

CAREER ADVICE NEEDS SURVEY SCIENTIFIC STUDY

1. STUDY SCOPE

In the market economy situation youth employment and career development issues are of great importance. This provokes specific study conduction within the country participants in Developing youth career services project. The project is carried out with the support of Leonardo da Vinci programme of the European Community (2002-BG/02/B/F/PP/-132018) . It concerns the contemporary situation of youth employment/unemployment and career services offered to young people.

STUDY GOAL: Study goal is to examine the contemporary condition of youth employment and career services in the countries participating in the project (young people between 15 and 26 years of age).

TASKS:

- Study and analysis of employment/unemployment situation in the country participants in terms of prediction of the opportunities for youth career development.
- Study on contemporary youth career services.
- Study on accesses to information and services
- Study on the type of youth career services offered (information delivery, consultation, counseling)
- Study on career services directions.
- Quality evaluation of the offered services.

TARGET GROUP – children and youngsters from 15 to 26 years old (boys and girls): students, employed or unemployed, disadvantaged people (minorities, single parents, people with disabilities); with primary, secondary or university degree or without any degree; inhabiting urban or rural districts.

PARTICIPANTS: The study is carried out in the partners countries within the project, with the participation of:

Bulgaria – SU “St. Kliment Ohridski”, Faculty of Pedagogic
 Bulgaria – SCAS (Student Computer Art Society)
 Bulgaria – “Young Women from Minorities”
 Greece – FOURNOS (Multidynamic Communication Network)
 Spain– YAC (Youth Association of Cazalla)
 Ireland – FIT (Fastrack to Information Technology)
 Italy – Studio e progetto 2
 Latvia – NYIC (National Youth Initiative Centre)
 Slovakia – University of Presov, Student service centre
 Sweden – EDUCTUS

STUDY PROCEDURE (sample, place and timing, methods)

The sample consists of 1202 people. Bulgaria – 622, Greece – 31, Ireland – 51, Latvia – 34, Slovakia – 281, Sweden – 67, Italy – 33, Spain – 83.

The sample is randomly formed. The number and characteristics of the questioned people guarantee the study representativeness.

Study terms – February –March 2003. First step – pilot study (February 2003) and final study (February – March 2003)

METHODS:

- Methods for gathering information – for the situation in each country- by e-mail communication; questioning the target group by interviews, electronically, and by written procedures.
- Methods for statistic analysis of the information – SPSS
- Methods for content analysis of the information – depiction, result analysis and synthesis.

QUESTIONNAIRE FORM:

- Introduction
- Basic part -10 questions, closed questions with a number of answers, open questions- answers to be filled in the closed questions; personal identity data – age, educational degree, sex, nationality, social state, residence (Appendix 1)

The results are analyzed by a team of lectures from Sofia University "Kliment Ohridski" (Faculty of Pedagogic) Sofia, Bulgaria.

2. CONTEMPORARY CONDITION OF YOUTH CAREER DEVELOPMENT SERVICES IN EIGHT EUROPEAN COUNTRIES (BULGARIA, GREECE, IRELAND, SPAIN, ITALY, LATVIA, SLOVAKIA, SWEDEN)

Study and analysis on employment/unemployment situation in the countries participants in terms of its influence on youth career development is based on:

- the idea of employment/unemployment, the specifics of youth employment policy in each country, legislation and institutions for youth employment policy;
- statistic data for youth employment/unemployment
- youth access to the latest information technologies (computers, Internet, e-mail communication)

Based upon the information given from the project partners, the following conclusions were drawn out. Employed persons are those who are aged 15 and more and participate in the services sector and goods manufacturing for pay or profit or they are temporary away from their jobs because they are on a short-termed leave or because of illness, pregnancy, maternity-leave, etc.; people in charge of their own business. There are several different statuses:

- employers
- persons who work for their own profit
- employees
- unpaid workers (members of family business)

Occupation may be full-time and part-time. All project partners report for different unemployment rates in their countries. The unemployed people are those who are capable of work but do not have a job and they are actively seeking for a job, they are registered in the particular institutions and they have not got enough money to satisfy their own needs (Appendix 2). Youth unemployment level is approximately one third from the general number of unemployed people in each country. It is the lowest percentage at the group of 15 to 18 years old (when compared with the group of 20 to 26 years old). This is due to legislative limits for hiring, the need for written permission from the adults who take the responsibility for the juvenile, limited allowance for different types of work and labor standards, as well as the activity that predominates over juvenile age – education. Appendix 3 consists of information about the percentage of unemployed persons in each country, youth employment indicators, and “education – employment” connection.

Disadvantaged people are the most endangered by dropping out the labour market (Appendix 8). In all countries the percentage of young people among them who face a number of problems in the process of integration, professional and social realization is high enough.

In all countries **The Youth Employment policy** is focused on youth employment problems. It is widely accepted that young people should enjoy special support and services that are: general and vocational education; specific labour standards, relaxation and recreation that is assured and determined; involvement in special youth programs and hiring strategies; access to information about occupation and career development in particular information centers; guaranteed conditions for their effective development and social integration.

Youth Employment policy is part of the national employment policy for every country. It is defined as a system of measures for youth protection and their preparation for effective commitment to family, school, and cultural, social, economic and ecological environment. It is based on legislative and material predicates for protection and insurance of the effective youth development (15 to 26 years of age). Youth Employment policy aim is to establish appropriate standards in the sphere of education, training and vocational preparation and to support youth involvement in the economic and social life.

Young people who enjoy social support are mainly from socially disadvantaged families (single parent families, divorced families, unemployed parents etc.) and there are fully - developed preventive and supportive programmes focused on uncertainty reducing and solving their problems.

Elements of youth policy in each country:

- Creation of legislative and material prerequisites for participation in the life of democratic society
- Protection of civil rights and freedoms
- Protection against negligence and deprivation, demoralization, violence and other phenomena that endanger healthy moral development of children and young people
- Unemployment prevention
- Youth health care
- General and vocational education and qualification (in that case particular care and support, as well as education for young people with physical disadvantages and social problems)
- Care of the family as the basic educational environment
- Creation of a background for effective use of free time and advancing the gifts and talents in various areas of activity
- Establishment of children and youth organizations
- Youth participation in cultural life
- Youth cross-cultural exchange, mobility and international youth contacts (Appendix 4)

Although most of the countries do not develop a specific youth educational policy (Bulgaria, Ireland, Italy, Greece) in all countries young people rights are defined and determined by numerous formal acts. State policies in relation to young people include protection of the right for education and labour, problems of work continuity (daily or weakly), terms and type of work (at day-time, nightly and excessive), legal conditions for relaxation, payment terms, and protection of physical, psychic and moral health of the young people.

At present there is a lack of data for legislation relating young people in some of the countries. Different formal acts concerning Youth Employment Policy are established however:

- Civil laws - The constitutions, labour codexes, laws for general and vocational education and training, laws for associations and others
- General state documents(international also), which protects the rights of the young people(right for education and work, granted by all countries; The Human rights Charta, UNO Convention for the rights of the children, refugee rights conventions, conventions for the rights of women, immigrants and disadvantaged people (Appendix 5).

The care for young people is main objective for numerous **Governmental and Non-governmental institutions**. Governmental institutions determine national policy towards children and young people. They define Youth Employment policy, work on formal documents, plan and coordinate specified youth activities and programmes. They execute functions as a coordinating body for other institutions; deliver information and professional consulting in the fields of occupation and employment, help methodically out other institutions involved in activities with children and young people, educational and career development (including advancing of qualification), take part in consulting and helping employers for the initiation of new working positions and programmes especially for young people, organize youth cross-cultural exchange.

Non-governmental institutions are defined as a system of organizations which differ in number and characteristics and rather aim at social support of youth rights. They deliver services in terms of career advancing, improving the lifestyle of young people, free time activities, protection of young people against cruelty and exploitation, educational programmes bound to employment and working position, supportive activities for working young people, educational programmes for disadvantaged people, specific youth and adult services consistent with local peculiarities and demands, coordination between youth organizations (Appendix 6).

At present the contemporary youth services are obliged to deliver **access to the newest information technologies**. Basic domains of that service are:

- possession or access to computer
- abilities for work with computer
- access to Internet
- abilities for Internet usage

- opportunity for e-mail communication

The study search showed that in almost all of the partners countries young people use these new information and communicative technologies in school, at home or at work, in educational or information centers, in Internet cafes.

Information technologies help young people out when they seek for a job (whether abroad or in their home country). They are information resource for limited career development services, educational programmes and institutions; youth exchange programmes or personal entertainment (computer games mainly). The rate of young people who takes advantage of these services is low however and it depends on the place of residence, working or studying. Unfortunately there is no access to Internet in some districts (villages and cities) and even a computer possession is a privilege for a small number of people (Appendix 7).

3. YOUTH NEEDS FOR CAREER CONSULTING AND ACCESS TO CAREER SERVICES – STUDY RESULTS*

POPULATION STATUS

Total population – 1202

- Students – 958(79, 7%)
- Employed – 100(8, 3%)
- Unemployed – 129(10, 7%)

residence :

- city – 76%
- village – 34%

Educational background:

- Primary degree – 101(8, 4%)
- Secondary degree – 758(63%)
- University degree – 72(5, 9%)

sex:

- male – 34%
- female – 76%

Nationality **

- Spanish – 83(6, 9%)
- Italian – 32(2, 6%)
- Swedish – 62(5, 1%)
- Latvian – 23(1, 9%)
- Greek – 31(2, 5%)
- Slovakian – 281(23, 3%)

age	14	15	16	17	18	19	20
Sample %	1,5	1,6	3,3	10,6	12,7	7,9	13,8

21	22	23	24	25	26	27
10,3	8,3	10,7	6,7	4,3	4,7	1,3

28	29	30	31	32	33
1,3	1,4	1,1	0,2	0,02	0,5

* Study results from each country are presented in appendix 9 to 16

**other nationality defines people who belong to a different nationality from the country they live in. In Bulgarian sample there are 61(5, 1%) individuals who define themselves with other ethnic nationality.

3.1. STUDY ON THE RECENT INFORMATION ABOUT YOUTH CAREER SERVICES (QUESTIONS 1:3)

The questioned individuals search for information and services about work, education, qualification and career development from:

- Consultants (14, 5%) – 11, 9% - students; 22, 2% - employees; 18, 4% - unemployed individuals (without Slovakia)
- Employment services (21, 6%) – 27, 1% - students; 33, 2% - employees; 36, 5% - unemployed
- Career centers (17, 4%) – 17, 2-students; 28, 4%-employees; 14, 7%- unemployed
- Labour centers(12, 6%) – 7, 6%-students; 24,2-employees; 24%-unemployed
- Television and radio programmes(20%) – 14, 5%-students; 21, 5%-employees; 11, 3%-unemployed
- Newspapers and magazines(51,8%) – 39, 6%-students; 51, 6%-employees; 48, 1%-unemployed
- Internet(45, 1%) – 33, 8%-students; 44, 6%employees; 37%-unemployed
- Friends(44%) – 33, 6%-students; 56, 5%-employees; 42, 4% unemployed
- Parents(27, 9%) – 24,4%-students;27,6%-employees; 16, 8%-unemployed
- I do not search for that kind of service (3,4%) – 3, 9-students; 0, 2% employees - 0, 8%-unemployed
- Other information and services sources: youth and student centers (Spain, Italy, Bulgaria, Slovakia), student employment services (Spain, Bulgaria), school and teachers (Spain, Latvia, Greece and Bulgaria), universities and university catalogues (Sweden, Slovakia, Greece), libraries (Latvia, Bulgaria), National Agency of Education (FAS, Ireland), private companies for student services (Slovakia), meetings with employers and firms (Greece, Bulgaria) and others.

32, 4% from the population are not aware of the existence of career centers, 28, 4% do not know what these centers deal with. 31, 6% use their services.

Conclusion: Individuals' preferences towards information resources when work, education, qualification and career advancing are concerned and ranged as follows: Internet, friends, parents, employment services, television and radio, career centers, consultants, labour centers. Data variation in each country depends on population age, their status (students, employees, unemployed), reliability on technologies (access to computers and Internet), and the existence of well-established career services network (Appendix 9-16). Only in Italy consultant services are of great priority and the results are indicative for their popularity and highly prepared specialists (Appendix 10).

In all countries Internet web is among the most preferable sources of information. Only in Ireland the results reveal low percentage of Internet usage (17, 6%). The reason may be that other career services enjoy greater popularity. Consistent with the natural susceptibility to the latest information and communicative technologies of this age group (aged 15 to 30), the success of a virtual career center as well as teaching and consulting using the electronic network is highly predictable.

In Sweden youth credit is shared among Internet and employment services. Neither of the individuals uses consultants' services. In Latvia consultant and labour centers services are neglected by young people. That particular result may be explained with student domination in the target group and they have not encounter yet the "unemployment" problem.

Young people in Ireland have the greatest approval of career centers (56, 9%), which is indicative for good traditions and experience in that field. While the results in Slovakia revealed the lowest amount of interest towards such career centers and towards consulting services as well.

In Greece newspapers and magazines, friends and Internet, career centers and employment services (about 30%) are equally trusted to, while services from specialized institutions are not chosen (labour and career centers, employment services) which may be due to the size of the sample- predominately students.

Among young people in Bulgaria friends have the greatest influence (53, 4%) while career centers occupy the last place (4, 3%). That reveals the poor distribution of career services which have just started developing at present in the country (not to say lack of established service system).

3.2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8 REFER TO THIS INFORMATION)

Information about education, job and career development is available at employment services, career centers, labour centers, radio and TV, friends and parents, newspapers and magazines, Internet. It is also found at youth (student) centers (Spain, Italy, and Slovakia, Bulgaria), student employment services (Spain, Bulgaria), from school and teachers (Spain, Bulgaria, Latvia and Greece), universities and university catalogues (Sweden, Slovakia and Greece), library (Latvia and Bulgaria), FAS (National training agency, Ireland), private companies for student services (Slovakia), direct contact with employers and firms (Greece and Bulgaria).

Regarding service access 28, 6% from the population consider to have wide access to them. According to 26, 1% there are not enough places where career services are found at and 7, 5% assume there is insufficiency of service specialists.

10, 1% have not got access to career services and 21,7% are not aware of such service offering.

Only 4, 5% agree not to need such type of services.

31, 6% from the population take advantage of **career centers**. 30, 6% from them are students, 40, 8% employed and 41, 2% unemployed.

32, 4% do not know about the existence and purpose of career centers. 28, 4 are students, 24, 1% -employed, 38, 3%-unemployed.

28, 4% do not know what these centers deal with (35, 4% - students, 28, 2%-employed, 22, 9%-unemployed).

68, 4% from the whole population definitely declare not to use career centers.

Most of the individuals prefer Internet usage – 55, 1% students, 72,4% employed and 46, 4% unemployed.

Only 11% prefer personal contacts from Internet, which is indicative for the high access level to technologies for young people.

The majority has abilities to work with Internet (85, 3%). 13, 8% reckon not to have access to Internet and 2, 8% have financial problems to use it (mainly from the population of students and unemployed persons). 3, 65% can not work with a computer and 8, 5% can not use Internet. Almost all consider Internet as a reliable source of information however (96, 7%).

Conclusion. The limited access to career services (30%) is due to the insufficient information and the lack of established service system. Young people refer to Internet as a source of information (63, 3%) but some of them are financially restricted or they do not have access to the network. Most of the young people are capable of using Internet and they refer to the web information as useful and reliable. Only in Bulgaria information received from personal contacts is of greater priority than Internet. The use and access to Internet differs according to the resident place (cities and villages). In small towns access to Internet communications and computers as a whole is considerably restricted. Nevertheless the creation of a virtual career center would be of great use and convenience to most of the young people.

3.3. STUDY ON CAREER CENTERS SERVICES

Types of services (consultations, counsels and information) – question 8- preferences:

- work information is demanded by 61, 53% (54, 5% students, 82, 2% employees, 54, 4% unemployed)
- job interview training – 53, 5% (39, 8% students, 74,4% employees, 46, 6% unemployed)
- preparation of employment formulates – 53, 2% (55,6% students, 64, 9% employees, 58, 5% unemployed)
- extenuation of education – 38, 5% (33, 2% students; 54, 9% employees; 30, 2%unemployed)
- professional guidance – 36, 4% (25, 2% students; 43, 65% employees; 29, 7% unemployed)
- opportunities for career advancing – 31, 6% (55, 6% students; 64, 9% employees; 58,55 unemployed)
- recommendations on behavior when one has just been hired – 23 3% (17, 8% students; 24, 3% employees; 32, 4% unemployed)

Users (questions 7,9 10)

According to the questioned individuals career services should be orientated towards:

- young unemployed people (68,9%)
- young people graduating at the present moment (51%)
- disadvantaged people (40, 6%)
- long-term unemployed people (34, 4%)
- people looking for chances (24, 6%)
- people in a risk of loosing their job (21, 5%)

According to 59, 3% of the questioned individuals disadvantaged people need special job information and 22, 7% agree with that need but assume there are not enough competent specialists. 10, 19% of the population consider there is not enough experience in this area.

14, 4% think people with such problems do not have to be separated from the others.

Additionally career centers should be orientated also towards: housewives and illiterates (Spain), “all who are in need for” (Ireland and Italy), “all who are interested in these services”, “all who seek for a job”, all people who would retire in the following two years”, “invalids”, “people who cannot find appropriate job”, “people without educational degree (high school or university), “wide range of people” (Slovakia and Bulgaria).

Focus of career services (question 6)

- information about new employment – 66, 9% (61, 1% students; 87, 6% employees; 68,8% unemployed)
- information about obtaining new qualification – 48, 6% (49, 3% students; 65, 95 employees; 40, 8% unemployed)
- information for improving educational level – 40, 4% (37, 7% students; 46,7% employees; 27,6% unemployed)
- additional services: career development services; how a CV has to be written; academic and professional realization, academic career in the field of “more successful professions” (Spain), advertisement for work and summer educational courses as an additional service(Latvia), “where and how to find a job” (Italy, Sweden, Slovakia, Bulgaria, Ireland), assessment centers (Sweden), job announcements (Slovakia), information about payment (Greece).

Service quality (question 2; 4; 5)

Service quality is defined by the amount of present information, the access levels to these services, it is also influenced by the correspondence between clients’ needs and offered services and at last but not the least is the client final contentment.

18, 5% from the population consider the received information as useful. More than half the people (51, 7%) agree with the previous statement but they think the information is not enough and they are looking for another sources. 76, 3% say information is consistent with their demands and 87, 7 % are satisfied by it.

The assessment of quality service is connected with the access people have to these services. The fact that less than 30% of young people have access to that kind of help and 21, 7% have no information about it impedes realistic evaluation of its functioning.

The high level of satisfaction is paradox (85, 6%) which could be explained with the fact that 67, 5% have received the information they have demanded.

Service quality depends on the level of competence and human approach of career centers specialists. 84, 1% find service personnel competent and approve their approach (95, 5%). All of that contributes to the high percentage for confidence people have in these specialists (94, 7%).

SUMMARY: The interpretation of this section demands focusing on the peculiarities of the sample (employees are the smallest numbers of the population, followed by the unemployed people and the students; additionally people with secondary education dominate this sample). That explains why the values for answers’ absolute frequencies (according to the number of

participants) differ from their percentage equivalent. In other cases (e.g. equal parts of the sample) the results may differ considerably.

The search results showed that young people mainly demand information and consultation of a new job from the career centers. It is Ireland that makes the exception as additional qualification is of greater priority there. Apart from that finding a new job remains the most desired service in all countries.

Most of the participants assume that mainly young unemployed people need special career services (68, 9%) followed by young people who are graduating at the present time (51%) and people in risk of losing their job (21, 5%).

The most mobile status stands for people “looking for changes”. The statistical ranging of the clients of career services put this status into second place in Ireland, in the last but one in Slovakia and in the last ones in Bulgaria and Greece. An explanation may be that a change in educational, professional or career life is a personal matter and not so greatly essential.

In Latvia the participants assume that the first who need special care are disadvantaged people.

All data supports the idea that disadvantaged people should enjoy specific services. Such services inquire preparation of unique materials in the career centers. The study revealed that Sweden is one of the countries with experience and tradition in this area.

As a matter of fact in all countries there are experienced specialists working with that group of clients. There is need of additional qualification of the personnel however. A good solution would be the development of guidance for career services (professional and educational), which would be offered not only at career centers but at the media and institutions involved in that specific activity. However the ethnical minorities are not considered as disadvantage group of the society.

Young people declare there is need for extending services' scope and improving their quality. Nevertheless the study showed high levels of contentment from career services functioning (85, 6%).

In all countries service quality is defined by the amount of present information, the access levels to these services, it is also influenced by the correspondence between clients' needs and offered services and at last but not the least is the client final contentment. The participants consider that the information they have received is sufficient and consistent with their needs (76, 3%). However most of them are not satisfied by only one source of information and that explains the variance of statements (“useful information” and “useful but not sufficient”). In particular, we may summarize that the clients find the information given at the career services rather useful.

Service quality depends on the level of competence and human approach of career center specialists. 84, 1% find service personnel competent and approve their approach (95, 5%). All of that contributes to the high percentage for confidence people have in these specialists (94, 7%).

In Ireland and Latvia data revealed the maximal levels of satisfaction from career services (100%), while the level of contentment from consultants' work is relatively low. However the level of satisfaction with consultant services is approximately high in all countries may be because of the popularity of that type of services apart from career centers. Another reason is the traditions and experience that service system has in each country.

The rate of career centers usage is excessively low in Slovakia (1,4%), Greece (3, 2%), Bulgaria (4,3%) which could be explained with the unpopularity of these services in the mentioned countries.

In Slovakia data for the appraisal of career centers turned out controversial. These results are due to the possible confusion of consultations offered at career centers and consultations from acquaintances and other service structures. Thus that data variation does not reject future success of career centers.

4.IMPLICATIONS AND EXPECTATIONS FOR THE IMPROVEMENT OF YOUTH CAREER DEVELOPMENT SERVICES:4.1.IMPLICATIONS

- Improvement of qualification of consultants in the sphere of vocational education and career consulting
- development of specific methods for consulting in the sphere of career advancing directed to young people and the group of disadvantage people
- development of the e-consulting as a new youth career service
- development of new teaching technologies based on on-line and off-line multimedia

4.2.EXPECTATIONS

2002-BG/02/B/F/PP-132018 Project provoked the creation of:

- virtual career center for e-learning and e-consulting
- multimedia CD “On the job market”
- career development guidance for consultants working with young disadvantage people

4.3. PROJECT INFLUENCES:

- more than 200 trained consultants
- more than 20 000 young people consulted in the sphere of educational and career development
- more possibilities for youth integration on labour market (as well as for young disadvantage people)
- helping young people out at using on-line and off-line multimedia products

5.STUDY CONTRIBUTIONS FOR THE LEONARDO PROGRAMME

Study search proved the needs for

- available career services for all young people
- career services independent from career centers and part of different structures involved with young people
- competent specialists in the sphere of career services
- overcoming prejudice and discrimination of young disadvantaged people and formation of equal opportunities

The study revealed youth as actively seeking for career services and consultations when employment, education and qualification are concerned. The research predicts the possibilities for efor e-learning and e-consulting in the career formation.

QUESTIONNAIRE

Dear participants,

The questionnaire is aimed at investigation of your opinion about youth professional and career development services. The questionnaire is anonymous. The results will be used for researches' goals. They give opportunities for more effective professional counseling.

The questionnaire is part of an international Leonardo da Vinci project "Developing youth career services", (financed by European Union) with participants from Bulgaria, Greece, Italy, Spain, Sweden, Slovakia, Latvia and Ireland.

Please, answer each question, rounding the chosen possibility.

1. Where do you look for information about your vocational education and work opportunities.

- a/ vocational orientation consultants
- b/ labour centers
- c/ employment markets
- d/ TV and radio
- e/ Newspapers and magazines
- f/ Internet
- g/ Friends
- h/ Parents
- i/ I don't look for that information

2. Do you think information you receive is enough and fits your needs?

- a/ yes, it fits me totally
- b/ information is not enough and I have to look for additional sources
- c/ information is not enough new and actual
- d/ I receive information which is not useful to me
- e/ the received information doesn't fit me at all

3. If you knew for the existence of career centers, would you use their services?

- a/ Yes, always when I have to
- b/ I am not aware of the existence of that kind of services
- c/ I've heard of them but I don't know what these centers activity is

4. Do you think career services are delivered in the best possible way?

- a/ yes
- b/ no, there aren't enough places where information is given
- c/ no, specialists are not enough competent
- d/ I have not access to that kind of institutions and specialists
- e/ I have no information about the existing opportunities for career consulting
- f/ I don't need career services

5. If career development specialists have consulted you are you satisfied by the results?

- a/ Yes, totally
- b/ The specialist wasn't competent enough
- c/ the specialist didn't show enough empathy and understanding
- d/ I receive information which was not useful to me
- e/ I don't trust these specialists

6. What kind of information would you like to receive in a career center? /You can pick more than one answer/

- a/ Where and how to obtain new qualification
- b/ How to improve my education
- c/ How to find a new job
- d/ What formulates are needed when applying for a job

7. What kind of information do you expect to be offered in a career center? / You can pick more than one answer /

- a/ How to prepare my application documents
- b/ How to behave during a job interview
- c/ How to behave when starting a new job
- d/ How to assess whether I am suitable for a job I want
- e/ How to choose where to continue my education

8. Do you prefer to receive information about career development opportunities through Internet?

- a/ Yes, it's a comfortable and time-saving way
- b/ Yes, but I have no access to Internet
- c/ Yes, but I can't work with a computer
- d/ I don't know how to search information through Internet
- e/ No, I prefer personal contacts and other sources of information
- f/ No, it's not possible to rely on this information
- g/ I am financially restricted to use Internet

9. Whom do you think career services should be orientated towards? / You can pick more than one answer /

- a/ young people graduating at the present moment and looking for a job
- b/ long unemployed people
- c/ disadvantaged people
- d/ people who often look for changes
- e/ people in risk of losing their job

10. Do you think disadvantage people need special job information and career services?

- a/ Yes, they have more difficulties to find a job
- b/ Yes, but there aren't competent enough specialists
- c/ Yes, but there is not enough experience in that area
- d/ No these people don't have to be separated from the others
- e/ No

Age...**Sex: male/ female****Education: primary/ secondary/ higher education...****Nationality:****Residence: city/ village****Social status: student/employed/unemployed**

APPENDIX N2

UNEMPLOYMENT- TERMS AND DEFINITIONS

Unemployment

- Greece- lack of work opportunities due to limited job vacancies

Unemployed

- Spain –a person without a job who consequently is no able to satisfy his own needs.
- Italy – “Unemployed” is a social status of a person without work who is immediately ready to start working and is actively looking for a job.
- Sweden – a person able of working but not having a job and is registered in a labour office
- Latvia – a person who is seeking for a job and is registrated in a labour office.
- Slovakia –persons aged 15 and more, who do not work for pay or profit during the reference week, who actively sought for a job in the previous 4 weeks and who is ready to start working in the next two weeks. Unemployed person is also one who does not actively seek for a job because he/ she has already found a job which will start within 1 month, of who is on long-termed unpaid leave and is expected to return to work within 3 months.
- Greece - a person aged from 15 to 64 years, who hasn't got a job but he is willing to work. He/ she seeks for work opportunities but is not suitable for any particular job.
- Bulgaria - persons aged 15 years and more, which do not have jobs and at the same time actively, seek for one and can start working immediately. Exclusively unemployed are also people who do not seek for a job but are promised to start working within 30 days and people who are on forced leave for more than a month and are promised to return to their jobs on a certain date. Students, housewives, retired people and others who do not execute economic activity are said to be unemployed as long as they fulfill the mentioned criteria.
- Ireland – persons aged 18 and more who is registrated as unemployed. Unemployment benefit is paid by the state for a period of 15 months to person who has achieved a significant number of working weeks. In the absence of sufficient weekly social insurance contributions unemployment assistance is paid according to the individual and family circumstances

Underemployed

- Spain – person without a job but on the contrary there are incomes from the realization of other activities.

Long-termed unemployed

- Italy – a young person who hasn't been working since 6 months or 1 year at least but has worked before.
- Sweden – people registrated at the public Employment service for 6 months at least if they are 25 years or older. Youths less than 25 years are registrated as unemployed after 100 days and more without having a job.

APPENDIX N3

UNEMPLOYMENT – STATISTICAL DATA (INCLUDING YOUNG PEOPLE) IN
THE DIFFERENT COUNTRIESSPAIN (2002)

<u>Age (years)</u>	<u>% of unemployed youths (by sex)</u>	
	males	females
16-19	28,7	41,9
20-24	16,8	29,9
25-29	12,6	22,2

<u>Age (years)</u>	<u>% of unemployed youths (by sex)</u>	
	males	females
16-19	71,3	58,1
20-24	83,2	78,1
25-29	87,4	77,8

ITALY - JANUARY 2002

Labour market (as well as unemployment level) in the country depends on regions, age and sex.

In recent years the unemployment rate is between 7 and 10% in the northern and central regions and over 21% in the southern. The highest rate of unemployment is among young people (aged 15 to 29 years) - 25, 8%. In the southern regions unemployment rate for the same age group reaches up to 45, 3%.

Low levels of unemployment are due to low levels of female employment (32, 6%), which is far from the EU mean employment level (49, 7%)

<u>Youths according to:</u>	<u>% unemployed youths (according to the region)</u>		
	<u>Sardinia</u>	<u>Southern Italy</u>	<u>Italy</u>
Eurostat- definition	17,6	18,8	9,2
age (15-24 years old)	48,5	51	28,1

SWEDEN(2002)

- total unemployment - 4,2% (2001 - 4,4%);
- youth unemployment - 7,2%;
- working men (16-64) - 75%;
- working female (16-64) - 71%;

Men and women have equal participation at labour market as with aging occupational differences begin to rise (it is higher for males). Young women aged 15 to 24 years prefer studying than working in comparison to the men of the same aging group.

LATVIA(2002)

- total unemployment - 7,6%;
- youth employment (15-19 years old) - 5698;
- youth employment (20-24 years old) - 15% of the total employment.
- Unemployment rate varies according to each region economic state.

SLOVAKIA

- total unemployment - 18,64%
- unemployed youth

Youth profile (2000)	
Total population	5 372 000
Number of young people	913 240
Young people (15-24 years old.)	17%
Middle- aged people	33,7%

Employment indicators	%
Economic activity (15-19)	24,9
Economic activity (20-24)	68,8
Annual rise (15-19)	
male	1,6
female	1,9
Annual rise (20-24)	
male	1,3
female	10,8
Youth labour force:	
total	16,9
male	9,6
female	7,3
Total unemployment(registrated)	13,1
Youth unemployment(15-19)	
male	9
female	6,4
Youth unemployment(20-24)	
male	10,1
female	6,3

GREECE

Total unemployment for 2001 – 10, 2%; 2002 – 9, 6; (EU mean rate of unemployment is 7%,)

<u>Unemployed (%)</u>	<u>Age (Years)</u>
5,1	15-19
23,2	20-24
21,7	25-29
33,6	30-44
16,5	45-64

Youths (15-24)	% of the total population	% of the social deprived youths	% of the unemployed youths	% of the students
1,419	13,8	24	31	72

BULGARIA

- unemployment rates for 2000. - 18-1%; for 2001 - 17,5; for 2002 - 15,6%;
- unemployed youths (NRS data) - 35% of the total unemployment;
- migrants - 37%; of them 18% with university degree (20-29ā.);
- short- termed migrants with university degree - 21%;
- labour migrants - 14%.

Unemployed (2001)	%
Total number	17,5
under 19 years	3,7
20-24 years	10,8
25-29 years	12,7%

Registrated at labor offices(%)	Unemployed with university degree (2001)
5,9	Total number
5,5	Youths up to29 years.

IRELAND– No data

APPENDIX N4

YOUTH LABOUR POLICY (YLP)

Spain – All the issues related to the definition, design and implementation of youth services and programmes as well the nails of its execution. It includes also the work of the national and municipal youth organizations directed by the Governmental objectives and priorities and by the needs of the programmes themselves; their assessment and execution; institutional relationships with the rest of the youth and state organizations involved direct or indirectly in the youth sector; establishment of conditions for international and regional cooperation.

There are three basic elements that are to define youth labour policy:

- Integrity: coordinated action of the different sectors' initiatives affecting youth population (education, employment, health, cultural, sports, etc.)
- Decentralization at municipal level: cooperation of the different administrative structures; programmes and services addressed to the Youth.
- Youth policy is being developed not only by the governmental bodies but by youth councils (national and regional) and by the Youth association movement and as well as by other youth associations. All of these share the responsibility for the design and implementation of youth policy.

Italy – In Italy there is no specific field of action. Young people appear within the most general work policies as a specific target or have special benefits (vocational training, job shadowing, P. I. P. – professional insertion plans). The competence in the field is shared among state, regions and provinces.

In recent years youth labour policy is developed in 4 areas:

- Reform of the procedural framework dealing with unemployment that is aimed at reducing the unemployed benefits and involve them into more activity and flexibility (the reform is issued at the 15th of January 2003). The reforms allow private bodies to execute services of facilitation and promotion of job positions. The unemployed is obliged to take part in all the local activities established for unemployment reduction (such as interviews and vocational trainings).
- Increasing labour market flexibility through introduction of new rules for
- non-typical employment (job- on – call, job – sharing, staff leasing and so on) and hiring procedures.
- Reduction of unemployment benefits and cuts in wage costs and social insurance contributions according to regions and economic sectors;
- Fostering integration and reintegration of disadvantage people (women young people, workers on short-term compensations and on mobility rolls, etc.) into work

Sweden – National youth policy executes 3 objectives and 32 part-objectives, converted to practical evaluation and development, some of them are bound to education, others to enterprising.

Latvia – permanent area of national policy that sets objectives, task and activities to solve youth related problems at all levels of public administration. A particular trait of youth policy is the trend towards preventive work, integration and participation of the youth in the social, political, economical and cultural processes.

Slovakia – YLP is part of the national employment policy, which develops and executes special youth programmes and strategies. However the reduction of the budget for these activities led to state financial support for organizations hiring unemployed people (secondary school graduated and university graduated). In practice, state institutions supply for a relatively small number of activities.

Vocational training is a major concern. In fact there is a category of 14- and -15 years old that are unemployed and with no opportunities for being educated. Therefore a special training is designed for them. It is designed Network of Youth Information Centers (ICM) delivering information about employment and career development.

Principles of state policy:

1. State policy in relation to young people constitute a system of measures aimed at protection and promotion of the youth, which shall be prepared and implemented primarily within the family, school, cultural, social, economic, health-care population and ecological domains.

2. The state shall create legislative and material prerequisites for the protection and promotion of young people in the sphere of broad development of children and young people
3. Young people are the social group of 15 to 26 –years- olds who are preparing themselves and gradually entering social life.
4. State youth policy aims at the creation of conditions suitable for youth high- quality education, instruction and professional preparation and their entry into employment and social life. The policy supports youth skills and talents inside and outside the school.
5. Special attention to protection and promotion of the young people from socially weak families (single mothers bringing up their children, divorced parents with children, unemployed parents with children and teenagers, etc.) as well as creation of conditions for development of a preventive, prophylactic and supportive system aimed at endangered, problem-causing and marginal groups.

Major areas of State Youth Policy:

1. Protection of civil rights and freedoms, creation of legislative and material conditions for preparation of the youths about the life in democratic society.
2. Care of family as a basic youth and children environment
3. Conditions for activity of youth and children associations
4. Education and instruction of youths and children; professional and qualification- increasing training for jobs and professions
5. Support before work activity, stimulation of youth employment and protection against unemployment
6. Creation of conditions for leisure-time, recreation and entertainment
7. Support for youth exchange, youth mobility and development of international youth contacts.
8. Promotion of youth participation in the cultural life of society and creation of conditions for contributions of young people into cultural advancements
9. Creation of specific conditions for developing youth talents in various areas of people's activity
10. Protection and broad promotion of youth health care
11. Specific care, education, protection and promotion of physically disabled and inadequately socialized young people
12. Protection against negligence, demoralization, cruelty and other phenomena that endanger the healthy moral development of young people and children

Greece- There is no formal definition for this term. There is Youth policy and Work legislation that is also related to young people. In practice, governmental and non-governmental organizations execute youth policy. The governmental organizations are responsible for the coordination and implantation of state youth policy: employment and development; culture and leisure time; education and social involvement; international cooperation and information. There are also programmes about so called "social tourism".

It is relatively small number of young people participating in youth organizations. In cities young people are involved in political organizations, social youth associations and organizations which are offering leisure time activities. In the rural areas young people primarily participate in social organizations and in local associations related to youth interests. Young people also participate in municipal and regional structures as well as in international programmes (Council of Europe, UN, UNESCO, UNICEF, OESD, FAO, etc.

Bulgaria – YLP is an inevitable part of the National State policy, which is controlled by the Ministry of Labour and State Social policy. Consistent with the national employment plan young people are a target group that enjoys special benefits in different areas of activity. At regional level different studies on youth unemployment and employment programmes are executed. Such programmes are aimed at encouraging employees to hire youths up to 28 years of old that are without parents, unemployed youths up to 28 years of age that are university graduates and young people up to 24 years of age with secondary and lower education (including youths with long-term low work efficiency), who are with no work experience. State policy also includes opportunities for vocational training that is supportive of their finding a job and integration into society. One of the common ways is stimulation for enterprising training and development of their own business.

Ireland- There is a national youth strategy, gathering dust on some shelves in a government office, however there is no single government department responsible for the development of a coherent set of youth related actions. The Department of Education & Science has perhaps the largest responsibility in this area and perhaps the responsibility at a local level is passed on the Vocational Educational Committee (VEC). In Dublin the City of Dublin Youth Service Board (CDYSB) is funded by VEC to deliver youth policy. The focus of youth work tends to be on diversionary activities rather than developing career paths. The principal second chance education initiative is managed by the VEC and is known locally as the Vocational Training Opportunities Scheme (VTOS). The focus of this scheme is however rather academic and the high dropout rate for this programme are perhaps caused by it. FAS and others governmental organizations also run a series of programmes that could broadly be regarded as Second Chance Education initiatives and they are turning out to be a great success.

APPENDIX N5

LEGISLATION ABOUT YOUTH LABOUR POLICY

SPAIN -According to state legislation:

- Obligatory education for all children up to 16 years of age;
- Work activity begins after 18 years of age (for young people under 16 is forbidden to work);
- People fewer than 18 and over 16 living on their own will be able to work with the allowance of their tutors or parents or with the permission of the person or institution caring for them. Workers under 18 are not to work more than 8 hours a day including the time dedicated to their training and regardless the number of jobs and employees they have. The resting period lasts at least 30 minutes and daily tasks exceed 4 hours and a half.
- It is forbidden for youths under 18 to work at night and for extra hours

Italy – no data

Sweden -Swedish legislation defines the following rules for youth labour activity:

age	Maximal daily occupation	Maximal weekly occupation
under 18 years old	8 hours (12 hours obligatory leisure time)	40 hours (36 hours obligatory leisure time)
Under 16 years old (including the year before turning 16)	7	12 hours – during school semester or 35-36 during vacancies; Working between 20.00h. и 6.00 h. is prohibited; Obligatory - 4 weeks coherent time off.

Latvia -It is prohibited to employ children in regular work. Exception makes children older than 13 and if one of the parents gives written permission for the child to work but only in the leisure time after school activities. A person can register as unemployed when he/she turns 15 years of old. Persons who are 13 years old and older can work 2 hours a day or 10 hours per week; 14-17 years – olds can work 7 hours a day or 35 hours per week. The working conditions are to be extremely safe for children's and youngsters' health and development. They can be employed in cultural, sports and art activities.

Slovakia -The Slovak Constitution, the Human Rights Charter, and the text concerning the State's duties as regards the rights of the children are related to youth affairs. At present there is no specific legislation relating to young people. However, various aspects of youth affairs are governed by Law No. 83/ 1990 on associations and by Law No. 213/ 1997 on non-profit-making organizations that provide public services.

Greece -There is no specific legislation related to young people. Hellenic Labour Ministry defines certain rights for the young people:

- People under 15 are not allowed to work in any occupation
- People under 18 are not allowed to be engaged in any occupation that could endanger their physical or psychic health or impede the development of their personality
- Youths under 15 are allowed to work in cultural activities such as theatrical and musical performances, adverts, fashion

demonstrations, in TV and films, etc., only with the permission of the Committee of Labour and as long as their physical or mental health is not endangered.

- In order to work, teenagers (15 – 18) should have first attended vocational guidance courses.
- People under 16 or those who go to school are allowed to work for no more than 6 hours per day and 30 hours per week
- People between 16 years of age and 18 years of age who do not attend school are allowed to work no more than 8 hours per day and 40 hours per week. They have the right of 12 hours-rest per day; the time-zone between 10 p.m. and 6 am should be within this rest period
- Young people who go to school and work should have 2 hours rest in between these two activities
- Youths under 18 are not allowed to work overtime
- Youths under 18 are paid at least the standard minimum salary for non-specialized worker
- Youths under 18 have the right of standard day off and holidays in Summer and during exam periods
- Employees should clearly declare and report that there is no danger in the work environment for the young people

Bulgaria - Labour Codex (chapter 15) of Bulgarian Constitution, the Law for Public Education, the Law for vocational education and the issues for their appliance as well as other formal or partial formal acts govern youths and children's rights for work and education as well as working standards.

LABOUR CODEX
CH. 15“ CATEGORIES OF WORKERS AND EMPLOYERS”
(ADD.) – STATE NEWSPAPER, EDITION 100 OF 1992)
PART I
SPECIAL SUPPORT FOR THE MINORS

Art. 301 (1). Youths are allowed to work only when they turn 16 years of age. It is forbidden for younger than 16 to be engaged in working activity.

(2) Exceptions make youths aged 15 to 16 who are allowed to occupy easy employment that are of no danger to their physical, moral and mental health.

(3) (Mod. - DV, number 100 from 1992). Girls who are aged 14 or more and boys who are aged 13 or more are allowed to work in circuses; youths under 15 are allowed to be engaged in films, theatrical and other performances, but on easier terms that are consistent with their physical, mental and moral development. In that case working standards are to be define be Ministry of Labour.

HIRING OF YOUTHS UNDER 16 YEARS OLD AGE

Art.302. (1) Youths under 16 are employed only after precise medical exam and medical conclusion is to be made that they are capable of executing the particular job and it doesn't endanger their physical, mental and moral development.

(2) (Mod. - DV, num. 100 from 1992) Youths under 16 are allowed to work only with the permission from Committee of Labour.

EMPLOYMENT OF YOUTHS AGED 16 TO 18

Art.303 (1) The employment of youths aged 16 to 18 on difficult and dangerous works is prohibited

(2) youths aged 16-18 are employed only after medical exam and medical conclusion is made for their suitability of executing the particular job

(3) (Mod. - DV, num. 100 from 1992 youths aged 16-18 are allowed to work only with the permission from Committee of Labour.

EMPLOYMENT FOR YOUTHS UNDER 18

Art. 304 (Mod. - DV, num. 100 from 1992 , num. 25 from 2001) (1) It is prohibited for minors to be engaged in occupations that are:

1. Beyond their physical or mental abilities;
2. Applied to dangerous physical, biological or chemical exhibition, in particular with toxic agents, 8888888, agents causing

inherited genetic or uterine damages

3. Connected to other dangerous for the health activities

4. In the conditions of radiation;

5. At extremely low or high temperatures, noise and vibrations;

6. Connected with risk of working accidents, that is beyond minors' awareness and management because of their physical or mental immaturity

(2). The minister of Labour and Social affairs and the minister of Health care produce the list of legal occupations for minors aged 15 to 16.

SPECIAL CARE FOR THE MINORS

Art. 305 (1) (Mod. - DV, num. 100 from 1992). Youths under 18 should enjoy special cares from their employer in terms of work facilitation and vocational training

(2) (OTM - DV, num. 100 from 1992, new, num. 25 from 2001) Employers are obliged to inform their minor employees and their parents or custodians about possible working risks and precautions that are done for the safety of working environment.

(3) (Mod. - DV, num. 100 from 1992 num. 25 from 2001) Youths under 18 are allowed to work 7 hours per day and 35 hours per week at 5-day working week.

(4) (Mod. - DV, num. 100 from 1992) Youths under 18 who work have the right of annual paid leave for at least 26 working days, including the year that they turn 18 years of age

Ireland – No data.

INSTITUTIONS FOR YOUTH LABOUR POLICY

Spain -In Spain the main body in charge of implementing youth policy is INJUVE (Institute for the youths in Spain) which depends on Ministry of work and Social affairs. In each of the Autonomous Communities (A. C.) existing in Spain there is youth organism with different denominations and administrative descriptions. The INJUVE collaborates with them through different technical commissions managing youth information programmes, youth exchange, employment and voluntary work, culture, etc.

Italy -Governmental, non-governmental, state and private organizations realize youth policy

Sweden -Youth policy is realized by governmental and non-governmental organizations:

- Governmental

Sweden government and Parliament decide on the objectives, rule systems and financial framework of labour market policy. The Labour Market Administration (Arbetsmarknadsverket, AMV) is the public agency with overall responsibility for implementing youth policy. The administration consists of National Labour Market Board (Arbetsmarknadsstyrelsen, AMS) as well as a County Labour Board (lansarbetsnamnd) in each of 21 countries, the offices of the public Employment service and the Work Life Services. The Employment service offices are the local organizations in charge of implementing labour market policy. There are about 320 publicly run employment offices, which cover the entire area of the country.

The National board for youth affairs: A governmental authority that works to ensure those national objectives of youth policy is realized. They monitor youths' living conditions and coordinate youth policy development at governmental and municipal level.

Ministry of Education and Science: It is responsible for universities and university colleges; research and scientific activities; study allowance and social issues relating to studies; pre-school and school activities for children; Compulsory comprehensive and upper secondary schools; adult education and popular adult education

Swedish council for working life and social research It works to promote knowledge accumulation in working life and understanding of social conditions and processes; Promotion and support of basic and applied research; Identification of important research needs; dissemination of information and transfer of knowledge

- Nongovernmental organizations

Eductus and other companies working with education and career counseling match unemployed people to labour market. There are also youth sections involved in youth career guidance.

Latvia : The main bodies dealing with youth labour policy are governmental and non-governmental organizations.

- governmental organizations

Ministry of Economy is responsible institution for coordinating unemployment decreasing policy in Latvia. Ministry of Welfare and non-profit organization subordinated by the ministry - "National Employment Service" are responsible for planning and implementation of national employment plan. National Employment Service provides consultations on education, career and professional issues. It registers unemployed and job-seekers and helps them integrate into labour market.

Ministry of education and science - is the main body responsible for planning and law making in youth affairs. In 2002 Ministry delegated these functions to National Youth Initiative Centre, before March it was the executive body responsible for implementation of youth policy. NYIC in collaboration with recruitment services organizes career days (lectures, seminars on career development issues, meetings with employers from different fields) every year.

Professional career centre: provides information and individual consultations on education and career issues. The centre has 18 regional branches. Clients of the centre are usually unemployed people.

- Non-governmental:

National Youth Council – association of 37 youth nongovernmental organizations Its purpose is to improve youth lifestyle, to support their interests by facilitating development and cooperation of youth organizations and by involvement into civil and political processes.

The Latvian Adult Education Association- its aim is to facilitate the development of adult educational system in Latvia and to participate in life-long learning policy development. People over 18 years of age are in the target group.

Slovakia - The main bodies dealing with youth labour policy are governmental and non-governmental organizations.

Governmental: the main national youth coordinating body is the National Youth Council of Slovakia. It is founded in 1990, aims at support the development of youths, protection of their interests towards the governmental structures, helping them solve their difficulties, establishing good connections with either youth organizations all over Europe. The structure of the organization consists of General Assembly (composed of 42 members organizations) and Governing Board (1 chairman, 2 vice-chairmen, 4 members). It has working commissions in four areas: international affairs, economy, social affairs, and information. The Council cooperates with all the members in various activities, organizes seminars and coordinates actions together with the Czech Youth Council. It has strong bilateral contacts with a number of Youth Councils. In addition, it is a full member of the European Youth Forum (EYF) and WAY and ATD Quart Monde

The Ministry of Education and the Ministry of Labour, Welfare and Family Affairs are responsible for implementing governmental policy in the youth sector.

The Ministry of Education is responsible for the supporting of the youth activities and organizations including leisure time, international youth co-operation and youth exchange, etc. Ministry of Labour, Welfare and Family Affairs is responsible for the legal and social protection of the children. At regional level, the Youth Departments of the Development Directorates the regional authorities are responsible for co-ordination policy in this sector on the basis of a document entitled "The principles of State Policy of the Slovak Republic" adopted by the Government on 7 January 1992.

Parliamentary Committee on youth – youth affairs fall within the remit of the Committee on Education, Science, Culture and Sport.

Non-governmental: There are about 70 organizations related to youth affairs and youth labour policy that are presented either at the National Youth Council or at the Slovak Youth Assembly. Part of them offers opportunities for informally education.

Greece : The main bodies dealing with youth labour policy are governmental and non-governmental organizations. The General Secretariat for Youth; National Council of Hellenic Youth Organizations; Commissions for Non Political Youth Organizations in Greece; Girl Guides and Girl Scouts of Greece; Hellinas Youth Group; National Councils of YMCA's(Youth Christian movement) of Greece; Greek Democratic Socialists Youth; New Democracy Youth Movement; Radical Left Youth(RAN Greece); Student and Scientists Christian Association of Greece; Young Women's Christian Association of Greece; Youth for the World; AEGEAS C. V. T(deals mostly with unemployed people in the field of farming; ARSIS(Association for the Social Support of Youth-focuses on social support for disadvantage people and prevention of marginalisation); Conservation Volunteers of Greece (intercultural exchanges and conservation work); Kethea (dealing with problems of drug addiction, training prevention and treatment programmes)

Bulgaria: The main bodies dealing with youth labour policy are governmental and non-governmental organizations

- Governmental organizations

Ministry of Labour and Social Affairs – co-ordinates and governs employment within the country, including youth labour employment.

National Agency for vocational education (NAPOO) of the Ministry Council: specialized departmental state organism for accreditation and licensing of vocational education activities as well as coordinative functions for all institutions related to vocational education. It has been additionally created special Expert Committee for Vocational Education

National Employment Agency (National Employment Service)- provides for *methodological guidance and coordination: produces information materials for different vocations, which include a short history of the vocation, executed objectives and activities, working standards, psycho-physical requirements, opportunities of improvement of qualification and career development; delivers pamphlets, booklets, leaflets, videofilms, multimedia information products for young unemployed people and people looking for a job; creates information screens. In coordination with other organizations it provides for education of young unemployed people, aimed at self-assessment and self-knowledge, education and career development, vocational adaptation and youth transition to adults' world, formation of purpose thinking and enterprising. However there aren't special materials for people with high abilities, disadvantage people and people from different cultures.*

Directorates “Regional Employment Services”- *provides for methodological help of Directorates “Labour centers”.*

Directorates “Labour centers”- *analysis of local conditions and trends; gathering of information about employees, organizations and administrations; secures contacts between employees and young people; information and consultation of young unemployed people; counsels for legal and economic opportunities for enterprising and working activity; conduction of professional selection and help for youth centers*

Professional-information centers of Labour centers *information and consultation for labour centers clients by professional consultants, psychologists, doctors, sociologists and well-known specialists in this area.*

Ministry of Education and Science- *Vocational education and career guidance center. It has informational and methodical functions: realizes practical researches, develops instrumentarium for diagnostic investigations, as well as analysis of education for persons occupied in the sphere of vocational guidance.*

Pedagogic consultant offices – *their basic functions are organizational and methodical, information and diagnostic-consultative functions. In 2000 they were closed down and lately three of them have been reopened.*

Pedagogic consultants in school- *professional guidance for the students; they have diagnostic-consultative functions.*

Vocational guidance services- *implement state policy for vocational education.*

Regional administration- *Helps out youth centers ‘functioning and secures with information at municipal level. In coordination with the regional administrations and the local departments of the National Employment Service studies labour market and informs for job vacancies.*

Vocational guidance and career development center- *it has directive, methodical and informative functions aimed at servicing:*

- *unemployed (in need of additional qualification or in need of change of their professional qualification)*
- *working people who demand obtaining of new knowledge and abilities for conversation of their present job)*
- *students and their parents (information about labour market, vocational choice and education)*
- *disadvantage people at the labour market (adults without education and vocation, ex-prisoners, ex- military- men, socially weak persons, single mothers, disabled persons)*
- *specialists, teachers and lectors who deal with career development affairs (new vocations and needs, condition of labour market and labour force)*
- *employees who demand to develop vocational guidance system*

- *Non-governmental organization:*

A number of organizations are related to the youths in Bulgaria. They offer information about employment, vocational and career development. Some of them are: private consultative and informative centers, private employment offices, youth employment markets, “Youth cultural-informative center”, centers for youth activities and initiatives, student houses of culture and students labour offices, departments “student labour” in the regional labour offices, regional youth centers, International association of the agricultural students”, Youth initiative for regional development, “Student Community for Computer Arts (SCAS), municipal youth centers, Youth business center, national representative organizations of employees and regional structures (they work in collaboration with labour offices, stimulates employees of hiring young people, consults employees for new job vacancies for young people and for qualification obtaining through probationary periods); Career centers and others.

Ireland - there have been developed National youth programmes (National social-economic programme, Municipal employment, Labour-initiative programmes, Educational programmes). These programmes are realized at national and regional level through national governmental and non-governmental organizations.

- Governmental organizations

Department of Social and Family Affairs – responsible for welfare payments and a variety of schemes including Employment Support Service.

National Training Agency (FAS) – primarily focused on Community Employment Services.

Comhairle- The government's main information service. It runs a network of Citizen information centers offering advice and support across a broad range of topics. There is no specific youth or employment focus within its core activities.

Local Employment Service Network – closely aligned to the state bodies these agencies operate independently providing job training and job placements. There is a wide range of supports available through this network to support people into work. There is no specific youth focus although many of those service benefits would fall upon a broad youth category.

- *Non-governmental organizations*

Partnership Companies – established since 1991, they were set up as independent bodies to focus almost entirely on long-term unemployment. Since economic boom, these agencies have shifted their focus more towards the area of educational disadvantage and broader community development issues.

Local non-governmental organizations – offer services for youths and adults regarding local needs and peculiarities.

APPENDIX N7

ACCESS TO INFORMATION TECHNOLOGIES (INCLUDING INTERNET)

SPAIN

The majority of Spanish youths affirms to know what Internet is, through only the half of them are really users. Usage frequency varies from one to several times a day(there are people who connect to the global net several times a week). The youths using Internet have access to the Net from their homes in most cases, followed by those who did it from universities, educational centers and the fewest of them from libraries, public cafes, etc. More women than men use Internet from the University of their Study Center.

Reasons for access to Internet among the youths:

- entertainment- 45%;
- information acquiring - 21%;
- education - 20%;
- work - 17 %.

Youths between 25 and 29 years of age are the highest frequency users. The most famous services among the youths are “surfing in Internet” and E-mail communications. “Information acquiring” and education are the most important motivations for women to access Internet. The “entertainment” is the preferred option for men.

ITALY

The access and usage of information technologies are unequally distributed through the area of the country.

<i>Geographic territories</i>	<i>people possessing PC (%)</i>	<i>Access to Internet (%)</i>
North	35	22,2
South	22,1	12,9
Italy	30,1	18,5

SWEDEN

68% of the Swedish homes possess their own PC and have access to Internet. 80% of the youths from universities and colleges have e-mail addresses. The citizens have access to public computers in libraries, schools, employment services and Internet cafes.

LATVIA

The rate of new technologies usage is relatively low. Access to these technologies is available primarily in schools and universities. In small towns and in rural areas there aren't still computers.

Regarding cost reduction of Internet services it is explainable why more people use them at home, but their rate is relatively low

SLOVAKIA

The statistics from 2000 reveals that 650, 000 of the population of the country has access to Internet, which is about 12,03% of the whole population. During 2001 approximately 14, 81% (800, 000) have their own computer. Young people have access to Internet in schools as well as in Internet cafes, which number continuously grows.

GREECE

Unfortunately the usage of new technologies is relatively low and of no priority. This is due to financial restrictions and in the long term reflects youth education and culture. The rate of Internet users is smaller than in the other country members of EU. There are computer saloons in many schools and universities. Youth access to Internet is reflective of their financial abilities, family environment and education e.i. their lifestyle.

BULGARIA

The rate of Internet users is continuously growing. Such services are offered by universities, Internet-clubs, libraries, youth organizations, as well as by youth career centers. The number of PC at Bulgarian homes constantly grows and consequently grows the amount of Internet communications. This is directly bound to Internet services' costs reduction. However the access to information technologies in many towns and villages is highly limited.

Reasons for access to Internet among the youths:

- entertainment (computer games)
- information acquiring
- e-mail communication
- education
- work

IRELAND

The access to Internet in Dublin is still insufficient. Reasons for that are to be found at the low technical availability or the lack of skills for work with a computer. There are other problems like illiterates and diffidence about new technology challenges. Youths are offered special programmes for surmounting all the difficulties, which will raise Internet access rates.

APPENDIX N8

DISADVANTAGED PEOPLE

SPAIN

These are people who encounter difficulties at the labour market due to their age, people with physical or mental damages, people without secondary education, from isolated or poor geographic districts, illegally staying and immigrants

ITALY

These are people who are included in special lists and thus have a privilege at the labour market. Criteria for including in these lists are: common damages, asserted by law, residence in specific geographic area (South Italy), belongings to a particular social environment. In this group of people also are persons living under the average lifestyle, immigrants, long-term unemployed, ex-drug users, ex-prisoners, as well as women.

SWEDEN

Youth disadvantage people are long-term unemployed (for more than 2 years and not engaged in work for more than a month). They enjoy special support from the employment services and there are special vocational training programs for them.

Latvia

These are people with physical or mental problems, refugees, “children of the street”, juvenile delinquents, as well as people with very low incomes. However the ethnical minorities are not considered as disadvantage people.

SLOVAKIA

No data

GREECE

There is no formal definition for disadvantage people, but usually these are persons with mental or physical problems, socially deprived- drug-users, ex- drug-users, ex-prisoners, refugees, immigrants, repatriated people of Greek origin

BULGARIA

There is no formal definition for disadvantage people, but usually these are persons with social problems (including children deprived totally of parental care, children without parents and sick children), and who have problems in environmental adaptation. Usually these are persons with mental or physical problems, socially deprived- drug-users, ex- drug-users, ex-prisoners, refugees, immigrants, minorities, persons with asocial behavior, with very low incomes and with different cultural origin.

IRELAND

People become disadvantage because of different reasons: economical, social or cultural. Most often these people are without self- esteem and are deprived of a range of basic services and activities.

The Chamber of the Manufactures defines disadvantage people as:

- people with low degree of education;
- unemployed;
- people who have homework ;
- single parents:

FIT –Dublin concentrate its programmes on each of the objective criteria. A typical FIT participant might be persons under 25 years of age; out of education for over 10 years; long-term unemployed; with poor literacy and numeric skills; with poor social skills; completely lacking in self-confidence; a single parent. Perhaps the most significant factor regarding disadvantage people in Ireland is educational disadvantage. In Ballyfermot, a typical local authority-housing suburb of Dublin City, 68% of the current adult population left school before the age of 15 with no formal qualification. As a result, literacy levels are low and employment prospects poor. Although unemployment rates have dropped significantly during the recent economic boom, there is a new phenomenon emerging, namely, working poverty. Many of those who have left school early take up employment at the lowest levels and are, therefore most vulnerable to any downturn at the market place. Less than 3% of the student population in Ballyfermot attend third Level Education. There are a number of areas through Dublin with similar educational profiles. FIT is actively engaged in training many of these residents in these areas, enabling them to overcome their significant educational disadvantage and leapfrog the skill barrier into substantial employment. FIT is committed to promoting a policy of Life Long Learning targeting those, in particular, that the formal education system has failed.

SPAIN – QUESTIONNAIRE RESULTS

Number of the sample – 83

- students – 77(92, 8%)
- employees – (2, 4%)
- unemployed – 4 (4, 8%)

• sex

- male – 31, 3%
- female – 68, 7%

education

- primary – 52 (62, 7%)
- secondary – 24 (28, 9%)
- university – 7 (8, 4%)

Age:**Years %**

- 15 1,2
- 16 9, 6
- 17 34, 9
- 18 19, 3
- 19 1, 2
- 20 4, 8
- 21 1, 2
- 22 1, 2
- 23 2, 4
- 24 2, 4
- 25 6, 0
- 26 10, 8
- 28 4, 8

nationality

- Spanish

residence:

- city – 86, 7%
- village - 13, 3%

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES (QUESTIONS 1;3)

Spain -Information about career services could be obtain from:

- consultants (30%) – according to 28, 6% from the students; 50% of the employed; 50% of the unemployed people;
 - employment markets (36, 1%) – 32, 5% of the students; 100% of the employed; 75% unemployed;
 - career centers (10, 8%) – 10, 4% of the students; 50% employed; 0% unemployed;
 - labour centers (12%) – 9,1% of the students; 50% of the employed; 50% of the unemployed;
 - television and radio (20, 5%) – 16, 9 % of the students; 100% of the employed; 50% of the unemployed;
 - newspapers and magazines (41%) – 37, 7% of the students; 100% of the employed; 75% of the unemployed;
 - internet (49, 4%) – 45, 5% of the students; 100% of the employed; 100% of the unemployed;
 - friends (53%) – 49, 4% of the students; 100% of the employed; 100% of the unemployed;
 - parents (54, 2%) – 51,9% of the students; 50% of the employed; 100% of the unemployed;
 - **I am not looking for such services**(7, 2%)- 7, 8% of the students; 0% of the employed; 0% of the unemployed;
 - **from other place:** youth centers (1, 2%), student market (8, 4%), school (1,2%), teachers (1, 2%) - according to 11, 7% of the students and 25% of the unemployed.
- 43, 4% from the population are not aware of career centers existence and 26, 5% do not know what these centers deal with. Only 28,9% take advantage of their services.

Summary: Young people rely on information about their professional training and employment mainly from their parents (54, 2%) friends (53%) and Internet (49, 4). Career (10,8%) and labour (12%) centers are used the least.

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8)

Young people find information about education, profession, employment and career development from employment markets, career centers, labour centers, television and radio, newspapers and magazines, Internet, friends and parents. **As well as from youth centers, student services, school and teachers.**

Regarding **service access** 27, 7% consider services as widely available. According to 14, 5% there are not enough places

where career services are offered. The same percentage of young people agrees there are not enough specialists in that area.

Only 4, 8% declare they do not need such services.

People without access to career services are 3, 6% and those who don't have information about these types of services are 37, 3%.

Only one third of the population uses **career centers** services. In percentages: 29, 9% students; 50% employed; 100% unemployed.

69, 9% are not familiar with the activity of career centers (40, 3% students; 50% employed and 100% unemployed). 71, 1% of the sample don't use career centers (70, 1% students; 50% employed; 0% unemployed).

Most of the young people refer to Internet as a reliable source of information. (59, 7% students; 100% employed and 100% unemployed)

8, 4% (students only) prefers personal contacts than Internet, which indicates the high access levels to information technologies young people have.

6% of the population (6, 5% of the students) cannot work with Internet.

3, 6% don't have access to Internet and cannot work with computer (approximately 3, 9% of the students). The same number of the sample is financially restricted to use Internet (2, 6% of the students and 25% of the unemployed). About one third of the questioned individuals hasn't access at all to Internet but they would use it as a source of information (29, 9% students and 25% of the unemployed).

Summary: limited access to career services (under 30%) is due mainly to lack of information (eventhough there are specialized centers). Young people prefer Internet as a source of information (91, 6%). Unfortunately a part of them is financially restricted or doesn't have access to Internet.

Thus a virtual career center would facilitate considerably youth access to information about their educational and career development.

3. STUDY ON CAREER CENTERS SERVICES

• **type of services (consultations, counsels and information), question 7**

The highest percentage received is for the people looking for job information (72, 3%) – 70, 1% of the students; 100% of the employed and 100% of the unemployed; then preparation of application formulates (68, 7%) – 66, 2% of the students; 100% of the employed and 100% of the unemployed. Training for job interviews (71, 1%) – 68, 8% of the students 100% of the employed and unemployed. More than half the sample expect information about improvement of their education (51, 8%) – 49, 4% of the students, 100% of the employed, 75% of the unemployed). 30% need information about career development (29, 9% of the students; 50% of the employed; 75% of the unemployed), information about proper behavior when entering on a new organization (24, 7% of the students; 50% of the employed; 75% of the unemployed). And finally people request estimation of their suitability to a particular job (34, 9%) – 33, 8% of the students, 50% of the employed, 50% of the unemployed.

• **users of career services (question 7,9 10)**

According to the given answers career services should be orientated primarily towards people who graduate at the present moment (71,1%) and in the smallest degree towards people looking for a change (19, 3%) and long-term unemployed (22, 9%). A possible discussion of this particular result focuses on the presence of a great number of institutions involved in unemployment problems. While change decisions in the sphere of education, profession and career are rather intimate questions and are not of great importance.

More than half the individuals think that career services should be orientated to young unemployed people (59%). According to 26, 5% of the sample people in risk of losing their jobs are also to enjoy special cares.

44, 6% assume that disadvantage people are at the center of career services focus because of their real difficulties at the

labour market. According to 67, 5% career centers have to deliver information consistent with those group special needs. However 21, 7% consider there is need for competent specialists in that area.

Only 7, 2% disagree disadvantage people need special care.

According to the results other groups of clients of career centers should be housewives (1, 2%) and illiterate people (1, 2%).

• **Nature of career services** (question 6)

More than half the questioned individuals find the prime purpose of youth career centers in delivering information about new employment (62, 7%) – these are the answers of 59, 7% of the students; all of the employed and unemployed people. 49, 4% expect to find information about improvement of their qualification (these are 48, 1% of the students; 100% of the employees and 50% of the unemployed). 44, 6% expect information about education (44, 2%of the students; 50% of the employed and unemployed people).

Apart from these services the results reveal that career centers should produce services about career advancing, academic and professional realization, academic career, “more successful professions”, how to write a CV(1, 2% for each statement)

• **service quality** (questions 2, 4, 5)

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients’ needs and their satisfaction at the end.

More than half the individuals consider the information they get from different sources useful but not sufficient (59%). Only 7, 2% assume they get the information they needed. 20, 4% think the information they get neither reflects their needs nor satisfies them.

To some extent the assessment of the service quality depends on how available they are. The fact that fewer than 30% of the young people have wide access to career services and there is lack of information for 37, 7% of them complicates realistic assessment of the quality of the services whom young people are simply not familiar with. That accounts for the extremely low levels of satisfaction – 9, 6%, and is also due to that 65, 1% haven’t ever receive the advice they needed and for 10, 8% the offered information has proved useless.

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. The results showed that young people are satisfied by the way they have been “served” in most cases. Only 4, 8% declare that the specialists have proved incompetence and are not to be trusted to.

Summary: Young people primarily look for information, consultation and advice in career centers.

The results accentuate on the special care that disadvantage people need. Data revealed that there aren’t enough specialists in that area, which accounts for the need of specific preparation of the personnel of career centers.

Young people require extension of career centers scope and rise in service quality. The development of extended service guidance about career (educational and professional) development that will be offered in career centers, media and other institutions is a possible solution of the problem.

ITALY–QUESTIONNAIRE RESULTS

Number of the sample –33

- students – 13(39, 4%)
- employees –5(15, 2%)
- unemployed – 15 (45, 5%)

age:

Years %

education

- secondary –32(97%)
- university –1(3%)

nationality

- Italian – 32
- Other - 1

residence:

- city –33, 3%
- village - 66, 7%

sex

- male – 39, 4%
- female – 60, 6%

•	17	6, 1
•	18	3, 0
•	19	6, 1
•	20	12, 1
•	21	6, 1
•	22	12, 1
•	23	12, 1
•	24	12, 1
•	25	3, 0
•	26	3, 0
•	27	6, 1
•	28	6, 1
•	29	9, 1
•	33	3, 0

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES(QUESTIONS 1;3)**Information about career services could be obtain from:**

- Consultants (36, 4%) – according to 30, 8% of the students; 60% employed; 33, 3% unemployed people;
- employment markets (27, 3%) – 30, 8% students; 40% of the employed; 20% unemployed;
- career centers (27, 3%) –23, 1% of the students; 20% employed; 33, 3% unemployed;
- labour centers (0%)
- television and radio (12, 1%) –7, 7% students; 40% employed; 6, 7% unemployed;
- newspapers and magazines (33, 3%) –15, 4% students; 40% employed; 46, 7% unemployed;
- Internet (27, 3%) –7, 7% students; 60% employed; 33, 3% unemployed;
- friends (15,2%) –7, 7% students; 40% employed; 13, 3% unemployed;
- parents (15, 2%) –15, 4% students; 0% employed; 20% unemployed;
- **I am not looking for such services**(3%)– 7, 7% students; 0% employed; 0% unemployed;
- **from other place:** youth information centers(6, 1%) – declared by 13, 3% of the unemployed

Only 6, 1% from the population are not aware of the existence of career centers and 12, 1% do not know what these centers deal with. The majority of the individuals (81, 8%) take advantage of the services, which indicates the popularity of that type of youth career services.

Summary: Young people rely mainly on information about their professional guidance and employment from consultants (36, 4%), news papers and magazines (33, 3%). Internet, career and labour centers are preferred by 30% from the sample. TV and radio, parents and friends are used the least.

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8)

Young people find information about education, profession, employment and career development from employment services, career centers, labour centers, television and radio, newspapers and magazines, Internet, friends and parents. **As well as from youth centers, student services, school and teachers.**

Regarding service access 42, 4% consider services as widely available. According to 45, 5% there are not enough places where career services are offered. 6, 1% of the young people agrees there are not enough specialists in that area.

Everyone has access to career services and only 3% don't have information about these types of services. The same percentage thinks that career services are not enough.

More than two-third of the population (81, 8%) uses the services that **career centers** offer. In percentages: 61, 5% students; 100% employed; 93, 3% unemployed.

15, 4% of the students don't know about the existence of career centers; 23, 1% of the students and 6, 7% of the unemployed are not familiar with the activity of career centers. All of the employed people are informed about career centers and use their services. 38, 5% of the students and 6, 7% of the unemployed don't use career centers.

Most of the people refer to Internet as a reliable source of information – 63, 6% (61, 5% of the students; 80% employed and 60% unemployed).

Only 12, 1% (15,4% of the students; 13, 3% of the unemployed) prefer personal contacts than Internet, which indicates the high access levels to information technologies young people have.

Everybody knows how to work with Internet.

18, 2 don't have access to Internet but they would use it as a source of information (approximately 15, 4% of the students, 20% of the employed and unemployed people). Only 3% of the unemployed are financially restricted to use Internet and again 3% of the unemployed don't know how to use a computer. 7, 7% of the students cannot work with Internet.

Summary: Great availability of career services (more than 80%) is due to their distribution in the country (including specialized centers). Young people prefer Internet as a source of information – only part of the unemployed is financially restricted or does not have access to Internet.

Thus a virtual career center would develop to greater extend youth access to information about their educational and career development.

3. STUDY ON CAREER CENTERS SERVICES

• **type of services (consultations, counsels and information), question 7**

The highest percentage received is for the people looking for job information (51, 5%) – 23, 1% students; 80% employed and 66, 7% unemployed); then preparation of application formulates (55, 5%) – 38, 5% students; 80% employed and 60% unemployed. Training for behavior during job interviews (45, 5%) – 15, 4% students 80% of the employed and 60% of the unemployed. Only 12, 1% expect information about improvement of their education - 7, 7% students, 40% employed, 6,7% unemployed). 18, 2% need information about career development (29, 9% students; 20% employed; 13, 3% unemployed). Only unemployed people (20%) search for information about proper behavior when entering on a new organization. And finally people request estimation of their suitability to a particular job (15, 2%) – 15, 4% students, 20% employed, 13, 3% unemployed.

• **users of career services (question ,9 10)**

According to the given answers career services should be orientated primarily towards young unemployed people (72,7%), people who graduate at the present moment (45, 5%), long-term unemployed (27, 3%), disadvantage people because of their real difficulties at the labour market, people looking for a change (15, 2%) and to the smallest degree to people in risk of losing their job.

According to 54, 5% career centers have to deliver information consistent with those group special needs. However 30, 3% consider there is need for competent specialists in that area and 3% rather think there are no experience and traditions in delivering

such services. Only 6, 1% think disadvantage people don't need special cares.

According to the results other groups of clients of career centers should be "all in need for"(3%).

- **Nature of career services** (question 6)

More than half the questioned individuals find the prime purpose of youth career centers in delivering information about new employment (72%) – these are the answers of 53, 8% of the students; all of the employed and 80% of the unemployed people. 51, 5% expect to find information about improvement of their qualification (these are 38, 5% of the students; 60% of the employed and unemployed people). Only 12, 1% expect information about education (15, 4% of the students; 20% of the employed and 6, 7% of the unemployed people).

Apart from these services the results reveal that career centers should produce services about "where to find a job"(3%).

- **service quality** (questions 2, 4, 5)

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients' needs and their satisfaction at the end.

More than one-third (36, 4%) the individuals consider the information they get from different sources useful but not sufficient. 45, 5% assume they get the information they needed. Only 12, 1% think the information they get neither reflects their needs nor satisfies them.

To some extent the assessment of the service quality depends on how available it is. The great availability of career services (42, 4%) is due to the presence of information for 97% of the young people. That accounts for the high levels of satisfaction –84,8%, and it is also due to that 97% have received the advice they needed and for 100% the offered information has proved useful.

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. The results showed that young people are satisfied by the way they have been "served" in most cases. Only 6, 1% declare that the specialists have proved incompetence and all individuals have trust in them.

Summary: Young people primarily look for information, consultation and advice in career centers for finding a job and preparing their applying formulates. The results accentuate on the special care that disadvantage people need. Data revealed high levels of satisfaction from career services offered in career centers and in other sources of information. However it is questionable whether the results will be the same for a larger sample. Furthermore people with secondary education predominates the sample and that is why the study results are representative mainly for that group of people.

SWEDEN– QUESTIONNAIRE RESULTS

Number of the sample – 67	age:	
	Years	%
• students – 28(41, 8%)	• 17	3,0
• employees – 10 (14, 9%)	• 18	-
• unemployed – 29 (43, 3%)	• 19	6,0
education	• 20	13,4
• primary – 12 (17, 9%)	• 21	13,4
• secondary – 46 (68, 6%)	• 22	13,4
• university – 9 (13, 4%)	• 23	16,4
nationality	• 24	10,4
• Swedish – 62 (92, 5%)	• 25	6,0
• Other – 5 (7, 5%)	• 26	14,9
residence:	• 27	1,5
• city – 56 (83, 6%)	• 28	-
• village - 11 (16, 4%)	• 29	-
sex	• 30	1,5
• male – 22 (32, 8%)		
• female – 54 (67, 2%)		

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES(QUESTIONS 1:3)**Information about career services could be obtain from:**

- Consultants (0%) – according to all of the participants (probably there aren't specialists who offer such services)
- employment markets (71, 6%) – 57, 1% students; 70% employed; 86, 2% unemployed;
- career centers (20, 9%) – 32, 2% students; 40% employed; 3, 40% unemployed;
- labour centers (26, 9%) – 17, 9 students; 10% employed; 41, 4% unemployed;
- television and radio (10, 4%) – 10, 7% students; 13% employed; 3, 4% unemployed;
- newspapers and magazines (59, 7%) – 57, 1% students; 50% employed; 65, 5% unemployed;
- Internet (73, 1%) – 60, 7% students; 50% employed; 93, 1% unemployed;
- friends (56, 7%) – 57, 1% of the students; 60% of the employed; 55, 2% of the unemployed;
- parents (25, 4%) – 35, 7% of the students; 40% of the employed; 1013% of the unemployed;
- **I am not looking for such services (1, 5%)**- 3, 6% of the students; 0% of the employed; 0% of the unemployed;
- **from other place:** university catalogues (1, 5%) – only students

31,3% from the population are not aware of the existence of career centers (42, 9 of the students; 40% of the employed and 17, 2% of the unemployed), 25, 4% do not know what these centers deal with (21, 4% of the students; 20% of the employed and 31% of the unemployed)

Summary: Young people rely on information about their professional preparation and employment mainly from Internet, employment markets and career centers (30%). They trust newspapers and magazines to some extend. None of the participants uses consultant services as there aren't any (36, 4%). TV and radio, parents and friends are used the least.

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8)

Young people find information about education, profession, employment and career development from employment services, career centers, labour centers, television and radio, newspapers and magazines, Internet, friends and parents **as well as from university catalogues.**

Regarding service access 25, 4% consider services as widely available. According to 17, 9% there are not enough places where career services are offered. 6% agree there are not enough specialists in that area.

Only 3% declare they do not need such services.

People without access to career services are 14, 9% and those who don't have information about these types of services are 17, 9%. Other answers to these questions are "I don't know", "I have never searched for such services", "I have no idea", "I don't know how they can help me"(1, 5%),

Only one third of the participants (34,3%) uses career centers services. In percentages: 32, 1% of the students; 20% of the employed; 31,4% of the unemployed. In conclusion, the unemployed use career centers and Internet to the greatest extent when compared to the other questioned groups. However within their group the percentage of the users and non-users is approximately the same. The participants answered the question whether they use career services like "sometimes"(3%), "I do not always look for information"(1, 5%), "I don't have opinion"(1, 5%), "I don't need that kind of service"(1, 5%)

Most of the young people refer to Internet as a reliable source of information - 68, 7% (75% of the students; 40% of the employed and 72, 4% of the unemployed)

14, 9%(7, 1% of the students, 40% of the employed and 72, 4% of the unemployed) prefers personal contacts than Internet, which indicates the high access levels to information technologies young people have.

Only 1, 5% of the population (the group of the unemployed) cannot work with Internet.

17, 9% doesn't have access to Internet but they might use it as a source of information (14, 3% of the students, 30% of the employed and 17, 2% of the unemployed). Only 6% cannot work with computer (3, 6% of the students 20% of the employed and 3, 4% of the unemployed). Only 4, 5% is financially restricted to use Internet (7, 1% of the students and 10% of the employed). Finally 1, 5% of the participants cannot work with Internet (3, 6% of the students)

Summary: Access to career services is limited (fewer than 30% of the participants) but there are many opportunities of Internet using. Approximately 68% of the participants are able to work with a computer and with Internet and that is very high percentage. Almost all of the individuals rely on the information from the global net. Thus the development of a virtual career center would be of great success and it would also produce good chances for electronically teaching and consulting.

3. STUDY ON CAREER CENTERS SERVICES. TYPE OF SERVICES (CONSULTATIONS, COUNSELS AND INFORMATION) QUESTION 7

The highest percentage received is for the people looking for preparation of application formulates (62,7%) – these are 71, 4% of the students, 70% of the employed and 51, 7% of the unemployed).

Information about a new job and preparation for an interview is requested by (59, 7%) – 67, 91% of the students; 50% of the employed and 55, 2% of the unemployed.

More than half of the participants expects information about improvement of their education (50, 7%) – 50% of the students, 60% of the employed, 48, 3% of the unemployed). 32, 8% need information about career development (35, 7% of the students; 30% of the employed; 31% of the unemployed).

Information about proper behavior when entering on a new organization is requested by 35, 8% (35, 7% of the students; 30% of the employed; 37, 9% of the unemployed). And finally people request estimation of their suitability to a particular job (40, 3%) – 25% of the students, 50% of the employed, 51, 7% of the unemployed.

- **Users of career services (question 7,9 10)**

According to the given answers career services should be orientated to young unemployed people (80, 6%), long-term unemployed (62, 7%), disadvantage people (64, 2%), and in the same degree towards people who graduate at the present moment, people looking for a change and people in risk of losing their job (50%). Data revealed that career centers have to deliver information consistent with the special needs of the group of disadvantage people. However 16, 4% consider there is need for competent specialists and 4, 5% think there aren't enough experience and traditions in that area. Only 9% disagree disadvantage people need special care.

• **Nature of career services** (question 6)

More than half the questioned individuals find the prime purpose of youth career centers in delivering information about a new job (70, 1%) – these are the answers of 71, 4% of the students; all 80% of the employed and 65, 5% of the unemployed people. 50, 7% expect to find information about improvement of their qualification (these are 42, 9% of the students; 30% of the employees and 65, 5% of the unemployed). 52, 2% expect information about education (44, 9% of the students; 70% of the employed and 55, 2% of the unemployed people). Apart from these services the results reveal that career centers should produce different assessment tests for personal qualities in particular working environment and also additional information about “how to find my dream-job” (1, 5%).

• **Service quality** (questions 2, 4, and 5)

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients' needs and their satisfaction at the end.

More than half the individuals consider the information they get from different sources useful but not sufficient (62,7%). Furthermore only 20, 9% think they are offered useful information. This result demonstrates the tendency of the individuals not to rely only on one source of information even though its worthiness.

Almost all of the participants (95, 5%) assume they get the information they needed. 11, 9% think the information they get neither reflects their needs nor satisfies them.

To some extent the assessment of the service quality depends on how available they are. 85, 1% of the young people have access to career services but the percentage of the people who agree career services are widely available is approximately low (25, 4%). Furthermore it is highly estimated the availability of specialists (94%). Unfortunately their services are not estimated as satisfactory. 92,5% declare the incompetence of the specialists and in the same time their proper approach to the clients. That is why only 6% don't have trust in them and 92, 5% are content with the information they are offered.

20, 9% do not use consultants services and it is the same percentage of those who felt unsatisfied with consultants' work which is probably due to the fact they have never used such kind of services however. The analysis of the results revealed that high levels of satisfaction correlates with high rate of using career services. Only in 37, 3% of the circumstances the participants haven't been advised properly (as though they might have got other useful advice).

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. The results showed that young people are satisfied by the way they have been “served” in most cases. Only 6, 1% declare that the specialists have proved incompetence and are not to be trusted to.

Summary: According to the given answers career services should be orientated to young unemployed people (80, 6%), long-term unemployed (62, 7%), disadvantage people (64, 2%), which distinguishes Sweden from Italy and Spain (the group of the graduates at the present moment occupied the leading position in these two countries).

Young people primarily look for information, consultation and advice for finding a job in career centers (more than 70%). Half the questioned individuals consider as important services, which effects the education and qualification. The results explicitly define the need of special care for disadvantage people, and that calls for preparation of specific materials in career centers (guidance, etc.). Furthermore data revealed Sweden as one of the countries with good traditions and large experience in that particular sphere of service and work with that class of clients.

Data revealed high levels of service quality and satisfaction among people who use them. However it is questionable whether the results will be confirmed by a larger sample. Furthermore people with secondary education predominates the sample and that is why the study results are representative mainly for that group of people.

LATVIA – QUESTIONNAIRE RESULTS

Number of the sample – 34	age:	
	Years	%
• students – 27(79, 4%)	• 14	11, 8
• employees – 7 (20, 6%)	• 15	11, 8
education	• 16	11, 8
• primary – 15(44,1%)	• 17	14, 7
• secondary – 15 (44, 1%)	• 18	26, 5
• university – 4(11,5%)	• 19	-
nationality	• 20	-
• Latvian – 23(67, 6%)	• 21	-
• Other – 11(32, 4%)	• 22	2, 9
residence:	• 23	11, 8
• city – 79, 4%	• 24	2, 9
• village - 20, 6%	• 25	2, 9
sex	• 26	2, 9
• male – 47, 1%	• 27	-
• female – 52, 9%	• 28	-
	• 29	-
	• 33	-

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES(QUESTIONS 1:3)**Information about career services could be obtain from:**

- Consultants (8, 8%) – according to 3, 7 from the students; 28, 6% of the employed;
- employment markets (11, 8%) – 7, 4% of the students; 28, 6% of the employed;
- career centers (14, 7%) – 14, 8% of the students; 14, 3% employed;
- labour centers (2, 9%) – 3, 7% of the students; **0% of the employed**
- television and radio (20, 6%) – 25, 9 % of the students;
- newspapers and magazines (52, 9%) – 55, 6% of the students; 42, 9% of the employed;
- Internet (52, 9%) – 55, 6% of the students; 42, 9% of the employed;
- friends (29, 4%) – 29, 6% of the students; 28, 6% of the employed;
- parents (38, 2%) – 44, 4% of the students; 14, 3% of the employed;
- **I am not looking for such services(0%)**
- **from other place:**” School” 2003, library, books (2, 9% of the students)

Only 8, 8% from the population are not aware of the existence of career centers and 41,2% do not know what these centers deal with. 44, 1% take advantage of career services and 2, 9% use them “ only when it is necessary”. All of that speaks for the limited distribution of institutions that are involved in youth consulting.

Summary: Young people rely on information about their professional training and employment mainly from newspapers, magazines and Internet. The results showed labour centers and consultants as not reliable institutions which is probably due to predomination of students in the target group and they haven’t encounter yet the unemployment problems.

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8)

Young people find information about education, profession, employment and career development from employment markets, career centers, labour centers, television and radio, newspapers and magazines, Internet, friends and parents. **As well as from “School s’2003”, library and books..**

Regarding **service access** 41, 2% consider services as widely available but the majority of the questioned group (58, 8%) support the opposite opinion. According to 23, 3% there are not enough places where career services are offered and 2% agree there are not enough specialists in that area.

44, 1% declare they do use **career services** (44, 45% of the students and 42, 9 of the employed people). 55, 9% do not use career centers services. In percentages: 55, 6% of the students; 57, 1% of the employed; 18, 8% of the participants don’t know about the existence of career centers (11, 1% of the students) and 41,2(37,% of the students and 57, 1% of the employed people) do not know what these centers activity is.

Most of the young people refer to Internet as a reliable source of information. (81, 5% of the students; 71, 4% of the employed), which indicates the high access levels to Internet and computers young people have.

None of the individuals prefers personal contacts than Internet as a source of information about education, career development and work.

All of the population works with Internet and computers and they rely mainly on information from the global net. Only 5, 9% of the employed don’t have access to Internet and 11, 8% of the students cannot work with computer. 2, 9% of the students are financially restricted to use Internet (2, 6% of the students and 25% of the unemployed).

Summary: According to the participants access to career services is “within reach” but it is not” widely available”. Therefore there are structures that offer career services but the participants don’t use them. The results demonstrate high levels of reliability and satisfaction from Internet that immediately reveals working skills and technological benefits. However it is questionable whether these results would be supported by a larger and more diverse sample.

Thus a virtual career center would develop considerably youth access to information about their educational and career advancement.

3. STUDY ON CAREER CENTERS SERVICES

• **type of services (consultations, counsels and information), question 7**

The highest percentage received is for the people looking for job information (70, 6%) –66, 7% of the students; 85, 7% of the employed; then preparation of application formulates (61, 85%) – 66, 75% of the students; 42, 9% of the employed. Training for job interviews (50%) –44, 4% of the students and 71, 4% of the employed. More than half the sample expect information about improvement of their education (41, 2%) –40, 7% of the students, 42, 9% of the employed, which is due to the characteristics of the sample. 29, 4 % need information about career development (18, 5% of the students; 71, 4 % of the employed). Information about proper behavior when entering on a new organization is requested by 29, 4% (25, 9% of the students and 42, 9 % of the employed). It is relatively high percentage of the people that request estimation of their suitability to a particular job (38, 2%) –29, 6% of the students, 71, 4% of the employed.

• **users of career services (question 7,9 10)**

According to the given answers career services should be orientated primarily towards disadvantage people (52, 9%) because of their real difficulties at the labour market; young unemployed people (44, 1%); people who graduate at the present moment (23, 5%), people looking for a change (20, 6%), people in risk of losing their jobs (14, 7%) and long-term unemployed (11,8%)

2, 9% consider that career services should be orientated towards everybody. The participants think that in Latvia there are competent specialists with experience and traditions in the sphere of career services.

- **Nature of career services** (question 6)

More than two thirds of the questioned individuals find the prime purpose of youth career centers in delivering information about new qualification (76, 5%) – these are 74, 1 of the students and 85, 7% of the employed. Then come requests for a new job (58, 8%) – these are the answers of 48, 1% of the students and all of the employed. More than half the questioned individuals (52, 9%) expect information about education (51, 9% of the students, 57, 1% of the employed). Apart from these services the results reveal that career centers should produce services about summer educational courses and job adds.

- **service quality** (questions 2, 4, 5)

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients' needs and their satisfaction at the end.

64, 7% consider the information they get from different sources useful but not sufficient. Only 14,7% assume they get the information they needed. 2, 9% think the information they get do not reflect their needs.

All of the participants are content with the offered information.

To some extent the assessment of the service quality depends on how available they are. High access levels to career services (97, 1%) are result from the wide availability of information (76, 5). These are some of the reasons for the extremely high level of satisfaction (100%). The fact that 97, 1% have received useful advice (97, 1% consider career service specialists to have the proper approach and abilities) also accounts for it. Only 2, 9% find career specialists incompetent. However all of the participants have trust in them.

Summary: Young people primarily look for information, consultation and advice in career centers about finding a job and preparation of application formulates. Data showed the greater importance of qualification than education and employment.

The results also accentuate on the special care that disadvantage people need.

Search results in Latvia proved highest level of satisfaction from career centers and the other sources of information, while the satisfaction from consultants' work remains relatively low (one third of the population). The problem about the generalization of the data remains speculative. Therefore a stronger design of the study in which the sample would include not only the group of the students(regarding that the group of the unemployed is missing here) might reveal more diverse results.

SLOVAKIA – QUESTIONNAIRE RESULTS

Number of the sample – 281

• students – 281(100%)	age:	
	Years	%
education	• 17	-
• secondary – 279 (99, 3%)	• 18	3, 6
• university – 2(0, 7%)	• 19	15, 3
nationality	• 20	30, 2
• Slovakian – 100%	• 21	23, 1
residence:	• 22	12, 5
• city – 211 (75, 1%)	• 23	7, 8
• village - 70 (24, 9%)	• 24	2, 5
sex	• 25	2, 1
• male – 64 (22, 8%)	• 26	1, 8
• female – 217 (77, 2%)	• 27	-
	• 28	07
	• 29	-
	• 30	0, 4

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES(QUESTIONS 1;3)**Information about career services could be obtain from:**

- Consultants (5, 3%)
- employment markets (15, 3%)
- career centers (1, 4%)
- labour centers (10, 3%)
- television and radio (48, 8%)
- newspapers and magazines (76, 5%)
- Internet (63, 7%)
- friends (54, 1%)
- parents (33, 8%)
- **I am not looking for such services (5%)**

- **From other place:** private companies for student services (7%), student centers, university professors, pamphlets and materials (4% each), universities and information materials from the universities

- 66, 2% from the population are not aware of career centers existence and 28, 5% do not know what these centers deal with. Only 0, 4% take advantage of their services. The same percentage points out that they don't know whether there is a career center in their town; these centers are not advertised enough; they wouldn't use a career center; and again only 0, 4 would use a career center. All of that indicates the lack of youth institutions for consulting and informing in Slovakia.

Summary: Young people rely on information about their professional training and employment mainly from newspapers and magazines (76, 5%), Internet (63, 7%), friends (54, 1) and the smallest amount of interest is towards career services and consultants

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8)

Young people find information about education, profession, employment and career development from employment markets, career centers, labour centers, television and radio, newspapers and magazines, Internet, friends and parents. **As well as from youth and student markets, school and teachers.**

Regarding **service access** 98, 2% consider services as not available at all. According to 7, 8% there are not enough places where career services are offered. 14, 6% of young people agree there are not enough specialists in that area.

5, 7% declare they do not need such services.

People without access to career services are 23, 1% and those who don't have information about these types of services are 50, 2%.

Less than 1% use career centers services.

Most of the young people refer to Internet as a reliable source of information (77, 2%), which indicates the high access levels to information technologies young people have.

9, 3% prefers personal contacts than Internet.

Almost all of the participants know how to work with Internet (96, 1%) but 11% don't have access to Internet and they would use it as a source of information. Only 1, 1% are financially restricted to use Internet. Only 2, 5% cannot work with a computer

Summary: Data revealed that there is no access to career centers and services which is due to lack of established institutions. Therefore young people prefer Internet as a source of information and that speaks of high levels of access to technologies and skills for working with the global net. It is questionable whether the results would remain the same if the sample consisted of employed and unemployed people and disadvantage people.

Thus young people would rely on a virtual career center for information about their educational and career development.

3. STUDY ON CAREER CENTERS SERVICES

• **type of services (consultations, counsels and information), question 7**

The highest percentage received is for the people looking for job information (68, 7%); Training for job interviews (68, 7%). 54, 1% request estimation of their suitability to a particular job;); 41, 6% request information about improvement of education and career development (37, 4%); then comes preparation of application formulates (29, 2%). The least wanted information is about proper behavior when entering on a new organization (23, 8%)

• **Users of career services (question 7,9 10)**

According to the given answers career services should be orientated primarily towards young unemployed people (77, 2%); people who graduate at the present moment (72, 2%) long-term unemployed (52%); disadvantage people (41, 6%); people looking for a change (25, 3%) and in the smallest degree towards people in risk of losing their job (20, 3)

Although less than half the individuals think that career services should be orientated to disadvantage people 61, 9% assume that they require specific materials and information According to 7, 8% they do not need special care.

According 0, 4% career services are for "all of the people", "all who takes interest in", "all who need a job", "people who will be retire in two years", "people with disabilities", "people who cannot find proper job", "people without educational degree (secondary or university).

- **Nature of career services (question 6)**

More than half the questioned individuals find the prime purpose of youth career centers in delivering information about new employment (68, 3%) .54, 1 % expect to find information about improvement of their qualification. 54, 8% expect information about education.

Apart from these services the results reveal that career centers should produce services job targets and job offers.

- **Service quality (questions 2, 4, 5)**

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients' needs and their satisfaction at the end.

More than half the individuals consider the information they get from different sources useful but not sufficient (59, 4%). Only 2, 8% assume they get the information they needed. 16, 7% think the information they get neither reflects their needs nor satisfies them (for 0, 4% there isn't "real information")

To some extent the assessment of the service quality depends on how available they are. The fact that only 1, 8% of the young people have wide access to career services is probably due to the fact that one third of the young people do not use career services.

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. Only 0, 7% are satisfied by the given advises. At the same time the results showed that young people (98, 6%) are satisfied by the way they have been "served" in most cases and they declare that the specialists have proved their competence and have the right approach However 65, 5% remain dissatisfied by consultant's services.

Summary: Young people primarily look for information, consultation and advice in career centers about education, work and qualification. The results accentuate on the special care for young unemployed people and those who graduate at the present moment, which is consistent with youth attitudes at the point of their professional development. Data revealed controversial results for satisfaction from career services and other sources of information. One of the possible reasons is the limited characteristic of the sample. Another explanation for that data confusion is the confusion itself of career centers services (that are distributed weakly in the country) and consultations from acquaintances and from other structures. That is why we do not see rejection and renunciation of future career centers.

GREECE– QUESTIONNAIRE RESULTS

Number of the sample – 31	age	
	Years	%
• students – 23(74, 2%)	• 17	-
• employees – 3(9, 7%)	• 18	9, 7
• unemployed – 5 (16, 1%)	• 19	3
education	• 20	19, 4
	• 21	9, 7
	• 22	9, 7
	• 23	22, 6
	• 24	9, 7
	• 25	9, 7
	• 26	3, 2
nationality	• 27	3, 2
	• 28	-
	• 29	-
residence	• 33	-
	sex	
	• male –35, 5%	
	• female – 64, 5%	

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES(QUESTIONS 1:3)**Information about career services could be obtain from:**

- Consultants (6, 5%) – according to 4, 3% from the students; 0% of the employed; 20% of the unemployed people;
- employment markets (3,2%) 20% unemployed;
- career centers (3, 2%) –20% unemployed;
- labour centers (3, 2%) –20% of the unemployed;
- television and radio (16, 1%) –21, 7% of the students;
- newspapers and magazines (51, 6%) –52, 2% of the students; 66, 7% of the employed; 40% of the unemployed;
- Internet (41, 9%) –39, 1% of the students; 33, 3% of the employed; 60% of the unemployed;
- friends (45, 2%) –39, 1% of the students; 66, 7% of the employed; 60% of the unemployed;
- parents (9, 7%) –8, 7% of the students; 33, 3% of the employed;
- **I am not looking for such services**(6, 5%)- 8, 7% of the students;
- **From other place:** university, school courses for professional guidance, personal contact with the employer (3, 2% each
- 38, 7% from the population are not aware of the existence of career centers and 32, 3% do not know what these centers deal with. Only 6, 5% take advantage of their services. 3, 2% points out they cannot rely on career centers and they don't need them. Therefore the results are indicative for the weak distribution and unknowing of career services.

Summary: Young people rely on information about their professional training and employment mainly from newspapers and magazines, friends and Internet. Career centers and labour markets are preferred by approximately 30%. Specialized institutions are preferred the least (career and labour centers, employment markets) which is due mainly to the sample composition.

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4, 8)

Young people find information about education, profession, employment and career development from employment markets, career centers, labour centers, television and radio, newspapers and magazines, Internet, friends and parents. **As well as from university, school courses for professional guidance, personal contact with the employer.**

Regarding **service access** everyone considers services as not widely available. According to 35, 5% there are not enough places where career services are offered. 6, 55% of the young people agree there are not enough specialists in that area. 12, 9% declare they do not need such services.

People without access to career services are 12, 9% and those who don't have information about these types of services are 32,3%. Only two of the questioned people (one student and one unemployed – 6, 5%) use career centers services.

39, 1 of the students, 33, 3% of the employed and 40% of the unemployed don't know about the existence of career centers (38, 7%). 32, 3% doesn't know what is their activity (39, 1 of the students, 33, 3% of the employed).

Most of the young people refer to Internet as a reliable source of information. (67, 7%) - 65, 2% of the students; 100% of the employed and 60% of the unemployed, which indicates the high access levels to information technologies young people have.

3, 2% (20% of the unemployed only) prefers personal contacts than Internet

Almost all of the population can work with Internet. 6, 5% don't have access to Internet but they would use it a source of information (4, 3% of the students and 20% of the unemployed). None of the questioned is financially restricted to use Internet and everybody relies on the global net. Only 3, 2 cannot work with a computer (4, 3% of the students) and 12, 9% cannot use Internet (17, 4 of the students)

Summary: limited access to career services has been drawn out as a result. However there are high levels of access to technologies and working skills with Internet that makes it the most preferred source of information.

Thus a virtual career center would be consistent with youth attitudes towards information and develop youth access to information about their educational and career development.

3. STUDY ON CAREER CENTERS SERVICES

• **type of services (consultations, counsels and information), question 7**

The highest percentage received is for the people looking for job information (45, 2%) - 43, 5% of the students; 100% of the employed and 20% of the unemployed); then preparation of application formulates - 47, 8% of the students; 33, 3% of the employed and 40% of the unemployed. Training for job interviews - 43, 5% of the students 100% of the employed and 20% of the unemployed. About one third of the sample (29%) expect information about improvement of their education - 34, 8% of the students, 33,3% of the employed. The same number of people request estimation of their suitability to a particular job (34, 8% of the students and 20% of the unemployed). Information about proper behavior when entering on a new organization - 6, 5% (4, 3% of the students and 20% of the unemployed) The lowest rate is of information about career development (3, 2% - 4, 3% of the students)

• **users of career services (question 7,9 10)**

According to the given answers career services should be orientated primarily towards young unemployed people (77, 4%), people who graduate at the present moment (38,7%), long-term unemployed (22, 63%), disadvantage people (22, 6%) because of their real difficulties at the labour markets, people in risk of losing their jobs (9, 7%) and people who are looking for a change (6, 5%).

According to 51, 6% career centers have to deliver information consistent with the special needs of disadvantage people. 38, 7% consider there is need for competent specialists and 16, 1 assume there aren't enough experience and tradition in that area.

Only 6, 5% disagree disadvantage people need special care.

- **Nature of career services** (question 6)

More than half of the questioned individuals find the prime purpose of youth career centers in delivering information about new employment (77, 4%) – these are the answers of 78, 3% of the students; 66, 7% of the employed and 80% of the unemployed people. 22, 6% expect to find information about improvement of their qualification (these are 26, 1% of the students; 33, 3% of the employees). Only 16, 1% expect information about education (21, 7% of the students;

Apart from these services the results reveal that career centers should produce services about labour payment.

- **Service quality** (questions 2, 4, 5)

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients' needs and clients' satisfaction at the end.

29% consider the information they get from different sources useful but not sufficient. Only 6, 5% assume they get the information they needed. 19, 4% point out the information is of no actuality. 90, 3% think the information they get reflects their needs and satisfies them (74, 2%).

To some extent the assessment of the service quality depends on how available they are. 12, 9% of the young people have low level access to career services mainly because of lack of information for 32, 3%.

93, 5% have received the advice they needed and for 90, 3% the offered information has proved useless.

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. The results showed that young people are satisfied by the way they have been "served" in most cases. Only 3, 2% declare that the specialists have proved incompetence and according to 6, 5% they lack approach skills. Almost all of the individuals have confidence in the consultants.

It is controversial that 61, 3% do not use career services. Therefore high results of satisfaction are due to the opinion of the service users.

Summary: Young people primarily look for information, consultation and advice in career centers about finding a job, preparation of application formulates and behavior during interviews.

Data revealed low levels of satisfaction from the services in the career centers because of the small number of career centers and the insufficient information about their services.

However the high levels of contentment with consultants' services are probably based on the popularity of these services outside the career centers. It is questionable whether the results would be the same with larger and more diverse sample. Probably the other classes of clients would support different opinions.

BULGARIA–QUESTIONNAIRE RESULTS

Number of the sample –622*

• students – 475 (76, 5%)	age	
• employees – 70(11, 3%)	Years	%
• unemployed – 71(11, 4%)	• 14	0,2
education	• 15	0,3
• Elementary – 20 (3, 2%)	• 16	1, 8
• primary –271(43, 6%)	• 17	17, 8
• secondary – 287 (46, 1%)	• 18	22, 8
• university – 44 (7, 1%)	• 19	10, 3
nationality	• 20	113
• Bulgarian – 100%	• 21	10, 1
• ethnic belonging	• 22	8
• Bulgarian – 561 (90, 2%)	• 23	5
• other – 61 (9, 8%)	• 24	4, 2
residence	• 25	4, 3
• city – 89,1%	• 26	3, 1
• village –10,9%	• 27	0, 2
sex	• 28	-
• male –48,1%	• 29	0, 3
• female – 51,9%	• 30	0, 2
	• 33	0, 2

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES(QUESTIONS 1;3)**Information about career services could be obtain from:**

- Consultants (11,6%) – according to 13,7% from the students; 5,7% of the employed; 4,2% of the unemployed people;
- employment markets (25,7%) 22,7% of the students; 27,1% of employed; 42,3% of the unemployed people;
- career centers (4,3%) – 5% of the students; 2,9% employed; 1,4% unemployed;
- labour centers (20,4%) –18,5% of the students; 34,3% of the employed; 22,1% of the unemployed;
- television and radio (21,9%) –24, 2% of the students; 18, 6% of the employed; 9, 9% of the unemployed;
- newspapers and magazines (44, 9%) – 46, 2% of the students; 47, 1 % of the employed; 35, 2 % of the unemployed;
- Internet (34, 9%)– 38, 4% of the students; 37, 1% of the employed; 9, 9% of the unemployed;
- friends (53, 4%) – 49, 4% of the students; 100% of the employed; 100% of the unemployed;
- parents (54, 2%) –53, 4% of the students; 57, 1% of the employed; 50, 7% of the unemployed;
- **I am not looking for such services (3, 7%)**- 3, 4% of the students; 1, 4% of the employed; 7% of the unemployed;
- **From other place:** Daily youth centers “16%”, adds at bus stops, libraries, free lectures for applications at foreign schools and job abroad, directors and personal contacts
- 43, 4% from the population are not aware of the existence of career centers and 35, 7% do not know what these centers deal with. Only 7, 6% take advantage of their services which indicates weak distribution of youth institutions for consultations and information in the country. According to 0, 4% they haven't have to use career centers and they have not been interested in them up to the present moment.

* Further analysis of data exclude small numbered group, as they haven't considerably influenced the final results

Summary: Young people rely on information about their professional training and employment mainly from their parents (54, 2%) friends (53%) and Internet (49, 4). Career (10,8%) and labour(12%) centers are used the least. In particular, the results revealed contemporary situation of career centers in Bulgaria as poorly distributed and with bad reputation.

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4 AND 8)

Young people find information about education, profession, employment and career development from employment markets, career and labour centers, TV and radio, newspapers and magazines, Internet, friends and parents. **As well as from youth information centers, flyers, adds at bus stops, libraries, free of charge information lectures, student markets, school and teachers, personal contacts**

Regarding **service access** 5, 6% consider services as widely available. According to 31% there are not enough places where career services are offered. 7, 2% agree there are not enough specialists in that area. Only 6, 4% declare they do not need such services. People without access to career services are 21, 4% and those who don't have information about these types of services are 3, 8%.

Only 7, 6% use career centers services. In percentages: 8, 4% students; 5, 7% of the employed; 4, 2% of the unemployed.

53, 1% do not know about the existence of career centers (49, 8% of the students, 61, 4% of the employed and 63, 4 of the unemployed). 35, 7% are not familiar with the activity of career centers (37, 8% students; 28, 6% employed and 31% unemployed). 71, 1% of the sample don't use career centers (70, 1% students; 50% employed; 0% unemployed).

Most of the young people refer to Internet as a reliable source of information- 48, 2% (50, 6% students; 48, 6% employed and 32, 4% unemployed) , which indicates poor access levels to information technologies young people have.

16, 9% prefer personal contacts than Internet. 6% of the population.

89, 5 % can work with Internet (91% of the students, 88, 6% of the employed and 80, 3% of the unemployed).

13, 3% don't have access to Internet but they would use it as a source of information (12, 6% of the students, 10% of the employed and 22, 5% of the unemployed). Only 3, 9% are financially restricted to use Internet (3, 6% of the students and 7% of the unemployed). About one third of the questioned individuals hasn't got access at all to Internet (29, 9% students and 25% of the unemployed).

94, 9% can work with a computer (96% of the students, 92, 9 of the employed and 91, 5% of the unemployed). Only 5, 1% cannot work with a computer and 2, 3% cannot use Internet (1, 9 of the students, 5, 6% of the unemployed). 93, 4 trust the information from the global net.

Summary: Young people prefer Internet as a source of information and only part of the unemployed has not those opportunities because is financially restricted or doesn't have access.

The high percentage of people with access to information technologies is due to their residence in big cities or their high labour standard.

Thus a virtual career center would satisfy considerably youth needs of access to information about their educational and career development.

3. STUDY ON CAREER CENTERS SERVICES

• **type of services (consultations, counsels and information), question 7**

The highest percentage received is for the people looking for job information (53, 5%) –51, 3% of the students; 60% of the employed and 59, 2% of the unemployed); then preparation of application formulates (36%) –37, 4% of the students; 28, 6% of the employed and 35, 2% of the unemployed.

1% need information about career development (31, 7% of the students; 34, 3% of the employed; 15, 5% of the unemployed)

29, 1% of the people request estimation of their suitability to a particular job (–0, 6% of the students, 8, 6% of the employed, 4, 2% of the unemployed).

Relatively small part of the people expects information about improvement of their education (23, 2%) –0, 2% of the students, 8, 6% of the employed, 1, 4% of the unemployed).

Training for job interviews (19, 5%) –20, 8% of the students 20% of the employed and 11, 3% of the unemployed.

Only 16, 1% look for information about proper behavior when entering on a new organization (16, 8% of the students; 14, 3% of the employed; 14, 1% of the unemployed).

• **users of career services** (question 7,9 10)

According to the given answers career services should be orientated primarily towards young unemployed people (71, 7%), people who graduate at the present moment (64, 6%), disadvantage people (34, 1%) because of their real difficulties at the labour market; long-term unemployed (29, 4%); and in the smallest degree towards people looking for a change (5, 9%) and people in risk of losing their job (11, 1%).

According to 67, 5% career centers have to deliver information consistent with the special needs of disadvantage people. However 15, 3% consider there is need for competent specialists and there is a lack of experience and traditions in that area (11, 1%).

Only 10, 5% disagree disadvantage people need special care.

According to the results other groups of clients of career centers should be “all of the unemployed or looking for a job people, regardless their age and reasons”; children from DOBDLRG-HOMES FOR RAISING AND EDUCATION OF CHILDREN DEPRIVED OF PARENTS’ CARE (0, 2%) The same number of people do not have opinion of the matter.

• **Nature of career services** (question 6)

More than half of the questioned individuals find the prime purpose of youth career centers in delivering information about new employment (65, 4%) – these are the answers of 63, 7% of the students; 67, 1% of the employed and 76,1 of the unemployed people. 42,3% expect to find information about improvement of their qualification (these are 42, 4% of the students; 52, 9% of the employees and 31% of the unemployed). More than one third - 35, 2% expect information about education (38% of the students; 30% of the employed and 21, 1% of the unemployed people).

Apart from these services the results reveal that career centers should produce services about job targets (0, 2%)

• **service quality** (questions 2, 4, 5)

The quality of the services is defined by the availability of sufficient information and offered services, as well as by the correspondence of the services and the clients’ needs and their satisfaction at the end.

More than half the individuals consider the information they get from different sources useful but not sufficient (57, 7%). Only 7, 9% assume they get the information they needed. 10, 8% think the informations they get do not satisfies them. The majority of the people (86, 2) points out that the information reflects their needs and questions.

To some extend the assessment of the service quality depends on how available they are. Only 5, 6% of the young people have wide access to career services and there is lack of information for 33, 8%.

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. The given information proved useful according to the 97, 1% of the population. Only 2, 6% consider the career centers specialists in competent and not to be trusted to (2, 7%).

Summary: Young people primarily look for information, consultation and advice in career centers about finding a job and preparation of application forms. Training about behavior during interview and entrance on a new organization are requested in rather smaller degree than in the other countries.

The results accentuate on the special care that disadvantage people need.

Data revealed low levels of satisfaction from services and information offered in career centers and in other institutions. However the participants highly assess consultants' work which is due to the traditions and experience in the sphere of employment services, offered by different institutions in the country.

Although career centers are poor distributed the participants demonstrate high levels of technological competence (use of computers and Internet). Unfortunately that is untrue for people resident in small towns and villages. However the development of a virtual career center would facilitate considerably youth access to essential information.

IRELAND – QUESTIONNAIRE RESULTS

Number of the sample – 51*

- students - 34 (66, 7%)
- employees – 3 (5, 9%)
- unemployed – 5 (9, 8%)
- single parents – 9 (17, 6%)

education

- primary – 1(2 %)
- secondary – 50 (98%)

nationality

- Irish – 50 (98%)
- other – 1 (2%)

residence:

- city –70, 65%
- village - 29, 4%

sex

- male –15, 7%
- female –84, 3%

age:

Years	%
•16	3, 9
•17	7, 8
•18	11, 8
•19	21, 6
•20	19, 6
•21	17, 6
•22	5, 9
•23	7, 8
•24	3, 9
•25	-
•26	-
•27	-
•28	-
•29	-
•33	-

1. STUDY ON PRESENT INFORMATION ABOUT YOUTH CAREER SERVICES (QUESTIONS 1:3)**Information about career services could be obtain from:**

- Consultants (17, 6%) – according to 14, 7% from the students; 33, 3% of the employed; 40% of the unemployed people;
- employment markets (19,6%) –23, 5% of the students; 0% of the employed; 20% unemployed;
- career centers (56, 9%) –52, 9% of the students; 100% employed; 60% unemployed;
- labour centers (25, 5%) –11, 8% of the students; 100% of the employed; 60% of the unemployed;
- television and radio (9, 8%) –8, 8% of the students; 0% of the employed; 20% of the unemployed;
- newspapers and magazines (54, 9%) –52, 9% of the students; 66, 7% of the employed; 80% of the unemployed;
- Internet (17, 6%) – 23, 5% of the students; 33, 3% of the employed; 0% of the unemployed;
- friends (45,1%) –32, 4% of the students; 100% of the employed; 60% of the unemployed;
- parents (23, 5%) –14, 7% of the students; 66, 7% of the employed; 60% of the unemployed;
- **I am not looking for such services**(0%)-
- **From other place:** FAS (National agency for education)

11, 8% from the population are not aware of the existence of career centers and 25, 5% do not know what these centers deal with. Merely half the people (49%) take advantage of their services which indicates wide distribution of youth institutions for consultations and information in the country.

Summary: Young people rely on information about their professional training and employment mainly from career centers (54, 9%), newspapers and magazines (54, 9%), friends (45, 1%). TV and radio have the lowest reputation.

It is of additional interest the small number of Internet users for career services and consultations (17, 6%) which probably means there are a lot of other sources offering the same type of services.

* Further analysis of data exclude small numbered group, as they haven't considerably influenced the final results

2. STUDY ON ACCESS TO INFORMATION AND SERVICES (QUESTIONS 3, 4 AND 8)

Young people find information about education, profession, employment and career development from employment markets, career and labour centers, TV and radio, newspapers and magazines, Internet, friends and parents. **As well as from FAS and relatives.**

Regarding **service access** 56, 9% consider services as widely available. According to 33, 3% there are not enough places where career services are offered. 3% agree there are not enough specialists in that area. Only 6, 4% declare they do not need such services. All people have access to career services (98%) and those who don't have information about these types of services are only 5, 9%.

All of the participants assume they have great need of career centers. Merely half the population use career centers services (49%). In percentages: 38, 2% students; 66, 7% of the employed; 60% of the unemployed.

25, 5% do not know what the activity of career centers are (35, 3% of the students, 33, 3% of the employed and 40% of the unemployed). 11, 8% do not know about the existence of career centers (14% students; 20% unemployed). 51% of the sample don't use career centers (61, 8% students; 33, 3% employed; 40% unemployed).

Most of the young people refer to Internet as a reliable source of information- 39, 2% (38, 2% students; 66, 7% employed)

Approximately one- fourth of the people (23, 5%) prefer personal contacts than Internet (26, 5% of the students and 33, 3% of the employed).

96, 1% can work with Internet

34, 1% don't have access to Internet but they would use it as a source of information (26, 5% of the students, 80% of the unemployed). Only 3, 9% are financially restricted to use Internet. Only 5, 9% cannot work with a computer (5, 9% of the students, and 20% of the unemployed) and 2, 9% of the students cannot use Internet. Everybody trusts the information from the global net.

Summary: People have wide access to career services (half the population). Young people (more than one-third) prefer Internet as a source of information, the same number of people has not those opportunities because they haven't got access to the net and a small part of the students are financially restricted to use it. All of the employed, almost all of the students and 80% of the unemployed have skills to work with computers. Therefore higher levels of access to the net would facilitate considerably the access to the information about employment, educational and career development and would raise services effectiveness.

Thus a virtual career center would develop considerably youth access to information about their educational and career development.

3. STUDY ON CAREER CENTERS SERVICES

• type of services (consultations, counsels and information), question 7

The highest percentage received is for the people looking for job information and training for job interviews (70, 6%) –58, 8% of the students; 100% of the employed and 80% of the unemployed).

Then comes preparation of application formulates (66, 7%) –61, 8% of the students; 100% of the employed and 80% of the unemployed.

60, 8% expects information about improvement of their education –50% of the students, 100% of the employed, 80% of the unemployed).

51% of the people request estimation of their suitability to a particular job (44, 1% of the students, 100% of the employed, 80% of the unemployed).

39, 2% need information about career development (26, 5% of the students; 100% of the employed; 60% of the unemployed).

25, 5% looks for information about proper behavior when entering on a new organization (17, 6% of the students; 33, 3% of the employed; 14, 3% of the unemployed).

• **users of career services (question 7,9 10)**

According to the given answers career services should be orientated primarily towards young unemployed people (68, 6%), towards people looking for a change (51%). Then comes long-term unemployed (47, 1%); disadvantage people (47, 1%); people who graduate at the present moment (43, 1%), and in the smallest degree and people in risk of losing their job (37, 3%).

According to 62, 7% career centers have to deliver information consistent with the special needs of disadvantage people. However 17, 6% consider there is need for competent specialists and there is a lack of experience and traditions in that area (5, 9%).

According to the results other groups of clients of career centers should be “all the people”

• **Nature of career services (question 6)**

More than half the questioned individuals find the prime purpose of youth career centers in delivering information about new qualification (78, 4%) – these are the answers of 73, 5% of the students; 100% of the employed and 80 of the unemployed people. 42,3% expect to find information about new employment (60, 8%) (these are 52, 9% of the students; 100% of the employees and 80% of the unemployed). 54, 9% expect information about education (50% of the students; 100% of the employed and 60% of the unemployed people).

• **service quality (questions 2, 4, 5)**

The quality of the services is defined by the availability of useful and sufficient information and offered services, as well as by the correspondence of the services and the clients’ needs and their satisfaction at the end.

Almost half the individuals consider the information they get from different sources useful but not sufficient (45, 1%). 47, 1% assume they get the information they needed. The majority of the people (96, 1%) points out that the information reflects their needs and questions. Only 2% consider the information they are offered of no importance.

To some extent the assessment of the service quality depends on how available they are. Only 56, 9% of the young people have wide access to career services, 94, 1 say there is information enough and 92, 2% say it is rather useful one.

That explains the extremely high levels of confidence in career centers (100%) which are also due to the fact that 86, 3 have been offered the advice they needed.

The competence of the specialists and their approach towards the clients also effects the assessment of service quality. In most cases people were satisfied by the way they had been “served”. Only 7, 8% consider the career centers specialists incompetent and lacking the required approach.(5, 9%).

Summary: Young people primarily look for information, consultation and advice in career centers about finding a job, improvement of education and qualification.

It is only in Ireland where as a second priority of career services is the group of the people looking for a change.

The results accentuate on the special care that disadvantage people need(over 60% of the population).

The percentage of people using career centers is extremely high (almost 60%) and on the contrary the percentage of Internet usage is relatively low. The popularity of that service may not be very high but the development of a virtual career center and electronically teaching and consulting could change that situation. Other favorable condition is the popularity of career centers as a structure offering information and services to the young people as well as their financial abilities to work with computers.

However the question about the generalization of the results remains speculative because of the limited sample (including mainly students). A stronger design of the study with a larger sample may produce more diverse results.

ΝΥΝΟΙ ΒΙΕΑ ΙΑ ΟΝΕΟΑΕΟΑ ÇÀ ÌÐÌ ÔÀÑÈÌΙΑΕΙΑ ΔΑΑÈÈÇÀÖÈΒ ΙΑ ÌÈÀÄÀÆÈÒÀ (íàó÷íí èçñèääáíá)

1. ÒÀΔÀÈÒÀΔÈΝÒÈÈÀ ΙΑ ÈÇÑÈÀÄÄÁÍÀÏ

Á óñèíáεýòà íà ðàçàðíí ðòíñáíðòáí ðíñáεáíεòá íà çàáòíðòòà è ðíòíòáññèíáεíòí ðàçáεòεá íà ðèááεòá òíðà ðòááò èçéεð÷εòáεíí àεòóáεíε. Õí áà ðíòíáíεεðà ðíòíááæááíáòí íà ðíáòεòε÷íí èçñèääáíá á ðòðáíεòá-ó÷áñòíε÷ε è ðíòíáεò “ðàçáεòεá íà óñεóáε çà ðíòíòáññèíáεíá ðááεεçáòεý íà ðèáááæ”, ðááεεçεðáí ðí ðíáεðáíáòà íà ðíòíáðáíà Èáοíáðáí áà Áεí÷ε íà Ááðοíáεñéáòà íáúííð (N 2002-BG/02/B/F/PP-132018). Èçñèääáíáòí òíεóñεðà ðúáðáíáíáòà ðèòóáòεý íà ááçðááíòεòòà, çàáòíðòòà è εáðεáðíεòá óñεóáε, ððááεááíáε çà ðèááεòá òíðà.

Òáε íà èçñèääáíáòí á áà ðá ðíòíó÷ε ðúáðáíáíáòí ðúñòíýíεá íà çàáòíðòòà è εáðεáðíεòá óñεóáε çà ðèááε òíðà (15-26 áíáεíε) á ðòðáíεòá-ó÷áñòíε÷ε è ðíòíáεòà.

Çáá÷ε:

- ðíòíó÷ááíá è áíáεεç íà ðèòóáòεýòà çàáòíðòòà/ááçðááíòεòà á ðòðáíεòá-ó÷áñòíε÷ε, εáòí ððááíðòááεà çà áúçíáεííðεòá çà εáðεáðíí ðàçáεòεá íà ðèááεòá òíðà;
- ðíòíó÷ááíá íà ðèáε÷íεòá εáðεáðíεòá óñεóáε çà ðèááε òíðà;
- ðíòíó÷ááíá íà áíñòóíñá áí εíòíðíáòεý è óñεóáε
- ðíòíó÷ááíá íà òíðíεòá íà ððááεááíáεòá εáðεáðíε òñεóáε (εíòíðíεðáíá, εíí ðεòεðáíá, ðúááòááíá);
- ðíòíó÷ááíá íà ðáñí÷áííðòòà íà εáðεáðíεòá óñεóáε;
- ðóáíεá íà εá÷áñòáí òí íà ððááεááíáεòá óñεóáε.

Òáεááá áðòíá - ááòà è ðèáááæ íà áúçðááñò 15-26 áíáεíε (íí÷áòà è ðíñε÷áòà), ó÷áúε è ðááíòáúε, ááçðááíòíε, á íáðááííðí εíí ðíε ðεáíε á (ðáεòεíðòáá, ðá ðíòíε ðíáεòááε, òíðà ðí óáðáæááíεý, ðíòεáεíí ðεááε), ðí ðá÷áεíí, ððááíí, áεñøá èε ááç íáðáçáíáíεá, æεáááúε á ððááñéε è ðáεñéε óñεíáεý.

Ó÷áñòíεòε - ðíòíó÷ááíáòí á ðúáááñòááíí íà ðáðεòíðεεòá íà ðòðáíεòá-ðáðòíúíðε ðí ðíòíáεòá, ðí ó÷áñòεáòí íà:

- Áúεááðεý - ΝÓ “Ñá. Èεεíáíò Ìòðεáñεε”, Õáεóεòáð ðí ðááááíáεεá
- Áúεááðεý - ÑÍÈÈ (Ñòóááíòñéí íáúáñòáí çà εíí ðòóúðíí èçéóñòáí)
- Áúεááðεý - “Ïεááε æáíε ðð ðáεòεíðòááòà”
- Áúðòεý - FOURNOS (Ìεòεáεíáíε÷íá εíí òíóíε εáòεéííá ððáæá)
- Èðεáíáεý - Fastrack to Information Technologies - FIT
- Èñíñáíεý - Youth Association of Cazalla - YAC
- Èòáεεý - STUDIO E PROGETTO 2
- Èáðááεý - National Youth Initiative Center (NYIC)
- Ñεíñááεεý - University of Presov, Student service center
- Øááòεý - EDUCUS

ИДЪАИЕЦАОЕБ ІА ЕЦНЪААААІАОІ (ЕЦАААЕА, ІБНІОІ Е АДАІА ІА ІДИАААЕАІА, ІАОІ АЕЕА)

Ецнъааааіаоі іаоіаа іауі 1202 єєа, єаєдї нєаааа: іа Аіуєаадеу - 622, іа Аіудеу - 31, іа Едеаіаеу - 51, іа Еадаеу - 34, іа Неіааеу - 281, іа Оааеу - 67, Іа Едаеу - 33, іа Енріаеу - 83.

Ецаауеаа а оідидаіа іі іаоіаа іа нєо-аеіеу ііаіід. Адиуо є оадаєдәдеңдөеєдә іа аіеадедаіеда єєа аааао інріааіеа аа нā ідеаіа ецааеада ца ідааңдәдәеаіеа ца ецнъааааіаоі еади оуеі.

Ндіе іа ідіаауаіа - оаадоаде-іадо 2003 аі а. Іудае адаі - іеєіди ецнъааааіа (оаадоаде 2003) є іеі-адаі і ецнъааааіа (оаадоаде-іадо 2003).

Іадиуеа іа ецнъааааіаоі:

- іади ае ца нұаедаіа іа еіоіди аөуа - e-mail еі і о іе еаөує ца ііео-аааіа іа еіоіди аөує ца нөдоаөуа а іоааіеда нодіаіе, аіеадедаіа іа оаеааада адоіа (іеніаіі, +дац еіоадаіедаіа, іі аеаеодіаі іуа);
- іади ае ца еі е-аңдәаіа є ндәдөңдө-аңеа іадааіоеа іа еіоіди аөуа - SPSS-ідіадаіа.
- іади ае ца еа-аңдәаіа іадааіоеа іа еіоіди аөуа - ііеніаіеа, аіаеє є нөіоац іа дацөдәдөдә.

Оадаєдәдеңдөеєа іа аіеадиада еада: - аіеадиада еада нұауіае:

- аұааауаа ÷ аңдө;
- інріаіа ÷ аңдө;
- іау адиє аұідиңе - 10;
- цадаідаіе аұідиңе н аадеаіде іа іоаіаідеда;
- іоаідаіе аұідиңе (аііуеааіа іа іоаіаідеда а цадаідаіеда аұідиңе)
- еааідедөеаөеііе ааііе ца аіеадедаіеу - аұдәаңдө, ндәаіа іа іадац іааіеа, ііе, іаөеіаіе і іңдө, ніөеааі ндәдоң, іаңдөіеаааіа. (Ідеіеаіеа N1).

Діцө о а о е да нā іадааіоаіе іо аеєі ідаііаааааеє іоНО “Нā. Еє. Іодеаңеє” (Оаөөөао іі іааааіаеа), ад. Ніөеу, Аіуєаадеу.

2. НУАДАІАІІІ НУНОІ БІЕА ІА ОНЪОАЕОАЦАІДИ ОААНЪІАЕІА ДААЕЕЦАОЕБ ІА ІЕААЕОА ОІДА А ІН А І АДИІАЕНЪЕ НОДАІЕ (АУЕААДЕБ, АУДОЕБ, ЕДЕАІАЕБ, ЕНІАІЕБ, ЕОАЕЕБ, ЕАОАЕБ, НЪІААЕЕБ, ОААОЕБ)

Ііо-ааіаоі є аіаеєуо іа нөдоаөуа цааоіңо/аацдааідеөа а нодіаіеда-о-аңдөіе-еє, еади ідааіңдәдә ца аұціаііңдөдә ца еадеади дацадөдә іа іеаеөа оіда нā інріааа іа:

- дацаедаіаоі ца цаади ндә/аацдааідеөа, ніаөөөеаада іа іеаааеададдөа іаа ііеөдөеа а іоааіеда нодіаіе, цаєі іаадааеңдәі оі є еіңдөдөөеөдә, іоаңуе нā аі іеаааеададдөа іаа ііеөдөеа а іоааіеда нодіаіе;
- ндәдөңдө-аңеє ааііе іоіңі цааоіңдә/аацдааідеөада ндәа іеааеда оіда;
- еіоіди аөує ца аңдөіа іа іеааеда оіда аі ііаеда еіоіди аөеііе дао ііеіаеє (еі і іодө, Еіоадиао, e-mail еі і о іе еаөує).

Аұц інріаа іа еіоідиаөуа, ііео-аіа іо іадоіуідеда а ідіаеда, ііа аа нā іаідаае нєааіеда іаіауаіеу іоіңі дацаедаіаоі ца цаади ндө є аацдааідеөа: “цааөө єөа” нā єөада іа 15 є ііаа-ааіаеіе, еіеоі ецауіоаао дааіоа ца ідіецаі аңдәі іа нөіе є оңөоає ндәуо цаіеауаіа еєе адәаіаіі іоңдәаао іо дааіоа іідаає іоіоңе, аіеаңдө, адәаіаііңдө, даеааіа є ад.; єөада, еіеоі оідааеуаао ніаңдәаі ідәаідеуөдә, дөди а еєө нөіаіңдәі. Цааөдә єөа еіао дацө-аі ндәдоң:

- дааідиаадаеє;
- єөа, дааідауе ца нāу ніаөеа;
- іааөө єөа;
- іаіеадаіе дааідиөөө (÷еаііа іа ааі/іауі аііаеєіңдәі, дааідауе а нāіаеі ідәаідеуөдә).

Цааоіңдә ііа аа аұаа іуеіа є іаіуеіа (адәаіаіа, ÷аңдө-іа).

Ánè-èè iàðòfúíðè ìííí-ààò íàèè-èàòí íà ááçðááíðèòà á náfèòà nòðàíè. Ááçðááíðèòà nà òíðà, áíáíè çà ðááíðà, íí íýíà ðááíðà è ìðààè òíáà àèðèáí òúðñàùè ðááíðà, ðáàñèòðèðáíè á nùíòááíðèòà èííðèòòòèè è ááç áííòàòó-íí ñðááíðàà çà òáíáèòáíðýááí íà ñíáíðáíðèòà ñè íóáæ (Íðèèíáíèá N2). Íéáí òí íà ááçðááíðèòà ñðáá íèààèòà òíðà á íéí éí 1/3 íò íáùèý áðíè ááçðááíðèòà íà íòááíðèòà ñòðáíè, èàòí á íí-íèíéí ìðè íèàááæòà íà áúçðááíð 15-18 áí àèíè (á ñðááííáíèá ñ òàçè íà áúçðááíð 20-26 áí àèíè). Ííèèáíèýò òàèò ñà íáýííýáà ñúí çáèí í íàòááíðèòà íà ðááíè-áíèý çà íááíáíá íà ðááíðà, íáíáíí á è ìííòà íò íèííáíí ñúáèàíèá íò áúçðááíðèòà, íííàùè íòáí áí ðí íííò çà íáíúéííèáíðèòà, íàðáíè-áíèý çà ðáçðááíðèòà àèáíáà è òíèíáèý íà òðóá, áíí è íèðá ù àòà çà òàçè áúçðááíð ááéíííò íà íáíúéííèáíðèòà - íàðáçí ááíèáòí. Èííèðáðíàòà è íóíðí àòèý çà íòááíðèòà ñòðáíè íòíííí ìðíòáíðà íà ááçðááíðèòà íèàááæ, èíáèèàòíðèòà çà çááòííò íà íèààèòà òíðà, áðúçèàòà “íàðáçíáíèá-çááòííò” ñà íòðáçáíè á Íðèèíáíèá N3.

Ñðáá íàé-çáííðèòàðáíèòà íò íòíááíá íò íàçàðà íà òðóáà ñà òíðàòà á íàðááíííòí éíí ííè íèáíèá (áèæ: Íðèèíáíèá N8). Ñðáá òýò íèààèòà òíðà, èçíèòááùè ðáçèè-íè çàòðóáíáíèý çà íúéííòáííáòà ñè ìðíòáíèíáíèá è ñíòèàíèá ðáàèèçàòèý è èíááðáòèý ñà áííòàòó-íí áèííè ìðíòáíð àúá áíè-èè èçíèááááíè ñòðáíè.

Íðíáèáíèòà íà ááçðááíðèòà íèààè òíðà ñà íááèò íà **Íèàááæ èàòà òðóá íà ííè è ò è èà** á íòááíðèòà ñòðáíè. Íàáíýéúáà ñà íðèçíááà, -á íèààèòà òíðà òðýááà áà ñà ííèçáàò íò ñíáòèàíèá çàèðèèà è òíèòáè: íáúí è ìðíòáíèíáíèá íàðáçíáíèá, ñíáòèòè-íè òíèíáèý íà òðóá; ííèáòðýááíá íà ðááèáíáíðèòáí íòáèò è íí-èáèà; áèèð-ááíá á ñíáòèàíèè íèàááæ è ìðíáðáíè è ñòðáááèè çà íááíáíá íà ðááíðà; ìðááííòááýíá íà èíóíðíàòèý çà çááòííòà è èàðèáðííòí ðáçáèòèà á ñíáòèàèèçèðáíè èíóíðíàòèííè òáíòðíáá; ííèáòðýááíá íà òíèíáèý çà íúéííòáíííòí èí ðáçáèòèà è èíòááðáòèý á íáúáííòáíí.

Íèàááæ èàòà òðóáíáà ííèèòèèà á -áíò íò íàòèíáíèáòà ííèèòèèà çà çááòí ñòà íà áíýèà ñòðáíè. Òý ñà ííðáááèý èàòí ñèíòáíá íò íàðèè çà çàùèòà è ííèáòðýááíá íà íèààèòà òíðà, èíèòí òðýááà áà áúáàò ííáíí òááíè è çà íúéííòáííí áèèð-ááíá á ñáíáíèá, ò-èèèúíá, èóèòòðíá, ñíòèàíèá, èéí í íè-áíèà... è áéí éíáè-áíèà ñðááà. Ááçèòà ñà íà çáèííáèòà è íàòáðèàíè è ìðááííòááèè çà çàùèòà è áàðáíðèòáíá íà íúéííòáíííòí ðáçáèòèà íà íèààèòà òíðà (íà áúçðááíð 15-26-áíáíèè). Íáíí-áíá á èúí ñúçááááíáòí íà òíèíáèý, ííáòíáýùè çà òýòíòí íàðáçíáíèá, íáó-áíèá è ìðíòáíèíáíèá ííáíòíáèà, èàèòí è áèèð-ááíáòí èí á èéí í íè-áíèèý è ñíòèàíèèý æèáí ò.

Ñúí ñíáòèàíèá çàèðèèà ñà ííèçáàò íèààèòà òíðà íò ñíòèàíèá ñèááè ñáíáéííòáà (íáíúéíí ñáíáéííòáí, ðáçááááíè, ááçðááíðèòà òíðà è ìð.), çà èíèòí ñà ðáçðááíðèòà ìðíáðáíè çà ìðáááíðèòáíá, ìðíòèèàèòè-íà è ííèðáííýùà ááéíííò çà íáíáèýááíá íà òèíèà è ðáðáááíá íà ìðíáèáíèòà, èí.

Áèáíáíèòà íà íèàááæ èàòà ííèèòèèà á íòááíðèòà ñòðáíè ñà:

- ñúçááááíá íà çáèí í íàòááíèè è íàòáðèàíèè òíèíáèý çà ò-áííòèà á æèáí òà íà ááííèðáòè-ííòí íáúáííòáí;
- çàùèòà íà áðáæááííèèòà ìðááà è ñáíáíáè,
- çàùèòà ñðááò ìðáíááðáááíá, ááííðáèèçàòèý, íàíèèèà è áð., çáííðèòááááùè ìðáèííòí ðáçáèòèà íà ááòàòà è íèààèòà òíðà.
- çàùèòà ñðááò ááçðááíðèòà;
- çáðááíè áðèæè çà íèààèòà òíðà;
- íáúí è ìðíòáíèíáíèá íàðáçí ááíèá è èáàèèòèèàòèý (á ò.-. ñíáòèòè-íà áðèæà, íàðáçí ááíèá è çàùèòà íà íèààèòà òíðà ñ òèçè-áíèè èáðáæááíèè è ñíòèàíèè ìðíáèáíè);
- áðèæà çà ñáíáéííòáííòí èàòí ííííáíá ñðááà;
- òíèíáèý çà íúéííòáííí èçííèçááíá íà ñáíáíáííòí áðáíá è ðáçáèòèà íà ñíííáíííííòèòà è òàèáíðèòà;
- áúçííáíííðèòà çà ñáðóæáááíá á ááòíèè è íèàááæ è ìðááíèçàòèè;
- ò-áííòèà á èóèòòðíèý æèáí ò íà íáúáííòáíí òí;
- íèàááæ è íáíáí, ííáé éííííò è ðáçáèòèà íà íèàááæ è íáæòíáðíáíè èí í òàèòè. (áèæ: Íðèèíáíèá N4)

Áúíðáèè, -á á ííáá-áòí íò èçíèááááíèòà ñòðáíè (Áúéááðèý, Èðèáíáèý, Èòáèèý, Áúðòèý) íýíà ðáçðááíðèòá ñíáòèòè-íà íèàááæ è íàðáçíááòáíèá ííèèòèèà, áúá áíè-èè ñòðáíè ìðááàòà íà íèààèòà òíðà ñà ííðáááèýò ñ ðáçèè-íè **íðíàòèèáíè àèòíáá**. Òà òðáòèòáò áúíðííèòà çà ìðááí òí íà íàðáçí ááíèá, ìðááí òí íà òðóá, ìðíáíúéèòáéííííòà íà òðóáíáòà ááéíííò (áíáíá è ñáíáí-íà), òíèíáèýòà è àèàá íà òðóá (áíáááí, ííúáí, èçáúíðáááí), ííðí àòèáíí ííðáááèáíèý íòáèò è íí-èáèà, íà-èíèòà íà çáíèáùáíá, ííàçááíáòí íà òèçè-áíèè òí, ííèòè-áíèè òí è ìðáèíí çáðááá íà íáíúéííèáíðèòà.

- Èèíááò ááíè çà ñíáòèàíèè çáèíè çà íèàááæ èàòà á íòááíðèòà ñòðáíè. Íí ñúááííòááò ðáçèè-íè ííðí àòèáíè àèòí áá, è íàùè ìðíòáíèá èúí íèàááæ èàòà òðóáíáà ííèèòèèà:
- áðáæááííèè çáèíè íà ñúíòááòíáòà ñòðáíè - èíííòèòòòèèòà, èí ááèíè íà òðóáà, çáèíè çà íáúíòí è ìðíòáíèíáíè íòí íàðáçíáíèá è íáó-áíèá, çà ñáðóæááíèýòà è áð.

- **í á ù è** **í ò ð** ì ð ò è á í è (á ò ÷. **í á æ** ó í á ð ð í í è) á í è ó í á í è, á á ð á í è ð è ð á ù è **í ð á á á ð** í á **í è á á è ð á** ó ð á, á ò ÷. **í ð á á** ò ð í á **í á ð á ç** í á á í è á è ð ð á, ð á ð è ð è ð è ð á í è ò **í ð á á í è ð á** ð ð á í è - **Ò á ð ð á ð** ç á **í ð á á á ð** í á ÷ **í á á è á**, **È í** í á á í è ð è ð á í á **Í Í** ç á **í ð á á á ð** í á á á á á ó, **È í** í á á í è è è ò ð ò ð è ç á **í ð á á á ð** í á **á á æ á í è ð á**, **æ á í è ð á**, **è** è á ð á í è ð è ð á, **è** í á á è è á è ð á è ò. (á è æ: **Í ð è è í æ á í è á** N5);

Á ð è á á ð ç á **í è á á è ð á** ó ð á í á **á ù ç ð á ð ð** 15-26 **á í á è í è á** í á á á è ð í á **á á è í ð ð á** í á **ð á á è ð á** **í ð á á è ð á è ð ð á á í è** (**á ù ð æ á á í è**) è **á ð á æ á á í è è** (**í á í ð á á è ð á è ð ð á á í è**) **è í ð ð è ð è ð è**. **Á ù ð æ á á í è ð á è í ð ð è ð è ð è** **í ð á á á á è ð** í á è í í á è í á ð á **í è è ð è è á** ç á á á á ð á è **í è á á á è ð á**, á ò ÷. **í è á á á è á ð á ð á í á á** **í è è ð è è á**, **ð á ç ð á á í ð á á** **í ð ð** ð è á í è ð á **á í è ð á í è ð è**, **í è á í è ð á** è **È í** í ð á í è ð á ð ð **í á è ð è ð è** ÷ **í è** á á è í ð ð è è **í ð á ð á í è** ç á **í è á á á è ð á**, **è ç** í ù è í á á ð **È í** í ð á è í á è í è **ó ó í è ð è** **í í** **í ð í ð á í è á** í á **á ð è** ÷ è è **í ð á í á è è** è í ð ð á è ð ð á è ð ð á è **è í ð ð è ð è ð è**, **í ð è á ð ð á á** è **è í ð ð ð** á è ð è è **í ð ð á ð è í í á è í í** **È í** í ð è ð è ð á í á á **í è á è ð ð á** í á **í è á è ð ð á** í á ç á á ó ð ð á, **í è á ç á á** **í á ð í á è** ÷ **á ð è á** **í ð ð á** **í í ð** í á **á ð ó á è** è í ð ð è ð è ð è è **í í á á è ð** í á **ð á á í ð á** á á ð á è **í è á á á è**, **í á ð á ç** í á á è **í ð ð á í è** è **è á ð è á ð ð** **ð á ç á è ð è á** (á ò ÷. **í í á è ð á á í á** í á **è á á è ð è ð è á è ð è ð á**), **È í** í ð è ð è ð á ð è è **í í á** **í í** á á á ð **í á ð í á è** ÷ **á ð è è** **ð á á í ð** á á á è è ð á ç á **ð á ç è ð è á í á** í á **ð á á í ð è** è **í á ð á** ç á **í è á è** ó ð á è **í è á á á è è** è **í ð è ç á í á ð ð á á í è** ð á á í á á, **í ð á á í è ç è ð á ð** **í è á á á è è** **í á æ** ó í á ð ð á í í á í á.

Í á ð á á è ð á è ð ð á á í è ð á è ð è ð è **í á ð á á á á ð** **ð á ç è è** ÷ **í è** **í í** **ð á ð á è ð á ð** è **á á è í ð ð** **í ð á á í è ç á è è**, ÷ è ð ð í **í ð ð á í á** ó á è á **í ð è á è í á á** ç á è ð è á í á **í ð á á á ð** í á **í è á á è ð á** ó ð á. **Í ð á á è á á á** ó ð è ó á è **á ð á á á á** í á: **è á ð è á ð ð ð** **ð á ç á è ð è á**, **í í á í á ð ð á í á** **è á** ÷ **á ð á í** ó ð í á **æ è á í** í á **í è á á è ð á** ó ð á, **á á è í ð ð è** **í ð á ç** **í á í á í á í** ó ð á í á, **ç á è ð è á** í á **í è á á è ð á** ó ð á ò **ð á ç è è** ÷ **ó í ð ð** í á **í á ð è è á** è **á è ð ð è á á è ð è**, **í á ð á ç í á á á è í è** **í ð ð á ð á í è**, **í á ù ð ç á í è** **í ð ð** ç á á á ð ð ð á è **ð á á í ð ð ð** í ð ð ð, **í í á è ð á í ð è** **á á è í ð ð è** ç á **ð á á í ð á è** **í è á á è** ó ð á, **í á ð á ç í á á á è í è** **í ð ð á ð á í è** ç á **ó ð á** á **í á ð á á í ð ð ð è í í** **í è í æ á í è á**, **í í á è ð è** ÷ **í è** ó ð á è ç á **í è á á á è** è **á ù ç ð á ð ð è**, **í í á í á ð á ç** í **í á ð ð è ð á** **í ð ð á á** **í ð ð è** è **í ð ð á á í ð ð è** **í ð ð á í è** ÷ **á ð á í** **í á æ** ó **í è á á á è è ð á** **í ð á á í è ç á è è** (á è æ: **Í ð è è í æ á í è á** N6).

Í ð á á **í í á á á í á í è ð á** ó ð è ó á è ç á **í è á á è** ó ð á **í ð è í ð è ð á á ó í** **í ð ð ð** ç á á í á **á í ð ð ð ð ð ð** í á **í è á á è ð á** ó ð á **á í** **í í á è ð á** **è í ð ð ð á è ð è í í è** **ð á á ó í í è í á è è**. **Í ð ð á í è ð á** **í á ð á í á è ð è** í á **á í ð ð ð** **í á**:

- **í ð è ð á æ á á á í á** í á / **á í ð ð ð** **á í** **È í** **í** **í** **ð ð ð**;
- **í á è è** ÷ **è á** í á **ó í á í è ð** ç á **ð á á í ð á** **í** **È í** **í** **í** **ð ð ð**;
- **á í ð ð ð** **á í** **È í ð á ð í á ð**
- **í á è è** ÷ **è á** í á **ó í á í è ð** ç á **ð á á í ð á** **í** **È í ð á ð í á ð**;
- **á ù ç** í **æ** **í** **í ð ð** ç á e-mail **È í** **ó** **í** **è** **è á è ð è**.

Á **í í** ÷ **ð è** **á ð è** ÷ **è è** **è ç** **í è á á á á í è** **ð ð á í è** **í è á á è ð á** ó ð á **è ç** **í í è ç á á** **í í á è ð á** **è í ð ð ð** á è ð è í í è è **È í** **ó** **í** è **è á è ð è í í è** **ð á á ó** **í** **í è á è è** á: **ó** ÷ **á á í è ð á** ç á á á á á í è, **á è ù ð è**, í á **ð á á í ð ð ð** **í ð ð ð**, **á è á è í ð á è è**, **ó** ÷ **á á í è** è **è í ð ð ð á è ð è í í è** **ó á í ð ð á á á**, **È í ð á ð í á ð** (è è á á ð) **è á á á ð á** è á ð.

Ó ð è ó á è ð á, **È í è** **ó** **í** **á** **í ð á á è á á á** í á **í è á á è ð á** ó ð á **í** **í í** **í** ð á í á **í á** **è í ð ð ð** á è ð è í í è ð á **ð á á ó** **í** **í è á è è** **í á** **í è** ÷ **á ð ð** **í á ù ð ç á í è** **í**: **ð ð ð ð á í á** è **í ð á á è á á á í á** í á **ð á á í ð ð** **í ð ð ð** (á **ð ð á í á ð á** è ÷ **ó á è í á**), **í á ð á í è** ÷ **á í á** **è í ð ð ð á è ð è ð è** ç á **è á ð è á ð ð** **ð á ç á è ð è á**, **è í ð ð ð á è ð è** ç á **ó** ÷ **á á í è** **í ð ð á ð á í è** è **ó** ÷ **á á í è** ç á á á á á í è ð è, **á ù ç** **í í æ** **í ð ð è** ç á **í** **í** **è** **í** **ó á í í** è **í ð è ð ð** **í í** **í ð á è á ð á í á** í á **í á í á í á í ð ð** **á ð á í á** (í á è ÷ **á ð ð** **È í** **í** **í** **ð ð ð è** **è á ð è**), **í ð ð á ð á í è** ç á **í è á á á è è** **í á í á í**. **Á** **í á** **í** ð á, **í á á** ÷ **á**, **í ð ð á í ð ð** í á **í è á á è ð á** ó ð á, **È í è** **ó** è **è ç** **í í è ç á á** **ð ð á è è á á** ó ð è ó á è **á** **í è ù è** è ç á á è ð è ò **í á ð á è á í ð ð** **í ð ð ð**, á **È í** **á** **ó** **í** **æ** á á ð è, **ó** ÷ **á** **ð** è è è **ð á á í ð è** **í è á á è ð á** ó ð á. **Á** **í** **í** **è** è **í á á è á** ÷ **á í è** **ð á á è í è** (í á è á è **á ð á á í á á**) **í í** ÷ **ð è** **è è** **í á á** **á í ð ð** **á í** **È í ð á ð í á ð**, á **í á ð ð í á í è ð á** **È í** **í** **ð** è **í á** **í** **ð** è **í á** **í** **í** **á** **í á è á** ÷ **á ð** ò **í è á á è ð á** ó ð á (á è æ: **Í ð è è í æ á í è á** N7).

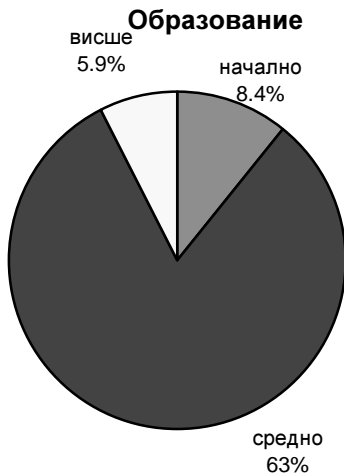
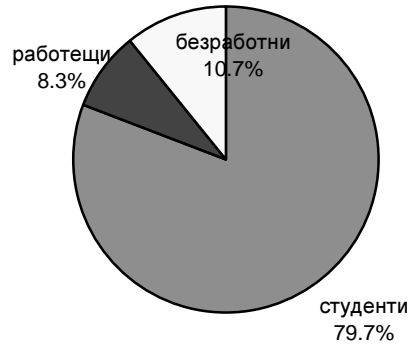
3. ΠΡΟΔΑΪΓΝΩΣΕ ΙΟ ΕΙ Ι ΝΟΕΘΕΔΑΙΑ Ε ΑΙΝΟΥΙ ΑΙ ΟΝΕΟΑΕ ÇÀ ΙΘÎ Ô ΑΝΕΙΙΑΕΙΙ ΕΑÇΑΕΘΕΑ ΙΑ ΙΕΑΑΕΘΑ ΟΙ ΔΑ-ΔΑÇΕΘΑΘΕ ΙΟ ΑΙΕΑΟΙΙΟΙ ΙΔΙ ΟΧΑΑΙΑ

ΝΟΑΟΟΝ ΙΑ ΕÇΝΕΑΑΑΑΙΕΘΑ ΕΕΘΑ

Ίαυ άθίε εçñεάάάάε έεθά - 1202,
 Ιό οϋθ:

- ó-àùè - 958 (79,7%);
- ðááíðáùè - 100 - (8,3%);
- ááçðááíðè - 129 (10,7%)

Брой изследвани лица



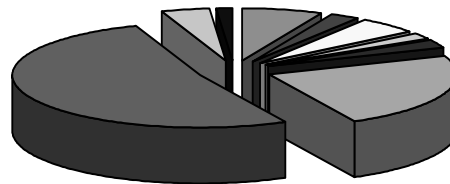
Ίαδὰçíááíεά:

- ñ íá-àè íí (íñííáíí) ίάδὰçí ááíεά - 101 (8,4%)
- ñññ ñðááíí ίάδὰçíááíεά - 758 (63%)
- áèñøá ίάδὰçíááíεά - 72 (5,9%)

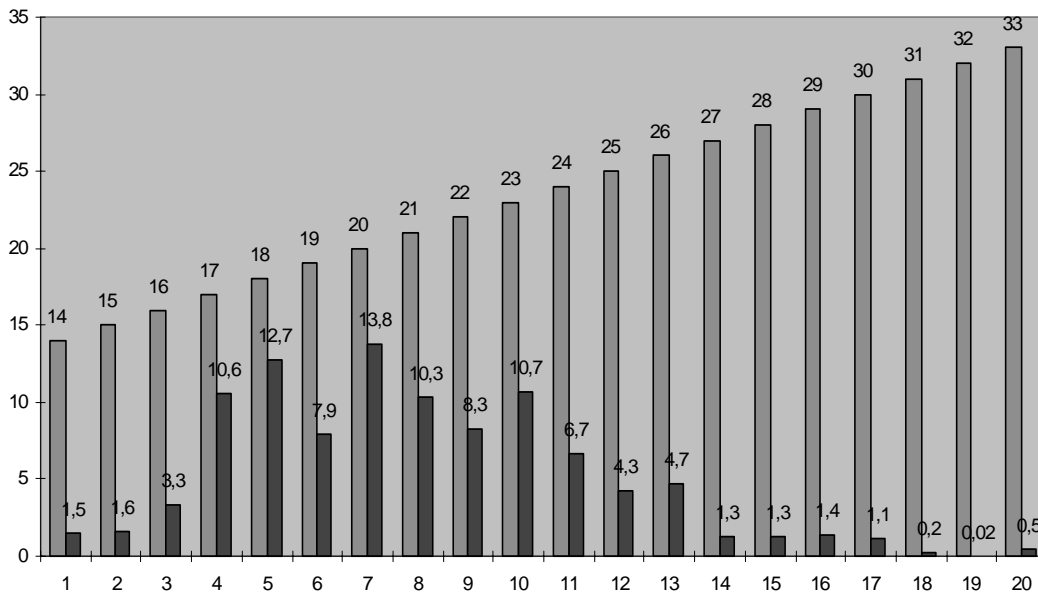
• ίαθèííáεíñò

- εñíáíñεά - 83 (6,9%);
- εòáεεάíñεά - 32 (2,6%);
- øáááññεά - 62 (5,1%);
- εάðáεéñεά - 23 (1,9%);
- áðúóεά - 31 (2,5%);
- ñεííááøεά - 281 (23,3%)
- áúεάáðñεά - 622 (51,7%)
- εðεáíáññεά - 50 (4,15%);
- ñ áðóáá ίαθèííáεíñò- 18 - (1,4%)

Националност

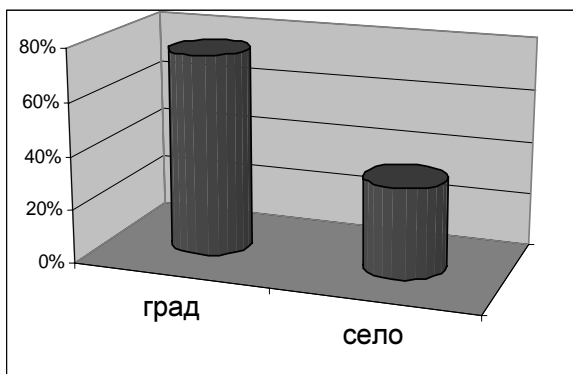


възраст	14	15	16	17	18	19	20
% от извад-ката	1,5	1,6	3,3	10,6	12,7	7,9	13,8
	21	22	23	24	25	26	27
	10,3	8,3	10,7	6,7	4,3	4,7	1,3



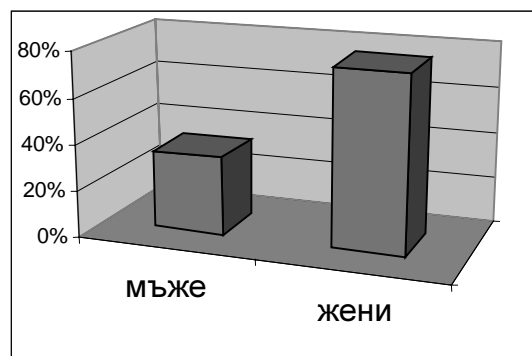
ìãñòìæèããíá:

- ãðãã - 76%
- ñãëì - 34%



ïïë:

- ìúæã - 34%
- æãìè - 76%



3.1. ÌÐÌ Ó×ÁÁÍÁ ÍÀ ÍÀÈÈ×ÍÀÒÀ ÈÍÓÏÌÌÀÖÈß ÇÀ ÌÐÌ ÔÃÑÈÍÍÀÈÍÀ ÐÃÄÈÈÇÀÖÈß ÍÀ ÌÈÃÄÈÒÃ ÕÍÐÀ (ÃÚÏÐÌ ÑÈÑ1;3)

Àíæàðèðàíèðà èèòà óóðñýò èíðíðíàöèý è òñèóãè çà ðããíòà, íãðãçíããíèã, èããèèèèèèèèè è èàðèãðíí ðãçãèèèèè ìò:

- èí í ñèèðàíèðè (14,5%) - ñúíðããðíí 11,9% ìò ó÷àùèðã, 22,2% ìò ðããíðãùèðã è 18,4% ìò áãçðããíðíèðã (áãç Ñèíããèèè);
- ððèãíãè áíðñè (21,6%) - ñúíðããðíí 27,1% ìò ó÷àùèðã, 33,2% ìò ðããíðãùèðã è 36,5% ìò áãçðããíðíèðã;
- èãðèãðíè óãíððíãã (17,4%) - ñúíðããðíí 17,2% ìò ó÷àùèðã, 28,4% ìò ðããíðãùèðã è 14,7% ìò áãçðããíðíèðã;
- áððà ïí ððèãã (12,6%) - ñúíðããðíí 7,6% ìò ó÷àùèðã, 24,2% ìò ðããíðãùèðã è 24% ìò áãçðããíðíèðã;
- ðãèããèèèè è ðããèè (20%) - ñúíðããðíí 14,5% ìò ó÷àùèðã, 21,5% ìò ðããíðãùèðã è 11,3% ìò áãçðããíðíèðã;
- áãñðíèèè è ñèñããèèè (51,8%) - ñúíðããðíí 39,6% ìò ó÷àùèðã, 51,6% ìò ðããíðãùèðã è 48,1% ìò áãçðããíðíèðã;
- Èíðãðíãð (45,1%) - ñúíðããðíí 33,8% ìò ó÷àùèðã, 44,6% ìò ðããíðãùèðã è 37% ìò áãçðããíðíèðã;
- ïðèýðãèèè (44%) - ñúíðããðíí 33,6% ìò ó÷àùèðã, 56,5% ìò ðããíðãùèðã è 42,4% ìò áãçðããíðíèðã;
- ðíãèðãèèè (27,9%) - ñúíðããðíí 24,4% ìò ó÷àùèðã, 27,6% ìò ðããíðãùèðã è 16,8% ìò áãçðããíðíèðã;
- **íã óóðñýò ðãèèèã òñèóãè - 3,4%** - ñúíðããðíí 3,9% ìò ó÷àùèðã, 0,2% ìò ðããíðãùèðã è 0,8% ìò áãçðããíðíèðã;
- **ìò áððãí ìý ñòí:** ìèããããèèè (ã ð÷. ñòèããíðíèè) óãíððíãã (Èñíãèèè, Èðãèèè, Ñèíããèèè, Áúèããèèè), ó÷ãíè÷ãñèè è

Á Èðεαíαεγ ε Èαδσάεγ á íαεεσά ίαεñ ε ίαεíα ñδάρίí íα σάίáεαδσάί ð á ίíñδ ίδ σñεσάεδσά, ίδσάεααάρε á εαδεαδίεδσά σάίδδίáá ε ίδ äδσάεδσά εçοί ÷ íεöε ία είóίðì äσέγ (100%), ίí σάίáεαδσάί ð á ίíñδσά ίδ δσάίòαδ ία εí ί ñσέδσάίòεδσά á ñδσάίεδσάεíí ίεñεα. Ούίáεαδσάί ð á ίíñδσά ίδ εí ί ñσέδσάίòñεεδσά σñεσάε á ίíáá-áοί ñδσάίε áαδίγδóíí ñά áúεαε ία ίίίóεγðίíñδσά ία δίçε áεä σñεσάε εçαύί εαδεαδίεδσά σάίδδίáá. Áεñίεαδσά ίσάίεα, εí γδì áίεαδεδσάίεδσά áαáδ ία εí ί ñσέδσάίòεδσά ίίáεä áà ñά ίáyñίε ñ δðááεöεεδσά ε ίίεδσά, είεóí ε ία á ñδσάίαδσά ίí ίδίίøάίεä ία είóίðì äσέγδσά ε ίíí ì ù δσά çà δσðñάíá ε ίαίεδσάíá ία δσάίòα, ίδσάεααάρé ίδ δαçεε-ίε εíñδεδδóεε.

Ñ εçεεþ÷εδσάεíí ίεñεα ñδάρίí íα εçίίεçáαíá ία εαδεαδίεδσά σάίδδίáá ñά ίδεε÷áαδ Ñεíááεéγ (1,4%), Άúðöéγ (3,2%) ε Áúεáαδèγ (4,3%). Άáδίγδóíí δí áà ñά áúεαε ία ίáίίίóεγðίíñδσά ία δίçε áεä σñεσάε ε εçίίεçáαíáδí ία äδσάε εçοί ÷ íεöε ία είóίðìäσέγ çà δσðñάíá ε ίαίεδσάíá ία δσάίòα, ίáδαçíááίεä ε εαδεαδίí δαçáεδεä.

Á Ñεíááεéγ áαίίεδσά ίίεαçáαδ ίðίδεáíðá÷εäá σάίáεαδσάί ð á ίíñδ ίδ σñεσάεδσά, ίδσάεααάρε á εαδεαδίεδσά σάίδδίáá ε ίδ äδσάεδσά εçοί ÷ íεöε ία είóίðì äσέγ. Άáδίγδóíí δαçíε ίá ááíáδí á áαίίεδσά ñά ίίεó÷áαá ίδ ñíáñááίáδí ία εí ί ñσέδσάίòñεεδσά σñεσάε, ίδσάεααάρé á εαδεαδίεδσά σάίδδίáá (είεδí ñά ñεäáí δαçíðíñδσάίáίε á ñδσάίαδσά) ñ εí ί ñσέδσάöεε ίδ ίίçíáδε ε εçίίεçáá ίε (äðóáε) ñδðóέδδè. Á δαéúá ñεó÷áε δí áà δαçíε ίá ááíá ίá áε ίίáεí áà ñά δσúεéσáá εαδí ίδðεσάίεä ία δαéúá áεä σñεσάε á áúááúεδσά εαδεαδίε σάίδδίáá.

Ê ÁÔÁÔÔÁÔÇ ÒÙ Í ÑÐÇÑÃÔÉÙÍÔÔÁÄËÏÄÑÏËÁÔ ÆÉÁ Í Å ÌÕÖ ÄðéóçñííéêÞ íæÝðç

1. ÐÄÄËÏÔÇÓÏÄËÄÔÇÓ

Ôçñí íéíñíßÁ ðçð ááñÛÖ, óÁ ðñíæÞíáðÁ áðÁó-üéçóçð éáé óðááéññíßÁð ðñí íÝíí áßíáé ðñéý óíááñÛ. Áðóó ðñíêÛéáðÁ ðç ðéáíááñáÞ íéáð áéáéêÞð íæÝðçð íáðáíý ðñí óðñíáðá-úíðñí óðñí ðññáñáíá 2002-BG/02/B/F/PP/-2132918 ðñó áóññíýóá ðçñí ðñÝ-íðóá éáðÛðóáçð ðçð áðÁó-üéçóçð / áíáñáßÁð ðñí íÝíí éáé ðéð ððçñáóßÁð óðááéññíßÁð ðñó ðñóð ðñíóðÝññíðáé.

ÄÍÔËËÄËÏÄÏÏÔÇÓÏÄËÄÔÇÓ: Äíðééáßíáñí ðçð íæÝðçð áßíáé íá áíáðÛðáé ðçñí ðñÝ-íðóá éáðÛðóáçð ðçð áðÁó-üéçóçð ðñí íÝíí éáé ðéð ððçñáóßÁð óðááéññíßÁð óðéð ðññáð ðñó óðñíáðÝ-íðí óðñí ðññáñáíá. (ÄóññÛ íáñóð íáðáíý 15 éáé 26 áðÞí).

ÓÔÏ×ÏË:

- Ç íæÝðç éáé áíÛéðóç ðçð éáðÛðóáçð áðÁó-üéçóçð / áíáñáßÁð óðéð óðñíáðÝ-íðóáð ðññáð, ðñíí áóññÛ óðçñí ðññáéáç ðñí áðéáéñéÞí ðñí íÝíí áéá óðááéññíßÁ.
- Ç íæÝðç ðñí óýá-ññíí ððçñáóéÞí óðááéññíßÁð áéá íÝíð.
- Ç íæÝðç ðçð ðññóááçð óá ððçñíðñíßÁð éáé ððçñáóßÁð.
- Ç íæÝðç ðñó áßáñð ðñí ðñíóðáññíÝííí óðñóð íÝíð ððçñáóéÞí óðááéññíßÁð (ððçñíðñíßÁð, óðóéÝðáéð, óóñíáðéÝð).
- ÍæÝðç ðñí éáðáðéýíóáñí ðñí ððçñáóéÞí óðááéññíßÁð.
- ÐñéíðéêÞ áñéññáçóç ðñí ðñíóðáññííáñíí ððçñáóéÞí.

ÏÄÄÄ - ÓÔÏ×ÏË – ðáéáéÛ éáé íÝíé áðñ 15 Ýñð 26 áðÞí (ááññéá éáé éñßðóéá): ðñéðçðÝð, áñááéññíáñé Þ íç, íáéñíáéðñíýíðÁ Ûðñá (íáéñíóçðáð, áýðáíðññé áñíáßð, Ûðñá íá áéáéêÝð áíÛáéáð), íá ðáíáðéðóçñíéáéñíýð ðßðéñðð ðñÞðñð, ááýðáññð Þ ðñßðñð ááéñíý, Þ ðññð ðáíáðéðóçñíéáéñíýð ðßðéñðð, êÛðñééñé áóðéêÞ Þ ááññíðéêÞ Þ ðáñéñí-Þí.

ÓÔÏÄÄÔ×ÏÏÔÇÓ

Ç íæÝðç áéáíÛááðáé óðéð ðññáð – áðáßññíðð ðñó ðññáñÛñáðñð, íá ðç óðñíáðñí-Þ ðñí éáðóðÝññí:

- ÄñóéááñßÁ – ÐáéáááññáéêÞ ó-ñéÞ «St Kliment Ohridski», SU
- ÄñóéááñßÁ – SCAS (ÏñéðçðéêÞ ÄðáéñßÁ ÕÝ-íçð ðñó ÕðñíéñáéóðÞ)
- ÄñóéááñßÁ – «ÍÝáð áðñáßéáð ðñí íáéñíðÞðñí»
- ÄééÛáá – ÕÏÏÑÏÏ (Ðñéðáýíáíñí Äßéðñí ÄðééñéíúíéÞí)
- ÉððáíßÁ – YAS (Ïýíááðñð íÝíí ðçð ÄéáéÛéá)
- ÉñéáíáßÁ – FIT (ÄñÞáñç áýñáçð ððçñíðññéÞí ðá-ññéñáßÁð)
- ÉðáéßÁ – Óðñíýðéñí éáé ðññáñáíá 2
- ËáððñíßÁ – NYIC (Äéñééñí ËÝííðñí ÐññðñíáññéßÁð ðñí ÍÝíí)
- ÏñçáßÁ – EDUCTUS

ÄËÄÄËËÄÔËÄ ÍÄËÄÔÇÓ (íÝéñáñé áéá ðñí ðññíðáéññéóñí ðñó ááßáíáðñð éáé ðñó éáðÛéççñíð ðññííð)

Ïð **ááßáíá** áðñðáéáßðáé áðñ 1202 Ûðñá: 622 áðñ ðç ÄñóéááñßÁ, 31 áðñ ðç ÄééÛáá, 51 áðñ ðç ËáððñíßÁ, 34 áðñ ðç ÓéñááéßÁ, 281 áðñ ðç ÕñçáßÁ, 67 áðñ ðç ÉðáéßÁ éáé 83 áðñ ðç ÉððáíßÁ.

Ï **ááßáíá** áéáñññðñíáðáé éáðÛðð-áßñ ðññðñí. Ï áñéðññð éáé óá-áñáéðçññéðééÛ ðñí áññðñíáññí áááðññóáé ðçñí áñéñðéððßÁ ðñó ááßáíáðñð óáí óðñíéñð.

Ðáññáñð íæÝðçð: ÕááññóÛñéñð – ÏÛñðéñð 2003. ÐñÞðñí áÞñá – ðéñðéêÞ íæÝðç (ÕááññóÛñéñð 2003) éáé ðáééêÞ íæÝðç (ÕááññóÛñéñð – ÏÛñðéñð 2003).

ÌÄËÏÄÏË:

- ÍÝéñáñé óðéññáðð ððçñíðññéÞí ó-áðéêÞ íá ðçñí éáðÛðóáçð ðñó áðééñáðáß óá êÛéá ðññá, íÝóñ çéáéðññíééñíý óá-ðáññíáßñð, íá áññðÞðáéð ðññð ðçñí ñÛáá-ððñ-í áðñ áñáðñçðÝð, çéáéðññíééÛ éáé íÝóñ áñáððÞí áéááéááçéÞí.
- ÍÝéñáñé óðáðéðóðéêÞð áíÛéðóçð ðñí ððçñíðññéÞí SPSS.

- Ίγειαίε αέα ογι άίΰεοός οίτ δαηέα-ηΰήτ ούι δεχνηοίηεή - άδαέεήεός, άίΰεοός άδιτδάέΰοίαόιτδ εάε όγίεαός.

ΗΝΟC ΑΝΨΟCΙΑΟΙ ΕΙΑΕΙΟ

- ΆεοάαυαP
- Άαοέευ ηΰήτ: 10 άηυδPοάέδ, έεάεοόΰδ ιά αάαηΰή άηέεηυ άδαίτPοάυι, εάε άήεέδΰδ άηυδPοάέδ ιά άδαίτPοάέδ δίτ εά όγίαέυήτ ή οέδ έεάεοόΰδ άηυδPοάέδ. Δηιτδέεΰ οοίε-άβα δαοδύογδαδ - ρέεέβα, ηηδύδεέυ άδβδάαη, όγέεη, έτεήυέεP εΰός, ούδτδ αέαηηPδ (ΔάηΨηόγια 1).
- Όά άδιτδάέΰοίαόά άήεήηδάε άδύ ηΰάά έαέδύηηυ όγδ ΔάέάααυάεέPδ Ό-η έPδ οίτ SU “Kliment Ohridski”, όγδ Όύεαό, Άηεάαηβα.

2. ΟΝΑΧΙΟΟΑ ΕΑΟΑΟΟΑΟC ΟΥ Ι ΟΔCΝΑΟΕΥΙΑΕΑ ΟCΙ ΔΝΗΨΕCΟC ΟCΟΟΑΑΕΙΑΗΨΗΕΑΟ ΟΥΙ ΙΑ ΨΙ ΟΑ ΨΕΟΥ ΑΟΝΨΔΑΨΕΑΟ ΧΨΝΑΟ (ΑΙΟΕΑΑΝΕΑ, ΑΕΕΑΑΑ, ΕΝΕΑΙΑΕΑ, ΕΟΔΑΙΕΑ, ΕΟΑΕΕΑ, ΕΑΟΗΕΑ, ΟΕΙΑΑΕΕΑ, ΟΙΟCΑΕΑ)

ϸ ιάέΰδ εάε άίΰεοός ούι οοίεχέη άδαό-υέχόγδ / άήαηαβად ούι οοηαδά-υήδύι έηαόη, οοη ααέηυ δίτ αδδP άδχηάΰαέε όγι άΨέεη όγδ οδαέηαηηηαδ ούι ηΰή, ααόβαεαδάε οδα έέυήδεά:

- Οόγι εάΨά όγδ άδαό-υέχόγδ / άήαηαβად, οδα -άηάέδχηέοδέεΰ όγδ δίεέδέεPδ αέα όγι άδαό-υέχόγδ ούι ηΰή οά εΰεα -ηηά, όχ ηηεάοβα εάε οίτδ οηηαδ όγδ δίεέδέεPδ αέα όγι άδαό-υέχόγδ ούι ηΰή.
- Οδαέοδέεΰ οοίε-άβα αέα όγι άδαό-υέχόγδ / άήαηαβά ούι ηΰή.
- Αοίαδύογδα δηυοάαόγδ ούι ηΰή οέδ δει δηυοάαδδ δά-ηεηαβδ δεχνηοίηεήPδ, (οδτεηαέοόΰδ, αέααβέοοη, άδεέηέηυηβα ηΰού ρεάέδηηέεηγ δά-οαηηαβίτ).
- Ίε δεχνηοηηαδ δίτ δαηαό-Ψεγεάη άδύ οίτδ οοηαηαΰδδδ αοοηγ οίτ δηηαηΨηαδδδ ηαPαοάη οδα έέυήδεά οοηδαηΰοίαόά: άδαό-ηεηηαηέ εαηηηγίαέ υοίε Ψ-ηοη ρέεέβα ααεάδΨίαά άδη ηεά Ψηυ εάε οοηαδΨ-ηοη όόγι δαηααυαP αααηη εάε οδχηαοέηη Ψηαοέ αηεάPδ P εΨηαηδ, P αηβέηηαέ δηυοέαεηά αέοδδ αηααόβαδ ευαυ όγίηηχδ Ψααέαδ, P ευαυ αοέΨηαέαδ, ααεοηογίγδ, αΨηαδ έεδ, P άβηαέ Ψδηά αοοηαδαό-ηεηηαηά. ΟδΨη-ηοη αέΨοηηαδ εαοάοδΰοάέδ:
- Αηαηαυδδδ
- ρδηά δίτ αηαΰαηηαέ αέα οη αδηηέευ οίτδ εΨηαηδ
- ΟδΨεεεηέ
- ΆδεPηυοίε αηαΰδδδ (ηΨέ όγδ ηέεηαηηαέεPδ άδε-άβηχόγδ)

ϸ άδαό-υέχόγδ ιδηηαβ ηά άβηαέ ούοη δέPηχδ, υοη εάε ιαηέεP.

Ψεηέ ηε οοηαδΨ-ηδδδ οοη δηυαηαηά, ηεηηη αέα αεάοηηαδέεΰ άδβδάαα άήαηαβδ οέδ -ηηαδ οίτδ. ρ ηαηαηέ άβηαέ ηε έεάηηβ δηηδ αηααόβα δίτ ααη Ψ-ηοη αηεαέΰ, Ψ-ηοη αααηαοαβ οδα αεάέεΰ εαηηηαοά εάε ααη Ψ-ηοη αηεαδΰ -ηηαοά αέα ηά εάεγοηοη οέδ δηηυδέεΰδ οίτδ άΨαέαδ. (ΔάηΨηόγια 2). Ό άδβδάαη άήαηαβδ ούι ηΰή άΨη-αδάε δαηβδτδ οοη Ψηά δηβδτδ οίτδ οοηεηο ούι άΨηαηυ εΰεα-ηηαδ. Άβηαέ οη -αηεευδαηη δίτδδδδ όόγι ηΰάά ούι 15 - 18 άδη, (οά ογαέηεός ιά όγι ηΰάά ούι 20 – 26 άδη). Αοδύ ηαβεαδάε οά ηηεαδέεηγδ δαηεηέοηγδ δίτ αοηηηη όόγι δηυοέχρ, άδαέοηγδ όχ αηαδδP Ψαηεός ούι άηεβέυη δίτ Ψ-ηοη όγι άδειΨεάεα ούι ηΰή, άδεάΨεηοη δαηεηέοηγδ όόγι άδεαυδός άΨεηαηά ιά οη αβαηδ όγδ αηεαέΰδ εάε όγδ οοηεPεαδ αηααόβαδ. Ίαβεαδάε άδβδδδ εάε όόχ αηαδόςηευδδδδ δίτ εδηεαη-άβ οόχ ηαηέεP ρέεέβα: όχ ηυηουός. Ό ΔάηΨηόγια 3 άδαηδβεαδάε άδύ δεχνηοηηαδ ο-αδέέΰδ ιά οη δίτδδδδ ούι άΨηαηυ εΰεα -ηηαδ, οίτδ ααβέοδδ ηαηέεPδ άήαηαβδ εάε όχ ο-Ψός ‘αεδαβααδόςδ - άδαό-υέχόγδ’.

Όά Ψοηά δίτ εεηαοηαηοη δαηεοουδδαηη ιά αηαοΰηεός άδύ όγι ααηΰ αηααόβαδ δαηεΨ-ηδδδ οοη ΔάηΨηόγια 8. Όα υεαδ οέδ -ηηαδ, οη δίτδδδδ ηΰή δίτ αήοειαδδδβαηοη αεΰοηηά δηηαεηαοά εαδΰ όγι δηηοδΨεαέα αέα αδύεδός εΰδτεαδ άδαααεηαδέεPδ οδύοδάογδ εάε αέα όγι εηεήυέεP οίτδ Ψηαηηδ, άβηαέ αηεαδΰ οηεηυ.

Όα υεαδ οέδ -ηηαδ ϸ δίεέδέεP αέα όγι άδαό-υέχόγδ ούι ηΰή αοδΰεαε οδα αηααοέαεΰ οίτδ δηηαεηαοά. Άβηαέ αδηΨδδδ άδηαέοη υοέ οοηδ ηΨηδ δηΨδαε ηά δαηΨ-αδάε αεάέεP οδδδδδδδ εάε οδχηαοέηη δίτ άβηαέ: ααηέεP εάε άδαααεηαδέεP αεδαβααδός, αεάέεΰ οδΨηαη αηααόβαδ, αηαοάεεοηΨηδ εάε δηηεαηηέοηΨηδ -ηηυδδδ -αεΨηηός εάε αεάοέΨααόςδ. ΆΨηεη όα αεάέεΰ δηηαηΨηαδά αέα ηΨηδ εάε οδηαδόςεΰδ δηυοέχρδ. ΑααόγιΨηαδ δηηυδτεΨοάέδ αέα όγι άδιτδάέοηαδέεP οίτδ άΨέεηε εάε όγι εηεήυέεP οίτδ αηοηΰδδδδ.

ϸ δίεέδέεP άδαό-υέχόγδ ούι ηΰή άδιτδάεαβ ηΰηδ όγδ δίεέδέεPδ αέα όγι άδαό-υέχόγδ εΰεα -ηηαδ. Εάεηηαεαδάε οάη Ψηά όγδδγία Ψδδηη αέα όγι δηηοδάοβα ούι ηΰή εάε όγι δηηαδτεηαοά οίτδ αέα όγι άήαηαυ αοηοβυδδP οίτδ όόγι ηέεηα Ψηαέα, οη ο-ηεαβη εάε οη δίεέδέοδέευ, εηεήυέευ, ηέηηηέευ εάε ηέεηαεευ δαηεαΰεηη. Ααοβαεαδάε οά ηηεΨδ εάε οέεΨδ δηηυδτεΨοάέδ αέα όγι δηηοδάοβα εάε όγι αηαοΰεεός άδιτδάέοηαδέεPδ άΨέεηε ούι ηΰή (15 Ψδδ 26 άδη). Οδύ-ηδ όγδ δίεέδέεPδ άδαό-υέχόγδ ούι ηΰή άβηαέ ηά αχέηηηαPοάε οά εαδΰεεεά δηυοδδδδ όόχ οοάβηά όγδ αεδαβααδόςδ, όγδ άΨηδόςγδ εάε οά άδαααεηαδέεPδ δηηαηαοέαδPδ εάε ηά

οι δεέΥο εάεάεοάνηυοζοάο εάε άδαέοΠοάεο εάε δηυερίΥι οέο οοίάηάαοβάο ιάοάΥι ιηάάεοίηι ηέα ίΥίτδ. (ΔάνΥηόζιά 6).

Δηυο οι δάνηι, ιέ οΥά-ηηιάδ οδζηάοβάο δηυο οηοδ ίΥίτδ, άβιάε οδρ-ηάηιΥίάδ ιά δάνΥ-ιόι δηυοάαός οόέο δέι δηυοάοάο δά-ηηεηάβάο δέζηηοιηέεΠδ. ΕΥηέα δάαβά άοδΠδ οζο οδζηάοβάο άβιάε:

- Εάοι-Π Π δηυοάαός οά οδρεηάεοδΠ
- Εεάιυοζοά άηάαοβάο ιά οδρεηάεοδΠ
- Δηυοάαός οοι Άεάάβεδοι
- Εεάιυοζοά -ηΠοζο δηο Άεάάεέογίο.
- Άοιάουοζοά άδεέιέιυίβάο ιΥού ζεάέδηηίέεΥι οά-δάνηιάβηο

Ζ ιάεΥοζ οζο Υηάοιάδ Υάεεία υδέ οά ηεάο ο-άαυι οέο -ηηάδ δηο οοηάοΥ-ιόι, ιέ ίΥίέ -ηζοέιηοιέιΥι άοδΥδ οέο ίΥάδ δά-ηηεηάβάο δέζηηοιηέεΠδ εάε άδεέιέιυίβάο οοι ο-ηεάβη, οοι οδβόε Π οόζι άηάαοβά, οά άεδάεάάοέεΥ εΥίόηά Π εΥίόηά δέζηηοιηέεΠδ, οά Internet ΕάοΥ.

Ιέ δά-ηηεηάβάο δέζηηοιηέεΠδ άηεηίΥι δηοδ ίΥίτδ υοάί άιάεζοιΥι άηάαοβά (άβοά οοι άηυοάηεέυι, άβοά οόζι βάεά οηοδ οζι δάοηβάα). ΆδηοάεηίΥι δζαΠ δέζηηοιηέεΠδ ηέα δάηεηέοιΥίάδ οδζηάοβάο δηηερεζοζο οζο οδάεάεηαηηβάο, ηηουοέεΥ δηηαηΥηιάοά εάε εάηηιόά. ΔηηαηΥηιάοά άίοάεεάηηι ίΥηι Π δηηιούδεεΠδ ηεάοέΥάαόςο (έοηβυδ δάε-ηβάεά οδρεηάεοδΠ). Ψηυδ οη δηοιόου ουι ίΥηι δηο εΥίάε -ηΠοζο άοδΠ ουι οδζηάοβη εάε άηάηδΥοάε άδυ οη ουδη ηεάηηΠδ, άηάαοβάο Π οδρηοάηι. Άοοο-ηδ εΥηεάο δάηε-Υδ άαίΥ-ιόι δηηοάαός οοι Άεάάβεδοι, (=ηηεΥ εάε δυεάεο) εάε αέυι ά εάε ζ εάοι-Π οδρεηάεοδΠ άβιάε δηηηιέι ηέεηΥ άηεέιΥι άουηι. (ΔάνΥηόζιά 7).

3. ΑΙΙΑΑΕΑΟ ΟΥΙ ΙΑΥΙ ΑΕΑ ΑΔΑΑΑΑΕΙΛΟΕΕΑΟ ΟΟΙΛΙΟΕΑΟ ΕΑΕ ΔΝΙΟΑΑΟΟ ΟΟΕΟ ΟΔΖΝΑΟΕΑΟ ΟΟΑΑΕΙΛΑΝΗΕΑΟ – ΑΔΙΟΑΕ ΟΙΛΟΑ ΟΟΟ ΙΑΕΑΟΟΟ *

ΕΑΟΥΟΑΟΟ ΔΕΖΕΘ ΟΙΥ

Οοηεέευδ δέζεδοιυδ 1202

- **ΟιέοζοΥδ** 958 (79,7%)
 - Άηάεάεηιάηε 100 (8,3%)
 - ζ ίάηηε 129 (10,75)
- **ηηουοέεευ δδυάάεηη:**
 - Δδδ-βη ΔηυοιάΥεηεάδ 101 (8,4%)
 - Δδδ-βη ΆάοδάνηιΥεηεάδ 758 (63%)
 - Δδδ-βη Δάιάδδόζιβηο 72 (5,9%)
- **Εόάεηβ** 32 (2,6%)
- **Οίοζαηβ** 62 (5,1%)
- **Εάδοιηηβ** 23 (1,9%)
- **εέζιάδ** 31 (2,5%)
- **ΟεηάΥεηε** 281 (23,3%)
- **Άηεάάηε** 622 (51,7%)
- **Εηεάιηηβ** 50 (4,15%)
- **ζεεάδ άεηεέυοζοάο** 18 (1,4%)
- **Ζεεέβά**

Άεηεέυοζοά**

- Εόδάηηβ 83 (6,9%)

Ηλικία	14	15	16	17	18	19	20
Δείγμα%	1,5	1,6	3,3	10,6	12,7	7,9	13,8
21	22	23	24	25	26	27	
10,3	8,3	10,7	6,7	4,3	4,7	1,3	
28	29	30	31	32	33		
1,3	1,4	1,1	0,2	0,02	0,5		

* Οά άδηοάεΥοιόάδ οζο ιάεΥοζο ηέα εΥεά ηεΥ -ηηά, δάηηοέεΥαηεοάε οοά δάηάηδρηάοά 9 Υηδ 16

** Οδρ οζι Υηηέα ‘Υεεζ άεηεέυοζοά’, άηηγίοάε Υοηά δηο άηεηοι οά ηεάοηηάδεεΠ άεηεέυοζοά άδυ οζο -ηηάδ οόζι ηδηβά ηεοι. Οοι αάβηα οζο Άηεεάηηβάο άβιάε 61 Υοηά (5,1%), δηο ηηβηηίοάε υδ άηεηηόά οά Υεεζ άεηεέυοζοά. Developing youth career services project

Ἀέαιιπ:

- Διέç 76%
- ×ñέü 34%

Öyεi:

- ç íõñàð 34%
- Ἄοiάβεàð 76%

3.1 ÌæÝòç δÜü òóέð óγᾱ-ñíñàð ðεçñiõíñβᾱð ó-ᾱóέéÜ ìᾱ óέð òðçñᾱóβᾱð óóᾱᾱεῖᾱññβᾱð òüí íÝüí.

Όᾱ Üõñᾱ ðiò ñùðPεçεᾱí ᾱðᾱðέyñíòᾱέ ᾱέᾱ ðεçñiõíñβᾱð ó-ᾱóέéÝð ìᾱ ᾱñᾱᾱóβᾱ, ᾱέðᾱβᾱᾱóç, ðñiõüíᾱ ᾱέᾱ ᾱðᾱᾱᾱεῖᾱðέéP ᾱíÝέéíç óᾱ:

- Óõíᾱíyεiòð (14,5%) - 11,9% òiέðçðÝð, 22,2% ᾱñᾱᾱüðᾱð, 18,4% Üíᾱñᾱiέ εᾱέPᾱð (÷ññβð ðç Óεiᾱᾱέβᾱ).
- Óðçñᾱóβᾱð ᾱðᾱó-üέçðçð (21,6%) – 27,1% - òiέðçðÝð, 33,2% ᾱñᾱᾱüðᾱð, 36,5% Üíᾱñᾱiέ
- ÊÝiõñᾱ óðᾱᾱεῖᾱññβᾱð (17,4%) – 17,2% òiέðçðÝð, 28,4% ᾱñᾱᾱüðᾱð, 14,7% Üíᾱñᾱiέ
- ÊÝiõñᾱ ᾱñᾱᾱóβᾱð (12,6%) – 7,6% òiέðçðÝð, 24,2% ᾱñᾱᾱüðᾱð, 24% Üíᾱñᾱiέ
- ÓçεᾱiððέéÜ εᾱέ ñᾱᾱεiòüiέéÜ ðñiᾱñÜñᾱðᾱ (20%) – 14,5% òiέðçðÝð, 21,5 ᾱñᾱᾱüðᾱð, 11,3% Üíᾱñᾱiέ
- Ἄççíᾱñβᾱð εᾱέ ðᾱñεῖᾱέéÜ (51,8%) – 39,6% òiέðçðÝð, 51,6% ᾱñᾱᾱüðᾱð, 48,1% Üíᾱñᾱiέ
- Óðí Ἀέᾱᾱβέðõí (45,1%) – 33,8% òiέðçðÝð, 44,6% ᾱñᾱᾱüðᾱð, 37% Üíᾱñᾱiέ
- Öβεiòð (44%) – 3,6% òiέðçðÝð, 56,5% ᾱñᾱᾱüðᾱð, 42,4% Üíᾱñᾱiέ
- Ἄiñᾱβð (27,9%) – 24,4% òiέðçðÝð, 27,6% ᾱñᾱᾱüðᾱð, 16,8% Üíᾱñᾱiέ
- Ἄᾱí ᾱiᾱᾱεçðð òðçñᾱóβᾱð òÝõiεiò ᾱβᾱiòð (3,4%) – 3,9% òiέðçðÝð, 0,2% ᾱñᾱᾱüðᾱð, 0,8% Üíᾱñᾱiέ
- çεéᾱð ðçᾱÝð ðεçñiõíñεPí εᾱέ òðçñᾱóβᾱð: εÝiõñᾱ íᾱüðçðᾱð εᾱέ òðiòᾱPí (Éóðᾱíβᾱ, Éóᾱέβᾱ, Ἄiòεᾱᾱñβᾱ, Óεiᾱᾱέβᾱ), òðçñᾱóβᾱð ᾱðᾱó-üέçðçð òiέðçðPí, (Éóðᾱíβᾱ Ἄiòεᾱᾱñβᾱ), ó-iεᾱβi εᾱέ εᾱεçᾱçðÝð, (Éóðᾱíβᾱ, Êᾱðñiβᾱ, ἌεéÜᾱᾱ εᾱέ Ἄiòεᾱᾱñβᾱ), ðᾱíᾱðεóðPíεᾱ εᾱέ εᾱðÜεiᾱiέ ðᾱíᾱðεóðçìβüí, (Óiòçᾱβᾱ, Óεiᾱᾱέβᾱ, ἌεéÜᾱᾱ), ᾱέᾱεῖεPεᾱð, (Êᾱðñiβᾱ, Ἄiòεᾱᾱñβᾱ), Ἀεiεéüð Ìñᾱᾱiέòüið ᾱέᾱ òçí Ἀέðᾱβᾱᾱóç (FAS Êñεᾱíᾱβᾱ), εᾱέüðέéÝð òðçñᾱóβᾱð ðiò ðᾱñÝ-iòí òðçñᾱóβᾱð ðñiò òiέðçðÝð (Óεiᾱᾱέβᾱ), òðiᾱiòPᾱᾱéð ìᾱ ᾱñᾱᾱüðᾱð εᾱέ ᾱðᾱéñβᾱð, (ἌεéÜᾱᾱ, Ἄiòεᾱᾱñβᾱ) εᾱέ Üεᾱ.

32,4% òiò ðεçεðòiñý ᾱᾱí ᾱññβᾱεiòí üðε òðÜñ-iòí εÝiõñᾱ óðᾱᾱεῖᾱññβᾱð, 28,4% ᾱᾱí ᾱññβᾱεiòí ìᾱ òβ ᾱó-iεiñýiðᾱέ ᾱðòÜ ðᾱ εÝiõñᾱ εᾱέ 31,6% εÜñiòí ññPóç òüí òðçñᾱóεPí òiòð.

ÓðìðÝñᾱóíᾱ: Ìε ðñiðεiPᾱᾱéð òüí εᾱέüðPí üòíᾱ ᾱóññÜ òᾱ ᾱðiεÝiᾱðᾱ ðεçñiõíñεPí ðiò ó-ᾱðβᾱεiòᾱέ ìᾱ òçí ᾱñᾱᾱóβᾱ, ðç ìüñòùðç, ðᾱ ðñiòüíᾱ ᾱέᾱ òçí ᾱðᾱᾱᾱεῖᾱðέéP òiòð ðññᾱi, εᾱðᾱíÝiñᾱέ üð ᾱiPð: Ἀέᾱᾱβέðõí, öβεiε, ᾱñᾱβð, òðçñᾱóβᾱð ᾱðᾱó-üέçðçð, ðçεᾱñᾱᾱóç εᾱέ ñᾱᾱεüòüñi, εÝiõñᾱ óðᾱᾱεῖᾱññβᾱð, óýñᾱiòεiε, εÝiõñᾱ ᾱñᾱᾱóβᾱð. Όᾱ ᾱᾱᾱñÝiᾱ εÜεᾱ-ñᾱᾱð ðiεεβεεiòí ᾱiÜεiᾱᾱ ìᾱ òçí çεééβᾱ òiò ðεçεðòiñý, òçí εᾱðÜðᾱᾱP ðiò, (òiέðçðÝð, ᾱñᾱᾱüðᾱð, Üíᾱñᾱiέ), òçí ᾱiεiðεóðᾱ òüí ðᾱ-iñεiᾱεPí (ðñüóᾱᾱóç óᾱ òðiεᾱεóðÝð εᾱέ òi ᾱέᾱᾱβέðõí) εᾱέ òçí ýðᾱñiç ᾱññð εᾱέÜ ñᾱᾱññÝññ þεéðýiò òðçñᾱóεPí óðᾱᾱεῖᾱññβᾱð (ðᾱñÜñðçíᾱ 9-16). Ìññi òðçí Êóᾱέβᾱ ìε òðçñᾱóβᾱð óðᾱᾱεῖᾱññβᾱð ᾱñβóεiñᾱέ óᾱ òðçεP ðñiòᾱñᾱεüðçᾱ εᾱέ ðᾱ ᾱðiòᾱεÝiòᾱᾱ ᾱβᾱiέ ᾱiᾱᾱέðééÜ òçð ᾱçñiðέéüðçðÜð òiòð εᾱέ òçð òðçεPð εᾱᾱññðçðᾱð òüí ᾱέᾱéεPí òiòð (ðᾱñÜñðçíᾱ 10).

Όᾱ üεᾱð ðéð ñññᾱð, ði ᾱέᾱᾱβέðõí ᾱβᾱiέ ᾱðü ðéð ðεi ᾱçñiðεᾱᾱð ðçᾱÝð ðεçñiõíñεPí. Ìññi òðçí Êñεᾱíᾱβᾱ ᾱiòᾱíβᾱεiòᾱέ ñᾱçεÜ ðiòiòóÜ ñçðçðPí òiò ᾱέᾱᾱééðýiò (17,6%). Ἀðòü ìðñᾱβ íᾱ iòᾱβεᾱðᾱέ òiò üðε Üεᾱð òðçñᾱóβᾱð óðᾱᾱεῖᾱññβᾱð ᾱβᾱiέ ᾱçñiðεᾱéÝððᾱñᾱð. Ìᾱ ᾱᾱᾱñÝiç òçí ᾱðᾱéðεçðᾱ ðñiò ðéð ðᾱεᾱðòᾱβᾱð ðᾱ-iñεiᾱβᾱð ðεçñiõíñεPð εᾱέ ᾱðεéiεññβᾱð, ᾱðòPð òçð çεééεᾱεPð ñÜᾱᾱð (15 Ýüð 30 ᾱðPí), ç ᾱðεðð-βᾱ ᾱññð ᾱεéññεéiý εÝiõññiò óðᾱᾱεῖᾱññβᾱð, üðüð ᾱðβóçð εᾱέ ᾱέᾱᾱóεᾱεβᾱð εᾱέ òðᾱiòεPí iÝòü ðiò ᾱέᾱᾱééðýiò, ðñiᾱεÝðᾱᾱέ ìᾱᾱÜεç.

Όðç Óiòçᾱβᾱ, ìε íÝiέ ᾱβᾱiέ ñεñᾱóíÝñiε ᾱññᾱᾱóᾱ òiò ᾱέᾱᾱβέðõí εᾱέ ðéð òðçñᾱóβᾱð ᾱðᾱó-üέçðçð. Êᾱíᾱβð εᾱέPᾱð ᾱᾱí ñçðçññiðiεᾱβ ðéð òðçñᾱóβᾱð εÜðiεiò óðᾱᾱεῖᾱññβᾱð. Όðç Êᾱðñiβᾱ, ìε íÝiέ ᾱᾱññýi ðiòð óðᾱᾱεῖᾱññβᾱð εᾱέ ðᾱ εÝiõñᾱ ᾱñᾱᾱóβᾱð. Ἀðòü ᾱεᾱééÜ ði ᾱðiòÝεᾱóíᾱ ìðñᾱβ íᾱ ᾱñçᾱεᾱβ ᾱðü òçí εðñεᾱñ-βᾱ òüí íÝñi òðçí ñÜᾱᾱ – òðü-i, ᾱñ ᾱᾱí Ý-iòí ᾱñᾱεᾱβ ᾱéüñᾱ ᾱíðéiÝðððiε ìᾱ òi ðññᾱéçíᾱ òçð ᾱíᾱñᾱβᾱð.

Ìε íÝiέ òçð Êñεᾱíᾱβᾱð ᾱiòᾱíβᾱεiòí òç ìᾱᾱᾱéýðᾱñç óðìðÜεᾱᾱ ðñiò ðᾱ εÝiõñᾱ óðᾱᾱεῖᾱññβᾱð (56.9%), ᾱñᾱᾱééðééü òçð εᾱέPð ðᾱñÜᾱñçð εᾱέ òçð ᾱiðᾱéñβᾱð ó' ᾱðòü ðññ òñÝᾱ. Ἄñ ç Óεiᾱᾱέβᾱ, ðᾱññòóéÜᾱεᾱ òi ñᾱçεüðᾱññi ᾱñᾱᾱóÝññi òüòí ðñiò ᾱðòÜ ðᾱ εÝiõñᾱ óðᾱᾱεῖᾱññβᾱð, üòí εᾱέ ðñiò ðéð òðçñᾱóβᾱð óðᾱᾱεῖᾱññβᾱð.

Όðçí ἈεéÜᾱᾱ, ðᾱ ðᾱñεῖᾱééÜ εᾱέ ìε ᾱççíᾱñβᾱð, ìε öβεiε εᾱέ òi ᾱέᾱᾱβέðõí ðᾱ εÝiõñᾱ óðᾱᾱεῖᾱññβᾱð εᾱέ ìε òðçñᾱóβᾱð ᾱðᾱó-üέçðçð (ðᾱñβðiò 30%) ᾱðiεᾱñᾱññiò βóçð ᾱiðεóðiòýiçð, ᾱñ ᾱᾱí ᾱðεéÝᾱññᾱέ ìε òðçñᾱóβᾱð ᾱñᾱᾱéᾱᾱòíÝññi üðüð ðᾱ εÝiõñᾱ ᾱñᾱᾱóβᾱð εᾱέ óðᾱᾱεῖᾱññβᾱð, εᾱέ ìε òðçñᾱóβᾱð ᾱðᾱó-üέçðçð. Ἀðòü ìðñᾱβ íᾱ iòᾱβεᾱðᾱέ òiò Ýᾱᾱεiò òiò ᾱᾱβᾱñᾱðiò ðiò ᾱᾱβᾱñᾱðiò üòiò

οδίαέοόΥνιόι οοι ορχεϋι διόιόου αιδέοδιόιόιόδ οιο εϋοιόοι οπιό αόοιόδ οιοδ αέαέειόδ (94,7%).

Οδϋί Ενεάιαβα έαέ οϋ Εάοιιβα, οά αάανΥία ΥαείαίιΥαέοοϋ έεάιιθιβϋοϋ αδϋ οά εΥίονά οοάαείανηβαο (100%), αίρ οι αδβδάραι έεάιιθιβϋοϋ αδϋ οϋ αιοέεεϋ οϋι οοιαιόειϋ αβίαέ ο-άοέεϋ -αιϋεϋ. Αίοιόιόιέο, οι αδβδάραι έεάιιθιβϋοϋ αδϋ οέο οδϋνάοβαο οϋι οοιαιόειϋ αβίαέ δανβθιό ορχεϋι οά υεαο οέο -ηναο, βούο αδαέαβ αόοιό οιο αβαιόο ιε οδϋνάοβαο αβίαέ αϋιόεεεαβο, αίαιΥηόϋοά αδϋ οά εΥίονά οοάαείανηβαο. υίαο Υεειό εϋαιό, αβίαέ ϋ δανΥαιόϋ έαέ ϋ αιδάεηβα αόοιό οιο οδοοβιαόιοι οδϋνάοεβι οά εϋεα -ηναο.

Ι αάειϋο -ηβϋοϋ οϋι εΥίονηι οοάαείανηβαο αβίαέ οδαναιεέεϋ -αιϋεϋοδ οδϋ Οεραάεβα (1,4%), οϋί Αέεϋάα (3,2%) έαέ οϋ Αιόεαηβα (4,3%), οηΥαία θιό αιϋααβοάέ αδϋ οι αααιϋιό υιόε αόδΥο ιε οδϋνάοβαο ααι αβίαέ αϋιόεεεαβ ο' αόδΥο οέο -ηναο.

Οδϋί δανβθοϋοϋ οϋο Οεραάεβαο, οά αάανΥία θιό αοιηιόι οϋί αέοβιϋοϋ οιο εϋοιόοι οπιό οά εΥίονά οοάαείανηβαο, αθιαβ-οϋεάι αίοεοάοέεϋ. Αόοϋ ιθιηαβ ιά ιοαβεαοάέ οδϋί θεεάβ ογá-οοϋ ιαοάιό οοιαιόεβι θιό δανΥ-ιόάέ οά εΥίονά οοάαείανηβαο έαέ οϋι οοιαιόεβι θιό αβιιόάέ αδϋ αιϋοόιόδ β Υεεαο οδϋνάοβαο. υοέ, αόδβ ϋ θιέέεεβα αάανΥιϋι, ααι αθιέεαβέ οϋί ιάεειόεεβ αδέοδ-βα οϋι εΥίονηι οοάαείανηβαο.

4. ΟΟΙΑΔΑΕΑΟ ΕΑΕΔΝΙΟΑΙΕΕΑΟ ΑΔΙ ΟΥ ΑΑΕΘΕΥΟΟΟΙ ΟΥΙ ΟΔΥΝΑΟΕΥΙ ΟΥΙ ΕΑΙΟΝΟΙ ΟΟΑΑΕΙΑΝΗΕΑΟ ΑΕΑ Ι Α ΙΟΟ:

4.1 ΟΟΙΑΔΑΕΑΟ

- Ααέοβϋοϋ οϋι οηιόιϋοϋ οϋι οοιαιόειϋ οοι -ηηι οϋο αδαααειάοέεβδ αεδαβααοοϋοϋ έαέ οϋι αδαααειάοέεβι οοιαιόεβι.
- Αιϋδδοιϋ αεάεβι ιάεϋαϋι οοιαιόεβι οοι -ηηι οϋο αδαααειάοέεβδ αιΥεέιϋο υοιό αοιηϋ οοιόο ιΥιόο έαέ οά ιάειραέοιόιόά Υοηά.
- Αιϋδδοιϋ οϋι οοιαιόεβι ιΥοϋ οϋο ϋεάεοηιέεβδ οα-ηιεραβ οάι ιΥιό εΥίονηι οοάαείανηβαο αεά οιοδ ιΥιόο.
- Αιϋδδοιϋ οϋι ιΥιϋ αεάαέοεβι οα-ηιεραβι θιό ααοβαιόάέ οοά αεάοοιααααιΥιϋ έαέ ιϋ θιεοιΥοά.

4.2 ΔΝΙΟΑΙΕΕΑΟ

Ό οηϋαηαιά 2002- BG/02/B/F/PP – 132018 οηιεϋεάοά οϋ αϋιέιόηαβα οϋι αίβδ:

- Αεειέεειό εΥίονηι οοάαείανηβαο οοι Αεάαβέοοι αεά ϋεάεοηιέεβ αεάαοέεεβα έαέ οοιαιόεϋο.
- Ό CD θιεοιΥοϋ «Οοϋ ααιηϋ Αηαάοβαο».
- Οοιαιόεϋο αδαααειάοέεβδ αιΥεέιϋο αεά οοιαιόεϋοθ θιό αηαΥαιόάέ ια ιάειραέοιόιόά Υοηά ιαηηδ ϋεέεβαο.

4.3 ΑΔΕΑΝΑΟΑΕΟΟΙ ΟΔΝΙΑΝΑ Ι Ι ΑΟΙΟ:

- Αεδαεααόϋεάι δϋϋ αδϋ 200 ογλαιόειέ
- Δϋϋ αδϋ 20000 ιΥιέ Υεαααί οοιαιόεϋο ο-άοέεϋο ια οϋί αεδαεααοοέεβ έαέ οϋί αδαααειάοέεβ οιοδ αιΥεέιϋο.
- Αϋεεάι δανέοοϋοαηαο αοιαόϋοϋοδ Υιόαίϋο οϋι ιΥιϋ οοϋί ααιηϋ αηαάοβαο (έαέ ιάειραέοιόιόϋι αοϋϋιϋ ιαηηδ ϋεέεβαο)
- Αιϋεβεεάι θιεειβ ιΥιέ οδϋ -ηβϋοϋ αεάοοιααααιΥιϋ έαέ ιϋ θιεοιΥοϋ.

5. ΟΟΙΑΕΟΟΙΝΑ ΟΥΟΙΑΕΑΟΟΟΙ ΔΝΙΑΝΑ Ι Ι ΑLEONARDO

ϋ Υηαοία αδΥαεία οϋί αιϋαεϋ αεά:

- **ΕΥίονά οοάαείανηβαο αεάΥοεία οά υειόο οιοδ ιΥιόο**
- Οδϋνάοβαο οοάαείανηβαο αίαιΥηόϋοαδ αδϋ εΥίονά οοάαείανηβαο έαέ οοιαηοβιαόο ια αεάοιηαόεεϋο αηΥο, ο-άοέεϋο ια οιοδ ιΥιόο.
- **Εεάηϋο αεάεειϋο** οοι -ηηι οϋι οδϋνάοεβι οοάαείανηβαο.
- Ό ιαδΥηαοία οϋο οηιέαοϋεϋοϋοϋ έαέ οϋο αεϋεηέοϋο οά αϋηιό οϋι ιαηηβι ιάειραέοιόιόϋι αοϋϋιϋ έαέ οϋ αϋιέιόηαβα βοϋι αόεάεηεβι.

ϋ ιαεϋοϋ αθιέϋεοα υιόε ιε ιΥιέ αίααϋοιόι ια αίαεάοΥηι εΥίονά οοάαείανηβαο έαέ οοιαιόεβι ο-άοέεβι ια οϋί αδαό-ϋεϋοϋ, οϋί αεδαβααοοέ έαέ οά οηιόιϋοα οιοδ. ϋ οηϋαηιόϋ οϋο ιαεϋοϋ αβίαέ υιόε οδϋη-ιόι αοιαόϋοϋοδ αεά ϋεάεοηιέεβ αεάαοέεεβα έαέ οοόεϋοαέο οοι -ηηι οϋο αδαααειάοέεβδ αθιέαόϋοδαόϋο.

SITUACIÓN DE LOS SERVICIOS DE ORIENTACIÓN DE LAS CARRERAS JUVENILES ESTUDIO CIENTÍFICO

1. OBJETIVO DEL ESTUDIO

En la economía de mercado, la situación del empleo juvenil y los problemas acerca de la orientación académica y profesional presentan un gran dilema. Esta situación provocó un estudio específico entre los países participantes en el proyecto 2002-BG/02/B/F/PP/-132018. El proyecto trató acerca de la situación contemporánea del empleo/paro juvenil y los servicios de la carrera profesional ofrecidos a los jóvenes.

OBJETIVOS DEL ESTUDIO: El objetivo del estudio se basa en examinar la condición actual del empleo juvenil y de las diferentes orientaciones académicas y profesionales en los países que participan en el proyecto (para los jóvenes entre 15 y 26 años).

OBJETIVOS:

- Estudio y análisis de la situación del empleo/desempleo en los países participantes al objeto de predecir oportunidades para el desarrollo profesional para los jóvenes.
- Estudio de los servicios de orientación actuales hacia los jóvenes.
- Estudio del acceso a las informaciones y servicios.
- Estudio del tipo de los servicios académicos y profesionales para jóvenes ofrecidos (acceso a las informaciones, consulta, orientación).
- Estudio acerca de las direcciones de los servicios ofrecidos.
- Evaluación de la calidad de los servicios ofrecidos.

GRUPO OBJETIVO: niños y jóvenes entre 15 y 26 años de edad (chicos y chicas): estudiantes, empleados o parados, desfavorecidos (minorías, padres solteros, personas con discapacidades); estudios en ESO, Bachiller o universitarios o sin ninguna licenciatura; habitantes de núcleos urbanos o rurales.

PARTICIPANTES

El estudio se desarrolla en los países participantes del proyecto, siendo estos:

Bulgaria – SU “St. Kliment Ohridski”, Faculty of Pedagogic
 Bulgaria – SCAS (Student Computer Art Society)
 Bulgaria – “Young Women from Minorities”
 Greece – FOURNOS
 Spain – YAC (Youth Association of Cazalla)
 Ireland – FIT (Fastrack to Information Technology)
 Italy – Studio e progetto 2
 Latvia – NYIC (National Youth Initiative Centre)
 Slovakia – University of Presov, Student service centre
 Sweden – EDUCTUS

PROCEDIMIENTO DEL ESTUDIO (MUESTRA, MÉTODOS, ESPACIO Y TIEMPO)

Muestra: 1202 personas. Bulgaria-662, Grecia-31, Irlanda-51, Letonia-34, Eslovaquia-281, Suecia-67, Italia-33, España-83.

Muestra formada de forma aleatoria. El número y las características de las personas entrevistadas garantizan la representatividad del estudio de una forma general.

Condiciones del estudio – Febrero – Marzo 2003.

- Primer paso – estudio piloto (Febrero 2003)
- Estudio final (Febrero – Marzo 2003)

METODOS:

- Métodos de recopilación de la información – dependiendo de la situación de cada país – correo electrónico; entrevistas al grupo objetivo, electrónicamente y procedimientos escritos.
- Métodos de análisis estadístico de la información – SPSS
- Métodos de análisis del contenido de la información – descripción, análisis de resultados y síntesis.

FORMATO DEL CUESTIONARIO:

- Introducción
- La parte básica – 10 preguntas, preguntas tipo test y preguntas abiertas; información sobre la identidad personal – edad, nivel de estudios terminados, sexo, nacionalidad, estado social, residencia (Apéndice 1)

Los resultados están analizados por el equipo de profesores de la SU “Kliment Ohridski (la Facultad de pedagogía), Sofía, Bulgaria.

2. CONDICION ACTUAL DE LOS SERVICIOS DE ORIENTACIÓN ACADÉMICA Y PROFESIONAL DE LOS JOVENES EN OCHO PAISES EUROPEOS (BULGARIA, GRECIA, IRLANDA, ESPAÑA, ITALIA, LETONIA, ESLOVAQUIA, SUECIA)

El estudio y el análisis de la situación del empleo/paro en los países participantes con el objetivo de comprobar su influencia que tienen sobre el desarrollo de las carreras profesionales de los jóvenes se basa en:

- La idea del empleo/desempleo, las acciones específicas de la política de empleo juvenil en cada país, la legislación y las instituciones encargadas de llevar a cabo dicha política de empleo juvenil;
- Datos estadísticos de empleo/paro juvenil;
- Acceso juvenil a las últimas tecnologías informáticas (ordenadores, Internet, correo electrónico).

Basándose en las informaciones recogidas por socios del proyecto, se han alcanzado las siguientes conclusiones: las personas empleadas son personas mayores de 15 años de edad que participan en la fabricación de bienes y servicios, remunerados por el trabajo desempeñado o que trabajan de forma autónoma, o que temporalmente no trabajan porque están de baja (período corto) por enfermedad, embarazo, natividad, etc.; o personas con negocios propios. Se presentan varios estados diferentes:

- Empresarios
- Autónomos
- Empleados
- Trabajadores no pagados (miembros de las empresas familiares)

El trabajo puede ser a tiempo completo o parcial.

Todos los socios del proyecto informan sobre las diferentes tasas de paro en sus países. Las personas desempleadas son aquellas que siendo capaces de trabajar no disfrutan de un trabajo y lo buscan de forma activa, estando registradas en las instituciones y no disponiendo del dinero suficiente para satisfacer sus necesidades (apéndice 2). La tasa del paro juvenil representa aproximadamente un tercio del paro general en cada país. El porcentaje más bajo corresponde al grupo de los jóvenes entre 15 y 18 años (si lo comparamos con el grupo entre 20 y 26 años). Esto es debido a los límites legislativos a la hora de realizar la contratación, la necesidad de permisos escritos por parte de los adultos responsables de los menores de edad, ciertas asignaciones limitadas según el tipo de empleo y las características laborales, así como la clase de actividad predominante en los menores de edad – educación. El Apéndice 3 muestra información sobre el porcentaje de desempleo en cada país, indicadores de paro juvenil así como la conexión “educación – empleo”.

Las personas con más riesgos de desaparecer del mercado laboral son (Apéndice 8).

En todos los países el porcentaje de jóvenes que sufren problemas en el transcurso de su incursión en el mercado profesional, así como en su integración social es bastante elevado.

En todos los países la **Política del empleo juvenil** se centra en los problemas del empleo juvenil. Se considera generalmente

aceptado que los jóvenes deberían gozar de apoyos y servicios especiales, como: educación general y educacional, recreo y descanso asegurados y predeterminados; preparación en programas juveniles especiales y estrategias de contratación (entrevistas de trabajo); acceso a información sobre empleo y desarrollo profesional en centros informativos particulares; condiciones garantizadas para un desarrollo eficiente e integración social.

La política de empleo juvenil forma parte de la política nacional de empleo de cada país. Queda definida como un sistema de medidas para la protección así como su preparación eficiente cara a la consecución de un compromiso familiar, escolar, un ambiente cultural, social, económico y ecológico. Está basada en la conjunción de declaraciones legislativas y materiales para la protección el aseguramiento de un desarrollo juvenil efectivo (15 hasta 26 años). El objetivo de la política de empleo juvenil es la consecución y el establecimiento de standards apropiados en el ámbito educativo, formación y preparación profesional, así como el apoyo a los jóvenes en la vida económica y social.

Los jóvenes que gozan del apoyo social provienen generalmente de familias socialmente desfavorecidas (padres solteros, familias divorciadas, padres desempleados, etc.) existiendo programas de apoyo y prevención con el ánimo de reducir la incertidumbre a la hora de solucionar sus problemas.

Elementos de la política del empleo juvenil en cada país:

- Creación de las condiciones legislativas y materiales para un compromiso apropiado dentro de la vida de una sociedad democrática
- Protección de los derechos y libertades civiles
- Protección contra la negligencia, desmoralización, violencia y otros fenómenos que perjudiquen la salud moral sano de los niños y jóvenes
- Prevención del paro
- Seguridad social juvenil
- Cualificación y educación general y profesional (en este caso se ejercerá un apoyo y atención especial, así como también en la educación para jóvenes físicamente discapacitados y/o con problemas sociales)
- La familia como ambiente básico educativo.
- Creación de un espacio para el uso eficiente del tiempo libre y promoción de los dones y talentos en diversas áreas y actividades
- Fundación de organizaciones juveniles
- Intercambios interculturales juveniles, movilidad y contactos juveniles internacionales (Apéndice 4).

Aunque la mayoría de los países no desarrolla una política de educación juvenil especial (Bulgaria, Italia, Irlanda, Grecia), en todos los países los derechos de los jóvenes están definidos y determinados en numerosos actos formales. Las políticas de los estados con respecto a los jóvenes incluyen protección del derecho a la educación, problemas referentes a la continuidad laboral (semanal o diaria), términos y tipo de trabajo (diurno, nocturno), condiciones legales de baja laboral, términos de pago, y protección de la salud física, psíquica y moral de los jóvenes.

Actualmente no hay suficiente información acerca de la legislación en relación a los jóvenes de algunos países. Hay establecidos diferentes actos formales a propósito de la Política del empleo juvenil:

- Derecho civil de cada país – Constitución, códigos laborales, leyes generales de y educación y formación profesional, leyes de asociaciones y otros.
- Documentos generales del estado (también internacionales) que protegen los derechos de los jóvenes (el derecho a la educación y el trabajo concedido en todos los países; la Carta de los Derechos Humanos; la Convención de la ONU de los Derechos de los niños, convenciones de los Derechos de los refugiados, de los Derechos de las mujeres, inmigrantes y desfavorecidos (Apéndice 5).

Los derechos de los jóvenes son el objetivo más importante de numerosas instituciones gubernamentales y no gubernamentales. Las instituciones gubernamentales determinan las políticas nacionales enfocadas a niños y jóvenes. Definen la política del empleo juvenil, crean los documentos formales, planean y coordinan actividades y programas juveniles específicos. Cumplen funciones como cuerpo coordinador para las demás instituciones; reparten información y asesoría profesional en los campos de empleo y trabajo, ayudan metódicamente a otras instituciones que realizan actividades con niños y jóvenes, desarrollo

educacional y profesional, colaboran asesorando y ayudando a posibles contratadores en la iniciación de nuevos puestos de trabajo y programas especiales para jóvenes, organizando intercambios interculturales juveniles.

Las instituciones no gubernamentales están definidas como un sistema de organizaciones que difiere en número y características y cuyo principal ánimo es el apoyo de los derechos de los jóvenes. Ofrecen servicios con el objetivo de conseguir la promoción profesional, mejoran el estilo de vida de los jóvenes, actividades de tiempo libre, protección de los jóvenes contra explotación, programas de educación dirigidos a la búsqueda del empleo y posicionamiento en el trabajo, actividades de apoyo para jóvenes trabajadores, programas de educación para desfavorecidos, servicios especiales para jóvenes y adultos consecuentes con las características y exigencias locales, coordinación de asociaciones juveniles (Apéndice 6).

Actualmente los servicios juveniles actuales están obligados a ofrecer acceso a las nuevas tecnologías informáticas. Los ámbitos básicos de este servicio son:

- Posesión o acceso a un ordenador
- Capacidad de trabajar con un ordenador
- Acceso a Internet
- Capacidad de usar Internet
- Oportunidad de comunicación con correo electrónico

El estudio ha mostrado que en la mayoría de los países socios los jóvenes usan estas nuevas tecnologías de información y comunicación en las escuelas, en casa o en el trabajo, en centros de educación o información o en ciber-cafés.

Las tecnologías de la información ayudan a los jóvenes en la búsqueda de trabajo (en su país o en el extranjero). Son una fuente de información para determinados servicios de orientación académica y profesional, programas e instituciones educativos; programas de intercambios o entretenimiento personal (sobre todo videojuegos). El porcentaje de los jóvenes que usan estos servicios es todavía bajo y depende mucho del sitio de residencia, trabajo o estudio. Desgraciadamente no hay acceso a Internet en algunos distritos (pueblos y ciudades) y a veces también la posesión de un ordenador es un privilegio de un número pequeño de personas (Apéndice 7).

3. NECESIDADES JUVENILES DE ORIENTACIÓN ACADÉMICA Y ACCESO A DICHSO SERVICIOS - RESULTADOS DEL ESTUDIO¹

Estado poblacional

Población total – 1202

- Estudiantes – 958 (79,7%)
- Empleados – 100 (8,3%)
- Parados – 129 (10,7)

Educación de fondo:

- Enseñanza primaria – 101 (8,4%)
- Enseñanza secundaria – 758 (63%)
- Título universitario – 72 (5,9%)

Nacionalidad²

- Española – 83 (6,9%)
- Italiana – 32 (2,6%)
- Sueca – 62 (5,1)
- Letona – 23 (1,9)
- Griega – 31 (2,5%)
- Eslovaca – 281 (23,3%)
- Búlgara – 622 (51,7%)
- Irlandesa – 50 (4,15%)
- Otra nacionalidad – 18 (1,4)

Edad

Edad	14	15	16	17	18
Muestra %	1,5	1,5	3,3	10,6	12,7

19	20	21	22	23	24
7,9	13,8	10,3	8,3	10,7	6,7

28	29	30	31	32	33
1,3	1,4	1,1	0,2	0,02	0,5

Residencia

- Ciudad – 76%
- Pueblo – 34%

Sexo

- Masculino – 34%
- Femenino – 76%

3.1. ESTUDIO DE LAS ÚLTIMAS INFORMACIONES SOBRE SERVICIOS DE CARRERAS PROFESIONALES JUVENILES (PREGUNTAS 1.3)

Las personas entrevistadas buscan informaciones y servicios sobre empleo, educación, cualificación y orientación académica:

- Consultores (14,5%) – 11,9% - estudiantes; 22,2% - empleados; 18,4% - personas desempleadas (sin Eslovaquia)
- Servicios de empleo (21,6%) – 27,1% - estudiantes; 33,2% - empleados; 36,5% - parados
- Centros de carrera profesional (17,4%) – 17,2% estudiantes; 28,4% - empleados; 14,7% - parados
- Centros laborales (12,6%) – 7,6% - estudiantes; 24,2% - empleados; 24% - parados
- Programas de televisión y radio (20%) – 14,5% - estudiantes; 21,5% - empleados; 11,3% - parados
- Periódicos y revistas (51,8%) – 39,6% - estudiantes; 51,6% - empleados; 84,1% parados
- Internet (45,1%) – 33,8% - estudiantes; 44,6% - empleados; 37% - parados
- Amigos (44%) – 33,6% - estudiantes; 56,5% - empleados; 42,4% - parados

¹ Los resultados de cada país se encuentran en los Apéndices 9 a 16.

² Otra nacionalidad queda referido a personas pertenecientes a países diferentes de aquel donde se realizó el estudio. En el ejemplo búlgaro hay 6 personas (5,1%) que se definen a sí mismos con diferente nacionalidad étnica.

- Padres (27,9%) – 24,4% - estudiantes; 27,6% - empleados; 16,8% - parados
- **No busco un servicio de este tipo** (3,4%) – 3,9% - estudiantes; 0,2% - empleados; 0,8% - parados
- **Otras fuentes de información o servicios:** centros juveniles o de estudiantes (España, Italia, Bulgaria, Eslovaquia), servicios de empleo de estudiantes (España, Bulgaria), escuelas y maestros (España, Letonia, Grecia y Bulgaria), universidades y catálogos de universidades (Suecia, Eslovaquia, Grecia), bibliotecas (Letonia, Bulgaria), Agencia nacional de educación (FAS, Irlanda), compañías privadas para los servicios estudiantiles (Eslovaquia), reuniones con empresarios y empresas (Grecia y Bulgaria) y otros.

El 32,4% de la población no es consciente de la existencia de los centros de orientación de carreras profesionales, el 28,4% no saben a que se dedican estos centros, el 31,6% utiliza los servicios de los centros.

Conclusión: las preferencias de las personas hacia las fuentes de información sobre empleo, educación, requisitos y orientación académica y profesional van en el siguiente orden: Internet, amigos, padres, servicios de empleo, televisión y radio, centros de orientación académica y profesional, consultores, centros del trabajo. Las variaciones de los datos en cada país dependen de la edad de la muestra, su estado (estudiantes, empleados, parados), confianza en las tecnologías (acceso a ordenadores o Internet), y la existencia de una red de servicios de orientación académica y profesional (Apéndices 9 a 16). Solamente en Italia los servicios de consulta tienen una gran prioridad y los resultados son indicativos de su popularidad y de sus especialistas altamente preparados (Apéndice 10).

En todos los países Internet se encuentra entre las fuentes favoritas de información. Solamente en Irlanda se muestra un porcentaje muy bajo del uso de Internet (17,6%). La razón podría ser la popularidad de otros servicios. En relación con la susceptibilidad natural hacia la última información y las nuevas tecnologías informáticas de este grupo de edad (15 – 30), el éxito de un centro virtual de orientación académica así como la enseñanza y asesoramiento a través de la red electrónica es altamente previsible.

En Suecia la oferta juvenil se divide entre Internet y servicios del empleo. Ninguno se sirve de los servicios de la consulta. En Letonia los jóvenes ignoran los centros laborales y consultorios. Este resultado particular se puede explicar por el hecho de que la mayoría de las personas en la muestra son estudiantes que todavía no han encontrado el problema del “paro”.

Los jóvenes en Irlanda prefieren los centros de orientación académica y profesional (56,9%). Esto es indicativo de las tradiciones y buenas experiencias en este campo. Mientras los resultados en Eslovaquia enseñan que sólo la parte más pequeña de los jóvenes está interesada en los centros de orientación académica y profesional y servicios de consulta.

En Grecia los jóvenes igualmente confían en periódicos y revistas, amigos y Internet, centros de empleo y de orientación académica y profesional (cerca de 30%), mientras que nunca eligen los servicios de las instituciones especializadas (centros laborales y centros de orientación académica y profesional, servicios de empleo). La razón principal puede ser que la mayoría de personas que conforman la muestra son estudiantes.

Entre los jóvenes de Bulgaria tienen una influencia mayor los amigos (53,4%) mientras los centros de orientación académica y profesional ocupan la última plaza (4,3%). Esto muestra la mala distribución de los servicios que acaban de empezar a desarrollarse en este país (no mencionamos el de la falta del sistema consolidado de los servicios).

3.2. ESTUDIO DEL ACCESO A LAS INFORMACIONES Y LOS SERVICIOS

Las preguntas 3, 4, 8 se refieren a estas informaciones.

Las informaciones sobre la educación, el empleo y el desarrollo profesional se pueden encontrar en los servicios de empleo, en los centros de orientación académica y profesional, centros laborales, radio y TV, amigos y padres, periódicos y revistas e Internet. También se pueden encontrar en los centros (de estudiantes) juveniles (España, Italia, Eslovaquia y Bulgaria), servicios orientados al empleo de los estudiantes (España, Bulgaria), desde escuelas y profesores (España, Bulgaria, Letonia y Grecia), universidades y catálogos universitarios (Suecia, Eslovaquia y Grecia), bibliotecas (Letonia y Bulgaria), FAS (la Agencia nacional de formación, Irlanda), compañías privadas para los servicios de los estudiantes (Eslovaquia), contactos directos con empresarios y empresas (Grecia y Bulgaria).

28,6% de las personas considera que tiene **acceso a los servicios**. 26,1% sabe dónde encontrar los servicios y 7,5% cree que no hay servicios especialistas suficientes.

10,1% no tiene acceso a los servicios de orientación académica y profesional y 21,7% no son conscientes de la oferta de

semejantes servicios.

Sólo 4,5% piensa no necesitar este tipo de servicios.

31,6% utiliza los **centros de orientación académica y profesional**. 30,6% de esos son estudiantes, 49,8% empleados y 41,2% parados.

32,4% no ignora la existencia y el propósito de los centros de orientación académica y profesional. 28,4% son estudiantes, 24,1% empleados y 38,3% parados.

28,4% no sabe de qué tratan estos centros (35,4% estudiantes, 28,2% empleados y 22,9% parados).

68,4% de las personas de la muestra declara no usar centros de orientación académica y profesional.

La mayoría de las personas prefiere usar Internet (55,1 estudiantes, 72,4% empleados y 46,4% parados).

Solo 11% prefiere el contacto personales a Internet. Esto es bastante indicativo del acceso elevado de los jóvenes a las nuevas tecnologías.

La mayoría sabe cómo usar Internet (85,3%). 13,8% dice no tener acceso a Internet y 2,8% no lo usa por problemas financieros (muchos son estudiantes y personas en paro). 3,65% no puede trabajar con un ordenador y 8,5% no puede usar Internet. Casi todos consideran Internet como una fuente fiable de información (96,7%).

Conclusiones: el acceso limitado a los servicios de orientación académica y profesional (30%) depende de la insuficiente información y la falta de un sistema consolidado de los servicios.

Los jóvenes usan Internet como fuente de información (63,3%) pero algunos se encuentran financieramente limitados o no tienen acceso a la red.

La mayoría de los jóvenes es capaz de usar Internet y de hecho, usa la información de la red como fidedigna y útil. Solamente en Bulgaria dan más importancia a los contactos personales que a Internet. El empleo y el acceso a Internet dependen de la residencia (ciudades y pueblos). En las ciudades pequeñas el acceso a las comunicaciones por Internet a través del ordenador está muy limitados. Sin embargo la creación de un centro virtual de orientación académica y profesional sería de gran ayuda y muy conveniente para la mayoría de los jóvenes.

3.3 ESTUDIO DE LOS CENTROS DE SERVICIOS DE LAS CARRERAS PROFESIONALES

Tipos de servicios (consultas, consejos y información) – pregunta 8 – preferencias:

- La información sobre el empleo se solicitan por el 61, 53% (54,5% estudiantes, 82,2% empleados, 54,4% parados)
- Preparación de la entrevista de trabajo – 53, 5% (39,8% estudiantes, 74,4% empleados, 46,6% parados)
- Preparación de los formularios de empleo – 53, 2% (55,6% estudiantes, 64,9% empleados, 58,5% parados)
- Finalización de la educación – 38, 5% (33,2% estudiantes, 54,9% empleados, 30,2% parados)
- Orientación profesional – 36, 4% (25,2% estudiantes, 43,65% empleados; 29,7% parados)
- **Oportunidades para la promoción profesional – 31,6% (55,6% estudiantes; 64,9% empleados; 58,55% parados)**
- **Recomendaciones de conducta para recién contratados – 23,3% (17,8% estudiantes, 17,8% estudiantes; 24,3% empleados; 32,4% parados)**

Usuarios (preguntas 7, 9, 10)

Según las personas entrevistadas los servicios de orientación académica y profesional tendrían que orientarse hacia:

- jóvenes en paro (68,9%)
- jóvenes recién graduados (51%)

- discapacitados (40,6%)
- parados a largo plazo (34,4%)
- personas en búsqueda de oportunidades (24,6%)
- personas en riesgo de perder su trabajo (21,5%)

59,3% de las personas entrevistadas considera que los discapacitados necesitan una especial información sobre empleo y 22,7% está de acuerdo con esta opinión generalizada pero además piensa que no hay bastantes especialistas competentes. 10,19% de la muestra considera que en este campo no hay experiencias suficientes.

14,4% cree que las personas con semejantes problemas no tienen por qué encontrarse separadas de los demás.

Además los centros tendrían que estar orientados hacia: las amas de casa y analfabetos (España), “todos los que los necesiten” (Irlanda y Italia), “todos los que están interesados en semejantes servicios”, “todos los que buscan trabajo”, “todos los que se jubilarán en los próximos dos años”, “minusválidos”, “las personas que no pueden encontrar el trabajo apropiado”, “personas licenciadas (escuela superior u universidad)”, “muchísimas personas” (Eslovaquia y Bulgaria).

Enfocando servicios de orientación académica y profesional (pregunta 6)

- Información sobre un nuevo empleo – 66,9% (61,1% estudiantes; 87,6% empleados; 68,8% parados)
- Información sobre cómo obtener una mejora de la cualificación profesional – 48,6% (49,3% estudiantes; 65,95% empleados; 40,8% parados)
- Información para mejorar el nivel de estudios – 40,4% (37,7% estudiantes; 46,7% empleados; 27,6% parados).
- Servicios adicionales: el desarrollo de los servicios de orientación académica y profesional; cómo preparar y redactar un CV; realización profesional y académica, orientación académica en el campo de “las profesiones con mas éxito” (España), anuncios de trabajo y cursos de verano como un servicio adicional (Letonia), “cómo y dónde encontrar el trabajo” (Italia, Suecia, Eslovaquia, Bulgaria, Irlanda), centros de evaluación (Suecia), anuncios de trabajo (Eslovaquia), información sobre salarios (Grecia).

Calidad de los servicios (preguntas 2,4,5)

La calidad del servicio está determinada por el número de informaciones actuales y el nivel de acceso a estos servicios y está influida por la intensidad de la correspondencia entre las necesidades de los clientes y servicios ofrecidos y también por el nivel de la satisfacción de los clientes.

(DE LA 13 A LA 17) TERCERA PARTE

18,5% de la muestra consideran las informaciones recibidas como útiles. Más de la mitad de los entrevistados (51,7%) están de acuerdo con las afirmaciones previas pero creen que sólo la información no sea bastante y buscan otras fuentes. 76,3% dicen que las informaciones accesibles se ajustan a sus demandas y 87,7% están satisfechos con las informaciones recibidas.

La evaluación de la calidad de los servicios está relacionada con el acceso de las personas a estos servicios. El hecho de que menos del 30% de los jóvenes tenga acceso a este tipo de ayuda y que el 21,7% no tenga ninguna información impide una evaluación realista de su funcionamiento.

El nivel alto de satisfacción crea una paradoja (85,6%) que podría ser explicada mediante el hecho de que el 67,5% de los entrevistados ha recibido la información solicitada.

La calidad del servicio depende del nivel de competencia y acercamiento humano de los especialistas de los centros. El 84,1% cree que el personal del servicio es competente y el 95,5% apoya su trato personal. Todo esto contribuye al porcentaje alto de confianza de la gente en los especialistas (94,7%).

RESUMEN: La interpretación de esta sección requiere examinar peculiaridades de la muestra (los contratados son la parte más pequeña de la muestra, seguidos de personas en paro y los estudiantes; también las personas con educación secundaria dominan esta muestra). Esto explica porque valores para respuestas de frecuencias absolutas (según el número de los participantes) difieren del porcentaje a ellas equivalente. En otros casos (por ejemplo partes iguales de la muestra) los resultados pueden variar considerablemente.

Los resultados del estudio han mostrado que los jóvenes demandan sobre todo informaciones y consultas para un nuevo trabajo en los centros de orientación académica y profesional. Irlanda es la única excepción donde una cualificación adicional reviste una gran importancia. A parte de eso encontrar un trabajo nuevo es el servicio más deseado en todos los países.

La mayoría de los encuestados cree que principalmente son los jóvenes en paro quienes necesitan servicios de orientación académica y profesional (68,9%), seguidos de los jóvenes recién graduados (51%) y las personas en riesgo de perder su trabajo (21,5%).

El estado más dinámico lo tienen aquellas personas “en búsqueda de cambios”. Los resultados estadísticos de los usuarios de los servicios de los centros de orientación académica y laboral colocan este estado en el segundo lugar en Irlanda, en el último en Eslovaquia y en los últimos en Bulgaria y Grecia. Una explicación podría ser que los cambios en la educación o en la carrera profesional son cuestiones personales y no parecen tan esenciales.

En Letonia los participantes creen que los que necesitan más atención especial son los discapacitados.

Todos los datos apoyan la idea de que los discapacitados tendrían que disfrutar de servicios especiales. Tales servicios incluyen la preparación de unos materiales especiales en los centros de orientación académica. El estudio ha revelado que Suecia es uno de los países con más experiencia en este campo.

En todos los países existen especialistas con experiencia que trabajan con discapacitados. Hay sin embargo una gran necesidad de personal. Una buena solución sería el desarrollo de la orientación académica que se podría ofrecer no solo en los centros pero también en los medios e instituciones que trabajan en este campo. Sin embargo las minorías étnicas no son consideradas como grupo con discapacidad.

Los jóvenes dicen que es necesario extender el alcance de los servicios y mejorar su calidad. Sin embargo el estudio ha enseñado un nivel elevado de satisfacción con el funcionamiento de los servicios (85,6%).

En todos los países la calidad de los servicios está definida por la cantidad de información actualizada y el nivel de acceso a estos servicios. Influyen en la calidad también la relación entre las necesidades de los usuarios y los servicios ofrecidos y la satisfacción final del mismo. Los encuestados consideran que las informaciones que recibieron son suficientes y coinciden con sus necesidades (76,3%). No obstante la mayoría de ellos no están del todo satisfechos con una única fuente de información y esto explica también las variaciones de las declaraciones (“informaciones útiles” y “útiles pero no suficientes”). Particularmente podemos resumir que los usuarios consideran las informaciones encontradas en los centros como útiles.

La calidad del servicio depende del nivel de competencia y acercamiento humano de los especialistas que trabajan en los centros. 84,1% piensan que el personal es competente y apoyan su acercamiento (95,5%). Todo esto contribuye al porcentaje elevado de la confianza que la gente tiene en esos especialistas (94,7%).

En Irlanda y Letonia los datos revelan los niveles máximos de la satisfacción con los servicios (100%) mientras el nivel de la satisfacción con el trabajo de los consultores es relativamente bajo. Sin embargo el nivel de satisfacción con los servicios de consulta es relativamente alto en todos los países – quizás por la popularidad de este tipo de servicios. Otra razón podría ser la diferente tradición y experiencia en este campo en los distintos países que conforman el estudio.

La tasa de los centros de orientación académica y profesional es extremadamente baja en Eslovaquia (1,4%), Grecia (3,2%) y Bulgaria (4,3%). Esto explica la impopularidad de semejantes servicios en los países mencionados.

En Eslovaquia los datos de la valoración del uso de los centros se han mostrado controvertidos. La causa de tales resultados podría ser la confusión de las consultas ofrecidas en los centros de las carreras y las consultas de otras estructuras de servicios. Con todo, la variación de los datos no rechaza el futuro éxito de los centros.

4. IMPLICACIONES Y EXPECTATIVAS PARA LA MEJORA DE LOS SERVICIOS DE ORIENTACION JUVENIL ACADEMICA Y PROFESIONAL

4.1 IMPLICACIONES

- Mejora de la cualificación **de los asesores en la esfera de orientación académica y profesional.**
- Desarrollo de los métodos específicos para la orientación **en la esfera de la promoción profesional orientada hacia los jóvenes y los discapacitados.**
- Desarrollo de la consulta electrónica **como un servicio nuevo para los jóvenes.**
- Desarrollo de las tecnologías nuevas de enseñanza **que se basen en multimedia on-line y off-line.**

4.2. EXPECTATIVAS

El proyecto 2002-BG/02/B/F/PP-132018 ha provocado la creación de:

- Centros virtuales de orientación académica y profesional en Internet para la enseñanza y la consulta electrónica
- Un CD multimedia “En el mercado laboral”
- Orientación académica y profesional para aquellos que estudian una carrera profesional orientada al trabajo con jóvenes y discapacitados

4.2 INFLUENCIAS DEL PROYECTO

- Más de 200 consultores formados
- Más de 20 000 jóvenes que se beneficiarán de las consultas en la esfera del desarrollo profesional y educacional
- Más posibilidades para la integración de los jóvenes en el mercado laboral (también para los discapacitados)
- Ayuda a los jóvenes usando los productos multimedia on-line y off-line.

5. LA APORTACION DEL ESTUDIO AL PROGRAMA LEONARDO

El estudio ha comprobado la necesidad de:

- Disponibilidad de los servicios de las carreras profesionales para los jóvenes
- Los servicios de orientación de carreras independientes de los centros de orientación académica como parte de estructuras diferentes al servicio de los jóvenes
- Especialistas competentes **en la esfera de la orientación académica y profesional.**
- Vencer el prejuicio y la discriminación hacia los discapacitados y la formación en condiciones de igualdad para todos.

El estudio ha mostrado que los jóvenes buscan servicios de orientación académica activamente así como consultas en relación al empleo, educación y otros aspectos con ellos relacionados. El estudio pronostica las posibilidades para la enseñanza y consulta electrónica en el desarrollo de la orientación académica y profesional.

I SERVIZI PER L'INFORMAZIONE E L'ORIENTAMENTO AL LAVORO: UNO STUDIO SULLO STATO DELL'ARTE IN OTTO PAESI EUROPEI.

1. QUADRO DI RIFERIMENTO

Le dinamiche del mercato del lavoro e la peculiarità della condizione giovanile appaiono oggi giorno fenomeni di grande rilevanza. Tali temi sono stati alla base di una ricerca comparata tra i paesi coinvolti nel progetto Leonardo da Vinci 2002-BG/02/B/F/PP/-132018. Lo studio si è concentrato sulla situazione lavorativa dei giovani, con particolare riferimento ai servizi ad essi dedicati.

SCOPO DELLA RICERCA - Delineare la condizione giovanile (15/26 anni) nell'accesso al lavoro e alle risorse informative specializzate nei paesi partecipanti al progetto.

OBIETTIVI

- Studio e analisi dei dati sull'occupazione e la disoccupazione nei paesi partecipanti al progetto, al fine di stimare le possibilità per lo sviluppo di centri di orientamento lavorativo dedicati ai giovani
- Studio sui centri per il lavoro esistenti
- Studio sull'accesso all'orientamento e all'informazione
- Studio sui tipi di servizi offerti nei centri esistenti
- I trend sui centri per il lavoro
- La qualità dei servizi esistenti

DESTINATARI

Giovani compresi tra i 15 ed i 26 anni di età, di entrambe i sessi, studenti, occupati, disoccupati o in cerca di prima occupazione, soggetti svantaggiati (minoranze, ragazze madri, diversamente abili), provenienti da centri urbani e periferici e con diversi background formativi.

PARTECIPANTI

Lo studio è stato condotto nei paesi partecipanti al progetto, con la collaborazione dei seguenti soggetti partner:

BULGARIA – Sofia University “St. Kliment Ohridski”, Facoltà di Pedagogia
 BULGARIA – SCAS (Accademia Studentesca di Computer ed Arti Grafiche)
 BULGARIA- Giovani Donne delle Minoranze Etniche
 GRECIA – FOURNOS
 SPAGNA – Associazione Giovanile di Cazalla
 IRLANDA – FIT Fasttrack to Information Technology
ITALIA – Cooperativa Sociale Studio e Progetto 2 a r.l.
 LATVIA – NYIC – Centro Nazionale per L'Iniziativa Giovanile
 SLOVACCHIA – Università di Presov – Centro Servizi agli Studenti
 SVEZIA – EDUCTUS

Modalità di ricerca. Il campione ha coinvolto 1202 soggetti, in rappresentanza dei paesi coinvolti nel progetto. La selezione casuale degli intervistati ha garantito la rappresentatività della popolazione statistica di riferimento ed una sostanziale attendibilità dei risultati. Lo studio è stato condotto in due fasi tra i mesi di Febbraio e Marzo 2003.

Metodi - I dati secondari e le informazioni di riferimento su ogni paese partecipante sono state raccolte dai soggetti partner e trasmesse a mezzo di posta elettronica. Le interviste si sono effettuate attraverso l'utilizzo di un questionario somministrato in versione cartacea e file (download dalla rete), mentre l'analisi statistica si è avvalsa del supporto di SPSS (Statistical Package for Social Science). L'analisi dei contenuti si è basata sulla rappresentazione, analisi dei risultati e sintesi.

QUESTIONARIO - La parte centrale dello strumento di rilevazione è costituita da domande chiuse a risposta multipla, a cui seguono domande aperte ed una sezione che raccoglie le informazioni socio-anagrafiche degli intervistati (Appendice 1). I dati sono stati elaborati dall'Università di Sofia “St. Kliment Ohridski”, Facoltà di Pedagogia.

2. I SERVIZI PER IL LAVORO E L'ACCESSO ALL'OCCUPAZIONE IN OTTO PAESI EUROPEI (BULGARIA, GRECIA, IRLANDA, ITALIA, LATVIA, SLOVACCHIA, SPAGNA E SVEZIA)

Lo studio sulla situazione dell'occupazione giovanile e l'impatto sui servizi per il lavoro, si è basato sulla comparazione dei seguenti elementi:

- Il concetto di occupazione e disoccupazione
- La politica del lavoro per i giovani
- Riferimenti normativi ed istituzionali
- Raccolta e comparazione di dati secondari sull'occupazione
- Accesso alle nuove tecnologie

La ricerca è stata organizzata in modo che i dati raccolti e forniti dai soggetti partner, al di là delle specificità nazionali e locali, fossero composti secondo linee guida tali da permettere la comparazione.

Occupato/a è un soggetto con più di 15 anni che lavora nella produzione di beni e/o servizi dietro compenso, anche se assente per brevi periodi, malattia, maternità, etc. Per occupato si intende anche colui che lavora in proprio.

Sono stati identificati diversi status lavorativi quali quelli di impiegato, lavoratore autonomo, datore di lavoro, lavoratore non stipendiato, etc.

Il lavoratore può essere impiegato a tempo pieno o parziale.

I partner hanno poi identificato i dati relativi alla disoccupazione.

Per disoccupazione ci si riferisce allo stato di un soggetto in grado di lavorare che non ha però un lavoro e/o lo sta cercando attivamente, iscritto a particolari liste e/o con un reddito tale da non poter soddisfare i propri bisogni autonomamente (per i dettagli Appendice 2).

La disoccupazione giovanile rappresenta in media un terzo di quella totale. I soggetti tra i 15 ed i 18 anni risultano di solito meno toccati dal fenomeno rispetto ai soggetti tra i 20 ed 26 anni. Tale dato è in parte giustificato dai limiti di legge imposti dai contratti collettivi, dai requisiti formativi, etc (l'Appendice 3 riporta i dati per singolo paese ed illustra i principali indici di disoccupazione giovanile, anche in relazione alla formazione dei soggetti censiti).

La percentuale dei giovani che lamenta problemi di realizzazione personale ed inserimento sul lavoro è alta in tutti paesi.

Altro dato comune alle realtà in oggetto, è il fatto che la politica giovanile sia incentrata quasi esclusivamente sull'occupazione. E' universalmente riconosciuta, invece, l'importanza della formazione iniziale e continua, la partecipazione in altri ambiti e settori, l'accesso all'informazione e alle risorse, la garanzia di condizioni minime per un sano sviluppo personale e sociale.

La politica per i giovani è di solito parte della politica del lavoro generale. Essa, si definisce come un insieme di misure per la tutela dei giovani e la preparazione all'esercizio effettivo dei loro diritti (alla famiglia, alla scuola e allo sviluppo culturale, sociale ed economico). Le politiche giovanili ambiscono in genere all'identificazione di appropriati standard di riferimento nei settori dell'educazione, della formazione e al supporto della partecipazione nella vita economica e sociale.

Coloro i quali accedono alle misure identificate nelle politiche di intervento pubbliche sono di solito soggetti svantaggiati o rientranti in particolari casistiche.

I paesi oggetto della ricerca hanno identificato alcuni elementi in comune caratterizzanti gli interventi pubblici in materia di lavoro e gioventù.

Tra questi:

- Riferimenti normativi volti ad identificare i pre-requisiti morali e materiali alla partecipazione democratica Tutela dei diritti civili e delle libertà individuali;
- Tutela dello sviluppo sano ed armonioso dei giovani;
- Prevenzione della disoccupazione;
- Tutela della salute;
- Obbligo formativo, istruzione e formazione professionale (inclusa l'assistenza per particolari tipologie di soggetti);
- Tutela della famiglia e dell'ambiente educativo;
- Incentivi per l'uso consapevole del tempo libero;
- Incentivi per le organizzazioni di e per giovani;
- Partecipazione giovanile
- Scambi interculturali, mobilità internazionale (v. appendice 4)

Nonostante in alcuni dei paesi Europei non vi sia una vera e propria politica giovanile (Bulgaria, Irlanda, Italia e Grecia), in tutti quelli coinvolti nel progetto i diritti dei soggetti giovani sono sanciti e riconosciuti in numerosi documenti ufficiali. Le garanzie dello Stato riconoscono e tutelano il diritto all'educazione e al lavoro, i termini e le modalità di lavoro, il riposo, i compensi e la protezione dai danni fisici e morali.

Al presente, in alcuni paesi vi è una certa carenza di dati sulla popolazione giovanile in relazione all'intervento del legislatore. Tuttavia sono parecchi i documenti formali che definiscono le politiche per l'impiego dei giovani:

- a) le costituzioni, i codici civili e del lavoro, le norme in materia di educazione e formazione, il diritto societario e così via;
- b) i documenti internazionali recepiti a livello nazionale quali: la Carta dei Diritti Umani; La Convenzione dell'ONU sui Diritti dei Minori, La Convenzione sui Diritti dei Rifugiati, La Convenzione per i Diritti delle Donne, degli Immigrati e dei Disabili (v. appendice 5)

La tutela dei giovani e dei minori è oggetto di numerose organizzazioni governative e non governative. Le prime definiscono la politica nazionale, individuano le norme in materia di occupazione e coordinano programmi ed attività a riguardo. Esse agiscono a vari livelli, mettendo in atto funzioni che vanno dalla consulenza su materie legate all'occupazione e al lavoro, al sostegno continuato a soggetti che operano con giovani e minori, alla promozione di iniziative specifiche.

Le ONG, invece, sono un sistema di organizzazioni che differiscono in numero e sostanza dalle precedenti. Tale caratteristica risulta ancora più evidente tra le organizzazioni che operano nella promozione e tutela dei diritti dei giovani. Esse offrono, in genere, servizi di supporto nell'inserimento del mercato del lavoro, aiutano i giovani a crescere e migliorarsi, promuovono occasioni educative per il tempo libero, la formazione, l'inclusione dei soggetti svantaggiati, e l'accessibilità a diversi servizi (appendice 6).

Al giorno d'oggi, chiunque operi nel mondo dei servizi di informazione ed orientamento, ha la necessità di utilizzare le nuove tecnologie per poter accedere alle informazioni in tempo reale ed aggiornato. A tal fine, è necessario possedere un computer, conoscenze informatiche di base, un accesso a Internet e i rudimenti per consultare siti web e comunicare attraverso la posta elettronica. Il presente studio dimostra che i giovani iniziano a familiarizzare con le nuove tecnologie a scuola, per poi proseguire spesso a lavoro, e/o a casa, centri d'aggregazione e cyber café.

Le nuove tecnologie sono spesso di grande aiuto nella ricerca di un lavoro sia a livello locale che, a maggior ragione, all'estero. La rete offre ai giovani l'opportunità di consultare informazioni circa servizi, programmi, istituzioni, occasioni di scambio e ricreazione.

Il numero di giovani che accede a questo tipo di servizi è, tuttavia, ancora molto basso e dipende sensibilmente dal contesto nazionale e sociale dei soggetti (si pensi alla mancanza di connessione e/o ai costi relativamente alti per soggetti non ancora autonomi) – (appendice 7)

3. RICHIESTA DI SERVIZI DI CONSULENZA ED ORIENTAMENTO PROFESSIONALE. RISULTATI DELLA RICERCA¹.**Il campione****Totale: 1202**

Studenti: 958 (79.7%)
 Occupati: 100 (8.3%)
 Disoccupati: 129 (10.7%)

Sesso

Maschi 34%
 Femmine 76%

Età

Età	14	15	16	17	18	19	20
% del totale	1,5	1,6	3,3	10,6	12,7	7,9	13,8
21	22	23	24	25	26	27	
10,3	8,3	10,7	6,7	4,3	4,7	1,3	
28	29	30	31	32	33		
1,3	1,4	1,1	0,2	0,02	0,5		

Istruzione

- Licenza media 101 (8.4%)
- Diploma 758 (63%)
- Laurea 72 (5.9%)

Residenza

- Città 76%
- Paese 34%

Nazionalità¹

- Spagnoli 83 (86.9%)
- Italiani 32 (2.6%)
- Svedesi 62 (5.1%)
- Latvia 23 (1.9%)
- Greci 31 (2.5%)
- Slovacchi 281 (23.3%)
- Bulgari 622 (51.7%)
- Irlandesi 50 (4.15%)

3.1 I SERVIZI PER IL LAVORO E L'OCCUPAZIONE DEI GIOVANI

I soggetti intervistati ricercano informazione e consulenza in merito a lavoro, studio e formazione attraverso le seguenti modalità:

- Consulenti ed operatori dell'orientamento: 14.55%
- Servizi per l'impiego: 21.6%
- Centri professionali: 17.4%

- Agenzie per il lavoro: 12.6%
- TV e programmi radio: 20%
- Giornali e riviste: 51.8%
- Internet: 45.1%
- Amici: 44%
- Famiglia- parenti: 27.9%
- Nessun modo: 3.4%

Alcuni paesi offrono poi i centri giovanili e studenteschi, supporto scolastico ed universitario, agenzie private, biblioteche, agenzie nazionali per la formazione, incontri e tirocini in azienda.

Il 31.6% degli intervistati accede più o meno assiduamente ai centri per il lavoro e lo sviluppo professionale, il 32.4% non ne conosce l'esistenza, non ne è consapevole o non ne conosce precisamente le funzioni (28.4%).

Conclusioni

Le preferenze degli intervistati in tema di informazione su lavoro, studio, formazione e possibilità di carriera sono risultate distribuite secondo le seguenti modalità: Internet, amici, famiglia e parenti, servizi per l'impiego, radio e TV, centri professionali, consulenti e agenzie per il lavoro. Le variazioni nazionali dipendono dall'età dei soggetti, lo stato lavorativo, l'accesso alle nuove tecnologie, l'esistenza ed accessibilità di servizi dedicati (appendici da 9 a 16).

Solo in Italia i centri di informazione ed orientamento per i giovani sono risultati preponderanti ed i dati dimostrano l'esistenza di specialisti preparati e di un generale gradimento da parte del pubblico (appendice 10).

In tutti i paesi Internet è tra i canali informativi preferiti, a parte il caso dell'Irlanda dove l'accesso si attesta al 17.6% (dato che si può giustificare con la presenza di servizi maggiormente fruibili).

Tale dato lascia ben sperare in vista della creazione di un centro virtuale per l'orientamento professionale e la formazione a distanza.

In Svezia l'attenzione dei giovani si divide tra Internet e servizi per l'impiego. In Latvia esiste invece un certo disinteresse per i servizi relativi al lavoro e all'occupazione. Tale risultato può essere spiegato dalla composizione del campione (gli studenti tendono a posporre la ricerca del lavoro ed i temi ad esso collegati) e dai bassi tassi di disoccupazione.

I giovani Irlandesi, a differenza dei coetanei Slovacchi, si sono dimostrati particolarmente interessati ai servizi di orientamento professionale (56.9%), a conferma di una solida tradizione dei servizi nel suddetto campo.

In Grecia giornali, riviste, amici ed Internet hanno riscosso preferenze omogenee, mentre risultano meno utilizzati i servizi di orientamento e centri per l'impiego gestiti da professionisti del settore.

Tra i giovani Bulgari il passaparola tra amici risulta il mezzo più efficace (53.4%) mentre i centri per l'impiego risultano i meno utilizzati (4.3%). Tale dato rivela la scarsa presenza ed accessibilità sul territorio di servizi, che appaiono relativamente nuovi rispetto alle dinamiche sociali del paese.

3.2 L'ACCESSO ALL'INFORMAZIONE ED AI SERVIZI

Le risorse informative su lavoro, studio e formazione sono di solito disponibili attraverso tutti i canali sopra menzionati, mentre l'effettiva utilizzazione varia in accordo allo sviluppo di particolari servizi e la tradizione dei singoli paesi partecipanti al progetto.

Il giudizio sull'accessibilità dei servizi si attesta al 28.6%, mentre un 26.1% ne lamenta la generale scarsità. Il 10.1% degli intervistati non ne ha mai fatto ricorso ed il 21.7% non ha consapevolezza della tipologia di servizio offerto.

Solo il 4.5% dichiara di non averne reale bisogno, mentre il 31.6% li ritiene di grande utilità, siano essi studenti, giovani lavoratori o disoccupati.

Il 32.4% non sa dell'esistenza e delle finalità di tali centri, altri ne ignorano le competenze (28.4%).

Infine il 68.4% dichiara di non utilizzare i centri per il lavoro come risorsa per l'orientamento e l'informazione.

Solo l'11% dei giovani coinvolti preferisce il contatto personale, dato che dimostra l'alto numero di utenti Internet (55.1%).

La maggioranza degli intervistati ha conoscenze sufficienti per una consultazione autonoma della rete (85.3%), i restanti non hanno accesso alla rete o non possono permetterselo in termini economici (studenti e disoccupati). Solo il 3.65% non sa usare il computer, mentre è leggermente superiore la soglia di chi non sa accedere al web (8.5%). E' significativo il fatto che la quasi totalità dei soggetti consideri affidabile l'informazione contenuta nelle pagine Internet.

Conclusioni

La bassa fruizione dei servizi per il lavoro e l'occupazione è dovuta sia ad una scarsa informazione in merito, che alla limitatezza dell'offerta.

La maggioranza degli intervistati fa uso di Internet e delle nuove tecnologie, nonostante permangono grandi difficoltà nell'acquisto del PC e nel pagamento delle spese di connessione. Buona parte del campione sa utilizzare le nuove tecnologie e considera l'informazione accessibile attraverso di esse utile ed affidabile. Solo la Bulgaria continua a mostrare una grande consuetudine nelle conoscenze personali per quel che riguarda l'informazione sui temi lavorativi. L'accesso alle nuove tecnologie varia poi sensibilmente a seconda della residenza dei soggetti intervistati (paese o città), avvantaggiando coloro che vivono nei centri più grandi.

Tenuto conto della realtà emersa, la creazione di un centro virtuale sarebbe di grande utilità e potenzialmente accessibile al target dei servizi e delle attività offerte.

3.3 I SERVIZI PER L'OCCUPAZIONE ED IL LAVORO (CONSULTAZIONE, ORIENTAMENTO ED INFORMAZIONE)

Le aree ed i settori di maggior interesse

- Informazione ed offerte di lavoro 61.53%
- Gestione di un colloquio 53.5%
- Assistenza nel redigere domande e moduli 53.2%
- Formazione 38.5%
- Orientamento professionale 36.4%
- Opportunità di miglioramento e crescita professionale 31.6%
- Consulenza sui rapporti di lavoro e strategie relazionali 23.3%

Tipologia di utenza

- Giovani disoccupati 68.9%
- Giovani diplomandi e laureandi 51%
- Soggetti svantaggiati 4.6%
- Disoccupati di lunga durata 34.4%
- Soggetti aspiranti ad un miglioramento sociale 24.6%
- Soggetti a rischio di disoccupazione 21.5%

Stando alle dichiarazioni degli intervistati, il 59.3% riconosce l'esigenza di fornire servizi su misura per i soggetti svantaggiati, riconoscendo tuttavia la scarsità di un'offerta specifica sia in termini numerici che per la preparazione degli operatori.

Nelle preferenze del campione, i servizi per il lavoro e l'occupazione dovrebbero essere più estensivi, rivolgersi a quanti ricercano un lavoro, ma anche a casalinghe, soggetti in stato di bisogno, a tutte quelle persone che si dimostrano interessate, ed inoltre a pensionati, invalidi, analfabeti etc.

L'offerta dei servizi

- Opportunità di lavoro
- Formazione
- Educazione di base e superiore
- Altri servizi: opportunità di crescita e sviluppo professionale, assistenza per CV, università e avanzamento professionale, lavoro temporaneo e stagionale, come e dove cercare un lavoro, valutazione delle competenze, annunci di lavoro, trattamento economico.

Qualità dei servizi

La qualità dei servizi è giudicata in base alla disponibilità delle informazioni, l'accessibilità generale, l'effettivo incontro tra la domanda e l'offerta e la soddisfazione del bisogno per il quale si era ricorsi a quel determinato centro.

Il 18.5% del campione ritiene che le informazioni ottenute siano stati utili, mentre la metà (51.7%) le ha giudicate utili ma insufficienti, tanto da dover ricorrere ad altre fonti per completarle. In generale, il 76.3% giudica positivamente la validità delle informazioni ed l'87.7% ne è soddisfatto.

La qualità dei servizi dipende molto dalla loro accessibilità. Il fatto che solo il 30% dei giovani vi si rivolga abitualmente, ne impedisce tuttavia una stima reale.

L'alto livello di gradimento è, pertanto, paradossale e si spiega probabilmente per il fatto che coloro i quali ne hanno sperimentato i servizi, hanno comunque trovato quanto richiesto.

La qualità risulta fortemente influenzata dalla competenza, professionalità ed approccio del personale impiegato. L'84.1% del campione apprezza la professionalità degli operatori, accordandogli confidenza e fiducia (94.7%).

Sommario

La lettura della batteria di domande dalla quale sono stati estrapolati i dati sopra illustrati risente della composizione del campione.

That explains why the number of concrete given answers (according to the number of participants) differs from their percentage equivalent. In other cases (e.g. equal parts of the sample) the results may differ considerably.

La maggioranza dei soggetti in età giovane che si rivolge ai servizi di orientamento lavorativo è alla ricerca di un'occupazione, mentre in Irlanda è di rilievo anche la richiesta di orientamento formativo.

Il 68.9% ritiene che i giovani disoccupati necessitino di servizi dedicati, così come i soggetti in uscita dalla scuola, dall'università e quelli il cui posto di lavoro è a rischio.

Le opportunità per l'avanzamento di carriera appaiono di un certo interesse solo in Irlanda, mentre negli altri paesi appare come uno dei motivi meno ricorrenti nell'accesso ai servizi in esame.

In Latvia, il campione ritiene che tali servizi dovrebbero rivolgersi primariamente ai soggetti svantaggiati, laddove in tutti paesi si riconosce l'esigenza di centri che siano in grado di rapportarsi ai bisogni specifici dell'utenza (solo la Svezia ha mostrato di possedere una certa esperienza nel tema dell'orientamento e dell'inserimento lavorativo dei disabili ed altri soggetti svantaggiati).

Poiché lavorare con soggetti svantaggiati e disabili richiede competenze particolari, la gran parte del campione riconosce le carenze e l'esigenza di ulteriore formazione in proposito, che si estenda anche ad operatori delle comunicazioni e quanti a diverso titolo hanno a che fare con tale segmento di utenza. Le minoranze etniche, non rientrano tuttavia in tale tipologia di destinatario.

Aldilà di una generale soddisfazione (85.6%), i giovani intervistati vorrebbero servizi più completi e che si rivolgano a settori più ampi della popolazione.

La qualità dei servizi è giudicata in base alla disponibilità delle informazioni, l'accessibilità generale, dall'effettivo incontro tra la domanda e l'offerta e dalla soddisfazione del bisogno per il quale si era ricorsi a quel determinato centro.

Tra gli intervistati che frequentano i servizi esistenti, il 76.3% considera di aver ricevuto informazioni sufficienti, nonostante la maggioranza sia poi dovuto ricorrere ad ulteriori fonti per approfondirle e/o completarle. Nonostante il dato oscilli tra le due modalità “utile” e “utile ma non sufficiente”, si può affermare che esiste una certa omogeneità nel riconoscere l'utilità dei servizi.

La qualità risulta fortemente influenzata dalla competenza, professionalità ed approccio del personale impiegato. L'84.1% del campione apprezza la professionalità degli operatori accordandogli confidenza e fiducia (94.7%).

In Irlanda e Latvia i servizi per il lavoro ricevono il massimo gradimento da parte degli utenti (100%), mentre il giudizio sull'operato dei consulenti è relativamente basso. Negli altri paesi invece la figura del consulente è per lo più apprezzata, e le variazioni dipendono molto dalle tradizioni locali e lo sviluppo di taluni servizi rispetto ad altri.

L'utenza dei centri per il lavoro è molto basso in Slovacchia (1.4%), Grecia (3.2%) e Bulgaria (4.3%): tale dato conferma ancora una volta la tipicità nazionale verso servizi poco o niente popolari al pubblico di destinatari.

In Slovacchia – ma anche in altri tra i paesi coinvolti nel progetto– i dati risentono della difficoltà di individuare servizi o tipologie di servizi comuni a quelli identificati dalla locuzione “career centers”. Tale dato tuttavia, non deve preoccupare rispetto all'accoglienza di servizi similari.

4. IMPLICAZIONI ED ASPETTATIVE PER IL MIGLIORAMENTO DEI CENTRI GIOVANILI PER IL LAVORO.

4.1. IMPLICAZIONI

- Migliorare la formazione dei consulenti dell'orientamento nella sfera della formazione professionale e della pianificazione professionale.
- Sviluppare specifici metodi per l'orientamento e l'inserimento dei giovani e dei disabili.
- Sviluppare servizi virtuali come nuova forma di orientamento dei giovani.
- Sviluppare nuovi metodi di insegnamento a distanza basati su supporti online ed off-line.

4.2. ASPETTATIVE

Il progetto 2002-BG/02/B/F/PP-132018 ha condotto alla proposta di creazione di:

- un centro di orientamento lavorativo virtuale per la formazione e la consultazione elettronica
- un CD-Rom multimediale dal titolo “Sul Mercato del Lavoro”
- una guida per la formazione di operatori dell'orientamento che lavoro con soggetti giovani svantaggiati

4.3. L'IMPATTO DEL PROGETTO

- Più di 200 operatori formati attraverso i metodi ed i prodotti del progetto;
- Più di 20.000 giovani contattati nell'ambito dell'orientamento formativo e lavorativo;
- Maggiori opportunità di inserimento lavorativo, anche per soggetti con minori opportunità;
- Supporto ai giovani nell'utilizzo dei materiali prodotti e nell'uso delle nuove tecnologie.

5. IL CONTRIBUTO DEL PROGETTO AL PROGRAMMA COMUNITARIO LEONARDO DA VINCI

I risultati dello studio hanno evidenziato un bisogno relativamente a:

- maggiore disponibilità di centri giovanili per il lavoro
- servizi per l'orientamento lavorativo indipendenti e quali parti di strutture che già operano con e per i giovani
- maggiore professionalità degli operatori
- una politica di pari opportunità che superi definitivamente il pregiudizio verso i soggetti svantaggiati

Lo studio infine, ha provato l'effettivo bisogno di centri e servizi a sostegno dei giovani alla ricerca di opportunità di lavoro, studio e formazione. A questo proposito la ricerca condotta fa presagire una buona accoglienza dei servizi di orientamento e formazione a distanza.

JAUNATNES KARJERAS ATTĪSTĪBAS CENTRU STĀVOKLIS ZINĀTNISKS PĒTĪJUMS

1. PĒTĪJUMA JOMA

Brīvā tirgus ekonomikas apstākļos jauniešu nodarbinātības un karjeras attīstības jautājumi ir īpaši būtiski. Tādēļ ar Eiropas Komisijas Leonardo da Vinci programmas atbalstu tika veikts pētījums projekta "Jauniešu karjeras servisu attīstība" (2002-BG/02/B/F/PP/-132018) partnervalstīs. Tajā noskaidroja šķēršļu situāciju jauniešu nodarbinātības/bezdarba jautājumos un jauniešiem piedāvātos karjeras centru pakalpojumus.

PĒTĪJUMA MĒRĪS

Pētījuma mērķis ir novērtēt mūsdienu jauniešu nodarbinātības apstākļus un karjeras pakalpojumu nozīmi projekta partnervalstīs (jaunieši vecumā no 15 – 26 gadiem).

UZDEVUMI:

- Nodarbinātības/bezdarba situācijas izpēte un analīze projekta partnervalstīs, īpašu uzmanību vēršot uz jauniešu karjeras attīstības iespējām.
- Mūsdienu jauniešiem pieejamo karjeras pakalpojumu izpēte.
- Informācijas un pakalpojumu pieejamības izpēte.
- Jauniešu karjeras centru sniegto pakalpojumu veidu izpēte (informācijas izplatīšana, konsultācijas).
- Karjeras centru darbības izpēte.
- Piedāvāto pakalpojumu kvalitātes novērtējums.

MĒRĪA GRUPA - bērni un jaunieši vecumā no 15 – 26 gadiem (zēni un meitenes): studenti, nodarbinātie vai bezdarbnieki, cilvēki ar ierobežotām iespējām/nelabvēlīgiem apstākļiem (minoritātes, vientuļo vecāku ģimenes, invalīdi); jaunieši ar pamatskolas, vidusskolas vai augstāko izglītību, bez jebkādas izglītības; pilsētās un laukos dzīvojošie.

DALĪBNIEKI

Pētījums tika veikts projekta partnervalstīs. Tajā piedalījās:
 Bulgārija – SU "St.Kliment Ohridski", Faculty of Pedagogic
 Bulgārija – Student Computer Art Society
 Bulgārija – "Young women from the minorities"
 Grieķija – FURNOS (Multidynamic communication net)
 Spānija – YAS (Youth Association of Cazalla)
 Īrija – FIT (Fast track to information technology)
 Itālija – Studio e progetto 2
 Latvija – IZM Valsts jaunatnes iniciatīvu centrs
 Slovākija – University of Presov, Student Service Centre
 Zviedrija – EDUCTUS

PĒTĪJUMA PROCESS (IZLASE, VIETA, LAIKS UN METODES)

Izlases sastāvs – 1202 cilvēki. Bulgārija – 622, Grieķija - 31, Īrija – 51, Latvija – 34, Slovākija - 281, Zviedrija – 67, Itālija – 33, Spānija - 83.

Respondentu izlase tika veikta pēc nejaušas izlases metodes. Aptaustāto cilvēku skaits un raksturojama pazīmes garantē pētījuma reprezentabilitāti.

Pētījuma termiņi – 2003. gada februāris – marts. Pirmais posms – pilotpētījums (2003.g. februāris), noslēdzošais pētījums (2003. gada februāris – marts).

Metodes:

Informācijas apkopošanas metodes – informācija par katru valsti tika iegūta izmantojot e-pastu; aptaujājot mērīgrupas mutisko interviju veidā, kā arī elektroniskā un rakstiskā formā.

Informācijas statistiskā analīze metode – SPSS

Informācijas kontentanalīzes metode – apraksts, rezultātu analīze un sintēze.

APTAUJASANKETAS FORMA

- Ievads.
- Pamata daļa – 10 jautājumi, slēgtie jautājumi, kuros tiek piedāvāti vairāki atbilžu varianti, un atvērtie jautājumi kuros respondentam tiek dota iespēja izteikt savu viedokli; respondenta personiskie dati – vecums, izglītība, dzimums, tautība, sociālais statuss, dzīvesvieta (pielikums Nr.1).
- Rezultātu analīzi veica Sofijas universitātes “Kliment Ohridski” (Pedagoģijas fakultāte) lektoru grupa.

2. JAUNIEĀU KARJERAS ATTĪSTĪBAS PAKALPOJUMU MŪSDIENU SITUĀCIJA ASTOŅĀS EIROPAS VALSTĪS (BULGARIJA, GRIEĪJA, ĪRIJA, SPĀNIJA, ITĀLIJA, LATVIJA, SLOVĀKIJA, ZVIEDRIJA)

Nodarbinātības/bezdarba situācijas ietekme uz jauniešu karjeras attīstību tika analizēta un izpētīta, balstoties uz:

- priekšstatiem par nodarbinātību/bezdarbu, katras valsts jauniešu nodarbinātības politikas specifiku, likumdošanu un jauniešu nodarbinātības institūciju politiku;
- statistiku par jauniešu nodarbinātību/bezdarbu;
- jauno tehnoloģiju pieejamību jauniešiem (datori, Internets, e-pasts, komunikācijas).

Pamatojoties uz partnervalstu sniegto informāciju, tika iegūti šādi secinājumi: par nodarbinātām personām tiek uzskatīti cilvēki vecumā no 15 gadiem un vecāki, kas saņem atalgojumu vai peļņu, strādājot prešu ražošanas un pakalpojumu sniegšanas jomā; personas, kas īslaicīgi nav nodarbinātas, tādēļ, ka atrodas darba, slimības, grūtniecības u.c. atvaļinājumā; personas, kas ir nodarbināti paši savā uzņēmumā.

Nodarbinātības statusa veidi:

- darba devēji,
- pašnodarbinātie,
- strādājošie/ darba ņēmēji,
- neapmaksātie darbinieki (īimenes uzņēmuma locekļi).

Cilvēki var būt nodarbināti pilnu vai pusslodzi.

Katrā no projektā iesaistītajām valstīm bezdarba līmenis ir atšķirīgs. Par bezdarbniekiem tiek uzskatīti cilvēki, kas ir darbspējīgi, tomēr tiem nav darba, tie ir aktīvi darba meklētāji, pierēistrēti (kā bezdarbnieki) noteiktās institūcijās. Šo cilvēku ienākumi nav pietiekoši lieli, lai tie spētu apmierināt savas vajadzības (pielikums Nr.2). Jauniešu bezdarba līmenis ir aptuveni 1/3 daļa no visa kopējā bezdarbnieku skaita katrā valstī. Viszemākais bezdarbnieku līmenis ir vecumā no 15 – 18 gadiem (salīdzinājumā ar vecuma grupu 20 – 26 gadi). To lielā mērā ietekmē likumdošana, kas nosaka nodarbinātības ierobežojumus – nepieciešama rakstiska atļauja no pieaugušajiem, kuri ir atbildīgi par pusaudzi; ierobežota samaksa par daļēda veida darbiem, noteikti darba standarti un apstākļi, kā arī nosacījums, ka izglītības iegūšana ir svarīgāks pusaudžu uzdevums. Ir apkopota informācija (pielikums Nr.3) par bezdarba līmeni katrā valstī un jauniešu nodarbinātības rādītāji, kā arī apskatīta “izglītības – nodarbinātības” savstarpējā korelācija.

Cilvēki ar ierobežotām iespējām ir visapdraudētākā grupa darba tirgū (pielikums Nr.8). Visās valstīs jaunu cilvēku īpatsvars starp tiem, kas cieš no daudzām profesionālajām un sociālajām problēmām un nespējas integrēties, ir liels.

Visās valstīs **Jaunatnes nodarbinātības politika** ir vērsta uz jaunatnes nodarbinātības problēmām. Ir vispārpieņemts uzskats, ka jauniem cilvēkiem ir jāsaņem īpašs atbalsts un pakalpojumi, kā, piemēram, – vispārējā un profesionālā izglītība; noteikti un garantēti īpaši darba standarti, atpūtas un rehabilitācijas iespējas; iesaiste speciālās programmās un darba nodrošināšanas stratēģijās; īpašos informācijas centros jauniešiem pieejama informācija par nodarbinātību un karjeras attīstību; garantēti apstākļi jauniešu efektīvai attīstībai un sociālajai integrācijai.

Jaunatnes nodarbinātības politika ir iekļauta katras valsts nacionālās nodarbinātības politikā. Tā ir definēta kā līdzekļu sistēma jaunatnes aizsardzībai un to sagatavošanai kvalitatīvām saistībām ar ģimeni, skolu, kultūru, sociālo, ekonomisko un ekoloģisko vidi. Tā ir veidota uz likumdošanas un materiālās bāzes pamata efektīvai jauniešu (15 –26 gadi) attīstības aizsardzībai un apdrošināšanai. Jaunatnes nodarbinātības politikas mērķis ir izveidot atbilstošus standartus vispārējās izglītības un profesionālās izglītības jomā un atbalstīt jaunatnes iesaisti ekonomiskajā un sociālajā dzīvē.

Jauni cilvēki, kuri iegūst sociālo atbalstu, galvenokārt ir no sociāli mazaisargātām ģimenēm (vientuļo vecāku ģimenes, ģimenes bezdarbnieki). Ir izveidotas profilakses un atbalsta programmas, kas ir orientētas uz to, lai palīdzētu cilvēkam iegūt informāciju un atrisināt savas problēmas.

Jaunatnes politikas elementi katrā valstī:

- likumdošanas un materiālo priekšnosacījumu radīšana atbilstoši demokrātiskās sabiedrības dzīves vērtībām un normām,
- pilsoņu tiesību un brīvību aizsardzība,
- aizsardzība pret nolaidību, zaudējumiem, demoralizāciju, vardarbību un citiem apstākļiem, kas apdraud bērnu un jauniešu veselīgu morālo attīstību,
- bezdarba novēršana,
- jauniešu veselības aizsardzība,
- vispārējā izglītība, profesionālā izglītība un kvalifikācijas nodrošinājums (šajā gadījumā īpaša uzmanība, atbalsts un izglītības iespējas cilvēkiem ar fiziskiem traucējumiem un sociālajām problēmām),
- rūpes par ģimeni kā vidi, kurā gūst pamatiemaņas un zināšanas,
- atbilstoša vide lietderīgai brīvā laika pavadīšanai un talantu attīstīšanai dažādu aktivitāšu jomās,
- bērnu un jauniešu organizāciju izveidošana,
- jauniešu līdzdalība kultūras dzīvē,
- jauniešu starpkultūru pieredzes apmaiņa, mobilitāte un starptautiskie jauniešu kontakti (pielikums Nr.4)

Lai gan daudzās valstīs nav izveidota jaunatnes izglītības politika (Bulgārija, Īrija, Itālija, Grieķija), tomēr visās valstīs jauniešu tiesības ir noteiktas un definētas vairākos likumdošanas aktos. Valstu politikas attiecībā uz jaunajiem ietver izglītības un darba tiesību aizsardzību, darba nepārtrauktības problēmas (dienas vai nedēļas), darba termiņus un veidus (dienas laikā, naktī, virsstundas), likumdošanā noteiktās brīvdienas, algas samaksas termiņus, jauniešu fiziskās, psihiskās un morālās veselības aizsardzību.

Dobrīd trūks informācijas par atsevišķu valstu likumdošanu, kas ir saistīta ar jaunajiem. Tomēr ir izveidoti dažādi normatīvie akti, kas ietver jaunatnes nodarbinātības politiku:

- katras valsts civiltiesības – konstitūcija, darba kodeksi, likumi par vispārējo un profesionālo izglītību, apmācībām, likumi par asociācijām u.c.

- vispārējie valsts dokumenti (kā arī starptautiskie), kuri aizsargā jauniešu tiesības (visas valstis garantē tiesības uz izglītību un darbu, Cilvēktiesību Harta, ANO Bērnu tiesību konvencija, Bāreņu tiesību konvencijas, konvencijas par sievieti, imigrantu un cilvēku ar ierobežotām iespējām tiesības). (Pielikums Nr.5)

Rūpes par jaunajiem ir galvenais uzdevums vairākām valstīm un nevalstiskajām institūcijām. Valsts institūcijas nosaka nacionālo politiku attiecībā uz bērniem un jaunajiem. Tās definē jauniešu darba politiku, darba dokumentāciju, plānus, kā arī koordinē specializētas jauniešu aktivitātes un programmas. Tās koordinē arī citu iestāžu darbību, izplata informāciju un sniedz profesionālas konsultācijas nodarbinātības jomā, sniedz metodisku palīdzību citām institūcijām, kuras organizē aktivitātes bērniem un jaunajiem, sekmē izglītības un karjeras attīstību (ietverot kvalifikācijas paaugstināšanu), konsultē un palīdz darba devējiem veidot jaunas darba vietas un programmas jaunajiem, organizē starpkulturālo pieredzes apmaiņu.

Nevalstiskās institūcijas ir organizāciju sistēma, kurā organizācijas atdīras pēc to skaita un darbības, to galvenā darbība ir vērstā uz jauniešu tiesību sociālo atbalstu. Tās sniedz pakalpojumus karjeras attīstībā, jauniešu dzīvesveida uzlabošanā, brīvā laika aktivitātēs, jauniešu aizsardzībā pret vardarbību un ekspluatāciju, izglītības programmās par nodarbinātību, strādājošo jauniešu atbalsta aktivitātēs, izglītības programmās jaunajiem ar ierobežotām iespējām, kā arī sniedz specifiskus pakalpojumus jaunajiem un pieaugušajiem saistībā ar vietējām prasībām un īpatnībām un koordinē jauniešu organizācijas (pielikums Nr.6.).

Dobrīd jaunajiem sniegtajiem pakalpojumiem ir jānodrošina pieeja jaunākajām komunikāciju tehnoloģijām. Pakalpojumi tiek nodrošināti dažādās jomās:

- pieeja datoriem,
- prasmes darbā ar datoriem,
- pieeja Interneta izmantošanai,
- prasme lietot Internetu,
- iespēja izmantot e-pasta komunikācijas.

Pētījums apliecina, ka gandrīz visās partnervalstīs jaunieši izmanto šīs jaunās tehnoloģijas skolā, mājās, darbā, izglītības vai informācijas centros, Interneta kafējnīcās.

Informācijas tehnoloģijas palīdz jauniešiem atrast informāciju par darbu (savā valstī vai ārvalstīs), iegūt informāciju par karjeras attīstības pakalpojumiem, izglītības programmām un institūcijām; jauniešu apmaiņas programmām, kā arī tiek izmantotas vienkārši izklaidei (galvenokārt datorspēles). Jauniešu, kas izmanto visas šīs iespējas, ir maz, tas galvenokārt ir atkarīgs no jaunieša dzīvesvietas, darba vai mācībām. Diemžēl daļos rajonos nav pieejas Internetam (pagasti un mazpilsētas), arī datori ir pieejami nelielam cilvēku skaitam (pielikums Nr.7)

3.JAUNIEĀU VAJADZĪBAS PĀCĀ KARJERAS KONSULTĀCIJĀM UN KARJERAS PAKALPOJUMU PIEEJAMĪBĀ – PĒTĪJUMA REZULTĀTI*

RESPONDENTU STATUSS:

Kopējais respondentu skaits – 1202

- Studenti -958 (79,7%)
- Strādājošie 100 (8,3%)
- Bezdarbnieki 129 (10,7%)

Izglītība:

- Pamatizglītība 101 (8,4%)
- Vidējā izglītība 758 (63%)
- Augstākā izglītība 72 (5,9%)

Dzīvesvieta

- Pilsēta – 76%
- Pagasts – 34%

Tautība:

- Spāņi 83 (6,9%)
- Itāļi 32 (2,6%)
- Zviedri 62 (5,1%)
- Latvieši 23 (1,9%)
- Grieķi 31 (2,5%)
- Slovāki 281 (23,3%)
- Bulgāri 622 (51,7%)
- Īri 50 (4,15%)
- Citi 18 (1,4%)

Dzimums:

- Vīrieši – 34%
- Sievietes - 76%

Vecums:

Vecums	14	15	16	17	18	19	20
Izlase %	1,5	1,6	3,3	10,6	12,7	7,9	13,8
21	22	23	24	25	26	27	
10,3	8,3	10,7	6,7	4,3	4,7	1,3	
28	29	30	31	32	33		
1,3	1,4	1,1	0,2	0,02	0,5		

3.1. AKTUĀLĀS INFORMĀCIJAS AVOTI PAR JAUNIEĀU KARJERAS PAKALPOJUMIEM (JAUTĀJUMS 1;3)

Aptaujātie indivīdi meklē informāciju un pakalpojumus par darbu, mācībām, kvalifikāciju un karjeras attīstību:

- Pie konsultantiem (14,5%): 11,9% - studenti; 22,2% nodarbinātie, 18,4% bezdarbnieki (izņemot Slovākiju).
- Nodarbinātības dienestos (21,6%): 27,1% studenti; 33,2% nodarbinātie, 36,5% bezdarbnieki.
- Karjeras centros (17,4%): 17,2% studenti, 28,4% nodarbinātie, 4,7% - bezdarbnieki.
- Darba centros (12,6%): 7,6% studentu, 24,2% nodarbinātie, 24% - bezdarbnieki.
- TV un radio programmās (20%): 14,5% studenti, 21,5% nodarbinātie, 11,3% - bezdarbnieki.
- Laikrakstos un žurnālos (51,8%): 39,6% studentu, 51,6% nodarbinātie, 48,1% - bezdarbnieki.
- Internetā (45,1%): 33,8% studenti, 44,6% nodarbinātie, 37% - bezdarbnieki.
- Draugiem (44%): 33,6% studenti, 56,5% nodarbinātie, 42,4% - bezdarbnieki.
- Vecākiem (27,9%): 24,4% studenti, 27,6% nodarbinātie, 16,8% - bezdarbnieki.
- Ģada veida pakalpojumus nemeklē (3,4%): 3,9% studenti, 0,2% nodarbinātie, 0,8% - bezdarbnieki.
- Citi informācijas un pakalpojumu avoti: jauniešu un studentu centri (Spānija, Itālija, Bulgārija, Slovākija), studentu nodarbinātības dienesti (Spānija, Bulgārija) skolas un pasniedzji (Spānija, Latvija, Grieķija, Bulgārija), universitātes un universitāšu katalogi (Zviedrija, Slovākija, Grieķija), bibliotēkas (Latvija, Bulgārija), nacionālās izglītības aģentūras (Spānija, Īrija), studentu pakalpojumu privātās kompānijas (Slovākija), tikšanās ar darba devējiem un firmām (Grieķija, Bulgārija) un citi.

32,4% no aptaujātajiem nav informēti par esošajiem karjeras centriem, 28,4% nezina, ar ko šie centri nodarbojas, 31,6% lieto šo centru pakalpojumus.

Secinājumi: jauniešu prioritātes attiecībā uz informācijas resursiem par darbu, izglītību, kvalifikāciju, karjeras attīstību tiek sarindotas šādā secībā: Internets, draugi, vecāki, nodarbinātības dienesti, TV un radio, karjeras centri, konsultanti, darba centri. Datu atšķirības katrā valstī ir atkarīgas no respondentu vecuma, to statusa (studenti, darba devēji, darba ņēmēji), uzticības tehnoloģijām (pieejamība datoriem un Internetam), kā arī no tā, vai valstī ir izveidots kvalitatīvs karjeras pakalpojumu tīkls (pielikums Nr. 6-16). Tikai Itālijā konsultantu pakalpojumi ir noteikti kā svarīga prioritāte. Rezultāti parāda konsultantu pakalpojumu popularitāti un to, ka šīs jomas speciālisti ir augsti kvalificēti. (pielikums Nr.10).

Visās valstīs Internets ir viens no biežāk izmantotajiem informācijas avotiem. Tikai Īrijas rezultāti atklāj zemo Interneta lietotāju skaitu (17,6%). Iemesls tam varētu būt citu karjeras pakalpojumu veidu lielā popularitāte. Noturīgā dabiskā interese par jaunāko informāciju un komunikācijas tehnoloģijām šajā vecuma grupā (15 – 30 gadi), liecina par iespējamo veiksmīgo virtuālo karjeras centru attīstību, kā arī apmācību un konsultāciju izmantošanu elektroniskajā tīklā.

Zviedrijā jauniešu uzticība tiek dalīta starp Internetu un nodarbinātības dienestiem. Konsultāciju centri netiek izmantoti. Latvijā jaunieši neizmanto konsultantu un darba centrus. Ģādus rezultātus varētu izskaidrot ar to, ka mēģinājuma dominē studenti, un tie vēl nesaskaras ar bezdarba problēmām.

Īru jaunieši aktīvi izmanto karjeras centrus (56,9%), kas liecina par labām tradīcijām un pieredzi šajā jomā. Savukārt rezultāti Slovākijā atklāj viszemāko interesi par šādiem karjeras centriem, kā arī konsultāciju pakalpojumiem.

Grieķijā vienlīdz liela uzticība ir žurnāliem un laikrakstiem, draugiem, Internetam, karjeras centriem, kā arī nodarbinātības dienestiem (apmēram 30%), tomēr netiek izmantoti specializēto institūciju pakalpojumi (darba un karjeras centri, nodarbinātības dienesti), tas varētu tikt izskaidrots ar respondentu izlasi – pārsvarā dominē studenti.

Bulgārijā jauniešus visvairāk ietekmē draugi (53,4%), savukārt karjeras centri tiek izmantoti vismazāk (4,3%). Tas norāda uz zemo pieejamību karjeras centriem, kuri šajā valstī tikai tagad sāk attīstīties.

3.2. INFORMĀCIJAS UN PAKALPOJUMU PIEEJAMĪBA

Jautājumi Nr. 3, 4, 8 attiecas uz šo informāciju.

Informācija par izglītību, darbu un karjeras attīstību ir pieejama nodarbinātības dienestos, karjeras centros, darba centros, radio un TV, draugiem un vecākiem, žurnālos un laikrakstos, Internetā. To var atrast arī jauniešu (studentu) centros (Spānija, Itālija, Bulgārija un Slovākija), studentu nodarbinātības dienestos (Spānija, Bulgārija), pie skolotājiem un skolās (Spānija, Bulgārija, Latvija un Grieķija), universitātēs un universitāšu katalogos (Zviedrija, Slovākija un Grieķija), bibliotēkās (Latvija un Bulgārija), FAS (nacionālajās apmācību aģentūrās, Īrija), privātās kompānijās, kas sniedz pakalpojumus studentiem (Slovākija), tieši kontaktējoties ar darba devējiem un firmām (Grieķija un Bulgārija).

Attiecībā uz pakalpojumu pieejamību, 28,6% no respondentiem uzskata, ka tiem ir plaša pieejamība dažiem pakalpojumiem. 26,1% uzskata, ka nav pietiekami daudz karjeras pakalpojumu centru, 7,5% ir pārliecināti, ka nav pietiekami āris jomas speciālistu.

10,1% uzskata, ka karjeras pakalpojumi nav pieejami un 21,7% nav informēti par ādādu pakalpojumu piedāvājumu.

Tikai 4,5% uzskata, ka tiem nav nepieciešami ādāda veida pakalpojumi.

31,6% no respondentiem priekšroku dod karjeras centriem, 30,6% no tiem ir studenti, 40,8% nodarbinātie un 41,2% bezdarbnieki.

32,4% nav informēti par ādādiem centriem un to darbību, 28,4% ir studenti, 24,1% nodarbinātie, 38,3% bezdarbnieki.

28,4% nezina, ar ko ādie centri nodarbojas, 35,4% studenti, 28,2% nodarbinātie, 22,9% bezdarbnieki.

68,4% no visiem respondentiem pārliecināši apgalvo, ka neizmanto karjeras centrus.

Lielākā daļa dod priekšroku Interneta izmantošanai - 55,1% studenti, 72,4% nodarbinātie, 46,4% bezdarbnieki.

Tikai 11% priekšroku dod personiskam kontaktam, nevis Internetam, tas liecina par to, ka jauniešiem ir plaša pieeja tehnoloijām.

Lielākajai daļai jauniešu ir prasmes strādāt ar Internetu (85,3%). 13,8% Internets nav pieejams un 2,8% respondentu finansiālu problēmu dāi neizmanto Internetu (galvenokārt studenti un bezdarbnieki). 3,65% neprot strādāt ar datoru, un 8,5% nevar izmantot Internetu. Tomātr gandrīz visi uzskata, ka Internets ir informācijas avots (96,7%) ar augstu ticamības pakāpi.

Secinājumi: ierobežota pieeja karjeras pakalpojumiem (30%) ir saistīta ar nepietiekamo informāciju, kā arī ar to, ka nav izveidota pakalpojumu sniegšanas sistēma.

Jaunieši priekšroku dod Internetam kā informācijas avotam(63,3%), tomātr daļai jauniešu ir finansiālas grūtības vai arī nav pieejas Interneta tīklam.

Lielākā jauniešu daļa prot izmantot Internetu, un tie dod priekšroku Interneta informācijai, kas ir uzticama un lietderīga. Tikai Bulgārijā informāciju pārsvarā saņem personiskos kontaktos, nevis Internetā. Interneta izmantošana un pieeja tam atāiras atkarībā no dzīvesvietas (pilsētas un lauki). Mazās pilsētās pieeja Interneta komunikācijām un datoriem ir ioti ierobežota. Tomātr, neskatoties uz to, izveidotais virtuālais karjeras centrs varētu būt ioti ārts un piemārots jauniešiem.

3.3. KARJERAS CENTRU PAKALPOJUMI

Pakalpojumu veidi (konsultācijas, informācija un padomi) – jautājums Nr. 8

- Informāciju par darbu pieprasa 61,53% (54,5% studenti, 82,2% nodarbinātie, 54,4% bezdarbnieki).
- Darba interviju apmācības – 53,5% (39,8% studenti, 74,4% nodarbinātie, 46,6% bezdarbnieki).
- Darba dokumentācijas sagatavošana – 53,2% (55,6% studenti, 64,9% nodarbinātie, 58,5% bezdarbnieki).
- Izglītība – 38,5% (33,2% studenti, 54,9% strādājoādie, 30,2% bezdarbnieki).
- Profesionāli padomi - 36,4% (25,2% studenti, 43,65% nodarbinātie, 29,7% bezdarbnieki).
- Karjeras attīstības iespējas – 31,6% (55,6% - studenti, 64,9% nodarbinātie, 58,55% bezdarbnieki).
- Ieteikumi, kā izturēties jaunā darba vietā – 23,3% (17,8% studenti, 24,3% nodarbinātie, 32,4% bezdarbnieki).

Lietotāji (jautājumi Nr. 7, 9, 10)

Kādai auditorijai karjeras centriem ir jāsniedz pakalpojumi:

- jauniešiem bezdarbniekiem (68,9%);
- absolventiem (51%);
- jauniešiem ar ierobežotām iespējām (40,6%);
- ilglaicīgiem bezdarbniekiem (34,4%);
- cilvēkiem, kas meklē jaunas iespējas (24,6%);
- cilvēkiem, kuriem pastāv liels risks zaudēt savu darbu (21,5%).

59,3% respondentu uzskata, ka jauniešiem kuru dzīves kvalitāti ietekmē nelabvēlīgi apstākļi ir nepieciešama īpaša informācija par darbu, 22,7% piekrīt, ka šāda informācija ir nepieciešama, bet nav pietiekami daudz speciālistu. 10,19% uzskata, ka nav pietiekami liela pieredze šajā jomā.

14,4% cilvēku domā, ka šādas problēmas nebūtu jānošķir no citām.

Papildu augstākminētajām auditorijām, karjeras centriem ir jāorientējas arī uz mājsaimniecēm un neizglītotajiem cilvēkiem (Spānija), “visiem, kam šī informācija ir nepieciešama” (Īrija, Itālija), “visiem, kurus interesē šādi pakalpojumi”, “visiem, kas meklē informāciju”, “visiem cilvēkiem, kas nākošajos divos gados dosies pensijā”, “invalīdiem”, “cilvēkiem, kas nevar atrast sev piemērotu darbu”, “cilvēkiem bez augstākās izglītības” (augstskolas, universitātes), “plašam cilvēku lokam” (Slovākija, Bulgārija).

Karjeras centru specializācija (jautājums Nr. 6)

- Informācija par jaunām darba vietām – 66,9% (61,1% studenti, 87,6% nodarbinātie, 68,8% bezdarbnieki).
- Informācija par kvalifikācijas iegūšanas iespējām 48,6% (49,3% studenti, 65,95% nodarbinātie, 40,8% bezdarbnieki).
- Informācija par izglītības līmeņa paaugstināšanu – 40,4% (37,7% studenti, 46,7% nodarbinātie, 27,6% - bezdarbnieki).
- Papildu pakalpojumi: karjeras attīstība, CV sagatavošana, akadēmiskā un profesionālā izpratne, akadēmiskā karjera “veiksmīgāko profesionāļu” nozarē (Spānija), reklāma par darbu un vasaras skolu kursiem (Latvija), “kur un kā atrast darbu” (Itālija, Zviedrija, Slovākija, Bulgārija, Īrija), novērtējuma centri (Zviedrija), darba sludinājumi (Slovākija), informācija par atalgojumu (Grieķija).

Pakalpojumu kvalitāte (jautājumi Nr. 2,4,5)

Informācijas kvalitāte tiek novērtēta pēc pieejamās informācijas apjoma un pieejamības šiem pakalpojumiem. To ietekmē arī piedāvāto pakalpojumu atbilstība klientu vajadzībām un visbeidzot, bet ne mazsvarīgāk – klientu apmierinātība.

18,5% respondentu uzskata, ka iegūtā informācija ir lietderīga. Vairāk nekā puse (51,7%) piekrīt šādam uzskatam, tomēr vieni domā, ka informācijas nav pietiekami un tā ir jāmeklē vēl papildus. 76,3% apgalvo ka, informācija atbilst viņu prasībām, un 87,7% ir ar to apmierināti.

Pakalpojumu kvalitāte tiek novērtēta arī pēc tā, cik tie ir pieejami. Fakts, ka mazāk nekā 30% jauniešiem ir pieejama šāda veida palīdzība, savukārt 21,7% nav informācijas par to, traucē objektīvi izvērtēt to funkcionalitāti. Augstais apmierinātības līmenis ir paradokss (85,6%), to varētu izskaidrot ar to, ka 67,5% sadem to informāciju, kuru tie meklē.

Pakalpojumu kvalitāte ir atkarīga no karjeras centru speciālistu kompetences līmeņa un attieksmes. 84,1% uzskata, ka personāls ir kompetents, un atbalsta to darbu (95,5%). Cilvēkiem ir augsta uzticamība šiem speciālistiem (94,7%).

KOPSAVILKUMS. Šis nodarītais interpretācijai nepieciešams koncentrēties uz noteiktu izlases daļu (strādājošie ir vismazāk pārstāvētā daļa, tiem seko bezdarbnieki un studenti, cilvēki ar vidusskolas izglītību ir visplašāk pārstāvēti izlasē). Tas izskaidro, kādēļ atbilst absolūto biežumu vērtības (atbilstoši dalībnieku skaitam) atšķiras no to procentuālā ekvivalenta. Atsevišķos gadījumos (piemēram, izlases līdzīgās daļās) rezultāti var pat ievērojami atšķirties.

Pētījuma rezultāti uzrādīja, ka jaunieši karjeras centros galvenokārt pieprasa informāciju un konsultācijas par jaunām darba vietām. Īrija ir izņēmums, jo tur īsti augstu tiek novērtēta arī papildu kvalifikācijas iegūšana. Jaunas darbvietas atrašana ir visvairāk vēlamais pakalpojums visās valstīs. Lielākā daļa respondentu uzskata, ka speciāli karjeras pakalpojumi ir nepieciešami, galvenokārt, jauniešiem bezdarbniekiem (68,9%), tiem seko absolventi (51%) un cilvēki, kuriem ir liels risks zaudēt darbu (21,5%).

Vismobilākais statuss ir cilvēkiem, kas “meklē ko jaunu”. Īrijā šī klientu grupa kā karjeras centru auditorija tiek likta otrajā vietā, savukārt Slovākijā, Bulgārijā un Grieķijā - pēdējā vietā. Izskaidrojums varētu būt tāds, ka izmaiņas izglītībā, profesionālajā un karjeras dzīvē ir cilvēka paša ziņā, un nav tik īsti būtiska.

Latvijā pētījuma dalībnieki ir pārliecināti, ka primāri ir nepieciešams parūpēties par cilvēkiem ar ierobežotām iespējām vai nelabvēlīgiem dzīves apstākļiem.

Visi dati apstiprina domu, ka cilvēkiem ar ierobežotām iespējām ir nepieciešami īpaši pakalpojumi. Šādu pakalpojumu nodrošināšana prasa īpašu materiālu sagatavošanu karjeras centros. Pētījums atklāj, ka Zviedrija ir viena no valstīm, kurai ir pieredze un tradīcijas šajā jomā.

Visās valstīs ir pieredzējuši speciālisti, kas strādā ar dažādu klientu grupu. Tomēr šiem speciālistiem ir nepieciešama papildu kvalifikācija. Labs rezultāts varētu būt karjeras pakalpojumu attīstīšana (profesionālā un izglītības), ko varētu piedāvāt ne tikai karjeras centri, bet arī masu mediji un institūcijas, kuras iesaistītas dažādās specifiskās aktivitātēs. Etniskās minoritātes netiek uzskatītas par sabiedrības grupu ar ierobežotām iespējām.

Jaunieši uzskata, ka ir nepieciešams paplašināt pakalpojumu apjomu un uzlabot to kvalitāti. Tomēr pētījuma rezultāti rāda, ka apmierinātības līmenis ar esošo karjeras centru darbību ir augsts (85,6%).

Pakalpojumu kvalitāte ir atkarīga no karjeras centru speciālistu kompetences un attieksmes. 84,1% respondentu novērtē personāla kompetenci un ir apmierināti ar to pieeju klientiem (95,5%).

Īrijas un Latvijas rezultāti atklāj maksimālu apmierinātības līmeni ar karjeras pakalpojumiem (100%), tajā pašā laikā apmierinātība ar konsultantu darbu ir relatīvi zema. Tomēr apmierinātības līmenis ar konsultantu pakalpojumiem ir vienlīdz augsts visās valstīs, iespējams tas ir saistīts ar dažādu pakalpojumu popularitāti, nošķirot tos no karjeras centriem. Otrs iemesls ir tas, ka visām valstīm ir dažādas pakalpojumu sistēmas pieredze un tradīcijas.

Karjeras centru izmantošanas līmenis ir ļoti zems Slovēnijā (1,4%), Grieķijā (3,2%), Bulgārijā (4,3%), tas varētu tikt izskaidrots ar šo centru zemo popularitāti minētajās valstīs.

Slovēnijā karjeras centru novērtēšanas rezultāti izrādījās apstrīdami. Dažus rezultātus varētu izskaidrot ar iespējamo neizpratni par karjeras centru piedāvātajām konsultācijām un paziņu sniegtajām konsultācijām vai citām pakalpojuma struktūrām. Līdz ar to šāda rezultātu daļiņa neizslēdz karjeras centru sekmīgu darbību nākotnē.

4. IESAISTĪDANĀS UN SAGAI DĀMIE REZULTĀTI NO JAUNATNES KARJERAS ATTĪSTĪBAS PAKALPOJUMU UZLABOŠANAS:

4.1. Iesaistīšanās

- **Konsultantu kvalifikācijas uzlabošana** arodizglītības un karjeras konsultāciju jomā.
- **Specifisko konsultāciju metožu attīstība** karjeras attīstības jomā jauniešiem un cilvēku grupai ar īpašām vajadzībām.
- **Elektroniskās konsultācijas** kā jauna jaunatnes karjeras pakalpojuma veida attīstība.
- **Jaunu apmācības tehnoloģiju**, kas veidota uz tiešajiem un netiešajiem multimedijiem, attīstība.

4.2. Sagaidāmie rezultāti

2002-BG/02/B/F/PP-132018 projekts veicināja:

- elektronisko apmācību un konsultāciju virtuālā karjeras centra izveidi Internetā.
- multimedija kompaktdiska "Darba tirgū" izveidi.
- karjeras attīstības ceirāža izveidi konsultantiem, kuri strādā ar jauniešiem ar ierobežotām iespējām.

4.3. Projekts ietekmē:

- vairāk nekā 200 apmācītus konsultantus,
- vairāk kā 20 000 jauniešus, kuri tiks konsultēti izglītības un karjeras attīstības sfērā,
- plašākas iespējas jauniešu integrācijai darba tirgū (līdzīgi kā jauniešiem cilvēkiem ar īpašām vajadzībām),
- palīdzējis jauniešiem izmantot tiešos un netiešos multimediju produktus.

5. IZPĒTES IEGULDĪJUMI LEONARDO DA VINĒI PROGRAMMAI

Izpēte pierādīja vajadzību pēc

- karjeras pakalpojumu pieejamības visiem jauniešiem,
- no karjeras centriem neatkarīgiem karjeras pakalpojumiem,
- kompetentiem speciālistiem karjeras pakalpojumu jomā,
- vienlīdzīgu iespēju nodrošināšanas cilvēkiem ar ierobežotām iespējām, kā arī aizspriedumu pārvarēšanas.

Pētījums parādīja, ka jaunatne aktīvi meklē karjeras pakalpojumus un konsultācijas, kur tiek ņemta vērā arī nodarbinātība, izglītība un kvalifikācijas. Pētījums paredz elektroniskās apmācības un konsultāciju iespējas karjeras veidošanā.

STAV SLUŽIEB V OBLASTI PROFESIJNÉHO PORADENSTVA PRE MLADÝCH ĽUDÍ Vedecká štúdia

1. ZAMERANIE ŠTÚDIE

V trhovom hospodárstve majú problémy súvisiace so zamestnanosťou mladých a ich profesionálneho rozvoja dôležitú úlohu. Táto situácia bola stimulom k uskutočneniu špecifickej štúdie v krajinách účastníkov projektu č. 2002-BG/02/B/F/PP/-132018. Týkala sa súčasnej situácie v oblasti zamestnanosti, resp. nezamestnanosti mladých ľudí a služieb, ktoré sú im ponúkané.

CIEĽ ŠTÚDIE:

Cieľom štúdie je preskúmať súčasný stav v oblasti profesijného poradenstva pre mladých ľudí v krajinách účastníkov projektu. (Mladí ľudia vo veku medzi 15 a 26 rokov.)

ÚLOHY:

- Preskúmanie a analýza situácie v oblasti zamestnanosti v krajinách účastníkov projektu z hľadiska predikcie príležitostí pre profesionálny rozvoj mladých ľudí.
- Preskúmanie súčasnej situácie v oblasti profesijného poradenstva pre mladých.
- Preskúmanie prístupov k informáciám a službám.
- Preskúmanie ponúkaných služieb v oblasti profesijného poradenstva pre mladých (poskytovanie informácií, konzultačná činnosť, poradenstvo).
- Preskúmanie smerovania poradenských služieb.
- Kvalitatívne hodnotenie ponúkaných služieb.

CIEĽOVÁ SKUPINA: deti a mladí ľudia vo veku od 15 do 26 rokov (chlapci a dievčatá): študenti, zamestnaní a nezamestnaní, znevýhodnené skupiny (menšiny, slobodné matky, osoby s anomáliami); so základným, stredným alebo vysokoškolským vzdelaním alebo bez vzdelania; obyvatelia miest alebo vidieka.

ÚČASTNÍCI:

Štúdia sa uskutočňuje v krajinách partnerov projektu za účasti:
 Bulharsko – Pedagogická fakulta sv. Klimenta Ohridského
 Bulharsko – SCAS (Študentská počítačová umelecká spoločnosť)
 Bulharsko – „Mladé ženy z národnostných menšín“
 Grécko – FOURNOS (Multidynamická komunikačná sieť)
 Španielsko – YAC
 Írsko – FIT (Priama cesta k informačným technológiám)
 Taliansko – Studio e progresso 2, Abasanta
 Lotyšsko – NYIC (Národné centrum iniciatívy mladých)
 Slovensko – Prešovská univerzita, Študentské servisné centrum
 Švédsko – EDUCTUS

VÝSKUMNÝ POSTUP: (vzorka, miesto a čas, metódy)

Vzorka pozostávala z 1202 osôb. Bulharsko – 622, Grécko – 31, Írsko – 51, Lotyšsko – 34, Slovensko – 281, Švédsko – 67, Taliansko – 33, Španielsko – 83.

Vzorka je zostavená náhodne. Počet a charakter dotazovaných osôb ako celok predstavuje reprezentatívnu vzorku.

Časové relácie štúdie – Február–marec 2003. Prvý krok – pilotná štúdia (február 2003) a záverečná štúdia (február–marec 2003)

METÓDY

- Metódy získavania informácií – prostredníctvom e-mailu, dotazovaním cieľovej skupiny anketármi, elektronicky a v písomnej forme.
- Metódy štatistickej analýzy informácií – SPSS
- Metódy obsahovej analýzy informácií – popis, analýza a syntéza výsledkov.

FORMULÁR DOTAZNÍKA:

- Úvod
- Hlavná časť – 10 otázok, uzavreté otázky s odpoveďami, otvorené otázky – odpovede dopĺňované; osobné údaje – vek, vzdelanie, pohlavie, národnosť, spoločenské postavenie, bydlisko (Príloha 1)

Výsledky analyzovala skupina pedagógov z Pedagogickej fakulty Klimenta Ohridského v Sofii, Bulharsko.

2. SÚČASNÝ STAV SLUŽIEB V OBLASTI PROFESIJNÉHO PORADENSTVA PRE MLADÝCH V ÔSMYCH EURÓPSKYCH KRAJINÁCH (BULHARSKO, GRÉCKO, ÍRSKO, ŠPANIELSKO, TALIANSKO, LOTYŠSKO, SLOVENSKO, ŠVÉDSKO)

Skúmanie a analýza situácie v oblasti zamestnanosti v zúčastnených krajinách z hľadiska vplyvu na profesijnú orientáciu vychádza z:

- pojmu zamestnanosti/nezamestnanosti, špecifik politiky zamestnanosti mladých v každej krajine, legislatívy a inštitúcií týkajúcich sa politiky zamestnanosti mladých;
- štatistických údajov zamestnanosti/nezamestnanosti;
- prístupu mladých k najnovším informačným technológiám (počítače, Internet, e-mailová komunikácia).

Na základe informácií poskytnutých partnermi projektu boli prijaté nasledujúce závery: zamestnanými sú tie osoby, ktoré majú 15 rokov a viac a pracujú vo výrobe a v službách za mzdu alebo zisk, alebo sú dočasne mimo práce, pretože sú na krátkodobej dovolenke alebo z dôvodu choroby, tehotenstva, pôrodu a pod.; ľudia, ktorí podnikajú. Existuje niekoľko odlišných stavov:

- zamestnávateľia
- osoby, ktoré pracujú pre vlastný zisk
- zamestnaní
- neplatení pracovníci (členovia rodinných podnikov)

Zamestnanie môže byť na plný úväzok alebo na čiastočný úväzok.

Partneri projektu uvádzajú rozdielnu mieru nezamestnanosti vo svojich krajinách. Nezamestnanými sú tie osoby, ktoré sú schopné práce, ale nemajú pracovnú príležitosť a aktívne ju hľadajú, sú registrovaní v konkrétnych inštitúciách a nemajú dospeť na uspokojenie svojich potrieb (Príloha 2). Miera nezamestnanosti mladých predstavuje približne jednu tretinu z celkovej počtu nezamestnaných v každej krajine. Najnižšie percento je v skupine 15 a 18 ročných (v porovnaní so skupinou 20 a 26 ročných). Je to zapríčinené legislatívnymi obmedzeniami v oblasti prijímania do práce, potreby písomného súhlasu dospelých, ktorí sú zodpovední za mladistvých, obmedzené hodnotenie rôznych druhov práce a pracovných noriem ako aj činnosti, ktorá prevláda u mladistvých – vzdelávanie. Príloha 3 uvádza informácie o percentách nezamestnaných v každej krajine, indikátory zamestnanosti mladých a vzťah „vzdelanie – zamestnanie“.

Najohrozenejšie osoby, ktoré sa vytrácajú z trhu práce, sú uvedené v prílohe 8. Vo všetkých krajinách je percento mladých ľudí, ktorí majú mnoho problémov v procese profesionálnej a sociálnej realizácie a integrácie, pomerne vysoké.

Vo všetkých krajinách sa politika zamestnanosti mladých zameriava na existujúce problémy. Všeobecne sa prijíma, že mladým ľuďom by sa mala poskytnúť zvláštna podpora a služby, ako sú: všeobecné a odborné vzdelanie; špecifické pracovné normy, zabezpečený oddych a rekreácia; participácia na špeciálnych programoch pre mladých a na stratégiách prijímania; prístup

k informáciám o zamestnaniach a profesijnom raste v zvláštnych informačných centrách; garantované podmienky ich efektívneho rozvíjania a sociálnej integrácie.

Politika zamestnanosti mladých je súčasťou národnej politiky zamestnanosti v každej krajine. Je definovaná ako systém opatrení na ochranu mladých a ich prípravu k efektívnej angažovanosti v rodine, škole a v kultúrnom, spoločenskom, ekonomickom a ekologickom prostredí. Vychádza z legislatívnych a materiálnych predikátov na ochranu a zabezpečenie efektívneho rozvíjania sa mladých (15 – 26 ročných). Cieľom politiky zamestnanosti je zabezpečiť vhodné normy vo sfére vzdelávania, odbornej prípravy a podpory účasť mladých na hospodárskom a spoločenskom živote.

Mladí ľudia, ktorí využívajú sociálnu podporu, pochádzajú zväčša zo sociálne slabších rodín (rodiny s jedným rodičom, rozvedení rodičia, nezamestnaní rodičia a pod.) a pre nich existujú rozvinuté preventívne a podporné programy zamerané na redukciu neistôt a na riešenie ich problémov.

Prvky politiky pre mladých vo všetkých krajinách:

- Tvorba legislatívnych a materiálnych predpokladov pre riadne začlenenie sa do života demokratickej spoločnosti
- Ochrana občianskych práv a slobôd
- Ochrana pred ťažobnosťou a slabosťou, demoralizáciou, násilím a inými javmi, ktoré ohrozujú zdravý morálny vývoj detí a mladých ľudí
- Prevencia nezamestnanosti
- Zdravotná starostlivosť o mladých
- Všeobecné a odborné vzdelanie a kvalifikácia (v tom prípade konkrétna starostlivosť a podpora ako aj vzdelanie pre mladých ľudí s telesným postihnutím a sociálnymi problémami)
- Starostlivosť o rodinu ako základného výchovného prostredia
- Tvorba pozadia na efektívne využívanie voľného času a na podporu talentov v rôznych oblastiach činnosti
- Zakladanie detských a mládežníckych organizácií
- Účasť mladých na kultúrnom živote
- Medzikultúrna výmena mladých, mobility a medzinárodné kontakty (Príloha 4).

Hoci vo väčšine krajín neexistuje zvláštna politika na rozvoj vzdelanosti mladých (Bulharsko, Írsko, Taliansko, Grécko), vo všetkých krajinách sú práva mladých definované a určené početnými formálnymi aktmi. Štátna politika vo vzťahu k mladým ľuďom zahŕňa ochranu práva na vzdelanie a prácu, problémy s kontinuitou práce (dennou a týždennou), podmienky a typ práce (počas dňa, v noci, nadčas), právne podmienky pre oddych, podmienky odmeďovania a ochrana fyzického, psychického a morálneho zdravia mladých ľudí.

V súčasnosti chýbajú údaje o legislatíve týkajúcej sa mladých ľudí v niektorých krajinách. Existujú však rozdielne formálne akty týkajúce sa politiky zamestnanosti mladých:

- Zákony občianskeho práva v každej krajine – ústavy, zákonníky práce, zákony o všeobecnom a odbornom vzdelaní a príprave, zákony združovania a iné.
- Všeobecné štátne dokumenty (aj medzinárodné), ktoré ochraďujú práva mladých ľudí (právo na vzdelanie a prácu, zaručené vo všetkých krajinách; Charta ľudských práv, Konvencia OSN o právach detí, konvencie o právach utečencov, konvencie o právach žien, emigrantov a postihnutých ľudí (Príloha 5).

Starostlivosť o mladých ľudí je hlavným cieľom mnohých **vládných a mimovládnych inštitúcií**. Vládne inštitúcie ureňujú národnú politiku zameranú na deti a mladých ľudí. Definujú politiku zamestnanosti mladých, prácu na formálnych dokumentoch, plánujú a koordinujú špecifické aktivity a programy mladých ľudí. Vykonávajú funkciu koordinujúcich telies pre iné inštitúcie, dodávajú informácie a profesionálne poradenstvo v oblasti zamestnania, metodicky pomáhajú iným inštitúciám zúčastňujúcich sa aktivít s deťmi a mladými ľuďmi v oblasti vzdelanostného a profesijného rastu (vrátane zvyšovania si kvalifikácie), zúčastňujú sa konzultácií a pomoci zamestnávateľom pri uvádzaní nových pracovných miest a programov zvlášť pre mladých ľudí, organizujú mládežnícke medzikultúrne výmeny.

Mimovládne inštitúcie sa definujú ako systém organizácií, ktoré sa líšia počtom a svojou charakteristikou a zameriavajú sa na sociálnu pomoc čo sa týka práv mladých. Poskytujú služby v oblasti profesijného rastu, zlepšovania životného štýlu mladých ľudí,

aktivít vo ¼ného èasu, ochrany mladých ¼udí proti krutosti a zneuívaniu, vzdelávacie programy vzahujúce sa na zamestnanie a pracovné miesto, podporné aktivity pre pracujúcich mladých ¼udí, vzdelávacie programy pre znevýhodnených ¼udí, špecifické slu•by pre mladých a dospelých harmonizujúce s miestnymi zvláštnosami a poiadavkami, koordináciu medzi mládeníkymi organizáciami (Príloha 6).

V súčasnosti existujúce slu•by pre mladých ¼udí sú povinné poskytnúť **prístup k najnovším informaèným technológiám**. Hlavnou doménou týchto slu•ieb je:

- vlastníctvo alebo prístup k počítaèu
- schopností pre prácu s počítaèom
- prístup k Internetu
- schopností pre využitie Internetu
- príleitos pre e-mailovú komunikáciu.

Výskum ukázal, že takmer vo všetkých partnerských krajinách vyuívajú mladí ¼udia tieto nové informaènè a komunikaènè technológie v škole, doma alebo v práci, vo vzdelávacích alebo informaèných centrách, v internetových kaviaroch.

Informaènè technológie pomáhajú mladým ¼uom, keď si hľadajú prácu (v zahraničí alebo doma). Sú informaèným zdrojom pre obmedzené slu•by profesijného poradenstva, vzdelávacie programy a inštitúcie; programy výmeny mladých alebo pre osobnú zábavu (hlavne počítaèové hry). Poèet mladých ¼udí, ktorí vyuívajú tieto slu•by, je však malý a závisí od miesta bydliska, práce alebo štúdia. Ľa, v niektorých èastiach (obcí alebo miest) nie je prístup k Internetu a dokonca vlastníctvo počítaèa je výsadou pre malý poèet ¼udí (Príloha 7).

3 POTREBY PROFESIJNEHO PORADENSTVA A PRÍSTUP K PROFESIJNÝM SLU•BÁM PRE MLADÝCH – VÝSLEDKY VÝSKUMU*

Respondenti

Celková vzorka – 1202

- Študenti – 958 (79,7%)
- Zamestnaní – 100 (8,3%)
- Nezamestnaní – 129 (10,7%)

Vzdelanostná úroveň:

- Základné vzdelanie – 101 (8,4%)
- Stredoškolské vzdelanie – 758 (63%)
- Vysokoškolské vzdelanie – 72 (5,9%)

pohlavie

- muži – 34%
- ženy – 76%

Národnosť**

- Španielska – 83 (6,9%)
- Talianska – 32 (2,6%)
- Švédsko – 62 (5,1%)
- Lotyšsko – 23 (1,9%)
- Grécko – 31 (2,5%)
- Slovenská – 281 (23,3%)
- Bulharská – 622 (51,7%)
- Írska – 50 (4,15%)
- Iné národnosti – 18 (1,4%)

bydlisko

- mesto – 76%
- obec – 34%

Vek	14	15	16	17	18	19	20
Vzorka %	1,5	1,6	3,3	10,6	12,7	7,9	13,8

*Výsledky výskumu jednotlivých krajín sú v prílohách 9-16

**Pojem iné národnosti znamená, že ide o ¼udí, ktorí patria k inej národnosti, ako je krajina, v ktorej žijú. V bulharskom prípade je 61 (5,1%) osôb, ktoré sa definujú ako príslušníci iného etnika.

21	22	23	24	25	26	27
10,3	8,3	10,7	6,7	4,3	4,7	1,3

28	29	30	31	32	33
1,3	1,4	1,1	0,2	0,02	0,5

3.1. VÝSKUM NAJNOVŠÍCH INFORMÁCIÍ O SLUŽBÁCH PROFESIJNÉHO PORADENSTVA (OTÁZKY 1:3)

Dotazované osoby hľadajú informácie a služby týkajúce sa práce, vzdelania, kvalifikácie a odborného rastu u:

- Konzultanti (14,5%) – 11,9% - študenti; 22,2% - zamestnaní; 18,4% - nezamestnané osoby (bez Slovenska)
- Zamestnanecké služby (21,6%) – 27,1% - študenti; 33,2% - zamestnaní; 36,5% - nezamestnaní
- Poradenské centrá (17,4%) – 17,2% - študenti; 28,4% - zamestnaní; 14,7% - nezamestnaní
- Pracovné centrá (12,6%) – 7,6% - študenti; 24,2% - zamestnaní; 24% - nezamestnaní
- Televízne a rozhlasové programy (20%) – 14,5% - študenti; 21,5% - zamestnaní; 11,3% - nezamestnaní
- Noviny a časopisy (51,8%) – 39,6% - študenti; 51,6% - zamestnaní; 48,1% - nezamestnaní
- Internet (45,1%) – 33,8% - študenti; 44,6% - zamestnaní; 37% - nezamestnaní
- Priatelia (44%) – 33,6% - študenti; 56,5% - zamestnaní; 42,4% - nezamestnaní
- Rodičia (27,9%) – 24,4% - študenti; 27,6% - zamestnaní; 16,8% - nezamestnaní
- **Nevyhľadávam takéto služby** (3,4%) – 3,9% - študenti; 0,2% - zamestnaní; 0,9% - nezamestnaní
- **Iné zdroje a služby na poskytnutie informácií:** mládežnícke a študentské centrá (Španielsko, Taliansko, Bulharsko, Slovensko), študentské zamestnanecké servisy (Španielsko, Bulharsko), škola a učitelia (Španielsko, Lotyšsko, Grécko a Bulharsko), univerzity a univerzitné katalógy (Švédsko, Slovensko, Grécko), knižnice (Lotyšsko, Bulharsko), Národná vzdelávacia agentúra (FAS, Írsko), súkromné študentské agentúry (Slovensko), stretnutia so zamestnávateľmi a firmami (Grécko, Bulharsko) a iné.

32,4% respondentov nie je si vedomých existencie profesijných centier, 28,4% nevie čím sa tieto centrá zaoberajú, 31,6% využíva ich služby.

Záver: Preferencie jednotlivcov čo sa týka informačných zdrojov o pracovných príležitostiach, vzdelávaní, kvalifikácii a profesijnom raste sú nasledujúce: Internet, priatelia, rodičia, služby, televízia a rozhlas, poradenské centrá, konzultanti, pracovné centrá. Údaje v jednotlivých krajinách závisia od veku respondentov, ich postavenia (študenti, zamestnaní, nezamestnaní), spoľahlivosti technológii (prístup k počítačom a Internetu) a od existencie dobre fungujúcej siete poradenských služieb (Príloha 9-16). Len v Taliansku sú konzultačné služby preferované a výsledky naznačujú ich popularitu a dobre pripravených odborníkov (Príloha 10).

Vo všetkých krajinách patrí Internet medzi najpreferovanejšie zdroje informácií. Len v Írsku výsledky odhaľujú nízke percento používania Internetu (17,6%). Dôvodom môže byť to, že väčšej popularite sa tešia iné poradenské služby. V súlade s prirodzeným sklonom k najnovším informačným a komunikačným technológiám tejto vekovej skupiny (15-30 rokov) sa predpokladá úspech virtuálneho poradenského centra ako aj využívanie a konzultačná činnosť s použitím elektronickej siete.

Vo Švédsku sa dôvera mladých zameriava na Internet a slu•by v oblasti zamestnanosti. Nikto z respondentov nevyu•íva konzultaèné slu•by. V Lotyšsku mladí •udia ignorujú slu•by pracovných centier. Tento konkrétny výsledok sa dá vysvetli• tým, •e v cie•ovej skupine dominovali študenti, ktorí doteraz neza•ili problém „nezamestnanosti“.

Mladí •udia v Írsku najviac veria poradenským centrá (56,9%), èo je následkom dobrej tradície a skúsenosti v tejto oblasti. Výsledky na Slovensku však odhalili ve•mi nízky záujem o poradenské a konzultaènè centrá.

V Grécku majú rovnakú dôveru noviny a èasopisy, priatelia a Internet, poradenské centrá a zamestnanecké slu•by (asi 30%), zatia• èo slu•by špecializovaných inštitúcií nie sú vyh•adávané (pracovné a poradenské centrá, sprostredkovate•ské slu•by), èo mô•e by• dôsledkom štruktúry vzorky – preva•ne študenti.

Medzi mladými •uimi v Bulharsku majú najväšší vplyv priatelia (53,4%), zatia• èo poradenské centrá obsadili posledné miesto (4,3%). Tento výsledok odha•uje zlú distribúciu poradenských slu•ieb, ktoré zaèali pôsobi• v krajine (nehovoriac o absencii systému slu•ieb).

3.2 VÝSKUM ZAMERANÝ NA PRÍSTUP K INFORMÁCIÁM A SLU•BÁM

Otázky 3, 4, 8 sa týkajú tejto informácie.

Informácie o vzdelaní, pracovnom a profesijnom raste sú k dispozícii v sprostredkovate•ských slu•bách, poradenských centrá, pracovných centrá, rozhlasè a televízií, od priate•ov a rodičov, v novinách a èasopisoch, na Internetè. Dajú sa nájs• aj v mláde•níckych (študentských) centrá (Španielsko, Taliansko a Slovensko, Bulharsko), študentských sprostredkovate•ských slu•bách (Španielsko, Bulharsko), v školách a u uèite•ov (Španielsko, Bulharsko, Lotyšsko a Grécko), na univerzitách a v univerzitných katalógoch (Švédsko, Slovensko a Grécko), v kni•niciach (Lotyšsko, Bulharsko), FAS (Národná vzdelávacia agentúra, Írsko), v súkromných spoločnostiach zameraných na slu•by pre študentov (Slovensko), priame kontakty so zamestnávate•mi a firmami (Grécko a Bulharsko).

Èo sa týka **prístupu k slu•bám**, 28,6% respondentov potvrdilo široký prístup. Pod•a 26,1% nie je dostatok miest, ktoré ponúkajú profesijnè poradenstvo a 7,5% sa domnieva, •e chýbajú špecialisti.

10,1% nemá prístup k profesijnému poradenstvu a 21,7% si nie je vedomých ponuky takýchto slu•ieb.

Len 4,5% nepotrebuje takéto slu•by.

31,6% respondentov vyu•íva profesijnè centrá. Z nich 30,6% sú študenti, 40,8% zamestnaní a 41,2% nezamestnaní.

32,4% nevie o existencii a úèele profesijných centier. Z nich 28,4% sú študenti, 24,1% - zamestnaní, 38,3% - nezamestnaní.

28,4% nevie èim sa tieto centrá zaoberajú (35,4% - študenti, 28,2% - zamestnaní, 22,9% nezamestnaní).

68,4% z celej vzorky jasne potvrdzuje, •e nevyu•íva profesijnè centrá.

Väèšina jednotlivcov dáva prednos• vyu•ívaniu Internetu – 55,1% študentov, 72,4% zamestnaných a 46,4% nezamestnaných.

Len 11% dáva prednos• osobným kontaktom pred Internetom, èo potvrdzuje široký prístup k technológiám u mladých •udí.

Väèšina je schopná pracova• s Internetom (85,3%). 13,8% deklaruje, •e nemá prístup k Internetu a 2,8% má finanènè problémy s jeho vyu•ívaním (hlavne študenti a nezamestnaní). 3,65% nevie pracova• s poèítaèom a 8,5% nevie pou•íva• Internet. Takmer všetci však pova•ujú Internet za spo•ahlivý zdroj informácií.

Záver: Obmedzený prístup ku profesijným slu•bám (30%) je zapríèinený nedostatkom informácií a nedostatoène rozvinutým systémom slu•ieb. Mladí •udia uvádzajú ako zdroj informácií Internet (63, 3%), ale mnohí sú finanènè obmedzení alebo k nemu nemajú prístup.

Väèšina mladých •udí je schopná pou•íva• Internet a pova•uje tak získané informácie za u•itoènè a spo•ahlivé. Iba v Bulharsku sú uprednostované informácie získané z osobných kontaktov ne• z Internetu. Pou•ívanie a prístup k Internetu sa líši pod•a miesta bydliska (mestá alebo dediny). V malých mestách je prístup k Internetovej komunikácii a poèítaèom vcelku znaènè

obmedzený. Jednako len, vytvorenie virtuálneho profesijného centra by bolo na úžitok pre väčšinu mladých ľudí.

3.3. PRIESKUM SLUŽIEB PROFESIJNÝCH CENTIER

Druhy služieb (konzultácie, rady a informácie) – otázka 8- preferencie:

- Informácie o pracovných príležitostiach vyžadáva 61, 53% opýtaných (54, 5% študentov, 82, 2% zamestnaných , 54, 4% nezamestnaných)
- Návrat technik prijímacieho pohovoru do zamestnania – 53, 5% opýtaných (39, 8% študentov, 74,4% zamestnaných, 46, 6% nezamestnaných)
- Príprava písomností a formalít pri nástupe do zamestnania – 53, 2% opýtaných (55,6% študentov, 64, 9% zamestnaných, 58, 5% nezamestnaných)
- Zvyšovanie vzdelania – 38, 5% opýtaných (33, 2% študentov; 54, 9% zamestnaných; 30, 2% nezamestnaných)
- odborné poradenstvo – 36, 4% opýtaných (25, 2% študentov; 43, 65% zamestnaných; 29, 7% nezamestnaných)
- možnosti kariérneho rastu – 31, 6% opýtaných (55, 6% študentov; 64, 9% zamestnaných; 58,55 % nezamestnaných)
- odporúčania pre úspešnú kariéru po nájdení vhodného zamestnania – 23,3% opýtaných (17,8% študentov; 24,3% zamestnaných; 32,4% nezamestnaných)

Skupiny využívajúce profesijné poradenstvo (otázky 7,9 10)

Podľa respondentov, profesijné služby by mali byť orientované na:

- mladých nezamestnaných ľudí (68,9%)
- mladých ľudí v záverečnom roku ich štúdia (51%)
- znevýhodnených ľudí (40, 6%)
- dlhodobo nezamestnaných ľudí (34, 4%)
- ľudí hľadajúcich možnosti uplatnenia (24, 6%)
- ľudí ohrozených stratou ich zamestnania (21, 5%)

Podľa 59, 3% opýtaných, znevýhodnení ľudia potrebujú špeciálne informácie o pracovných príležitostiach a možnostiach a 22, 7% z nich súhlasí s ich podporou, ale zároveň sa domnieva, že na ich poskytovanie nie je dostatok kompetentných odborníkov. 10, 19% respondentov zastáva názor, že táto oblasť nie je ešte veľmi rozvinutá.

14, 4 % respondentov si myslí, že k znevýhodneným ľuďom sa nemusí pristupovať osobitne resp. inak než k ostatným.

Naviac, centrá profesijného poradenstva by mali byť orientované taktiež na: ženy v domácnosti a analfabetov (Španielsko), “na všetkých, ktorí to potrebujú” (Írsko a Taliansko), “na všetkých, ktorí majú záujem o tieto služby”, “na všetkých, ktorí hľadajú zamestnanie”, “na všetkých ľudí, ktorí v priebehu nadchádzajúcich dvoch rokov odídu do dôchodku”, “na invalidov”, “na ľudí, ktorí si sami nevedia nájsť vhodné zamestnanie”, “na ľudí bez stredoškolského alebo vysokoškolského vzdelania”, “na širšiu skupinu ľudí” (Slovensko a Bulharsko).

Zameranie profesijných služieb (otázka 6)

- Informácie o pracovných príležitostiach – 66, 9% (61, 1% študentov; 87, 6% zamestnaných; 68,8% nezamestnaných)
- Informácie o získaní novej kvalifikácie – 48, 6% (49, 3% študentov; 65, 9% zamestnaných; 40, 8% nezamestnaných)
- Informácie o zvyšovaní stupňa dosiahnutého vzdelania – 40, 4% (37, 7% študentov; 46,7% zamestnaných; 27,6% nezamestnaných)
- Dodatočné služby: rast kariéry; ako napísať životopis; akademická a profesijná realizácia, “akademická kariéra v určení odbore”, “úspešnejšie profesie” (Španielsko), inzeráty s pracovnými príležitosťami a letnými vzdelávacími kurzami ako dodatočné služby (Lotyšsko), “kde a ako nájsť zamestnanie” (Taliansko, Švédsko, Slovensko, Bulharsko, Írsko), hodnotiace centrá (Švédsko), uverejnené pracovné ponuky (Slovensko), informácie týkajúce sa finančného ohodnotenia za prácu (Grécko).

Kvalita služieb (otázky 2; 4; 5)

Kvalita služieb je definovaná množstvom aktuálnych informácií, prístupom k týmto informáciám; kvalita je taktiež ovplyvnená zhodou medzi potrebami klienta a ponúkanými službami a v neposlednom rade ja celkovou spokojnosťou klienta.

18, 5% respondentov považuje získané informácie za užitočné. Viac než polovica opýtaných (51, 7%) súhlasí s predchádzajúcim tvrdením, ale myslia si, že množstvo ponúkaných informácií je nedostatočné a preto hľadajú iné informačné zdroje. 76, 3% respondentov je presvedčených, že informácie zodpovedajú ich požiadavkám a 87, 7 % je s nimi celkom spokojných.

Hodnotenie kvality služieb je spojené s prístupom k spomínaným službám. Fakt, že menej než 30% mladých ľudí má prístup k tomuto druhu pomoci a 21, 7% postráda akokoľvek informácie tohto druhu zabraňuje realistickému zhodnoteniu ich funkčnosti.

Vysoká miera spokojnosti je paradoxom (85, 6%), ktorý by mohol byť vysvetlený faktom, že 67, 5% respondentov obdržalo informáciu, ktorú požadovali.

Kvalita služieb závisí aj od úrovne kompetentnosti a ľudského prístupu profesionálnych poradcov v centrách. 84, 1% respondentov považuje pracovníkov týchto služieb za kompetentných a oceňuje ich prístup (95, 5%). Spomínané ukazovatele sa podieľajú na vysokom percente vyjadrujúcom dôveru, ktorú ľudia majú k profesionálnym poradcov (94, 7%).

ZHRNUTIE: Interpretácia tejto sekcie si vyžaduje zamerať sa na zvláštnosti tejto vzorky (zamestnaní tvoria proporcionálne najmenšiu časť respondentov, potom nasledujú nezamestnaní a študenti; (navyše, v tejto vzorke respondentov dominujú ľudia s ukončeným stredoškolským vzdelaním). To vysvetľuje, prečo hodnoty absolútneho výskytu odpovedí (podľa počtu účastníkov prieskumu) sa odlišujú od ich percentuálneho ekvivalentu. V iných prípadoch (napr. rovnocenné časti vzorky) sa môžu výsledky značne odlišovať.

Výsledky prieskumu ukázali, že mladí ľudia požadujú v profesionálnych centrách hlavne informácie a konzultácie ohľadom hľadaného zamestnania. Jedinú výnimku tvorí Írsko, kde informácie o ďalšom vzdelávaní a kvalifikácii majú väčšiu prioritu. Odhladnuc od toho, hľadanie nového zamestnania zostáva najpožadovanejšou službou vo všetkých partnerských krajinách.

Väčšina účastníkov sa domnieva, že hlavne mladí nezamestnaní ľudia potrebujú špeciálne profesionálne služby (68, 9%), nasledujú čerství absolventi škôl (51%) a ľudia ohrození stratou zamestnania (21, 5%).

Najrôznejšie výsledky sa týkajú skupiny "hľadajúcej zmenu zamestnania". Pre klientov profesionálnych služieb je štatisticky táto skupina na druhom mieste v Írsku, na predposlednom mieste na Slovensku a poslednom mieste v Bulharsku a v Grécku. Vysvetlením tohto javu môže byť fakt, že zmena vo vzdelaní, či profesionálnom a kariérom živote je osobnou záležitosťou, ktorá nie je úplne nevyhnutná.

V Lotyšsku sa respondenti domnievajú, že prioritnou skupinou, ktorá potrebuje zvláštnu starostlivosť sú znevýhodnení ľudia.

Všetky údaje podporujú myšlienku, že znevýhodneným ľuďom prináleží zvláštna starostlivosť. Takéto služby si vyžadujú prípravu špeciálnych materiálov v profesionálnych centrách. Štúdia odhalila, že Švédsko je jednou z krajín, ktorá má v tejto oblasti skúsenosti a tradíciu.

V skutočnosti vo všetkých krajinách sú odborníci, ktorí pracujú s touto skupinou ľudí. Jednako len je tu potreba dodatočného zvyšovania kvalifikácie týchto odborníkov. Dobrým riešením by bol rozvoj poradenstva pre profesionálne služby (odborné a vzdelávacie), ktoré by bolo poskytované nie len v rámci profesionálnych centier, ale aj v médiách a iných inštitúciách venujúcich sa týmto špecifickým aktivitám. Navyiac, etnické menšiny nie sú považované za znevýhodnenú skupinu v spoločnosti.

Mladí ľudia vyslovujú názor, že jestvuje potreba rozšíriť rámec služieb a zvýšiť ich kvalitu. Jednako prieskum ukázal vysokú úroveň spokojnosti s fungovaním profesionálnych služieb (85, 6%).

Vo všetkých krajinách je kvalita služieb definovaná množstvom aktuálnych informácií, spôsobami prístupu k týmto informáciám, taktiež tým, či poskytované služby korešpondujú s dopytom po nich zo strany klientov a v neposlednom rade s celkovou spokojnosťou klienta. Účastníci považujú obdržanie informácie za dostatočnú a konzistentnú s ich potrebami (76, 3%). Hoci väčšina nie je spokojná iba s jedným zdrojom informácie a to vysvetľuje rôznorodosť výrokov ("užitočná informácia" a "užitočná, ale nedostačujúca"). Vcelku môžeme urobiť záver, že klienti považujú informácie získané v profesionálnych centrách za

pomerne uitoèené.

Kvalita slu•ieb závisí od úrove•ne kompetentnosti a ¾udského prístupu odborníkov profesijných centier. 84, 1% opýtaných považuje personál profesijných centier za kompetentný a oce•uje jeho prístup (95, 5%). To všetko sa podie¾a na vysokom percente vyjadrujúcom dôveru, ktorú ¾udia majú k profesijným poradcom (94, 7%).

V Írsku a v Lotyšsku získané dáta odhalili maximálnu mieru spokojnosti s profesijnými slu•bami (100%), zatia¾ èo miera spokojnosti s prácou poradcov je relatívne nízka. Napriek tomu, miera spokojnosti s poradenskými slu•bami je navzájom porovnate¾ne vysoká vo všetkých krajinách, èo je sná• spôsobené popularitou tohto druhu slu•ieb odhliadnuc od profesijných centier. Ľalším dôvodom je tradícia a skúsenosti, ktoré systém profesijných slu•ieb nadobudol v jednotlivých krajinách.

Miera vyu•ívania profesijných poradenských centier je neprimerane nízka na Slovensku (1,4%), v Grécku (3, 2%), Bulharsku (4,3%), èo sa dá vysvetli• nízkym výskytom týchto slu•ieb v spomínaných krajinách.

Na Slovensku sú výsledky prieskumu posudzujúce profesijné centrá dos• kontroverzné. Tieto výsledky sú zapríèinené mo•ným zamie•aním poradenstva poskytovaného profesijnými centrami a poradenstvom získaným od známych a iných inštitúcií. Tieto rôzne údaje ale nepopierajú úspešnosť poskytovania slu•ieb profesijnými centrami v budúcnosti.

4. DÔSLEDKY A OÈAKÁVANIA V ZLEPŠENÍ SLU•IEB PROFESIJNÉHO RASTU U MLADÝCH ĽUDÍ:

4.1. DÔSLEDKY

- **Zvyšovanie kvalifikácie poradcov** v oblasti odborného vzdelávania a profesijného poradenstva
- **Vývoj špecifických metód poradenstva** v oblasti profesijného rastu orientovaný na mladých ¾udí a skupinu znevýhodnených ¾udí
- **Vývoj elektronického poradenstva** ako novej profesijnej slu•by pre mladých ¾udí
- **Vývoj nových vzdelávacích technológií** založených na on-line a off-line multimédiách

4.2. OÈAKÁVANIA

Projekt 2002-BG/02/B/F/PP-132018 podnietil tvorbu:

- virtuálneho profesijného centra na Internete za účelom elektronického vzdelávania a poradenstva
- multimédia CD "Na trhu práce"
- pomocný materiál pre poradcov profesijného rozvoja pracujúcich so znevýhodnenou mláde•ou.

4.3. VÝSTUPY PROJEKTU:

- viac než 2000 zaškolených poradcov
- viac než 20 000 odkonzultovaných prípadov v oblasti vzdelanostného a profesijného rastu
- viac možností uplatnenia a integrovanie mladých ¾udí na trhu práce (rovnako aj mladých znevýhodnených ¾udí)
- pomoc mladým ¾u•iom pri vyu•ívaní on-line a off-line multimediálnych produktov

5. PRÍNOSY ŠTÚDIE PRE PROGRAM LEONARDO DA VINCI

Prieskum preukázal existenciu nasledovných potrieb

- dostupnosť profesijných služieb pre všetkých mladých ľudí
- profesijné služby existujúce nezávisle od profesijných centier ako súčasť iných štruktúr, ktorých cieľovou skupinou sú mladí ľudia
- kompetentní odborníci v oblasti profesijných služieb
- prekonanie predsudkov a diskriminácie voči mladým znevýhodneným ľuďom a vytváranie rovnocenných príležitostí

Prieskum odhalil a poukázal na mladých ľudí, ktorí aktívne vyhľadávajú profesijné služby a poradenstvo týkajúce sa zamestnania, vzdelania a kvalifikácie.

Prieskum predikuje možnosti elektronického vzdelávania a poradenstva pri formovaní kariérneho rastu.

LÄGESRAPPORT I PROJEKTET : KARRIÄRUTVECKLINGSSTÖD FÖR UNGDOMAR VETENSKAPLIG UNDERSÖKNING

1. BAKGRUND

I en marknadsekonomisk situation är det av stor vikt med ungdomars arbeten o karriärplanering. Detta föranledde den specifika studie, 2002-

Den berör samtida villkor för ungdomars arbete och arbetslöshet och de karriärstöd som ungdomar erbjuds.

SYFTE: Att undersöka de samtida villkoren för ungdomars arbete och karriärstöd i de deltagande länderna. (för ungdomar mellan 15-26 år)

MÅL: Att studera och analysera arbets/arbetslöshetsituationen i deltagande länder för att kunna bedöma möjligheterna för ungdomars karriärutveckling

- Att studera de samtida karriärstöden för ungdomar
- Att studera tillgången till information och stöd
- Att studera de olika former av stöd som erbjuds (information, rådfrågning, rådgivning)
- Att studera inriktningen på stödets utformning
- Att värdera kvalitén på de stöd som erbjuds idag

MÅLGRUPP: ungdomar, pojkar och flickor, mellan 15 och 26 år. Studenter, arbetande, arbetslösa, missgynnade (minoriteter, ensamstående föräldrar, handikappade), med ofullständig skolgång, gymnasie studier, universitetsstudier, i städer och på landet.

DELTAGANDE

PARTNERS: Undersökningen är genomförd i projektets partnerländer;

Bulgarien-SU”St. Kliment Ohridski“, Faculty of Pedagogic
Bulgarien-SCAS (Student Computer Art Society)
Bulgarien-“Young Women from Minorities”
Grekland- Fourmos
Spanien-YAS (Youth Association of Cazalla)
Irland-FIT (Fastrack to Information Technology)
Italy-Studio e progetto 2
Lettland-NYIC (National Youth Initiative Centre)
Slovakien-Universitetet i Presov, Studenternas service center
Sverige-Eductus

URVAL–METOD-TID

1202 personer deltog totalt varav Bulgarien 622, Grekland 31, Irland 51, Lettland 34, Slovakien 281, Sverige 67, Italien 33, Spanien 83

Slumpvis valda. Antalets och spridningen garanterar representativitet för studien som helhet.

Tidpunkt, februari – mars 2003
Pilotstudien i februari
Avslutande studie i februari-mars

INFORMATIONINHÄMTNING

Elektronisk enkät, pappersenkät och vissa intervjuer
Bearbetat statistiskt med hjälp av SPSS

FRÅGEFORMULÄR

Introduktionstext

Basdel med 10 slutna frågor, med olika antal svarsalternativ

Personliga uppgifter, ålder, kön etc

Resultatet bearbetas och analyseras av en grupp lärare vid SU "Kliment Ohridski" (Faculty of Pedagogic) Sofia, Bulgarien.

2. SAMTIDA VILLKOR UTVECKLING AV KARRIÄRUTVECKLINGSSTÖD FÖR UNGDOMAR I ÅTTA EUROPEISKA LÄNDER (BULGARIEN, GREKLAND, IRLAND, SPANIEN, ITALIEN, LITAUEN, SLOVAKIEN OCH SVERIGE)

En studie och en analys av arbets- och arbetslöshetsituationen i de deltagande länderna och hur den påverkar ungdomars karriärutveckling, baserad på:

I den om arbete och arbetslöshet, den uttalade ungdomspolitikerna i respektive land, lagstiftning och institutioner för ungdomspolitik, statistik om ungdomars arbete/arbetslöshet, ungdomars tillgång till modern IT (datorer, internet, e-post etc)

På basis av den information som projektets partners givit har följande slutsatser dragits:

- anställd är den som är 15 år och som deltar i tillverkning, eller service i utbyte mot lön eller förmåner
- eller de som tillfälligt är utan arbete pga korttidsledighet, sjukdom, graviditet, småbarnsföräldraskap etc
- eller de som driver sin egen verksamhet

Det finns flera olika statusar inom denna grupp:

Arbetsgivare, egenanställda, anställda, oavlönade (i familjeverksamhet) Man kan vara engagerad på hel- eller deltid.

Alla projektpartners rapporterar olika grader av arbetslöshet i sina länder. De arbetslösa är personer som kan ta ett jobb men inte har något, som aktivt söker jobb, som är registrerad vid berörd myndighet och som inte har pengar nog för att klara sina egna behov. Bilaga 2

Ungdomsarbetslösheten är uppskattningsvis en tredjedel av hela antalet arbetslösa i respektive land.

Den är lägst i åldersgruppen 15-18 år, jämfört med gruppen 20-26 år. Det beror på lagstiftning för åldersgruppen, behov av föräldratillstånd och skriftligt besked om att föräldern tar ansvaret för den unge, förbud mot att få utföra vissa arbeten liksom förstås det vanligaste – skolgång. Bilaga 3 innehåller information om arbetslösa i varje land (i procent), indikatorer för ungdomsarbetslöshet och förhållandet utbildning-anställning.

De som löper störst risk att försvinna från arbetsmarknaden visas i Bilaga 8. I alla länder är antalet unga bland de som har problem med att integreras i samhälle och yrkesliv högt. Samtliga länder fokuserar sin policy mot problemen för unga att få jobb. Det är allmänt accepterat att unga skall ha möjlighet till speciellt stöd och service, som:

Generell och yrkesutbildning,

Särskilda anställningsvillkor

Ledig tid, vila och semester som är beslutad och garanterad

Tillgång till särskilda ungdomsprogram och anställningsstrategier

Tillgång till information om arbetslivet och andra möjligheter i särskilda center

Garanterade villkor för en effektiv utveckling – social integration.

En policy för ungas arbete är en del varje lands nationella arbetsmarknadspolitik. Den definieras som ett antal åtgärder som skall skydda unga och möjliggöra ett fullt deltagande i familj och skola, i kulturella, sociala och ekonomiska sammanhang.

Den baseras på lagstiftning och att säkerställa en effektiv utveckling för unga (15-26 år). Policyn siktar på att fastställa standards inom områden som

Utbildning
Yrkesförberedelser
Yrkesträning
och på att stödja ungdomars deltagande i det ekonomiska och sociala livet.

Unga som erhåller socialt stöd/bidrag kommer i huvudsak från svaga familjer (ensamstående, skilsmässor, arbetslöshet) och det finns fullt utvecklade förebyggande och stödjande program som fokuserar på att reducera osäkerhet och att lösa deras problem.

Delar av ungdomspolicyn i de olika länderna

- lagstiftning och materiella villkor för att kunna delta fullt ut i det demokratiska samhället
- mänskliga fri- och rättigheter
- skydd mot bristande vård och våldsamheter som kan äventyra ett barns utveckling
- arbetslöshetsskydd
- ungdomshälsa
- utbildning, allmän och yrkesinriktad (särskilt för dem med fysiska hinder och sociala problem)
- stöd till familjer, som den basala utvecklingsmiljön
- möjligheter till en meningsfull fritid, där man kan utveckla talang och vara aktiv
- barn- och ungdomsorganisationer
- ungdomars deltagande i det kulturella livet
- ungdomsutbyte med andra kulturer Bilaga 4

Fastän de flesta inte har utvecklat en speciell ungdomspolicy finns det i alla länder rättigheter för ungdomar som fastslagits och definierats i åtskilliga formella dokument. Dessa innefattar sådant som

Rätt till utbildning och arbete
Regler för anställning av unga och deras arbetsvillkor
Rätt till veckovila, arbetsmiljöfrågor
Ersättningsnivåer, minimilön
Fysiska, psykiska och moraliska villkor

För närvarande saknas information om lagstiftning angående unga från vissa länder. Ett antal olika formella dokument finns dock:

Civilrättslig lagstiftning
Konstitutionen
Arbetsmarknadslagar
Lagar för utbildning och yrkesutbildning (rätt att studera, ersättningar)
Mänskliga rättigheter
FN's barnstadga
Flyktingkonventioner
Kvinnors rättigheter
Invandrar- och missgynnade grupper

Omsorgen om de unga är utgångspunkten för åtskilliga institutioner, såväl offentliga som frivilliga. De offentliga beslutar om de nationella villkoren för barn och unga. De utformar policy och formella dokument, planerar och samordnar särskilda program för ungas aktiviteter. De har en samordnande funktion för andra medverkande, ger information och professionell rådgivning angående arbetsmarknad och anställningsvillkor. De hjälper metodologiskt andra medverkande som utför aktiviteter för barn och unga, ger utbildnings- och utvecklingsråd (inklusive om kvalifikationer), deltar med konsultationer och hjälp till arbetsgivare för att skapa nya arbetstillfällen/anpassa arbetsituationer, skapar särskilda program för unga, organiserar tvärkulturella ungdomsutbyten.

Frivilligorganisationer (NGO's) definieras som ett system som skiljer sig åt i storlek och former och snarare siktar på att utgöra stöd för ungdomars rättigheter.

De utför tjänster som
karriärutveckling

förbättrar livsstilen för unga
 fritidsaktiviteter
 skydd för unga gentemot våld och utnyttjande
 utbildningsprogram kopplade till arbetslivet
 stöd till de som har arbete
 utbildningsprogram för missgynnade
 särskilda lokala aktiviteter
 samordning mellan ungdomsorganisationer Bilaga 6

I nuvarande läge behöver olika stöd för ungdomar verka för att skapa tillgänglighet till senaste IT. De huvudsakliga tjänsterna inom detta område är:

- att äga eller ha tillgång till dator
- att behärska, att kunna arbeta med, PC
- att ha tillgång till Internet
- att ha förmåga att använda Internet
- att ha tillfällen till utbyte med andra via e-post

Studien visar att i stort sett i alla länder används dessa nya teknologier i skolorna, hemma eller på arbetet, vid läroanstalter eller informationscenter och på Internetcaféer.

IT hjälper ungdomar när de letar jobb hemma eller i annat land)

Tekniken används som resurs i enklare utvecklingsinsatser, utbildningsprogram eller av utbildningsanordnare, i utbytesprogram eller för personligt nöje(huvudsakligen dataspel).

Andelen ungdom som drar nytta av dessa tjänster är dock låg, beroende på var de bor, arbetar eller studerar. Olyckligtvis finns det områden utan tillgång till Internet(byar och städer) och att äga en dator är ett privilegium för ett litet antal personer. Bilaga 7

3. UNGDOMARS BEHOV AV KARRIÄRRÅDGIVNING OCH TILLGÅNG TILL KARRIÄRSSTÖD*

Befolkningsstatus

Total befolkning- 1202

- Studenter- 958 (79,7%)
- Anställda-100 (8,3%)
- Arbetslösa-129 (10,7%)

Utbildningsbakgrund:

- Grundskola- 101 (8,4%)
- Gymnasium-758 (63%)
- Högskola/Universitet- 72 (5,9%)

Kön

- man- 34%
- kvinna- 76%

Nationalitet**

- Spansk 83 (6,9%)
- Italiensk 32 (2,6%)
- Svensk 62 (5,1%)
- Lettisk 23 (1,9%)
- Grekisk 31 (2,5%)
- Slovakisk 281 (23,3%)
- Bulgarisk 622 (51,7%)
- Irländsk 50 (4,15%)
- Annan nationalitet- 18 (1,4)

Bostadsort:

- stad -76%
- landsort- 34%

* Resultaten från varje land finns presenterade i bilaga 9-16.

**annan nationalitet avser personer som tillhör en annan nationalitet i förhållande till de de lever i.

I Bulgarien, t.ex. är det 61 (5,1%) av de svarande som definierar sig själva som tillhörande en annan etnisk nationalitet.

ålder	14	15	16	17	18	19	20
%	1,5	1,6	3,3	10,6	12,7	7,9	13,8

21	22	23	24	25	26	27
10,3	8,3	10,7	6,7	4,3	4,7	1,3

28	29	30	31	32	33
1,3	1,4	1,1	0,2	0,02	0,5

3.1 STUDIE AV NUVARANDE INFORMATION OM KARRIÄRSTÖD. (FRÅGORNA 1:3)

De tillfrågade söker information och stöd i frågor om arbete, utbildning, kvalifikationer och karriärutveckling från:

- Karriärkonsulter (14,5%)- 11,9%-studerande; 22,2%- anställda; 18,4%-arbetslösa (förutom Slovakien)
- Arbetsförmedlingar -privata (21,6%)-27,1%-studenter; 33,2%-anställda; 36,5% arbetslösa
- Karriärcenter (17,4%)-17,2- studerande; 28,4%- anställda; 14,7%-arbetslösa
- Arbetsförmedlingar (12,6%)-7,6%-studerande; 24,2% anställda; 24% - arbetslösa.
- TV och radio (20%)- 14,5%-studerande; 21,5%-anställda; 11,3%-arbetslösa
- Tidningar (21,8%)- 39,6%-studerande; 51,6% anställda; 48,1%-arbetslösa
- Internet (45,1%)-33,8%-studerande; 44,6% anställda; 37% -arbetslösa
- Vänner (44%) – 33,6%-studerande; 56,5%-anställda; 42,4%arbetslösa
- Föräldrar (27,9%)-24,4%-studerande; 27,6% anställda; 16,8% arbetslösa
- Jag söker inte den sortens information, (3,4%) - 3,9%-studenter; 0,2% -anställda; 0,8% arbetslösa
- Andra källor för information och stöd:Ungdoms- och studentcenters/Spanien, Italien, Bulgarien, Slovenien), studenters arbetsmarknadsstöd(Spanien, Bulgarien), skolor och lärare(Spanien, Lettland, Grekland och Bulgarien), universitet och universitetskataloger (Sverige, Slovakien, Grekland), bibliotek (Lettland, Bulgarien), nationella utbildningsföretag (FAS Irland), privata företag för studerande service (Slovakien), möten mellan arbetsgivare och företag (Grekland, Bulgarien).

32,4% av befolkningen är inte medvetna om karriärscენტrens existens, 28,4% vet ej vad dessa center arbetar med. 31,6% använder sig av deras tjänster.

Slutsats: Individuella preferenser angående informationskällor, när det gäller arbete, utbildning, kvalifikations- och karriärutveckling, rankas så här:

Internet
 Vänner
 Föräldrar
 Arbetsförmedlingar
 Radioo TV
 Karriärcenter
 Konsultationer
 Arbetscenter

Den variation vi ser i de olika länderna beror på skillnader i deltagarnas ålder, status(arbete, student, arbetslös), pålitlighet i teknologerna(tillgång till datorer o Internet) och huruvida det finns väl etablerade karriärstöd redan. Bilaga 10

I samtliga länder är Internet bland de mest populära informationskällorna.

Endast i Irland är Internetanvändandet lågt(17,6%) Anledningen kan vara att andra källor är populärare. Med tanke på den mottaglighet för de senaste informations- och kommunikationsteknologier som denna åldersgrupp(15-30 år) visar, så är ett gott resultat av införandet av ett virtuellt karriärcenter, likväl som användandet av elektroniska nätverk för lärande och rådgivning, högst troligt. I Sverige används Internet och arbetsförmedlingar mest. Ingen använder konsultstöd. I Litauen används inte konsultstöd eller arbetsförmedling. Detta kan sannolikt förklaras av att de svarande till stor del är studerande som ännu inte har mött arbetslöshets”problemet”. I Grekland litar man till lika delar, 30%, till tidningar, vänner, Internet, karriärcenter och arbetsförmedlingar, medan man inte använder stöd från specialistinstitutioner, något som kan bero på den stora andelen studerande i populationen.

De unga i Bulgarien litar till största delen till vänner, 53,4%, medan karriärcenter intar sista plats, 4,3%. Detta visar att en svaga spridning av karriärcenter i landet, där man just börjat utveckla denna tjänst(för att inte nämna avsaknaden av servicesystem).

3.2 STUDIE AV TILLGÅNG TILL INFORMATION OCH STÖD

Frågorna 3, 4, 8.

Information om utbildning, arbets- och karriärutveckling finns tillgänglig vid arbetsförmedlingar, karriärcenter, yrkescenter, radio o TV, vänner och föräldrar, tidningar och magasin, internet mm.

Den finns också vid ungdoms(student)center(Spanien, Italien och Slovakien och Bulgarien), studenters arbetsmarknadsinformation(Spanien, Bulgarien), skolor och lärare(Spanien, Bulgarien, Lettland och Grekland) universitet och universitetskataloger(Sverige, Slovakien och Grekland), bibliotek (Lettland och Bulgarien), nationella utbildningsorganisationer, privata företag för utbildningsstöd, direktkontakt med arbetsgivare och företag.

Angående tillgång till tjänsterna så anser 28,6% av populationen att de har bred tillgång. 26,1% anser att det inte finns karriärstöd på tillräckligt många platser och 7,5% anser att det är otillräckligt med service-specialister. 10,1% har inte tillgång till karriärs service och 21,7% känner ej till att dessa tjänster erbjuds. Endast 4,5% anser att de ej behöver sådana tjänster. 31,6% tar del av karriärcenter. 30,6% av dem studerar, 40,8% är anställda och 41,2% är arbetslösa. 32,4% känner ej till syftet med karriärcenter. Av dessa är 28,4% studerande, 24,1% anställda och 38,3% arbetslösa. 28,4% vet ej vad dessa center arbetar med. 35,4% studerande, 28,2% anställda och 22,9% arbetslösa. 68,4% av den hela populationen använder sig definitivt inte av karriärcenter. De flesta individer föredrar internetanvändning-55,1% av de studerande, 72,4% av de anställda och 46,4% av de arbetslösa. Endast 11% föredrar personlig kontakt via internet, vilket är en indikator för den höga tillgängligheten till ny teknologi för unga människor. Majoriteten har möjlighet att arbeta med internet (85,3%). 13,8% har inte tillgång till internet och 2,8% har för dålig ekonomi för att kunna använda sig av det. (huvudsakligen från gruppen studerande och arbetslösa). 3,65% vet ej hur man använder sig av en dator och 8,5% vet ej hur man använder sig av internet. Nästan alla anser att internet är en pålitlig informationskälla – (96,7%).

Slutsats:

Den begränsade tillgången till karriärstöd(30%) beror på otillräcklig information och avsaknad av etablerade servicesystem. Unge hänvisar till Internet som en källa för information, 63,3%, men en del av de svarande har ekonomiska hinder eller inte tillgång till webben. De flesta unga kan använda Internet och de hänvisar till webb-information som användbar och pålitlig. Endast i Bulgarien prioriteras annat, personliga kontakter, högre än Internet som källa till information. Användandet av och tillgången till Internet varierar beroende på var man bor(stad-by). I små städer är tillgången till webbinformation generellt begränsad. Oavsett detta förefaller skapandet av ett virtuellt karriärcenter att vara av stort värde och bekvämlighet för de flesta.

3.3 STUDIE AV KARRIÄR CENTRENS TJÄNSTER

Typer av tjänster (rådgivning och information) som bör finnas/erbjudas – fråga 8-

- Information om arbeten krävs av 61, 53% (54% av studerande, 82,2% anställda, 54,4% arbetslösa).
- Intervjuträning- 53,5% (39,8% studerande, 74,4% anställda, 46,6% arbetslösa)
- Förberedelse av anställningsformulär- 53,2% (55,6% studerande, 64,9% anställda, 58,5% arbetslösa).

- Förlängd utbildning-38,5% (33,2% studerande, 54,9% anställda och 30,2% arbetslösa).
- Professionell vägledning – 36,4% (25,2% studeranden, 43,6% anställda och 29,7% arbetslösa)
- Möjligheter till karriärs avancemang- 31,6% (55,6% studeranden, 64,9% anställda och 58,5% arbetslösa).
- Rekommendationer i beteende vid nyanställning- 23,3% (17,8% studerande, 24,3% anställda och 32,4% arbetslösa).

Användare (fråga 7,9,10)

Enligt de personer som svarat bör karriärs service tjänster vara riktade mot:

- unga arbetslösa (68,9%)
- unga som håller på att ta examen (51%)
- personer som har svårt att komma ut på arbetsmarknaden (40,6%)
- långtidsarbetslösa (34,4%)
- personer som ser sig om efter något nytt (24,6%)
- personer som riskerar att bli arbetslösa (21,5%)

Enligt 59,3% av de personer som deltog i undersökningen, anser man att personer som har svårigheter att komma ut i arbetslivet behöver speciellt riktad information och 22,7% instämmer i detta behov men anser att det inte finns tillräckligt kompetenta specialister. 10,2% anser att det inte finns tillräckligt med erfarenhet inom detta område. 14,4% tror att människor med svårigheter att komma ut i jobb inte nödvändigtvis behöver grupperas från de andra. I övrigt bör karriärscenter rikta in sig även mot hemmafruor och utbildade (Spanien), ”alla som behöver det” (Irland och Italien), ”alla som är intresserade av det”, ”alla som söker jobb”, ”alla människor som går i pension inom två år”, ”handikappade”, ”människor som ej kan finna ett riktigt jobb”, ”människor utan gymnasie eller högskolebetyg”(Slovakien och Bulgarien).

Fokus på karriärs center (fråga 6)

- Information om nyanställningar-66,9% (61,1% studerande; 87,6% anställda; 68,8% arbetslösa)
- Information om hur man skaffar nytt yrke-48,6% (49,3% studerande; 66% anställda; 40,8% arbetslösa)
- Information för att förbättra utbildningsnivån – 40,4% (37,7% studerande; 46,7% anställda; 27,6% arbetslösa)
- Övriga tjänster: karriärsutvecklingstjänster; hur man skriver en CV; akademisk och professionellt förverkligande; annonser för jobb och sommarkurser som tilläggstjänst (Lettland); ”vart och hur man hittar jobb” (Italien, Sverige, Slovakien, Bulgarien, Irland)mm.

Tjänstens kvalitet (fråga 2;4;5)

Tjänstens kvalitet definieras av mängden aktuell information, tillgängligheten av tjänsten och även genom kommunikationen mellan klientens behov och den erbjudna servicen. Sist men inte minst hur nöjd klienten är över slutresultatet.

18,5% anser att den information de får från karriärs centret är användbar. Mer än hälften (51,7%) håller med föregående uttalande men att informationen inte är tillräcklig så de får även använda sig av andra källor. 76,3% säger att informationen stämmer överens med deras önskemål och 87,7% är nöjda med det. Sammansättningen av tjänstens kvalitet kopplas samman med människors tillgång till dessa tjänster. Faktumet att mindre än 30% av ungdomarna i undersökningen har tillgång till denna slags hjälp och att 21,7% inte har någon information om den ger en bild av hur det fungerar. Den höga nivån av tjänstens kvalitet är en paradox (85,6%) som kan förklaras med att 67,5% har fått den information de velat ha. Tjänstens kvalitet beror på kunskapsnivån och det personliga bemötandet hos karriärs coachen. 84,1% anser att personalen är kompetent och anser att de fått ett gott bemötande (95,5%). Allt detta bidrar till det höga förtroendet människor har för dessa specialister (94,7%)

SAMMANFATTNING: Tolkningen av detta område kräver fokus på gruppernas olikheter (anställda utgör den minsta delen av populationen, följt av de arbetslösa och studerande; tilläggas bör att personer med gymnasial utbildning dominerar denna undersökning). Det förklarar varför numerären skiljer sig från procenten i frågorna.

Resultaten visar att ungdomar i huvudsak vill ha information och rådgivning av nya jobb från karriärscentren. Det är Irland som utgör ett undantag där ytterligare erfarenhet är en större prioritering. Förutom det är syftet att hitta ett jobb den mest

eftertraktade tjänsten i alla länder. De flesta av deltagarna antar att huvudsakligen arbetslösa ungdomar behöver speciella karriärstjänster (68,9%) följt av ungdomar som håller på att ta examen (51%) och personer som riskerar att förlora sitt jobb (21,5%). Den rörligaste gruppen är de ”som har ett jobb men söker efter ett nytt”. Den statistiska rangordningen av klienter som är i denna fas sätts på Irland som andra plats, näst sista i Slovakien och på sista plats i Bulgarien och Grekland. En förklaring kan vara att förändringar i utbildning eller yrkesliv är något privat och något som det ej läggs så stor vikt vid.

I Lettland anser man att de som främst behöver denna sort hjälp är de som har svårt att komma ut i arbetslivet. All information stöder idén att de som har svårt att komma ut i jobb behöver hjälp som riktas speciellt mot dem. Undersökningen visar att Sverige är ett av länderna med erfarenhet av att arbeta på detta sätt. Faktum är att erfarna specialister arbetar med denna klientel i alla länder. Däremot finns det ett behov av högre kompetens hos dem som jobbar inom detta område. En bra lösning skulle vara att utveckla vägledningen av karriärstjänster (yrkes -och utbildningsmässigt), vilket skulle erbjudas inte bara till karriärens centren utan även till media och skolornas studievägledare som är inblandade i dessa arbetsuppgifter. Ungdomar uttrycker att det ej finns något behov för utökade tjänster för att förbättra centrens kvalitet då undersökningen visar att tjänsten anses fungera (85,6%).

I alla länder definieras tjänstens kvalitet genom mängden av aktuell information, nivån av tillgänglighet till tjänsten och att tjänstens kvalitet beror på kunskapsnivån och det personliga bemötandet hos karriärs coachen. Sist men inte minst är det allra viktigaste att klienten är nöjd med resultatet.

Man anser att den information man fått är relevant och i linje med deras behov (76,3%). De flesta nöjer sig inte med en informationskälla och det förklarar variationen av deras uttalande vad ”användbar information” är och ”användbar men ej nödvändig”.

Kvaliteten av denna tjänst beror på hur hög kompetensnivå och personligt bemötande som ges av karriärscentrets specialist. 84,1% finner personalen kompetent och 95,5% godkänner deras bemötande. Allt detta bidrar till den höga procentsats som visar på det förtroende människor har för dessa specialister (94,7%)

På Irland och i Lettland visar data på en maximal tillfredsställelse gällande karriärs tjänsterna (100%), medan nivån av konsulternas arbete värderas relativt lågt. Nivån av ”nöjdhetsgrad” gällande konsulttjänster bland de andra länderna är relativt högt, förmodligen på grund av att det är en populärare tjänst än att använda sig av karriärscenter. En annan anledning är att traditioner och erfarenheter varierar i respektive land.

Användningsfrekvensen av karriärscenter är väldigt låg i Slovakien (4,1%), Grekland (3,2%), Bulgarien (4,3%) vilket kan förklaras av att de ej vunnit mark i dessa länder.

I Slovakien visade sig grundandet av karriärscenter bli kontroversiellt. Dessa resultat beror på den möjliga förvirringen mellan rådgivning som erbjuds vid karriärscenter och rådgivning som ges genom andra tjänstestrukturer. Detta innebär dock inte att karriärscenter är en omöjlighet i framtiden.

4. ANTAGANDEN OCH FÖRVÄNTNINGAR FÖR FÖRBÄTTRINGAR AV TJÄNSTER FÖR UNGDOMARS KARRIÄRSUTVECKLING

4.1. ANTAGANDEN

- Förbättring av rådgivarnas kompetens inom områdena arbetsplatsförlagd utbildning och karriärsrådgivning.
- utveckling av specifika metoder för rådgivning inom området karriärsavancemang för ungdomar och grupper som har svårt att komma ut i arbetslivet.
- utveckling av e-rådgivning som ny karriärstjänst för ungdomar
- utveckling av nya teknologier för lärande baserat av multimedia både online och offline.

4.2.FÖRVÄNTNINGAR

2002-BG/02/B/F/PP-132018 projektet förväntas skapa:

- virtuellt karriärs center på internet för e-learning och rådgivning
- multimedia CD ”På arbetsmarknaden”
- karriärsutvecklingsrådgivning för konsulter som arbetar med ungdomar som har svårigheter att komma ut på arbetsmarknaden.

4.3.PROJEKTETS PÅVERKAN

- fler än 200 utbildade rådgivare
- fler än 20 000 ungdomar som använder sig av rådgivning inom utbildnings/karriärsutveckling
- fler möjligheter för ungdomsintegration på arbetsmarknaden
- att hjälpa ungdomar i sitt användande av on-line och off-line produkter

5.UNTERSÖKNINGENS BIDRAG TILL LEONARDO PROGRAMMET

Undersökningens resultat påvisar behoven att

- tillgängliga karriärscenter för alla ungdomar
- karriärstjänster oberoende av karriärscenter
- kompetenta specialister
- övervinnandet av fördomar och diskriminering av ungdomar som har svårt att komma ut på arbetsmarknaden.

Undersökningen avslöjar att ungdomar söker aktivt efter karriärstjänster och rådgivning gällande anställning, utbildning och kompetens. Undersökningen påvisar vilka möjligheter som finns gällande e-learning och rådgivning på nätet då det handlar om att bygga upp ett yrkesliv.