



**Ministry of Youth and Sports**  
National Youth Strategy 2015-2025

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## GRATITUDE

For the participation in the development of the National Youth Strategy, we would especially like to thank our international partners: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Organization for Security and Cooperation in Europe, UN Agencies namely, UNICEF, UNFPA, IOM, Council of Europe, USAID, Swiss Agency for Development and Cooperation – SDC; Standing Conference of Towns and Municipalities, organizations performing youth activities, all participants in round tables and public hearing and those who sent their comments and suggestions for enhancing document, colleagues from other ministries, institutions, as well as to media which broadcasted materials about the Strategy development.



Minister of Youth and Sports  
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National Youth Strategy 2015-2025 represents a comprehensive document outlining the priority objectives which implementation should contribute to an active and equal participation of young people in various areas of social life.

Supporting personal and social empowerment of young people is one of the guiding principles of the Strategy, which has also been applied during its drafting. The Government has appointed a multi-sectoral Working Group with 53 members; there were 15 round tables with the aim to discuss the first draft of the Strategy, as well as five debates in the public discussion in Serbia, with the participation of more than 2000 young people.

Both the recommendations from the evaluation the implementation of the National Youth Strategy for the period 2008-2014, and the recommendations from the Review of the Youth Policy prepared by the experts of the Council of Europe, made on the initiative of the Ministry of Youth and Sports, were included in the Strategy 2015-2025, because they represent a measure of the success of previous work and also guidelines for effective implementation in the coming years.

National Youth Strategy 2015-2025, which is part of the Serbian youth policy, should be realized by all subjects of youth policy and therefore it is important to develop a clear mechanism for coordinating implementation, specify the roles of all stakeholders of youth policy and to raise the capacity of all stakeholders of youth policy for its implementation.

Youth policy should be based on complete, systematic and comprehensive information on the status and trends when it comes to young people in all areas of society, in order to ensure the knowledge of young people.

Recognizing youth as a special interest group in work will provide the creation of the Agenda for young people. Agenda for young people is operational planning document within the ministries and institutions and organizations developed on the Strategy to work for youth and with youth.

The Ministry of Youth and Sports remains committed to continuing with ongoing efforts to improve inter-sectoral cooperation, coordination of the implementation and monitoring of the progress made in implementing the National Youth Strategy at all levels.

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Due to Article 10 of the Law on Youth (Official Gazette of RS, no. 50/11) and Article 45 paragraph 1 of the Law on Government (Official Gazette of RS, no. 50/05, 71/05 - corrigendum, 101/07, 65/08, 16/11, 68/12 – CC, 72/12, 7/14 – CC and 44/14),

the Government hereby adopts

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## **NATIONAL YOUTH STRATEGY FOR THE PERIOD 2015 - 2025**

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### **INTRODUCTION**

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The Republic of Serbia recognises young people and their special and important role in the society. Young people are the present and the future of our society, a resource of innovations and a driving force of the development of society. Therefore, it is required to continuously and systematically invest in youth development and to establish a partnership between the youth and the state in order to increase the active participation of young people in society, encourage their social integration and ensure their inclusion in the development of youth policy.

The National Youth Strategy (hereinafter referred to as NYS) lays down the basic principles of action, directions of activity and expected results of the activities of all youth policy actors<sup>1</sup> (hereinafter referred to as YPA) towards the improvement of social position of young people and the creation of conditions for full achievement of their rights and interests in all areas. The NYS is based on the government's strategic orientation to work with and for young people, and, starting from the goal set in the Law on Youth<sup>2</sup> (hereinafter referred to as LoY), it seeks to ensure conditions for enabling young people to reach their full potential, participate actively in society, while contributing not only to their own development but also to the development of society.

The NYS is a key mechanism for the implementation, coordination and promotion of youth policy that creates a supportive environment where youth initiatives are encouraged and appreciated. All YPAs should create conditions and support the empowerment of young people for their integration in society in accordance with their own choices and abilities. All sectoral policies should recognise young people and their needs and potentials and facilitate their participation in the strategic decision-making, implementation, monitoring and evaluation. The NYS is "a guarantee to youth" on behalf of the state, but it is also "a guarantee to the state" on behalf of youth, that they will work together on achieving the goals, while respecting the agreed principles and fostering partnership. The NYS is a guide for working with and for young people, intended for all YPAs, and it is also a platform for action at the local, provincial, national and international level.

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## **1. BACKGROUND**

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Establishing the Ministry of Youth and Sports (hereinafter referred to as MoYS) in May 2007, as an outcome of active four-year youth advocacy efforts under the umbrella of the Youth Coalition of Serbia, associations of citizens and youth wings of political parties, initiated the process of developing the system of support to and cooperation with young people. Since its establishment the MoYS started to develop strategic and legal documents in the field of youth policy. At the proposal of MoYS, the Government adopted the National Youth Strategy on 9 May 2008; on 22 January 2009 adopted the Action Plan for the Implementation of NYS for the period 2009-2014 and on 4 March 2010 the Strategy of Career Guidance and Counselling in the Republic of Serbia. The Law on Youth, adopted by the National Assembly on 5 July 2011, certainly has a special place in the area of youth policy in Serbia.

In addition to the development of strategic and legislative documents, within the framework of activities aimed at the implementation of NYS and corresponding Action Plan, by 2014 the MoYS conducted 47 open calls for the design and implementation of youth policy, organised training for 350 youth associations and informal youth groups, supported the development of 157<sup>3</sup> youth offices (hereinafter referred to as YO) in local self-government units (hereinafter referred to as LSG) and supported the development of local action plans (hereinafter referred to as LAP) in over 100 LSG. The MoYS supported the establishment of the National Youth Council of Serbia (hereinafter referred

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1 Law on Youth (Official Gazette of RS, no. 50/11), Article 3, paragraph 2: The youth policy actors are: the Republic of Serbia, autonomous province and local self-governments as key implementers of youth policy, institutions, youth activity organisations, and other actors participating in the implementation of youth policy.

2 Ibid, Article 1 paragraph 2: The purpose of the Law is to create conditions for supporting young people in organisation, social activism, development and fulfilment of their potential for their own benefit and for the benefit of society.

3 According to the records of the Ministry of Youth and Sports, one hundred and thirty-six (136) of them work actively as of November 2014.

to as KOMS), the work and development of the National Association of Youth Work Practitioners (hereinafter referred to as NAPOR) and the National Association of Local Youth Offices. *On 24 January 2014 the Government issued a decision on the establishment of Youth Council, thus taking a significant step forward in the monitoring and further development of the National Youth Policy. Since 2008 the Fund for Young Talents of the Republic of Serbia has operated within the MoYS, annually granting over 2000 scholarships for young people, as well as the Centre for Career Guidance and Counselling of Young Talents*<sup>4</sup>.

The LoY provides that the NYS should be a document adopted by the Government, at the proposal of MoYS, for the period of 10 years<sup>5</sup>. The strategy development process was initiated on 31 July 2014 by the adoption of Decision on establishing a working group for the preparation of the National Youth Strategy for the period 2015-2025 and an action plan for its implementation. The Government appointed 53 members of the Working Group, representatives of all relevant public authorities and institutions, representatives of youth organisations, organizations for youth and their associations (hereinafter referred to as youth activity associations) and youth policy experts. There were eight thematic groups (employment and entrepreneurship, education, pedagogical work and training, health and well-being, youth activism and active participation, mobility and information, social inclusion, creativity and culture, safety) for the development of NYS, in which the Working Group members and other stakeholders participated.

The process of NYS drafting began with a situational analysis to determine the current situation in the areas of youth strategic interest, establishing developments and defining trends. The situational analysis provided a basis for identifying the key challenges faced by young people and thus for gaining insight into negative aspects of the current situation, on the basis of which its causes and consequences were defined. Fifteen (15) round-tables were held throughout Serbia as well as several expert debates during the consultation process in October, while public hearings were conducted also through 5 public debates and round-tables attended by several thousand young people. The comments expressed at these events, together with the proposals and suggestions collected through the forms, were used for the development of the NYS for the period 2015-2025 and an action plan for its implementation.

The data presented in the NYS, substantiating the statements on the identified key challenges faced by young people, constitute the core of the situational analysis and are used to indicate the status and trend on the basis of which a specific problem is determined. The NYS should be reader-friendly, understandable for young people and without comprehensive findings and data collected through the situational analysis and for that reason this NYS includes data required for logical reasoning about the identified problems and does not contain the results of full analyses carried out in order to identify key problems. On the basis of precisely defined specific problems, their causes and consequences, we began the process of defining the plan parameters, through the development of goals and expected results (desired changes), and defining the methodology of achieving the goals and results<sup>6</sup>, through the development of activities and performance indicators<sup>7</sup>.

In defining activities for achieving the strategic goal and specific goals, the NYS and Action Plan respect the constitutionally guaranteed independence of local self-government, and international legal standards related to freedom of association. The NYS specifically recognises the groups of young people who are vulnerable, marginalised, at risk of social exclusion and poverty as well as those who are exposed to multiple discrimination and exclusion. All developed goals and activities need to provide support to these groups of young people, better identification of vulnerable young people, while the action plan indicators must address separately and monitor all categories of young people at risk of social exclusion.

The NYS is based on the Constitution of the Republic of Serbia and applicable legislation (Law on Youth (Official Gazette of RS, no. 50/11), Law on the Fundamentals of Education System (Official Gazette of RS, nos. 72/09, 52/11 and 55/13), Law on Adult Education (Official Gazette of RS, no. 55/13), Law on Higher Education (Official Gazette of RS, nos. 76/05, 97/08 / see also Article 2/, 44/10 /see also Articles 32-35/, 93/12 /see also Articles 6 and 7/ and 89/13. See: Authentic Interpretation - 100/ 07-4. See: Decision - CC RS IU no. 380/05 - 53/11-104),

4 Ministry of Youth and Sports (2014), Information Bulletin, Belgrade (accessed on 5 December 2014; available at <http://www.mos.gov.rs/informator-o-radu/?lang=lat>).

5 Law on Youth, Article 10.

6 The term result is used in the NYS, as an outcome of the achievement of goals and/or performance of activities. This term has replaced the usual term measure that defines a course of action for the achievement of results.

7 Performance indicators constitute a part of NYS AP.

Law on Volunteering (Official Gazette of RS, no. 36/10), Law on Associations (Official Gazette of RS, nos. 51/09 and 99/11 –as amended), Law on Cooperatives (Official Gazette of FRY, nos. 41/96 and 12/98 and Official Gazette of RS, nos. 101/05 – as amended and 34/06), Law on Weapons and Ammunition (Official Gazette of RS, nos. 9/92, 53/93, 67/93, 48/94, 44/98, 39/03, 101/05 – as amended, 85/05 – as amended, 27/11 – CC Decision and 104/13 –as amended); Criminal Code of the Republic of Serbia (Official Gazette of RS, nos. 85/05, 88/05 – corrigendum, 107/05 - corrigendum, 72/09, 111/09, 121/12, 104/13 and 108/14), Law on Antidiscrimination (Official Gazette of RS, no.22/09), and other laws, while the following strategic documents adopted by the Government were also consulted during the preparation of NYS for the purpose of harmonisation<sup>8</sup>: National Employment Strategy 2011-2020; Strategy of Career Guidance and Counselling; Adult Education Development Strategy; Strategy for the Development of Vocational Education; Adult Education Strategy; Strategy of Scientific and Technological Development; Youth Health Strategy; Public Health Strategy; Strategy for the Prevention and Control of Chronic Non-communicable Diseases; Strategy for Continuous Improvement of Health Care Quality and Patient Safety; Strategy for Improving the Status of Persons with Disabilities in the Republic of Serbia; Strategy for the Development of Mental Health Care; Strategy on HIV Infection and AIDS; Strategy on Sports Development in the Republic of Serbia; National Strategy for Sustainable Development; Strategy on Implementing the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters; National Security Strategy; Strategy for the Prevention and Protection of Children from Violence; Strategy for Preventing and Combating Violence against Women in Family and in Intimate Partner Relationships; Strategy for the Prevention and Protection of Discrimination, Strategy of Protection and Rescue in Emergency Situations; National Strategy for Combating Corruption; Strategy for Small Arms and Light Weapons Control; Social Welfare Development Strategy; Poverty Reduction Strategy; National Social Housing Strategy; Strategy for Improvement of the Status of Roma in the Republic of Serbia; National Strategy for Improving the Position of Women and Promoting Gender Equality; Strategy for the Development of Public Information System; Strategy for the Development of Information Society; Strategy for the Development of Electronic Communications; Strategy for the Development of Official Statistics; Strategy for Combating Human Trafficking in the Republic of Serbia; Migration Management Strategy; and corresponding action plans, local action plans and other relevant regulations and policies.

In line with the strategic commitment of the Republic of Serbia to join the European Union (hereinafter referred to as EU), the starting points for the preparation of NYS were the EU Strategy for Youth - Investing and Empowerment<sup>9</sup>, A Renewed framework for European cooperation in the youth field (2010-2018)<sup>10</sup> and Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010-18)<sup>11</sup> as basic references and directions of NYS alignment. In addition to these documents, the two development initiatives within the framework of the EU's growth strategy Europe 2020 were consulted in the process of NYS preparation: Youth on the move<sup>12</sup> and New Skills for New Jobs<sup>13</sup> as well as the Declaration and Resolution of the Council of Europe on the future of the Council of Europe youth policy: Agenda 2020<sup>14</sup>.

8 All strategic documents of the Republic of Serbia are available at <http://www.gs.gov.rs/lat/strategije-vs.html>.

9 Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - An EU Strategy for Youth: Investing and Empowering - A renewed open method of coordination to address youth challenges and opportunities (SEC(2009) 545) {SEC(2009) 546} {SEC(2009) 548} {SEC(2009) 549} /\* COM/2009/0200 final \*/.

10 Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018), OJ C 311, 19.12.2009.

11 2012 Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010-18), OJC 394, 20.12.2012.

12 Youth on the move, available at [http://ec.europa.eu/youthonthemove/index\\_en.htm](http://ec.europa.eu/youthonthemove/index_en.htm)

13 New Skills for New Jobs, available at <http://ec.europa.eu/social/main.jsp?catId=822&langId=en>

14 The future of the Council of Europe youth policy: AGENDA 2020, available at [http://www.coe.int/t/dg4/youth/IG\\_Coop/Agenda\\_2020\\_en.asp](http://www.coe.int/t/dg4/youth/IG_Coop/Agenda_2020_en.asp)







## 2. SITUATION ANALYSIS AND RECOMMENDATIONS

The following resources served as a basis for the preparation of the NYS: annual reports on the implementation of the National Youth Strategy and Action Plan 2009 – 2014<sup>15</sup>, Young people - our present, exploring the social biography of youth in Serbia<sup>16</sup>, Youth and Public Policy in Serbia<sup>17</sup>, A study on indicators of youth policy in the Republic of Serbia<sup>18</sup>, Analysis of the situation of young people in the strategies of the Government of the Republic of Serbia and the recent sociological research<sup>19</sup>, Indicators for monitoring the population of young people in Serbia<sup>20</sup>, The situation in youth policy - a comparative analysis of the Republic of Serbia and the European Union<sup>21</sup>, Research Situation and Needs of Youth in Serbia<sup>22</sup>.

In the context of the preparation of the new national youth strategy MoYS in 2014 in cooperation with United Nations Population Fund (UNPFA) started external evaluation of the implementation of the NYS and Action plan 2009 – 2014 with the aim of reviewing the real situation and adoption of strategic measures. The first draft of the evaluation report was prepared on 3 December 2014 and publicly discussed on 8 December 2014. Results of the draft report were taken into consideration when drafting NYS, particularly recommendations<sup>23</sup> which indicate areas that need to be developed and continuously further improved:

1. strengthen the capacities of MoYS and capacity building for the implementation of the NYS and sensitizing partners in the implementation of the NYS to the youth problems and issues;
2. ensure that the decision-making process is in accordance with the principles of co-management;
3. provide an integrated youth policy through the improvement of joint planning and implementation of the NYS through joint projects, managing the exchange of information and knowledge on youth;
4. develop unique and extensive system of monitoring and evaluation that will provide qualitative and quantitative data of implementation of NYS;
5. improve local capacities so as to be adjusted to young people;
6. provide more transparent decision-making process and availability of information relevant to young people;
7. ensure the improvement of the situation of youth organizations and organizations for youth through clearly separated project financing and program administrative grants;
8. provide increasing coverage of youth activities aimed at the implementation of the NYS, through the development of mechanisms for monitoring and increase coverage, with special emphasis on the coverage of vulnerable young people;
9. continuously collect data on young people through research on the status and needs of young people.

At the request of the MoYS, an independent expert team of the Council of Europe as a part of their regular activities, began youth policy overview in the Republic of Serbia in order to comprehend the achievements and give useful recommendations for work improvement in the youth field. During the second visit to the Republic of Serbia, in September 2014, the expert team was presented the first draft of the NYS, and their comments regarding the document were taken into account in the preparation of the next draft of the NYS. Also, the recommendations of the expert team for the improvement of youth policy, which were presented at a public hearing in Belgrade, on February 6 2015, were in accordance with the NYS draft.

15 Available at the official website of the Ministry of Youth and Sports <http://www.mos.gov.rs/dokumenta/omladina/strategije/>.

16 The Youth - our present, research on social biography of Serbian youth, Smiljka Tomanovic, Dragan Stanojevic, Isidora Jaric, Dusan Mojic, Sladjana Dragisic Labas, Milana Ljubicic, Ivana Zivadinovic, the Institute of Sociology and Social Research, Faculty of Philosophy in Belgrade, 2012.

17 Youth and Public Policy in Serbia, Tanja Azanjac, Donatela Bradic, Djordje Krivokapic, Tatjana Stojic, Marlene Spoerri, A publication of Demokratie & Dialog e.V. 2012.

18 A study on indicators of youth policy in the Republic of Serbia, Dr Jasmina Kuka, Belgrade, 2013.

19 Analysis of the situation of young people in the strategies of the Government of the Republic of Serbia and the recent sociological research, Assistant Professor Dusan Mojic, Mr Slobodan Mrdja, Belgrade, 2013.

20 Indicators for monitoring the population of young people in Serbia, Dragan Stanojevic and Ivana Zivadinovic, Belgrade, 2013.

21 The state of youth policy - a comparative analysis of the Republic of Serbia and the European Union, the Ministry of Youth and Sports, Belgrade, 2013.

22 The position and needs of young people in Serbia, Ninamedia, 2014, available via the link <http://www.mos.gov.rs/dokumenta/omladina/istravezivanja/>.

23 The draft report is available via the link [https://www.dropbox.com/sh/mpingrteofxtlins/AACihC8npI4skPBovTZpJEE\\_a?dl=0](https://www.dropbox.com/sh/mpingrteofxtlins/AACihC8npI4skPBovTZpJEE_a?dl=0).



### 3. VISION AND PRINCIPLES

#### 3.1. VISION

Young people are active and equal participants in all spheres of social life, they fully develop their potential and contribute to personal and social development and well-being. Young people are supported by society, they create better living conditions and conditions for the development of potentials and actively contribute to the overall development of society.

#### 3.2. PRINCIPLES

Young people, the MoYS, ministries responsible for particular areas in the youth sector and all other youth policy actors shall participate in the development and implementation of the NYS. The MoYS shall direct and monitor the implementation of the NYS at the local level. YPAs shall act in accordance with the NYS principles. All terms used in the NYS are gender-neutral. The principles of NYS are the following:

##### Support for personal and social empowerment of youth

Everybody, in particular youth policy actors, within the scope of their activities and purview, shall support social empowerment of young people in the manner prescribed by the LoY, NYS and other youth policy instruments.

##### Respect for human and minority rights, equality and non-discrimination

All young people shall be equal and shall enjoy equal status and equal protection regardless of their personal characteristics. Any kind of discrimination or unequal treatment of young people, direct or indirect, on any grounds, particularly on the grounds of age, race, sex, national origin, religious belief, language, social background, financial standing, affiliation with political, trade union or other organisations, mental or physical disability, health, physical appearance, sexual orientation, gender identity, or other actual or assumed personal trait shall be prohibited.

##### Equal opportunities for all

Young people shall be entitled to equal opportunities and participation in all spheres of life in accordance with their own choices and abilities. Personal and social development of young people shall be encouraged by ensuring the respect for diversity, gender equality, rights, freedom and dignity. Young people shall have the right to objective, adjusted and easily accessible information in order to develop and make fully informed decisions.

##### Importance of young people and their social roles

Everybody, especially youth policy actors, shall encourage and support the raising of awareness about the importance of young people and their social role through youth policy implementation, social empowerment for the purpose of youth well-being, promotion and protection of their interests, needs and opportunities for active participation in society. The potentials of young people shall be recognised and appreciated as an important social resource and trust and support shall be shown for young people's abilities: "Young people have knowledge, ability, skills and willingness"<sup>24</sup>.

##### Active youth participation and cooperation

Everybody, especially youth policy actors, shall ensure a stimulating environment and offer active support in the performance of youth activities for young people, in their taking initiative and in their meaningful involvement in decision-making processes and processes of implementation of decisions that contribute to personal and social development, while young people shall receive complete information. Freedom of association, cooperation with peers and intergenerational cooperation at the local, national and international level shall be supported and encouraged.

##### Social responsibility and solidarity

The responsibility of those who work with young people, as well as the responsibility of young people arising from their obligations in society shall be encouraged and developed. Young people should actively contribute to the development and fostering of social values

24 National Youth Strategy (Official Gazette of RS, no. 55/08)



and to the development of their community, particularly through various forms of voluntary activities, and should express intergenerational solidarity and work actively to create conditions for equal and full participation, in all aspects of social life, of young people with disabilities, members of ethnic minorities and all other persons and social groups that may be at risk of discrimination or discriminatory treatment. Intergenerational solidarity shall be developed and the role of youth in building a democratic civil society based on the culture of non-violence and tolerance shall be recognised.

#### 4. STRATEGIC GOALS

The NYS defines nine (9) strategic goals as desired changes to be achieved with respect to young people in the areas of interest to young people. The successful implementation of NYS in the next ten (10) years will result in the improvement of:

- › Employability and employment of young women and men
- › Quality and opportunities for acquiring qualifications and development of competencies and innovation of young people
- › Active participation of young women and men in society
- › Health and well-being of young women and men
- › Conditions for the development of youth safety culture
- › Support to social inclusion of young people at risk of social exclusion
- › Mobility, scope of international youth cooperation and support for young migrants
- › System of informing young people and knowledge about young people
- › Consumption of culture and participation of youth in the creation of cultural programmes

The NYS Action Plan specifies the indicators related to the level of performance of activities, implementation period (time required for the achievement of planned goals, results and activities), level of implementation (national, provincial or local), key implementers and participants in the process of implementation, means of verifying the indicators of specific goals and activities, and defines the overall resources required for implementation.

##### 4.1. YOUTH EMPLOYMENT AND ENTREPRENEURSHIP

The 2013 statistics show that the youth unemployment rate in the EU<sup>25</sup> was 23.4% for young people aged 15-24, while in August 2014 the youth unemployment rate in Serbia was 41.7% for young people aged between 15 and 24 and 33.27% for young people aged between 15 and 30. The additional problem in the Republic of Serbia is the inactivity of young people in the labour market. In August 2014, the inactivity rate of young people aged between 15 and 24 was 71.2%, while the inactivity rate of young people aged between 15 and 30 was 52.87%.<sup>26</sup> Also, the Statistical Office of the Republic of Serbia recorded that 19.7% of young people aged 15-24<sup>27</sup> belonged to the NEET<sup>28</sup> category in the Republic of Serbia in 2013.

The unemployment rate is the highest for the age 15-24 and this is precisely the age at which there are major differences between the employment rates of men and women. The rate of long-term unemployment in this age group is 28 for women and 24 for men, while the inactivity rate is 78 for women and 66 for men. Of all inactive persons who do not seek a job because of child care or incapacitated adult care, 97% are women, of which 54% are aged 15-34<sup>29</sup>. Young women account for one half of young people in Serbia and their position is different from the position of young men, including in the labour market. Young women are exposed to discrimination in employment much more, primarily because of childbirth, but they are also exposed to sexual harassment<sup>30</sup>. The position of young Roma women is

25 The EU member states – 27 at that time.

26 Statistical Office of the Republic of Serbia (2014), Labour Force Survey, III quarter of 2014 (RS10), Belgrade, (accessed on 2 December 2014; available at [http://webrzs.stat.gov.rs/WebSite/repository/documents/00/01/55/45/RS10\\_295\\_srb-III\\_kvartal\\_2014.pdf](http://webrzs.stat.gov.rs/WebSite/repository/documents/00/01/55/45/RS10_295_srb-III_kvartal_2014.pdf))

27 Statistical Office of the Republic of Serbia (2012), Labour Force Survey for 2012

28 NEET - Not in Employment, Education or Training

29 Statistical Office of the Republic of Serbia (2013), Labour Force Survey for 2013

30 Commissioner for Protection of Equality (2013).Annual Report.



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particularly disadvantageous, since the number of employed young Roma women is three times smaller than the number of employed young Roma man, and significantly smaller than the number of employed youth from the general population.

According to the annual surveys on barriers to business growth, conducted by the Serbian Union of Employers, the lack of adequate staff is nearing the top of the list: from the 8th place in 2006 to the 3rd place in 2013.<sup>31</sup> This is a clear indication that it has become increasingly difficult for the corporate sector to find quality staff; although the corporate sector funds the education system in Serbia through the tax system, employers must invest additional funds in training their staff, instead of using these resources in other areas of business development.

Both in Europe and worldwide, entrepreneurship has been recognised as one of special forms of employment. It is particularly important to promote an entrepreneurial mind-set at the level of formal education so that it is aligned with the curriculum as a horizontal element in all areas of learning. Experience acquired in entrepreneurial education increases the possibility of establishing new companies, self-employment, creation of new jobs, as well as of gaining self-confidence and strengthening creativity and social responsibility in young people. Approximately 20% of youth who participated in student companies in secondary school, later really established their own companies, which is over three times more than in the general population.

The findings of a survey conducted by the Belgrade Open School in 2013 show a positive correlation between the receiving of career guidance and counselling (hereinafter referred to as CGC) services and the increase of employability and employment of young people. The data obtained after using the CGC services reveal that the number of young people who applied for a job, practice and/or volunteering increased by 14.3%, that 11.7% more young people expressed their readiness for career mobility, while 10.3% more young people expressed their readiness for territorial mobility. In addition, the percentage of unemployed young people who have used the CGC services equalled to 64.9%, while the percentage of unemployed youth in the control group was 73.3%.<sup>32</sup> All of this indicates that young people need support for successful transition from the process of education to the labour market. Career guidance and counselling of young people should be seen as a tool for facilitating a smooth transition from primary to secondary and higher education and the world of work later in life, because the CGC provides them with the skills that enable them to maintain their competencies. However, there has been insufficient coverage of youth with CGC services, as well as insufficient visibility of services offered by career centres and these elements need to be improved.

## STRATEGIC GOAL

Improved employability and employment of young women and men

### Specific problem:

Insufficient amount of appropriate opportunities to apply for programmes that foster youth employability and employment and low level of motivation among youth for applying.

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### Specific goal 1:

Developed services and mechanisms that foster employability and employment of young people through cross-sector cooperation

### Key implementers:

the ministry responsible for youth, the ministry responsible for employment

### Expected results and planned activities:

Representatives of corporate and youth sectors are engaged in the development of services and mechanisms that foster youth employability and employment

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31 Serbian Association of Employers (2013), Business conditions and measures for the development, Belgrade (accessed on 2 December 2014; available at <http://www.poslodavci.org.rs/aktivnosti/projekti/publikacije>).

32 Djuric, M. Kljajic, T. (2013), Career that fits youth – improvement of the methodology for measuring the effects of career guidance and counselling. Belgrade Open School. Belgrade (accessed on 2 December 2014; available at [www.bos.rs/cgcc/publikacije](http://www.bos.rs/cgcc/publikacije))



- › Supporting the improvement of public policies that allow representatives of corporate and youth sectors to be engaged in the development of services and mechanisms that foster youth employability and employment
- › Ensuring the development of standards and models for the inclusion of representatives of corporate and youth sectors in local employment councils as permanent members of councils with voting rights
- › Encouraging the inclusion of representatives of corporate and youth sectors in local employment councils as permanent members of councils with voting rights
- › Supporting the development and implementation of cross-sector services that enhance the youth activity rate, employability and employment at local level

Improved existing and created new programmes that foster youth employability and employment

- › Improving the existing active youth employment measures with special focus on the youth employment package
- › Developing measures for employment and reduction of discrimination against young women in the labour market, in cooperation with the private sector
- › Supporting the improvement of existing and the creation of new programmes for retraining and additional training
- › Improving the existing and creating new programmes for young people to acquire practical knowledge, skills and competencies that are needed in the labour market
- › Ensuring the improvement of existing and creation of new programmes that encourage the activity of young women as well as young people from vulnerable social groups and young people from NEET group
- › Supporting the development of affirmative actions for the employment of vulnerable youth

Supported development, implementation and promotion of activities that encourage youth employment and employability

- › Supporting the development and implementation of programmes and peer education that encourage youth activity
- › Ensuring support to young women, young people from vulnerable social groups and young people who are neither in employment, nor in education or training to apply for programmes that promote youth activity
- › Supporting the promotion of good practice examples of young people who have participated programmes that foster youth employability and employment through the media and social networks

#### Specific problem:

Young people do not possess practical knowledge, skills and competences required in the labour market.

#### Specific goal 2:

Better harmonisation of knowledge, skills and competencies acquired in the process of lifelong learning with the needs of labour market

#### Key implementers:

the ministry responsible for education, the ministry responsible for employment, the ministry responsible for youth

#### Expected results and planned activities:

Employers and other stakeholders participate actively and continuously in creating and implementing the concept of lifelong learning

- › Ensuring the participation of employers' representatives in school boards and scientific-educational councils of higher education institutions
- › Supporting the active involvement of employers and other stakeholders in the design and implementation of secondary school curricula
- › Ensuring more transparent and inclusive approach to employers and other stakeholders in the work of accreditation commission and sub-commissions for accreditation of higher education institutions
- › Improving support mechanisms for employers and other stakeholders that implement lifelong learning programmes for youth

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Improved conditions and mechanisms for the implementation of professional practice<sup>33</sup> and other forms of acquiring work experience

- › Establishing a National Programme of Professional Practice with cross-sectoral coordination and cooperation with representatives of employers in the implementation and evaluation
- › Supporting the programmes that motivate and encourage young people to apply for the National Programme of Professional Practice and/or other forms of acquiring work experience
- › Developing incentive measures for providing professional and work practice including financial compensation
- › Supporting the development of mechanisms for the implementation of work practice and other forms of acquiring work experience in the process of schooling and outside of schooling
- › Developing a model of support to employers and civil society organisations (hereinafter referred to as CSOs) that implement and develop mechanisms for the implementation of other forms of work experience

Developed support programmes that allow young people to acquire practical knowledge, skills and competences

- › Developing a model for evaluation of young people's transversal skills, as well as mechanisms for monitoring the created models
- › Supporting associations that perform youth activities related to the development and implementation of programmes for transferring transversal skills in cooperation with other YPAs
- › Ensuring support for the programmes that allow young people to acquire practical knowledge, skills and competences

#### Specific problem:

Youth entrepreneurship is not properly developed, while the contribution of entrepreneurship to the reduction of youth unemployment has not been sufficiently recognised.

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#### Specific goal 3:

Provided favourable conditions for the development of youth entrepreneurship

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#### Key implementers:

the ministry responsible for employment, the ministry responsible for economy, the ministry responsible for youth, the ministry responsible for education

#### Expected results and planned activities:

Developed supportive public policy framework that defines youth entrepreneurship and its environment

- › Supporting the adoption of laws and by-laws that recognise, facilitate and encourage youth entrepreneurship
- › Developing mechanisms for financial support to young people in starting business, especially by financing start-ups<sup>34</sup>, social and innovation entrepreneurship, and cooperatives
- › Improving and supporting youth, pupil and student cooperatives
- › Facilitating the development of stimulative measures and the simplification of administrative and legal procedures for young entrepreneurs in the first year of business operations
- › Developing affirmative measures aimed at young women who want to become entrepreneurs, particularly in underdeveloped areas
- › Supporting the development and implementation of a stimulating and legally regulated model for business sector investment in young entrepreneurs

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33 Professional practice in this document includes all professional practices organized for young people in education, employment, business and civil society organisations.

34 "Start-up is a company or organisation created with the intention to explore repetitive and flexible business models", Blank, S. (2012). Search versus Execute (accessed on 2 December 2014; available at <http://steveblank.com/2012/03/05/search-versus-execute/>). In scientific and business environment, this term implies a newly established enterprise.

There are mechanisms in place for the acquisition of entrepreneurial knowledge and skills and financial literacy within the framework of education

- › Introducing entrepreneurial skills and knowledge and financial literacy into curricula at all levels of formal education
- › Developing programmes for the acquisition of entrepreneurial skills and knowledge and financial literacy as part of curricula
- › Supporting the institutionalization of pupil and student company as a practical form of learning about entrepreneurship
- › Providing support to the programmes and services of CSOs that stimulate the acquisition of entrepreneurial knowledge and skills and financial literacy of young people
- › Supporting the implementation of Entrepreneurial Skills Pass programme at the national level

Developed sustainable programmes for supporting young people who opt for self-employment

- › Supporting the development and work of business development centres at universities
- › Developing cooperation between local self-governments, accredited regional development agencies and business support centres in supporting business of young people
- › Supporting the development of internet counselling centres that help and encourage young people to start their own business
- › Providing support to the opening of local business incubators to support start-up businesses and providing mentoring support through different models of cross-sectoral cooperation
- › Developing programmes to support young women who opt for self-employment in traditionally male business sectors

Created conditions for the development of social entrepreneurship among youth, based on social understanding and support to entrepreneurship and innovation.

- › Developing mechanisms for supporting young people who are engaged in innovation and research in entrepreneurship
- › Supporting the activities that connect innovation, social entrepreneurship and corporate social responsibility and establishment of social enterprises
- › Ensuring the development of entrepreneurial culture among youth, dissemination of information about best practices of young entrepreneurs and positive impact on society and community

#### Specific problem:

Lack of functional, all-encompassing, quality and sustainable system of career guidance and counselling for young people.

#### Specific goal 4:

Developed functional and sustainable system of youth career guidance and counselling

#### Key implementers:

the ministry responsible for education, the ministry responsible for youth, the ministry responsible for employment

#### Expected results and planned activities:

Improved national framework for career guidance and counselling

- › Supporting the establishment of National Resource Centre for CGC and development of mechanisms for managing knowledge about CGC
- › Supporting the activities of informing young people about the support available in CGC
- › Providing support to the establishment of National Forum for CGC and participation in the work of the European Lifelong Guidance Policy Network
- › Developing mechanisms for measuring the effects of various career guidance and counselling services on the employability of young people, including the effects on different categories of youth
- › Supporting the development of innovative tools, methods and techniques in the field of CGC tailored to the needs of young women and men

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Developed mechanism for continued implementation and improvement of career guidance and counselling standards and programmes for young people

- › Improving the programmes and methodology of CGC for students
- › Ensuring the development of existing and creation of new CGC programmes for young people in the system of secondary education
- › Supporting the improvement of existing and development of new CGC programmes for unemployed young people outside the education system, as well as for vulnerable groups of young people
- › Improving the standards of CGC for youth

Increased number of centres for career guidance and counselling that provide services to youth and local teams for career guidance and counselling of young people

- › Supporting the establishment of new CGC centres and teams in schools, faculties, universities, associations and youth offices
- › Developing the activities of cross-sector partnerships at the local level in order to provide young people with CGC services
- › Supporting the establishment of local teams that provide CGC services to young people from vulnerable social groups

Continuous application of career guidance and counselling programmes, standards and service in educational institutions

- › Supporting the implementation of the programmes and methodology of career guidance and counselling for students in Serbia, with the application of established CGC standards
- › Ensuring the implementation of programmes for career guidance and counselling for young people in the system of secondary education, with the application of established CGC standards
- › Ensuring the annual evaluation of programmes for career guidance and counselling for young people in the system of secondary and higher education
- › Supporting education and continuous training of teachers and professional associates for the provision of CGC services

Continuous application of CGC programmes, standards and services outside educational institutions has been provided

- › Supporting the activities of career guidance and counselling for unemployed youth outside of the education system, as well as for vulnerable young people, with the application of established CGC standards
- › Providing support for the YO programmes aimed at providing young people with career information at the local level
- › Supporting CSOs in the implementation of career guidance and counselling programmes
- › Providing education courses and continuous training for YO representatives related to the provision of CGC to young people



## 4.2. EDUCATION, PEDAGOGICAL WORK WITH AND TRAINING OF YOUTH

The education system is a complex series of processes that affect a large part of the population. If we take into account the data that in the beginning of school year 2013/14 over 1,200,000 people were included in some form of formal education, that the number of employees in the education sector in 2013 was 148,841 and if we add the number of those who are covered by non-formal education,<sup>35</sup> as well as the number of parents and fosters of those who are the beneficiaries of education services, we shall understand that this system is directly or indirectly related to almost every inhabitant of Serbia.

In addition to acquiring qualifications, the main goal of education is acquiring quality knowledge, skills and attitudes for personal achievement and development, inclusion and employment, and the acquisition and development of core competencies<sup>36</sup>. However, the results of student achievement on PISA<sup>37</sup> tests show that students from the Republic of Serbia have scored significantly lower than the OECD<sup>38</sup> average, but also than other European countries (except Bulgaria and Romania)<sup>39</sup>. The results of the final examination<sup>40</sup>, conducted at the end of primary education, show that in 2014, the primary school pupils in more than half of districts<sup>41</sup> had below-average performance on all three tests, while in about one third of districts the results were at the average level<sup>42</sup>. Poor performance of pupils raised the issue of teacher competence and position of teaching profession in general<sup>43</sup>, educational and pedagogical-psychological and didactic-methodological approach in education and adaptation of educational programmes and extracurricular activities to the needs of young people.

By the adoption of the Law on Adult Education<sup>44</sup> a significant progress has been made in creating conditions for the recognition of prior learning acquired through non-formal education and informal learning. However, the standards of qualifications and standards of professional and key competencies have not been adopted yet, which hinders the practical application of the recognition of prior learning. Also, the Law on Adult Education does not recognise the specificity of non-formal education programmes in the youth sector, which are not aimed at acquiring particular qualifications or professional training. Youth programmes are aimed at acquiring competences of young people. What is important here is the process, but primarily the outcome of the learning process; it is also important to have flexibility in the implementation of programmes in accordance with the needs of participants and a wide range of activities that are not just education or training courses.<sup>45</sup>

In the context of non-formal education, recognition of competences acquired through youth work is essential for young people. There is an initiative to define qualifications acquired through youth work in the National Qualifications Framework<sup>46</sup> (hereinafter referred to as NQF). Competences acquired in non-formal education through youth work are important for the employability of young people, because these competencies are precisely the ones that are appreciated by hiring employers. There is a statistically significant correlation between the length of participation and frequency of participation in the programmes of non-formal education through youth work and the degree and scope of acquired competences of young people.<sup>47</sup>

35 The definition of term "non-formal adult education" is given in the Law on Adult Education (Official Gazette of RS, no. 55/2013). The National Youth Strategy 2015-2025 defines non-formal education as any organised form of learning with clearly defined objectives and outcomes of learning, which takes place outside of educational institutions.

36 Law on the Fundamentals of Education System (Official Gazette of RS, no. 72/2009, 52/2011 and 55/2013).

37 PISA – Programme for International Student Assessment.

38 OECD – The Organisation for Economic Co-operation and Development.

39 Government of the Republic of Serbia (2014). Second National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia, (accessed on 2 December 2014, available at <http://socijalnoukljudivanje.gov.rs/rs/>).

40 Final examination assesses the level of achievement of general and specific standards of performance, or educational standards for the end of compulsory education.

41 According to the administrative division, the Republic of Serbia has 29 districts and the Region of Belgrade, which has the status of a separate territorial unit in Serbia. The Report refers to 31 regions because the Raska District is divided into two regions and there is also the Region of Belgrade.

42 Institute for Evaluation of Quality of Education (2014), Report on the conducting and results of the final examination at the end of primary education in the school year 2013/2014 (accessed on 2 December 2014; available at <http://www.ceo.edu.rs/images/stories/lzvestajiZl/lzvestaj%20o%20rezultatima%20Zl%20final.pdf>).

43 Education Development Strategy in Serbia until 2020 (Official Gazette of RS, no. 107/2012).

44 Law on Adult Education (Official Gazette of RS, no. 55/2013).

45 Markovic, D. (2008) Which way? Recognition of non-formal education / learning in the youth sector in Serbia (accessed on 2 December 2014; available at [www.hajdeda.org.rs/08\\_download/Kojim%20putem%20-20prepoznavanje%20neformalnog%20obrazovanja%20u%20omladinskom%20sektoru%20u%20Srbiji.pdf](http://www.hajdeda.org.rs/08_download/Kojim%20putem%20-20prepoznavanje%20neformalnog%20obrazovanja%20u%20omladinskom%20sektoru%20u%20Srbiji.pdf))

46 National Qualifications Framework - NQF in Serbia should be an instrument for regulating the issues of qualifications required by the labour market and it is the basis for the application of lifelong learning concept. The NQF has not been adopted as of 1 December 2014.

47 Markovic, D. Dzigurski, S. (2014). Research: Impact of non-formal education in youth work to acquire competencies for better employability of young people. National Association of Youth Workers. (accessed on 2 December 2014; available at [www.napor.net/images/pdf/istraivanje%20uticaj\\_nfouor\\_na\\_zapoljivos\\_mladih.pdf](http://www.napor.net/images/pdf/istraivanje%20uticaj_nfouor_na_zapoljivos_mladih.pdf))



Early school leaving and dropout of pupils and students are among the major challenges in the education system of the Republic of Serbia. In 2012 the percentage of young people aged between 15 and 24 falling in the NEET category was 25.1, while their percentage on the level of the European Union was 13. According to the 2011 Census, 2% of the population aged over 10 is illiterate (five times more women than men), 11% of the population aged over 15 has incomplete primary education, 20.8% has only primary and 48.9% has secondary education. Only 16.2% of the population has a junior college or university education. The availability of education is significantly reduced for young people from vulnerable social groups. As regards people with disabilities, 53.3% of them aged over 15 have completed primary education or incomplete primary education, while only 6.6% of them have completed junior college or university education.

When it comes to the Roma community, 87% of them have primary or lower education, and less than 1% of them have completed college or university education.<sup>48</sup> By examining the gender-disaggregated data, we notice that women make up the majority (81%) of the total number of people without school, but also the majority of graduates (53% in the school year 2012/2013). There are fewer men who enter undergraduate (first-cycle) studies (45% of enrolled students), and even fewer of those who enter master studies (39.5%).<sup>49</sup> Gender inequality is reflected in the segregation of educational profiles, where the traditional division into "male" and "female" occupations is still dominant. The faculties of humanities and arts have more female students, approximately 65%, medical faculties have more or less equal number of male and female students (50% of each group), while engineering faculties have only up to 25% of female students. Women make up 25% of specialists in the field of information and communication technologies. Gender-role traditionalism leads to greater technical illiteracy of women, which consequently puts them at disadvantage in the labour market.<sup>50</sup>

We should certainly keep in mind the fact that neither gifted nor talented young people are sufficiently encouraged to develop their potential. Significant progress was made with the establishment of the Fund for Young Talents, which annually awards scholarships for about 2,000 pupils and students. There is a particular problem with employment after graduation, as evidenced by the duration of job waiting period. About 18.5% of persons with higher education wait for a job between two and four years, while 15.6% of persons with secondary education spend the same time in the job search.<sup>51</sup> A large number of young people with higher education have left or wish to leave the country and therefore the task of this Strategy is to find a way to motivate young people to develop professionally and personally and invest their knowledge and skills in social, economic and cultural progress of the country.

## STRATEGIC GOAL

Improved quality and opportunities for acquiring qualifications and development of competencies and innovation of young people

### Specific problem:

Professional knowledge and transversal skills of young people and existing educational profiles are not in line with personal and social needs.

### Specific goal 1:

Provided conditions for the development of creativity, innovation and youth initiatives and the acquisition of competencies within the lifelong learning

### Key implementers:

the ministry responsible for education, the ministry responsible for youth

### Expected results and planned activities:

Improved educational and pedagogical-psychological and didactic-methodological competences of teachers and professional associates working with young people

48 Government of the Republic of Serbia (2014). Second National Report on Social Inclusion and Poverty Reduction in the Republic of Serbia. (accessed on 2 December 2014, available at <http://sociojalnoukljucivanje.gov.rs/rs/>)

49 Statistical Office of the Republic of Serbia, Education Statistics, 2014 (<http://webzrzs.stat.gov.rs/WebSite/>)

50 Ministry of Labour, Employment, Veteran and Social Affairs (2014). Equal Opportunities. Women and Use of ICT.

51 Statistical Office of the Republic of Serbia (2013), Labour Force Survey, 2013. Bulletin 578 (accessed on 2 December 2014; available at [http://webzrzs.stat.gov.rs/WebSite/repository/documents/00/01/35/41/SB-578\\_ARS\\_2013-SAJT.pdf](http://webzrzs.stat.gov.rs/WebSite/repository/documents/00/01/35/41/SB-578_ARS_2013-SAJT.pdf))

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- › Initiating amendments to regulations to allow youth activity associations to apply for accreditation of their programmes of continuing professional development of teachers and professional associates
  - › Encouraging and supporting youth activity associations to develop their programmes of continuing professional development of teachers and professional associates, and to apply for accreditation of these programmes
  - › Empowering the representative bodies of pupils and students to actively participate in the development and application of the methodology and system for measuring the effects of professional development of teachers and professional associates
  - › Using the results of TALIS<sup>52</sup> survey in the policy-making process related to professional development of teachers
  - › Supporting initiatives for the establishment of programmes and the introduction of mandatory training of academic staff to develop professional competences in working with students

Provided continuous improvement of teaching process and extracurricular activities through cooperation of educational institutions and YPS

- › Supporting active participation of pupil and student representative bodies in the development of school work and study programmes
- › Establishing and supporting a mechanism for the cooperation of youth activity associations and youth offices with educational institutions in the implementation of teaching programmes
- › Developing mechanisms for cooperation and exchange of experiences among the representative bodies of pupils and students, other youth activity associations and youth offices
- › Facilitating the exchange of experiences in working with young people between educational institutions and CSOs at national and international level
- › Supporting the programmes that promote solidarity, understanding, tolerance, gender equality and principles of inclusive society within extracurricular activities

Acknowledged system of lifelong learning and recognition of prior learning and recognised specific characteristics of non-formal education programmes in the youth sector

- › Supporting participation of YPS in promoting the concept of lifelong learning
- › Initiating amendments of regulations to ensure participation of youth representatives in defining the model for recognition of prior learning and the development and application of non-formal education standards
- › Informing young people about the procedure of recognition of prior learning
- › Supporting the activities of recognising the specific characteristics of non-formal education programmes in the youth sector, which are not aimed at acquiring certain qualifications or professional training
- › Supporting the development of non-formal education programmes in the youth sector, which are not only education or training courses

#### Specific problem:

Youth work is not systemically identified, recognised and supported.

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#### Specific goal 2:

Improved quality and availability of youth work and ensured recognition of youth work

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#### Key implementers:

the ministry responsible for youth, the ministry responsible for education

#### Expected results and planned activities:

Improved quality of youth work programmes and capacity of youth work service providers.

- › Supporting research on the needs of youth

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52 TALIS - Teaching and Learning International Survey. The survey is conducted under the auspices of OECD, with the aim of determining the conditions in which teachers work to ensure effective teaching and learning in schools (<http://talissrbija.org/tag/istrazivanje/>).



- › Ensuring continuous improvement and development of new programmes in line with the needs of young people and society
- › Ensuring continuous monitoring of the impact of youth work programme implementation in accordance with developed quality assurance standards.

Provided identification and recognition of youth work as service that contributes to the improvement of youth situation

- › Supporting the activities of the professionalization of youth work activity through formal and non-formal education in accordance with the youth work occupation standards
- › Creating a mechanism for the recognition of competences acquired through youth work and definition of youth work occupations through the NQF and the Classification of Occupations
- › Establishing the need for the development of youth work services in local communities and the employment of youth worker

#### Specific problem:

There is an inequality in access to education, which leads to abandonment of education (drop-out) and lack of recognised competences.

#### Specific goal 3:

Improved opportunities for equal access to education and provided support to young people from vulnerable social groups

#### Key implementers:

the ministry responsible for education, the ministry responsible for youth

#### Expected results and planned activities:

Developed and implemented preventive action programmes to reduce the number of young people who abandon education early (drop-out)

- › Developing programmes for preventing early school leaving and identifying youth at risk of dropping out
- › Establishing a system to monitor the causes and scope of early school leaving and the effects of measures taken to reduce dropout rates
- › Supporting the programmes for the empowerment of pupil and student representative bodies to provide peer support to young people at risk of dropping out
- › Supporting the programmes of pupil and student representative bodies, associations that perform youth activities for sensitising teachers for preventive work and motivation of young people at risk of dropping out
- › Supporting youth activity associations and YOs to provide support to youth at risk of dropping out

Improved mechanisms for providing vulnerable young people with practical support in acquiring education in accordance with their needs

- › Supporting the programmes for training teachers and professional associates to adjust to the needs of young people from vulnerable social groups in accordance with the principles of inclusive education
- › Supporting programmes for teacher and parent sensitisation to changes in the cultural matrices that impose limiting gender roles
- › Supporting programmes aimed at achieving all forms of accessibility (physical, financial and in terms of content) and suitability of education in accordance with applicable regulations and recommendations
- › Developing a network of peer support (mentoring, peer assistance) for education of vulnerable young people
- › Improving incentive programmes and mechanisms for their implementation for the purpose of inclusion and successful continuation of education of vulnerable young people, while respecting the social dimension

Developed mechanisms for supporting young people who have abandoned education (drop-outs) to return to the education system and acquire qualifications

- › Supporting the development of incentive measures for return and inclusion in education of young people who are not included in the system of education or have abandoned education

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- › Developing new and enhancing the existing programmes for supporting vulnerable young people who have abandoned education (drop-outs) to return to the educational process
  - › Supporting the establishment of distance learning programmes and other contemporary methods to increase the coverage of young people who have abandoned or have not been included in formal education
  - › Improving the regulatory framework of higher education to provide incentives for adjusting education to the needs of part-time students (employed students, students with children, etc.)
  - › Developing programmes to support young parents, in particular young mothers, in the continuation of their education

**Specific problem:**

Gifted and talented young people are not sufficiently recognised and supported in education, professional training and employment.

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**Specific goal 4:**

Allowed recognition and provided support to gifted and talented young people in the development of their potential

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**Key implementers:**

the ministry responsible for youth, the ministry responsible for education

**Expected results and planned activities:**

Gifted and talented pupils, students and youth are recognised and supported in the development of their personal interests and potential

- › Supporting the development of a system for the identification of gifted and talented pupils and students, and adequate support mechanisms in underdeveloped, poor and devastated areas
- › Developing and enhancing programmes to support professional development and training that empower gifted and talented pupils and students to develop interests, creativity and innovation
- › Supporting the participation of talented and gifted pupils and students in the existing scientific, cultural, sports, technical, technological and other activities, and supporting the development of new ones
- › Ensuring better adaptation of teaching process to the individual needs of gifted and talented pupils and students
- › Supporting the development of extracurricular activities in cooperation with scientific, cultural, sports, technical, technological and other institutions that provide developmental opportunities for young people

Provided support for education, professional training, employment and evaluation of the achievements of gifted and talented pupils and students

- › Providing awards and scholarships for young talents through the future work of the Fund for Young Talents of the Republic of Serbia and the improvement of other ways of granting scholarships and awards
- › Developing programmes to promote and support the education of young women in technical and natural sciences
- › Providing continuous support and subsidies for the research work of young talented people
- › Establishing continuous cooperation of YPAs with the private and public sector with the aim of professional development, employment and self-employment of young talented people
- › Improving methods for evaluating knowledge of young people in order to allow the acknowledgment of best learning achievement.

### 4.3. YOUTH ACTIVISM AND ACTIVE PARTICIPATION

Creating a legal and policy framework that encourages participation and activism of young people is possible only with the creation of various efficient mechanisms that will allow active participation of young people in public policies. The mechanisms for doing this must be proactive and respond to the needs of young people. Including young people in the development of youth policies, implementation of various development projects, preparation of local strategic documents, working groups, making some decisions, are only some of the most efficient mechanisms that can increase their involvement in important social developments. The inclusion of young people in the development of youth policies is of particular importance because it provides a good response to all their needs, but it must be taken into consideration that youth activism is best developed and strengthened through groups such as CSOs, youth activity associations, youth offices, etc.

Youth activity associations, without any doubt, perform an important social and political function, but even so there is no supportive environment either for the development of youth civil sector or for the promotion and protection of youth civil society space. In fact, the capacity of YPAs is insufficiently developed, and therefore it should be intensively built to enhance youth activism. On the other hand, capacity building requires a certain amount of funding that cannot be provided by umbrella organisations of young people, which renders this entire process more difficult.

Different types of state programmes that include this kind of support are very important and probably the most important way to build the capacity of young people. Different types of career counselling, non-formal education, training for trainers, skills and knowledge acquisition are just some of the ways for building capacity and achieving active participation of young people and their empowerment in solving some really important social issues. This is all very important because it allows young people to take a vital role both in their own and in the development of their communities.

The Law on Volunteering was adopted in 2010, but its practical implementation has shown some negative effects on the promotion and stimulation of volunteering culture. In order to establish an effective legal framework for volunteering, it is essential to include other laws, in addition to the Law on Volunteering, such as the Law on Associations, the Law on Higher Education, the Law on the Fundamentals of Education System, but also some sectoral laws (culture, social policy, youth, etc.).

Volunteering is and should always be the basis of civil society and as such it should be encouraged in society, especially among youth. Volunteering must be promoted as a joint effort that benefits the whole society, as something that will get things initiated and changed. The unfavourable conditions for volunteering resulted from the lower interest of young people for this kind of engagement or the lack of free time due to having more obligations. However, on the other hand, young people have a high level of technological knowledge, which can be of great help for volunteering centres in providing better quality services, conducting various campaigns over the Internet, sharing of ideas and mobilising society, so that this can also be one of the important ways of involving young people in volunteering. Networking of volunteer organisations and strengthening of their capacity are important for the promotion of volunteering, but it is also necessary to influence the change in the general public's attitude towards volunteering, which is perceived to be only a service provision instrument.

Insufficient engagement of young people in the activities related to environmental protection, as well as in decision-making in this area, stems from the fact that there is no sufficient information about the ways of doing it. However, the lack of information is not the only problem that creates such situation. Insufficient inter-connection among the sectors of environmental protection, health and education, the problem of poverty and the lack of multidisciplinary approach certainly augment this problem. The participation of young people in the programmes aimed at educating population and raising public awareness about the importance of environmental protection is insufficient, because there are no sufficiently developed mechanisms for citizen participation in decision-making on issues related to this area. Education is undoubtedly one of very reliable mechanisms for the inclusion of young people in addressing the issues of environmental protection.

Natural disasters, traffic accidents, production and use of hazardous substances, air, water and soil contamination indicate the need to educate young people to recognise environmental health risks in order to undertake measures and activities to eliminate or overcome them. On the other hand, raising the level of awareness and knowledge about environmental problems will allow for their greater involvement in identifying these problems and searching for possible solutions to these very complex issues of great social importance.

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## STRATEGIC GOAL

Enhanced active participation of young women and men in society

### Specific problem:

The legal and policy framework does not encourage and does not stimulate youth participation and activism, because it does not provide proper conditions for achieving youth participation and activism. There are no efficient mechanisms for integrating youth perspectives into public policy and youth participation.

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### Specific goal 1:

Improved legal and policy framework for the inclusion of young women and men's perspective and youth participation in decision-making processes and youth policy development

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### Key implementers:

the ministry responsible for youth

### Expected results and planned activities:

Organisations and institutions recognise young people and different youth categories as a special group with their rights and needs

- › Developing a comprehensive analysis of the legal and political framework and practices of participation and activism of young people at the national, provincial and local levels
- › Determining a legal obligation of all institutional actors to incorporate in their policies the perspective of young people and youth representatives
- › Formulating criteria for gender-sensitive monitoring of the development of policies that incorporate the perspective of young people and youth representatives
- › Ensuring adequate youth representation (percentage) and level of participation to achieve youth equality in processes and bodies
- › Amending the LoY in order to improve the legal recognition of young people and integration of youth perspective in public policy development

Organisations and institutions create their own policies and specific plans by taking into account the perspective of young people and including young people

- › Supporting the functional and active involvement of youth representatives in the work and decision-making process of public institutions and organisations on an equal basis
- › Developing guidelines for youth and gender-responsive budgeting at all levels
- › Developing standards and mechanisms to enable young people to choose participation in decision-making processes and policy development, including affirmative measures for the participation of under-represented sex
- › Developing and implementing a mechanism for structured dialogue according to international standards
- › Ensuring appropriate representation and level of participation of young people to achieve equality in processes and bodies

Local self-governments (LSG) create youth policy based on the real needs of local youth and available resources for work with young people

- › Developing guidelines for YPA at the local level to ensure the integration of youth perspective, including a gender perspective and the perspectives of vulnerable young people, in development processes and policies
- › Supporting the preparation, implementation, monitoring and evaluation of LAPs with active youth participation in processes and decisions
- › Including young men and women on an equal basis in the development, implementation, monitoring and evaluation of LAP
- › Improving guidelines for the role, mandate and legal status of YOs and competencies of YO managers



**Specific problem:**

YPA do not have sufficiently developed and built capacity for the implementation and monitoring of youth policy. Youth activity associations do not have conditions for continuous work and development of programmes with young people, or adjusted and supported system of communication with young people.

**Specific goal 2:**

Established conditions for capacity building and synergy in the activities of YPA, sustainable development and inclusion of a greater number of youth activity associations

**Key implementers:**

the ministry responsible for youth

**Expected results and planned activities:**

Developed mechanism for coordinating the process and building capacity of YPAs for the implementation of NYS

- › Identifying all youth policy actors that contribute to the implementation of strategy, defining roles and specifying responsibilities in the process of NYS implementation
- › Enhancing administrative and operational capacity of the ministry responsible for implementing the NYS
- › Developing programmes to train YPAs for the development and implementation of youth policy and NYS
- › Ensuring the building of YPAs' capacity for monitoring and reporting on NYS implementation
- › Supporting the building of young people's capacity to participate as elected youth representatives in the processes of policy development and decision-making, at all levels including the international level
- › Ensuring the development and implementation of Youth Agenda<sup>53</sup> within ministries, defining their youth-oriented activities
- › Supporting the amendments to the LoY to ensure regular reporting to the Youth Council and the public on progress in the implementation of NYS and Youth Agenda
- › Developing annual thematic plans for achieving strategy goals, thus drawing a public attention towards a particular topic and achieving synergy in work
- › Identifying services available to young people at the local level, provided by institutions and organisations, and providing support for the development, standardisation and sustainable financing of existing services and creation of new ones, with ensured coordination and synergy

Provided support for the sustainable development of youth activity associations

- › Providing regular administrative and programme financing of the operation and development of representative youth associations
- › Allowing youth activity associations to use public spaces for the implementation of programmes for young people
- › Identifying all existing public spaces for youth (youth assets) and make them available for youth activities
- › Supporting the activities of the development and implementation of plans for the development of democratic procedures in youth activity associations, as well as the appropriate engagement of new members and their advancement

Established continued support to the programmes for the performance of activities aimed at including young people in society

- › Facilitating continuous funding of programmes implemented by youth activity associations, which contribute to the development of society and facilitate active participation of young people
- › Supporting programmes for the development of knowledge and skills of youth activists for an effective contribution to society through the work of existing youth activity associations;

<sup>53</sup> Youth Agenda should be an operational planning document for working with and for young people within the ministries, institutions and organisations, developed on the basis of the NYS and the NYS Action Plan, aligned with the mandate, role and type of support provided to young people.



- › Supporting the active involvement of vulnerable young people in the work of youth activity associations and the development of their competencies
- › Providing support to pupil and student representative bodies in developing the competencies of their members, and increasing the number of pupils or students who participate in the activities of representative bodies
- › Supporting the YO activities aimed at inclusion of young people in society
- › Supporting the activities of motivating and building capacity for the inclusion of young women and men in the work of national minority councils
- › Supporting the programmes that motivate young women and men to participate in political life and electoral processes

Developed mechanism for supporting and motivating YPAs for cooperation and networking and joint activities

- › Providing support to the development of programmes implemented by partner youth activity associations and in partnership with YO
- › Supporting the programmes that facilitate the networking of youth policy actors and joint efforts (synergy) at different levels and related to different topics
- › Developing guidelines and support the activities of experience exchange, knowledge transfer and peer education within and between youth activity associations
- › Supporting the engagement and membership of youth activity associations in international organisations, participation in international conferences, processes and bodies
- › Supporting the development and implementation of international cooperation projects

Improved and innovated approaches and communication of associations that perform youth activities with young people

- › Conducting research and analysis of how organisations include new members and activists and of the incentive factors that motivate young people to participate in the activities and work of these organisations, including a gender perspective
- › Developing guidelines for innovative ways of including young people and motivating them for active participation, including a gender perspective and incentive measures for vulnerable young people
- › Supporting the development of new ways and channels of communication between organisations and young people with the aim of attracting new activists and members

#### Specific problem:

Non-conducive environment for volunteering, affected by poor institutional framework, the lack of strategy and plan of implementation of the Law on Volunteering and support to volunteering actions.

#### Specific goal 3:

Improved conditions for volunteering of young people and for young people

#### Key implementers:

the ministry responsible for youth

#### Expected results and planned activities:

Provided conducive environment and support for the development of volunteering activities and youth volunteering

- › Supporting the volunteering activities of youth activity associations, YO and informal youth groups
- › Supporting the involvement of young volunteers in short-term and long-term volunteer programmes
- › Encouraging educational, cultural and sports institutions to recognise, support and value youth volunteering
- › Establishing a system for the identification and recognition of skills acquired through volunteering for the purpose of employment and monitor its effectiveness
- › Encouraging intergenerational cooperation and inclusion of vulnerable young people through volunteer programmes, projects and initiatives
- › Supporting programmes for volunteering in the case of emergency

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Youth volunteering is recognised and its development is supported

- › Supporting the formulation of volunteering policy at the national level, improvement of legal framework for volunteering and development of volunteer work standards
- › Including volunteering programmes into national and local development plans, and emergency response plans
- › Supporting YPAs in gaining understanding of legal obligations and enhancing the protection of volunteers and beneficiaries of volunteering
- › Supporting the networking of volunteer centres and services within youth activity associations and YO
- › Developing gender-sensitive criteria for reporting and measuring the effects of volunteering
- › Supporting the programmes that promote volunteering as socially useful activity

Empowered youth activity associations and YOs to implement volunteering programmes and projects

- › Ensuring the application of volunteer work standards in the activities of youth activity associations and YO
- › Supporting volunteer management training for youth activity associations and YO
- › Supporting the development and work of volunteer services within youth activity associations and YO
- › Supporting the regular gender-sensitive evaluation of volunteer programmes within youth activity associations and YO

**Specific problem:**

Young people are not sufficiently involved in the activities and decision-making process in the environmental field.

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**Specific goal 4:**

Increased participation of young people in environmental protection and sustainable development

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**Key implementers:**

the ministry responsible for youth, the ministry responsible for environmental protection

**Expected results and planned activities:**

Enhanced young people's opportunities for participation in the processes and decisions related to the environment and sustainable development

- › Enhancing the availability of information on the state of the environment for youth in cooperation with YPAs
- › Supporting the establishment of cooperation between young people and LSG bodies responsible for environmental protection, the inclusion of young people in the establishment and operation of green councils and the preparation of local environmental action plans (LEAP)
- › Supporting the inclusion of young people in consultative processes related to environmental protection and in the development of guidelines for the monitoring of environmental impact assessment

Provided multi-sector support to the programmes of environmental protection and sustainable development implemented by YPAs

- › Supporting the establishment of environmental funds that would allocate a part of funds for youth activities aimed to protect and improve the environment
- › Supporting the coordination of corporate sector activities consisting of the allocation of funds for youth programmes in the field of environmental protection
- › Supporting subsidies for youth entrepreneurial ideas with an environmental protection component through the promotion of renewable energy sources, ecotourism and other forms of green economy
- › Supporting the environmental protection activities implemented by YPAs and youth involvement in the implementation of programmes of environmental protection and sustainable development implemented by international organisations



#### 4.4. HEALTH AND WELL-BEING OF YOUNG PEOPLE

Addiction diseases are chronic and lead to serious mental disorders and physical illnesses among young people, and/or threaten or block their normal mental and physical development. An increasing number of children use drugs for the first time at the age of 11 to 13. The initial substances typically include tobacco, alcohol, cannabinoids, sedatives, separately or in combination, but they can also include opioids (particularly among girls) and amphetamines. The percentage of Serbia's population that smoked cigarettes at some point of their lives is 64.5. The use of illegal drugs, at least once during their lifetime, was recorded in 8% of the respondents aged between 18 and 64. The most commonly used illegal drug in the adult population is cannabis (marijuana and hashish), which was used by 7.7% of the respondents aged between 18 and 64 at least once during their lifetime. The incidence of drug use in Serbia's population aged between 18 and 34 is lower than in most countries of the EU. A sport betting is the second most common form of gambling practiced by 17.2% of respondents at some point in their lifetime.<sup>54</sup>

Studies show that young people have their first sexual intercourse very early, when they are still physically and mentally unprepared. Aiming to educate youth in reproductive health it is necessary to upgrade the work of youth counselling. Due to ignorance, shame and lack of education most of them do not use contraception, which places them on the top among their European peers in the number of patients with sexually transmitted diseases and abortions.<sup>55</sup> Since 2002 there has been an increase in the number of young people aged 15-29 among newly diagnosed HIV-positive people (47% in 2008 and 30% in 2013 compared to 22% in 2002).<sup>56</sup> Young people are faced with a huge amount of stress and need support in coping with stress (more than 50% of secondary school students stated that in the previous two years they had experienced at least one stressful life event).<sup>57</sup>

According to available data, more than two-thirds of the adult population of Serbia are physically inactive. In Serbia, nearly one in five adults is obese (21.2%); every third inhabitant smokes (33.6%); around 40% of the population consumes alcohol daily or occasionally, and almost half of the population suffer from hypertension (46.1%). A total of 40% of the EU population say that they engage in sports activities at least once a week, while in Serbia, only around 10% of the people practice sports once a week. Around 34% of EU citizens state that they have never engaged in physical exercise, while in Serbia as much as 56% percent of the population have never engaged in physical exercise. When the EUROBAR and CESID research data are compared, it can be seen that the main reason for low participation in sports activities is the lack of time. This is precisely the main reason cited by the EU, while the findings in Serbia show that this reason applies to smaller part of population - about 40%. There is no information about the participation of women and girls in professional, recreational and school sports, but the data on investment in women's and men's sports at the local level show a disproportionately small budget funds allocated for female athletes, while in some local communities there are no sporting activities suitable for girls and young women. The survey Gender Barometer 2012 has shown that only 11% of women are engaged in recreation and they do it significantly less frequently than men.

The youth at health risk display a characteristically low level of knowledge and concern about their own health, do not use available medical care services sufficiently, are typically unemployed, stigmatized, experiencing discrimination by the general population, have early encounters with problems specific to adults, early sex encounters, promiscuity, alcohol, tobacco and drug abuse. The risk of morbidity and disease transmission in this population is significantly higher than in the general youth population. It is therefore indispensable to dedicate special attention to creating adequate health care measures for youth at risk<sup>58</sup>. Although the percentage of early adolescent pregnancies and births has been significantly reduced, the percentage of adolescent pregnancies in Roma settlements still remains high. In the general population, the percentage of women aged 20-24 who have given birth to a child before the age of 18 is 1.4%, while the percentage of women aged 20-24 who gave birth to a child before turning 18 in Roma settlements is 38.3%.<sup>59</sup>

Youth autonomy in Serbia is hindered by the poor economic situation of the youth and the lack of adequate youth housing policy. The result is a high dependency of youth on their parents and the phenomenon of the so called "extended youth", i.e. youth staying at the home of their

54 Institute of Public Health of Serbia Dr Milan Jovanovic Batut, (2014), National Lifestyle Survey for the Population of Serbia in 2014-use of psychoactive substances and gambling.

55 Institute of Public Health of Serbia Dr Milan Jovanovic Batut, (2013), National Lifestyle Survey for the Population of Serbia in 2013.

56 National HIV/AIDS Office, Institute of Public Health of Serbia Dr Milan Jovanovic Batut, (2012), 2013 Epidemiological Situation.

57 Centre for Education, Research and Development (2013), Mental Health of Young People in Serbia.

58 Timok Youth Center, CAZAS, Partnership for Health (2012), Youth at Risk Handbook.

59 Statistical Office of the Republic of Serbia and UNICEF, 2014, Multiple Indicator Cluster Survey on the position of women and children in Serbia.





parents even past 30 years of age. The youth who opt to become independent from their parents face difficulties in finding housing owing to the high market prices to rent or to purchase a housing unit. A large number of students face difficulties finding adequate and decent housing during their studies, while no subsidized rent housing programmes exist for students. The existing system of social housing to lease is not accessible to youth and young families.<sup>60</sup>

The main problems the youth face concerning the environment protection are a low level of awareness of the importance of the environment, insufficient environmental education and inadequate public participation in decision-making. The understanding of the importance and urgency of addressing these issues in order to protect public health is greatly reduced. Formal education in the field of environmental protection in the context of official education is not yet at a satisfactory level. Insufficient non-formal education in the field of environmental protection is the result of a lack of access to relevant information and a limited interest of the media in the topic.<sup>61</sup>

### STRATEGIC GOAL

Improved health and well-being of young women and men

#### Specific problem:

There is a tendency of an increasingly risky behaviour and deterioration of health among the youth. Youth do not have access to adequate prevention programmes and services.

#### Specific goal 1:

Programmes of health promotion and prevention of risky behaviour among the youth are improved and accessible to a greater number of young women and men

#### Key implementers:

the ministry responsible for youth, the ministry responsible for health

#### Expected results and planned activities:

Health prevention and promotion of healthy lifestyle programmes and services are developed and standardised

- › Improving youth work and counselling programmes for youth to equally include young women and men
- › Developing youth health promotion programmes
- › Improving the programmes and services of prevention of risky behaviour among youth
- › Supporting the development and implementation of gender-sensitive criteria in the assessment of the quality of programmes of prevention of risky behaviour among youth

Increased accessibility of programmes of prevention of youth addiction .

- › Supporting youth peer education programmes on the prevention of addiction to psychoactive substances, gaming and new media at local level
- › Supporting programmes to educate parents and teachers on the prevention of addiction to psychoactive substances, gaming and new media
- › Supporting programmes and outreach activities aimed at the prevention of addictions

60 Government of Serbia, 2014, Second National Report on Social Inclusion and Poverty Reduction in Serbia, accessed on 2 Dec 2014, available at <http://sociojalnoukljudivanje.gov.rs/>.

61 Government of Serbia, 2010, National Environmental Protection Programme, accessed on 2 Dec 2014, available at <http://www.kombeg.org.rs/Slike/CeTranIRazvojTehnologija/2010Mart/Nacionalni%20programme.pdf>.

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Increased availability of programmes on the prevention of sexually transmitted infections, HIV/AIDS, and on reproductive health.

- › Supporting youth peer education programmes on prevention of sexually transmitted infections, HIV/AIDS and on the improvement of reproductive health
- › Supporting programmes to educate parents and teachers for the prevention of sexually transmitted infections, HIV/AIDS and the improvement of reproductive health
- › Supporting programmes on the prevention of sexually transmitted infections and HIV/AIDS
- › Supporting programmes aimed at the improvement of youth reproductive health and family planning

Increased availability of youth programmes for the preservation of mental and general health

- › Supporting education programmes for youth, parents and teachers on the improvement of mental and general health of youth
- › Developing counselling offices offering mental health services and psychological support and help outside of health facilities
- › Supporting programmes on proper nutrition and obesity prevention in young women and men

#### Specific problem:

Insufficient physical activity among young people contributes to the development of many diseases. There is a notable lack of support for youth initiatives that promote healthy lifestyles.

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#### Specific goal 2:

Created conditions for the development of healthy lifestyles of young women and men

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#### Key implementers:

the ministry responsible for youth and the ministry responsible for health

#### Expected results and planned activities:

Policies and programmes to promote healthy lifestyles among young women and men are improved

- › Supporting the research and monitoring of youth lifestyles and trends, conducting analysis by international standards to include a gender perspective
- › Establishing a mechanism for cooperation between YPAs on the exchange of information and the development of guidelines for healthy lifestyle programmes
- › Promoting public policies to fund programmes promoting healthy lifestyles
- › Developing a national youth health strategy
- › Supporting programmes to develop healthy lifestyles among youth, monitoring and evaluating the programmes

Enhanced capacity of young women and men to spend quality leisure time, and take part in sports and recreational activities

- › Supporting the development and implementation of the YPA programmes for the development of healthy lifestyles
- › Supporting and developing programmes of sports sections and other extra-curricular activities aimed at developing health through healthy life skills, with special focus on young women
- › Promoting and developing the system of school competitions and introducing diverse sport disciplines to stimulate the involvement of youth, with special focus on young women
- › Supporting the activities to introduce the teaching of physical education in the curricula of institutions of higher education
- › Supporting the construction, reparation and renovation of public spaces designed for the youth to spend quality leisure time

**Specific problem:**

The number of young people who are exposed to some form of risk is on the rise. Absence of adequate programmes and services results in the decline in the quality of their health.

**Specific goal 3:**

Improved conditions for working with youth at health risk

**Key implementers:**

the ministry responsible for youth, the ministry responsible for health

**Expected results and planned activities:**

Support to youth at health risk is improved.

- › Developing standards and supporting programmes to support youth at health risk
- › Developing standards and supporting services for youth at health risk
- › Supporting the capacity building for youth outreach workers dealing with youth at health risk

Sensitisation in the institutions dealing with youth at health risk is increased.

- › Supporting programmes of sensitising the representatives of institutions to work with youth at health risk
- › Supporting programmes of sensitising the representatives of youth offices to work with youth at health risk
- › Supporting training programmes for representatives of the prosecution, judiciary, police, social work centres and other institutions to work with youth at health risk

**Specific problem:**

Lack of favourable conditions for youth autonomy (i.e. autonomous life of students, employed or unemployed youth, young families) due to the poor economic situation and an underdeveloped youth housing policy.

**Specific goal 4:**

Improved measures aimed at youth housing and youth autonomy

**Key implementers:**

the ministry responsible for youth, the ministry responsible for housing

**Expected results and planned activities:**

Improved measures to resolve the youth housing issues

- › Developing measures for subsidized housing for youth (low tax rates, subsidized loans)
- › Encouraging the construction of non-profit housing for youth
- › Supporting subsidized measures to resolve the housing issue of young couples and parents, including special measures for young single mothers

Improved measures for temporary housing for youth

- › Developing measures to support housing for young women and men outside the education system
- › Establishing criteria for the improvement of conditions in student residences
- › Enlarging the capacity of student residences
- › Providing subsidized housing for students who live outside the student residences

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**Specific problem:**

Young people do not have enough knowledge about their environment, nor a developed enough awareness of the importance of the environment and sustainable development.

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**Specific goal 5:**

Enhanced responsibility of young women and men about the preservation of their environment

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**Key implementers:**

the ministry responsible for youth, the ministry responsible for environment, the ministry responsible for health

**Expected results and planned activities:**

Training programmes for youth, parents and teachers about the protection of the environment, sustainable development and climate change are improved

- › Supporting the training of peer educators to work with youth aimed at the improvement of the environment, sustainable development and climate change
- › Developing training programmes for youth, parents and teachers aimed at the improvement of the environment, sustainable development and climate change
- › Encouraging the development of training for young men and women aimed at eliminating and overcoming health risks in case of emergencies

Youth, parent and teacher knowledge about the environmental protection, sustainable development and climate change is expanded

- › Developing youth, parent and teacher activities aimed at increasing the knowledge about the protection and improvement of the environment, sustainable development and climate change
- › Supporting activities aimed at understanding the health risks caused by a polluted environment
- › Providing training for youth on the daily activities which have impact on sustainable development, environment and prevention and elimination of the climate changes

#### 4.5. YOUTH SAFETY

The specifics of youth as a particular social group must be taken into account when addressing the issue of youth safety, and take into consideration in the field of threats they are exposed and in the field of protecting certain important values that need to be protected, and the programmes aimed at youth safety should be created accordingly. The youth are an important resource in any society, with the potential to become its active and productive members. However, many of them face numerous security challenges, risks and threats in the course of their development. These challenges, risks and threats can lead to violent behaviour, extremism and intolerance towards different cultural models and values, cause an increase in criminal behaviour, an alarming increase in the drug and alcohol abuse, gambling, unsafe lifestyle, unsafe behaviour in traffic, sports and other public events and public spaces, and lack of focus in new and unexpected "emergency" situations, etc. This increased exposure to security risks jeopardizes both the physical survival and the integrity of the youth, and reduces their ability to lead a quality life in a safe environment and to peacefully grow in an environment that fosters a healthy mental development and spiritual balance, an environment where the young are successful and happy.

An organised systematic approach to raising awareness about security risks and threats to which the youth are exposed does not exist in Serbia, neither does an organised system of training and capacity building for action in the situation of an imminent security threat. It has also been noted that a coordinated multidisciplinary, inter-sectoral collaboration in identifying, planning and delivery of services so as to respond to the security needs of youth is not developed enough. Moreover, the institutions in charge of protection are not sufficiently strong, and there is a need for a better compliance of programmes aimed at resolving youth safety issues with the prescribed standards.

An improvement in the youth safety programme support would mean raising both the quality and the efficiency of existing programmes and creating new programmes with topics and themes dealing with the security risks and threats the youth are exposed to, but which have not been recognised as important enough and therefore not been addressed by institutions in charge of youth protection. It also means establishing clear criteria and standards these programmes would have to meet, and a clearer classification of programmes in accordance with the established criteria, e.g. to distinguish between programmes in the field of primary, secondary and tertiary prevention, or those in the domain of sanctions, repression, or other. The diversity of the programmes must be reflected in the diversity of the target groups they are intended for, as there seems to be a noticeable lack of programmes targeting young adults, or programmes for youth in relation to the gender component, i.e. that support gender equality, programmes for youth serving time in an institution, or for those in the process of re-socialization and reintegration.

One could not say that there is a complete absence of prevention and intervention programmes addressing youth safety in Serbia, but the fact is that the young people are still unsafe and not secure and very often facing threats where this should be least expected, such as, for example, inside their family or their school environment. Existing responses to problems and youth safety issues are not sufficiently comprehensive, they lack continuity and no clear evaluation and monitoring criteria for their implementation are set.<sup>62</sup> Violence may be the most common problem the youth face in their everyday life, but one cannot ignore the existence of a whole range of other problems. Considering various aspects of youth safety and threats in their environment, one cannot ignore the issue of youth safety in traffic, in situations of natural disasters, environmental degradation, various forms of socio-pathological phenomena, human trafficking, different forms of discrimination, inequality, and others.

In the period from 2008 to 2013, of the total number of offenses against traffic safety, in 38% the victims were members of the youth population. In 2013, 51 human trafficking offenses were committed against persons aged 15 to 30 years, of which 25 were women. According to the data of the Ministry of Internal Affairs, the most frequent victims of human trafficking in 2012 and 2013 were women, girls and boys, mostly for sexual exploitation and for forced begging.

62 A Violence-Free School programme, successfully implemented in Serbia since 2005/06, is one of the exceptions to the rule. 242 elementary and 9 secondary schools have been included in the programme (<http://www.unicef.rs/spisak-skola-koje-su-u-programeu.html>). The result of this project and many other activities was the adoption of laws and by-laws that govern this matter (Article 45 of the Law on the Fundamentals of Education System and other subsequent articles; Rules on the Protocol for Acting in Response to Violence, Abuse and Neglect, etc.). Currently, the programme is implemented by the Violence Prevention Unit of the Ministry of Education, Science and Technological Development, with UNICEF's technical and financial support and in collaboration with the Ministry of Health, the Ministry of Labour and Social Policy, the Council for Child Rights of the Republic of Serbia, the Institute for the Advancement of Education, and since 2008/09 MoI and MoYS joined the partnership.



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In a survey conducted in 2011 on opinions and value systems among high school students, the respondents were found to exhibit rather stereotypical attitudes, largely traditional and conservative ones. More specifically, 41% of high school students considered the LGBT population to be ill, and 22% believed that people of different sexual orientations deserved to be beaten. Also, 70% of the surveyed students expressed chauvinistic attitudes towards the Roma, and placed Albanians at the top of the list of "Serbian enemies".<sup>63</sup> According to the records of the Ministry of Interior Affairs, in 2013, 4093 pieces of firearms were found in possession of 3026 persons aged 18 to 30 years. In 2013, members of the youth population were charged for committing 500 offenses of "illegal production, possession, carrying and transport of weapons and explosives" under Article 348 of the Criminal Code, and for 1240 misdemeanours under Article 35 of the Law on Weapons and Ammunition.

The youth are more often the perpetrators than victims of crimes. On average, the annual portion of crimes committed by youth is about 34% - 41% of the total number of crimes committed, recorded and reported to the relevant prosecution body by the police. In the course of one year, criminal charges include between 22 500 and 27 000 young people, representing 44% - 48% of all identified offenders. Based on these statistics, it is evident that there is a large representation of youth in crime (it should be particularly stressed that the youth commit about 50% of violent crimes and 70% of crimes related to narcotics). In the period from 2008 to 2013, the police filed criminal charges against 148 819 persons from the category of youth population for committing 245 914 criminal offenses. Among the registered youth offenders, males accounted for 92% of perpetrators and females only 8%. The number of offenses being significantly higher than the number of registered offenders suggests that the young are prone to relapsing in committing certain offenses (most frequently property and drug-related offenses).<sup>64</sup>

On average, the annual percentage of crimes where the victims are young persons is between 22% and 28% of the total number of victims of offenses in the Republic of Serbia. According to police records, between 16 500 and 18 500 young people are inflicted physical, material or other damage in the course of one year, which makes up a quarter of the total number of victims per year. Girls and women constitute a "striking majority among the victims of violence: out of a total of 9 325 victims as much as 6 348 are females."<sup>65</sup> (55) According to the statistics of the MoI for the period 2008-2013, out of the total number of reported crimes, 46% were committed against life and limb of youth victims, and 37.4% were crimes against sexual freedom. Among all the identified victims of crimes, persons aged between 15 and 30 years constitute 57.2% of victims of trafficking in human beings, 48.8% of the cases of rape and 22.8% of the cases of domestic violence.<sup>66</sup>

## STRATEGIC GOAL

Improved conditions for the development of youth safety culture

### Specific problem:

Existing programmes and projects are selective in terms of coverage of security risks and threats the youth are exposed to, they lack continuity and do not take into account the needs of young men and women in relation to their age group and gender.

### Specific goal 1:

Established comprehensive and continuous education of the youth on security challenges, risks and threats, and on safe behaviour

### Key implementers:

the ministry responsible for education, the ministry responsible for youth, the ministry responsible for internal affairs, the body responsible for human and minority rights

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63 Radoman, Marija (2011), Attitudes and Value Orientations of Secondary School Students in Serbia, Belgrade, Helsinki Committee for Human Rights and Agency for European Integrations and Cooperation with Civil Society.

64 Report of the Ministry of Interior (September 2014), Youth Safety in Serbia 2008-2013. The report was prepared for the needs of the National Youth Strategy 2015 -2025.

65 Serbian Institute for Social Welfare – Integral report on the activities of social welfare centres, 2013.

66 Report of the Ministry of Interior (September 2014), Youth Safety in Serbia 2008-2013. The report was prepared for the needs of the National Youth Strategy 2015 -2025.

**Expected results and planned activities:**

Established mechanism of continuous development of youth safety culture at all levels of work with youth.

- › Improving school and extracurricular activities by introducing contents that would enable the youth to acquire new knowledge, skills and abilities in the field of safety and security
- › Establishing criteria and standards for the youth safety programmes conducted outside of the educational system
- › Improving the existing criteria and standards for the implementation of youth safety programmes to include gender-based security risks and threats
- › Supporting activities conducted by YPAs that promote youth safety culture
- › Developing programmes to enable the youth to undergo training that would empower them to adequately respond to security risks and threats in their immediate environment

Diversified and comprehensive programmes are developed to address security risks and threats youth are exposed to

- › Supporting the development and implementation of programmes with preventive measures and activities aimed at reducing the risk of threats the youth are exposed to
- › Improving the existing and developing new programmes and activities to include security risks the youth face in traffic
- › Improving the existing and developing new programmes and activities to include the risk of various forms of crime and corruption
- › Developing programmes to empower young people and help them develop certain skills and abilities to adequately respond to natural disasters
- › Supporting programmes that empower the youth to recognize and respond appropriately to computer violence, i.e. violence occurring through use of information technology
- › Developing and improving programmes of prevention of human/youth trafficking
- › Developing and supporting activities aimed at preventing and combating gender-based sexual and partner violence against young women

The monitoring and analysis of security risks and threats are improved, and the cooperation between institutional and non-institutional actors in the protection of youth is enhanced.

- › Supporting research and expert analysis on security challenges, risks and threats youth are exposed to
- › Supporting research and programmes tackling gender-related causes of security risks and threats, and the specific risks there are for young women and men
- › Improving the coordination of all stakeholders involved in the protection of youth against security risks and threats, including women's groups and organisations and organisations dealing with youth from vulnerable groups
- › Developing new ways of communication in cyberspace for the youth facing security issues, with all actors connected to each other and oriented towards the needs of the youth
- › Ensuring cooperation and synergy in the work of relevant institutions at local level aimed at protecting the youth from security risks and threats

**Specific problem:**

The presence of bullying, violence between fan groups, violence against the LGBT population, violence in intimate relationships, violence towards persons from other countries, disrespect for human and minority rights and frequent use and misuse of weapons.

**Specific goal 2:**

Improved programmes of affiliation of human and minority rights, gender equality, acceptance of diversity, tolerance and non-violent communication

**Key implementers:**

the ministry responsible for human and minority rights, the ministry responsible for internal affairs, the ministry responsible for youth, the body responsible for human and minority rights





**Expected results and planned activities:**

Improved youth programmes dealing with issues of socio-cultural, religious, sexual and other differences.

- › Defining guidelines that will improve youth programmes on socio-cultural, religious and other differences
- › Supporting training programmes for teachers and youth workers about the socio-cultural, religious and other differences
- › Supporting research activities and programmes covering the most common stereotypes and prejudices in society and finding ways for the youth to overcome them
- › Developing programmes of communication and cooperation between different social groups the youth belong to
- › Supporting programmes of peer education and intercultural learning that promote tolerance, understanding and antidiscrimination
- › Developing integrative models of information that present minorities as part of a wider social group, and not an isolated one

Programmes are developed allowing members of violent groups to more easily abandon violence through the so-called «exit strategy»

- › Identifying and registering groups who, according to their characteristics and behaviour patterns belong to violent groups
- › Motivating young members of violent groups to participate in programmes that offer an "exit strategy"
- › Supporting the activities of YPAs aimed at developing and implementing programmes offering an "exit strategy"

The youth have developed an unappreciative attitude towards carrying and use of firearms, weapons and explosives as means of solving problems

- › Increasing the awareness among the youth about the potential dangers of carrying and using firearms, weapons and explosives
- › Developing programmes that reduce use of weapons and explosives among the young people
- › Improving legislation regulating the issuance of licenses for possession of firearms, and introducing a greater control over storage of weapons and explosive devices

**Specific problem:**

A large percentage of youth appear as offenders in crimes often directed toward other young people, while no coordination exists between the institutions that deal with this problem or diverse enough programmes for re-socialization and reintegration.

**Specific goal 3:**

Improved rehabilitation and reintegration programmes working with youth offenders

**Key implementers:**

the ministry responsible for justice, the ministry responsible for internal affairs, the ministry responsible for youth, the ministry responsible for social affairs

**Expected results and planned activities:**

Reduced violence committed by young people.

- › Supporting the development of youth programmes of acquiring non-violent conflict resolution skills
- › Developing special programmes for working with the young perpetrators of gender-based acts of violence
- › Improving programmes of treating the youth who came into conflict with the law, and who are in custody or in institutions for enforcement of criminal sanctions against minors
- › Developing new forms of work and cooperation between institutions dealing with the youth prone to violent behaviour
- › Ensuring a greater involvement of non-institutional actors in local programmes offering services of re-socialization and reintegration of youth who had been in custody
- › Improving the implementation of corrective orders for juvenile offenders

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Improved work with young people after implemented reformatory measures or served prison sentence

- › Establishing mechanisms of reintegration and supporting employment opportunities for the youth after the reformatory measures or after serving a prison sentence
- › Identifying and developing new services for youth at risk of relapse into criminal behaviour, and a monitoring system, classified by age group (juveniles, young adults, older adults)
- › Ensuring a greater involvement of youth in the creation of programmes treating or offering therapy for young people at risk of renewed criminal behaviour
- › Supporting programmes for YPAs aimed at working with the youth after the reformatory measures or after serving a prison sentence

**Specific problem:**

A large percentage of young people appear as victims of violent crimes and suffer the consequences there of, while no coordination exist between the work of institutions and youth protection, re-socialization and reintegration programmes.

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**Specific goal 4:**

Improved programmes related to work with young victims of violence

**Key implementers:**

the ministry responsible for justice, the ministry responsible for internal affairs, the ministry responsible for youth, the ministry responsible for social affairs

**Expected results and planned activities:**

Reduced violence against young people.

- › Supporting programmes and training to acquire skills to adequately respond to violence against the youth
- › Developing new forms of cooperation between institutions dealing with the youth - victims of violence
- › Establishing effective measures to ensure that violent offenders are kept away from the victims
- › Improving programmes of support for young people who have been victims of violence, especially for victims of gender-based violence
- › Establishing effective mechanisms for psychological and social support to victims of violence

Cooperation between YPAs in the creation of joint programmes and activities for victims of violence is enhanced

- › Improving the mechanisms of cooperation between institutions dealing with the protection of youth victims of violence and crime
- › Ensuring a greater involvement of youth in the creation of programmes treating or offering therapy to young people who have been or are currently victims of violence
- › Ensuring the inclusion of non-institutional actors in the local level programmes developing services of support for the young people who have been or are currently victims of violence
- › Supporting programmes created by YPAs aimed at working with the young people victims of violence



#### 4.6. SOCIAL INCLUSION OF YOUTH

The inclusive youth policy ensures respect for differences in each person and gives all young people an equal opportunity to participate in all spheres of social life, regardless of their individual differences, in accordance with the principles of the NYS and the principles of the LoY. As concerns the phenomenon of social exclusion, particularly in the current circumstances of global economic crisis, the latest data about the poverty level indicate that certain groups of young population are facing the risk of social exclusion. According to the data from a research conducted by EU-SILC (Statistics on Income and Living Conditions)<sup>67</sup>, the risk of poverty stood at 24.6% in 2012. When this percentage is compared to that in the 28 countries of the European Union, the Republic of Serbia had a higher rate of poverty risk. Using the same unchanged real value of the risk of poverty threshold in 2010 from the Household Budget Survey, approximate calculations show the rate of the risk of poverty in the Republic of Serbia in 2012 is higher compared to 2010.

Three million or 42.1% of the population of the Republic of Serbia is exposed to the risk of poverty or social exclusion, both being the result of three different risk factors (the rate of poverty risk, low labour intensity and severe material deprivation). This result is considerably higher than the average in the 28 EU countries (24.8%). After Bulgaria and Romania, this value is higher than in other EU countries.

Compared to other age groups, children (under 18 years of age) and the youth (18 to 24 years old) are those most exposed to the risk of poverty after social transfers. Children are at the highest risk of poverty after social transfers (30%) compared to other age groups, usually the consequence of the composition of the household in which they live, their parents' status at the labour market, which is later reflected on their level of education. Many studies show that children who grow up in conditions of poverty and social exclusion are less likely to keep up with the children of wealthier parents both in terms of their level of education and later in life in terms of earnings, and that this gap increases over time<sup>68</sup>. It should be noted that the relative position of the child in relation to the average population in the Republic of Serbia is approximately the same as in the 28 EU member states, despite the fact that the risk of poverty in children in the Republic of Serbia is significantly higher than in the 28 EU member states, as per data from 2012 (30% versus 20.8%).<sup>69</sup>

Youth (18 to 24 years old) are the next category exposed to an above average poverty risk (27.3%), which, among other things, is a consequence of high youth unemployment rate, i.e. a large number of young people who are not employed, do not go to school nor are getting any professional training in the official system of training (NEET). According to data obtained from the LFS (Labour Force Survey) in October 2013, the unemployment rate of the young people (15-24 years old) is about 50%, while 1/5 of young people fall into the category of NEET. Although data on the risk of poverty cannot be compared with the period 2006-2010, there are signs that this indicator of the material situation of young people has worsened in 2012 in relation to the average population, as a result of their position deteriorating in the labour market and their parents, keeping in mind that the majority of young people do not live alone, but with their parents. The data for the 28 EU member states for the year 2012<sup>70</sup> show that the youth are the population group the most exposed to the poverty risk and that their relative position in relation to the average population is worse than in the Republic of Serbia. This can be explained by the fact that a significantly higher percentage of young people in the EU opts to lead an independent life than is the case in the Republic of Serbia.

In the period from 2009 to 2014, 115 LAPs for youth were created in the Republic of Serbia, and the reviewing processes for the LAPs for youth took place in over 50 LSGs. Local coordinators of these processes were local YO's. Local priorities and which steps to take to improve the situation were determined by the local cross-sector working groups uniting representatives from all relevant local-level institutions recognised by their LSGs. During the above processes, the largest number of the LSGs (85%) recognised giving support to the socially vulnerable youth, made even more vulnerable by the growing economic crisis, as a local priority. The key issue in these processes is the lack of data to support the specified priority, i.e. the difficulty to provide enough information through official statistics in order to help the needs of young people from socially vulnerable categories.

Different institutions have a different system of keeping records of the youth. For example, social welfare services recognize the category of the young people in the age group between 18-26 years, while official statistics (data from the last 2 population censuses) ranked

67 EU-SILC - EU statistics on income and living conditions.

68 See examples in: Sparkes, J. and Glennester, H. (2002) Preventing Social Exclusion; Education's Contribution.

69 Available at [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc\\_li02&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_li02&lang=en).

70 Available at [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc\\_li02&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_li02&lang=en).





data for youth up to 29 years of age. The lack of precise records on young people from socially vulnerable categories, particularly in the area of official and therefore recognised data, and the inexistence of an analysis of their real needs (with the exception of fragmentary analyses made by individual sectors) result in the measures (programmes and services) planned to improve their position not reflecting the real needs of this target group. This raises the issue of whether the measures implemented based on such an imperfect analysis of the current situation can provide sufficient quality and coverage of young people from socially vulnerable categories, and the final issue of whether spending local finance on programmes and services to support young people from socially vulnerable categories is justified.<sup>71</sup> Bearing in mind the heterogeneity of the subgroups that belong to the category of socially vulnerable youth (young people with disabilities, LGBT population, youth without parental care, young Roma, and other), and a wide range of measures that will need to be implemented to ensure their optimal social inclusion, in addition to harmonizing the nomenclature of the number of youth (i.e. for all institutions to have disaggregated data for age 15-30 years), it will also be necessary to carry out an assessment of a possible improvement of the quality of life for the young people from socially vulnerable groups, as a qualitative category, in order to provide insight into the effectiveness of the implemented measures and activities.<sup>72</sup>

Prevention activities occupy a significant part in the many strategic documents of the EU when it comes to working with youth at risk of social exclusion. Providing information, education and other support mechanisms ensures that the young people will not get to a position where they will have to use one of the institutional arrangements as persons in need. As one of the basic characteristics of socially vulnerable categories is social mimicry, that is, as it is difficult to detect all young people who have a reduced quality of life due to their social exclusion, implementation of preventive measures can, together with the number of the young who use institutional protection, be the main indicator of the success of effective prevention.

Just like prevention is one of the key mechanisms for reducing the number of socially excluded young people, another important segment in this effort is a more efficient use of the already established services. Compared to the social services for youth, which up until the adoption of the National Strategy for Youth and the Law on Youth were not considered a separate segment of activities, services intended for young people from socially vulnerable categories are organised through traditional institutions (education - in schools, social welfare - in Centres for Social Work, employment - in branches of the National Employment Service), but also through an extra-institutional network of local services present in the field of education, health and social welfare (as regards social welfare - the total number of local social services in 137 local self-governments was 351, while in 37 local communities in Serbia there are no local social services financed from the local self-government budget).

As for services for children and youth, the most common service, offered in 64 local communities in Serbia, is the service of day-care for children and youth with disabilities, followed by the service of day-care for children and youth with physical disabilities (offered in 14 municipalities) and the service of supported housing for youth independent living (offered in 13 towns/municipalities). The pre-requisite for the sustainability of social services is that they are institutionalized, i.e. that there is a local government's decision on their financing. The number of services having this status is relatively small, especially as concerns presence on the entire territory of Serbia, i.e. the number of municipalities in which they are provided. For example, a shelter for children and youth exists in 9 municipalities, a drop-in centre in 3 municipalities, while a Club for youth in transition to independent living exists in only one municipality.<sup>73</sup> Reports on the level of use of existing services point to the fact that inadequate level of information on "what is there" and "how to use it" further reduces the effect of the support offered by institutions to young people from socially vulnerable categories. Developing non-institutional services to provide youth from socially vulnerable groups basic competences on how to (successfully) use the existing (traditional) system of support, represents an entire separate field of activity of youth policy.

71 Evaluation report on the results of the programme implemented 2009-2014 in Serbia by GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit, GmbH).

72 Serbian Government, 2014, Second National Report on Social Inclusion and Poverty Reduction in Serbia, accessed on 2 Dec 2014, available at <http://sociojalnoukljucivanje.gov.rs/rs>.

73 Maletin, N. Dzigurski, S. (2012). The overview of practical policy: youth services at the local level in Serbia, Novi Sad, National association of Youth Workers.

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## STRATEGIC GOAL

Enhanced support for the social inclusion of young people at risk of social exclusion

### Specific problem:

Support for young people at risk of social exclusion offered by health, education, social welfare and employment institutions and agencies is not tailored to the needs of different youth groups.

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### Specific goal 1:

The necessary system pre-conditions are created for youth at risk of social exclusion to be adequately recognised and supported in their inclusion in the economic, social and cultural currents

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### Key implementers:

the ministry responsible for social affairs, the ministry responsible for youth

### Expected results and planned activities:

A well-established, effective, gender-sensitive system of recognition of different groups of young people at risk of social exclusion in line with the EU standards.

- › Developing a new system of classifying the youth at risk of social exclusion in accordance with the EU standards
- › Ensuring the new classification system is implemented while monitoring the youth at risk of social exclusion
- › Providing support for a research to be conducted on young people from different categories at risk of social exclusion

Established system of monitoring and assessing to which extent the programmes are adjusted to the needs of young women and men at risk of social exclusion.

- › Developing a gender-sensitive mechanism of monitoring and evaluating local programmes for youth at risk of social exclusion
- › Creating a computer-based monitoring system in institutions of health, education, social welfare and employment
- › Organising training for the persons employed in health, education, social welfare and employment agencies on how to apply the mechanisms for monitoring and evaluation so as to include gender-sensitive indicators

Established system of programme accreditation and licencing of the providers of services for young people at risk of social exclusion.

- › Standardizing the services and programmes for youth at risk of social exclusion
- › Developing and implementing a mechanism for the accreditation of programmes for youth at risk of social exclusion
- › Developing and implementing a mechanism to license the provider of programmes for youth at risk of social exclusion

### Specific problem:

Lack of adequate services and programmes both to prevent the risk and to provide support for young people at risk of social exclusion.

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### Specific goal 2:

Increased availability and scope of activities designed to prevent social exclusion of young people at risk

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### Key implementers:

the ministry responsible for youth, the ministry responsible for social affairs

**Expected results and planned activities:**

Programmes providing preventive support to young people at risk of social exclusion are implemented at local level.

- › Supporting the creation of local services and programmes for a more effective counselling and psychological support for youth at risk of social exclusion
- › Supporting the creation of local services and programmes aimed to increase the employment of youth at risk of social exclusion
- › Creating local funds to support programmes for youth at risk of social exclusion through a partnership between YPAs and business entities

YPAs at local level are qualified to work on the prevention of social exclusion of youth.

- › Supporting training programmes for representatives of agencies and civil society organisations involved in the prevention of social exclusion of youth
- › Supporting programmes to inform decision-makers in LSGs about the rights and needs of youth at risk of social exclusion
- › Supporting training programmes about gender equality and gender perspectives for representatives of institutions/agencies involved in the prevention of social exclusion

Youth activity associations continuously keep developing and implementing preventive services and programmes for youth at risk of social exclusion.

- › Providing support to programmes to identify the needs of youth at risk created by associations that conduct youth activities and providing support to the development and implementation of appropriate programmes
- › Establishing partnership with and giving support to associations that work with young people at risk of social exclusion
- › Supporting activities aimed at establishing partnership/s among YPAs and an integrated approach to the use of existing local resources (human, material, technical)

**Specific problem:**

Insufficient sensitisation of YPAs has led to inefficiency in the implementation of existing measures of support and to a limited coverage of youth at risk of social exclusion.

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**Specific goal 3:**

Increased coverage and inclusion in available programmes of youth at risk of social exclusion who are beneficiaries of local services and support programmes

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**Key implementers:**

the ministry responsible for youth, the ministry responsible for social affairs

**Expected results and planned activities:**

Young people at risk of social exclusion are actively using existing services and programmes.

- › Supporting the development of local services aimed at an efficient, optimal and timely inclusion and prevention of the social exclusion of youth
- › Providing media support to increase the level of information on available services and programmes of support for the young people at risk of social exclusion
- › Supporting the activities of a continuous research about the extent of use of existing services designed for young women and men at risk of social exclusion.



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Public employees have the competencies required to provide adequate support to youth at risk of social exclusion.

- › Supporting the mechanisms of cooperation and exchange of experiences between the employees in the state institutions
- › Developing programmes to sensitise the staff employed in the institutions of the system/in the state agencies so as to be able to more effectively provide support to young people at risk of social exclusion
- › Providing training for staff in state agencies in accordance with the specific needs of each category of youth at risk of social exclusion

Services and support programmes for youth at risk of social exclusion are continuously updated and upgraded.

- › Creating a system of monitoring of the efficiency of services and programmes of support or the youth at risk of social exclusion
- › Supporting the activities aimed at to adapting the existing services and programmes of support for the youth at risk of social exclusion
- › Ensuring compliance of offered services and programmes with the recommendations by international organisations and institutions working with the youth at risk of social exclusion

#### 4.7. YOUTH MOBILITY

According to a survey conducted by the Serbian Chamber of Commerce in 2011, there are 2000 villages in Serbia that do not have a post office, 500 have no asphalt road, 400 have no food store, 2760 that have no kindergarten, and 230 that have no primary school. The opportunities for entrepreneurship and employment outside of agriculture are also very reduced. Young women and men who are thinking about staying in or moving to or returning to live in rural areas, do not have adequate conditions and support to do so. Serbia is a society (and culture) where young people grow up slowly and the process of reaching financial and emotional independence in relation to their family of origin is often left unfinished<sup>74</sup>. As young people are attached to their family and their environment, additional efforts are needed to inform the youth and their parents and teachers about the potentials and purposes of mobility in the context of education. The presence of structural and administrative barriers to using mobility tools (scholarships, student exchange programmes, study visits, training) and difficult recognition of professional qualifications acquired in the process of mobility should also be addressed.

The percentage of young people in Serbia who never changed their place of residence is 76%, while 39% have never travelled abroad in the last 12 months<sup>75</sup>. The major part of those who did travel abroad are the youth of secondary school age, suggesting that international visits organised by high schools are the main channel of youth mobility. Another extremely important mobility impediment factor is the lack of funds, which points to the importance of informing the young people about the available programmes of financial support for mobility. Travelling outside Serbia is mainly reduced to tourism (33.30%), family visits (12.2%) or recreational purposes (9.10%). The number of young people who went to some form of training, work or volunteering outside Serbia is extremely small (all three - around 1%).<sup>76</sup> The level of awareness of young people about the existence of programmes that would allow them to experience mobility (Tempus, Basileus, Erasmus +) is very low. On average, 81% of young people did not know anything about these programmes nor have ever heard of them. The research also revealed a low regional mobility of youth, the lack of systematic and stable funding for regional mobility, and flaws in mechanisms of providing information to the youth about opportunities for mobility and about possibilities opening to them through regional and international cooperation.<sup>77</sup>

In 80.4% of the cases, the young people<sup>78</sup> say they are willing to change their place of residence in order to be hired or to receive a higher income, which indicates a general willingness for labour mobility. On the other hand, unemployed respondents most often apply for a job in the place of residence and its surrounding area (53.5%), slightly less than one-third apply only for jobs in their place of residence (31.6%), while the remaining 14.9% send their applications to almost all competitions. The data suggest the need for more systematic action in the field of informing the youth on and creating additional support for employment mobility. The importance that the EU attaches to labour mobility in addressing youth unemployment by supporting special initiatives aimed at labour mobility (European portal for labour mobility - EURES)<sup>79</sup> is of particular importance here.

In addition, it is important to properly understand the correlation between irregular migrations and trafficking and to fully acknowledge the fact that persons who migrate are more exposed to the risk of human trafficking. Since 2011, the number of irregular migrants in Serbia has significantly increased, and it is the country that has "suffered" the greatest pressure in the region in terms of irregular migrants coming across the Turkish - Greek border. Legal and political controversies, followed by poverty, health and mental health problems of people who are part of this vicious circle make this problem very difficult to tackle.<sup>80</sup>

74 Mojic, D. (2012), Educated and Unemployed: formatting CVs of young people, in Tomanović et al. Young people - our present. The study of social biography of youth in Serbia. Belgrade: Čigoja.

75 NinaMedia Clipping, Position and Needs of the Youth (2014), page152.

76 An unpublished research conducted by the Institute for Sociological Research of the University of Belgrade Philosophy and Sociology Department for the needs of the MOYS, 2011.

77 Declaration of the participants of the Regional forum on youth mobility (Zagreb, 28-30 October 2011), [http://deklaracija.blogspot.com/2011\\_11\\_01\\_archive.html](http://deklaracija.blogspot.com/2011_11_01_archive.html) accessed on 24 Oct 2014.

78 Mojic, D. (2012), *ibid*, pages 120-123.

79 EURES - The European Job Mobility Portal.

80 Group 484 (2013), Challenges of forced migration in Serbia: A different look on the issues of asylum and readmission, Belgrade: Group 484.

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Young people are particularly vulnerable to the risk of irregular migration<sup>81</sup>, as modern information and communication technologies provide opportunities for ill-intentioned persons to approach, recruit and mislead the young people beyond the physical limitations of state borders<sup>82</sup>. Therefore, there is a strong need to raise awareness among the youth in Serbia about the risks of irregular migration, and to do systematic work with young people who have already had the experience of becoming victims of irregular migration.

### STRATEGIC GOAL

Enhanced youth mobility, scope of international youth cooperation and support to young migrants

#### Specific problem:

Unfavourable conditions for the mobility of youth with respect to financial opportunities, support from family and community, and complicated mobility procedures.

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#### Specific goal 1:

Improved economic, cultural and administrative preconditions for mobility of young women and men

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#### Key implementers:

the ministry responsible for youth, the ministry responsible for foreign affairs

#### Expected results and planned activities:

Improved programmes and services that offer material support for mobility.

- › Improving the national programmes that provide funding for youth mobility and international youth cooperation
- › Establishing programmes of subsidized internal youth mobility for cultural and educational activities
- › Encouraging a coordinated involvement of the business sector in the national programmes that provide funding for youth mobility and international youth cooperation

Improved accessibility of programmes that support youth mobility and increased use of such programmes among the youth.

- › Supporting the activities of informing the youth about the available programmes of support for youth mobility offered to them through the activities of the youth office and of associations that deal with organizing Youth activities
- › Raising awareness among the young people about the programmes of support for youth mobility offered in the education system
- › Encouraging the youth from vulnerable social groups to use all programmes of support for mobility and the financial support they offer
- › Increasing the availability of the European Youth Card<sup>83</sup> as a means to enhance youth mobility

Enhanced recognition and promotion of youth mobility among teachers, youth workers, parents and foster parents.

- › Organising training for teachers and associates about the purpose of mobility and available mobility programmes
- › Providing training for youth workers about the purpose of mobility and available mobility programmes
- › Supporting informative activities for parent councils in high schools about the purpose of mobility and available mobility programmes
- › Informing parents and foster parents about the purpose of mobility and available mobility programmes

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81 Irregular migration implies all movement outside the regulatory norms of the states of origin, transit and destination.

82 Urosevic V. (2014). The connection of cyber-crime with irregular migration and trafficking. Belgrade, Ministry of Interior, RS.

83 European Youth Card available at <http://www.eyca.org/>.

Secured technical support for youth mobility and systemic recognition of knowledge acquired in the period of mobility.

- › Providing assistance to young people in dealing with administrative procedures by establishing contact points for national and international mobility programmes
- › Developing a mechanism to assist the young people in dealing with administrative procedures at local level to the national and international mobility programmes
- › Ensuring recognition and implementation of EUROPASS<sup>84</sup> as a special means of recognition of professional qualifications acquired through mobility, whether in informal or formal education

#### Specific problem:

Insufficient support is given to the existing programmes of international youth cooperation and youth mobility. There is absence of data on the latest tendencies and insufficient knowledge among the youth about the possibilities and ways to participate in such programmes.

#### Specific goal 2:

Provided conditions for enhanced youth mobility and promotion of international youth cooperation

#### Key implementers:

the ministry responsible for youth, the ministry responsible for education

#### Expected results and planned activities:

Enhanced regional and international cooperation in the field of youth policy

- › Establishing an institutional mechanism for cooperation with the EU on the implementation of the European Union's youth programmes
- › Supporting regional initiatives aimed at enhancing cooperation in the field of youth policy
- › Promoting the participation of young women and men in various programmes and projects of regional and international cooperation in the field of youth policy
- › Encouraging associations that perform youth activities to participate in European and global youth networks

Ensured diversity and sustainability of youth mobility programmes and international youth cooperation.

- › Supporting programmes created by YPAs that focus on the mobility of young women and men and implement international youth cooperation
- › Ensuring the realisation of international events in Serbia of importance for the young people
- › Supporting programmes designed to enhance cooperation between YPAs and youth organisations in the diaspora

#### Specific problem:

Inadequate support for labour mobility of youth and absence of mechanisms for employment outside of the place of residence.

#### Specific goal 3:

Enhanced internal mobility of youth for employment purposes

#### Key implementers:

the ministry responsible for employment, the ministry responsible for youth

#### Expected results and planned activities:

Working mobility<sup>85</sup> of youth is recognised and supported through programmes of support for employment.

<sup>84</sup> EUROPASS is a set of documents helping citizens in Europe present their skills and qualifications in a clear and understandable manner.

<sup>85</sup> Working youth mobility in terms of the NYS refers to a set of measures supporting young people in moving to professional development and employment.







- › Establishing an organised monitoring of the tendencies in youth employment and the length of stay of youth outside their place of residence
- › Including measures of support to the labour/employment mobility of youth into the employment strategies and action plans at all levels
- › Linking local youth information services with employment centres in order to achieve a better communication of possibilities for employment mobility to the youth

Developed and implemented system of support during the change of residence for the purpose of employment.

- › Introducing subsidies for employment outside the place of residence for persons trained in professions in demand
- › Developing measures to address the housing needs of young people employed outside their place of residence
- › Encouraging the creation of additional measures of support for youth labour mobility towards the less developed areas and towards rural areas
- › Establishing a fund for one-off support incentives for youth employed outside their place of residence
- › Encouraging the creation of programmes to motivate the youth to consider employment mobility towards less developed areas and rural areas

#### Specific problem:

Insufficient activities aimed at addressing the problems of young refugees, internally displaced persons and asylum seekers, and an inadequate and insufficient support for the programmes of prevention and fight against irregular migration and programmes aimed at combating trafficking in human beings.

#### Specific goal 4:

Improved prevention and fight against irregular migration of young women and men and support for young migrants

#### Key implementers:

the ministry responsible for social affairs, the ministry responsible for youth

#### Expected results and planned activities:

Established mechanism for monitoring and analysing irregular migrations and improved adjusted measures and programmes.

- › Supporting research projects aimed at collecting and analysing information about patterns and consequences of irregular youth migration
- › Supporting the identification of needs and priorities of young migrants in order to create improved programmes, better adjusted to this target group
- › Supporting the defining of policies based on the obtained data, so as to better adjust the planned measures aimed at preventing and combating irregular migration

Developed programme support activities aimed at fighting against and preventing irregular migration.

- › Mapping and promoting programmes to support young migrants and programmes to prevent irregular migration
- › Supporting the activities of accepting and working with the young migrants at local level
- › Supporting activities to raise awareness among the youth about the causes and consequences of irregular migration so as to increase prevention and reduce discrimination, taking into account the migrants' perspective
- › Supporting a systematic inclusion of representatives of young migrants into the planning and development of activities and programmes targeting this particular group of population

## 4.8. INFORMING YOUTH

As there is no quality control system available in Serbia to monitor the quality of programmes in the field of youth information, it is to assume that the quality of information offered to youth varies. The European Youth Information and Counselling Agency (ERYICA)<sup>86</sup> adopted the European Youth Information Charter in 2004<sup>87</sup> and Principles for Online Youth Information in 2009<sup>88</sup>, which set the standards for work on youth information. Serbia has yet to apply the standards and improve youth information. Namely, information that may be of relevance to the youth is to be found on different sides but without being unified in one place.

Particular attention should be paid to youth from vulnerable groups, who, according to the data obtained from the youth policy actors, have very limited access to information, and are often not even aware of the existence of youth offices.<sup>89</sup> Low-income youth and youth with low education level have limited options to access information. Nearly two-thirds of young adults who have (if they have) completed only primary school education (65.5%) never use the Internet, and 42.1% of youth living in households with an income of less than 80 EUR per capita. Their exclusion is the result of their underprivileged social position<sup>90</sup>.

Representatives of the media believe that youth in Serbia are underrepresented in the media (71.2%) and their representation is limited mainly to sports and entertainment. The young believe that the media portray them as dependent, and often aggressive and rude. Media representatives share this opinion, and argue that the perception of the youth in the media is such that the young appear as disorganised, disinterested, apolitical, dependent and intolerant<sup>91</sup>. Inadequate information offered to the youth in the media is largely the consequence of the absence of youth participating in the creation of shows, poor representation of the youth in the bodies overseeing this field, and absence of support for activities designed to recognize the true interests of the young and creation of media shows/contents based on them.

In Serbia, 59.9% of households own a computer, with significant differences with respect to the type of environment: 66.3% in cities and towns compared to 50.9% in rural areas.<sup>92</sup> Almost all youth (16-24) have had access to computers in the last 3 months (95.1%), and to the Internet (93.7%).<sup>93</sup> Access does not imply the ability to use new technologies, i.e. computer literacy.<sup>94</sup> Eurostat data from 2009<sup>95</sup> for Serbia showed that 61% of the young (16-24) have used the copy-paste function, compared to 84% in the EU. Furthermore, 43% knew how to perform simple arithmetic operations in the table, as opposed to 62% in the EU. And finally, a little more than a third (39%) knew how to compress a file, as opposed to 53% in the EU. Although data vary from state to state within the EU, it is evident that the youth in Serbia need additional training in order to reach at least the European average. Moreover, the same data indicate that only 24% used the Internet for the purpose of some form of education, and no one has ever had the experience of attending a course online. At the same time, 68% of the youth in the EU have educated themselves using the Internet, and 6% have attended a course online. It is noticeable that these percentages are growing every year at EU level, while in Serbia, no data exist after 2009.

Finally, in the process of collecting data on youth in order to analyse and identify tendencies and develop the NYS, it was noted that there was a shortage of comprehensive and continuous research. Most of the available research and population monitoring did not segment the youth in accordance with the LoY (i.e. as persons from 15 years to 30 years of age), or that did not recognize the category of youth at all. At the same time, there is a shortage of recognition of and support for the development of systematic youth researchers and of regular

86 EYRICA - European Youth Information and Counselling Agency.

87 European Youth Information Charter, EYRICA, <http://eryica.org/sites/default/files/European%20Youth%20Information%20Charter%20-%20Serbian%20Version.pdf>, accessed on 4 Sep, 2014.

88 Principles for Online Youth Information, EYRICA, [http://eryica.org/sites/default/files/Principles%20for%20Online%20Youth%20Information\\_Montenegrin.pdf](http://eryica.org/sites/default/files/Principles%20for%20Online%20Youth%20Information_Montenegrin.pdf), accessed on 4 Sep, 2014

89 BOS, Career information in youth offices, <http://www.bos.rs/cgcc/uploaded/Preporuke%20sto.pdf>, accessed on 14 Oct 2014, available at <http://www.bos.rs/cgcc/uploaded/Preporuke%20sto.pdf>.

90 Stanojevic, D. (2012). Using the media among young people in the Youth - Our Present: The study of social biography of youth in Serbia, Belgrade, Cigoja.

91 UNICEF, Faculty of Political Sciences (2009) Children reflected in media mirror: Dominant portrayal of children in the major Serbian media, <http://centarzamedije.fpn.bg.ac.rs/index.php?p=73>, accessed on 12 Sep 2014.

92 The use of information-communication technologies in Serbia, 2013, Belgrade: Statistical Office of Serbia.

93 Position and needs of youth in Serbia, 2014, Belgrade: Ninamedia (a research conducted for the MoYS).

94 Koltay T. 2011, "The media and the literacies: media literacy, information literacy, digital literacy" in Media Culture Society, 33(2), 211-221.

95 Digital Agenda Scoreboard 2014: Digital inclusion and skills, <https://ec.europa.eu/digital-agenda/en/news/scoreboard-2014-digital-inclusion-and-skills-eu-2014>, accessed on 14 Oct, 2014, available at <https://ec.europa.eu/digital-agenda/en/news/scoreboard-2014-digital-inclusion-and-skills-eu-2014>.

surveys on the needs of youth and topics of interest to them. The position of youth and tendencies concerning youth can only be determined based on individual reports of the line ministry responsible for youth, and other national and international institutions and organisations. There is a lack of a systematic approach when determining facts concerning youth, or monitoring youth policy indicators and reporting what needs to be developed. And yet, understanding youth based on relevant data is essential to good development planning and allocation of resources in all areas of society and at all levels of government.

### STRATEGIC GOAL

Improved system of informing young people and knowledge about young people

#### Specific problem:

The youth of Serbia have difficulty obtaining information in accordance with their needs. The available information is often incomplete, insufficiently understandable and unreliable.

#### Specific goal 1:

Young people have access to complete, user-friendly and reliable information in accordance with their needs

#### Key implementers:

the ministry responsible for youth, the ministry responsible for information and media

#### Expected results and planned activities:

Established coordinated access of youth informing.

- › Supporting the participation of youth in identifying their needs, developing information programmes and services, preparing and disseminating information, evaluating information services and programmes
- › Developing a map of communication channels and sources of information relevant to youth and to establish mechanisms to regularly update the data
- › Supporting the development of extra-institutional news programmes and services for youth at local level
- › Establishing the cooperation and coordination of information programmes and services for youth at the local level with other youth programmes, services and structures

Information programmes and services are tailored to the needs of all youth groups.

- › Supporting programmes and services in adapting information language understandable to young people and providing information on the languages of national minorities
- › Providing support to programmes and services tailored to the needs of vulnerable social groups guaranteeing equal access to information for all young people
- › Encouraging and promoting gender-sensitive language in information that is offered to youth

Information for youth is aligned with the European standards and is entirely interest-free.

- › Developing and supporting the implementation of standards and criteria of quality youth information work, in accordance with the European Youth Information Charter <sup>96</sup>
- › Defining guidelines for youth on obtaining the information via the Internet, in accordance with the European Principles of Online Youth Information <sup>97</sup>
- › Supporting the capacity building of YPAs to apply standards and guidelines on youth information in their programmes and services

96 European Youth Information Charter, EYRICA, <http://eryica.org/sites/default/files/European%20Youth%20Information%20Charter%20-%20Serbian%20Version.pdf>, accessed on 4 Sep 2014.

97 Principles for Online Youth Information, EYRICA, <http://eryica.org/page/principles-online-youth-information>.





**Specific problem:**

Programmes designed for young people are insufficiently present in the media. Youth participation in the creation of media programmes is low. The media often mention young people in a negative context.

**Specific goal 2:**

The media provide information and create programmes for and about young people in accordance with the needs of young people

**Key implementers:**

the ministry responsible for youth, the ministry responsible for information and media

**Expected results and planned activities:**

Information offered in the media is improved and adapted to the needs of young population, and good cooperation is established with the YPAs.

- › Monitoring the extent and type of activities offered to youth in the media, analysing the level adaptation to the identified needs of youth and to topics of interest for the youth
- › Developing the capacity of YPAs at all levels to cooperate with the media in the exchange of information and adjustment of information to meet the needs of the youth
- › Establishing cooperation and developing partnerships between youth programmes and services and the media
- › Providing support for the development of youth contents in the media that focus on representing the young people in a positive context, offer positive examples and present junior achievements

Enhanced capacity and defined responsibilities of the media to inform and include young people.

- › Supporting the establishing and operation of youth desks in the media, where youth and Law on Youth activity associations would take active part
- › Defining guidelines for the introduction of compulsory share of youth programmes when allocating national and local media frequencies
- › Supporting activities to train journalists to report on youth, to follow youth and their needs and adjust the topics and media contents to the youth interests
- › Developing media standards for reporting on youth to include combat against gender stereotypes and sexist representation of the youth (especially young women, including showing young women on social networks) and supporting the implementation

**Specific problem:**

The youth in Serbia lack opportunities and knowledge to adequately access new technologies and the Internet.

**Specific goal 3:**

Young people have adequate access to and knowledge required for using new technologies and the Internet

**Key implementers:**

the ministry responsible for youth, the ministry responsible for education, science and technology

**Expected results and planned activities:**

Young people are given unrestricted daily access to new technologies and the Internet.

- › Providing daily free access to new technologies and the Internet for students in schools and universities
- › Supporting the establishing and equipping of public spaces at local level where youth can freely use new technology and Internet
- › Motivating young women to use free Internet services and programmes



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Training programmes to acquire knowledge on how to use new technologies and the Internet are available to youth free of charge and are youth friendly.

- › Supporting the training of teachers, professional associates and activists of youth activity associations to use new technologies in their work with young people
- › Developing programmes to increase information literacy, i.e. skills to find and use information, particularly among youth from vulnerable groups<sup>98</sup>
- › Supporting the programmes of free training for youth for the European Computer Driving License<sup>99</sup>

#### Specific problem:

There is no systematic approach to acquiring information about the youth, monitoring youth policy implementation indicators and reporting. Surveys fail to segment the youth in accordance with the LoY, or do not recognise the category of youth as such.

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#### Specific goal 4:

Knowledge on young people is based on relevant data and used for planning in all areas and levels of government

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#### Key implementers:

the ministry responsible for youth, the Statistical Office of the Republic of Serbia

#### Expected results and planned activities:

Competent institutions continuously conduct monitoring and planning, while recognising youth as a separate category of population.

- › Developing indicators and guidelines for the monitoring of the achieved youth policy goals, in line with the NYS and the NYS Action Plan
- › Adopting a system for the relevant institutions to report about their activities, that recognizes youth categories in accordance with the LoY and assess their compliance with the youth policy goals in their jurisdiction
- › Introducing the category of youth in compliance with the LoY in reporting and projections made by statistics offices and other research institutions and organisations
- › Creating an open repository of available information from all areas relating to youth in the ministry responsible for youth
- › Introducing a mandatory assessment of the impact of proposed strategic and legal acts on the category of youth before their adoption

Established system of support for research on youth and cooperation at national and international level.

- › Establishing a National Institute for Youth Research and supporting the creation of a national network of young researchers
- › Establishing cooperation between the National Network of Young Researchers and the European Youth Policy Knowledge Centre<sup>100</sup>
- › Ensuring that regular surveys on the needs of young people and on the topics of interest for the youth are conducted and the obtained results used in the development of plans

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98 In line with the Strategy for the Development of an Information Society in Serbia by 2020, [http://www.digitalnaagenda.gov.rs/media/docs/strategija\\_razvoja\\_informacionog\\_drustva\\_u\\_republici\\_srbiji\\_do\\_2020\\_godine.pdf](http://www.digitalnaagenda.gov.rs/media/docs/strategija_razvoja_informacionog_drustva_u_republici_srbiji_do_2020_godine.pdf)

99 ECDL - European Computer Driving Licence.

100 EKCYP - The European Knowledge Centre for Youth Policy.

#### 4.9. YOUTH CULTURE AND CREATIVITY

Surveys conducted in the last three years, which included, inter alia, questions on youth culture and cultural habits of the young population, have shown that the youth do not participate enough in the creation of cultural contents, and that the culture offer for youth was not evenly distributed. Based on a 2014 survey conducted by NinaMedia, 81% of youth in Serbia think that the young people do not participate enough in cultural activities, while over 70% of youth believe that there aren't enough cultural activities available for youth.<sup>101</sup> The same survey shows that, viewed from the regional aspect, significant differences exist between Belgrade and Central Serbia in terms of the offer of cultural contents.

A study of social background of youth in Serbia revealed that a very important prerequisite for the involvement of youth in cultural and creative activities was their household income - the higher the income in their household, the greater the degree of their involvement in culture.<sup>102</sup> The same survey showed that "as high as a quarter of youth considered themselves culturally completely deprived, because in their town they do not have access to events they would like to see."<sup>103</sup> Around 83.5% of youth rarely or never visit museums, and 75.4% never or rarely visit an art gallery, while 72.5% seldom or never visit cultural and historical monuments and archaeological sites. Moreover, 69% of youth rarely or never visit theatre performances, and 69.2% never visit literary evenings, while 67% never or rarely go to the movies.<sup>104</sup> On the other hand, the same authors state that local self-governments in Serbia are the founders of 440 cultural institutions in 144 towns and municipalities, while the City of Belgrade alone is the founder of 36 cultural institutions<sup>105</sup>, which, compared with the previously mentioned data on low youth visits actually raises the question of their purposefulness.

In terms of participation in cultural activities, youth are the most active in the EU countries. A study conducted in 2011 by Eurobarometer called "Youth on the move", showed that the young people most often attended concerts and movie theatres, smaller museums and art galleries, while they least often went to theatre and opera.<sup>106</sup> What makes the youth in Serbia in the same position with the youth in the EU, are the reasons stated as obstacles to their participation in cultural activities. Among the biggest obstacles listed by the respondents, those that stand out are the lack of money and unfavourable geographical circumstances.

#### STRATEGIC GOAL

Enhanced cultural consumption and participation of young people in the creation of cultural programmes

#### Specific problem:

The existing support for creative activities of youth and participation of youth in the creation of cultural programmes is insufficient and inadequate.

#### Specific goal 1:

Provided continuous support to the creativity of young people and youth participation in the creation and consumption of cultural programmes

#### Key implementers:

the ministry responsible for culture, the ministry responsible for education, the ministry responsible for youth, LSGs

#### Expected results and planned activities:

Supported programmes that enhance the cultural and creative potential of youth.

101 Nina Media Clipping. (2014), Position and Needs of Young People in Serbia, research conducted for the needs of MOYS, pages 94 and 95.

102 Tomanovic, S. Stanojevic, D. et al. (2012). The Youth-our present, research on social biography of Serbian Youth. The Institute of Sociology and Social Reserach, Faculty of Philosophy in Belgrade, page 158.

103 Ibid, page162.

104 Analysis of the situation of young people in the strategies of the Government of the Republic of Serbia and the recent sociological research, Assistant Professor Dusan Mojic, Mr Slobodan Mrdja, 2013. op.cit. page 42.

105 Ibid, page 44-45.

106 Flash Eurobarometer. (2011). Youth on the Move. Analytical Report, page12.





- › Supporting the establishment of creative and cultural clubs for youth in schools and universities
- › Identifying and promoting programmes that encourage youth creativity in local communities and facilitate cooperation with other communities
- › Providing supporting for youth cultural activities within informal initiatives and organisations implementing youth activities
- › Supporting initiatives and programmes within high schools and universities that focus on the participation of young people in artistic and cultural production
- › Developing youth training programmes on self-employment in art and culture

Cultural institutions are increasingly including young people in the preparation and implementation of their activities.

- › Determining a specific time and space for the production of young artists within the cultural institutions, without compensation
- › Developing programmes of officially recognised youth internship in cultural institutions during their regular schooling and studies
- › Providing support to cultural institutions targeting youth to develop and implement programmes for the young people

Provided systematic support for the realization of cultural youth participation

- › Providing support to culture institutions to include the youth in the creation of and consumption of cultural events
- › Developing incentive fiscal measures for the private business sector that financially supports cultural participation of the youth
- › Supporting the recognition of and providing state support to young creative industries and youth entrepreneurship in culture
- › Allowing the associations performing youth activities in the field of culture and art to be able to use public space in the local community

#### Specific problem:

The information on cultural programmes is not well adjusted to the needs of youth, which reduces the possibility of youth participation in culture.

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#### Specific goal 2:

Increased number of young consumers of culture

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#### Key implementers:

the ministry responsible for culture, the ministry responsible for information and media, the ministry responsible for youth

#### Expected results and planned activities:

Cultural programmes are more accessible and adjusted to youth.

- › Providing support to programmes that include the young people in the process of adapting cultural contents to the needs of the youth
- › Supporting employee training programmes in cultural institutions on the modern ways and means of presenting cultural contents to the youth
- › Enhancing the cooperation between cultural and educational institutions with the aim to increase the number of young consumers of culture

Increased share of contents on culture and creative industries for young people in the media.

- › Providing support to online providers of youth cultural participation
- › Providing support to the promotion of youth cultural participation in all types of media, emphasizing the creative young people as positive role models
- › Improving the quality of contents related to culture and creative industries within the educational programmes offered by public services

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## 5. MECHANISMS OF IMPLEMENTATION

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The NYS being a part of the national youth policy, is implemented by all YPAs. It is therefore important to develop a clear mechanism of coordination in the process of its implementation, define all YPA, specify the roles of each actor, and ensure continuous and effective work on the capacity building of all YPA. The MoYS will establish a cross-sector cooperation to ensure a continuously structured dialogue between the youth, associations performing youth activities, young researchers, national, province and local-level authorities and other YPA.

The MoYS is in charge of the coordination, development and improvement of youth policy, the implementation of the youth policy, the NYS, and other national plans and programmes for youth. The Government shall form a working group to monitor the implementation of the NYS. The working group's tasks are to propose measures to harmonize the NYS implementation activities with the adopted NYS Action Plan, monitor the implementation of the NYS and take part in the evaluation and preparation of annual reports on the implementation of the NYS for the Government. The MoYS will provide professional, administrative and technical support to the working group. The level of MoYS involvement will depend on the type and level at which the activities are carried out. The MoYS will directly oversee the activities conducted at the national level, for the implementation of which it is directly responsible, while it will monitor the activities implemented at local level and those directly implemented by other line ministries, institutions and organisations, indirectly, through the reports.

Another important coordinating mechanism for the implementation of the NYS is the Youth Council. The Youth Council consists of representatives of state administration in charge of areas of interest to youth, representatives of the province of Vojvodina administrative body in charge of youth issues, representatives of youth organizations and associations, representatives of youth offices, a joint representative of the national minority councils, and confirmed experts<sup>107</sup>. The role of the Youth Council, i.e. the rights and obligations of the members of the Council, and the obligations of ministries, institutions and organisations represented in the Council should be more precisely defined and further strengthened to enhance the quality of the Council's work and its capacity to oversee and evaluate the work of all youth policy actors working on the implementation of the NYS and the Action Plan. All ministries involved in the work of the Youth Council should respect the obligation to prepare reports on the results achieved in working with youth and in the implementation of the NYS in preparation for each meeting. Reports should be adopted at the meeting of the Youth Council and made accessible to the public.

The main MoYS partners within the civil society at the national level are: National Youth Council of Serbia (KOMs) as the highest representative body of the young population and National Association of Youth Work Practitioners (NAPOR), an association of youth organisations created with the aim to ensure the quality of youth work programmes, professionalism in working with youth, and recognition of competences acquired through non-formal learning in youth work, and others partners. The principal partner to the MoYS in youth work at the national level are the national associations of local youth offices that brings together coordinators of all local youth offices in Serbia.

The MoYS directs and oversees the implementation of the Strategy at the local level. The bodies, agencies and organisations in charge of youth at the local level are youth councils as advisory bodies, YOs, city youth counsellor, and youth associations. In cooperation with the MoYS and other ministries, it is necessary to identify the services offered to youth by institutions and organisations at the local level, and to support the development, standardization and sustainable financing of the existing youth services and the creation of new youth services in partnership with the MoYS and other line ministries. Thus, the youth could gain access to quality services in the domain of information, career guidance and counselling, employment, volunteering, informal education, social welfare, health care, prevention and counselling, leisure activities, and other relevant services. The concept of providing youth services should be based on user needs, with the emphasis placed on services that respond to the needs of different target groups of youth.

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107 Law on Youth (Official Gazette of the RS, no 50/11).



## 6. MONITORING, EVALUATION AND REPORTING MECHANISMS

A set of indicators defined by the results achieved in each specific goal, and results achieved in each activity, represent the basis for the monitoring of the implementation of the planned activities and of the level of achievement of specific goals and results planned under the NYS. The MoYS is responsible for establishing a single and comprehensive monitoring system. An important role in monitoring and data collection will be played by the YO, and also some other institutions and youth organisations. Line ministries and government organisations and institutions will be in charge of achieving the planned results and overseeing the activities foreseen under the NYS and the NYS Action Plan. At the request of the MOYS, the autonomous province of Vojvodina and the local self-governments are to submit at least one annual report on the implementation of the Action Plan to implement the Strategy in their respective territory<sup>108</sup>. Nonetheless, in order for the monitoring to be successful, it is necessary to activate all other partners as well - the line ministries, institutions and organisations and associations. In addition, a number of international organisations will be involved in the monitoring process.

The starting point to determine the initial state will be the data collected in the process of NYS preparation, whereas in areas where a lack of relevant information and data has been identified, the process of monitoring will begin by identifying the initial state. The monitoring will take place at regular intervals (monthly, quarterly and annually), depending on the type of activity, and on the deadlines set for their implementation. The evaluation will be conducted regularly, once a year, using different sources of information, on the basis of the indicators set in the NYS and the Action Plan for NYS. Depending on the type of indicators, level of implementation, the effects of the achieved results, and institutional and legislative changes will be assessed. The purpose of the evaluation is for all phases and aspects of the implementation of the NYS and the NYS Action Plan to be evaluated according to objective criteria - the success of implemented activities, the effectiveness of achieved strategic and specific goals and expected results, and their impact on youth, but also on society in general.

During the process of making consecutive NYS Action Plans it will be necessary to conduct an external evaluation of the achievements of the previous NYS Action Plan and the degree to which the NYS was implemented. When creating the next NYS, it is necessary to conduct an external evaluation of the degree of the implementation of the NYS and a general research, both in terms of quantity and in terms of quality, into the status, tendencies, needs and attitudes of the youth in Serbia. In addition to data published by the official statistics offices, data will also be collected by organisations, institutions and line ministries implementing the NYS and the NYS Action Plan through the system of monitoring and reporting. The development of alternative data collection networks should also be supported, as well as the creation of records and the network of local-level sources of data.

The MoYS, the Government Working Group for the Implementation of the Strategy, and the Youth Council, will be in charge of performing regular annual evaluation. The line ministries will be preparing the report for the Government. As for progress reports on the implementation of the Strategy, the MoYS and Youth Council are those institutionally in charge. Progress reports will be prepared annually and will be based on the set indicators. The annual Progress Report on the implementation of the NYS will be submitted to the Government. The Progress Report is public and as such will be made available to the general public by being published and by being posted on the MoYS website.

<sup>108</sup> Law on Youth (Official Gazette of the RS, no 50/11).

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## 7. CONCLUSION

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The Action Plan for the implementation of the NYS shall be determined by the Government within the 30 days from the publication of the NYS.

The funds for the implementation of NYS shall be provided in the budget of the Republic of Serbia, as well as the budget of the autonomous province and LSGs, and from other sources, in accordance with applicable legislation, including the planned contribution of EU IPA<sup>109</sup> funds, participation of private sector, youth activity associations and other national and international programmes and donors. In accordance with the NYS, the autonomous province and LSGs shall develop action plans for the implementation of NYS in their respective territories, and secure funds for the implementation of such plans in their budgets. Action Plan for the implementation of the NYS shall contain the budget for 2015, within projections of cost for 2016 and 2017.

By the date publishing the NYS, expires the National Youth Strategy (Official Gazette of the RS, no. 55/8).

The integral parts of this Strategy are Appendix I (List of Acronyms), Appendix II (Glossary), and Appendix III (Vulnerable Social Groups).

This Strategy shall be published in the Official Gazette of the Republic of Serbia.

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<sup>109</sup> IPA - Instrument for Pre-Accession Assistance.

## Appendix I – LIST OF ACRONYMS

AP NYS	Action Plan for the Implementation of the National Youth Strategy
EU	European Union
LoY	Law on Youth
IPA	EU Instrument for Pre-Accession Assistance
LSG	Local self-governments
CGC	Career guidance and counselling
LYO	Youth Offices
KOMS	National Youth Council of Serbia
LAP	Local Action Plan
LGBT	Lesbian, Gay, Bisexual and Transgender Persons
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex Persons
LEAP	Local Environmental Action Plan
MoYS	Ministry of Youth and Sports
MoI	Ministry of Interior
NAPOR	National Association of Youth Work Practitioners
NQF	National Qualifications Framework
NYS	National Youth Strategy
CSO	Civil society organisations
SORS	Statistical Office of the Republic of Serbia
RBA	Regulatory Broadcasting Agency
RS	Republic of Serbia
YPA	Youth policy actors
FPS	Faculty of Political Sciences
HIV	Human immunodeficiency virus

## International acronyms

ECDL	European Computer Driving Licence
EKCYP	European Knowledge Centre for Youth Policy
ERYICA	European Youth Information and Counselling Agency
EU-SILC	European Union Statistics on Income and Living Conditions
NEET	Young people who are Not in Education, Employment, or Training
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
TALIS	Teaching and Learning International Survey
YFJ	European Youth Forum
EUROPASS	Document that contains records of the knowledge and skills acquired in another European country

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## Appendix II – GLOSSARY

**Youth Agenda** is an operational planning document for working with young people and for young people within the ministries, institutions and organisations, developed on the basis of the National Youth Strategy and the Action Plan, aligned with the mandate, role and type of support provided to young people.

**Accreditation** is a process of verifying whether an institution or programme meets the pre-defined quality standards, conducted by an independent commission or agency.

**Active labour market measures** are all active measures and programmes to which the unemployed persons registered with the National Employment Service are entitled, and whose aim is to enhance employment, i.e. to create opportunities for full, productive and freely chosen jobs.

**Active youth participation** involves rights, resources, space and opportunities, and also, if needed, support for young people to participate in decision-making processes and activities that contribute to the development of a better society.

**Youth safety** implies a need and human right of young people to the preservation and protection of their life and health, integrity and other values from all risks and threats in everyday life, as well as the opportunity to develop and have the choice to reach their potential and live everyday life with dignity, free from poverty and fear.

**Security challenges, risks and threats** are the causes or conditions that contribute to the development of certain social phenomena, processes or formations, the possibility or a certain degree of probability of occurrence of an event or particular threat with adverse effects and particular manifestation, occurrence or event that may produce effects in the form of behaviour or at least in the form of apprehension felt by the targeted individuals.

**Youth safety culture** refers to possession of knowledge, skills and abilities, adopted attitudes and observance of safety rules, which are manifested through certain behaviour models. Developed safety culture of young people enables them to properly respond to security risks and threats, to which they are exposed, and thus become the major and most important actor in the protection of their own safety and vital values.

**Business incubator** is a type of business association whose purpose is to support the process of establishing successful new businesses through the provision of certain services, which may include: incubator space, shared services (secretariat, office equipment, accounting, entrepreneurial counselling, financial advice, etc.), marketing and networking. Incubators may differ in the way they provide services, in their organisational structure and the type of clients.

**Well-being** is the absence of negative emotions and conditions, or the presence positive emotions and moods, satisfaction with the quality of life, inner fulfilment and positive functioning and performance.

**Volunteering** is a non-profit activity by which individuals, independently or within a group or organisation, contribute to the welfare of their communities.

**Accessibility of education** implies an equal right and accessibility of education without discrimination or segregation on the basis of gender, social, cultural, ethnic, religious or other affiliation, place of temporary or permanent residence, material or health conditions, developmental difficulties and challenges and disability, or other grounds.

**Cooperative** (cooperative organisation) is a form of organisation of natural persons through which they pursue their economic, social and cultural interests by operating on the basis of cooperative principles of voluntarism and solidarity, democracy, economic participation, equal management rights, independence, cooperative training and inter-cooperative cooperation<sup>110</sup>.

**Employability** is defined as: "A set of achievements - skills, attitudes and personal attributes enabling individuals to find employment more easily and to be successful in the chosen profession, creating benefits for themselves as well as for other employees, community and economy."<sup>111</sup> Employability is applied and measured by two indicators – activity, and knowledge and skills relevant to employability<sup>112</sup>.

**Exit strategies** refer to the provision of support programmes for the members of violent groups to abandon violence and ideology on which the violence is based.

**Informal learning** is learning from everyday life situations. It is considered a lifelong process in which every individual acquires attitudes, values, skills and knowledge from everyday experience.

**Irregular migration** is the movement that takes place outside the regulatory norms of the country of origin, transit and destination.

**Youth office** is a unit of the city/municipal government responsible for coordination of local youth policies in all areas relevant to young people, and in accordance with the specific needs of their local communities.

**Qualification** is the formal recognition of acquired key and professional competencies.

**Co-management** is a joint management of processes and decisions, a special form of active youth participation that allows young people to have an equal position in relation to their senior partners in working on common goals.

**Competencies** refer to the ability of applying acquired knowledge, skills and attitudes in different situations.

**Key or core competencies** refer to the ability of using acquired knowledge, skills and attitudes necessary for personal, social and professional development and further learning.

**Umbrella association** is an alliance consisting of at least 60 registered youth organisations, organisations for youth and their associations, having their head office in the territory of at least two-thirds of administrative districts in the Republic of Serbia and which have performed youth activities in several local self-government units for at least two years, and which have at least 2,000 individual members, registered once, of whom at least two-thirds are young people, in accordance with the Law on Youth.

**Local community** is a territorial unit in which citizens meet the largest part of their needs and solve their life problems through their own and community resources. It also includes appropriate institutions and structures within the territorial unit<sup>113</sup>.

**Young people at health risks** are all young people who are at higher risk of developing health problems compared to the general youth population. The most vulnerable young people at risk are certainly injectable drug users, sex workers, men who have sex with men, young people in institutional care, young people of Roma ethnicity and young people in penal institutions.

110 The term cooperative organisation is defined in the Law on Cooperatives (Official Gazette of FRY, nos. 41/96 and 12/98 and Official Gazette of RS, nos. 101/2005 - as amended and 34/2006).

111 Yorke, M. (2006). Employability and higher education: what it is - what it is not; New York, Higher Education Academy.

112 Djuric, M. Kljajic, T. (2013). Career that fits youth – improvement of the methodology for measuring the effects of career guidance and counselling. Belgrade Open School, Belgrade. (accessed on 2 December 2014; available at [www.bos.rs/cgcc/publikacije](http://www.bos.rs/cgcc/publikacije)).

113 Azanjac T, A Veljovic, Vuk T, et al. (2014). In the quest for a sustainable model of youth clubs in the community. Ministry of Youth and Sports.



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**National Annual Thematic Programme** is a set of activities in one calendar year, dedicated to one of the strategic areas, with the aim of performing the planned activities within that strategic area.

**Violent groups** are groups that base their actions on violence and these include: street gangs, hooligans, groups that advocate violent extremism, violent nationalist groups, etc.

**Teaching competencies** refer to the capacity of individuals used in performing complex activities in educational and pedagogical work. Competencies are a set of necessary knowledge, skills and value attitudes of teachers.

**Non-formal adult education** consists of organised processes of adult learning based on special programmes, for the purpose of acquiring knowledge, values, attitudes, abilities and skills aimed at personal development of adults, work and employment, and social activities, in accordance with the Law on Adult Education.

**Non-formal education of young people** (non-formal education programmes in the youth sector) is a group of organised educational activities, tailored for young people, which are not included in the system of formal education and are based on young people's needs and interests, principles of voluntary and active participation of young people in the learning process and the promotion of democratic values, through which young people acquire competencies necessary for the development of their personal potential, active participation in society and better employability, pursuant to the Law on Youth.

**Youth or young people** are persons between 15 and 30 years of age, pursuant to the Law on Youth.

**Youth policy** means and includes all measures and activities of public authorities, institutions, associations and other entities, which are aimed at improving and enhancing the position of youth.

**Youth activities** are various activities in the areas of youth sector performed by young people or youth policy actors, undertaken with the aim of improving the position of young people and their empowerment for active participation in society for their own benefit and for the benefit of society, pursuant to the Law on Youth.

**Youth and student cooperatives** provide their members with the opportunity to perform, in an organised manner and according to the needs of employers, occasional, temporary and similar jobs, without an employment status, for the purpose of earning funds for education and meeting their basic, social, cultural and other personal and common needs of cooperative members.

**Youth club** is the city/municipal space where the policies aimed at direct work with young people are implemented. Youth club is a link between the planned policies (LAP) and their implementation into specific programmes and youth initiatives.

**Youth work** is a part of youth activities organised with and for young people, based on non-formal education, carried out in young people's free time and undertaken with the aim of improving the conditions for personal and social development of young people, in accordance with their needs and abilities, in which young people participate voluntarily, pursuant to the Law on Youth.

**Youth worker** is a licensed person who carries out the programmes of youth work. NAPOR has recognised and developed the educational plans for three levels of youth worker occupations: 1. Youth Worker/Programme Assistant, 2. Youth Worker/Programme Coordinator and 3. Youth Worker/Programme Specialist. The title of Youth Worker is acquired after completed second level of education<sup>114</sup>.

**Dropout and early school leaving** - In the European Union this term refers to young people aged between 18 and 24, who have a low level of education and do not participate in any form of education or training.

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114 Dzigurski S, Maletin N. (2012). The overview of practical policy: Youth services at the local level in Serbia, National association of Youth Workers.

**Package for Youth** is a program of the National Employment Service, whose sole purpose is to increase the employment of young people.

**Sexual freedom** - the best known criminal offence against sexual freedom is rape - coercion to sexual intercourse or an equal sexual act by use of force or threat, but there are also some sexual offences committed by abusing the position or taking advantage of the helplessness of a person<sup>115</sup>.

**Recognition of prior learning** involves an assessment of knowledge, skills and abilities acquired through education, life and work experience.

**Accessibility** is a term used to describe the degree to which a product (device, service, environment, etc.) is available to the greatest number of people.

**Psychoactive substances** are those substances that alter the state of consciousness, perception, thinking, mood, behaviour and attitudes towards the body. They are divided to legal substances (alcohol, tobacco, various types of glue), medications and illegal drugs.

**Reproductive health** is a state of physical, mental and social well-being in all areas related to the reproductive system at all stages of life.

**Youth risk behaviour** is any activity that may endanger one's own health and social values. The most common high-risk behaviour among young people include: cigarette smoking, use of alcohol, drugs, frequent changing of sexual partners and others.

**Youth Council** is an advisory body, established by the Government at the proposal of the ministry responsible for youth and sports, in accordance with the regulations governing the work of the Government, which promotes and coordinates the activities related to the development, realisation and implementation of youth policy, and proposes measures for its improvement. In order to coordinate the activities related to the implementation of youth policy in the territory of the autonomous province and local self-government unit, the competent authority of the autonomous province and the relevant local government authority may establish a provincial, city and municipal youth council, in accordance with the Law on Youth.

**Social entrepreneurship** refers to the use of entrepreneurial behaviour for achieving social goals, as opposed to commercial entrepreneurship whose aim is to gain profit. If profit is generated in social entrepreneurship, it is used for satisfying the needs of specific vulnerable population groups.<sup>116</sup>

**Social entrepreneur** is an individual, group, network, organisation, or alliance of organisations that seeks sustainable, large-scale change through pattern-breaking ideas in what or how government, non-profits and businesses do to address significant social change<sup>117</sup>.

**Social enterprise** is an enterprise primarily oriented to solving social problems and reinvesting the surplus value primarily for that purpose, either in its activity or in the community.

**Standards** are documented agreements containing technical specifications or other precise criteria to be used consistently as rules, guidelines, or definitions of characteristics, in order to ensure that products, processes and services are fit for their intended use<sup>118</sup>. Standards relate to the content and method of service delivery, organisational and environmental requirements and requirements regarding the number and structure of staff.

115 See Articles 178 through 186 of the Criminal Code of RS (*Official Gazette of RS*, nos. 85/2005, 88/2005-corrigendum, 107/2005-corrigendum, 72/2009, 111/2009, 121/2009, 104/2013 and 108/2014).

116 Hibbert, S. Hogg, G. Quinn, T. (2002). Consumer Response to Social Entrepreneurship: The Case of The Big Issue in Scotland; *International Journal of Nonprofit and Voluntary Sector Marketing*, Vol.7 (3), pp. 288-301.

117 Dees, J. Gregory. (2004). Putting Non-profit Business Ventures in Perspective.

118 Dzigurski S, Maletin N. (2012). The overview of practical policy: Youth services at the local level in Serbia, National association of Youth Workers.

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**Start-up** is a company or organisation created with the intention to investigate repetitive and flexible business models<sup>119</sup>.

**Professional competencies** refer to the ability of using acquired knowledge, skills and attitudes necessary for performing professional activities.

**Youth policy actors** are: The Republic of Serbia, autonomous province and local self-government unit as key implementers of youth policy, institutions, youth activity associations, and other actors participating in the implementation of youth policy, in accordance with the Law on Youth.

**Transversal or transferable skills** are skills developed throughout career and different experiences in everyday life. They include interpersonal, communication, organisational, leadership, negotiation and many other skills that are acquired through youth work, volunteering, sports activities, hobbies, formal and non-formal education, as well as through business environment experience.

**Youth organisation** is any association, recorded in the register of the ministry responsible for youth and sports and operating in accordance with the law governing the establishment and legal status of associations, whose membership includes no less than two-thirds of young people and whose goals or area of goal attainment are aimed at young people, pursuant to the Law on Youth.

**Organisation for youth** is any other association recorded in the register responsible for youth and sports and operating in accordance with the law governing the establishment and legal status of associations, and whose goals or area of goal attainment are focused, among other things, on young people, pursuant to the Law on Youth.

**Service** as part of social protection refers to the activities and resources that are available to beneficiaries for improving their quality of life, meeting their needs, eliminating or mitigating risks, defects or unacceptable social behaviour and for developing their maximum potential for living in community<sup>120</sup>.

**Student cooperative** educates and trains pupils (cooperative members) through work for certain professions and allows them to earn through such work and spend these earnings on extra-curricular, social, sports and cultural activities, organisation of excursions, procurement of teaching aids, help to disadvantaged pupils and other similar needs.

**The Law on Secondary Education defines student cooperative as follows:** Schools can establish a student cooperative with the aim of encouraging students to develop a positive attitude towards work and professional orientation, linking education with the world of work, developing awareness of the responsibility for undertaken obligations, as well as to develop a positive attitude towards teamwork. The work of student cooperative shall be regulated by the school statute and the rules on cooperatives, in accordance with the law. Schools can provide services and sell products resulting from the work in the student cooperative, as well as school supplies and equipment. The assets acquired through the work of student cooperative shall be used to expand the material basis of student cooperatives, excursions, meals for students, awards for cooperative members and improvement of educational work in schools and for other purposes, in accordance with the laws governing the work of student cooperatives.

**Pupil and student company** is an educational programme for involving students in the development of actual companies with actual products and real money during their secondary school education. The programme is based on principle of learning through work - in line with the curriculum and under the supervision of specially trained teachers/mentors, students create, develop and close a company within one year. They study the life cycle of a company, learn how to cope with problems, obstacles and success. The basic idea is to encourage the entrepreneurial spirit and financial literacy, and most important desired outcome of the programme is to provide opportunities for self-employment and employability of young people after completed education through the practical application of acquired theoretical knowledge<sup>121</sup>.

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119 Blank, S. (2012). Search versus Execute (accessed on 2 December 2014; available at <http://steveblank.com/2012/03/05/search-versus-execute/>).

120 Dzigurski S, Maletin N. (2012). The overview of practical policy: Youth services at the local level in Serbia, National association of Youth Workers.

121 Student Entrepreneurship. (2014). The student company in Serbia - challenges and opportunities. Kragujevac, (accessed on 2 December 2014; available at <http://www.bips.rs/assets/files/UK%20u%20Srbiji%20izazovi%20i%20sanske.pdf>).

**Formal education** is systematically organised education that is regulated by legislation and that takes place within educational institutions.

Pursuant to the Law on Adult Education, *formal adult education* refers to organised learning processes implemented on the basis of primary and secondary education curricula and programmes for other forms of professional education adjusted to the needs and abilities of adults and the demands of the labour market, in accordance with the law on adult education.

**Lifelong learning** is a process of learning throughout life, with the aim of improving knowledge, skills and abilities.

### Appendix III - VULNERABLE<sup>122</sup> SOCIAL GROUPS

The World Bank defines a vulnerable group as “a part of the population that has some specific characteristics due to which they are exposed to a higher risk of poverty than others”<sup>123</sup>. The groups can be broadly defined, such as the poor in rural areas, or can be very specifically defined, such as orphans, internally displaced persons, ethnic minorities, etc.<sup>124</sup>

**The European Union** has identified these vulnerable social groups in the EU: young people, migrants, low-skilled poor workers, the homeless, Roma, persons with disabilities<sup>125</sup>. According to the European Commission’s 2013 Serbia Progress Report<sup>126</sup>, recommendations include the following vulnerable social groups: women, children, persons with disabilities, Roma, refugees and internally displaced persons, LGBTI people.

**In the 2003 Poverty Reduction Strategy paper for Serbia, the government** for the first time identified the vulnerable social groups of the population in the Republic of Serbia: persons with disabilities, children, youth, women, elderly people over 65, Roma minority, the uneducated, the unemployed, refugees and internally displaced persons and rural population.

**The 2013 Strategy for Prevention and Protection against Discrimination** established that the following people and groups were more exposed to discrimination and discriminatory treatment: national minorities, women, LGBT people, people with disabilities, the elderly, children, refugees, internally displaced persons and other vulnerable migrant groups, members of religious communities and any person on the basis of their health status.

In addition, there are administrative data about other groups within individual sectors dealing with them primarily. For example, **the National Employment Strategy for the period 2011-2020** identifies the following particularly vulnerable social groups in the labour market of the Republic of Serbia: Roma, refugees and internally displaced persons, people with disabilities, rural population (especially the rural population without any land in possession and the rural population in south-eastern Serbia), uneducated people, as well as women, youth (15-24) and elderly people (50-64), but also the long-term unemployed, single parents, beneficiaries of financial social assistance, children deprived of parental care, victims of trafficking in human beings, etc.

122 The term vulnerable social groups was defined in Serbia for the first time in the Poverty Reduction Strategy paper for Serbia adopted in 2003. Other terms - marginalized, excluded population groups - are used interchangeably in other national and EU strategic documents.

123 Available at <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTSF/0,,contentMDK:20663797~menuPK:6344572~pagePK:148956~piPK:216618~theSitePK:396378,00.html>

124 Hoogeveen, J. Tesliuc, E. Vakis R. with Dercon S. (2005). A Guide to the Analysis of Risk, Vulnerability and Vulnerable Groups, World Bank.

125 The European Platform against Poverty and Social Exclusion: A European framework for social and territorial cohesion, 2010.

126 Available at [http://www.seio.gov.rs/upload/documents/eu\\_dokumenta/godisnji\\_izvestaji\\_ek\\_o\\_napretku/izvestaj\\_ek\\_2013.pdf](http://www.seio.gov.rs/upload/documents/eu_dokumenta/godisnji_izvestaji_ek_o_napretku/izvestaj_ek_2013.pdf).

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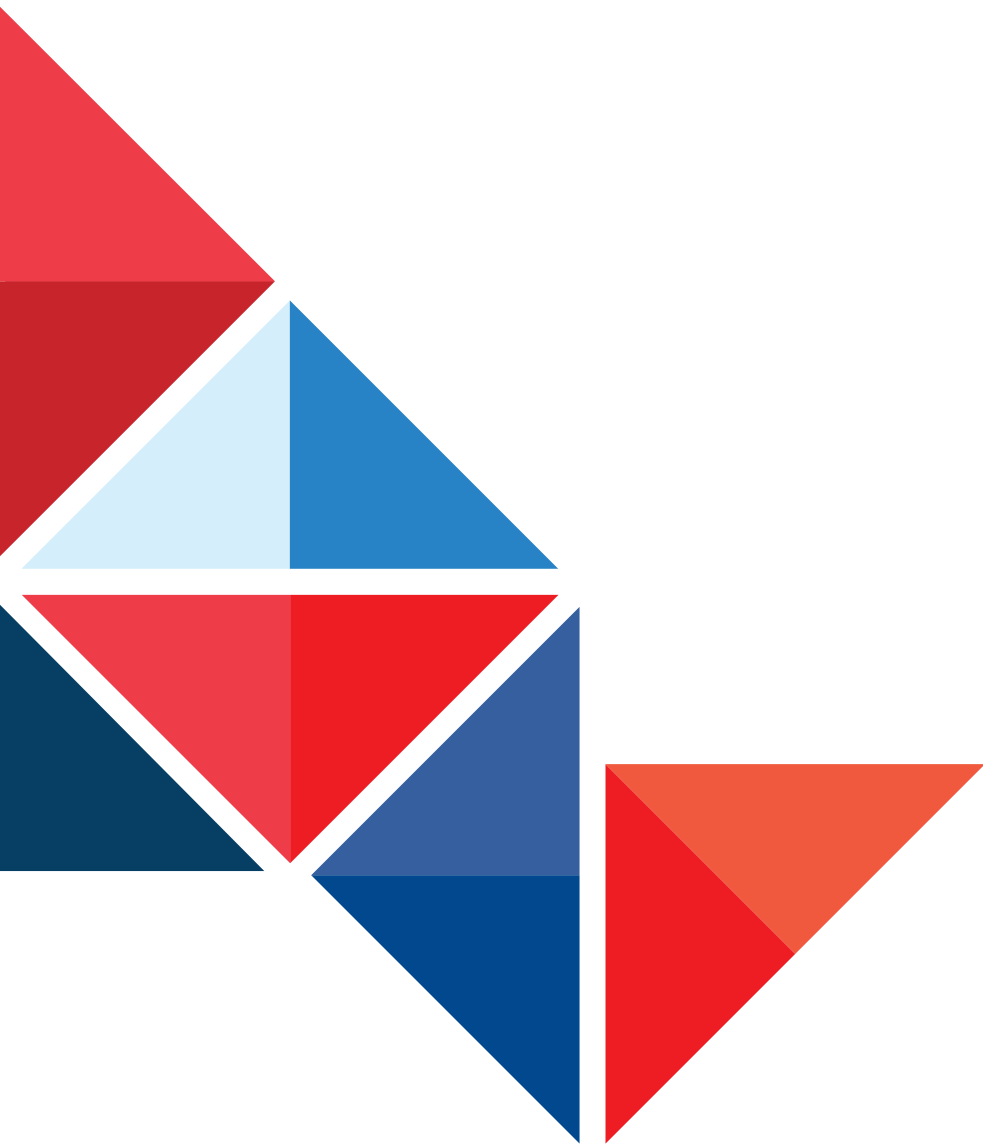
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