get a full time employment.

In countries in transition, the proliferation of the private provision of educational services, both formally and informally (by public schools and universities), coupled with the impoverishment of the population and rising inequalities, have eroded the opportunity sets available to many young (see Tables 2 and 3). As a result, some of these countries have experienced a sharp fall in school enrolment rates (see Table 3).

In the Republic of Moldova, for example, the upper secondary enrolment rate fell by almost 30 percentage points, in Turkmenistan by 50 percentage points, in Tajikistan by 35 percentage points, in Kyrgyzstan 16 percentage points, in Romania by almost 20 percentage points.⁵⁷ At the same time, as income differentiation by education and skills has deepened, the enrolment rate at university level has climbed, but so has the dropout rate, as many young people have not been able to sustain the cost of education. This trend mirrors a similar trend in the EU area. During the 1990s, the estimated rates of non-completion of high education varied from 6-13 per cent in the United Kingdom, 30 per cent in Germany and 64 per cent in Italy.⁵⁸

Table 2. Distribution of Earnings in Selected Countries in Transition:
Changes in the Gini Coefficient (in %)

Country	1989	1999
Czech Republic	20.4	26.0
Poland	21.0	30.5
Slovenia	22.0	30.5
Romania	15.5	37.2
Latvia	24.4	33.3
Lithuania	26.0	37.0
Ukraine	24.4	43.0
Kyrgyzstan	26.0	46.6
Turkmenistan	25.5	26.5

Source: UNICEF. A Decade of Transition. The MONEE Project, CEE/CIS/Baltics, Regional Monitoring Reports No. 8-2001, p.159

Table 3. Poverty, Income Inequality and School Enrolment (Selected Countries, 1990s)

Country	Population below \$2 a day* (%)	Degree of inequality Gini coefficient of income per capita* (%)	Upper secondary school enrolment, 15-18 years olds, 1999 (%)	High education enrolment, 19-24 years olds, 1999 (%)
Belarus	2.0	21.7	71.5 (77.0)	30.0 (30.0)
Bulgaria	7.8	28.3	75.6 (78.2)	34.7 (22.0)
Czech Republic	<2.0	25.4	75.9 (79.2)	26.0 (16.6)
Hungary	4.0	30.8	98.8 (72.7)	28.9 (12.2)
Kazakhstan	15.3	35.0	57.4 (75.8)	23.3 (18.1)
Kyrgyzstan	49.0	40.5	49.1 (65.0)	29.8 (13.2)
Latvia	8.3	32.4	68.5 (71.6)	46.5 (20.5)
Lithuania	7.8	32.4	64.8 (73.7)	39.2 (27.8)
Estonia	17.7	35.4	71.9 (57.0)	45.0 (36.1)
Republic of Moldova	32.0	34.4	38.5 (67.1)	20.8 (16.2)
Poland	10.5	33.0	95.5 (90.2)	42.8 (16.0)
Romania	27.5	28.2	70.2 (89.9)	23.4 (7.2)
Russian Fed.	18.0	47.0	69.7 (77.8)	31.4 (24.8)
Turkmenistan	59.0	41.0	33.9 (66.8)	3.9 (10.2)
Ukraine	23.7	33.0	57.9 (65.5)	29.7 (22.3)
Uzbekistan	26.5	33.0	52.7 (67.7)	6.2 (15.0)

Furthermore, the collapse of industrial production, poverty and the lack of employment opportunities have led to de-formalization of economic activities and a rise of grey and black economies, reaching in some case more than 50 per cent of the formal GDP (e.g. Georgia and Azerbaijan)⁵⁹. It could be speculated on the basis of observation and occasional media reports, that many young people of those 18 million who were neither at school nor in employment were labouring in these economies. This makes them extremely vulnerable to the risk of abuse, recruitment into criminal organizations, and overexploitation.

Risk of Social Deviance, Abuse and Violence

The vulnerability of young people could be heightened by the cumulative effect of interacting various risk factors, resulting in the increased probability of each of the risks. Thus, the impoverishment of the family could undermine the educational perspectives of young members of the family, increase the risk of malnourishment and, hence, diseases. Tension in the relationship between the parents due to unemployment of the head of the family and harsh conditions could lead to domestic violence and abuse. In turn, domestic violence and abuse, as the experience of many countries shows, could force some young people to run away, but in the absence of own resources they would be unable to sustain themselves (to pay for food, clothing and housing). As a result, most of these young people have to live in the streets. Being young and inexperienced, they could be easily victimized, forced into prostitution and/or criminal activities. Once they are captured by criminal organizations, they are unable to escape, because of the threat of violence, but also because of all the above listed factors.

According to some findings on youth prostitution, the average age of entry into prostitution is 14, and many of those became enslaved as children. Homeless youth are emotionally and financially exploitable and therefore especially vulnerable to coercion and recruitment into survival sex, which is an exchange of sex for survival needs such as food, shelter, money or drugs. Since 75 per cent of homeless youth are fleeing physical abuse at home, many have few alternatives and are at risk of being entrapped in prostitution.⁶⁰

Not all the young people run away, instead some begin abusing alcohol and other substances. During 1995-1999, in the Russian Federation, the total number of young people in the age category 15-18 years suffering from alcoholism, increased two times, from drug addiction 3.3 times, and from other substance abuse almost 4 times.⁶¹

In many countries in transition, institutional uncertainty in terms of law and order, characterized by the weakening of social control, has been accompanied by an increase in predator behaviour among the adult population, but also among the young. The victimized children and young adults often join the ranks of predators. Some others commit suicide or are murdered. Recent national statistics report an increase in juvenile crime in many countries of the UNECE region, but especially in countries in transition (see Table 4).

Table 4. Registered Juvenile Crime Rate
(juvenile crimes per 100,000 population aged 14-17)

Country	1989	1999
Armenia	104	196
Belarus	1,121	1,416
Bulgaria	1,148	3,100
Czech Republic	2,468*	3,629
Estonia	1,490**	2,063
Yugoslavia	903	497

⁵⁹ E. Friedman & others. Determinants of Unofficial Activity in 69 Countries, *Journal of Public Economics*, June 2000.

⁶⁰ The Facts Behind the Faces. Prostitution: A Violent Reality of Homelessness. By Erica Schoot and Samir Goswami. A Policy Paper from the Chicago Coalition for the Homeless, *Homeward Bound*, Winter 2001.

⁶¹ UNICEF MONEE database.

The former Yugoslav Republic of Macedonia	2,974	5,256***
Hungary	1,493	2,285
Latvia	1,782	2,525
Lithuania	1,125	2,298
Poland	2,224	2,617
Romania	608****	3,288***
Russian Federation	1,953	2,164
Slovakia	1,575	2,350
Slovenia	3,362	5,393***
Ukraine	902	1,211

*1991 **1992 ***1998 ****1990

Source: UNICEF. A Decade of Transition. The MONEE Project, CEE/CIS/Baltics, Regional Monitoring Reports No. 8-2001.

Reducing the Vulnerability of Youth by Mitigating Risk Factors

This is easier said than done. However, the social costs of doing nothing could be enormous. Most UNECE member countries are ageing nations and their welfare will therefore be increasingly dependable on the productivity of the shrinking pool of workers from the generations to come. To ensure the required level of productivity to sustain the current level of consumption, youth should receive high quality education today. Urgent action is thus needed to offset the impact of income inequalities on educational opportunities of the young people in the region.

To improve the supply of youth jobs it is important, first of all, to stimulate the development of regions in decline. Governments may consider the possibility of launching local recovery programmes based on the assessment of the existing local skill pool and other comparative advantages available locally and developed in cooperation with the local communities and the private sector.

Youth financial schemes could be set up to allow young people either to move away from the declining regions or to become self-employed. However, youth self-employment should not be viewed as an answer to the present problem of shortage of quality jobs for young people. Stimuli are needed from both central and local governments to attract investment to such regions, but also special programmes to upgrade or to advance the skills of the local labour force.

Marginalized youth requires urgent attention in many countries of the UNECE region. The loss of young people to alcohol, drugs and organized crime is a waste of human life. Rehabilitation programmes with vision and determination are needed to ensure that not a single young man or woman is lost. The post-war experience with rehabilitating street children should be recalled and adjusted to the needs of modern times. Successful programmes and schemes should be disseminated and shared among member countries, but only after their impact is seriously assessed. However, it is even more important to stop the organized crime and adult predators from profiting from youth. The extension of national law, punishing predator acts of their nationals committed abroad, which has been already done by some countries of the region, could be followed by the rest of the UNECE member countries.

It is important to make mass media become socially responsible, as it has become the most powerful educator. The question of the responsibility of the press vis-à-vis its freedom should be seriously debated by civil societies in the light of increasingly violent content of mass media products and the effects on youth. Increased taxation of such products could be a means to control the behaviour of mass media.

To reduce the risk of poverty, an effective safety net should be installed in all countries of the region. This should include insurance schemes of the owners and employees of SMEs, as well as for young unemployed, allowing their mobility.

BOX 15 : PREVENTING VIOLENCE BY EDUCATING YOUNG PEOPLE

DATING VIOLENCE: WHAT TEENS NEED TO KNOW

By [National S.A.V.E.](#) , USA

Dating Violence is defined as the use of physical, sexual, emotional, verbal, and financial abuse for the purpose of gaining and maintaining control and power over another in an intimate or romantic relationship. By teaching secondary student the facts and warning signs of dating violence, and presenting safe dating tips and where to go for help, they will be better able to protect themselves and to assist other students who might be in an abusive relationship.

The Facts

- In a recent survey, 26% of teenagers said they are very concerned about dating violence. (Applied Research & Consulting LLC for Liz Claiborne, Inc., Spring 2002)
- 40% of teenage girls 14 to 17 years old report knowing someone who has been hit or beaten by a boyfriend. (Bureau of Justice, Special Report of Intimate Partner Violence, May 2002)
- Women ages 16 to 24 experience the highest per capita rates of intimate partner violence. (United States. Department of Justice, Bureau of Violence by Intimates. Washington: 1998)
- Having a verbally abusive partner is the variable most likely to predict that a woman will be physically assaulted by an intimate partner. (United States. National Institute for Justice. Centers for Disease Control. Extent, Nature, and Consequences of Intimate Partner Violence. Washington: 2000)
- Most intimate partner victimizations are not reported to the police because victims fear further retaliation from the abuser or think the police will not be able to help. According to the National Violence Women Survey, only one quarter of all physical assaults perpetrated against a female by an intimate partner are reported. (United States. National Institute for Justice. Centers for Disease Control. Extent, Nature, and Consequences of Intimate Partner Violence. Washington: 2000)
- Almost 80% of young women abused in their intimate relationships continue to date their abusers. (City of NY, Teen Relationship Abuse Fact Sheet, January 2000)
- 38% of date rape victims were women between the ages of 14 and 17. (Bureau of Justice Special Report; Intimate Partner Violence, May 2002)
- Data from a study of 8th and 9th grade male and female students indicated that 25% had been victims of nonsexual dating violence and 8% had been victims of sexual dating violence. (Foshee, V.A.; Linder, G.F.; Bauman, K.E.; Langwick, S.A.; Arriaga, X.B.; Heath, J.L.; McMahon, P.M.; Bangdiwala, S. The Safe Dates Project: Theoretical Basis, Evaluation Design, and Selected Baseline Findings. American Journal of Preventive Medicine, Supplement, 1996; 12 (5): 39-47)
- 9% of ninth-graders who reported having a boyfriend or girlfriend have been hit, slapped or physically hurt by that person (California Attorney General's Office, 2002)
- 30% of battered women married someone who had abused them while they were dating. (City of New York. Teen Relationship Abuse Fact Sheet. New York City: 2000)

Early Warning Signs

Extreme Jealousy

- angry if you talk to other people, have close friendships or express affection for others

- attributes this behavior to love for you and may say things like, "I'm nothing without you."

Possessiveness

- tries to control your life
- tells you whom you can and cannot see, how to dress and how to act
- wants to know where you are at all times

Emotional Abuse

- frequently puts you down
- calls you names
- criticizes you or humiliates you in public and/or private

Physical Abuse

- touches you in a way that hurts or scares you
- forces sex on you

Explosive Anger

- blames you or others for everything, including his or her own failures
- yells
- hits walls
- destroys your belongings
- threatens to hurt you, your friends, or your pets

Mood Swings

- dramatic mood shifts
- possibly goes from being jealous and controlling to sweet and charming

Another warning sign is alcohol and drug abuse. Substance use/abuse can affect a person's mood and disposition, sometimes acting as a trigger for violence. It also lowers a person's self-control, again resulting in violent incidents. Using or abusing alcohol or drugs is not an excuse for one's actions.

Healthy Dating Tips

- If you have heard of a person being violent in a relationship, do not get in a relationship with them.
- Watch out for people who are aggressive and violent in everyday life.
- Get to know the person before you go out by yourself, go with a group of friends.
- Tell someone responsible where you are going and who you will be with.
- Do not trust people who apologize for their actions yet repeat their violent behavior again.
- If something feels wrong to you, it probably is.
- Respect someone that says "no" or "stop" in a situation.
- Treat all people, especially those in close relationships with equality and respect.
- Take steps and measures to control your anger, including seeking help from a trusted professional.

THEORETICAL AND EMPIRICAL MODELS ON TRAFFICKING IN HUMAN BEINGS

by Anca Vitcu, University of Bucharest, Romania

1. Introduction

“Trafficking in persons the illegal but highly profitable recruitment, transport and sale of human beings for the propose of exploiting their labour is a global human rights phenomenon involving hundreds of thousands of victims each year.”
Human Rights Watch

Trafficking in human beings and smuggling of migrants have increased throughout the world in recent years, owing to the globalization process as well as other factors. The problem is exacerbated in both size and seriousness by the growing involvement of organized crime groups. The violation of human rights and the exploitative nature of the treatment of the victims in cases of trafficking amounts to new forms of slavery. UNHCR documents show that victims of trafficking are not only migrants in search of a better life in a foreign country but also many asylum-seekers and refugees as well as people willing to join their family and who have to resort to the services of smugglers and traffickers to travel to and enter into, another country.

Although there are many mass media reports and an increasing number of case studies, these are exclusively focused on the international side of the problems but eluding the dramatic aspects connected with asylum-seekers and refugees which are prompted to leave their own country by a complex combination of fears, hopes and aspirations. Information on the in-country aspects of trafficking is also neglected. As a result there is no overview of the size, nature, development and trends of the phenomenon. The lack of such an overview hampers the design and subsequent adoption and funding of effective national and international strategies on combating and prevention of trafficking/smuggling and reintegration of victims.

This project consists of an integrated package of policy-orientated research as well as targeted technical cooperation to be carried out by the International Centre for Migration and Health (ICMH), Geneva with the support of and coordinated with the Stability Pact Anti-trafficking Task Force. At various stages of the programme, cooperation will be sought from the academic community, governmental entities, non-governmental organizations, United Nations agencies, and international organizations involved in addressing trafficking/smuggling and migration related phenomena.

Reliable data that would allow an analysis of the in-country and cross border phenomenology and the design of countermeasures are scarce. Therefore, in the **first phase** data will be collected on both directions based on four steps. The first three steps correspond to three different approaches (statistical, legal and media) on different routes for a period of 10 years (1991-2001). In this first phase the data analysis will provide an overview of the visible part of the phenomenology in connection with worldwide economic, social and political events. The fourth step focuses on a Delphi method through which we will seek to examine in the light of experts interpretations all aspects of the phenomenon and to propose solutions that make the best possible use of available resources.

In the ***first step*** - (statistical approach) a theoretical model of the visible part of the phenomenon will be developed. This step will be carried out through self-administrated questionnaires adjusted to the type of information the organizations involved in the phenomenon can provide. The questionnaires will be structured and will consider the means for filtering data to distinguish the overlapping information and avoiding double entries.

The ***second step*** - (legal approach) will focus on an in-depth analysis of the files of completed criminal cases.

The ***third step*** - (media approach) will be composed of a comprehensive analysis of the perception of trafficking/smuggling and migration including aspects connected with asylum-seekers, refugees or family reunion issues and a screening of job vacancies and matrimonial announcements (two important recruitment avenues in trafficking business) in the main Romanian newspapers during 1991-2001. In this framework, data analysis will also include gender comparisons between the legal migration opportunities.

The ***fourth step*** - Delphi technique based on which we will receive an agreement of the majority actors involved in the development of strategies on prevention and anti-trafficking activities.

In order to better enable Government agencies and the international community to respond to these problems, the **second phase** will bring to the foreground the involvement of organized crime groups in trafficking in and smuggling of human beings in-country and across borders. Based on qualitative methods, we will seek to examine trafficking/smuggling in the light of the most recent theories and interpretations, which are focused on the economic analysis of the phenomenon. We will apply economic considerations of organized crime and illegal markets to the business of trafficking in human beings and develop an organizational and operational scheme of the "trafficking in human beings enterprise". This analysis of demand/supply factors aims to identify more precisely the elements and mechanisms of this kind of trafficking in order to provide a working basis for future elaboration of successful legislation and law enforcement strategies. In-depth interviews and case studies with victims of trafficking and refugees will define the profile of "customers" which will guide reintegration policies and fundamentals of awareness and prevention campaigns.

As part of the **third phase**, a national migration survey will provide a solid base for the formulation and implementation of comprehensive reintegration projects for victims on a case-to-case basis. The relationships between education, employment, and knowledge about in-country and international migration related issues and population mobility would provide invaluable information for developing prevention and awareness policies and projects from a gender approach.

To achieve the above results, a specific sample design strategy will be developed. In order to maximize sampling efficiency, it will be necessary to take into account the general characteristics of migration phenomena as well as the specific goals and objectives of the survey. In this framework the sample design will focus on such important issues as stratification, sample size, sample allocation. The distribution of the sample and the estimated number of migrants and non-migrants in the sample for geographic strata will be based on proportional allocation and optimum allocation under different assumptions. The proportional allocation, shown for purposes of comparison, would be used to obtain a self-weighting sample of households. To carry out the sample plan multiple stages of selection in each stratum will be used with the primary sampling units selected with probabilities proportional to estimated size and the final stage consisting of random selection of one person per household from among those 14-64 years of age.

In the **fourth phase**, a global strategy on trafficking will be formulated in close consultation with relevant representatives of the government, national and international organizations.

The estimated duration of the project is 24 months. After the first 6 months the methodology of the research will be completed. The first phase will last around 5 months. The qualitative survey covers almost 5 months. The staff training and implementation of the quantitative research will require 6 months. Two months are reserved for the global report and dissemination. Six months are reserved for the formulation of strategies.

The project will have an estimated budget of \$ 152 658.

2. Project Background

Increased economic globalization has facilitated access to foreign markets and the advantages offered by technological innovations have made many enterprises expand their activities across borders, seeking to develop them on a global scale. But the opportunities offered by globalization are not exclusive to legitimate

activities and organizations, and the creation of these new global markets have provided both positive and negative outcomes. Based on OSCE and IOM reports, every year millions of men, women and children are trafficked worldwide into slavery conditions for sexual as well as for non-sexual purposes. The same reports emphasize the fact that among these many thousands are women and girls. On the other hand UNHCR documents draw attention to the fact that a growing number of refugees become dependent on trafficking or smuggling in order to reach safely the country of destination.

A negative outcome of globalization is the increased feminization of poverty, forcing greater numbers of women and girls worldwide to migrate in search of work. Seeking economic opportunities abroad, they turn to a variety of resources, including newspapers ads, acquaintances, marriage agencies, labour recruiters and modelling agencies. They accept positions as nannies, maids, sex workers, dancers, factory workers, or hostesses. Many of these women and girls end up as victims of illegal and unscrupulous trafficking networks, some times through officially legal routes.

In some cases women and girls are trafficked within the in country, from rural area to urban centres, or from one ethnic group to another or internally. In other cases, traffickers seeking to maximize their profit cross borders to other countries to satisfy customers' demand for illegal services. **The business of trafficking in human beings depends not on victims, but on customers.** It appears that the further the distance between departing and destination countries and the more sophisticated the trafficking operation, the higher the trafficking profit. Traffickers look for opportunities, analyse the surrounding economic landscape, geographical circumstances and use the discrepancies that occur between different national legal and financial systems to their advantage.

In some cases women know only half-truths about their prospective employment and are told neither of the working aspect nor the financial arrangements. In other instances they are fully informed about the work but unaware of the slavery-like situation they will end up in and see no other economic alternative, so agree to migrate for a job classified as 3-D (dirty, dangerous, demanding). In both situations these women are coerced into debt bondage where they are forced to repay their trafficker and/or employer for transportation and other fees. Because these women and girls may have entered in the country illegally and are often working in an illegally or legal industry, they are afraid to turn to local authorities for help and are unable to file civil suits against their abusers or have access to other protection provided by labour laws.

If they are lucky to escape from their "owners", or "employers" the long way of returning home provides other risks, deception and suffering. Back home, the kind and degree of choice these women were able to express before being trafficked have a major impact on the future processes and consequences of their reintegration.

These classical patterns exist also for trafficking in children and men.

UNHCR and HCHR have highlighted many times their concerns that similar dramatic facts interrupt the journey of an increasing number of refugees and that trafficking/smuggling have an unexpected impact on the asylum claims. UNHCR notes with concern the documented evidence regarding immigrants and asylum-seekers who lost their lives while desperately attempting to reach their destination with the help of smugglers, or, once in the country of destination, forced into debt bondage or indentured labour in order to pay off the smugglers' fees.

The smuggling of human beings is not effectively controlled and prevented further aiding the developing of trafficking networks. Government policies and the practices of border control, immigration, police and justice agencies often concentrate on the illegal aspects of migration, leaving aside the involvement of organized criminal groups in the smuggling and trafficking of human beings. As a consequence, the primary target of control interventions is the illegal migrants themselves, not the criminal organizations involved in the smuggling, trafficking and exploitation of human beings. Anti-trafficking and smuggling initiatives, if they do not consider the root causes of the phenomenon, might violate refugees' rights to leave their own country and seek asylum from persecution. The measures regarding the system of strengthening border control to reduce the risk of illegal immigration and trafficking in human beings should consider the 1951

Convention relating to the Status of Refugees and its 1967 Protocol. Based on UNHCR statements there is increasing recognition that many genuine asylum-seekers have no viable option to reach safety but to resort to irregular movement that may be facilitated by the assistance of smugglers, that is why the “savings clause” contained in both the Smuggling and Trafficking Protocols and designed to safeguard the rights of asylum-seekers and refugees are of utmost importance.

Those who become victims of trafficking may often lose more than they gain when cooperating with the justice system. They are often considered perpetrators of illegal acts rather than victims of crime and persecuted for violations of immigration laws, prostitution or criminal or statutory offences that are legally subsumed under the terms of indecent behaviour and vagrancy. A lack of adequate witness and victim protection may further result in reduced efficiency of investigation, prosecution and court proceedings in such cases. In the case of refugees, basic and specific human rights protection is required as well as adequate information on how to claim asylum. Special attention should be given in managing family reunion cases.

The general public is not aware of trafficking in human beings in all its aspects, the extent to which organized criminal groups are involved in trafficking and the fate of victims. Therefore, those at risk of becoming victims of trafficking are not alerted to the various forms of exploitation to which they may be subjected.

Combating trafficking effectively, with sound policies and programme formulations for awareness and prevention on one hand and protection, return and reintegration of the victims on the other hand, requires timely and reliable information. In order to be able to generate effective solutions the way data about this phenomenon is collected, analysed, interpreted and understood is very important. The present inadequacies of the data make them liable to subjective interpretation and can lead to erroneous policy conclusions. This project will try to provide a reliable model of the phenomenon and to develop avenues out of desperate conditions, which would target populations most at risk of being trafficked.

3. Project Implementation

3.1. Target Groups

- *Potential victims* - Romanian citizens from high risk regions, refugees on the Romanian territory as well as persons (Romanian citizens, stateless persons or refugees) subject to family reunion issue
- *Romanian victims and victims in transit* - Persons from Romania or from other countries in transit through or stranded in Romania
- *Romanian officials* - Relevant Romanian authorities e.g. Ministry of Interior, Ministry of Justice, Ministry of Foreign Affairs, Ministry of Health, Ministry of National Education, Ministry of Labour dealing with migration and gender issues
- *General public* - The general public will be targeted in order to help influence within a gender perspective, common perceptions on trafficking and reaching a mature audience composed of family members of potential victims and public opinion leaders
- *International officials* - Relevant international authorities

3.2. Overall Objective

The primary objective of the project is to design the needed framework for the Romanian Government, NGOs, private bodies, United Nations Agencies, academic institutions and individuals in formulating urgent and concerted organized crime and criminal justice responses.

3.3. Project Goals

The project is intended to provide timely support for constructive dialogue on the development of effective initiatives to address the issues of trafficking in and smuggling of human beings.

The main goals are to bring about:

- Analyses of the concepts of "trafficking" and "smuggling " in human beings
- Assessments of the trafficking and smuggling market
- Trends of the phenomenology

These questions will be approached from several directions:

- A human rights issue
- An economic issue
- An organized crime issue
- A migration issue
- A labour issue
- A health issue
- A moral issue

3.4. Achieving the Stated Goals

The project seeks to achieve the above-mentioned goals through:

- Theoretical and empirical models of the market of trafficking in women and girls will be designed based on qualitative research (focus groups, depth interviews and case studies).
- A representative analysis of the whole affected community will be developed based on a comprehensive quantitative survey.

3.5. Results

The project will result in the creation of a *Centre for Migration Studies*, which will bring about the following results:

Short term results:

- methodology for the collection and analysis of data on trafficking and migration,
- training material to be used by the research team which will be involved in the project implementation

Long term results:

- Awareness campaigns about trafficking and migration at the local and national level
- Preventive policies'
 - o to address the underlying causes of poverty, improve access to education and employment opportunities
 - o to implement programmes for sustainable livelihood and poverty alleviation among families most at risk
 - o to promote gender equality to reduce the demand for and supply of women and girls
- Protection, return and reintegration policies including:
 - o A legislative framework to promote and protect the rights of persons who are trafficked
 - o A legislative framework to promote and protect the legal rights of asylum-seekers and refugees
 - o A legislative framework to protect family reunion
 - o A legislative framework to penalize offenders

- o Improvement in the treatment of trafficked victims
- o Development of law enforcement and police cooperation activities including the introduction of specialized training programmes
- o Development of bilateral readmission agreements with neighbouring and other countries as appropriate
- o Development of multidisciplinary reintegration programmes - (health care, counselling, education, training and social integration)

3.6. Project Details

The project is composed of four comprehensive phases designed to address the political, economic, social, legal and institutional dimensions of trafficking in and smuggling of human beings.

Phase I: Analysis of trafficking in and smuggling of human beings and migration using existing data sources.

Step one - Statistical approach

- Identification of the valid institutional sources (screening of the governmental, non-governmental and international organizations involved in trafficking in and smuggling of human beings based on snowball technique)
- Design the questionnaires (the questionnaires will be adjusted according to type of information each organization can provide based on a previous exploratory questionnaire, and will consider the possibility of filtering data so as to avoid duplication)
- Data collection (data will cover a period of 10 years between 1991-2001)
- Data analysis (descriptive analysis based on which a theoretical model of the visible part of the phenomenon will be developed)
- Report (to be delivered to the organizations from which the data have been collected, the Government, as well as media)

Step two - Legal approach

- Identification of cases brought into the system between 1991-2001
- Data collection
- Analysis of the trial process and its outcomes
- Report (to be delivered to the organizations from which the data have been collected, the Government, as well as media)

Step three - Media approach

- Identification of media companies based on an exploratory questionnaire
- Content analysis of trafficking and migration related articles
- Screening of job and matrimonial advertisements
- Report (to be delivered to the Government, NGOs, international organizations and the media)

The analysis will include 3 national newspapers and 1-2 local newspapers from the 10 counties identified at step one as having the highest problems related with trafficking and will be conducted for the time period 1991-2001.

Step four - Delphi technique

- Design questionnaires specific for each area of interest
- Selection of experts - 30 experts/geographical region selected from a wide range of functional areas including research, development and operations. This ensured a wide range of knowledge and perspectives on trafficking in human beings related issues.
- Get the opinion of the participants based on individual well standardized questionnaires which include a certain number of open questions

- Summarize results and provide feedback - the summarized information is sent to the group of participants who could revise their opinion. Experts who will wish to maintain their initial opinion will be asked to provide reasons for doing so.
- Subsequent feedback - to further narrow opinion repeat the previous step
- Report (to be delivered to the organizations from which the participants have been recruited, the Government, as well as the media)

Delphi method will be conducted with experts from:

- Governmental organizations involved in prevention and anti-trafficking activities
- NGOs involved in prevention and anti-trafficking activities
- Ministry of Interior
- Ministry of Health and Family
- Ministry of National Education
- Ministry of Labour and Social Solidarity
- International organizations involved in prevention and anti-trafficking activities

Personnel involved in the first phase:

Core management group and title/type of person	Number of persons	Average time per person (person – months)
Research director	1	4 + ½
Mathematical statistician	1	4 + ½
Legal analyst (or layer)	1	4 + ½
Sociologist	1	4 + ½

Collaboration from locally recruited consultants (research institutes as well as individual experts, law enforcement and judiciary personnel, students as well as non-governmental organizations and media representatives) will be sought.

Working plan:

Activity	Timeline in weeks																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Step one (Statistical approach)																		
Identify data sources	■	■	■	■														
Design the questionnaires	■	■	■	■														
Design database					■	■												
Data collection					■	■	■	■	■									
Data analysis										■	■	■	■					
Report														■	■	■		
Step two (Legal approach)																		
Identify data sources	■	■	■	■														
Data collection					■	■	■	■										
Data analysis										■	■	■	■					
Report														■	■	■		
Step three (Media approach)																		
Identify data sources	■	■	■	■														
Data collection					■	■	■	■										
Content analysis									■	■	■							
Screening of public announcements					■	■	■	■	■									
Report												■	■					
Final analysis														■				
Final report															■	■		
<u>Delphi method</u>																		
Design questionnaires	■	■	■	■														
Select experts			■	■														
Get the opinion of participants					■	■	■	■										
Summarize the results									■	■								
Subsequent feedback										■	■	■	■					
Report														■	■	■		
Final Report Phase I															■	■		
<u>Evaluation</u>																		
Evaluation Seminar																	■	■

Phase II: In-depth analysis of the phenomenon based on qualitative surveys

The qualitative surveys to collect in-depth information on smuggling in migrants and trafficking in human beings.

The main aim of the qualitative survey is to provide detailed information on issues such as:

Organization of trafficking

- Types of trafficking organizations
- Organizational structures
- Models of trafficking organizations

Characteristics of traffickers

- Age
- Sex
- Place of origin
- Ethnic background
- Nationality
- Marital status / Something about family
- Education
- Socio-economic characteristics

Characteristics of trafficked persons

- Age
- Sex
- Place of origin
- Ethnic background
- Religion
- Nationalities
- Marital status
- Number of children
- Education
- Socio-economic characteristics
- Motivations for migration

Patterns and types recruitment

Travel arrangements

- Date of travel
- Types of documents
- Mode of transport
- Involvement of facilitator - promises
- Payment for travel

Situation at destination

- Place of final destination
- Type of work
- Working conditions and earnings
- Personal feelings about the situation
- Financial situations (including debts)

Arrest and detention

- Where and when by whom
- What charges

Returning home

- Deportation or repatriation
- Aspects of going home

Health problems

(HIV/AIDS, STD, Tuberculosis, Hepatitis, Mental health issues)

Future plans

Reintegration

- Reintegration environment
- Factors influencing reintegration (economic situation, health, religion)
- Levels of reintegration (individual, family, village, society)

Characteristics of clients

Trafficking routes

- Specific global routes
- Nodal locations
- Crossing of specific national borders
- The emergence of new destinations
- Payments of migrants

Market development

Business organization and evolution

Inter-state relations

Knowledge about migration laws

The qualitative research will be based on **focus groups, in-depth interviews** and **case studies**.

(a) Focus groups

Steps in the focus group process will be:

- Formulate the research question
- Identify and train moderators (moderators must have excellent communications skills, must be well trained in psychology, must have experience and a good knowledge of the phenomenon and must be able to lead and control the conversation in a subtle manner).
- Generate, pre-test and revise the interview guide (the interview guide will be composed of two parts: a general part and a specific part adjusted to each group)
- Develop the sample framework, decide what types of people will participate from each group (participants will be persons directly involved in the phenomenon, selected accordingly to precise geographical, age, social and professional criteria)
- Recruit participants (participants will be qualified by the specific segments identified in the first phase)
- Make arrangements for the setting, equipment, food and drinks, and child care if necessary
- Schedule and conduct groups, using tape recorder and/or a systematic recording form
- Prepare and analyse data (summarizing the key findings after focus groups)
- Report (to be delivered to the organizations from which the participants have been recruited, the Government, as well as the media)

Focus groups will be conducted with the following categories:

- Police officers
- Guards
- Lawyers/ Legal analysts
- Physicians
- Economists
- Teachers and Professors

- Representatives of Ministry of Labour
- Representatives of Ministry of Justice
- Representatives of Ministry of Health
- Representatives of NGOs
- Representatives of travel agencies

The sampling frame will be developed by identifying key population groups that are likely to represent different views of the topic.

Number of groups needed - at least 2 groups for each category

Length of the group – 1:30h - 2h

Size of the group - 8-10 respondents

Group setting - video recorder and videotapes

Number of moderators – 3

Number of localities – the most important 10 localities identified in the first phase

(b) In-depth interviews

The steps for in-depth interviews will be the follows:

- Formulate the research question
- Design a plan for interviews and a protocol for conducting the interviews
- Generate, pre-test and revise the questionnaire (the question design will consider the biases in responding which can be provided by social desirability and faking good, deviation and faking bad, the questions will be graded, the language will be adjusted according to each interviewer's background)
- Design the sampling methods (combination of probabilistic and non-probabilistic methods)
- Identify and train the field interviewers (the field interviewers will be selected from the best students of the Faculties of Sociology, Psychology and Law and will participate during one week in training courses held by the research core team)
- Recruit the interviewees (participants will be persons directly involved in the phenomenon)
- Conduct the interviews (face to face techniques)
- Prepare and analyse data (even before conducting the survey we will determine how the data will be analysed once collected)
- Report (presented to research team in confidentiality)

In-depth interviews will be conducted with the following categories:

- Victims of trafficking – (around 50 interviews)
- Refugees – (around 50 interviews)
- Persons subject to family reunion issue (around 15 interviews)
- Parents/family members/friends – (around 10 interviews)
- Sex workers - (around 10 interviews)
- Brothel owners or managers - (around 10 interviews)
- Customers – (around 5 interviews)
- Representatives of bars, restaurants, discotheques, modelling agencies, hotel staff, travel agencies – (around 10 interviews)
- Representatives of Embassies – (around 10 interviews)
- Representatives of international organizations – (around 10 interviews)
- Police officers – (around 10 interviews)
- Politicians – (around 5 interviews)
- Priests – (around 5 interviews)
- Physicians – (around 5 interviews)
- School teachers – (around 5 interviews)

The interviews will be structured or semi-structured according to the categories involved in this study. Interviews will be conducted in the first 10 localities identified at the first stage and based on results of the

Working plan:

Activity	Timeline in weeks																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
a) Focus groups																			
Formulate the research question	█																		
Generate , pre-test and revise the interview guide	█	█	█	█															
Identify and train moderators					█														
Develop the sample frame, design database		█	█	█															
Recruit participants					█	█													
Schedule and conduct groups							█	█	█										
Prepare data and analyse											█	█	█	█					
Report															█	█	█		
b) In-depth interviews																			
Formulate the research question	█	█																	
Design a plan for interviews	█	█	█																
Generate , pre-test and revise the questionnaires			█	█	█														
Design the sampling methods	█	█	█	█	█														
Identify and train field interviewers						█													
Recruit the interviewees, conduct interviews							█	█	█										
Prepare data and analyse											█	█	█	█					
Report															█	█	█		
c) Case studies																			
Identify the victims							█	█	█	█									
Design analysis instruments	█	█	█	█	█														
Conduct interviews							█	█	█	█									
Data analysis											█	█	█	█					
Report															█	█	█		
Case monitoring ^{*)}												█	█	█	█	█	█	█	█
Report																			
Evaluation																			
Evaluation Seminar																			█

**) Case monitoring - 12 weeks*

Phase III: Analysis of the phenomenon of trafficking in and smuggling of human beings in connection with migration issues based on a quantitative survey

The quantitative national survey seeks to provide information on the following issues:

- Patterns and types of population mobility
- Demographic and socio-economic characteristics of migrants and non-migrants
- Motivation of people to move
- Demographic and socio-economic consequences of migration in areas of both origin and destination
- Knowledge about trafficking and smuggling related issues
- Knowledge on migration laws
- Identification of risk factors
- Characteristics of risk population

The results of the policy-orientated research should reveal the linkage between variations in the urban/rural rate of development and variations in the volume, type and direction of population movements. This will permit identification of the socio-economic and socio-psychological factors that are either causes or consequences of migration and serve as a basis for the formulation of a sound reintegration policy and programme.

Steps in the research project:

- Definition of relevant concepts
- Specification of population (The individual questionnai

The questionnaire - an overview

The topics included in the questionnaire will be selected to give a broad spectrum of the types of information that can be collected to give an overview of the process of migration in Romania today as well as the population knowledge about international migration laws and trafficking related issues.

The migration survey objectives focus on the following five aspects:

- Pattern and types of population mobility
- Factors that cause people to migrate or not
- The consequences of migration for places of origin and destination
- Knowledge about international migration laws
- Knowledge about smuggling/trafficking in human beings

The domain of analysis will cover population of both urban and rural areas, permanent and temporary migrants and non-migrants from a gender approach.

In the analysis of the determinants of migration, a host of factors may affect migration decisions. Some of these are characteristics of the individuals involved, others pertain to the immediate or extended family, while still others may exert their influence at a community level.

The core questionnaire will be divided into two parts: *a household and an individual section*.

Part one - the household section

The houcommn

Part two - the individual section

The individual questionnaire will be designed to collect information needed for an in-depth assessment of the determinants and consequences of population mobility as well as the knowledge about international migration laws and trafficking in women and girls .

The life history matrix will offer information in the determination of the type of move most practiced by individuals and the characteristics of migrants before and after the migration. **By having comparable data on the economic, social and demographic changes for the life cycle of different types of migrants as well as for non-migrants, it should be much easier to assess whether migration has had a positive or a negative impact and which type of migration contributes most to individual welfare.**

Data obtained on the reasons for migrating will be analysed in the context of the characteristics of places of origin and destination, the structure and socio-economic status of the household and the life history and socio-demographic status of the individual. **Analysis at different levels of aggregation will be made and important insights will be gained about the objective and subjective factors that interact to influence spatial mobility.**

Migration analysis will be concerned not only with the reasons why people migrate or not, but also with the reasons why some places do or do not send or receive migrants. The information derived from households and individuals will be associated with information on the communities in which they reside in order to understand how the community level and individual level factors interact to affect the migration decision. Analysts will be able to discover which community characteristics are likely to increase the probability of migration.

Short term mobility and activities during the 12-month period immediately preceding survey may play a key role in the economic survival of the individual migrant and his family as well as in providing the labour force essential for a wide range of seasonal economic activities in the destination areas. Information will be recorded on all types of work or study activities in which the individual participated over the 12-month period, including location of the activity in relation to the place of usual residence and the length of time, the means of transportation and the income earned. Such data provide the basis for assessing the extent to which circulation or commuting have become substitutes for permanent migration within particular areas

Information on future mobility or intentions to move, information on the reasons for preferring particular possible destinations as well as expectations with respect to the type of activity at the new place will be collected. Such information should provide insight into what keeps a large number of individuals from moving at all and what stimulates others to move, and sometimes to move with considerable frequency. These data can also be used when developing policies intended to influence the volume, direction or characters of future movements.

The significant question of the impact of migration and mobility upon changes in welfare levels of the origin and destination areas and how this may contribute to the reduction or increase in regional disparities in development.

Based on an evaluation of this kind more effective programmes can be identified and a package of incentive and disincentive measures can be selected. The study of the economic and non-economic factors as well as the sources of contacts and information that determine the decision to move and the selection of destination can play a vital role in the selection of appropriate policy instruments for various targets of population distribution. It will provide information on specific impacts of international migration, including remittances and the importance of international migration in the process of development.

A special module will gather information on population knowledge about issues of trafficking in human beings and migration laws.

The sample plan

To achieve the above results a specific national probability sample design strategy will be developed. For the survey up to 2000 individuals will be personally interviewed. The sample plan will consider that the survey must provide estimates for a variety of characteristics of migration as well as geographical comparisons. The sample strategy will involve the most effective combination of probabilistic methods. The sample design will include stratification by historical regions, place of residence, the size of localities (urban and rural). To carry out the sample plan multiple stages of selection in each stratum will be used with the primary sampling units selected with probabilities proportional to estimated size and the final stage consisting of random selection of one person per household from among those 14-64 years of age. It will adopt the household as the primary sampling unit so that comparisons between households with or without migrants can be made. In order to maximize sampling efficiency it will be necessary to take account of the general characteristics of the migration phenomena as well as the specific goals and objectives of the survey. In this framework the sample design will focus on important issues as stratification, sample size, sample allocation. The distribution of the sample and the estimated number of migrants and non-migrants in the sample for geographical strata will be based on proportional allocation and optimum allocation under different assumptions. The proportional allocation, shown for purposes of comparison, would be used to obtain a self-weighting sample of households.

Interviewing will be conducted at weekends as well as on weekdays. Allowance for persons not at home will be made by a "time-at-home" weighting procedure or by callbacks, reducing in this way the sample bias that would otherwise result from under representation in the sample of persons who are difficult to find at home.

Staffing levels

The survey organization can be broadly divided into four functional areas:

- Survey management group
- Field operations group
- Data processing group
- Survey reporting group

The size and area of expertise of the project staff will change as the survey passes through different stages.

The following table indicates by group approximate staffing levels and duration of the tasks for survey planning and implementation.

Personnel involved in the third phase:

Core management group and title/type of person	Number of persons	Average time per person (person - months)
Survey management group		
Research director	1	6
Field operations group		
<i>Sample design and selection</i>		
Sampling coordinator	1	6
Mathematical statisticians	1	6
Cartographer	1	1
<i>Questionnaire design</i>		
Psycho-Sociologist	1	6
Legal analyst / lawyer	1	1
Mathematical statistician	1	6
<i>Interviewing</i>		
Interviewing coordinator	1	1
Interviewers	200	3 weeks

Core management group and title/type of person	Number of persons	Average time per person (person - months)
Editors	1	1
Data processing group		
Mathematical statisticians	1	6
Coders	3	3 weeks
Programmers	1	1
<i>Survey reporting group</i>		
Mathematical statisticians	1	6
Demographers	1	3 weeks
Publication experts	1	1

Collaboration from locally recruited consultants (research institutes as well as individual experts, law enforcement and judiciary personnel as well as non-governmental organizations and media representatives) will be sought.

Working plan:

Activity	Timeline in weeks																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Prepare survey methodology	█	█	█	█	█	█	█	█																
Produce survey materials							█																	
Recruit and train field staff							█	█																
Conduct field work									█	█	█													
Coding and data entry												█	█	█										
Data analysis																█	█	█	█					
Report																				█	█	█		
Evaluation																								
Evaluation Seminar																						█	█	█

Phase IV: The utilization of the research findings from phases I, II and III in policy formulation and programme development directly related to control and prevention of smuggling in migrants and trafficking in human beings.

Policy Phase will include the following steps:

- Determining need for intervention
- Selection of appropriate programmes and sets of programmes
- Selection of instruments
- Selection of target populations and target areas
- Timing of intervention
- Policy evaluation

Empirical evidence derived from the first, second and third phase will provide guidelines on a wide range of policy issues:

- The first issue, which emerges from migration research, concerns identification of the problems. Is trafficking a consequence of poverty? What is the connection between trafficking and migration? What is the connection between asylum, trafficking and smuggling? Which are the risk factors?
- Sometimes migration is not determined by the interplay of the forces of supply and demand in the labour market, but by the individual's initiatives often based on inadequate or erroneous information which is usually provided by relatives and friends or the traffickers themselves; the individual is motivated by their assistance to resettle in the new place. The lack of adequate information on the employment market in various countries and migration laws makes the situation of labour movements unsatisfactory. It is the role of government to replace these misperceptions with more realistic representation of migration. This could make migration a positive element in the process of economic growth.
- One major problem is the population of squatters' settlements and the provision of housing for the poor. Since the majority of these squatters are migrants, this problem must be considered an issue concerning migration and not merely housing and not only in the limited context of land-use patterns, housing space and infrastructure costs but also in the context of human settlement policies.
- The extent to which circular (temporary) migration and commuting should be encouraged as an alternative to permanent movement needs to be assessed much more fully. Attention should be given to the costs-benefits of alternative forms of movement, both as they relate to the burden imposed by temporary versus permanent migrants and the impact on places of origin, judged by the volume of remittances and introduction of modern ideas and practices.
- The close interrelationships between population movements and the actual disparities in economic opportunities and social amenities between different regions of the country and between urban and rural areas.
- Economic stability plays an important role in the reintegration process of victims of trafficking.
- Demographic and socio-economic consequences of trafficking in areas of both origin and destination.
- Establish expeditious, effective and efficient systems for the determination of refugees status.
- Clear up the widespread confusion between regular and irregular migrants, asylum-seekers, refugees and people in need of protection for humanitarian reasons.
- Develop effective protection procedures for people who need them, such as those who feel obliged to leave the country be able to do so without resorting to irregular and clandestine forms of movement.
- Protection of smuggled migrants and victims of trafficking according to the letter and spirit of two Palermo Protocols and in particular protection of migrants such as not becoming liable to criminal prosecution for the mere fact of having been smuggled as well as organizations that assist these migrants for humanitarian considerations.
- Health impact of smuggling/trafficking in human beings.

Personnel involved in the fourth phase:

Core management group and title/type of person	Number of persons	Average time per person (person - months)
Policy maker	1	8
Research director	1	8
Mathematical statistician	1	8
Psychologist	1	8
Sociologist	1	8

Collaboration from locally recruited consultants (research institutes as well as individual experts, law enforcement and judiciary personnel, students as well as non-governmental organizations and media representatives) will be sought.

Working Plan:

Activity	Timeline in months							
	1	2	3	4	5	6	7	8
Final report (phase I-III)								
Evaluation Seminar								
Determine need for intervention								
Selection of programmes, instruments, target populations and target areas								
Timing of intervention								
Policy evaluation								
Final report								
Evaluation								
Evaluation Seminar								

4. Project Sustainability

From the very outset of the project, the International Centre for Migration and Health (ICMH) will try to ensure the sustainability of the project with the establishment of a Steering Committee. The following will be undertaken in this respect:

- In cooperation and coordinated with the Stability Pact Anti-trafficking Task Force, the Romanian and international authorities in its information materials and activities, ICMH will provide a central address for ongoing information dissemination and individual consultation after the term of the present project.
- Briefings on information dissemination procedures and information on trafficking in women and girls and migration issues and trends will be provided regularly to the Stability Pact Anti-trafficking Task Force, Romanian Government, academic entities, national and international organizations.
- The ICMH will involve all participants in its future projects addressing trafficking in human beings as well as migration issues.
- The ICMH will continue to support the Stability Pact Anti-trafficking Task Force, Governmental structures dealing with the issues of trafficking in human beings after the term of the present project is completed.

5. Institutional Structure and Inputs

The International Centre for Migration and Health (ICMH), supported by and coordinated with the Stability Pact Anti-trafficking Task Force, will identify and coordinate the activities defined in this document with relevant partners and authorities – especially the relevant Romanian Government entities and national and international organizations. Regular progress reports will be submitted to all interested parties.

- | | |
|---|---|
| <i>International Centre for Migration and Health</i> | - As the executing agency in consultation and coordinated with the Stability Pact Anti-trafficking Task Force, relevant research institutes and Government authorities will plan, coordinate and carry out the policy orientated research. |
| <i>Romanian Government</i> | - Provide all information currently available on trafficking in human beings as well as on migration issues in order to help research efforts and policy formulation and programme development directly related to control and prevention of smuggling in migrants and trafficking in human beings. |
| <i>Romanian Institutes of Research</i> | - Support the research team to design and evaluate the methodology |
| <i>International Organizations</i> | - Through their representatives will provide all relevant information necessary to the research activities |
| <i>NGOs</i> | - Will be actively involved in policy formulation and programme development directly related to prevention /reintegration of smuggling in-migrants and trafficking in human beings |

6. Work plan

Activity	Timeline in months																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Phase I	█	█	█	█	█																			
Phase II					█	█	█	█	█	█														
Phase III										█	█	█	█	█	█									
Report I-III																█								
Phase IV																	█	█	█	█	█	█	█	
Final Report																								█

-

Ярослав Донцов, Украина нового тысячелетия, Украина

***(Traditional and New Methods of Moral Education as a Means to Prevent HIV/AIDS Infection
by Yaroslav Dontsov, All-Ukrainian Organization "Ukraine of the New Millennium", Ukraine)***

По официальным данным в Украине насчитывается 300.000 носителей ВИЧ/СПИД инфекции. Кто сегодня не знает о Чуме двадцатого века? Все знают, но количество инфицированных продолжает расти. Официальные данные о распространении венерических заболеваний в Украине еще более впечатляющи.

Чем это объяснить? Все всё знают и, в то же время, продолжают поступать «неправильно»? Вряд ли. Уж слишком велико число «нарушителей». Может быть, образовательные и просветительские кампании непрофессиональны и неэффективны? Тоже нет. Они высоко профессиональны и эффективно доносят до целевой аудитории необходимую информацию.

Опыт работы в сфере нравственного образования позволил мне сформировать иной взгляд на эту проблему. Дело не в том, каким образом мы информируем и как часто, а в том, что именно мы говорим и с каких позиций.

Реальность говорит сама за себя. Показательны результаты «сексуальной революции» и программ сексуального образования в школах США. Да, школьники действительно научились правильно пользоваться средствами личной гигиены; теоретически знают столько, что могут научить и нас с вами. Однако, наряду с этим, возникли следующие проблемы. В два раза увеличилось количество ранних половых связей. Возраст вступления в половую жизнь снизился до 10-12 лет («A Psychologist's view of sex». San Francisco, 1989.). По данным ФБР четвертая часть всех девочек до 12 лет подвергается изнасилованию (Wildmon D. The Case against pornography. Victor Books, 1986. P.11-12.). По сведениям американской организации «Женщины против порнографии» принудительно вступают в сексуальную жизнь 38 процентов девочек, достигших 13-летнего возраста, а 70 процентов всех американских девочек были жертвами попыток к изнасилованию (Там же. P.13.). О темпах распространения ВИЧ/СПИДа лучше вообще не упоминать.

Можно ли всерьёз предполагать, что очередная реклама «безопасного секса» и благие намерения «сексуального просвещения» окажутся действеннее влияния порнопродукции общей стоимостью 7 млрд. долларов только в США (данные середины 80-х годов) или ежегодного вовлечения в детский порнобизнес 600.000 детей в возрасте от 3 до 18 лет, при общей сумме дохода от этого вида «бизнеса» в 2-3 млрд. долларов в год? (Там же. P.11,13.).

Соответственно возникла необходимость более детально рассмотреть причины создавшегося кризиса в сфере взаимоотношения полов. На наш взгляд картина следующая.

За две тысячи лет христианская религия сформировала определённое напряжение в вопросах проявления сексуальности человека. Желание Церкви наставить людей на путь истинный объяснимо, ведь именно религиозная доктрина лежит в основе морали и нравственных норм общества. Но, к сожалению, в итоге, была создана целая система ограничений и табу, наложивших на сексуальность печать запрета.

Сексуальные желания человека, не находящие путей социально приемлемой реализации, были вынуждены искать иные формы и пути проявления, что приводило к их деформации, вытеснению в подсознание, искусственному замещению. Этот процесс в итоге привёл к формированию целой индустрии, обслуживающей сексуальные потребности человека, с оборотом в миллиарды долларов в год. Будучи в прямом конфликте с социально принятыми нормами морали, эта индустрия оказалась несовместимой со светской культурой и ушла в тень.

Произошло болезненное для общества разделение культуры и, соответственно, персонального поведения человека на социально приемлемое и неприемлемое. В результате, в обществе прочно укоренились двойные стандарты морали в вопросах пола. Все члены общества тем или иным образом удовлетворяют свои сексуальные желания, в том числе потребляя продукцию секс индустрии, но негласно, тайно, по принципу «я – не я», испытывая при этом нравственные мучения. Общественная культура и нравственность обрели невротический характер. Сам человек стал невротиком во всем, что касается секса.

Сложилась парадоксальная ситуация: в обществе существует целая сфера сексуальных отношений, но не существует общепринятой Культуры сексуальных отношений. Каждый вынужден опираться сам на себя, на разрозненные знания, на противоречивые мнения. И в итоге, преодолевая запреты и табу, действовать на собственный страх и риск, пытаюсь найти приемлемую для себя модель поведения.

Школьные программы сексуального образования, призванные способствовать формированию у молодёжи здоровых сексуальных норм и правил, не оправдали себя и в итоге были признаны ошибочными, так как акцентировали внимание учащихся в основном на технических моментах, на вопросах «безопасного секса». Классические рассказы об этике сексуальных взаимоотношений, культуре секса и подобном выглядят неубедительно, так как, на самом деле, являются неискренними и надуманными.

На что в итоге опираются юноша или девушка при формировании личных сексуальных взглядов? На формальные декларации о «возвышенном» в школе или приземленную реальность мира взрослых – мира наркотиков, порнографии, проституции и рекламы, бесцеремонно эксплуатирующей сексуальные желания человека?

Крайне важен для формирования здоровых сексуальных взглядов молодёжи пример родителей. Но и им, в большинстве случаев, хвалиться нечем и, краснея от разговоров на эту тему, они не могут сказать ничего по-настоящему стоящего.

Выше я сказал, что декларируемые сегодня обществом взгляды на вопросы секса являются надуманными и неубедительными. В этих словах нет иронии, в них есть грусть. Грусть оттого, что поколение за поколением миллионы людей проживают земную жизнь, сами себе не позволяя честно взглянуть на реальное положение вещей. Все общепринятые сегодня теории искусственны, то есть создаются не в результате реального постижения природы вопроса, а являются продуктом размышлений философов, психологов, священников, юристов, педагогов.

Мы вынуждены были сделать вывод, что, в существующей на сегодня форме, система сеаного образования носит деструктивный характер. Она холодна, функциональна, прагматична и безжизненна. В результате, чтобы отдать Любви положенную ей дань Восторга, Поклонения и Благодарности, обществу с Любви покровы тайны, прикрепило инструкцию и назначило социальную приемлемую цену.

А общество, как ни в чём ни бывало, с интересом наблюдает

Если не изменить существующие тенденции, завтра обществу придётся столкнуться с ещё более трудными вопросами.

Рассматриваемые нами проблемы болезненны для общества и крайне актуальны. Они волнуют многих людей в Украине. Существует целый ряд государственных программ в этой сфере. Также проводится много мероприятий, инициированных ООН, ВОЗ, ЮНЕСКО и другими международными организациями. Однако, как показывает практика, этих усилий недостаточно для изменения негативных тенденций в обществе.

Понимание этого и стало основой для создания Всеукраинской общественной организации «Украина Нового Тысячелетия». Мы создали именно общественную неприбыльную организацию, так как рассматриваемые нами проблемы – это общественные проблемы, и крайне важно, когда за их решение берутся люди, действующие от чистого сердца, искренне желающие внести посильный вклад в дело совершенствования жизни общества.

Учитывая сложность проблем, мы приняли решение о необходимости профессионального подхода, и объединили вокруг себя преподавателей, учёных, медицинских работников, предпринимателей и других неравнодушных и инициативных людей. Еженедельно в офисе организации проводится рабочая встреча специалистов по различным областям знаний и методикам обучения.

Мы изучили опыт других стран, сильные и слабые стороны их образовательных программ, определили мировые тенденции, сделали поправку на славянский менталитет и культурные традиции нашего народа и разработали комплекс образовательных программ, ориентированных, в первую очередь, на молодёжь.

Для пояснения направленности наших программ мы предложили использовать термин «нравственное образование», тем самым показывая, что речь идёт о духовном развитии человека.

Все программы носят комплексный характер, то есть включают в себя информацию сразу по нескольким сферам знаний и дают обучающимся возможность получить интегративное видение. Мы называем это Целостным подходом к обучению, в основе которого лежит идея Целостности Жизни – универсального единства всех элементов и процессов бытия.

Философия Целостности с помощью специальных интегративных концепций описывает мироустройство, а Целостное Знание объединяет воедино достижения науки, философии, религии, эзотерики и искусства.

Так, здоровье рассматривается не как соответствие медицинских анализов человека неким стандартным показателям, а баланс всех происходящих в нем процессов. Поэтому, в отличие от медицины, которая лечит конкретное заболевание, воспринимая его как самостоятельное явление, системы, ориентированные на стабилизацию здоровья, нацелены на поддержание баланса в организме человека. Для этого они используют специальные техники диагностики и коррекции: энергоинформационные, дыхательные, медитативные и пр. Сегодня миллионы людей практикуют Йогу, Ци-гун, Трансцендентальную Медитацию, техники Ошо, Фалунь Дафа и десятки других оздоровительных систем.

Принципиальным отличием наших программ от общепринятых есть то, что в их основе лежат методы практического освоения знаний. Практика является не просто неотъемлемым элементом целостного подхода, а ключевым. Именно путём практического взаимодействия с объектом познания у изучающего формируется личностный образ этого объекта, основанный не на чужих представлениях и мнениях о нём, а на собственном живом опыте соединения с объектом. Формализованный процесс изучения чужих знаний превращается в процесс личного познания. В обучении более важным становится метод и глубина постижения, до которой смог дойти ученик.

Коренным образом меняется роль преподавателя. Из человека озвучивающего знания и проверяющего качество их запоминания, преподаватель превращается в Наставника, сопровождающего ученика в его Пути личного постижения. Такой преподаватель должен обладать не только знаниями, но и практическими умениями. Более того, чтобы быть успешным, он должен быть Мастером.

Программы нравственного образования, направленные на сексуальное воспитание молодёжи, получили название «Искусство и Этика Любви».

Мы предлагаем обучающимся освоить сферу взаимоотношений полов через постижение следующих базовых положений:

В обучении мы применяем как традиционные, так и авторские техники: дыхательные, энергетические, психо-эмоциональные, телесно ориентированные и другие. Все техники предполагают постижение и использование энергий Земли, Человека и Неба.

Просветительская часть обучения знакомит с историей, этническими традициями, философией и психологией пола и иными знаниями, позволяющими сформировать соответствующую природе человека и нашего мира Естественную Культуру Жизни.

И, самое главное, на всех фазах обучения проводится мысль о том, что основным условием достижения успеха является Любовь и Духовность.

Наши обучающие программы имеют различные формы: обзорные лекции, регулярные занятия, интенсивные трехдневные семинары. За два года деятельности наши занятия посетили более 300 человек. Положительным является то, что люди, посещая занятия, платят за обучение, тем самым, финансируя деятельность организации. Основной категорией обучающихся является молодёжь, работники умственного труда, интересующиеся оздоровительными практиками и те, чьей профессией является работа с другими людьми. Радостным является то, что в результате занятий мировоззрение людей становится шире, чище, более духовным.

Полученный опыт подвинул нас к разработке программы создания сети культурно-просветительских центров по всей Украине. На сегодня представители нашей организации действуют в 15 областях, что охватывает более половины страны. В апреле 2002 года мы объявили международный конкурс по созданию Национального Духовного Центра в городе Киеве.

В своей деятельности мы исходим из осознания важности объединения усилий не только отдельных людей, но и различных организаций, особенно органов власти. Поскольку проблемы, на решения которых направлены наши усилия, являются проблемами всего общества, они могут быть решены только усилиями всего общества в целом.

Накопленный нашей общественной организацией опыт реализации программ нравственного образования представляет практический интерес. Мы положили начало своей деятельности в Украине. Мы открыты к контактам и обмену опытом. Мы готовы к сотрудничеству и объединению усилий со всеми, кто заинтересован в осуществлении программ, нацеленных на решение проблем молодёжи, как в Украине, так и во всём мире.

Давайте вместе приложим усилия к тому, чтобы найти пути и возможности поделиться с нашей молодёжью глубинными знаниями, накопленными человечеством и показать им Красоту и Радость Жизни в этом мире.

BOX 16 : DRUGS ABUSE – THE FACTS

What is drug abuse?

People have taken psychoactive drugs for curative, religious and recreational purposes for hundreds of years. At the end of the last century, however, due to advances in the field of chemistry and pharmacology, stronger and highly addictive substances such as cocaine and heroin were synthesized. In addition, the invention of hypodermic syringes enabled people to inject these drugs, making their effects more powerful and the risk of addiction more serious. Against this background and the risk of widespread abuse, the first international controls were instituted following the Opium Commission in Shanghai in 1909.



Over the years, various United Nations Conventions have restricted the sale and use of different substances to medical purposes. These conventions were amalgamated in the 1961 Single Convention on Narcotic Drugs. This in turn was supplemented in 1972 by a Protocol stressing the need for treatment and rehabilitation services. In 1971 the Convention on Psychotropic Substances established an international control system for a list of pharmaceutical drugs and other substances that affect the mind. For the purposes of international drug control, the term "drug abuse" refers to the illicit, i.e. non-medical, use of any of the substances listed in the above conventions. A 1988 Convention addressed drug trafficking and included provisions against money laundering and the diversion of chemicals used in the manufacture of illicit drugs ("precursor chemicals").

Substances of abuse

A psychoactive substance is any substance that people take to change either the way they feel, think, or behave. This includes alcohol and tobacco as well as natural and manufactured drugs. In the past, most drugs were made from plants, such as the coca bush for cocaine, opium poppies for heroin and cannabis for hashish or marijuana. Now drugs such as Ecstasy or LSD are produced by synthesizing various chemicals. Drugs of abuse fall into three categories: depressants (e.g. heroin, barbiturates), stimulants (e.g. cocaine, crack, amphetamines) and hallucinogens (e.g. marijuana, Ecstasy, LSD), and are either ingested, inhaled, smoked, injected or snorted.

Depressants are sedatives that act on the nervous system. They provide artificial relaxation and relief from anxiety and mental stress but tend to produce psychological dependence; withdrawal from heavy use is severe.

Stimulants are agents that activate, enhance, or increase activity of the central nervous system. They include amphetamines and synthetic appetite suppressants such as phenmetrazine or methylphenidate. Stimulants can give rise to symptoms suggestive of intoxication, including tachycardia, pupillary dilation, elevated blood pressure and nausea or vomiting. They can also cause violent and aggressive behaviour, agitation and impaired judgement. A full-blown delusional psychosis may occur.

Hallucinogens are chemically diverse and produce profound mental changes such as euphoria, anxiety, sensory distortion, vivid hallucinations, delusion, paranoia and depression. They include mescaline and LSD.

Effects

Drugs can be harmful in a number of ways, both through immediate effects and through damage to health over time. Even occasional use of marijuana affects cognitive development and short-term memory. In addition, the effects of marijuana on perception, reaction and coordination of movements can result in accidents.

Hallucinogens (such as LSD) distort perceptions, alter heart-rate and blood pressure and, in the long term, cause neurological disorders, depressions, anxiety, visual hallucinations and flashbacks.

Cocaine and **amphetamines** cause tremors, headaches, hypertension and increased heart-rate. Long-term effects include nausea, insomnia, loss of weight, convulsions and depression.

Heroin use initially results in nausea, slow respiration, dry skin, itching, slow speech and reflexes. Over a long period of time there is a serious risk of developing physical and psychological dependence, which can result in acute overdose and even death due to respiratory depression.

There is a tendency to present some drugs (such as **cannabis** and **Ecstasy**) as less harmful than they actually are, without taking into consideration their long-term consequences and the effects they have on adolescent development, particularly on the development of certain critical functions (cognitive ability and capacity to memorize). Ecstasy has been presented as having little or no side effects, but studies show that its use alters, perhaps permanently, certain brain functions and also damages the liver and other body organs.

Although not regarded as illicit, inhalants are widely abused, especially by disadvantaged youth. Some of these volatile substances, which are present in many products such as glue, paint, gasoline and cleaning fluids, are directly toxic to the liver, kidney or heart, and some produce progressive brain degeneration.

The major problem with psychoactive drugs is that when people take them, they focus on the desired mental and emotional effects and ignore the potentially damaging physical and mental side effects that can occur. No illicit drug can be considered "safe". In one way or another, the use of psychoactive substances alters the normal functioning of the human body, and in the long run they can cause serious damage.

HIV/AIDS EPIDEMIC IN THE UNECE REGION: ARE WE HEADING FOR A CATASTROPHE?

by Larissa Kapitsa, Director, Coordinating Unit for Operational Activities, UNECE

In view of the growing probability of HIV/AIDS penetration into the general population and the disastrous economic and social potential of such an epidemic, the United Nations General Assembly held a special session on 25-27 June 2001 “to review and address the problem of human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) in all its aspects, as well as to secure a global commitment to enhancing coordination and the intensification of national, regional and international efforts to combat it in a comprehensive manner”.⁶² All entities of the United Nations, including regional commissions, were invited “to be involved actively in the preparatory activities and to participate at the highest level in the special session”.⁶³

Current situation in the region

North America and Western Europe

Until recently, the UNECE region had been considered relatively safe in terms of keeping HIV/AIDS under control. Swift actions, undertaken by the countries where the HIV cases were first detected, to educate the general public and high-risk groups about the disease and possible prevention measures, appeared to be working, bringing down the rate of new infection, while inducing a change in behaviour patterns, including towards safer sex practices among the general population and especially among young people. In Switzerland, for example, the percentage of sexually active 17-year-old boys, who had begun having sex by the age of 17, fell from 65 per cent in 1985 to 54 per cent in 1997.⁶⁴ In most western European countries, more than 60 per cent of young people report using condoms during the first time they had sex. On the whole, in west European countries, 80 per cent of the population aged 17-30 consistently adhere to safe sex practices, thereby alleviating the risk of infection.⁶⁵ This trend, however, seems to be reversing. As of the end of 2001, there were cumulatively: 560,000 adults and children with HIV/AIDS in Western Europe, and 940,000 in North America (United States of America and Canada) with an estimated number of adults and children newly infected with HIV during the year 2001, respectively, 30,000 and 45,000 (see table).⁶⁶

According to some recent studies, in 2000 there was a 33 per cent increase in HIV cases in Germany after a five-year long period with a relatively low infection rate.⁶⁷ HIV diagnoses were 7 per cent up for 2000 in the United Kingdom as well.⁶⁸ Most disturbing is an increase of HIV/AIDS among women and young people.

⁶² A/res/55/13, pp. 1-2.

⁶³ A/res/55/13, p. 2.

⁶⁴ United Nations Programme on HIV/AIDS. Report on the Global HIV/AIDS Epidemic: June 2000, ISBN: 92-9173-000-9, p. 56.

⁶⁵ *id.*, p. 60.

⁶⁶ UNAIDS data bank.

⁶⁷ Agence France Press (www.afp.com), 13 March 2001.

⁶⁸ United Press International (www.upi.com), 25 January 2001.

HIV/AIDS Estimates, end of 2001

Country***	Cumulative Number of People Living with HIV/AIDS			
	Adults and Children	Adult Rate (%)	Women (15-49) (%)	Children** (0-14)
Eastern Europe and Central Asia	1,000,000	0.50	20.00	15,000
Armenia	<500	0.01	<100	<100
Azerbaijan	<500	<0.01	<100	<100
Belarus	14,000	0.28	3,500	<100
Bosnia and Herzegovina	...	0.04	...	...
Bulgaria	...	0.01	...	...
Croatia	350	0.02	<100	<100
Czech Republic	2,200	0.04	500	<100
Estonia	<500	0.04	<100	<100
Georgia	<500	<0.01	<100	<100
Hungary	2,500	0.05	270	<100
Kazakhstan	3,500	0.04	<100	<100
Kyrgyzstan	<100	<0.01	<100	<100
Latvia	1,250	0.11	250	<100
Lithuania	<500	0.02	<100	<100
Poland	13,000*	0.07	...	...
Republic of Moldova	4,500	0.20	1,000	100
Romania	7,000	0.02	750	5,000
Russian Federation	130,000	0.18	32,000	1,800
Slovakia	400	<0.01	<100	<100
Tajikistan	<100	<0.01	<100	<100
Turkmenistan	<100	0.01	<100	<100
Ukraine	240,000	0.96	70,000	7,500
Uzbekistan	<100	<0.01	<100	<100
Western Europe	560,000	0.30	25.00	4,100
Albania	<100*	<0.01	...	...
Austria	9,000	0.23	2,000	<100
Belgium	7,700	0.15	2,600	300
Denmark	4,300	0.17	900	<100
Finland	1,100	0.05	300	<100
France	130,000	0.44	35,000	1,000
Germany	37,000	0.10	7,400	500
Greece	8,000	0.16	1,600	<100
Iceland	200	0.14	<100	<100
Ireland	2,200	0.10	600	170
Italy	95,000	0.35	30,000	700
Luxembourg	330*	0.16	...	...
Malta	220*	0.12	...	...
Netherlands	15,000	0.19	3,000	100
Norway	1,600	0.07	360	<100
North America	940,000	0.60	20.00	11,000
Canada	49,000	0.30	5,600	500
USA	850,000	0.61	170,000	10,000

* Adults (15-49) ** The end of 1999 *** Country data, the end of 1999

Source: UNAIDS. United Nations Programme on HIV/AIDS. Report on the Global HIV/AIDS Epidemic: June 2000, ISBN: 92-9173-000-9; AIDS epidemic update. December 2001

A recent review of surveillance and prospective cohort studies, published in the US between 1981 and 2000, found that over the past 15 years, women accounted for an increasing percentage of HIV-infected persons. In 1999, 32 per cent of new reported HIV diagnoses were in women, of which 38 per cent were a result of

heterosexual transmission.⁶⁹ While in 1986, women represented 1 in 15 AIDS cases in the USA, in 1999, their proportion went up to 1 in 5, reaching 18 per cent of all AIDS cases. In a half of these cases, no risk factor was identified, therefore implying that they were infected through a heterosexual contact.

As of 31 December 1999, 733,374 cases of AIDS and 430,441 AIDS-related deaths had been reported in the US, **since the first outbreak of disease in the late 1970s**. AIDS has become the fifth leading cause of death among all adults aged 25 and 44 in the US. Among African-Americans in the 25 to 44 age group, AIDS is the leading cause of death for men and the second leading cause for women.⁷⁰

Recent findings indicate there has been a growing deviation from the established patterns of safe sex towards a more risky behaviour among some population sub-groups in the US and west European countries in the recent years.⁷¹ This was observed not only among younger members of such groups, but also among the older ones. To some extent, this may be explained by the response of these groups to the improved accessibility and availability of various options to treat opportunistic diseases associated with AIDS, particularly to antiretroviral drugs and, consequently, to the erroneous notion that AIDS has become manageable.

Distressingly, in the case of young people, there appeared an increasing lack of knowledge about the nature of the disease and prevention options. The latter may be partially attributed to insufficient efforts in preventing HIV among the new generations of young people, in particular those belonging to the most vulnerable and disadvantaged groups.

Surveillance data analysed from 25 USA states with integrated HIV and AIDS reporting systems for the period between January 1996 and June 1999 indicate that young people (aged 13 to 24) accounted for a much greater proportion of HIV (13 per cent) than AIDS cases (3 per cent). These data show that even though AIDS incidence (the number of new cases diagnosed during a given period of time) was declining, there had not been a comparable decline in the number of newly diagnosed HIV cases among youth. Scientists believe that cases of HIV infection diagnosed among 13 to 24-year-olds are indicative of overall trends in HIV incidence because this age group has more recently initiated high-risk behaviours. Females made up nearly half (49 per cent) of HIV cases in this age group, according to the reports from 32 states in 1999.⁷²

Central and Eastern Europe and Central Asia

The situation has even more dramatically worsened in economies in transition and, especially, in the Newly Independent States, from virtually zero HIV/AIDS cases in the 1980s to a total of 1,000,000 people infected with this fatal disease by the end of 2001. A shocking upsurge of the disease occurred in the latter region during 2000-2001. The estimated number of adults and children newly infected with HIV rocketed to 250,000, the steepest increase worldwide.⁷³

Furthermore, with the total number of drug-injecting addicts on the rise and drug injection spreading among sex workers, the risk of HIV transmission through heterosexual contacts to the population at large has become alarming. In Russia, for example, the total number of new HIV cases registered annually increased from just 23 people in 1987 to 67,774 in the year 2000 with up to 90 per cent of all cases attributed to drug-injection.⁷⁴

⁶⁹ S. Hader and others. HIV Infection in Women in the United States, *Journal of the American Medical Association*, 2001, No. 285, pp. 1186-1192.

⁷⁰ UNAIDS. AIDS epidemic update, December 2000; National Vital Statistics Report 2000.

⁷¹ MMWR, 2001, No 50, pp. 177-120 (source: <http://www.hivandhepatitia.com/hiv/>)

⁷² National Centre for HIV, STD and TB Prevention, Divisions of HIV/AIDS Prevention, 13 April 2001 (source: <http://www.cdc.gov/hiv/pubs/youth.htm>)

⁷³ UNAIDS data bank.

⁷⁴ Ministry of Health of the Russian Federation.

In Russia, Ukraine and the Republic of Moldova, countrywide up to one per cent and in some cities up to five per cent of the total population are estimated to inject drugs. In some Russian cities, where drug injection prevalence is the highest, such as Kaliningrad or St. Petersburg, the HIV infection rates are also exceptionally high, and continue to climb. There is also strong evidence that HIV-infection has proliferated to other regions. Cases of HIV were registered in Ryazan, Kemerovo, Samara, Perm, Sverdlovsk, Orenbourg and Leningrad oblasts. The highest HIV prevalence (total number of HIV cases per 100,000) was registered in Irkutsk oblast (301), Kaliningrad oblast (286.5) and Moscow oblast (106.5).⁷⁵

A similar pattern has been observed in Ukraine, Belarus and the Republic of Moldova, where most HIV cases are also drug related and where available evidence suggests a continuous proliferation of HIV.⁷⁶

As in the United States, in the CIS countries the proportion of young people in new HIV cases has been extremely high. In the Russian Federation, for example, it reached 75 per cent of all new HIV cases diagnosed in 2000. The share of women is also on the rise. The proportion of women to men in all new HIV cases in Russia increased from 1:4 in the 1980s to 1:2 in the recent years.

In Central Asia, Kyrgyzstan (Osh region) and Kazakhstan (Temirtau) have recently experienced a large-scale outbreak of HIV infection related to drug injection.⁷⁷ In Kyrgyzstan, according to official estimates, the total number of drug-addicts increased from 741 to almost 4,000 over the year 2000, thereby increasing the potential threat in spreading HIV.⁷⁸

In the Baltic States, HIV prevalence among drug-addicts was also found to be at the highest level, especially in the seaport cities, such as Narva (Estonia). As a result, Estonia experienced a real explosion of HIV infection from 9 cases in 1999 to 390 in 2000.⁷⁹

The above figures may still not reflect the true extent of HIV diffusion among drug-addicts, as only a small fraction of this high-risk group has been screened. Furthermore, the screening sometimes involves non-injectors, who are at a lower risk, while those who are known to be HIV-positive are excluded, deflating the overall results.

In Central and Southeast Europe, high HIV prevalence of around 40-50 per cent was also identified among the drug users of some large cities: Szczecin (Poland) and Belgrade (Yugoslavia). In the rest of the countries of these two sub-regions, the rates have so far been relatively low.

⁷⁵ Ministry of Health of the Russian Federation.

⁷⁶ According to UNAIDS, in 2000, HIV prevalence among drug-users in some Russian cities was 19.3 per cent in St. Petersburg, 65 per cent in Kaliningrad. In Belarus, the rate was estimated to be 76 per cent in Svetlogorsk and 22 per cent in Minsk, and in Ukraine, it was 64 per cent in Odessa, 28 per cent in Kryvoi Rog, and about 18 in Kharkov.

⁷⁷ According to UNAIDS, HIV prevalence among drug-users in Temirtau, Kazakhstan, was 26 per cent in 2000.

⁷⁸ Daily HIV/AIDS News, March 30, 2001.

⁷⁹ Agence France Presse, 11 January 2001 (source:www.afp.com)

Preventive Measures: Why Do They Seem to be Failing?

According to official reports, most countries of the UNECE region have introduced various preventive measures to curb the infection and keep the disease at bay. However, as the above trends indicate, they seem to be failing in some population sub-groups especially, the young ones, and have not been effective enough to prevent the proliferation of HIV.

One of the reasons is believed to be the stigma which the larger societies in many countries attach to certain behaviour, such as men having sex with men or drug addiction. Until recently, in some countries such behaviour was considered a criminal offence and was punishable under the Law. Individuals belonging to such groups have therefore been reluctant to ask for medical help, and public agencies and non-governmental organizations, involved in the HIV/AIDS prevention campaign, have not reached them. In some other countries, larger societies openly resisted any idea of public help to be provided to such groups, thus allowing both the growth rate of drug addicts and HIV infection to rise.

The tragedy of Africa, where a cultural reluctance to acknowledge the existence of socially undesirable behaviour persists, shows that such an attitude is a luxury under the circumstances and puts the very survival of nations at risk. Furthermore, some recent studies indicate that in a number of the countries in transition, drug addiction and poverty are often closely intertwined, pushing some people of both genders to sell sex for cash, thus providing a classic bridge for infection diffusion among the general population.⁸⁰

The phenomenon of drug addiction, which is among the leading causes of the spread of HIV in many countries of the UNECE region, and especially in economies in transition, is first and foremost a manifestation of social escapism. Many societies, who view drug-addicts as social deviants, should ask themselves hard questions, why do so many people, and especially, young people, seek to escape from reality? Could it be that the reality these societies offer to their younger generations is far from perfect? Hypocrisy, violence, abuse, indifference, cruelty, hate, egoism, poverty, greed, to say more, are also heavily present among the essential attributes of this reality. Could they be among the reasons that avert young people from the values professed by larger societies?

Recent civil wars, ethnic conflicts, rapid impoverishment of families and whole communities, social polarization, mass displacement, collapse of basic social institutions and criminalization, witnessed in economies in transition during the last decade, are, in many respects, responsible for the rise of drug consumption, but also for the drug production and trafficking in impoverished regions.

The geographical patterns of drug consumption are closely intertwined with the regional patterns of economic decline throughout the economies in transition. Regions in decline suffer from high unemployment, poverty and crime. Anecdotal stories from some of such regions allege that massive attrition of workers often coincided with supply of drugs to the affected communities, presumably organized by owners of enterprises. A recent change in the types of narcotics consumed in many countries in transition, away from the home-made opiates towards more sophisticated drugs like amphetamine-type stimulants, which require specific skills and technology for their production, implies the existence of organizations capable of organizing production and transboundary distribution networks.

The profound increase of income poverty and social disparities that occurred in many countries in transition has had a dramatic impact on both older and younger generations. The ability of many families to provide support and care for their children, including education, has been undermined. Poverty incidence is highest among young parents with children in all countries in transition. Educational establishments, in their turn, deprived of public funding, in order to survive underwent a significant privatisation, formally or informally, and have therefore begun increasingly to discriminate in favour of children from high-income families. As a result, the proportion of children and young people who have not enrolled or attended school, or have

⁸⁰ Amirkhanian, Y.A., Kelly, J.A. & Others. Predictors of HIV risk behaviour among Russian men who have sex with men: an emerging epidemic, AIDS 2001, 16 February, No 15 (3), pp. 407-412.

dropped out of school, as well as the use of child labour and other forms of child exploitation, have been growing.

Since 1989, enrolments in general and vocational education have declined by almost 40 percentage points in South-eastern Europe and by 13-14 percentage points in the Newly Independent States, Russia, Ukraine and Belarus. The sharpest fall in the overall youth enrolment in secondary education was registered in Turkmenistan (boys by more than 27 per cent and girls by 8 per cent) and Georgia (boys by 14 per cent and girls by almost 20 per cent).⁸¹ It was estimated, that, in 2000, more than 20 million young people aged 15-25 out of total 65 million in this age category in the economies in transition, were neither in school nor in employment, and an additional 10 million had been actively looking for a job.⁸²

In many countries, while the total number of young people seeking jobs has been growing, their access to employment opportunities has been increasingly complicated by a shrinking pool of jobs and a slow pace of the creation of new jobs in the formal sector. Intensified age discrimination has further undermined their entry into the labour market. This is confirmed by a consistently higher unemployment rate among youth as compared to the national averages. A combination of growing social inequalities and persistent lack of income opportunities in the formal sector has generated a depressing environment and, therefore, a bleak future for many young people, causing social deviance of various types, including drug consumption.

In high-income countries, the demand for drugs among young people has been growing for quite some time. Western Europe has become second after the USA global market for drugs. In many respects, young adults in this group of countries have faced similar barriers to their entry to the labour market as their contemporaries in countries in transition. However, young people in high-income countries are also under the constant pressure of persuasive advertising and mass-media images of winners. Unable to match these images and expectations of their families, some young adults descend into drug addiction.

A growing amount of evidence implies that there are links between increased violence against women, children and adolescents, especially forced prostitution, and HIV proliferation. In many countries in transition, prostitution among young people of both genders, particularly in metropolitan areas and economically declining regions, has been spreading. Historically, prostituting behaviour has shown a strong relationship with the economic situation and the availability of income opportunities, and tended to decline with affluence. Under the current conditions of economic hardship, ineffective safety nets, and impoverishment, the vulnerability of young people has been extremely aggravated, especially in most affected countries.

Furthermore, with the economic and social conditions deteriorating, the total number of families in distress has also increased, undermining their capacity to socialize and protect their young members. As a result, the rate of both criminalization and victimization of young people has escalated in many countries in transition.

Moreover, this has been taking place simultaneously with a rise in predator behaviour among the adult population, including rape, forcing into prostitution and trafficking of women and children. Sexual exploitation of women, children and adolescents has become a profitable illicit business in many countries, but in some countries in transition it has been blooming. Considering that women and young people most often are not in a position to negotiate the terms under which their sexual services have to be provided, prevention of sexually transmitted diseases, including HIV, is usually not feasible, making the probability of being infected with HIV extremely high, as the experience of South-East Asia or Africa shows.⁸³ A couple of

⁸¹ UNICEF. *Young People in Changing Societies*, The MONEE Project, CEE/CIS/Bal tics, Florence, 2000, table 3.2 and figure 3.11, pp. 46, 51.

⁸² *id.* pp. 3, 64-65.

⁸³ According to the UNAIDS, HIV prevalence rate among female sex workers in Cambodia was more than 61 per cent against 4 per cent among the general adult population, in Benin the corresponding figures are 53 per cent and 2.45 per cent.

studies confirm that this is also the case in countries of the UNECE region.⁸⁴ However, being on the margin of society, many of these people are bypassed by HIV prevention campaigns and public health institutions.

Cross-border trafficking of women and children for the purpose of prostitution has become an international concern, not only because it represents a contemporary form of slavery, but also because it constitutes a bridge for HIV proliferation throughout world regions. According to some estimates, more than 250,000 women and children from Russia, the Newly Independent States, and Eastern Europe are trafficked into Western Europe, the Middle East, Japan, Canada, and the United States each year. Accounts of the police arrests made in UNECE member States, including the USA and Canada, testified that women, especially young girls, had been sold for as much as \$16,000 each to brothel owners.⁸⁵

There has been a shift in the global demand for sex services towards children, which has been fuelled to some extent by the HIV/AIDS epidemic. Older men in affluent countries, concerned with HIV/AIDS, began to seek younger prostitutes in the belief that the probability of infection among children was much smaller than among adult prostitutes.

Regretfully, no data exist on how many of the trafficked women and children from countries in transition were able to return to their countries of origin and how many of them acquired HIV infection. It is obvious, however, that to arrest HIV proliferation throughout the ECE region, both prostitution and trafficking in human beings should be attacked on the region-wide basis.

It should be also noted that the illicit sex business has been increasingly abusing the Internet by advertising sex services worldwide. It has also employed this new technology in search of new victims, especially, among children. Considering this phenomenon, it is paramount to accelerate the work on the regulation of cyber-activities and its enforcement.

How can we deal with this challenge?

The above observations suggest that two different situations in the two parts of the UNECE region also mean that the required responses are different. In North America and Western Europe, there is an urgent need to rejuvenate and reinforce the previous successful efforts. In Central and Eastern Europe and Central Asia, there is a rapidly closing window of opportunity to prevent epidemics which threaten to become of much larger scale and having a much more severe socio-economic impact than anything yet experienced in North America and Western Europe. Apart from the three strategic priorities agreed among all United Nations and bilateral agencies, international NGOs and other key stakeholders – namely: (i) to increase coverage of HIV prevention among injecting drug users to a minimum level of 60 per cent; (ii) to strengthen sexually-transmitted infection prevention and care; (iii) to develop comprehensive programmes for young people's health, development and protection, focusing on the most vulnerable groups there is also a need for a long-term prevention strategy, which could address the primary causes (some of which are highlighted above) that make people, especially, youth, vulnerable to the HIV infection.

To reduce the vulnerability of youth and children may require a serious revision of the existing family protection programmes in some countries. A comprehensive approach is also needed to trim down social disparities through various programmes of public support for small and medium-sized enterprises and self-employment, including those for youth. Moreover, in many economies in transition, the potential of entrepreneurship is far from being fully realized. Numerous administrative obstacles to market entry need to be removed as quickly as possible to widen the access of masses.

⁸⁴ In Latvia, for example, HIV prevalence among female sex workers was ten times that of the general population, according to UNAIDS.

⁸⁵ Statement of Laura J. Lederer, Director, The Protection Project, Kennedy School of Government, Harvard University, before the Subcommittee on International Operations on Human Rights, Committee on International Relations, US House of Representatives, 14 September 1999.

It is dangerous for the ageing nations to continue to ignore the fact that so many of their young people are deprived of security, justice and future and so many of their children are neglected and abused. Apart from the moral argument, there are purely economic ones. Failure to comprehend the seriousness of the situation and to undertake timely measures may result in the proliferation of HIV beyond the capacity of some UNECE countries to arrest it. As the experience of some African countries show, this could lead to the loss of a half of the able population, leaving the elderly and orphans on their own.

In economic terms, AIDS treatment costs may consume up to 60-70 per cent of the health sector budget, as the available projections for Kenya and Zimbabwe show.⁸⁶ The support for children and elderly orphaned by the epidemic is another economic challenge to be met. Finally, the loss of skilful labour may significantly undermine the countries' capacity for growth, therefore, causing an economic decline.

The business community also needs to be more actively involved in HIV prevention. Its reluctance may turn, at one point, to greater losses both in terms of best workers and profits, as workers' absenteeism and medical expenditure due to AIDS will soar. As an example of one sugar estate in Kenya shows, over 8 years the company's expenditure related to HIV rocketed by as much as ten times on health and five times on funerals. It lost to the disease 8,000 days of labour and 50 per cent of labour productivity.⁸⁷

Finally, the time has come to translate good intentions, stated in many declarations, into a real global action against organized crime, especially drug trafficking and trafficking of human beings. There is a need for a concerted and systematic effort by all countries across the world to crush the drug production sites, as well as the distribution networks. This, however, has to be done in a manner which would not undermine the HIV prevention efforts, by pushing drug addicts and prostitutes underground. Maybe the legalization of some drugs is not so bad a solution after all, taking into consideration the lessons of the age of prohibition.

According to recent information, communities throughout the UNECE region have begun to respond to the HIV threat more energetically. More than 150 HIV/AIDS prevention projects among injecting drug-users have been set up, focusing on groups at the highest risk, such as prison inmates, for example

Political commitment of the Governments seems also growing. Practically all the UNECE subregional groupings have declared their intention to combat HIV/AIDS in coordinated manner. The members of the CIS have been developing a special declaration and a plan of action. Still, more needs to be done, and urgently. The disease is not waiting until we are ready, and is taking a larger and larger toll.

⁸⁶ Sehgal, Jag M., The Labour Implications of HIV/AIDS, Discussion paper, International Labour Office, Geneva, November 1999, p. 6.

⁸⁷ UNAIDS. Report on the global HIV/AIDS epidemic, June 2000, p.33.

BOX 17 : INNOVATIVE PARTNERSHIPS IN FIGHT AGAINST DRUG ABUSE AND HIV INFECTION

Almost 25 million people have died of AIDS since the beginning of the epidemic. Thirteen million children have lost their parents to AIDS. More than 40 million people world-wide already carry the virus. Unfortunately, this figure will continue to rise. Current forecasts paint a bleak picture. UNAIDS, the United Nations agency coordinating the fight against HIV/AIDS, predicts that the virus will spread rapidly in the Caribbean, Asia and the former Soviet republics.

The effects of the epidemic become more and more apparent. HIV/AIDS affects entire families and households in the most direct way. The families of AIDS victims are faced with high medical expenses, funeral costs and loss of human resources. But AIDS not only strikes at household level, the epidemic will also negatively affect the workplace, schools and national economic development. The epidemic will form an additional burden on the public health and other services sector, education, agricultural and economic sector.

The large number of underlying factors of the further spreading of AIDS and the various negative effects of the epidemic on different sectors of society has led many organizations to the conclusion that they alone cannot fight the disease successfully. No single organization, whether it is in the Netherlands, Thailand or in Eastern Europe or Central Asia, is able to develop and implement an adequate response to HIV and AIDS.

In recent years, the AIDS epidemic has led to surprising new partnerships between a wide range of actors. This is indicative of the urgency of the AIDS problem. More and more organizations have realized that the only way to achieve progress is by joining forces. Partnerships have emerged at different levels: the international level, the national and the local level.

Innovative Partnerships

In many countries and regions governmental and non-governmental organizations (NGOs), the business sector, the pharmaceutical industry, networks, international foundations, development banks and the United Nations system have entered a new area of working: forming partnerships.

Global level:

Global Fund to Fight AIDS, Tuberculosis (TB) and Malaria

A well-known example is the Global Fund to Fight AIDS, Tuberculosis and Malaria. Realizing that good health and economic growth are profoundly linked, the Global Fund was established to address three major killer diseases. The Funds' objectives are ambitious:

- to fund programmes that provide treatment, prevention, and support;
- to dramatically increase global resources dedicated to fighting AIDS, TB and malaria; and
- to scale up the efficiency with which those resources are applied.

Though the G8 has been useful in securing resources, the Fund is very much a broad partnership between developed and developing countries, and between public and private sectors. The Board of the Fund includes representatives of donor and recipient countries, private business and non-governmental organizations as well as communities affected by the three diseases.

UNAIDS

UNAIDS, the well-known Joint United Nations programme on HIV/AIDS is in itself a partnership programme. It was set up to intensify the fight against HIV/AIDS and to coordinate the activities of seven UN agencies (UNICEF, UNDP, UNFPA, UNESCO, WHO, the World Bank and UNDCP) in the field of HIV/AIDS. The ILO only recently joined the UNAIDS programme. UNAIDS has forged several partnerships, and two of them deserve special attention.

- UNAIDS/ "International Federation of Red Cross and Red Crescent Societies (IFRC)" / "Global Network of People Living with HIV and AIDS (GNP+)"

National Red Cross and Red Crescent Societies having the infrastructure and human resources to provide care to poor and sick people are encouraged to use the knowledge and experience of GNP+ to fight stigma and discrimination against people living with HIV/AIDS. Training materials have been developed to equip staff of national and local Red Cross and Red Crescent Societies to address HIV/AIDS in a proper and non-discriminating way.

- "International HIV/AIDS Alliance"

Another partnership linked to UNAIDS is the "International HIV/AIDS Alliance." This Alliance, based in the United Kingdom, is an international non-governmental organization that supports community action on HIV/AIDS in developing countries. Distribution and sharing of information is one of their strengths. The toolkits and training guides are used all over the world.

"The Global Business Council"

The Global Business Council is a rapidly-expanding coalition of international businesses dedicated to combating the AIDS epidemic through business sector's unique skills and expertise. The Council focuses on enhancing policy leadership and aims to increase the involvement of the business sector. The Global Business Council assists national business organizations by providing technical advice and advocacy support.

Regional Level:

Asian Harm Reduction Network

An outstanding partnership active in Asia is the "Asian Harm Reduction Network." This regional network supported by the Netherlands is based in Chiangmai in Thailand. It promotes pragmatic approaches to the prevention of drug use and HIV/AIDS. Their experience shows that attempts to reduce the harmful effects of drug use are almost invariably successful. Needle exchange and drug replacement therapy, as components of a comprehensive public health approach, are intended to reduce rather than eliminate harm. The Asian Harm Reduction Network provides support to the establishment of other national and regional networks, to the training and support of individual and organizations and disseminates information.

Every day the network issues an electronic newsletter providing up-to-date information on drug use, HIV/AIDS and policy developments in the region. The network is open and every organization is able to join them.

In April 2003 the 14th International Harm Reduction Conference will be held in Chiangmai. It is expected that delegations coming from a large number of countries and organizations will attend the conference.

National level:

Governmental and non-governmental organizations

Coordination and cooperation at the country level is also a necessity to stop the epidemic. In the Netherlands, the Ministry of Health joins forces with non-governmental organizations - as, for example, the 'AIDS Fund' and the 'Netherlands Society of People Living with HIV/AIDS' - to fight the epidemic. The Ministry of Health formulates national policy and sets quality standards. The NGOs take care of prevention campaigns and provide health and legal services to people with HIV and AIDS. Due to the fact that these NGOs are well aware of the needs and the position of the most vulnerable groups like injecting drug users, homosexuals, commercial sex workers and migrants, they are in a much better position than the government to provide tailor-made services.

National Business Councils

More and more companies are recognizing that HIV infection and AIDS can affect productivity and profitability. In an increasing number of countries - including Brazil and Thailand - companies have formed business coalitions to pool resources and help each other to respond better to the crises in their workplaces and communities. Effective workplace programmes can be set up by a company at a fraction of the current rising financial cost of AIDS to the business. Overall advice is that companies should not wait for the government or health sector to take action for them.

Public - private partnerships

Combining the expertise and infrastructure of the commercial sector with the strength of the mass media and the policy setting by the government can obtain significant results in the response to HIV/AIDS. Almost all prevention programmes focusing on condom promotion involve the private sector. Sometimes the private sector is ahead of government policies and in that case the business advises governmental organizations. For example, the Netherlands Ministry of Foreign Affairs is consulting the beer brewery Heineken on its HIV/AIDS staff policy. This international company Heineken is much further ahead in caring for its employees than the Ministry of Affairs for its embassy staff abroad.

The latest news on forging innovative partnership relates to the company of Coca-Cola. Coca-Cola has started cooperation with GlaxoSmithKline (pharmaceutical industry), PharmAccess International and the Population Services International, both NGOs, to provide prevention and care programmes for the employees of Coca-Cola.

How to build partnerships?

Forging partnerships might look very easy. It is not. There are a number of conditions that need to be fulfilled for effective and successful partnerships.

Political will is of utmost importance. It is very important that the top level management of the organization supports and encourages the forging of partnerships. Courage is required to realize that cooperation and coordination with other partners is a necessity to win the battle against the AIDS epidemic.

Knowledge of your organization's strengths, weaknesses, opportunities and threats is important in building partnerships. You have to know what you can offer to others and what you need from other partners.

All members of the partnership should support the overall objective of the cooperation.

Clear rules and regulations for every partner in the partnership. Each partner should know its responsibilities, mandate and tasks. Mutual agreed working relations are useful for the functioning of innovative partnerships.

Ensure the participation of the target group in your partnership. If you aim at adolescents, young people, be assured that their voice is being heard and enable them to take part in the decision-making processes on strategies and activities. Be assured that girls and young women are involved as well as boys and young men.

Involve People Living with HIV/AIDS in the partnership. People living with HIV/AIDS are not a part of the problem; they are part of the solution!

NUR – CHILDREN AND YOUTH VOLUNTEER GROUP

by Nigar Faradjeva, MEMAR SS Agency, Azerbaijan

Entering the new millennium with optimism, we wish our planet to be happier and safer, more peaceful and more prosperous in this new epoch. We want destructive wars, international conflicts, ecological catastrophes, mortal diseases, poverty, famine and all other forms of devastation to remain in the past. To realize these aims, children of all countries must mobilize all their forces, knowledge and abilities.

Unfortunately, many global problems have still not been solved, and will be heavy burdens for future generations. Unprecedented progress in the areas of science and engineering is accompanied by destruction and serious damage to the environment. In some countries people are dying from underfeeding, various diseases, or are victims of natural cataclysms.

There are several armed conflicts going on in various regions of the world, which have already taken hundreds of thousands of victims and millions more people are forced to leave their places of permanent residence and live in intolerable conditions.

We think that children and youth must be involved to realize these aims. That is why in 1999 we established a Youth Group and called it NUR, which means “Light” in Azeri. Group NUR is a social union created by the children’s own initiative on the bases of common interest, volunteer works and the principle of equal rights of its members. The Group organized its activity on the basis of the United Nations Convention on Children’s Rights and the State Law on Children’s Rights.

The main aim for forming the Group consists of the following responsibilities:

- Creation of a more beautiful world for children and youth
- Children’s participation in the solution of their problems
- Raising awareness of children’s rights among the population
- More interesting organizing of children’s free time
- Provision of correct information to children and youth
- Warning children and youth about bad habits

The Group was registered at the Youth Millennium Project in Canada.

We function voluntarily (without any financial aid from organizations).

Since it was founded we have done a lot of work. First of all we have asked for the health service organization to train us. We have organized different training sessions on hygiene, HIV/AIDS, drug addiction, tobacco, alcohol, under-age pregnancy, shortage of iodine, etc. at schools and children’s homes. During these sessions, we gave preference to using techniques of peer-to peer principles so that the children could inform other children. We have organized “Healthy standard of living” and “Life ability” campaigns on the streets and squares of the city. For each campaign we attracted more than 2000 children and young people. We have organized three conferences on prevention of AIDS at the State Economic University, Baku State University and Baku Slavyan University.

So far we have achieved the following:

- Produced leaflets on the rights of the child and distributed them among young people
- Conducted regular campaigns (usually once a month) on raising awareness on the rights of the child through National TV, radio, and newspapers

- Produced small posters with messages on the rights of the child, developed by members of our group, and placed them in public places
- Conducted regular training sessions for young people in the Youth Resource Centre on CRC, healthy lifestyle, computer training using the “Child-to-Child” approach
- Organized several social mobilization events to inform the public and involve more people, in particular young people and children, in the Global Movement For Children, including a Say “Yes” for Children Campaign. These included a number of concerts with the participation of young people and children under the motto of GMC, Youth Consultation within the framework of End Decade Review Process, round-table discussions on Children’s Rights issues in a number of schools

This is just a small part of our activity. Young people in Azerbaijan have many problems and many of them are related to the unresolved war situation in which the country still lives. We saw the terror of war. Many of our peers left their homes, lost their lives or their parents, and were not able to go to school. Following is an appeal by Azerbaijan children to children in all countries of the world.

**Appeal by Azerbaijan children
to children in all countries of the world**

Dear children,

A genius once said that if he was asked to show a symbol of purity in the world, then he would show an infant in white nappies in a cradle, that is – he would show us.

We have such purity that people who derive inspiration from us live happy and sensible lives. We are a power attaching people to their motherland, stimulating them to live, calling them to peace for the sake of humankind. Because our role, as flowers of life, in peoples’ lives, in their feelings and thoughts is important and indispensable.

Even mountains, forests, oceans, seas and rivers make nature live having derived power from the pure happiness of such little beings as we.

Naturally, the people who feel our love are not cruel, they don’t create conflicts, they don’t hanker after other people’s lands and property, they don’t create disaster for humankind and don’t cause ill to anybody. They consider us their own happiness.

They derive inspiration and power from the rain, the wind, the lightening, the impetuous mountains, rivers, the rising sun, a flying eagle, the icy tops of mountains. They use the power they derive to inspire humankind. By providing our lives they are living themselves. They serve humankind irrespective of nationality, religion and race.

To our deep regret, it doesn’t happen this way every time. A considerable part of our children have been deprived of a child’s joy and happiness because of the betrayal of human values by our bad neighbours. Hundreds of children have been killed, taken hostage and wounded.

Is there any greater tragedy than being born in a tent, to study not in light classrooms, but in carriages?

Is there any bigger sorrow than looking at people with sorrowful eyes instead of with a joyful, careless child’s smile?

There is only one demanding exclamation in the screams of these children: return our land, our childhood and our happiness.

Is there anybody who hears these screams and exclamations?

Let us join these calls, protect our childhood, provide continuing life for humankind by returning childhood and let us say together:

Let the love and care for children be forever!

Let people love each other!

Let us stop evil, anger, blood, misfortune, conflicts, war horrors, crimes, guiles!

Let the clouds disappear from the sky of our world!

Let our laughter and happy voices seize the world!

Let smiles and laughter be on our faces forever!

BOX 18 : YOUTH AGAINST VIOLENT CONFLICTS

Youth and Violent Conflicts

Youth In Action



The uprising of conflict has led to the destruction of many lives and properties. Children and young people are the most vulnerable in conflicts and they innocently suffer the atrocities of violent conflicts and war.

In the Republic of Moldova, Armenia, Azerbaijan, Georgia, former Yugoslavia, children and teenagers have suffered the dangers of civil wars and conflicts. They have suffered starvation, rape, lack of medication, displaced and refugee lives; and some were even left homeless, orphans and as early teenage parents. During conflict, people develop and become infected with diseases as a result of rapes, hunger, lack of shelter, lack of medication, and lack of sanitation. The lack of sex education, protection, medication, and the lack of understanding have led to a rise of the HIV infection among young people throughout the region.

Young people in some of the countries, who are suffering from the consequences of civil war or conflict, have raised their voices in protest and have undertaken actions to make the adults to listen them.

The Transcaucasus Youth Network (TYN), for example, was established in 1999 in the Republic of Armenia. The organization announced its intention to stop further violence by the following means:

- To support the creation of civil society and state of law in Armenia
- To support the deepening of democracy and the development of the idea of human rights
- To defend the rights and legal interests of youth in the region, and especially in Armenia
- To support the prevention of violent conflicts and the development of peaceful solutions to ongoing conflicts in the region - to confirm and strengthen peace and stability in the region
- To organize connection and information-sharing with governmental and non-governmental organizations
- To support the resolution of problems arising among youth
- To create a permanently working information network between all youth NGOs from the region, to give them an opportunity to organize shared activities in order to develop common integration and to promote peace
- To make information about youth NGOs working in the region accessible to youth NGOs throughout the world
- To make information about youth NGOs working in the world accessible to regional youth NGOs.

Елена Осинская, КИЕВСТАР, Украина

С целью обеспечения гармонического развития подрастающего поколения Президент Украины Леонид Кучма поддержал инициативу государственных и общественных организаций, и в 1996 году его Указом создан Национальный фонд социальной защиты матерей и детей «Украина – детям». В состав Наблюдательного совета, председателем которого назначен Вице-премьер-министр Владимир Семиноженко, вошли известные государственные деятели, руководители министерств, государственных комитетов, ведомств и ведущих организаций, ученые, врачи, меценаты.

Решением Наблюдательного совета Почетным председателем Национального фонда была избрана Людмила Кучма - энергичная, деловая, желающая творить добро.

В соответствии с основными задачами Национальный фонд принимает участие в:

- формировании государственной политики и реализации программ, проектов и мероприятий, направленных на социальную защиту материнства, детства и семьи;
- оказании поддержки малообеспеченным и многодетным семьям;
- реализации положений Конвенции ООН о правах ребенка и Всемирной декларации об обеспечении выживания, защиты и развития детей;
- поддержке талантливых детей;
- оказании адресной материальной помощи детям: сиротам, инвалидам, детям из малообеспеченных и многодетных семей, а также детским учреждениям;
- оказании помощи в сохранении и развитии сети детских лечебно-профилактических учреждений, улучшении оснащения их медицинской аппаратурой и оборудованием;
- поддержании деятельности женских, молодежных, детских, общественных организаций и фондов, которые занимаются проблемами материнства и детства, привлекая их к решению этих проблем;
- обеспечении условий для гармоничного духовного развития подрастающего поколения, поддержки одаренных детей и талантливой молодежи.

Фонд – это благотворительная организация, и его ресурсы формируются за счет благотворительных взносов и пожертвований, которые поступают в основном в виде материальных ценностей (лекарств, одежды, продуктов питания, медицинского оборудования, аппаратуры и т.д.).

Трудно перечислить все предприятия, учреждения, с которыми сегодня сотрудничает Фонд. Это областные, городские и районные государственные администрации, министерства, ведомства, предприятия, фирмы, отдельные граждане и т.д.

Существенную поддержку деятельности Фонда оказали Посольства Болгарии, Ватикана, Грузии, Испании, Италии, Китая и Франции в Украине.

Национальный фонд – это одна из авторитетных организаций в Украине, которая способствует реализации национальной политики социальной защиты матерей и детей, осуществляет крупномасштабные акции помощи больницам, школам-интернатам, детским домам.

О работе Национального фонда красноречиво говорят объемы оказанной благотворительной помощи. За пятилетний период существования Национальным фондом:

- оказана помощь в виде одежды, инвентаря, автотранспорта, продуктов питания и бытового назначения школам-интернатам, домам ребенка, детским домам, больницам, детям-

инвалидам, сиротам, многодетным и малообеспеченным семьям на сумму 7,3 млн. гривен (1,4 млн. долларов);

- передано современное реанимационное, диагностическое и другое медицинское оборудование, лекарства и витамины детским поликлиникам, родильным домам, ведущим научным учреждениям и клиникам на сумму 11,7 млн. гривен (2, 3 млн. долларов);
- оздоровлено 6.7 тыс. детей.

Только за два последних года в санаторно-курортных учреждениях прошли курс лечения 4 тыс. детей, медицинским учреждениям передано 34 аппарата для ультразвуковых исследований, 800 слуховых аппаратов, 25 реанимационных столов для новорожденных, 23 автомобиля, 30 комплектов компьютерной техники. Четыре школы-интерната полностью оборудованы компьютерными классами.

В наш век научно-технического прогресса особенно важным для подрастающего поколения является освоение современных информационных технологий. Благодаря Фонду дети получили возможность проявить свои способности. Многие имеют доступ к современным информационным системам, одной из которых является Интернет. Совместно с Министерством внутренних дел Украины передано 26 компьютеров для интернатов, где воспитываются дети-сироты.

Открылись компьютерные классы в г. Любари Житомирской области, Винницкой гимназии № 17, школах-интернатах в г. Каменец-Подольске и Ивано-Франковской области.

Как результат, Рома Иванов, который в 2 года остался сиротой, сегодня получает высшее образование. Марийка Приходько, которая была аттестована как умственно отсталый ребенок, после адаптации в Кировоградском колледже, довольно хорошо овладела английским языком и проявила себя в коллективе как лидер.

Ежегодно Национальный фонд организует для детей праздник Новогодней елки, который проходит во всех областных центрах Украины. Вместе с подарками дети увозят домой частицу тепла и доброты, что так ценно для воспитанников детских домов, школ-интернатов и других детских учреждений, которые лишены семейных радостей.

Традиционным стало празднование Дня защиты детей, который справедливо считается главным детским праздником. В 2001 г. впервые в рамках этого праздника проведен яркий Всеукраинский фестиваль детской моды.

Одним из приоритетов Национального фонда является поддержка популярных среди детей и молодежи теле- и радиопрограмм, а также детских изданий.

Национальный фонд сотрудничает с творческим коллективом детской телепрограммы “Путешествие в детство”. Данная программа – это путешествие в мир детских мечтаний, фантазий, творчества и вместе с тем – подготовка к жизни в мире взрослых; передача, в которой обсуждаются детские проблемы, успехи и неудачи. Молодежь и дети имеют возможность найти много интересного на страницах Всеукраинского журнала “Комикс”. При содействии Национального фонда проведена благотворительная подписка на “Большую детскую газету” для воспитанников детских домов и школ-интернатов разных регионов Украины.

Значение одаренной личности в общественно-политическом развитии государства – неопределимо. Молодое государство Украина уделяет огромное внимание развитию одаренных детей и молодежи – интеллектуального потенциала нации.

Поддержка одаренных детей – это наилучшие инвестиции в будущее. Национальный фонд создает условия для выявления способностей и развития талантов детей и молодежи, их интеллектуального и творческого потенциала.

Программа “Одаренные дети” – это вклад Национального фонда в реализацию положений Национальной программы “Дети Украины” и Программы работы с одаренной молодежью на 2001 – 2005 годы, утвержденных Указами Президента Украины.

В творчестве рождаются личности. Проведение Всеукраинских фестивалей, конкурсов, состязаний, благотворительных концертов, праздников музыки дарит детям и молодежи незабываемые праздники, дает им возможность проявить свои способности, способствует интеллектуальному и культурному развитию детей и молодежи.

Национальный фонд поддерживает участие детских коллективов в международных конкурсах, фестивалях, ученических олимпиадах. Как посланцы мира и добра, дети открывают миру Украину, ее самобытную культуру и искусство. Слушатели Международного фестиваля в г. Ланголлене (Великобритания) были поражены красотой украинских песен.

Маленькие творцы неоднократно имели возможность показать свое мастерство на фестивалях, которые проходили в Словакии, Чехии, Германии, Австрии, Франции и Болгарии, и, кроме того, также прекрасно отдохнуть.

Юные таланты из России, стран Прибалтики, США, Японии, Тайваня, Китая и многих других стран мира приняли участие в конкурсе молодых специалистов памяти Владимира Горвица – празднике музыки, который был проведен в г. Киеве при поддержке Национального фонда.

Национальный фонд социальной защиты матерей и детей «Украина – детям» приглашает к сотрудничеству международные, правительственные и неправительственные организации, детские фонды и предпринимателей для совместного решения вопросов благополучия и процветания детей и молодежи, создания условий для их гармоничного развития и нахождения своего места в современном обществе.

NATIONAL FUND FOR THE SOCIAL PROTECTION OF MOTHERS AND CHILDREN “UKRAINE FOR CHILDREN”

by Elena Osinskaya, Kievstar GSM JSC, Ukraine

With the aim of assisting the harmonious development of the young generation, the President of Ukraine, Leonid Kuchma supported the initiative of governmental and public organizations and, in 1996, the National Fund for the Social Protection of Mothers and Children “Ukraine for Children” was created by his Decree. The Supervisory Board of the fund includes well known statesmen, ministers, chairmen of State Committees and Departments and leading organizations, scientists, doctors and sponsors. The Chairman of the Supervisory Board is Vice Prime Minister of Ukraine, Vladimir Semenzhenko.

By the Supervisory Board’s decision, Ludmila Kuchma – well know for her energy and kindness - was elected as Honorary Chairperson of the National Fund.

According to its main tasks, the National Fund takes part in:

- forming state policy and realization of programmes, projects and actions directed at the social protection of motherhood, childhood and the family;
- rendering support to underprivileged families and families with many children;
- implementation of the United Nations Convention on Children’s rights and the Universal declaration on the survival, protection and development of children;
- support of talented children;
- rendering welfare to orphans, disabled children, children from underprivileged families and families with many children, and children’s institutions.

The Fund

- assists in the support and development of medical institutions for children, and the improvement of their medical equipment;
- supports the activity of female, youth and children’s public organizations and funds, which deal with the problems of motherhood and childhood, and assists them to find solutions for such problems;
- promotes the harmonious spiritual development of the young generation, supports gifted children and talented youth.

The Fund is a charitable organization and its resources come from charitable contributions and donations, both financial and in-kind (medicines, clothes, foodstuffs, medical facilities, equipment, etc.).

It is hard to enumerate all the enterprises and institutions the Fund deals with. They include regional, city and district state administrations, ministries, departments, enterprises, firms and individuals, etc.

Essential help has been given to the Fund by the Embassies of Bulgaria, the Vatican, Georgia, Spain, Italy, China and France.

The National Fund is one of the main organizations in Ukraine that promotes the national policy of social protection for mothers and children. It supports hospitals, boarding schools, and children’s homes. The scope of charitable assistance clearly demonstrates the National Fund’s work. During its five years of existence the National Fund has assisted boarding schools, children’s homes, hospitals, disabled children, orphans, underprivileged families and families with many children by providing of clothes, equipment, motor transport, foodstuffs and other goods to the amount of 7.3 mln. hrivnas (\$ 1.4 mln.). Children’s polyclinics, maternity hospitals and leading scientific institutions and clinics have been given modern

emergency, diagnostic and other medical equipment, medicines and vitamins to the amount of 11.7 mln. hrivnas (\$ 2.3 mln.). Nearly 7 thousand children have been returned to good health.

In the last two years alone 4 thousand children have been cured in sanatoria and health resorts. Medical institutions were given 34 devices for ultrasonic research, 800 acoustic devices, 25 delivery tables for newborn children, 23 cars, and 30 computers. Four boarding schools have been fully equipped with computer rooms.

Creating the possibility for the young generation to become proficient in modern information technologies is especially important in our century of scientific and technological advance. Thanks to the Fund children have had the possibility to reveal their abilities.

They have received access to modern technological systems including Internet. Together with the Ministry of Internal Affairs of Ukraine, the Fund has provided 26 computers to boarding-school institutions for orphans.

Computer rooms were opened in the city of Lubary (Zhitomyr region), secondary school (“gymnasia”) № 17 in Vinnitsa, boarding schools in the city of Camenets-Podolsk and in the Ivano-Frankivsk region.

As a result, Roma Ivanov who became an orphan when he was two years old is now getting higher education. Mariyka Prihodko who was certified as a retarded child, attended Kirovograd College, has mastered English and showed her worth in the collective as a leader.

Every year, the National Fund favours children with the Holiday of the New Year Tree that takes place in all regional centres of Ukraine. Together with presents, children receive the affection and kindness of generous-hearted people that is so important for inmates of children’s homes, boarding schools and other children’s institutions that are lacking family happiness.

It has become a tradition to celebrate Child Protection Day which is generally considered as the main children’s holiday.

In 2001, in the framework of this holiday, the Ukrainian festival of youth fashion was held.

One of the National Fund’s priorities is support for the creation of popular children’s TV and radio programmes and projects of children’s publications.

The National Fund cooperates with a creative group on the children’s children’s programme “Journey to Childhood”. This programme travels to the world of children’s dreams, fantasies, and creations and at the same time it is preparation for real life in the grown-up world. Children’s problems, successes and misfortunes are discussed in this programme. Youth and children have the possibility to learn many interesting things while reading the Ukrainian magazine “Comics”. With the assistance of the National Fund, a charitable subscription to “Bolshaya detskaya gazeta” (the Big Children’s Newspaper) was provided to children’s homes and boarding-schools in different regions of Ukraine.

The importance of gifted personalities in the social and political development of the state is priceless. As a young state, Ukraine pays a lot of attention to the development of gifted children and youth that are the intellectual potential of the nation.

The support of gifted children is the best investment in the future. This includes the creation of conditions for discovering abilities, development of children and youth’s talents, and their intellectual and creative potential.

The programme “Gifted children” is a contribution of the National Fund to the implementation of the provisions of the National Programme “Children of Ukraine” and the programme of work with gifted youth in 2001 – 2005, approved by the Decrees of the President of Ukraine.

Personalities are born in creative work. Ukrainian festivals, contests, competitions, charitable concerts, and music holidays give children unforgettable holidays and the possibility to realize their abilities. They promote the intellectual and cultural development of children.

The National Fund supports children's participation in international contests, festivals, and student competitions. As messengers of peace and kindness children open up Ukraine to the world, showing the best of its original culture and art.

The beauty of Ukrainian songs amazed audiences at the International Music Festival in Llangollen (United Kingdom).

Young creators had the possibility to display their skills during festivals that took place in Slovakia, Czech Republic, Germany, Austria, France and Bulgaria. In addition, they were given an excellent opportunity to have a wonderful rest.

Young talents from Russia, Latvia, Estonia, Lithuania, USA, Japan, Taiwan, China and many other countries took part in the contest of young pianists dedicated to the memory of Vladimir Gorovits, a festival of music that was held in Kiev with the National Fund's support.

The National Fund for the Social Protection of Mothers and Children "Ukraine for Children" offers cooperation with international, governmental and non-governmental organizations, children's funds and entrepreneurs with the aim of ensuring the prosperity of children and youth, creating the conditions for their harmonious development and finding their place in civil society.

REDUCING THE VULNERABILITY OF THE ROMA YOUTH IN SERBIA

by Rafika Mustafic, Roma Education Centre, Serbia and Montenegro

Roma in Serbia

Many Roma migrated and settled in Serbia over 800 years ago. Today, there are many different Roma communities in Serbia with a common cultural heritage. Most Roma have Romanes as their common language. A small number speak another language as their first language (mother tongue), including: Albanian, Hungarian, Romanian and Serbian, and in contrast to most Roma, they usually have opportunities for first language education. This study only covers children who have Romanes as their first language, and live in central Serbia and Vojvodina (northern Serbia).

The 1991 census showed that there were approximately 9.8 million people living in Serbia. It is difficult to be more precise, however, the Roma Documentation and Information Centre suggests that there are over 200,000 Roma of school age, which would constitute some 10 per cent of potential school children. There are higher concentrations of Roma children around Belgrade; in Jablanicki, Nisavski and Pirotski districts (in southern Serbia); and in the Vojvodina districts of South and North Banat.

Roma communities have a high proportion of young, poorly educated children, they tend to have large families and die at an early age. Poverty is endemic among the Roma and its causes are multifaceted. Although there are exceptions, the Roma are usually among the poorest of the poor in Serbia, with over one third being illiterate. The Roma non-governmental organization (NGO) Bibija estimates that only 10-15 per cent of Roma are employed. The new Federal Law on Rights and Freedoms of National Minorities (2002), recognizes the Roma as a national minority. The government reports that:

*'The Yugoslav legal system guarantees not only the right of persons belonging to national minorities to study their mother tongue, but also the right, under certain conditions set by the law, to receive education, within the public education system, in two languages or in their mother tongue. When the programme of instruction and curriculum are realized in the Serbian language, it is ensured that pupils belonging to national minorities in Serbia are taught according to the programme of instruction and curriculum for their mother tongue with elements of the national culture.'*¹⁰

However these laws have not been effectively implemented for most Roma pupils, although significant efforts are made for other language groups.

Most Roma children usually start school with an insufficient command of the Serbian language to be able to fully understand what is happening in lessons. A significant number are subsequently referred to special schools.

The language of instruction in both mainstream and special schools is almost exclusively Serbian and focuses on the Serbian culture. There are some notable exceptions, with four schools in central Serbia offering Romanes lessons, and an initiative in Vojvodina with 46 classes in 2002-3 offering two optional lessons a week in Romanes and elements of Roma culture.

This is a start, but it benefits less than 0.1 per cent of Roma children. Our research shows that many other Roma children would like to learn Romanes. This absence of first language education appears to be incompatible with Article 14 of the FCNM.

It is very rare to find a Roma teacher, a Romanes-speaking teacher or even a Romanes-speaking assistant in schools. And I am an exception.

It is practically impossible to obtain a professional 'teacher in Romanes' qualification in Serbia, since there are no colleges or universities that teach Romanes.

Learning Serbian is important, but an education in Romanes is also important, both in its own right, for enhancing the ability of children to adapt and be valued at school, and for children to be confident in their learning of Serbian. Various studies found that Roma children want to be treated fairly by teachers and to be respected as equals.

In Serbia, at the age of seven, children usually begin their formal education in grade 1. They are tested to determine their ability. Many Roma children, when tested, are deemed to be unsuitable for mainstream schools and are placed in special schools.

Children are tested in Serbian, and although Roma children have some Serbian language they are often unable to respond to questions and concepts that are designed around Serbian culture. Parents are put under considerable pressure not to object to their children being placed in these special schools, as children at these schools receive free school meals, the necessary school books, equipment and other benefits, which are not usually provided by the state in mainstream schools.

Research studies found that Roma above all else want to use education to raise their economic and social status, so that they would be equal to others. Many Roma children feel that by entering the educational system they would achieve more than their parents, and improve their status in the future. However, being educated in the special schools leaves a stigma. Roma children, who managed to graduate, are unable to find decent jobs and are offered usually only manual jobs.

It should be noted that, in Serbia, some 30 per cent of the Roma children never attend primary school. The drop out rate is extremely high, almost 79 per cent of the Roma drop out of primary school. A very small fraction, 0.4 per cent of Roma, have a university education.

These figures for girls are even worse. Their attendance rate at primary school is some 10 per cent lower than for boys and of that only about 10 per cent of girls finish primary school.

The main reasons for Roma children's poor attendance are:

- Roma's difficult economic situation over many centuries;
- The state and its educational institutions' lack of interest in Roma problems and in responding to the Roma's educational needs;
- Insufficient promotion and understanding of the value of education - even of education in Romanes and in the Romany culture;
- Older Roma having an insufficient interest in the education of their children.

What could be done to reduce the vulnerability of the Roma youth?

Recent international efforts to alleviate the effects of past discriminatory practices have begun bringing some positive results. However, the implications of the conflict have prevented the Roma community to reap the benefits at full. While all the Serbian population has been suffering from the lack of income opportunities, the Roma, as the most vulnerable group, has been affected disproportionately.

Many Roma families have to either migrate and/or to use the child labour to earn enough to survive. This unavoidable leads to a further increase in the drop out rates of the Roma children, hence, undermining their future.

In my view, some innovative employment schemes for Roma people should be introduced in order to reverse the above negative trends. Furthermore, these schemes to be successful should be designed by taking into consideration two important aspects:

- The demand structure, and
- Traditional activities of the Roma people

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Developing entrepreneurial schemes for young Roma, such as, for example, Gypsy fashion clothing, doll making, Roma restaurants and etc., could be one of the options, which, in my view, may bring success.

UZBEKISTAN: YOUTH AT RISK

by Oral Ataniyazova, Nukus Branch of Tashkent Paediatric Institute, Uzbekistan

Despite Uzbekistan's rich natural resources and skilled labour force, by the end of the 1980s, per capita income, labour productivity, and real wages also experienced decline. Since 1991, reforms have been initiated to reverse these trends and overcome their disruption caused by the break-up of the Soviet Union. The initial stages of reform have generated high social costs, but the government took the view that for reforms to succeed, it was necessary to reduce these high social costs. The decline in inflation helped to stabilize incomes and the real value of social subsidies. Equally, special programmes undertaken by the government helped to reduce infant and maternal mortality rates and produce an increase in life expectancy. It is estimated that 44 per cent of the Uzbekistan population fell in the category of poor, in terms of income poverty, and this increased to 75 per cent by 1991, during the period of perestroika, due largely to inflation. It has been relatively stable since then.

The Government of Uzbekistan has put in place a new strategy:

(a) Income poverty reduction:

1. Resumption of economic growth, so as to assure more sustainable levels of incomes;
2. Emphasis should be placed on employment intensive growth, instead of relying on capital intensive energy and mineral sectors, so as to absorb the surplus labour in agriculture;
3. Promotion of small and medium-sized enterprises, and the removal of obstacles to their full expansion;
4. Establishment of a guaranteed employment scheme to provide productive employment to those working in declining sectors of activities.

(b) Capability poverty reduction:

1. Investment in human capital through education and training, to reduce capability poverty;
2. Strengthening of health services, particularly of preventive health services, e.g. water, smoking, alcohol.

(c) Alleviation of social deprivation:

1. Provision of transfer payments to vulnerable groups, and/or community support groups to such groups (aged, disabled, women, children, etc.).

In addition, it is trying to put forward social support programmes for poor families and other vulnerable populations, for instance, the disabled and pensioners.

The reduction in state budgets for social services of health and education, however, has had a critical effect on the level of services, causing most funds to be directed towards maintaining only minimal levels of health care. To offset reductions in state financing, non-governmental financing has increased, and a network of self-financing medical establishments has emerged, as well as pharmacies and clinics. Furthermore, new mechanisms are being sought for health care financing reform, including through private insurance. While state funds continue to provide well over 80 per cent of all health financing, the portion of health care financed by private means increased from 1.5 per cent in 1990 to 5.8 per cent in 1995, while the share of the

total national budget devoted to health increased from 8.6 per cent to 10.5 per cent in 1994, largely for salaries.

In the education sector, despite limited budgets, the government is carrying out an ambitious programme to restructure the educational system, to train more teachers, to produce more textbooks, and to overcome the shortage of financing, by shifting part of educational financing away from the state budget to enterprises and students.

Agriculture in Uzbekistan relies heavily on irrigated lands. There are 4.2 million hectares of irrigated lands, compared with 27 million hectares of unirrigated lands. Recent analyses indicate that the quantity of irrigated lands suffering from low and medium levels of salinity has increased noticeably. In addition, drainage waters which flow into the Upper Amudarya River, when combined with the salination of the soil in the upper layers, hamper agricultural production in the Aral Sea region.

Due to poor water resources management, and the absence of appropriate user fees, water consumption has tended to be high and inefficient. A result of this has been the progressive increase in the proportion of saline land to about 53 per cent, and the fall in the level of the Aral Sea.

The development of industrial society, a larger population, and greater affluence, have intensified pressure on the environment. Households now use far more energy from non-renewable resources in the form of electricity, gas, petroleum and other fuels. Use of these resources has lowered the air quality. Household garbage today contains far more non-biodegradable materials than in the past, and re-usable waste is seldom recycled or returned to the soil.

A higher population density, centralized water and sewage systems, and thermal power and gas have gradually turned houses into sources of environmental pollution. Counteracting the contamination of the environment requires tremendous financial resources.

The above processes have been uneven throughout the country with some regions falling into the state of extreme deprivation. Youth in those regions is at the highest risk of diseases, criminalization, poverty, violence and premature death. In search of income opportunities, young people in those regions have been increasingly involved in drug-trafficking, but the use of drugs among them is also on rise. In Uzbekistan, there are now over 27,000 registered drug abusers. However, according to recent estimates of the United Nations Office for Drug Control and Crime Prevention, there are 90,000 drug users in Uzbekistan.

With more than 25 million people, Uzbekistan is the most populous of the five Central Asian states. Although officially there are only about 2,000 reported HIV-positive cases, independent assessments put the number as high as 20,000, indicating the possibility of a large-scale epidemic in the country.

Until 1999, HIV was mainly transmitted sexually, now the disease is mostly contracted through injecting drug use. Some 53 per cent of HIV-positive people contracted the disease by way of needle sharing. The United Nations Office for Drug Control and Crime Prevention warns that HIV spreads so quickly that once it is introduced into a particular drug-using population, 40 to 60 per cent of the population will contract the disease within two to three years.

Furthermore, Uzbekistan is a country of young people, with a median age of 23.9 years. Among people 15 to 29 years of age – who comprise more than one-quarter of the population – unsafe sexual contact and taking drugs have become an integral part of the subculture. There is even evidence young Uzbek men consider a sexually transmitted infection as an example of prowess.

Studies also found that more than 50 per cent of Uzbekistan's young people did not know about AIDS or had a dim idea what it is. Of the country's HIV-positive, 56 per cent are under age 30, 90 per cent are male and about 46 per cent are in prison, according to official data.

There are other disturbing trends. Impoverished families, in order to survive, have begun selling their children into slavery. The exploitation of child labour has re-appeared and seems proliferating in remote or agrarian areas of Uzbekistan. Various other forms of child and youth abuse have become visible. In combination with the overall deterioration of the equality of opportunity, which was guaranteed to each child in the past, these are trends that put children and youth at high risk of marginalization, and the entire nation at risk of social regress.

What could be and should be done? It is apparent that nobody is able to replace the Uzbeks in caring after their young people, and I hope, that healthy forces of our society will continue to strive for preservation of our most precious assets, youth. However, Uzbekistan, as other economies in transition, is undergoing a painful process of social and economic change, which is further complicated by the challenge of building up a nationhood and statehood. It is in this moment of history, when we need a friendly help and support. We need to learn fast how better respond to such circumstances. What institutional arrangements and organizational forms are most efficient and effective in addressing the above problems before they go out of control?

I am here to listen and learn, but also to make contacts and friends, and to mobilize any assistance you may render to my country in its struggle for the future and well-being of its young.