

**NACIONALNI PROGRAM ZA MLADE
OD 2009. DO 2013. GODINE**

Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
Republika Hrvatska
2009.

**NATIONAL YOUTH PROGRAM
FROM 2009 TILL 2013**

Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
Republic of Croatia
2009

KAZALO/TABLE OF CONTENTS

STR. / PAGE

NACIONALNI PROGRAM ZA MLADE
OD 2009. DO 2013. GODINE 9

NATIONAL YOUTH PROGRAM
FROM 2009 TILL 2013 119



VLADA REPUBLIKE HRVATSKE

Na temelju članka 30. stavka 3. Zakona o Vladi Republike Hrvatske (Narodne novine, br. 101/98, 15/2000, 117/2001, 199/2003 i 30/2004), Vlada Republike Hrvatske je na sjednici održanoj 2. srpnja 2009. godine donijela

ZAKLJUČAK

1. Donosi se Nacionalni program za mlade od 2009. do 2013. godine, koji je sastavni dio ovog Zaključka.
2. Ovaj Zaključak i Nacionalni program za mlade od 2009. do 2013. godine, objavit će se u Narodnim novinama.

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PREDSEDNIK

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SADRŽAJ

UVOD	
Mladi u suvremenom hrvatskom društvu.....	9
Nacionalni program djelovanja za mlade – dosadašnja iskustva	11
1. OBRAZOVANJE I INFORMATIZACIJA	15
1.1. Formalno obrazovanje	17
1.1.1. Srednje školstvo	17
1.1.2. Visoko obrazovanje.....	20
1.1.3. Obrazovanje odraslih	22
1.1.4. Obrazovanje posebnih skupina mladih.....	24
1.2. Neformalno obrazovanje	25
1.3. Informatizacija obrazovanja.....	26
1.4. Ciljevi	27
1.5. Mjere i aktivnosti	28
2. ZAPOSŁJAVANJE I PODUZETNIŠTVO	37
2.1. Mladi na tržištu rada.....	37
2.2. Ekonomske determinante nezaposlenosti mladih	39
2.3. Aktivne mjere zapošljavanja	40
2.4. Ciljevi	42
2.5. Mjere i aktivnosti	43
3. SOCIJALNA POLITIKA.....	47
3.1. Analiza stanja socijalne politike.....	47
3.2. Mladi koji ne završavaju srednju školu	49
3.3. Mlade osobe s invaliditetom.....	51
3.4. Mladi s poremećajima u ponašanju	53
3.5. Mladi bez odgovarajuće podrške obitelji.....	56
3.6. Ciljevi	57
3.7. Mjere i aktivnosti	58
4. ZDRAVSTVENA ZAŠTITA I REPRODUKTIVNO ZDRAVLJE.....	63
4.1. Analiza zdravstvenog stanja mladih	63
4.2. Prehrambene navike i ovisnička ponašanja mladih	64
4.3. Spolni život mladih.....	66
4.4. Ciljevi	67
4.5. Mjere i aktivnosti	68
5. AKTIVNO SUDJELOVANJE MLADIH U DRUŠTVU	75
5.1. Analiza stanja.....	75
5.2. Vijeća mladih	78
5.3. Parlamenti mladih.....	79
5.4. Savjeti mladih.....	79
5.5. Udruge mladih i za mlade i nacionalne udruge mladih.....	79
5.6. Ciljevi	80
5.7. Mjere i aktivnosti	81

6. KULTURA MLADIH I SLOBODNO VRIJEME	87
6.1. Analiza stanja.....	87
6.2. Ciljevi	91
6.3. Mjere i aktivnosti	92
7. MOBILNOST, INFORMIRANJE I SAVJETOVANJE.....	97
7.1. Mobilnost mladih.....	97
7.2. Informiranje mladih	99
7.3. Savjetovanje mladih.....	100
7.4. Ciljevi	101
7.5. Mjere i aktivnosti	102
8. PREPORUKE JEDINICAMA LOKALNE I PODRUČNE (REGIONALNE) SAMOUPRAVE	107
9. ZAVRŠNE ODREDNICE.....	109

NACIONALNI PROGRAM ZA MLADE OD 2009. DO 2013. GODINE

UVOD

Mladi u suvremenom hrvatskom društvu

Društvene i političke okolnosti, u kojima sazrijeva današnja mlada generacija u Hrvatskoj, ne razlikuju se bitno od onih početkom ovog desetljeća, kada su po prvi puta koncipirane i usvojene osnovne smjernice nacionalne politike prema mladima. Hrvatska je i nadalje zemlja suočena s nizom teškoća, koje proizlaze iz tranzicije političkog i gospodarskog sustava i koje sa sobom nose različite i brojne rizike, osobito za mladu populaciju. Istodobno, Hrvatska je tranzicijska zemlja u kojoj je na djelu proces demokratske konsolidacije te intenzivnih priprema za ulazak zemlje u Europsku uniju, što načelno povećava životne izgleda i mogućnosti mladih.

Kada je riječ o mladima, treba imati u vidu da su oni kao zasebna društvena skupina socijalno heterogeni sukladno raslojenosti društva čiji su integralni dio. S druge strane, mladi međusobno dijele neke zajedničke značajke, među kojima je temeljna pripadnost određenoj dobnoj skupini. Ovdje je riječ o populaciji od 15. do 30. godine života, što znači da unutar skupine mladih postoji nekoliko dobnih kohorti koje se međusobno razlikuju po stupnju zrelosti, pa i formalnim pravima koja im društvo priznaje. Pritom je važno znati da navedeno dobno određenje nije općeprihvaćeno, posebice u službenim statistikama, u kojima se kao skupina mladih najčešće prati populacija do 25. godine života. Međutim, nalazi brojnih istraživanja i u svijetu i u Hrvatskoj pokazali su da je znatno plodonosnije kao mlade promatrati populaciju do 30. (a u nekim slučajevima i do 35.) godine života, osobito kada se razmatraju razni oblici društvene intervencije u cilju poboljšanja ukupnog društvenog položaja mladih.

Mladima kao društvenoj skupini su zajedničke stvarne i pripisane socijalne značajke, koje određuju njihovu društvenu ulogu, a posljedica toga je nedovoljna integracija mladih u ukupan društveni život i njihov nepovoljniji društveni status u usporedbi sa starijima. Mladi se nalaze u specifičnom prijelaznom razdoblju za koje je karakterističan nesklad između psihofizičke i tzv. socijalne zrelosti: više nisu zaštićeni kao djeca, a još ne uživaju sve mogućnosti i pogodnosti dostupne odraslima. Takva ih situacija čini jednim od najranjivijih segmenata populacije, što zahtijeva poseban odnos društva prema njihovim interesima, problemima, potrebama i životnim perspektivama.

Dosadašnji istraživački uvidi u svijetu i u Hrvatskoj pokazuju kako je prelazak mladih u tzv. svijet odraslih sve složeniji i dugotrajniji. Institucionalizirano obrazovanje traje sve dulje, suvremene tehnološke promjene traže sve kvalificiraniju i fleksibilniju radnu snagu, a gospodarska kretanja ciklički uzrokuju porast nezaposlenosti koja najviše pogađa mlade. Naznačeni procesi rezultiraju i usporenim ulaskom u tzv. svijet rada, odnosno sporijim socioekonomskim osamostaljivanjem, što mlade prisilno zadržava u ovisnom položaju. Otežano uključivanje u profesionalni rad pridonosi prolongiranju zasnivanja vlastite obitelji, pa tako i u Hrvatskoj, kao i u većini europskih zemalja, mladi prvi brak sklapaju u sve kasnijoj mladenačkoj dobi, a posljedično i sve kasnije dobivaju vlastito potomstvo. Iako su

im nakon stjecanja punoljetnosti priznata sva građanska prava, paralelno se zbiva i politička (samo)pasivizacija i potiskivanje mladih od mjesta odlučivanja, tako da njihove probleme i interese u političkoj areni, s više ili manje uspjeha, posreduju stariji. Sve kasnije preuzimanje trajnih društvenih uloga te isključenost ili nedovoljna uključenost mladih u gospodarske, političke i društvene procese za posljedicu ima nedovoljnu društvenu integraciju mlade generacije. To znači da potencijali mladih kao najvitalnijeg, najfleksibilnijeg i potencijalno najinovativnijeg i najkreativnijeg segmenta suvremenog društva ostaju nedovoljno iskorišteni. Pritom treba imati na umu da se tijekom proteklih pola stoljeća, obilježenog procesima modernizacije, u Hrvatskoj udio mladih u dobi od 15. do 30. godine smanjio s 27,7% (1953. godine) na 20,6% (2001. godine). Slične su se demografske promjene zbivale i u većini drugih europskih društava, a trend starenja stanovništva mlade dodatno čini sve dragocjenijim društvenim resursom.

Na društvenu marginaliziranost mladi reagiraju na različite načine – od neproblematičnog i povremeno rezigniranog prilagođavanja danome društvu, preko distanciranja od društva kojim „vladaju“ stariji i svojevrsnog zatvaranja u zasebne supkulturne obrasce življenja, do otvorenog bunta ili razvijanja delinkventnih obrazaca ponašanja. Ranije naznačene teškoće odrastanja i društvene integracije, s kojima se susreću mladi u suvremenim društvima, još su izraženije u tzv. tranzicijskim zemljama. U njima mladi prolaze kroz dvostruku tranziciju: s jedne strane, riječ je o univerzalnom iskustvu sazrijevanja i prelaska iz djetinjstva i adolescencije u svijet odgovornosti odraslih, a s druge strane, o promjenama epohalne naravi potaknutima prelaskom iz jednoga u drugi društveni poredak. Potonje okolnosti zahtijevaju preispitivanje mehanizama socijalizacije i društvene integracije koje su poznavale generacije roditelja i djedova današnje mladeži u Hrvatskoj, kao i usvajanje nekih, novom dobu i europskom okruženju, primjerenijih modela. Naime, današnja mlada generacija u tranzicijskim društvima ne može i ne želi (na)slijediti društvenu ostavštinu svojih roditelja. Drugim riječima, institucije, procesi i društvene norme, koje su ranijim generacijama olakšavale prelazak u svijet odraslih, danas su oslabljene, napuštene ili u procesu temeljite preobrazbe. Utoliko su mladi u tranzicijskim društvima izvrgnuti rizicima koji su bili nepoznati njihovim roditeljima, kao što su uglavnom slabo poznati i njihovim vršnjacima u razvijenim europskim društvima.

No ono što je zajedničko mladima i u razvijenim i u tranzicijskim europskim društvima jest da ih društva, čiji su integralni dio, tretiraju dvojako: i kao društveni resurs i kao društveni problem (odnosno, skupinu s problemima). Na osnovi takvog pristupa koncipiraju se nacionalne politike prema mladima kao osmišljeni skup društvenih instrumenata i mehanizama s ciljem poboljšanja ukupnog društvenog statusa mladih i osiguranja njihove optimalne društvene integracije. Takva nastojanja zasnivaju se na istodobnom uvažavanju interesa i potreba kako mladih, tako i svakog pojedinog društva u cjelini.

Adekvatno utemeljenje i provođenje nacionalne politike prema mladima u suvremenom je društvu osobito važno zbog poznate tendencije sve veće individualizacije životnih usmjerenja mlade generacije. Ta individualizacija manifestira se dominantnim oslanjanjem mladih na obiteljske resurse pri realizaciji životnih planova i ambicija, uz distanciranost od društva, odnosno njegovih reprezentanata. Takva je tendencija u tranzicijskim društvima, u kojima je na djelu proces izrazitog socijalnog raslojavanja, čime startne pozicije mladih postaju značajno nejednake, osobito nepoželjna i u prvi plan dovodi upravo potporu društva

u realizaciji životnih planova mladih. Dominantnom orijentacijom na vlastite i obiteljske resurse mladi se kao prepoznatljiva društvena skupina – koja dijeli slične interese, probleme i potrebe – fragmentira i atomizira. Odsustvo relevantne generacijske povezanosti dodatno slabi ionako neveliku društvenu moć mladih pa se oni na koncu pokazuju kao dvostruko dezintegrirani: i unutar vlastite generacije i unutar šire društvene zajednice.

Pri koncipiranju bilo koje nacionalne politike svakako je nužno uvažavati činjenicu da mladi nisu homogena društvena skupina. Hrvatska se mladež unutar sebe znatno razlikuje po socijalnom porijeklu, uvjetima obiteljske i šire društvene socijalizacije, obrazovnim postignućima, socioprofesionalnom statusu, stilovima života, životnim aspiracijama, političkim opredjeljenjima, obrascima ponašanja i slično. Postojeća diferenciranja stoga zahtijevaju takvu nacionalnu politiku koja će obuhvatiti interese i potrebe različitih (pod) skupina mladih i koja će svima podjednako osigurati dobre životne perspektive.

Nacionalni program djelovanja za mlade – dosadašnja iskustva

Vlada Republike Hrvatske je 16. siječnja 2003. godine donijela Nacionalni program djelovanja za mlade (dalje: Nacionalni program) s ciljem jasnog i dugoročnog opredjeljenja u stvaranju socijalnih, obrazovnih, odgojnih, kulturnih, materijalnih i ostalih uvjeta za trajnu dobrobit mladih te njihovo aktivno, potpuno i odgovorno sudjelovanje u društvenoj zajednici. Svrha Nacionalnog programa bila je cjelovito promicanje razvoja i dobrobiti mladih, što je u skladu s čl. 62. Ustava Republike Hrvatske, u kojemu se država obvezuje na zaštitu mladih te na stvaranje gore navedenih uvjeta za njihov dostojan život. Ovim Nacionalnim programom bili su zadani strategijski ciljevi, plan za njegovu provedbu, financiranje predloženih mjera, a upućene su i preporuke jedinicama lokalne samouprave i organizacijama civilnog društva. Jedinice lokalne i područne (regionalne) samouprave, organizacije civilnog društva i ostali činitelji društvene zajednice, poput vjerskih zajednica i političkih stranaka, te sveučilišnih i znanstvenih institucija, pozvane su da međusobnim poticanjem i zajedničkim djelovanjem pridonose postizanju zajedničkih ciljeva za dobrobit mladih.

Strategijski ciljevi Nacionalnog programa bili su:

- unaprjeđenje zakonodavstva koje se odnosi na potrebe i probleme mladih;
- definiranje zadataka pojedinih resora, nadležnih tijela državne uprave i javnih ustanova u ispunjenju međunarodnih, ustavnih i zakonskih obveza Republike Hrvatske u vezi s mladima;
- poboljšanje kvalitete života svih građana, a posebice mladih, uvažavajući njihove interese, a prema europskim standardima i modelima dobre prakse;
- uključivanje što većeg broja mladih u procese odlučivanja, posebice o potrebama i problemima mladih;
- pomlađivanje upravljačke strukture društva;
- mobiliziranje svih potencijala u društvu, posebice mladih i najkreativnijih članova zajednice za stvaranje novih materijalnih i duhovnih vrijednosti, za otvoreni i samoodrživi razvoj, aktivnu ulogu u procesu europskih integracija i razvitka demokratskoga društva i pravne države;

- stvaranje uvjeta za afirmaciju mladih u Hrvatskoj, smanjenje njihovog iseljavanja i poticanje povratka i integracija iseljenika u hrvatsko društvo;
- izgradnja konstruktivnog i partnerskog odnosa s udrugama mladih i za mlade te jedinicama lokalne samouprave u postizanju ciljeva za dobrobit mladih.

Nacionalni program obuhvaćao je sljedeća područja djelovanja:

1. Obrazovanje i informatizacija,
2. Zapošljavanje i poduzetništvo,
3. Socijalna politika,
4. Zdravstvena zaštita i reproduksijsko zdravlje,
5. Aktivno sudjelovanje mladih u društvu,
6. Mladi i civilno društvo,
7. Kultura mladih i slobodno vrijeme, te
8. Mobilnost, informiranje i savjetovanje.

Kako bi se pridonijelo većoj učinkovitosti provedbe Nacionalnog programa, izrađen je Operativni plan Nacionalnog programa djelovanja za mlade 2006. – 2007., kojim su utvrđene prioritetne mjere i zadane aktivnosti za navedene mjere. Tijekom 2006. godine također je izrađen jedinstveni Obrazac za samovrjednovanje provođenja Operativnog plana Nacionalnog programa djelovanja za mlade, kojim je standardiziran način izvješćivanja.

Sukladno Radnom planu Nacionalnog programa Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti je, kao koordinator provedbe Nacionalnog programa, zatražilo izvješća od nositelja mjera Nacionalnog programa te je temeljem dobivenih izvješća izradilo Objedinjeno izvješće o provedbi Nacionalnog programa djelovanja za mlade za 2006., 2007. i 2008. godinu (dalje: Objedinjeno izvješće).

Zaključkom Vlade Republike Hrvatske od 16. travnja 2009. godine prihvaćeno je Objedinjeno izvješće o provedbi Nacionalnog programa djelovanja za mlade za razdoblje od 2006. do 2008. godine te se zadužuju nadležna tijela da, prigodom predlaganja mjera i aktivnosti u svrhu donošenja Nacionalnog programa djelovanja za mlade, za razdoblje od 2009. do 2013. godine, uvažavaju sva pozitivna iskustva stečena u tijeku provedbe Nacionalnog programa djelovanja za mlade, za razdoblje od 2003. do 2008. godine, te da opseg i sadržaj predloženih mjera i aktivnosti usklade sa stvarnim financijskim i kadrovskim sposobnostima u okviru propisanog djelokruga.

Iz Objedinjenog izvješća vidljivo je da su u svim područjima djelovanja provedene ili se kontinuirano provode aktivnosti koje pridonose poboljšanju kvalitete života mladih, kao i njihovom punopravnom sudjelovanju u društvu.

Od ukupno 110 mjera 27 mjera je provedeno, 74 mjere su u stalnoj provedbi, 8 mjera je djelomično provedeno, a jednu mjeru nije bilo moguće provesti. Sveukupno je od 110 mjera provedena 101 mjera (92%) ili se provodi kontinuirano, što je dvostruko više od 45 prioriternih mjera koliko ih je bilo zadano Operativnim planom Nacionalnog programa djelovanja za mlade 2006. – 2007. Daljnjom analizom zaprimljenih podataka utvrđeno je da jednu mjeru nije moguće provesti budući da je za njenu provedbu potrebna promjena Ustava Republike Hrvatske (Mjera 72.). Uvidom u 8 mjera, koje su djelomično provedene,

utvrđeno je da je provedena većina aktivnosti unutar navedenih mjera, no pojedine aktivnosti nije moguće provesti budući da njihova provedba predstavlja povredu ustavnih sloboda (sloboda udruživanja) i pozitivnih propisa (Zakon o ustanovama). Njihova provedba također nije moguća zbog upitnosti legitimiteta zastupanja pojedine organizacije/korisnika od strane druge organizacije/korisnika.

Prema zaprimljenim podacima tijekom 2006., 2007. i 2008. godine u svrhu provedbe mjera iz Nacionalnog plana djelovanja za mlade utrošeno je 3.032.220.560,14 kuna.

Temeljem analize provedbe mjera iz Nacionalnog programa za mlade 2003. do 2008. godine proizlazi da je nužno nastaviti s provedbom ciljanih programskih aktivnosti usmjerenih mladima, uvažavajući usvojene strategijske ciljeve i područja djelovanja. Na temelju široko provedene rasprave tijekom 2008. i početkom 2009. godine, o Nacrtu prijedloga Nacionalnog programa djelovanja za mlade za razdoblje od 2009. do 2013. godine sačinjen je novi Prijedlog, koji je po svom sadržaju i opsegu prilagođen vremenu i potrebama većine mladih. Nesporno je da će njegova provedba zahtijevati svakodnevno praćenje ukupnih kretanja u društvu i prilagođavanje dinamike njegove neposredne primjene. Za očekivati je da će jedinice lokalne i regionalne (područne) samouprave jednako tako prepoznati lokalne potrebe mladih i sačiniti svoje programe djelovanja, čime se postiže odgovarajuća usklađenost aktivnosti usmjerenih mladima i za mlade uz njihovu punu uključenost.

Opći cilj novog Nacionalnog programa za mlade je unaprjeđenje ukupnih aktivnosti tijela državne uprave i javnih ustanova koje svojim djelokrugom i nadležnostima pridonose rješavanju potreba mladih te podizanju kvalitete njihova života. U svakom su pojedinom području zacrtani posebni ciljevi koji se žele ostvariti kroz predložene mjere i aktivnosti.

1. OBRAZOVANJE I INFORMATIZACIJA

Nakon nekoliko neuspjelih pokušaja reformiranja obrazovnog sustava, posljednjih se godina u Hrvatskoj u tom području zbivaju značajne promjene. Obrazovanje se sve više shvaća kao važan čimbenik razvoja pojedinca i društva. Koncept školovanja postupno se zamjenjuje konceptom cjeloživotnog učenja i podučavanja, u skladu s idejom društva i gospodarstva znanja. Umjesto periodičnih reformi škole, sve se više govori o permanentnim promjenama obrazovanja, ali i o potrebi integriranja formalnih, neformalnih i samoobrazovnih mogućnosti učenja i podučavanja. Sve veći naglasak stavlja se na profesionalnu i institucionalnu autonomiju te na odgovornost za osiguranje kvalitete, zbog čega se veća pozornost počinje usmjeravati na ishode ili rezultate obrazovanja. Iako na svim razinama još prevladava predavačka nastava, sve se više traži razvoj aplikativnih, proceduralnih i transversalnih znanja i vještina, a kvaliteta obrazovanja se postupno dovodi u vezu sa životno potrebnim i tržišno konkurentnim kompetencijama.

U 55 preporuka za povećanje konkurentnosti Hrvatske¹, dokumentu Nacionalnog vijeća za konkurentnost, ističe se da razvoj suvremenih društava ovisi o konkurentnosti, a konkurentnost o kvaliteti ljudskih resursa i njihovom primjerenom korištenju. Visoka konkurentnost se povezuje s novim idejama, znanjima i tehnologijama, odnosno s visokokvalitetnim ljudskim resursima do kojih se dolazi odgovarajućim i trajnim ulaganjima u obrazovanje.

Da bi mladi naraštaji stekli konkurentna znanja, potrebno je povećati broj i kvalitetu obrazovnih ponuda, kao i broj korisnika. Ostvarenju tih ciljeva, tvrdi se u Preporukama, stoji na putu nekoliko prepreka, kao što su: niska stopa javnog izdvajanja za obrazovanje, niska kvalifikacijska struktura zaposlenih i odsustvo procjene gospodarskih potreba. Mogućnost uklanjanja tih prepreka nalazi se, među ostalim, u poboljšanju obrazovne strukture radno sposobnog stanovništva; stalnom osuvremenjivanju sadržaja i metoda obrazovanja u pravcu razvoja kompetencija, ovisno o procjenama budućih potreba; unaprijeđenju visokog obrazovanja i povećanju vertikalne i horizontalne prohodnosti obrazovnog sustava; osuvremenjivanju pripreme nastavnika; povećanju broja studenata u području prirodnih i tehničkih znanosti; uvođenju sustava vanjskog vrjednovanja i samovrjednovanja obrazovnih postignuća, te u povećanju ulaganja države i privatnog sektora u obrazovanje.

Uvođenjem odgovarajućih promjena u obrazovni sustav, Hrvatska ne osigurava samo dugoročni razvoj svojih ljudskih potencijala, nego postaje i aktivni sudionik europskih promjena, koje se od 2000. godine provode u skladu s Lisabonskim procesom – središnjom karikom ambicioznog plana Europske unije po kojemu bi Europa do 2010. trebala postati „najkompetitivnije i najdinamičnije gospodarstvo na svijetu“, utemeljeno na znanju i novim tehnologijama.²

Hrvatska posljednjih nekoliko godina sve izravnije ugrađuje načela Lisabonskog procesa i iskustva razvijenih zemalja u svoje strategijsko-razvojne dokumente. Oko nekih ključnih pitanja razvoja obrazovanja postoji relativno stabilan politički konsenzus, kao i politička

¹ 55 preporuka za povećanje konkurentnosti Hrvatske. Zagreb: Nacionalno vijeće za konkurentnost, siječanj, 2004.

² Lisbon European Council. Presidency Conclusions, 23–24 March 2000 (dostupno na adresi: http://www.europarl.europa.eu/summits/lis1_en.htm, 3.6.2008.).

volja usklađivanja hrvatskog obrazovnog sustava s potrebama visokorazvijenih društava znanja. No promjene se nerijetko uvode i odvijaju bez odgovarajuće pripreme i analize. Osobito nedostaju empirijski podaci o strukturalnim i institucionalnim kapacitetima za promjenu. Problem je i slaba koordinacija među glavnim čimbenicima promjena te nedostatak ili neučinkovitost implementacijskih mehanizama, osobito sustava potpore, praćenja i vrjednovanja te odgovornosti za poželjne procese i postignuća.

Nadalje, strategijsko-razvojni dokumenti često se izrađuju bez širih rasprava unutar struke, o kojoj ovisi njihova provedba, bez konzultacija s mladima, koji su njihovi krajnji korisnici, i bez dijaloga s civilnim sektorom koji je danas važan čimbenik neformalnog obrazovanja u nizu područja bitnih za funkcioniranje demokratskog društva utemeljenog na načelu odgovorne participacije. Nedostaju kritičke analize polazišta i ciljeva koje su važne za postizanje ravnoteže između tržišnih, društvenih i individualnih potreba i interesa. Osiguranje te ravnoteže prijeko je potrebno kako bi se obrazovanje kao javno dobro i opće ljudsko pravo zaštitilo od njegove marketizacije, s obzirom da podređivanje obrazovanja tržišnim zahtjevima prijeti načelu jednakih izgleda u obrazovanju i sužava prostor vlasti u upravljanju nacionalnim sustavom obrazovanja.³ No u zadnjih par godina na tom su polju vidljivi značajni i pozitivni pomaci. Iako je uspostavljanje ravnoteže između pritiska tržišta, s jedne strane, i potreba društvene zajednice i pojedinca, s druge strane, postao gordijski čvor obrazovnih reformi u svim zemljama svijeta, Hrvatska se, kao tranzicijska i poslijeratna zemlja, u tom pogledu nalazi u posebno osjetljivom položaju.

U skladu s tim naša bi analiza trebala pokazati što se i kako mijenja u hrvatskom obrazovnom sustavu, te što još treba učiniti kako bi taj sustav primjereno odgovorio potrebama i interesima mladih i hrvatskom društvu u cjelini. Pri tome valja naglasiti da te potrebe i interesi nisu usmjereni samo na stjecanje tržišno konkurentnih znanja i vještina, nego i na ovladavanje nizom osobnih i socijalnih kompetencija preko kojih pojedinac ostvaruje kvalitetan odnos s drugima u krajnje dinamičnom, kulturno pluralnom i demokratskom hrvatskom društvu.

Posebnu pozornost također treba posvetiti odnosu pojedinca i njegove obitelji koja igra vrlo važnu ulogu u njegovu odgoju i obrazovanju. Roditelji, kao prvi i najvažniji odgojitelji, „imaju dužnost i pravo odgajati dijete kao slobodnu, humanu, domoljubnu, moralnu, marljivu, osjećajnu i odgovornu osobu, poštujući načela ravnopravnosti spolova, kako bi bila pripremljena za skladan obiteljski i društveni život s pozitivnim odnosom prema prirodi“ (Obiteljski zakon, čl. 93.). Odgoj, odnosno izgradnja takvih mladih osoba usko je povezana s postizanjem obrazovnih rezultata. Stoga treba još više nego do sada povezati obitelj i školu u njihovoj odgojno-obrazovnoj zadaći. Roditelje treba što više uključiti (pogotovo kada govorimo o mladima ispod 18 godina) i uspostaviti kontinuiranu suradnju roditelja i odgojno-obrazovnih institucija kako bi se postigli što bolji rezultati kod mladih.

S obzirom da prijelaz u društvo znanja ovisi o stvaranju uvjeta za učenje svih, bez obzira na dob, spol, podrijetlo, socioekonomski status i mjesto stanovanja, analizom ćemo obuhvatiti sva tri područja obrazovanja – formalno, neformalno i informalno. Iako hrvatski obrazovni

³ O tom problemu iscrpno je pisala K. Tomaševski kao posebna UN-ova izvjestiteljica o pravu na obrazovanje u izvješćima od 1999. – 2004. godine. Vidi još: Tomaševski, K. (2005) «*Has the right to education a future within the United Nations? A Behind-the-Scenes Account by the Special Rapporteur on the Right to Education 1998 – 2004*», *Human Rights Law Review*, 5, (2) 205–237.

prostor još nije normativno, sadržajno i funkcionalno objedinjen, ta tri područja valja promatrati kao dijelove jedinstvene cjeline, zbog čega u tekstu koristimo izraz „obrazovni sustav“ u njegovu najširem značenju. Time želimo skrenuti pozornost na presudnu ulogu koju povezivanje formalnih, neformalnih i informalnih obrazovnih resursa ima za razvoj Hrvatske kao društva znanja.

1.1. Formalno obrazovanje⁴

Formalno obrazovanje čini središnji dio nacionalnog sustava obrazovanja kojim se društveno korisna znanja, vještine i vrijednosti sustavno i planski prenose na djecu i mlade od predškole, preko osnovne i srednje škole, do sveučilišta, uključujući (dopunsko) obrazovanje odraslih. Budući da predstavlja instrument kojim država osigurava ostvarenje općeg prava na obrazovanje svojim građanima, temeljna načela djelovanja sustava formalnog obrazovanja uređuju se ustavom i posebnim zakonima, što je slučaj i s Hrvatskom. U Republici Hrvatskoj postoji Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi (Narodne novine, 87/08) koji je stupio na snagu 2. kolovoza 2008. godine. No za razliku od niza razvijenih zemalja, Hrvatska još uvijek nema opći zakon o obrazovanju kojim se uređuju odnosi među podsustavima formalnog obrazovanja te odnosi između sustava formalnog i neformalnog te informalnog obrazovanja.

1.1.1. Srednje školstvo

Nedostatak objedinjujuće pravne regulative osobito pogađa srednju školu, koja ima ključnu ulogu u obrazovanju, budući da mlade priprema ili za ulazak na tržište rada ili za nastavak školovanja. Zbog toga se to razdoblje školovanja u sve većem broju zemalja u cijelosti ili dijelom uređuje kao dio obveznog obrazovanja. Te promjene predstoje i Hrvatskoj, u kojoj je obvezno obrazovanje još uvijek reducirano na osmogodišnje školovanje. Jedan od uzroka tome je i čl. 65. Ustava Republike Hrvatske, kojim se ne jamči obveznost srednjoškolskog obrazovanja, nego njegova dostupnost svima pod jednakim uvjetima i u skladu sa sposobnostima, što vrijedi i za visoko obrazovanje.

Prema Zakonu o odgoju i obrazovanju u osnovnoj i srednjoj školi (Narodne novine, 87/08), taj dio obrazovnog sustava čine gimnazije (općeobrazovne škole u trajanju od četiri godine), umjetničke škole (glazbene, likovne umjetnosti i dizajna u trajanju od četiri godine) i strukovne škole (tehničke četverogodišnje škole, trogodišnje škole za obrtnička, industrijska i srodna zanimanja, programi za stjecanje niže stručne spreme i tzv. prilagođeni programi). Programi se provode u javnim školama, privatnim školama s pravom javnosti, pučkim otvorenim učilištima i drugim odgovarajućim ustanovama. Godine 2006. u Hrvatskoj je djelovalo 413

⁴ Analiza stanja u formalnom obrazovanju oslanja se na podatke iz *Nacionalnog programa mjera za uvođenje obveznoga srednjoškolskog obrazovanja*, kojega je Hrvatski sabor donio na sjednici održanoj 21. lipnja 2007. (dostupno na adresi: <http://www.nn.hr/clanci/sluzbeno/2007/2184.htm>, 1.6.2008.).

javnih i 25 privatnih srednjih škola.⁵ Izbor škole u najvećoj mjeri ovisi o uspjehu učenika i raspoloživosti odgovarajućih kapaciteta, ali se posljednjih godina tržište rada javlja kao sve značajniji čimbenik izbora. Važnu ulogu u tome ima i Ministarstvo znanosti, obrazovanja i športa koje određuje broj učenika za upis u pojedine srednje škole po javnim potrebama.⁶

Iz službenih podataka proizlazi da se u Hrvatskoj oko dvije trećine završenih osnovnoškolaca opredjeljuje za strukovno obrazovanje⁷ koje posljednjih godina prolazi kroz značajne promjene. Agencija za strukovno obrazovanje je nakon analize tržišta rada smanjila broj strukovnih sektora (od 32 na 14) i broj strukovnih zanimanja (od 330 na 199, s tendencijom daljnjeg smanjenja do razine od 150 zanimanja). Sredinom 2006. godine osnovala je 13 strukovnih vijeća, koja su izradila prijedloge strukovnih zanimanja, nakon čega se počelo s izmjenom programa strukovnog obrazovanja. Konačni cilj je uskladiti opće, stručno-teorijske i praktične dimenzije strukovnog obrazovanja te osigurati vertikalnu i horizontalnu prohodnost u obrazovnom sustavu. U strategijsko-razvojnim dokumentima naglasak se stavlja na stjecanje stručnih kompetencija te na samoorganizirano i cjeloživotno učenje prema utvrđenim potrebama tržišta rada.

Druga značajna promjena jest nov pristup vrjednovanju školskih postignuća. S tim u svezi, a kao trajni sustav vanjskoga vrjednovanja rada i postignuća te unaprjeđivanja i osiguravanja kvalitete, uvedeni su nacionalni ispiti koji se od 2006. godine provode u srednjim školama, a od 2007. godine i u osnovnim školama. Uvodi se i državna matura kojoj je cilj provjera i vrjednovanje postignutih znanja i sposobnosti učenika na kraju njihova četverogodišnjega srednjoškolskog obrazovanja. Ispite državne mature od 2010. godine polažu učenici gimnazija koji polaganjem državne mature završavaju srednje obrazovanje te učenici strukovnih i umjetničkih programa obrazovanja, koji traju najmanje četiri godine, i koji svoje srednje obrazovanje završavaju izradom i obranom završnoga rada u organizaciji i provedbi škole, ali žele nastaviti obrazovanje na visokoškolskoj razini. Državna se matura sastoji od obveznoga i izbornoga dijela – obvezni se dio sastoji od polaganja ispita iz hrvatskoga jezika, matematike i stranoga jezika te materinskoga jezika za učenike koji pripadaju nacionalnim manjinama, dok se izborni dio sastoji od polaganja ispita izbornih predmeta koje učenik sam odabere. Nacionalne ispite i državnu maturu provodi Nacionalni centar za vanjsko vrjednovanje obrazovanja u suradnji sa školama.

Nadalje, Hrvatska se 2006. godine uključila u OECD-ov PISA program (*Programme for International Student Assessment*), kojim se provjeravalo poznavanje čitanja, matematike i

⁵ Prema nekim izvorima, oko 20 posto završenih osnovnoškolaca ne nastavlja školovanje, a od ukupnog broja onih koji upišu srednju školu oko 70 posto stječe završnu svjedodžbu u predviđenom roku. Usporedbe radi, u 25 "starih" članica Europske unije oko 15 posto učenika ispada iz sustava nakon osnovne škole, a oko 77 posto upisanih završava srednju školu.

⁶ *Odlukom o upisu učenika u srednje škole po javnim potrebama* za godinu 2007./2008., MZOŠ je 59.000 mjesta rasporedio na sljedeći način: gimnazijski programi (22 posto); četverogodišnji strukovni programi za tehnička i srodna gospodarska zanimanja (41 posto); trogodišnji strukovni programi za zanimanja u industriji i gospodarstvu (9 posto); trogodišnji strukovni programi za vezane obrte (22 posto); umjetnički programi (3 posto) te trogodišnji strukovni programi za zanimanja u obrtništvu, jednogodišnji i dvogodišnji strukovni programi za stjecanje niže stručne spreme te prilagođeni i posebni programi za učenike s teškoćama u razvoju i ponašanju (svaki približno 1 posto).

⁷ Sličnu situaciju nalazimo i u zemljama tzv. germanske kulture, za razliku od skandinavskih zemalja u kojima se za strukovno obrazovanje opredjeljuje oko 50 posto mladih.

prirodnih znanosti na uzorku od 400.000 učenika iz 57 zemalja. Rezultati hrvatskih učenika statistički su značajno ispod OECD – prosjeka u sva tri ispitivana područja, što ukazuje na potrebu provođenja temeljite analize stanja u tom podsustavu i primjene načela izvrsnosti u njegovu razvoju.

U strategijsko-razvojnim dokumentima stavljen je naglasak na usklađivanje nastavnih sadržaja s potrebama tržišta, lokalne zajednice i interesima učenika, traži se povećanje broja izbornih, fakultativnih i izvannastavnih programa te smanjenje predavačke nastave u korist istraživačkih projekata i suradničkog učenja, uvodi se praksa samovrjednovanja i vanjskog vrjednovanja postignuća, poziva na učinkovitije korištenje novih tehnologija i medija te ističe potreba poboljšanja uvjeta rada srednjih škola. Istovremeno se znatno manje pozornosti posvećuje pitanjima pripreme mladih za ulogu građanina u demokratskom društvu, uključivanja organizacija civilnog društva, osobito organizacija mladih u rad škole te poticanja domaće i međunarodne razmjene učenika i nastavnika.

Prostor koji se otvara smanjenjem činjenicama opterećenih sadržaja trebalo bi više ispuniti programima koji mlade pripremaju za aktivno sudjelovanje u demokratskim procesima, potiču razvoj kritičke svijesti, uče načelima ljudskih prava, nediskriminaciji, solidarnosti i društvenoj odgovornosti, razvijaju interkulturalnu osjetljivost i pripremaju za upravljanje sukobima, promiču potrebu za zaštitom okoliša i osnažuju pred izazovima potrošačkog društva. U cilju promicanja društveno odgovornog građanstva, veću pozornost treba posvetiti upoznavanju učenika s njihovim pravima i dužnostima u školi i društvu te njihovoj pripremi za donošenje i provođenje odluka, uključujući pripreme za vođenje učeničkih vijeća i sudjelovanje u njihovu radu. S obzirom da se obrazovanje potvrđuje kao jedan od najvažnijih čimbenika društvenog angažiranja mladih, u istom je cilju u nastavu srednjih škola potrebno uvesti programe društveno korisnog učenja. Spoj volonterskog rada i učenja čini učenje svrsishodnijim i smislenijim, potiče razvoj odgovornosti za zajedničko dobro te jača veze između škole i lokalne zajednice u društvenim promjenama.

Imajući na umu problem socijalnog raslojavanja hrvatskog društva i nisku obrazovnu strukturu stanovništva te relativno visoku stopu ranijeg napuštanja škole, u promjenama srednjeg školstva veliku pozornost treba posvetiti i socijalno ili na drugi način ugroženim učenicima. To znači povećati broj i iznose učeničkih stipendija, proširiti i osuvremeniti kapacitete đачkih domova, značajnije subvencionirati javni prijevoz učenika putnika, te uvesti nove oblike potpore, osobito u suradnji s organizacijama mladih i drugim organizacijama civilnog društva.

Rješavanje mnogih od navedenih problema povezano je s produljenjem razdoblja obveznog obrazovanja. Hrvatski sabor je taj važan cilj prihvatio 2007. godine donošenjem Nacionalnog programa mjera za uvođenje obveznoga srednjoškolskoga obrazovanja. Promjenama se želi povećati broj mladih koji završavaju srednju školu, unaprijediti kvaliteta srednjoškolskog obrazovanja te uskladiti srednjoškolske programe s potrebama tržišta rada i europskim standardima, kako bi se mladi zadržali u sustavu do osposobljavanja za prvo zanimanje. Uspjeh u tome ovisi i o punom normativnom, sadržajnom i funkcionalnom povezivanju cjelokupnog obrazovnog sustava.⁸

⁸ Doprinis objedinjavanju obrazovnog sustava predstavlja MZOŠ-ova *Strategija za izradbu i razvoj nacionalnoga kurikulumu za predškolski odgoj, opće obvezno i srednjoškolsko obrazovanje*, objavljena 2007. godine, koja uvodi nekoliko važnih općih načela obrazovanja.

1.1.2. Visoko obrazovanje

Visoko obrazovanje temelji se na slobodi i autonomiji sudionika, na etičnosti i javnosti u radu, na poštivanju i afirmaciji ljudskih prava te na zabrani bilo kakve diskriminacije.

Iako se hrvatski obrazovni sustav u cjelini ubrzano mijenja, najopsežnije promjene zbivaju se u području visokog školstva. Razlog tome ubrzano je usklađivanje sa zemljama EU-a, kao i otklanjanje prepreka koje su uočene u tom procesu. Kako bi se izbjegla koncentracija visokih učilišta u većim gradovima, Vlada Republike Hrvatske i Ministarstvo znanosti, obrazovanja i športa provode politiku policentričnog razvoja visokog obrazovanja, te razvoj stručnih studija u manjim urbanim sredinama. Sukladno tome od 2005. godine do danas osnovano je jedno javno sveučilište (Sveučilište Jurja Dobrile u Puli), šest javnih veleučilišta (Veleučilište Marko Marulić u Kninu, Veleučilište Lavoslav Ružička u Vukovaru, Veleučilište Nikola Tesla u Gospiću, Veleučilište u Šibeniku, Veleučilište u Slavonskom Brodu i Međimursko veleučilište) i jedna javna visoka škola (Visoka škola za menadžment u turizmu i informatici u Virovitici). Ovakva politika razvoja omogućuje profiliranje sveučilišta, veleučilišta i visokih škola u skladu s regionalnim potrebama i posebitostima. Osnivanje novih veleučilišta u županijskim centrima pridonijet će gospodarskom razvoju područja te zadržavanju mladih ljudi. U suradnji Ministarstva znanosti, obrazovanja i športa s Fondom za razvoj i zapošljavanje također je pokrenut projekt Razvoj stručnih studija radi poticanja zapošljavanja u manjim urbanim sredinama u Republici Hrvatskoj.

Započelo se i s novim sustavom financiranja visokih učilišta prema modelu *Lump sum*, kojim se uvodi jedinstveno vođenje financijske politike sveučilišta, u siječnju 2006. godine.

Iako su napravljena određena poboljšanja, i dalje treba usmjeriti snage na osuvremenjivanje programa, nastavnih metoda i izvora za učenje, povećanje broja izbornih predmeta i proširivanje interdisciplinarnih pristupa, te staviti naglasak na stjecanje primijenjenih znanja i vještina u odnosu na teorijsko obrazovanje, kao i poboljšanje materijalne opremljenosti velikog broja visokih učilišta.

Donošenjem Zakona o znanstvenoj djelatnosti i visokom obrazovanju (Narodne novine, 123/03, 198/03 i 105/04) stvorene su pravne pretpostavke za unaprjeđenje visokog školstva, budući da je Zakonom utvrđeno da je to područje od posebnog interesa za Republiku Hrvatsku, da je sastavni dio međunarodnoga i europskoga obrazovnog prostora te da se, među ostalim, temelji na načelu akademskih sloboda, povezanosti nastave, istraživanja i stvaralaštva, te usklađivanja s europskim sustavom visokog obrazovanja.

Pristupanjem Bolonjskoj deklaraciji, 2001. godine, Hrvatska se obvezala na usklađivanje svog sustava visokog obrazovanja s europskim u pet dimenzija: a) uvođenje lako prepoznatljivih i usporedivih akademskih i stručnih stupnjeva te dodatka diplomi; b) prihvaćanje binarnog sustava (sveučilišnih i stručnih studija); c) uvođenje zajedničkog Europskog sustava prijenosa bodova (ECTS – *European Credit Transfer System*); d) poticanje međunarodne mobilnosti nastavnika i studenata i e) uspostava nacionalnog sustava praćenja i osiguranja kvalitete.

Ministarstvo znanosti, obrazovanja i športa je od 2005. godine do danas, na temelju prethodnog mišljenja Nacionalnog vijeća za visoko obrazovanje, izdalo oko 1.200 dopusnica za izvođenje studijskih programa preddiplomskih i diplomskih sveučilišnih te poslijediplomskih

specijalističkih i poslijediplomskih sveučilišnih studija, stručnih te specijalističkih diplomskih stručnih studija. Potrebno je napomenuti da pri sveučilištima u Republici Hrvatskoj djeluju Uredi za upravljanje kvalitetom, čija je zadaća promicanje visokih standarda obrazovanja na sveučilištu i pružanje aktivne podrške sastavnicama u unaprjeđenju kvalitete znanstvenog i nastavnog rada.

Promjene u visokom školstvu usmjerene su i na poboljšanje obrazovne strukture stanovništva⁹, što se nastoji riješiti otvaranjem novih učilišta i povećanjem broja upisanih studenata. Prema podacima Ministarstva znanosti, obrazovanja i športa u Republici Hrvatskoj trenutno djeluje 130 visokih učilišta na kojima je u akademskoj godini 2007./2008. studiralo ukupno 178.300 studenata. U razdoblju od 1997. do 2005. godine broj studenata je porastao za 48 posto, a u istom je razdoblju za 59 posto porastao broj studenata koji su završili studij. Nadalje, opredjeljenje za policentrični razvoj visokoškolskoga podsustava radi zadovoljavanja regionalnih potreba, smanjenja odljeva mladih i poticanje rasta i razvoja lokalnog gospodarstva, dovelo je do otvaranja niza novih visokih učilišta.

Sustav je zbog zabrane zapošljavanja u javnim službama bio jedno vrijeme u krizi koja se u nekim disciplinama očitovala u malom broju stečenih doktorata znanosti u predviđenom roku i visokoj stopi napuštanja novačkih mjesta. Uvođenjem bolonjskih promjena radne obveze znanstvenih novaka su proširene na sudjelovanje u nastavi, otvorena su radna mjesta za one koji su stekli stupanj doktora znanosti, a njihov ostanak se dodatno stimulira sufinanciranjem stambenih kredita, proširivanjem međunarodnih i europskih programa znanstvenog usavršavanja i drugim pogodnostima. Do kraja 2007. godine zaposleno je 2.670 osoba prema kriteriju izvrsnosti.

Stipendije su najčešći oblik potpore, a osiguravaju ih različiti subjekti. Državne stipendije uglavnom se dodjeljuju redovitim studentima sveučilišnih i stručnih studija prema prijedlozima sveučilišta, veleučilišta i visokih škola.¹⁰ Ministarstvo znanosti, obrazovanja i športa poduzima broje aktivnosti na području studentskog standarda i izdvaja vrlo značajna sredstva na godišnjoj razini za podizanje razine standarda za sve studente u Republici Hrvatskoj, ali ipak, usprkos relativno velikom broju stipendija i drugih oblika potpore (subvencioniranje smještaja u domovima i podstanarskog smještaja, prehrane, prijevoza i rada studentskih organizacija), studentski standard zahtijeva daljnje napore i ulaganja u njegovo poboljšanje. To se osobito odnosi na siromašnije studente koji studiraju izvan mjesta stalnog boravka. Smještajni kapaciteti studentskih domova i dalje su nedostatni u svim sveučilišnim središtima.

Akutan problem predstavlja nizak postotak studenata koji su zainteresirani i koji aktivno sudjeluju u odlučivanju. Istraživanja pokazuju da su studenti općenito slabo informirani

⁹ Hrvatska znatno zaostaje za razvijenim zemljama po udjelu visokoobrazovanih, a razlikuje se i po omjeru onih koji su završili više škole u odnosu na one sa sveučilišnom diplomom. Prema službenim podacima, u Republici Hrvatskoj je 16,7% visokoobrazovanog radno aktivnog stanovništva od 25 do 64 godine.

¹⁰ U *Pravilima i kriterijima za dodjeljivanje 2.538 državnih stipendija redovitim studentima sveučilišnih i stručnih studija i naknada dijela troškova školarine studentima poslijediplomskih studija s invaliditetom za 2008. godinu*, Ministarstva znanosti, obrazovanja i športa stipendije su podijeljene u devet kategorija: A – osobito uspješni studenti; B – studenti deficitarnih studija i struka; C – studenti koji se obvežu da će po završetku studija raditi na područjima od posebne državne skrbi ili otocima; D – 1 student s posebnim statusom prema Zakonu o zaštiti vojnih i civilnih invalida rata; E – studenti slabijeg imovinskog stanja; F – studenti s prebivalištem u Vukovaru; G – studenti koji su do punoljetnosti bili smješteni kod udomitelja ili u domovima socijalne skrbi te I i P – redoviti i poslijediplomski studenti s invaliditetom.

o svojim pravima tijekom studija, kao i o mogućnostima organiziranja radi učinkovitog zastupanja svojih interesa.¹¹ Studentske udruge i dalje ne uspijevaju okupiti veći broj studenata, često djeluju elitistički i rijetko surađuju s udrugama mladih izvan sveučilišta i drugim organizacijama civilnog društva. Ministarstvo znanosti, obrazovanja i športa izdvaja znatna sredstva za studentske zborove sveučilišta, veleučilišta i visokih škola kojima se financiraju projekti studentskih udruga vezani uz zapošljavanje i poduzetništvo, zdravstvenu zaštitu i reproduktivno zdravlje, aktivno sudjelovanje u društvu, kulturu i slobodno vrijeme te informiranje i savjetovanje mladih. Utjecaj predstavnika studenata na odlučivanje u visokom školstvu je zanemariv, osobito u svezi s provedbom Bolonjskog procesa.

Tomu valja dodati da se promjenom studijskih programa visoko obrazovanje sve više usmjerava na razvoj kompetencija potrebnih tržištu, no uspostavlja se funkcionalna veza između visokog obrazovanja i svijeta rada te osobito društvene zajednice. Uvođenjem i izvođenjem studijskih programa razine visokog obrazovanja se usmjeravaju na razvoj kompetencije završenih studenata koje su potrebne za tržište rada. Na visokim učilištima, kao i u srednjim školama, potrebno je nastaviti s razvijanjem i provođenjem programa kojima se potiče razvoj aktivnog i odgovornog građanstva, socijalnih kompetencija, strategijskog planiranja, kritičkog, istraživačkog i aplikativnog mišljenja te, općenito, društveno korisnog učenja, u suradnji s organizacijama civilnog društva¹², što je, uostalom, predviđeno i u Nacionalnom programu zaštite i promicanja ljudskih prava u Republici Hrvatskoj od 2008. do 2012. godine. Osim toga, istaknuli bismo i da je Nacionalno vijeće za visoko obrazovanje dalo preporuku (10. rujna 2008. godine) kojom podržava uvođenje rodno osjetljivog obrazovanja na visokoobrazovnoj razini te u skladu s time preporuča izradu i uvođenje novog kolegija "ženskog studija" na preddiplomske sveučilišne, diplomske sveučilišne i poslijediplomske studije onih visokih učilišta na kojima postoji mogućnost i uvjeti za njihovo uvođenje.

1.1.3. Obrazovanje odraslih

Mladi koji su izišli iz sustava redovnog obrazovanja, kao i oni koji žele proširiti ili steći nova znanja i vještine iz osobnih ili profesionalnih razloga, mogu koristiti usluge podsustava obrazovanja odraslih. Riječ je o organiziranim i verificiranim obrazovnim programima za odrasle koji imaju kompenzacijsku (temeljno obrazovanje) i nadopunjujuću funkciju, a čine bitan dio cjeloživotnog učenja.

O udjelu odraslih u obrazovanju u osnovnoškolskim i srednjoškolskim programima ne postoje pouzdani podaci.¹³ Od osamostaljenja Hrvatske do donošenja Strategije obrazovanja odraslih 2004. i osnivanja Agencije za obrazovanje odraslih dvije godine kasnije, tom se području

¹¹ Istraživanje je 2006. proveo Istraživačko-obrazovni centar Filozofskog fakulteta u Zagrebu na uzorku od 1.350 studenata završne godine Sveučilišta u Zagrebu i Rijeci.

¹² Da je društveno korisno učenje kroz volonterski rad prijeko potrebno uvesti u visoko obrazovanje zbog pozitivnog učinka na studente, potvrđuje program koji se od 2005. provodi na Odsjeku za Informacijske znanosti Filozofskog fakulteta u Zagrebu te na Fakultetu političkih znanosti u Zagrebu, u suradnji s udrugom DIM.

¹³ Prema *Nacionalnom programu djelovanja za mlade 2003. – 2008.*, godine 2000. je oko 25.000 odraslih osoba sudjelovalo u nekom od verificiranih srednjoškolskih programa osposobljavanja i dodatnog usavršavanja, od kojih je 90 posto bilo mlađe od 30 godina, a oko 50 posto je uspješno završilo programe.

nije poklanjala odgovarajuća pozornost, pa se djelatnost održavala ponajviše zahvaljujući individualnim inicijativama. Donošenjem Zakona o obrazovanju odraslih (Narodne novine, 17/07), stanje se bitno mijenja. Zakonom je to područje integrirano u cjelokupni sustav obrazovanja Republike Hrvatske, čime su stvoreni uvjeti za vertikalnu prohodnost (nastavak školovanja na bilo kojoj razini) i cjeloživotno učenje. Osim odredbe o integriranosti, Zakon uvodi načelo partnerstva svih relevantnih čimbenika u kreiranju mjera za unaprjeđenje obrazovanja odraslih, kao i načelo sudjelovanja svih u financiranju obrazovanja odraslih prema potrebama i mogućnostima zainteresiranih strana (država, lokalna i regionalna samouprava, poslodavci te polaznici). Uspostavlja se i Vijeće za obrazovanje odraslih kojega čine predstavnici ministarstava, poslodavaca, sindikata i obrazovnih institucija, a zadatak mu je praćenje stanja u tom području i predlaganje mjera za njegovo unaprjeđenje.

Temeljem Zakona o obrazovanju odraslih doneseni su i sljedeći pravilnici: Pravilnik o standardima i normativima te načinu i postupku utvrđivanja ispunjenosti uvjeta u ustanovama za obrazovanje odraslih, Pravilnik o evidencijama u obrazovanju odraslih, Pravilnik o javnim ispravama u obrazovanju odraslih, Pravilnik o sadržaju, obliku te načinu vođenja i čuvanja andragoške dokumentacije (Narodne novine, 128/08).

U Zakonu se obrazovanje odraslih određuje kao cjelovit proces učenja usmjeren razvoju osobnosti, osposobljavanju za zapošljivost (uključuje stjecanje kvalifikacija za prvo zanimanje i obrazovanje za prekvalifikaciju ili nadopunu postojećih stručnih znanja i vještina) i osposobljavanju za aktivno građanstvo. Odvija se kao formalno, neformalno, informalno i/ili samousmjereno učenje i utemeljuje na načelima cjeloživotnog učenja, dostupnosti, slobode izbora, različitosti, jamstva kvalitete te poštovanja osobnosti i dostojanstva svakoga sudionika.

U sklopu formalnog obrazovanja odraslih nalazi se osnovno, srednjoškolsko i visoko obrazovanje, prekvalifikacija, usavršavanje i osposobljavanje, a izvodi se prema institucionalnim i drugim verificiranim programima obrazovanja. Pod neformalnim obrazovanjem odraslih misli se na organizirane procese osposobljavanja za rad, različite socijalne aktivnosti i osobni razvoj te se njima ne stječe javna isprava. Informalno učenje se odnosi na znanja, vještine i stavove koje pojedinac usvaja u komunikaciji sa svojom neposrednom okolinom, a samousmjereno učenje na aktivnosti učenja koje pojedinac samostalno bira, nadzire i sam snosi odgovornost za ishode učenja.

Usluge obrazovanja odraslih mogu pružati pučka otvorena učilišta, osnovne i srednje škole, visoka učilišta, škole stranih jezika, ustanove za smještaj i skrb osoba s posebnim potrebama, penološke ustanove te druge ustanove i organizacije, pod uvjetom da ispunjavaju predviđene uvjete.

Prema podacima trgovačkih sudova, u Hrvatskoj se obrazovanjem odraslih bave 82 pučka otvorena učilišta, 2 otvorena učilišta i 18 učilišta; 7 narodnih sveučilišta te 20 centara za kulturu, 3 doma kulture i 23 pravna subjekta (društva s ograničenom odgovornošću i dionička društva)¹⁴. U njima se provode programi stjecanja prvog zanimanja, stručnog usavršavanja, dokvalifikacije i prekvalifikacije, od temeljne pismenosti do usvajanja znanja i vještina iz određenog strukovnog ili općekulturnog područja, kao što su strani jezici, informacijsko-komunikacijske tehnologije, poduzetništvo i menadžment, aktivno građanstvo i zaštita

¹⁴ Usp. Strategija obrazovanja odraslih, Ministarstvo znanosti, obrazovanja i športa, Zagreb, studeni 2004., str. 38.

okoliša. Programi se financiraju iz državnog proračuna, proračuna jedinica lokalne i područne (regionalne) samouprave te od polaznika i poslodavaca.

1.1.4. Obrazovanje posebnih skupina mladih

U suvremenim demokracijama koje se razvijaju u pravcu društva i gospodarstva znanja i koje su, štoviše, uzajamno obvezane na poštivanje načela općih ljudskih prava, jednakosti i pluralizma, vlade imaju obvezu osigurati uvjete kako bi obrazovanje bilo dostupno svima, bez obzira na spolnu, nacionalnu ili religijsku pripadnost, socijalno-ekonomski status ili razvojne teškoće. Dostupnost obrazovanja za sve najvažniji je čimbenik ujednačavanja životnih izgleda.

U Hrvatskoj ne postoji tzv. rodni nerazmjer u obrazovanju u korist muškaraca koji nalazimo u nizu razvijenih zemalja svijeta. Broj žena i muškaraca ujednačen je na svim razinama obrazovanja, a zadnja dva – tri desetljeća u visokom obrazovanju se uočava stalni trend porasta broja žena u odnosu na broj muškaraca. No rodni nerazmjer nalazimo u izboru škole i zanimanja kod čega se pokazuju tradicijski obrasci podjele rodnih uloga.

Djeca i mladi, koji pripadaju nacionalnim manjinama, uključeni su u posebne programe od predškole do sveučilišta, koji se provode u obrazovnim ustanovama manjina ili u školama na hrvatskom jeziku, u skladu s Ustavom Republike Hrvatske, Ustavnim zakonom o pravima nacionalnih manjina (Narodne novine, 155/02) i Zakonom o odgoju i obrazovanju na jeziku i pismu nacionalnih manjina (Narodne novine, 51/00). Obrazovanje djece i mladih Roma provodi se prema Nacionalnom programu za Rome, koji je Vlada Republike Hrvatske donijela 2003. godine, odnosno Akcijskom planu "Desetljeće za uključivanje Roma 2005. – 2015.". Ovisno o izboru predstavnika nacionalne manjine, nastava se organizira po jednom od tri prihvaćena modela (nastava na jeziku i pismu nacionalne manjine – model A; dvojezična nastava – model B, ili njegovanje jezika i kulture – model C), ili kao poseban nastavni oblik (npr. ljetne ili zimske škole). Obrazovanje manjina integrirano je u hrvatski obrazovni sustav, a financira se iz sredstava državnog proračuna i proračuna jedinica lokalne samouprave. U nastavi rade nastavnici pripadnici određene manjine, ali i nastavnici drugog podrijetla, pod uvjetom da vladaju jezikom i pismom nacionalne manjine. Osnovnoškolski programi na jeziku i pismu nacionalne manjine provode se u posebnim ustanovama ili u sklopu škola na hrvatskom jeziku za srpsku, talijansku, mađarsku, češku, austrijsku, njemačku, rusinsku, ukrajinsku i slovačku manjinu. Srednjoškolsko obrazovanje organizirano je za srpsku, talijansku, češku i mađarsku manjinu, a na razini visokog obrazovanja samo za talijansku manjinu.

Vjeronauk je u hrvatske škole uveden kao izborni predmet sa dva sata tjedno od školske godine 1991./1992., a naknadno je uređen Zakonom o pravnom položaju vjerskih zajednica (Narodne novine, 83/02). Ovisno o broju učenika, može biti organiziran u školi ili vjerskoj ustanovi. Katolički vjeronauk se provodi u školama, a polazi ga oko 80 posto učenika osnovnih i oko 77 posto učenika srednjih škola. Ostale vjerske zajednice (pravoslavna, evangelistička, židovska, islamska, adventistička, evangelička i dr.) uglavnom organiziraju nastavu vjeronauka u svojim vjerskim ustanovama prema svojim programima koje potvrđuje Ministarstvo znanosti, obrazovanja i športa.

Obrazovanje mladih s teškoćama u razvoju pravno je uređeno Zakonom o odgoju i obrazovanju u osnovnoj i srednjoj školi (Narodne novine, 87/08), kojima se promiče načelo integracije preko redovitih, prilagođenih i posebnih programa. Provedba načela integracije povezana je s nizom poteškoća koje su najčešće posljedica velikog broja učenika u razrednim odjeljenjima, nedovoljne pripreme nastavnika za rad u integriranim uvjetima, nedostatka pomoćnih učitelja i odgovarajućih stručnjaka, nepripremljenosti vršnjaka te prometne i infrastrukturne neprilagođenosti. Dio srednjoškolskih i visokoškolskih ustanova i dalje je, zbog fizičkih prepreka, nedostupan mladima s invaliditetom. Iako se uvođenjem posebnih oblika potpore (stipendije za osobe s invaliditetom, prilagođeni smještajni kapaciteti u studentskim domovima i sl.) postupno povećava dostupnost stručnih i sveučilišnih studija mladima s invaliditetom, to tek u manjoj mjeri zadovoljava njihove realne potrebe.

1.2. Neformalno obrazovanje

Neformalno obrazovanje obuhvaća organizirane i spontane obrazovne aktivnosti koje se uspostavljaju izvan sustava formalnog obrazovanja. Programi su prilagođeni različitim i promjenjivim potrebama i interesima korisnika. Razvijenost i raznolikost programa neformalnog obrazovanja pokazatelj je razvijenosti društva u cjelini, a u kontekstu rasprave o društvu znanja, ono je jedan od ključnih resursa cjeloživotnog učenja.

U Hrvatskoj relativno velik broj ustanova i organizacija pruža usluge neformalnog obrazovanja (pučka učilišta, centri za kulturu, centri za učenje stranih jezika, autoškole, profesionalne udruge i poduzeća, vjerske zajednice, planinarska i športska društva te druge organizacije civilnog društva). Nedostaci u tom području uglavnom proizlaze iz koncentracije odgovarajućih ustanova u većim centrima, nepostojanja jedinstvenog sustava informiranja o postojećim programima i previsoke cijene usluga, zbog čega takvi programi nisu dostupni socijalno ugroženom dijelu mladih kojima su i najpotrebniji. Nadalje, programi neformalnog obrazovanja se ne prate i ne vrednuju prema odgovarajućim kriterijima kvalitete, a o broju korisnika ne postoje pouzdani podaci, pa se ne može sa sigurnošću zaključiti kako i u kojoj mjeri neformalno obrazovanje pridonosi uspostavi i razvoju sustava cjeloživotnog učenja u Hrvatskoj.

Poseban dio sustava neformalnog obrazovanja čine programi koje provode organizacije civilnog društva u užem smislu – nevladine udruge. Uglavnom su usmjereni na stjecanje znanja i vještina u području zaštite ljudskih prava, nediskriminacije, rodne jednakosti, nenasilnog rješavanja sukoba, međukulturnog razumijevanja, demokratskog građanstva, zaštite okoliša i zaštite potrošača. Prednost programa nevladinih udruga pred programima formalnog obrazovanja nije samo u tome što su programi nevladinih udruga usmjereni na životno važne teme i što koriste aktivne i suradničke metode učenja, nego u tome što su prvenstveno okrenuti mladima. Takvi programi stoga predstavljaju važan obrazovni resurs, koji u hrvatskom obrazovnom sustavu još nije ni primjereno priznat niti dovoljno iskorišten, po čemu se Hrvatska znatno razlikuje od razvijenih demokratskih zemalja u kojima, osobito na lokalnoj razini, postoji tijesna suradnja između nositelja formalnog i neformalnog obrazovanja u ostvarivanju obrazovnih ciljeva kojima se promiče jednakost, interkulturalna osjetljivost, društvena odgovornost i društvena kohezija. Nevladine udruge u nekim

zemljama redovito surađuju s obrazovnim ustanovama od predškole do sveučilišta na ostvarivanju programa društveno korisnog učenja, putem kojih se djeca i mladi pripremaju za aktivno i odgovorno demokratsko građanstvo.

Novija istraživanja u Hrvatskoj pokazuju da su srednjoškolci i studenti nezainteresirani za politička zbivanja, da ne pokazuju civilnu zauzetost za društvene probleme, da vrlo rijetko sudjeluju u civilnim akcijama ili u radu organizacija civilnog društva, s izuzetkom športsko-rekreativnih programa, te da slabo poznaju demokratske institucije i procese, uključujući svoja prava i obveze. Istovremeno, mladi su zainteresirani za uvođenje takvih sadržaja na sve razine obrazovanja. Potreba da se mladi pripreme za aktivno i odgovorno građanstvo govori u prilog integracije neformalnih obrazovnih programa organizacija civilnog društva u sustav formalnog obrazovanja, uz pretpostavku da se prethodno odrede standardi kvalitete primjenjivi na takve programe.

Primjenom nove nastavne metodologije – društveno korisnog učenja (*service learning*) u nastavi na fakultetima i srednjim školama dobiva se povezanost svrhovitog volonterskog rada s učenjem, osobnim razvojem i razvojem osjećaja građanske odgovornosti (Mikelić, Boras, 2006). Povezujući ove domene dobiva se strategija usavršavanja kvalitete i produktivnosti edukativnog sustava, a ujedno i način da mlade društveno angažiramo. Jedan od osnovnih razloga izravnog djelovanja na fakultetima i srednjim školama s ciljem poticanja mladih na aktivno sudjelovanje u društvu je činjenica da mladi smatraju upravo obrazovni sustav drugim akterom po važnosti (dakle, odmah nakon obitelji) koji ih potiče na javni angažman (Ilišin, 2006). Društveno korisno učenje (DKU) kroz volontiranje omogućuje učenicima i studentima da steknu dublje razumijevanje ciljeva nastavnih predmeta i studija, usvoje nova znanja, vještine, osjećaj osobne odgovornosti te građanske aktivnosti. DKU ojačava vezu društvene zajednice i sveučilišta pružajući mogućnost ujedinjavanja ciljeva djelovanja u zajednici s ciljevima učenja, a aktivnosti studenata i učenika u zajednici rezultiraju pozitivnim promjenama u zajednici.

Positivni učinci ove metodologije dokazani su u nastavi koja se sustavno provodi od ak. god. 2005./2006. na Odsjeku za Informacijske znanosti Filozofskog fakulteta u Zagrebu (Mikelić Preradović, Tuđman, Matić, 2007) te na Fakultetu političkih znanosti u Zagrebu u suradnji s udrugom DIM. Besplatne radionice za nastavno osoblje Primjene društveno korisnog učenja u nastavi se od akademske godine 2007./08. ciklički održavaju na Filozofskom fakultetu u Zagrebu. No aktivno sudjelovanje mladih u društvu moguće je potaknuti tek sustavnom primjenom ove metodologije od strane Ministarstva znanosti, obrazovanja i športa.

1.3. Informatizacija obrazovanja

Informatizacija obrazovanja jedan je od prioriteta u razvoju obrazovnog sustava, a podrazumijeva informatičko opremanje obrazovnih ustanova te promicanje informatičke pismenosti uvođenjem i stalnim osuvremenjivanjem nastave informatike te osposobljavanjem nastavnika i drugih djelatnika u obrazovanju za korištenje informatičkih mogućnosti u njihovom radu. U skladu s tim, u Hrvatskoj su sve škole i visoka učilišta opremljena računalnom opremom i primjerenom programskom podrškom. U tijeku je puno opremanje projektorima i prijenosnim računalima, što će znatno obogatiti nastavu i proširiti

mogućnosti podučavanja i učenja izvan učionice i same ustanove. Sve osnovne i srednje škole, kao i visoka učilišta imaju svoju adresu za elektronsku poštu, a velika većina održava Internet stranice. Sve obrazovne institucije, uključujući škole na otocima, povezane su na Internet preko hrvatske akademske i istraživačke mreže CARNet, a Ministarstvo znanosti, obrazovanja i športa je nedavno srednjoškolskim učenicima stavilo na raspolaganje on-line interaktivno gradivo iz matematike, fizike i biologije s planovima za proširenje na druge predmete. U visokom obrazovanju uspostavljen je informacijski sustav visokih učilišta ISVU i uvedene pametne stranice SmartX i e-INDEKS, a studentski domovi su povezani u mrežu stuDOM.

Značajan doprinos informatizaciji obrazovanja daju tri posebna projekta Ministarstva znanosti, obrazovanja i športa. Projektom primjene informacije tehnologije (iProjektima) potiče se razvoj i primjena informacijske i komunikacijske tehnologije u nastavnom procesu i znanstveno-istraživačkoj djelatnosti, projektom NISKA osigurava se izgradnja jedinstvenog nacionalnog informacijskog sustava knjižnica, a projektom „Net u školi“ promiče brža internetizacija škola i informatičko obrazovanje nastavnika i učenika.

Iako su u tom smjeru već poduzeti odgovarajući koraci, u sljedećem se razdoblju pozornost treba više usmjeriti na osposobljavanje nastavnika za korištenje novih informacijsko-komunikacijskih tehnologija u planiranju, pripremi i realizaciji nastave, osobito radi razmjene iskustava s drugim nastavnicima iz zemlje i svijeta, unaprjeđenja nastavnih metoda i poticanja učenika na istraživačko ili projektno i suradničko učenje. Potrebno je nastaviti digitalizaciju nastavnih sadržaja i drugih izvora za samostalno učenje, razvojem interaktivnih programa. Nastavnicima i učenicima, odnosno studentima također treba omogućiti pristup odgovarajućim bazama podataka, a u visokom obrazovanju proširiti postojeće izbore. U svezi s tim prijeko je potrebno uspostaviti središnju dokumentacijsku bazu s pouzdanim statističkim i analitičkim podacima, preko kojih bi se profesionalna i šira javnost detaljno informirala o procesu, poteškoćama i postignućima provedbe strategijsko-razvojnih dokumenata na svim razinama obrazovnog sustava.

1.4. Ciljevi

- osigurati potrebne uvjete kako bi udruge mladih mogle provoditi programe neformalnog obrazovanja u suradnji s ustanovama formalnog obrazovanja i drugim organizacijama civilnog društva
- uspostaviti sustav profesionalnog savjetovanja i vođenja mladih kao sastavnog dijela formalnog obrazovanja, s osobitim naglaskom na dokvalifikaciju i prekvalifikaciju
- izraditi jasne standarde kvalitete obrazovanja i kriterije za akreditaciju programa neformalnog obrazovanja s ciljem njihova uključivanja u formalno obrazovanje
- osigurati prohodnost obrazovnog sustava i mobilnost učenika i studenata kroz sustave neformalnog i formalnog obrazovanja na nacionalnoj i međunarodnoj razini
- osigurati uvjete za uvođenje programa kojima se promiče aktivno građanstvo, ljudska prava, kulturna različitost, nenasilno rješavanje sukoba, društvena angažiranost, ekološka osviještenost i znanja o pružanju prve pomoći u sustav formalnog obrazovanja i u partnerstvu s akreditiranim organizacijama civilnog društva

- uspostaviti mehanizme ravnopravnog sudjelovanja mladih u procesima odlučivanja u cjelovitom sustavu obrazovanja, s osobitim naglaskom na srednje i visoko obrazovanje
- osigurati punu uključenost osjetljivih skupina mladih (osobe s invaliditetom, materijalno i socijalno isključeni, rodne, nacionalne i vjerske manjine) na sve razine i u sve oblike obrazovanja
- kontinuirano ulagati u informatičke servise i usluge za mlade te osigurati njihovu dostupnost svim mladima podizanjem razine informatičke pismenosti i uvođenjem odgovarajuće infrastrukture u sustave formalnog i neformalnog obrazovanja

1.5. Mjere i aktivnosti

Mjera 1. USPOSTAVITI SUSTAV VRJEDNOVANJA NEFORMALNOG OBRAZOVANJA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
1.1. Kroz izradu Hrvatskog kvalifikacijskog okvira definirati mogućnosti priznavanja stupnja znanja i vještina (razine, obujma i profila) stečenih neformalnim oblikom obrazovanja. Izgraditi sustav vrjednovanja znanja, vještina i kompetencija stečenih neformalnih oblikom učenja kroz izradu i uvođenje Hrvatskog kvalifikacijskog okvira.	2012.
1.2. Razviti sustav poticanja i nagrađivanja prosvjetnih djelatnika koji su aktivno uključeni u provedbu izvanškolskih aktivnosti koje se provode u školama na osnovi volontiranja, a koje su dio neformalnog obrazovanja, priznavanjem dodatnih školskih sati u tjednoj satnici, priznavanje bodova u postupku stjecanja zvanja mentora i/ili savjetnika ili sl.	2010.
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Agencija za obrazovanje odraslih Agencija za odgoj i obrazovanje organizacije civilnog društva usmjerene neformalnom obrazovanju
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– izrađen i usvojen Hrvatski kvalifikacijski okvir – donošenje odgovarajućeg pravilnika za vrjednovanje rada prosvjetnih djelatnika u provedbi obrazovnih programa udruga – broj uključenih prosvjetnih djelatnika u provedbu obrazovnih programa udruga

Mjera 2. USPOSTAVA JEDINSTVENE BAZE PODATAKA O MOGUĆNOSTIMA OBRAZOVANJA NA PODRUČJU SVAKE ŽUPANIJE

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
2.1. Izraditi katalog institucija koje provode programe koji se odnose na neformalno obrazovanje te njegova distribucija odgojno-obrazovnim ustanovama.	2010.
2.2. Objaviti katalog na web-stranicama Ministarstva znanosti, obrazovanja i športa i Ureda za udruge Vlade Republike Hrvatske uz kontinuirano primanje prijava novih projekata i programa za uvrštavanja u katalog.	2010. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Hrvatski zavod za zapošljavanje Ured za udruge Vlade Republike Hrvatske pučka i otvorena učilišta Agencija za odgoj i obrazovanje Agencija za obrazovanje odraslih organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– izrada i distribucija kataloga – objava kataloga na web-stranicama

Mjera 3. POTICATI MLADE NA NASTAVAK OBRAZOVANJA RAZVIJANJEM SUSTAVA PRAVODOBNOG INFORMIRANJA I POTPORE ZAINTERESIRANIMA ZA NASTAVAK ŠKOLOVANJA TE OMOGUĆAVANJEM HORIZONTALNE I VERTIKALNE PROHODNOSTI

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
3.1. Odrediti obvezu održavanja prezentacijsko-obrazovnog programa za učenike trećeg i četvrtog razreda srednjih škola uz poticanje učenika za posjećivanje otvorenih dana sveučilišta.	2009. i kontinuirano
3.2. Nastavak implementacije Bolonjskog procesa na visokim učilištima uz poticaj i potporu mladima za nastavak obrazovanja.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Državni zavod za statistiku Hrvatski zavod za zapošljavanje i podružnice Hrvatskog zavoda za zapošljavanje Uredi državne uprave u županijama (službe za društvene djelatnosti i obrazovanje), Gradski ured za obrazovanje i šport grada Zagreba ustanove za znanstvenu djelatnost i visoko obrazovanje

IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– realizacija obrazovno-prezentacijskih programa u školama u RH – usklađenost obrazovnog sustava s uvjetima Bolonjskog procesa

Mjera 4. PODUPIRATI PROVOĐENJE PROJEKATA I PROGRAMA U SVRHU PRAĆENJA DAROVITIH UČENIKA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
4.1. Podupirati rad s darovitim učenicima u odgojno-obrazovnim ustanovama.	kontinuirano
4.2. Provoditi natječaj za financijske potpore projektima udruga u području izvaninstitucionalnog odgoja i obrazovanja djece i mladih.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Agencija za odgoj i obrazovanje visoka učilišta Ured za udruge Vlade Republike Hrvatske Hrvatski zavod za zapošljavanje organizacije civilnog društva usmjerene radu s mladima lokalna samouprava
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– donošenje i realizacija Odluke

Mjera 5. POTICATI DOSTUPNOST ŠKOLSKIH I PROSTORA VISOKIH UČILIŠTA ONIM UDRUGAMA KOJE UČENICIMA I STUDENTIMA NUDE NEPROFITNE OBRAZOVNE, ŠPORTSKE, IZVIĐAČKE, KULTURNE, DUHOVNE, INFORMATIČKE PROGRAME, PROGRAME RAZVOJA DEMOKRACIJE, CIVILNOG DRUŠTVA, TOLERANCIJE, NENASILJA, INTERKULTURALNOSTI, PROGRAME NACIONALNIH MANJINA I SL.

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
5.1. Uputiti poziv osnivačima osnovnih i srednjih škola za besplatno ustupanje školskih prostora i prostora visokih učilišta udrugama za provođenje besplatnih aktivnosti slobodnog vremena učenika.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ured za udruge Vlade Republike Hrvatske Savjet za razvoj civilnog društva jedinice lokalne i područne (regionalne) samouprave

IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– upućena Preporuka – broj otvorenih školskih i fakultetskih prostora za programe udruga

Mjera 6. PODIZANJE RAZINE INFORMATIČKE PISMENOSTI MLADIH

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
6.1. Osigurati besplatne napredne informatičke tečajeve za mlade u smislu podizanja razine kvalitete informatičke pismenosti.	2010. i kontinuirano
6.2. Širiti informacije o mogućnostima besplatnog i brzog pristupa internetu mladima u svim odgojno-obrazovnim ustanovama i visokim učilištima pa tako i onima u najudaljenijim krajevima Republike Hrvatske koristeći sve dostupne tehnološke mogućnosti.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	ustanove za informatičko obrazovanje pučka i otvorena učilišta srednje škole u Republici Hrvatskoj sveučilišta i veleučilišta u Republici Hrvatskoj studentski centri učenički domovi
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj korisnika besplatnih programa – broj odgojno-obrazovnih ustanova koje omogućuju besplatan pristup internetu

Mjera 7. POTICATI SURADNJU OBRAZOVNIH USTANOVA S NEVLADINIM SEKTOROM

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
7.1. Upotpuniti nastavne planove i programe fakultativnim predmetima koje bi izradile srednje škole u suradnji s udrugama.	2009. i kontinuirano
7.2. Donošenje programa rada i plana djelatnosti za mlade koji se moraju provoditi u centrima nacionalnih organizacija.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa

POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – broj razmatranih i prihvaćenih fakultativnih predmeta koje su izradile srednje škole u suradnji s udrugama – broj ostvarenih programa u omladinskim hostelima, izviđačkim centrima te kulturno-umjetničkim centrima

Mjera 8. RAZVOJ I PRIMJENA INTERDISCIPLINARNOG POSTUPANJA I PROVEDBE MEĐUSEKTORNIH MJERA RADI SUZBIJANJA NASILJA I POVEĆANJA SIGURNOSTI U ODGOJNO-OBRAZOVNIM USTANOVAMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
8.1. Izrada školskih kurikulumuma koji će uključivati programe interdisciplinarne i međuresorne edukacije odgojno obrazovnih djelatnika, učenika i roditelja s posebnim fokusom na vršnjačko nasilje, nasilje navijačkih skupina i pojavu ksenofobije i rasizma kod mladih.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo unutarnjih poslova Agencija za odgoj i obrazovanje Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo zdravstva i socijalne skrbi organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – izrađen program interdisciplinarne i međuresorne edukacije – broj provedenih edukacija/ radionica i projekata i broj korisnika

Mjera 9. RAZVOJ I IMPLEMENTACIJA PROGRAMA OBRAZOVANJA ZA ODRŽIVI RAZVOJ

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
9.1. Preporuka Ministarstva znanosti, obrazovanja i športa svim obrazovnim institucijama za provođenje programa obrazovanja za održivi razvoj.	2009. i kontinuirano
9.2. Poticati suradnju obrazovnih institucija i nevladinog sektora pri organizaciji edukacija, seminara, okruglih stolova vezano uz temu održivog razvoja.	2009. i kontinuirano
9.3. U sklopu natječaja za sufinanciranje projekata udruga sufinancirati one koje se bave odgojem i obrazovanjem za održivi razvoj, posebice ukoliko imaju predviđene izrade informativnog materijala.	2009. i kontinuirano

9.4. Izraditi informativne publikacije koje bi širile informacije o održivom razvoju.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa Ministarstvo kulture 9.4. Ministarstvo zaštite okoliša, prostornog uređenja i graditeljstva
SURADNICI U PROVEDBI:	Agencija za odgoj i obrazovanje srednje škole u Republici Hrvatskoj sveučilišta i veleučilišta u Republici Hrvatskoj organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa Ministarstvo kulture 9.4. Ministarstvo zaštite okoliša, prostornog uređenja i graditeljstva
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj ostvarenih edukacija, seminara, okruglih stolova – broj publikacija

Mjera 10. RAZVOJ I IMPLEMENTACIJA PROGRAMA ZA ZAŠTITU POTROŠAČA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
10.1. Preporuka Ministarstva znanosti, obrazovanja i športa obrazovnim institucijama za provođenje programa zaštite potrošača.	2009. i kontinuirano
10.2. Poticati suradnju obrazovnih institucija te organizacija civilnog društva pri organizaciji edukacija, seminara, okruglih stolova vezano uz temu za potrošačko obrazovanje.	2009. i kontinuirano
10.3. U sklopu natječaja za sufinanciranje projekata udruga sufinancirati one koje se bave odgojem i obrazovanjem za zaštitu potrošača, posebice ukoliko imaju predviđene aktivnosti izrade informativnog materijala.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Agencija za odgoj i obrazovanje srednje škole u Republici Hrvatskoj sveučilišta i veleučilišta u Republici Hrvatskoj organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj ostvarenih edukacija, seminara, okruglih stolova – broj publikacija

Mjera 11. POTICATI RAZVOJ PROGRAMA ZDRAVSTVENOG ODGOJA S PODRUČJA ZAŠTITE REPRODUKTIVNOG ZDRAVLJA, SMANJENJA RIZIČNIH PONAŠANJA, ŠTETNIH NAVIKA I PREVENCIJE OVISNOSTI

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
11.1. Uključiti programe zdravstvenog odgoja u redovni srednjoškolski obrazovni program (sukladno rezultatima evaluacije eksperimentalnih programa) uz mogućnost suradnje sa zdravstvenim ustanovama i organizacijama civilnog društva.	2009. i kontinuirano
11.2. Izraditi zdravstveno-odgojne publikacije (brošure, priručnike, letke).	2010. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo zdravstva i socijalne skrbi Hrvatski zavod za javno zdravstvo organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj škola i broj mladih uključenih u program zdravstvenog odgoja – broj i kvaliteta tiskanih zdravstveno-odgojnih publikacija

Mjera 12. U PLANOVE I PROGRAME VISOKIH UČILIŠTA I SREDNJIH ŠKOLA UVESTI METODOLOGIJU DRUŠTVENO KORISNOG UČENJA ("SERVICE LEARNING"), KAKO BI SE POVEĆALA ANGAŽIRANOST MLADIH U DRUŠTVU, OSIGURALO VRJEDNOVANJE VOLONTERSKOG RADA KROZ SUSTAV OCJENJIVANJA, UVELO OBRAZOVANJE ZA CIVILNO DRUŠTVO I OSTVARILA ČVRŠĆA VEZA IZMEĐU OBRAZOVANJA I DRUŠTVENE ZAJEDNICE

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
12.1. Edukacija visokoškolskih i srednjoškolskih djelatnika putem radionica o provedbi programa društveno korisnog učenja preko studentskih i učeničkih volonterskih projekata u zajednici.	2010. i kontinuirano
12.2. Uvođenje izbornih kolegija na visokim učilištima i fakultativnih predmeta u srednjim školama koji polaze od metodologije društveno korisnog učenja za mlade.	2011. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	sveučilišta u Republici Hrvatskoj srednje škole u Republici Hrvatskoj Ured za udruge Vlade Republike Hrvatske
IZVORI SREDSTAVA	Ministarstvo znanosti, obrazovanja i športa

POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – broj izbornih kolegija na fakultetima i fakultativnih predmeta u srednjim školama koji nude projekte društveno korisnog učenja za mlade – broj studenata i učenika uključenih u fakultativne nastavne programe – broj predavača na fakultetima i odgojno-obrazovnih djelatnika u školama koji su bili uključeni u radionice primjene društveno korisnog učenja u nastavi – broj fakulteta i škola koje koriste metodologiju društveno korisnog učenja

Mjera 13. USPOSTAVITI MEHANIZME SURADNJE RODITELJA I ŠKOLE KOJIMA BI SE POVEZAO OBITELJSKI ODGOJ S ODGOJNOM ULOGOM ŠKOLE

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
13.1. Odrediti obvezu održavanja dana otvorenih vrata u svim školama kako bi roditelji imali priliku upoznati nastavnike svoje djece i razmijeniti iskustva u obrazovanju, odgoju i razvoju svoje djece.	2010. i kontinuirano
13.2. Osmisliti sustav koji bi omogućio roditeljima donošenje odluka o odgojnim programima koji ulaze u vrijednosni sustav obitelji (kao što je, primjerice, zdravstveni program).	2011. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	srednje škole u Republici Hrvatskoj
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – održavanje dana otvorenih vrata – donošenje standarda za traženje suglasnosti roditelja u provedbi određenih odgojnih programa

2. ZAPOŠLJAVANJE I PODUZETNIŠTVO

2.1. Mladi na tržištu rada

Jedan od najznačajnijih razloga nepotpune socijalne integracije mladih proizlazi, među ostalim, iz procesa njihova prinudna zadržavanja u statusu dugoročno nezaposlenih osoba. Prema malobrojnim istraživanjima u Hrvatskoj utvrđeno je da nezaposlenost kao glavni problem ističe od 40 – 60% ispitanih mladih osoba, a u područjima pogođenim ratom čak oko 80% mladih (Ilišin, 2005 prema Ilišin, 2007; Lugomer-Armano, Kamenov i Ljubotina, 2001). Većina mladih smatra kako su najveći problemi njihovih vršnjaka u Hrvatskoj, uz nezaposlenost, nizak životni standard i nedostatak životne perspektive (Ilišin, 2007). S tim u vezi je zabrinutost oko toga hoće li osobe uopće moći zadovoljiti svoje temeljne potrebe u budućnosti te nedostatak perspektive o mogućnostima zapošljavanja, profesionalnog razvoja te vođenja samostalnog i produktivnog života.

Visoka razina nezaposlenosti mladih može dovesti do njihovog otuđenja od demokratskih i političkih zbivanja u društvu. Jedan od preduvjeta za uspjeh u borbi protiv nezaposlenosti je dobro poznavanje ponašanja mladeži za vrijeme traženja zaposlenja, uz razumijevanje njihova stajališta prema društvu i institucijama.

Kako rastu globalizacijski pritisci na život mladih, raste i globalna potreba za njihovim sudjelovanjem u društvenim, ekonomskim i političkim odnosima. Zbog toga što radna okolina osigurava mogućnosti za učenje, pokazivanje inicijative, razvoj socijalnih kontakata, te samoostvarenje, za nezaposlenost se može kazati da ima utjecaj na cjelokupno, individualno zdravlje pojedinca.

Najnoviji podatak o 32% nezaposlenih mladih (Analitički bilten Hrvatskog zavoda za zapošljavanje, 2007) vrlo je zabrinjavajući, te je potrebno posvetiti posebnu pozornost nepovoljnom položaju mladih na tržištu rada. Struktura mladih nezaposlenih osoba prilično je heterogena: oko 51% mladih osoba su žene, 89% čine neudate ili neoženjeni, 9% ih ima djecu, 59% je bez radnog iskustva, 36% je nezaposleno dulje od jedne godine, preko 90% se regrutira iz nepoljoprivrednog stanovništva, 51% živi u gradskim naseljima, a preko 80% ih ima srednje, više ili visoko obrazovanje (Kerovec, 2000). Ono što ih čini teže zapošljivima jest nedostatak radnog iskustva, te neusklađenost njihove profesionalne strukture s potrebama koje na tržištu rada iskazuju poslodavci. Poseban problem predstavljaju mladi bez radnog iskustva koji su izašli iz redovnog školovanja. Niža obrazovna razina ove podskupine nezaposlene populacije svakako ih dodatno čini teško zapošljivima.

Mladi su sami po sebi socijalno ranjiva skupina, no i u pogledu toga vrlo izdiferencirani. U najranjivije skupine mladih možemo ubrojiti mlade bez kvalifikacija, mlade s posebnim potrebama, mlade majke te mlade Rome kao posebno osjetljivu nacionalnu manjinu u Hrvatskoj.

Mladi bez kvalifikacija nakon prekida školovanja vrlo često ulaze u krug korištenja socijalne pomoći te pronalaženja kratkotrajnih poslova koje poslodavac ne prijavljuje (tzv. "rad na crno"). Veliki broj poslodavaca prijavljuje radnike po načelu produžavanja ugovora na

određeno vrijeme koje je po hrvatskom zakonodavstvu kod istog poslodavca moguće produžiti u ukupnom trajanju do 36 mjeseci. Ovakva situacija sve mlade, ne samo one bez kvalifikacija, stavlja u nepovoljan položaj kad je riječ o osiguranju sigurnih uvjeta rada, dogovorene naknade za rad, te neuplaćivanja obveznih zdravstvenih i mirovinskih osiguranja. Ovime su naročito pogođene mlade majke kod kojih nije rijetka situacija da im u slučaju trudnoće poslodavac odbije produžiti ugovor o radu.

Mlade nezaposlene osobe s invaliditetom predstavljaju vrlo heterogenu skupinu s obzirom na obrazovno-radne značajke te različitu dostupnost školovanja i zapošljavanja. Elementi smanjenih mogućnosti zapošljavanja mladih s invaliditetom u Hrvatskoj vezani su uz zastarjele programe školovanja, te uz iskorištavanje poticajnih mjera od strane poslodavaca za kratkotrajno popunjavanje radnog mjesta gdje nakon isteka prvobitnog ugovora poslodavac najčešće ne nudi novi ugovor.

Romi nesumnjivo pripadaju najranjivijoj nacionalnoj manjini u Hrvatskoj zbog njihova visokog stupnja društvene isključenosti. Društvena marginalizacija dovela je do svojevrsne mimikrije primjer čega je to da se u popisu stanovništva 2001. samo 9.463 osoba izjasnilo kao Romi, dok primjerice, Ured UNICEF-a u Hrvatskoj procjenjuje broj Roma na oko 40.000 (UNESCO, 2000). Jedan dio Roma ne posjeduje osobnu iskaznicu što njima i njihovoj djeci onemogućuje stjecanje osnovnih građanskih prava i ulazak u programa školovanja. Dodatan čimbenik nepovoljne životne situacije jest loša ili nepostojeća komunalna infrastruktura u improviziranim naseljima u kojima Romi žive. Prema dostupnim podacima samo 10% Roma pohađa osnovno školovanje, dok je postotak uključenih u srednjoškolsko obrazovanje neznatan (Hoblaj, 2002).

Zbog visoke stope nezaposlenosti, kao i snižavanja općeg socijalnog standarda, položaj mladih u Hrvatskoj teško se može uspoređivati s društvenim položajem mladih u visokorazvijenim europskim zemljama. Njih pogađa visoka stopa nezaposlenosti i pretežito se zapošljavaju na poslovima kratkog trajanja. Otežan im je pristup opsežnim i relevantnim informacijama o različitim mogućnostima zapošljavanja, privatnim posredništvima za zapošljavanje i dodatnom usavršavanju koje se nudi na hrvatskom tržištu rada. Niska zapošljivost je također ponekad i posljedica osobnih značajki nezaposlenih, odnosno nedovoljno razvijenih vještina uspješne prezentacije svojih sposobnosti potencijalnom poslodavcu.

Rezultati istraživanja Instituta za društvena istraživanja "Mladi i europski integracijski procesi", provedenog 2004. godine na uzorku od 2.000 mladih i 1.000 starijih ispitanika, pokazuju da se mladi i stariji ispitanici Hrvatske znatno razlikuju, jer stariji veću važnost pridaju "klasičnim" kvalitetama, dok mladi prepoznaju i tzv. *soft skills*. Skoro dvije trećine starijih ispitanika smatra da je opće obrazovanje najvažnije, a slijedi stručna kvalifikacija s nešto više od polovine odgovora. Iza njih slijede komunikacijske vještine i znanje stranih jezika s dvije petine, odnosno trećinom odgovora starijih ispitanika. Zanimljivo je da se poznavanje informatičke tehnologije, s približno petinom odgovora, smjestilo tek na šesto mjesto i to iza ambicije. Mladi su se u najvećem broju, u približno polovini slučajeva, priklonili dobrom općem obrazovanju, zatim komunikacijskim vještinama, znanju stranih jezika, stručnim kvalifikacijama, ambiciji i tek na šestom mjestu poznavanju informatičke tehnologije.

2.2. Ekonomske determinante nezaposlenosti mladih

Jedan od elemenata opće ekonomske slike u Hrvatskoj jest i raširenost sive ekonomije koja znatno koči rast zaposlenosti i gospodarski razvoj, pri čemu je nezakonito zapošljavanje tek jedan od njezinih pojavnih oblika.

Osim šire ekonomske situacije, visoke stope nezaposlenosti mladih često su pokazatelj krutog tržišta rada, što je povezano s teškoćama i troškovima zapošljavanja i otpuštanja zaposlenih. Te su značajke tržišta rada uobičajene i za druga tranzicijska gospodarstva s nefleksibilnim tržištem rada. U isto vrijeme one su u oštroj suprotnosti s obilježjima koja prevladavaju u tranzicijskim gospodarstvima s fleksibilnijim tržištima rada. Integriranje Hrvatske u europsko tržište stvorit će snažne konkurentske pritiske u poduzetničkom sektoru. Hrvatsko gospodarstvo obilježava visoka nezaposlenost i ograničene promjene u broju radnih mjesta, a dinamika otvaranja novih radnih mjesta spora je zbog većeg broja čimbenika, uključujući i nefleksibilno tržište rada. Iznimno strogi propisi o zaštiti zaposlenja, koji ograničavaju fluktuaciju radnih mjesta, i razmjerno visoki jedinični troškovi rada, koji destimuliraju zapošljavanje i ulaganje, samo su neki od ključnih primjera krutosti tržišta rada. Pad zaposlenosti i rast nezaposlenosti znači da se u Hrvatskoj manje radnih mjesta otvara nego što ih se zatvara. Izvor problema nezaposlenosti u Hrvatskoj nije zatvaranje velikog broja radnih mjesta, već mali broj novih radnih mjesta. Stopa otvaranja novih radnih mjesta u Hrvatskoj je samo 3,5% u usporedbi s gotovo 10% u Litvi ili 7% u Bugarskoj (Rutkowski, 2003).

U zapadnoeuropskim zemljama je rast nezaposlenosti ponajprije bio uvjetovan tehnološko organizacijskim inovacijama, naglim rastom primjene novih tehnologija, koje su izmijenile strukturu zanimanja, odnosno informatičkom revolucijom i njenim složenim posljedicama po cjelokupno gospodarstvo. U Hrvatskoj zamjećujemo nekoliko čimbenika nezaposlenosti koji su tipični za zemlje u razvoju, pri čemu se ističe strukturalna nezaposlenost. Značajke strukturalne nezaposlenosti su niska ekonomska aktivnost i nerazmjernu ponudu i potražnje radne snage (s viškom na strani ponude). U Hrvatskoj također zapažamo visoku i vidljivu urbanu nezaposlenost zbog migracijskih procesa u smjeru sela – grad te latentnu ruralnu nezaposlenost. U ruralnim se područjima važni čimbenici nezaposlenosti odnose na manju tehnološku i ekonomsku razvijenost uzrokovanu posljedicama rata. Stagniranje hrvatskog tržišta rada također se manifestira u ograničenom zapošljavanju.

Imajući na umu navedene podatke, možemo zaključiti da neuralgične točke hrvatskog sustava zapošljavanja, na kojima bi svakako trebalo poraditi, možemo podijeliti na nekoliko razina: (1) socijalnu koja uključuje podizanje svijesti javnosti o problemima mladih u današnjem društvu i poticaj mladima da putem vlastitih inicijativa poboljšaju svoj društveni položaj, tj. prijeđu iz neaktivnog u aktivan dio društva; (2) razvoj učinkovitog sustava profesionalnog informiranja i savjetovanja, odnosno razvoj cjeloživotnog profesionalnog usmjeravanja (*career guidance*) što uključuje i razvoj programa unaprjeđenja vještina upravljanja profesionalnim razvojem;¹⁵ (3) olakšavanje pristupa sustavu obrazovanja – osposobljavanja, prekvalifikacije, stručnog usavršavanja kako bi osoba stekla znanja i

¹⁵ Council of European Union: Council Resolution on better intergrating lifelong guidance into lifelong learning strategies – 2905th Education, youth and culture Council meeting

vještine potrebne na tržištu rada – rad na približavanju hrvatske ekonomije ekonomiji utemeljenoj na znanju (*knowledge based economy*) i pomoć mladima pri pokretanju samostalne djelatnosti putem sustava inkubatora; (4) razvijanje potencijala volonterskog rada koji se nalazi u sljedećim područjima: obnovi infrastrukture u područjima stradalim u ratnim razaranjima, osiguravanju pomoći udaljenim i izoliranim regijama, pošumljavanju i zaštiti okoliša, resocijalizaciji liječenih ovisnika, brizi za osobe koje trebaju posebnu skrb; (5) od Hrvatske kao tranzicijske zemlje očekuje se borba protiv korupcije, transparentan pravni okvir, stvaranje učinkovite infrastrukture i uspostavljanje povoljne okoline za posao (*business friendly environment*), tj. treba ukloniti barijere zapošljavanju u manjim poduzećima i osloboditi samozapošljavanje (poduzetništvo) trenutnih barijera koje ga sputavaju (trenutni zakon, korupcija, birokracija). Neophodno je osigurati mehanizme opsežnih istraživanja tržišta rada koja bi prikupljala podatke iz različitih izvora (i vladinih i nevladinih), kao i mišljenja stručnjaka, kako bi se izgradio sustav monitoringa nezaposlenosti i zapošljavanja mladih u Hrvatskoj, te je stoga potrebno svim planskim dokumentima, kao što je na području politike zapošljavanja Nacionalni provedbeni plan za zapošljavanje (2009. – 2010.), uskladiti sve politike koje utječu na zapošljavanje mladih.

2.3. Aktivne mjere zapošljavanja

Državna i lokalna uprava u Hrvatskoj pokušavaju raznim mjerama djelovati na smanjivanje nezaposlenosti; u hrvatskom sustavu poticanja zapošljavanja najčešći su pristupi koji povećavaju potrebu za radnom snagom (*demand oriented approaches*) ili poboljšavaju mehanizme za zapošljavanje dugotrajno nezaposlenih osoba. U današnje vrijeme aktivne politike tržišta rada prvenstveno su usmjerene na smanjenje nezaposlenosti i aktiviranje neaktivnih tražitelja zaposlenja. Osnovni ciljevi politika i institucija na tržištu rada najčešće su: (1) smanjivanje nezaposlenosti, (2) smanjivanje segmentacije na tržištu rada i smanjivanje nepovoljnog položaja rizičnih skupina u zemlji, (3) promicanje regionalne, kvalifikacijske i sektorske mobilnosti te (4) porast produktivnosti rada. Za razliku od aktivnih, mjere pasivnih politika na tržištu rada odnose se na sustav naknada za nezaposlene. Novim Zakonom o posredovanju pri zapošljavanju i pravima za vrijeme nezaposlenosti, koji je stupio na snagu 1. siječnja 2009. godine, izmijenjen je institut novčane naknade za vrijeme nezaposlenosti, na način koji bi trebao potaknuti nezaposlene osobe na radnu aktivaciju i prihvaćanje različitih propisanih oblika rada.

Hrvatski zavod za zapošljavanje provodi aktivnosti profesionalnog usmjeravanja učenika završnih razreda osnovnih i srednjih škola, kao i aktivnosti profesionalnog informiranja i savjetovanja svih ciljnih skupina, a posebno mladih, nezaposlenih osoba i tražitelja zaposlenja.

U profesionalnom informiranju i savjetovanju mladih Hrvatski zavod za zapošljavanje, uz oko 120 drugih institucionalnih korisnika u području osnovnoškolskog, srednjoškolskog, visokoškolskog obrazovanja i obrazovanja odraslih, koristi program profesionalnog usmjeravanja MOJ IZBOR. Ovaj program u elektronskom obliku, među ostalim, sadrži relevantne informacije o mogućnostima stjecanja zanimanja u Republici Hrvatskoj, odnosno obrazovnim programima za pojedina zanimanja. Hrvatski zavod za zapošljavanje

svake godine ažurira program novim informacijama iz područja obrazovanja i zapošljavanja. U uporabi je druga verzija programa s opisima 300 zanimanja i mogućnostima obrazovanja za zanimanja, a radi se i na izradi treće verzije programa za sve korisnike.

Uz opće programe Hrvatski zavod za zapošljavanje također nudi i niz mjera usmjerenih ka posebnim skupinama nezaposlenih osoba. Tako kontinuirano provodi programe osposobljavanja mladih Roma za rad, dokvalifikaciju i prekvalifikaciju kako bi se osigurala njihova veća zaposlenost. U okviru mjera obuhvaćeno je sveukupno 216 osoba, od toga 115 osoba romske nacionalne manjine u dobi od 15 do 29 godina. U mjeri Javni rad obuhvaćeno je 86 osoba, u mjeri Osposobljavanje za nepoznatog poslodavca obuhvaćeno je 10 osoba, a u mjeri Subvencioniranje zapošljavanja Roma u trajanju od 24 mjeseca obuhvaćeno je 19 osoba romske nacionalne manjine.

HZZ također razvija model partnerstva u profesionalnom usmjeravanju učenika na lokalnoj razini. Pored standardnih aktivnosti HZZ-a u provođenju profesionalnog usmjeravanja ovaj model uključuje i sukladne aktivnosti osnovnih i srednjih škola u informiranju učenika i roditelja o obrazovnim programima srednjih škola, aktivnosti Hrvatske obrtničke komore, posebno kad su u pitanju upisi za deficitarna obrtnička zanimanja, kao i aktivnosti poslodavaca u promidžbi zanimanja koji učenicima omogućuju pobliže informacije i upoznavanje s poslovima pojedinih, posebno deficitarnih zanimanja.

Mjere za mlade iz Godišnjeg plana za poticanje zapošljavanja za 2007. godinu odnose se na sufinanciranje zapošljavanja mladih bez radnog iskustva do 29 godina starosti, na zapošljavanje dugotrajno nezaposlenih osoba te poticanje zapošljavanja osoba bez zanimanja (s osnovnom školom kao najvišim stupnjem obrazovanja) u javnim radovima. Općenito, mjere za mlade imaju za cilj: stjecanje prvog radnog iskustva; kraće čekanje na prvo zaposlenje; otvaranje mogućnosti pripravničkog stažiranja osobama više razine obrazovanja; stjecanje samostalnosti za rad u zvanju te omogućavanje prvog radnog iskustva osobama niže razine obrazovanja.

Rezultati provedba mjera iz Godišnjeg plana za poticanje zapošljavanja za 2006. i 2007. godinu ukazuju da su mjere, koje su usmjerene na mlade osobe do 29 godina starosti, najbolje rezultate pokazale u Mjeri 6 – financiranje obrazovanja za nepoznatog poslodavca kojom je financirano obrazovanje u 2006. godini za ukupno 467 mladih osoba iz evidencije nezaposlenih, a u 2007. godini za ukupno 1.700 mladih osoba iz evidencije nezaposlenih. Potporama za zapošljavanje omogućeno je zapošljavanje u 2006. godini za ukupno 1.770 mladih osoba iz evidencije nezaposlenih, a u 2007. godini za ukupno 2.425 mladih osoba iz evidencije nezaposlenih. Također je sufinancirano zapošljavanje mladih osoba niže razine obrazovanja i korisnika socijalne pomoći u programu javnih radova, te je u 2006. godini sufinancirano zapošljavanje za ukupno 116 mladih osoba iz evidencije nezaposlenih, a u 2007. godini za ukupno 108 mladih osoba iz evidencije nezaposlenih.

Prilog zapošljavanju mladih, i to socijalno ranjivih skupina mladih, jest Projekt resocijalizacije ovisnika o drogama Ureda za suzbijanje zlorabe opojnih droga, donesen 2007. godine. Projekt se odnosi na liječene ovisnike o drogama koji su završili neki od programa odvikavanja od ovisnosti i rehabilitacije u terapijskoj zajednici ili zatvorskom sustavu, te ovisnike koji su u izvanbolničkom tretmanu i duže vrijeme stabilno održavaju apstinenciju i pridržavaju se propisanog načina liječenja. Prema podacima Hrvatskog zavoda za zapošljavanje, tijekom

2008. godine u postupak profesionalnog usmjeravanja (informiranje i/ili savjetovanje), te procjene radne sposobnosti bila su uključena 53 liječena ovisnika. Budući da je uočena slaba motiviranost za uključivanje u organizirane oblike obrazovanja i zapošljavanja, tijekom 2008. godine u aktivnosti obrazovanja uključeno je svega 13 korisnika, od čega je kod 8 korisnika korištena mjera sufinanciranja obrazovanja za nepoznatog poslodavca. Ukupno je zaposleno 16 korisnika Projekta, a sredstva iz mjere za sufinanciranje zapošljavanja posebnih skupina nezaposlenih osoba koristilo je njih 7. Napominjemo da su navedene aktivnosti i dalje u tijeku.

Mjerama sufinanciranja zapošljavanja i financiranja obrazovanja nezaposlenih osoba iz evidencije HZZ-a, a prema Godišnjem planu za poticanje zapošljavanja za 2007. i 2009. godinu ukupno je obuhvaćeno 41 liječenih ovisnika, od čega 15 mladih nezaposlenih osoba do 29 godina. Primjenom Mjere 4 – zapošljavanje posebnih skupina nezaposlenih osoba sufinancirano je zapošljavanje 9 mladih osoba – liječenih ovisnika, a Mjerom 6 – obrazovanje za nepoznatog poslodavca financirano je uključivanje 6 mladih nezaposlenih osoba liječenih ovisnika u programe obrazovanja za zanimanja tražena na tržištu rada.

Na području politike zapošljavanja u 2008. godini je s Europskom komisijom potpisan Zajednički memorandum o prioritetima politike zapošljavanja temeljem kojeg se donosi Nacionalni provedbeni plan za zapošljavanja (2009. – 2010.), a u kojem su sadržani i prioritetni ciljevi i aktivnosti posebno usmjereni mladima. U svrhu usklađivanja svih politika koje utječu na zapošljavanje mladih osoba, ciljevi i mjere u ovom dokumentu usklađeni su s prioritetnim ciljevima i provedbenim aktivnostima dokumenata na području politike zapošljavanja.

2.4. Ciljevi

- poboljšati suradnju sustava obrazovanja i zapošljavanja
- unaprijediti sustav praćenja zapošljavanja mladih
- povećati broj mladih koji nastavljaju stjecanje znanja i vještina nakon završetka formalnog školovanja
- unaprijediti sustav informiranja o mogućnostima na tržištu rada
- uskladiti zakonske regulative s potrebama u zapošljavanju mladih
- urediti sustav stjecanja radnog iskustva izvan sustava zapošljavanja
- subvencionirati samozapošljavanje mladih
- poticati partnerstva između dionika u procesu zapošljavanja te razvoju poduzetništva
- osnažiti poduzetničku klimu mladih

2.5. Mjere i aktivnosti

Mjera 1. OSIGURATI MLADIM TRAŽITELJIMA PRVOG ZAPOSLENJA PRILAGOĐENU PODRŠKU I MJERE KOJE BI OLAKŠALE ULAZAK NA TRŽIŠTE RADA, POPUT USLUGA PROFESIONALNOG USMJERAVANJA (PROFESIONALNOG INFORMIRANJA I SAVJETOVANJA), DODATNOG USAVRŠAVANJA TE RANE I PERSONALIZIRANE PODRŠKE

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
1.1. Informirati mlade u završnim razredima srednjih škola i završnim godinama stručnih i sveučilišnih studija o načinima prijave u evidenciji Hrvatskog zavoda za zapošljavanje.	2009. i kontinuirano
1.2. Provoditi specifične programe profesionalnog informiranja i savjetovanja mladih nezaposlenih osoba za aktivnosti traženja posla na tržištu rada i planiranje razvoja karijere (individualni planovi).	2009. – 2010.
1.3. Provoditi programe profesionalnog savjetovanja i financijskih potpora za uključivanje u stručno osposobljavanje ili zapošljavanje mladih koji su napustili sustav srednjoškolskog obrazovanja.	2009. – 2010.
1.4. Financiranje uključivanja u obrazovanje mladih nezaposlenih osoba prema potrebama tržišta rada.	2009. – 2010.
1.5. Sufinanciranje prvog zaposlenja za mlade bez radnog staža.	2009. – 2010.
1.6. Sufinanciranje stručnog osposobljavanja i usavršavanja za novozaposlene mlade osobe koje se zapošljavaju u zanimanjima traženim na tržištu rada – u mjerama za dugotrajno nezaposlene.	2009. – 2010.
NOSITELJ:	Ministarstvo gospodarstva, rada i poduzetništva Hrvatski zavod za zapošljavanje
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa
IZVORI SREDSTAVA:	Hrvatski zavod za zapošljavanje
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – broj informiranih mladih osoba u završnim razredima srednjih škola i na završnim godinama fakulteta – broj osoba uključenih u programe profesionalnog informiranja i savjetovanja – broj osoba uključenih u programe profesionalnog savjetovanja za uključivanje u nastavak obrazovanja – broj mladih uključenih u programe obrazovanja – broj mladih koji su zaposleni uz sufinanciranje – broj novozaposlenih mladih koji su uključeni u stručno osposobljavanje i usavršavanje

Mjera 2. RAZVITI INSTITUCIONALNE PREDUVJETE I KAPACITETE ZA ANALIZU I PREDVIĐANJE POTREBA TRŽIŠTA RADA ZA ZNANJIMA I VJEŠTINAMA (KOMPETENCIJAMA) NA SVIM RAZINAMA

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
2.1. Izraditi metodologiju analize i prognoze pokazatelja o položaju mladih na lokalnom tržištu rada prema programu završenog obrazovanja.	2009. – 2010.
2.2. Osigurati institucionalne preduvjete i kapacitete za provedbu i nacionalnu koordinaciju analize i prognoze pokazatelja o položaju mladih na lokalnom tržištu rada prema završenom obrazovanju u Hrvatskom zavodu za zapošljavanje.	2009. – 2010.
2.3. Pružiti mladima informacije dobivene na temelju analize pokazatelja o položaju mladih na lokalnom tržištu rada prema sadržaju završenog obrazovanja te na temelju analize rezultata ANKETE POSLODAVAC i podataka iz drugih izvora.	2009. – 2010.
2.4. Započeti uspostavu sustava školskog/profesionalnog usmjeravanja u osnovnim, srednjim školama, visokom obrazovanju i obrazovanju odraslih.	2009. – 2010.
2.5. Započeti osnivanje pilot centara za cjeloživotno profesionalno usmjeravanje i razvoj karijere, namijenjenih učenicima, studentima, poslodavcima, nezaposlenima/tražiteljima posla.	2009. – 2010.
NOSITELJ:	Ministarstvo gospodarstva, rada i poduzetništva Hrvatski zavod za zapošljavanje
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Hrvatska gospodarska komora Hrvatska obrtnička komora Agencija za obrazovanje odraslih sveučilišta i veleučilišta u Republici Hrvatskoj srednje škole u Republici Hrvatskoj
IZVORI SREDSTAVA:	Hrvatski zavod za zapošljavanje
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – izrađena metodologija analize i prognoze pokazatelja o položaju mladih na lokalnom tržištu rada prema programu završenog obrazovanja – osigurani institucionalni preduvjeti i kapaciteti za provedbu analize i prognoze pokazatelja o položaju mladih na lokalnom tržištu rada prema završenom obrazovanju – broj informiranih mladih osoba – osigurane mjere za uspostavu sustava školskog/profesionalnog usmjeravanja u osnovnim, srednjim školama, visokom obrazovanju i obrazovanju odraslih – osigurani preduvjeti (prostorni, kadrovski i drugi) za osnivanje pilot centara za cjeloživotno profesionalno usmjeravanje i razvoj karijere namijenjenih učenicima, studentima, poslodavcima, nezaposlenim osobama/tražiteljima posla.

Mjera 3. POTICATI I SUBVENCIONIRATI ZAPOŠLJAVANJE I PODUZETNIŠTVO MLADIH

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
3.1. Promicati dostupne subvencije i olakšice za poslodavce koji zapošljavaju mlade kroz različite oblike informiranja i prilikom održavanja stručnih skupova, konferencija i okruglih stolova.	2009. i kontinuirano
3.2. Ispitati potrebe i mogućnosti te osmisliti program koji bi potaknuo gospodarstvo na suradnju s obrazovnim institucijama, tj. osmisliti sustav volontiranja u institucijama i tvrtkama.	2010. i dalje kontinuirano
3.3. Uvesti porezne ili druge olakšice za zapošljavanje osoba do 29 godina.	2009.
3.4. Ispitati potrebe i mogućnosti te osmisliti projekt makroregionalnog poduzetničkog inkubatora za mlade u Zagrebu, Rijeci, Osijeku i Splitu.	2010.
3.5. Subvencionirati pokretanje novih obrta/poduzeća kroz uspostavu jamstvenog fonda za mlade koji bi putem kreditiranja, subvencija i nepovratnih sredstava sufinancirao projekte mladih poduzetnika do 29 godina.	2010. i kontinuirano
NOSITELJ:	Ministarstvo gospodarstva, rada i poduzetništva
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Hrvatski zavod za zapošljavanje Ured za udruge Vlade Republike Hrvatske Hrvatska gospodarska komora Hrvatska obrtnička komora Hrvatska udruga poslodavaca HAMAG jedinice lokalne samouprave: Zagreb, Rijeka, Split i Osijek
IZVORI SREDSTAVA:	Ministarstvo gospodarstva, rada i poduzetništva
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – obuhvat aktivnosti promocije i informiranja poslodavaca – broj zainteresiranih institucija i tvrtki za volonterski rad mladih i broj zainteresiranih mladih za volontiranje u institucijama i tvrtkama – broj novozaposlenih osoba do 29 godina – izrađen projekt makroregionalnih poduzetničkih inkubatora za mlade – broj novootvorenih obrta/poduzeća i broj zaposlenih – broj sufinanciranih projekata

3. SOCIJALNA POLITIKA

3.1. Analiza stanja socijalne politike za mlade

Pod socijalnom politikom prema mladima podrazumijevamo sustav usmjerenih društvenih intervencija (kako privremenih, tako i trajnih mehanizama i službi za potporu) u funkciji prevladavanja socijalnih rizika, ublažavanja socijalnih nejednakosti, ujednačavanja životnih izgleda te poticanja društvene solidarnosti i integracije. Ciljevi tih intervencija su pozitivan razvoj i socijalno uključivanje svih mladih, a posebice skupina koje trebaju dodatnu pozornost i potporu.

Hrvatska dijeli neke od europskih trendova vezane uz položaj mladih u društvu. U zemljama srednje i istočne Europe mladi su tijekom 90-ih postali najsiromašnija skupina stanovništva, što se najčešće očituje u tome da mladi ne raspolažu imovinom (nekretninama, ušteđevinom i dionicama), teško se zapošljavaju i dolaze do stana te ovise o pomoći roditelja. Osnovne determinante socijalnog položaja najvećeg dijela mladih i stupnja njihove uključenosti su: uključenost u obrazovni ili radni proces, obiteljska podrška, lokalna zajednica i vršnjačke skupine. U teškom su položaju mladi koji napuštaju obrazovanje prije stjecanja kvalifikacije. Oni često ne mogu naći posao ili se zapošljavaju u nesigurnim, loše plaćenim pa i rizičnim poslovima. Uostalom, postoji čvrsta veza između stupnja društvene uključenosti, obrazovanja i zaposlenja. Mladi koji su socijalno isključeni nemaju odgovarajući pristup obrazovanju, a zbog toga im je još nesigurnije zapošljavanje, što često vodi do životne ovisnosti, siromaštva i daljnjeg isključivanja.

Posebno ugrožene skupine su i mladi bez obiteljske podrške te mladi bez doma – beskućnici. Kvalitetan život, uključivanje u društvene tokove i kumulacija kapitala dodatno su otežani mladima koji žive u krajevima udaljenim od većih središta (na otocima, u selima i manjim gradovima) gdje su vrlo male mogućnosti izbora obrazovanja i zapošljavanja te dostupnost informacija, organiziranih sadržaja i službi prilagođenih potrebama mladih. Socijalno nepovoljni položaj mladih povezan je i s problemom otežanog stambenog osamostaljivanja. Otežanom osamostaljivanju su uzrok skupi stanovi privatnih najmodavaca, problem neregistriranih ugovora o najmu, nedostupnost subvencija za troškove stanovanja, skroman obim socijalne stanogradnje, nedostupnost poticane stanogradnje zbog kreditne nesposobnosti mladih, te ukupne visine troškova stanogradnje.

Zahvaljujući visokom stupnju obiteljske solidarnosti i dugotrajnoj podršci roditelja, najveći dio mladih nije prepušten sam sebi, što uvelike ublažava socijalne rizike. No nisu ni sve obitelji u stanju podržati svoje mlade članove. Procjenjuje se, naime, da oko 10% stanovništva Hrvatske živi ispod nacionalnog praga siromaštva. Mladi iz siromašnih i disfunkcionalnih obitelji trebaju veću društvenu pomoć kako bi se izjednačili njihovi izgledi u obrazovanju, zapošljavanju te zadovoljavajućem osobnom i obiteljskom životu.

Socioekonomska situacija je osobito teška u ratom pogođenim područjima. U istraživanju mladih s područja posebne državne skrbi (Raboteg-Šarić i Rogić, 2002) utvrđeno je kako čak 29,1% mladih često ili gotovo stalno brine hoće li njihova obitelj imati dovoljno sredstava za život. Na područjima izravno pogođenim ratom došlo je do dezintegracije zajednice i

osjećaja gubitka njezina smisla, pa mladi ljudi žive u okruženju podijeljenosti i tenzija. Pitanja povratka prognanih i izbjeglih, obnove i povrata imovine, njihova zapošljavanja, reintegracije u društvo te izgradnje suživota, svakodnevni su izazovi za mlade na tim područjima gdje je gospodarska aktivnost još uvijek niskoga intenziteta. Programi koje provode strane i domaće nevladine organizacije, usmjereni na ekonomsku revitalizaciju i socijalnu integraciju, samo donekle ublažavaju posljedice rata. U tim područjima preko polovice mladih (55,6%) je nezadovoljno svojim životom, te bi čak 50,2% njih zbog boljih prilika za školovanje, zaposlenje i život napustilo svoju domovinu (Raboteg–Šarić i Rogić, 2002). Nažalost, mladi iz svih dijelova Hrvatske uvelike iskazuju da su razmišljali o emigriranju ukoliko im se ukaže prilika (67% prema istraživanju Lugomer-Armano, Kamenov i Ljubotina, 2001).

Navedeni činitelji povećavaju socijalnu ranjivost mladih, a vjerojatno utječu i na sve kasnije zasnivanje obitelji i roditeljstvo. Socijalni standard i proces modernizacije zahtijevaju zaposlenost oba roditelja, a ne postoje zadovoljavajući prateći društveni servisi koji bi to omogućili. Nedostaje edukacija i potpora mladim roditeljima, osobito onima bez pozitivne obiteljske povijesti i potpore, u razvijanju primjerenih roditeljskih vještina i načina suočavanja s ekonomskim, radnim i roditeljskim stresom. Obiteljski centri kao ustanove koje osniva Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, te savjetovališta koje organiziraju različite organizacije civilnog društva, ustanove i jedinice lokalne samouprave, trebaju značajnije pridonijeti razvoju servisa podrške mladim obiteljima. Međutim, problem je, s jedne strane, međusobna suradnja svih ustanova i institucija, a s druge, odgovarajuće informiranje građana o postojanju i dostupnosti ovih servisa.

Uz sve navedeno, neke skupine mladih u većoj su mjeri socijalno isključene zbog predrasuda ili prekida veza s obitelji i zajednicom. Pri određivanju socijalno isključenih skupina javlja se problem njihovog prepoznavanja. Samo za neke skupine postoji šire prihvaćeno priznavanje njihove veće ranjivosti i socijalnih rizika kojima su izloženi, dok o marginaliziranosti drugih postoji svijest samo kod malog dijela javnosti. O nekim specifičnim skupinama postoje u javnosti izraziti stereotipi, izbjegavanje i/ili strah, što dodatno pojačava njihovu socijalnu isključenost (npr. osobe manjinskih seksualnih orijentacija, žrtve komercijalne seksualne eksploatacije, oboljeli od AIDS-a, duševnih ili drugih rijetkih bolesti i dr.). Mladi percipiraju socijalnu nepravdu i u nejednakoj brizi društva za siromašne, kao i nejednakim prilikama mladih u manjim mjestima i većim gradovima (Lugomer-Armano, Kamenov i Ljubotina, 2001). Oko četvrtine mladih također ističe problem nepotizma koji onima bez pravih "veza i poznanstava", usprkos sposobnosti i stručnosti, otežava socijalnu promociju, pa čak i samu egzistenciju (Ilišin, 2007). Zato oko 60% mladih očekuje od društva osiguravanje jednakih izgleda u obrazovanju i zapošljavanju za sve (Ilišin, 2007).

Od svih nacionalnih manjina i etničkih skupina u Hrvatskoj, Romi nedvojbeno imaju najteži socijalni položaj, uvjetovan visokim stupnjem socijalne isključenosti. Studije dosljedno pokazuju da su Romi "prezastupljeni" u svim kategorijama kojima je potrebna društvena zaštita: vrlo siromašni, dugoročno nezaposleni, bez stručne spreme, neobrazovani, članovi velikih obitelji, osobe bez boravka, državljanstva itd. Stoga Romi, pogotovo mladi, moraju dobiti priliku da izbjegnju krug siromaštva, diskriminacije i marginalizacije.

U cilju poboljšanja uvjeta života pripadnika romske nacionalne manjine Vlada Republike Hrvatske donijela je Nacionalni program za Rome i Akcijski plan Desetljeća za uključivanje Roma 2005. – 2015. godine, kojima se na sustavan način želi pomoći Romima, osobito djeci

i mladima, u poboljšanju uvjeta života te njihovu uključivanju u društveni život i procese odlučivanja uz očuvanje identiteta, tradicije i kulture. Nacionalni program za Rome obuhvaća područje obrazovanja, očuvanje tradicijske kulture, uključivanje Roma, osobito mladih i djece, u društveni i politički život, statusna pitanja, suzbijanje diskriminacije, zdravstvenu zaštitu, zapošljavanje, socijalnu skrb, zaštitu obitelji, materinstva i mladeži, te prostorno uređenje. Mjere predviđene u Akcijskom planu pridonijet će uklanjanju dugogodišnje marginalizacije i diskriminacije romske manjine, te iskorjenjivanju siromaštva, a shodno gospodarskom razvoju i osiguravanje višeg životnog standarda.

Zbog svega navedenog postoji jasna potreba za iscrpnom studijom temeljenom na pouzdanom istraživanju o mladima koji su marginalizirani i stigmatizirani u Hrvatskoj. Bez pouzdane informacije, strategije i politike usmjerene na ove skupine često su neodgovarajuće i ne ispunjavaju njihove stvarne potrebe.

Smjer u kojem će se ostvariti društvena uloga svake mlade osobe, koja se kreće na kontinuumu od najvrednijeg potencijala do najvećeg problema, ovisi o sposobnosti svake zajednice da putem formalnih i neformalnih izvora pruži podršku mladoj osobi i ojača njezine potencijale za uspješno suočavanje sa životnim izazovima (Blažeka, Janković, Berc, 2003). Stoga o dobro usmjerenim i sveobuhvatnim mjerama socijalne politike prema mladima uvelike ovisi položaj i budućnost mladih, kao i njihov sadašnji i budući stupanj uključenosti te doprinos zajednici.

3.2. Mladi koji ne završavaju srednju školu

U Hrvatskoj danas oko 98% djece sudjeluje u obveznom osnovnom obrazovanju, a podaci o sudjelovanju mladih u srednjoškolskom obrazovanju su nedostatni i nepouzdana te se kreću u rasponu od 61,5 – 65%. Što se tiče visokog obrazovanja, u njemu mladi sudjeluju s oko 31,3% (Ilišin, Mendeš i Potočnik, 2003).

Među mladima, posebice adolescentima, osobito zabrinjava skupina onih koji ne pohađaju ili nisu završili osnovnu ili srednju školu. Među mladima do 29 godina njih 16,5% nema nikakve kvalifikacije (Ilišin, Mendeš i Potočnik, 2003). Ova skupina je izrazito socijalno ranjiva jer je izložena rizicima siromaštva (ograničena mogućnost zapošljavanja, rad u slabije plaćenim poslovima, češća razdoblja nezaposlenosti) i razvoja društveno neprihvatljivog ponašanja.

O uzrocima, zbog kojih mladi u Hrvatskoj ne završavaju školu ili ne upisuju srednju školu, ne zna se puno te im se ne posvećuje dovoljna pozornost. Prema iskustvima i podacima iz drugih zemalja mogu se identificirati tri skupine razloga: osobni razlozi, institucionalni i socijalno-ekonomski. U osobne razloge ubrajaju se loš školski uspjeh, nisko akademsko i opće samopoštovanje te otuđenost od škole i školskog života, pri čemu učenik nakon nekog vremena jednostavno odustane od škole ili "ispadne" iz školskog sustava. Institucionalnim razlozima smatraju se značajke škole, školske klime, postupaka discipliniranja i interakcija učenika i nastavnika, te studijskih programa. Svi oni oblikuju školsko iskustvo koje može umanjiti mogućnost uspjeha učenika i postupno ga "izgurati" iz škole. Treća skupina čimbenika odnosi se na loše socijalno-ekonomske prilike obitelji nekih učenika koje ne mogu podnijeti troškove školovanja djeteta ili situacije u kojima je potrebno zapošljavanje mlade osobe zbog skrbi za

članove svoje primarne obitelji ili vlastite djece. U našoj zemlji se, osobito u nekim krajevima kao što su otoci i druga udaljenija područja, kao uzroci često spominju skup prijevoz do škole i loša prometna povezanost. Dio mladih, koji se suočava s teškoćama odrastanja, ne dobiva dovoljnu podršku u školi, obitelji ni lokalnoj zajednici na njima prihvatljiv način, te odustaje od daljnjeg školovanja zbog dojma da nikome nije stalo do njih i njihovog školovanja. Treba naglasiti kako su rizici napuštanja škole još veći za mlade s teškoćama u razvoju, osobito za one s poteškoćama učenja i emocionalnim ili ponašajnim problemima.

Prema tome, čini se kako su među podskupinama mladih, koje su u većoj opasnosti od preranog napuštanja obrazovnog sustava i ostajanja bez stručnih kvalifikacija, mladi sa slabijim školskim uspjehom i drugim teškoćama razvoja, oni lošijeg socioekonomskog statusa, što uključuje posebno ratom pogođena područja izrazito niske stope zaposlenosti, koji nemaju primjerenu obiteljsku i institucionalnu podršku, te mladi Romi. Prema nekim podacima samo oko 5% mladih Roma u Hrvatskoj pohađa srednju školu (*Denied a Future*, 2003). No prave razloge i uzroke, kao i rizične podskupine, potrebno je tek otkriti bilježenjem odgovarajućih pokazatelja.

Ne treba zanemariti ni mogućnost da odustajanje od škole može biti i rezultat sve proširenijeg gledišta među mladima prema kojemu obrazovanje nije dovoljno cijenjeno u društvu (43,4%) i kako u društvu bolje uspijevaju oni koji su snalažljivi, bogati i politički podobni (47%), te kako je sve teže dobiti posao za koji su se obrazovali (55,8%) (Baranović, 2002).

U smanjivanju posljedica ovoga problema značajni su programi usmjereni mladima, koji se provode u okviru Hrvatskog zavoda za zapošljavanje, koji provodi i profesionalno usmjeravanje učenika završnih razreda osnovnih i srednjih škola, osobito učenika s utvrđenim teškoćama u razvoju, kroničnim zdravstvenim teškoćama i drugim učenicima koji iz različitih razloga postižu slab školski uspjeh. Važećom Odlukom Ministarstva znanosti, obrazovanja i športa o opisu učenika u srednju školu, ovim je učenicima, temeljem mišljenja stručnog tima za profesionalno usmjeravanje Hrvatskog zavoda za zapošljavanje, omogućen olakšan opis u programe koji se smatraju primjerenima njihovim utvrđenim psihofizičkim mogućnostima. Time se velikim dijelom prevenira pojava napuštanja obrazovanja zbog teškoća ili neprilagođenosti programa mogućnostima učenika.

Nadalje, Hrvatski zavod za zapošljavanje sudjeluje u provedbi programa Opismenjavanje, osnovno obrazovanje i osposobljavanje, kroz projekt: "Za Hrvatsku pismenosti: put do poželjne budućnosti – Desetljeće pismenosti 2002. – 2013." Uloga Zavoda u ovom Programu je identificiranje i uključivanje nezaposlenih mladih osoba u evidenciji Zavoda, koje su napustile školovanje, da završe program osnovne škole i steknu osposobljavanje za početno zanimanje, kako bi se unaprijedila mogućnost njihove lakše integracije u svijet rada i spriječila daljnja socijalna isključenost. Zavod također provodi radionice usmjerene unaprjeđenju kompetencija za aktivno traženje zaposlenja, kako bi se spriječila dugotrajna nezaposlenost, a time i socijalna isključenost mladih.

Poseban je problem ipak neodgovarajuća uključenost socijalnih službi i lokalnih zajednica u stvaranju mehanizama socijalne podrške mladima i njihovim obiteljima u ustrajanju na obrazovanju, informiranju i organiziranju pristupačnih alternativnih, izvaninstitucionalnih oblika obrazovanja i stjecanja kvalifikacija.

Treba naglasiti da je obrazovanje ustavna i zakonska obveza te kao takvo mora biti dostupno svakoj osobi, pogotovo djeci i mladima koji su socijalno isključeni i nisu u mogućnosti iskoristiti svoje pravo bez dodatne podrške.

3.3. Mlade osobe s invaliditetom

Sve društvene intervencije prema osobama s invaliditetom moraju imati za cilj postizanje najveće moguće samostalnosti svake osobe, ekonomske nezavisnosti i pune integracije u društvo. Za to je potrebna suglasnost i usklađena akcija svih sektora i različitih političkih razina, ali se stvarna integracija mora i jedino može dogoditi na razini lokalne zajednice. U tu svrhu Vlada Republike Hrvatske donijela je Nacionalnu strategiju izjednačavanja mogućnosti za osobe s invaliditetom od 2007. do 2015. godine.

Međutim, osobe s invaliditetom su heterogena skupina, s različitim vrstama i stupnjevima ograničenja te različitim sposobnostima. Heterogena su skupina i mlade osobe s invaliditetom te je mnogima od njih, zbog njihovih osnovnih teškoća, istodobno potrebna zdravstvena, socijalna i drugi oblici skrbi. Međutim, ne treba smetnuti s uma ni potrebe i interese mladih s invaliditetom koji proizlaze iz njihove dobi i životnog razdoblja u kojem se trenutno nalaze.

Prema Hrvatskom registru osoba s invaliditetom, u dobnoj skupini od 15 do 29 godina u 2008. ima 16.036 osoba s invaliditetom, od čega ih je 9.838 muškog (61%), a 6.198 ženskog spola (39%). Od tog broja najveći postotak (45,7%) osoba je u dobnoj skupini od 15 do 19 godina. S obzirom na prebivalište, najveći postotak osoba s invaliditetom i većim teškoćama u razvoju, u dobnoj skupini od 15 do 19 godina, u odnosu na ukupni broj stanovnika živi u Međimurskoj, Krapinsko-zagorskoj te Požeško-slavonskoj županiji. Podaci ukazuju da najveći broj mladih s invaliditetom na tim područjima pripada marginaliziranim društvenim skupinama (Romima) te se invaliditet i teškoće tih osoba mogu povezati sa socioekonomskim uvjetima, odnosno siromaštvom u kojem žive. Prema Hrvatskom registru osoba s invaliditetom, ove osobe u najvećem broju žive u obitelji, dok ih 215 živi samo, 480 živi u ustanovi, a 188 je u udomiteljskoj obitelji, što ukazuje na njihovu nesamostalnost. Alarmantno je da 1.674 osobe žive u nezadovoljavajućim uvjetima stanovanja.

Kroz sustav socijalne skrbi različita prava na pomoć (uključujući novčanu pomoć, institucijski i udomiteljski smještaj) ostvaruje oko 15.000 mladih. Određeni je broj učenika s teškoćama zaknut za pojedina prava iz sustava socijalne skrbi, uglavnom zbog nedovoljne povezanosti sustava, ali i zbog toga što same osobe s invaliditetom, njihovi roditelji i skrbnici ne poznaju dovoljno prava osoba s invaliditetom ni načine njihova ostvarenja. Važno je stoga osigurati informiranje obitelji mladih s invaliditetom o njihovim pravima te osigurati besplatnu pravnu i druge oblike pomoći kako bi se ta prava i ishodila.

Područje koje je ključno svim mladim osobama, pa tako i mladima s invaliditetom, je obrazovanje. Osigurati pristup mladima s invaliditetom obrazovanju je ustavna i zakonska obveza tijela državne vlasti te je kao takvu trebaju pratiti i omogućiti svi sustavi, a osobito sustav obrazovanja, zdravstva, socijalne skrbi i tijela državne uprave zadužena za prostorno planiranje. Prema podacima iz sustava obrazovanja, 3.471 osoba (47%) u dobnoj skupini od 15

do 19 godina je u nekom obliku prilagođenog školovanja, što je najčešće potpuna odgojno-obrazovna integracija s prilagođenim nastavnim postupcima. Nadalje, sustav socijalne skrbi (podaci za 11.859 osoba) pokazuje da 1.256 osoba dobiva posebno obrazovanje, 689 osoba nema završenu osnovnu školu, 1.467 ima osnovno školsko obrazovanje, 1.229 osoba je srednje stručne sprema, dok ih je 37 visoke ili više stručne sprema (izvor: Hrvatski registar osoba s invaliditetom). Kod osoba s nezavršenom osnovnom školom radi se u 93 slučaja o višestrukim oštećenjima, a ostale su osobe s mentalnom retardacijom (471), cerebralnom paralizom (11), slijepi (10), hidrocefalus (4), Down sindrom (4), Laurence MOON Bildov sindrom (1), Turner sindrom (1), ahondrodisplazije (2), teški oblici epilepsije (12), mišićne distrofije (11), Charco-Merie-Tooth (2), neoplazme (19), psihoze (36), gluhoonijemost (4), autizam (4), cistična fibroza (1), spinalna mišićna atrofija (2) i atrofija mozga (1). Obrazovanje mladih s većim teškoćama u razvoju (koji ne mogu nastaviti srednjoškolsko obrazovanje odnosno osposobiti se za rad) provodi se u skladu s Pravilnikom o osnovnoškolskom obrazovanju učenika s teškoćama u razvoju (Narodne novine, 23/01). U svakom slučaju, osobe s invaliditetom i većim teškoćama u razvoju nisu dovoljno zastupljene u obrazovanju, što ima izrazito negativne učinke na njihovo zapošljavanje i daljnji stupanj društvene uključenosti.

Prema dostupnim podacima iz Hrvatskog zavoda za zapošljavanje, u 2008. evidentirano je 2.038 nezaposlenih osoba između 15. i 29. godine života, čime u ukupnom broju nezaposlenih osoba s invaliditetom mladi sudjeluju s 35,4%. Paradoksalno je da, prema podacima sustava socijalne skrbi, sposobnost za osposobljavanje za samostalan rad postoji kod 3.497 osoba (29%) i djelomična sposobnost za osposobljavanje za samostalan rad kod 647 osoba (5,4%), a zaposlen ih je tako mali broj. Slab pristup obrazovanju i zapošljavanju osoba s invaliditetom vodi njihovoj doživotnoj ovisnosti o drugima, siromaštvu i socijalnoj isključenosti. Bez obrazovanja ili formalne kvalifikacije teže je doći do zaposlenja, a zaposlenje je važan aspekt stjecanja društvenog statusa i poštovanja te važan put za socijalno uključivanje. Istraživanja pokazuju da prihod i samostalnost pridonose pozitivnijoj samopercepciji i većem životnom zadovoljstvu osoba s invaliditetom bez obzira na stupanj invaliditeta.

Veliki su problem brojne fizičke barijere, koje onemogućuju pristup i sudjelovanje mladih s invaliditetom u aktivnostima u zajednici, školovanje u redovnim obrazovnim ustanovama te samostalno izvođenje osnovnih svakodnevnih aktivnosti. Međutim, ne treba zaboraviti da fizičke barijere također onemogućavaju mladima s invaliditetom ulazak u prostore u kojima se okupljaju mladi te uključivanje u aktivnosti za mlade, čime se dodatno pojačava njihova isključenost i onemogućava povezivanje s vršnjacima. Iako su poduzete mjere i postignut određen napredak na otklanjanju fizičkih zapreka i omogućavanju većeg uključivanja osoba s invaliditetom te njihovog što aktivnijeg sudjelovanja u društvu, situacija je još uvijek daleko od zadovoljavajuće.

Dodatni je problem što unutar različitih organizacija osoba s invaliditetom (udruženja i saveza) mladi ponekad imaju marginalnu poziciju, pa njihove potrebe ostanu nedovoljno artikulirane i nedovoljno sudjeluju u odlučivanju. Ipak, kada se radi o problematici mladih osoba s invaliditetom, treba ponajprije kontaktirati udruge i saveze osoba s invaliditetom koji bi trebali biti najbolji zagovornici specifičnih potreba i interesa i mladih osoba s invaliditetom.

3.4. Mladi s poremećajima u ponašanju

U poremećaje u ponašanju uključujemo sva ponašanja koja štete društvenoj dobrobiti kao što su maloljetnička delinkvencija, osobito agresivno i nasilničko ponašanje, oštećenja imovine, kršenje propisa o prometnoj sigurnosti, ali i sva ona ponašanja koja su štetna za samu mladu osobu, a koja se također u konačnici negativno odražavaju na njenu društvenu uključenost. Primjeri takvih ponašanja su: pretjerana povučenost, potištenost, autoagresivna ponašanja kao što su samoozljeđivanje, suicidalnost, rizična seksualna aktivnost, nedostatak brige o vlastitoj zaštiti i sigurnosti, napuštanje škole ili konzumiranje psihoaktivnih sredstava i drugo.

Vezano uz samoubojstva i autodestruktivna ponašanja treba naglasiti da je 2000. godine zaustavljen izrazit porast u broju samoubojstava u skupini mladih od 15–19 godina, ali je 2006. godine taj oblik autodestruktivnog ponašanja u toj dobnoj podskupini počeo rasti i zato zaslužuje posebnu pozornost. Osobito su rizična podskupina mladići, jer omjer izvršenih samoubojstava mladića naprema djevojkama iznosi i do 3,5 : 1 (Hrvatski zdravstveno-statistički ljetopis za 2006., 2007).

Podaci o poremećajima u ponašanju i kriminalitetu mladih u velikoj mjeri su određeni definicijom, načinom registriranja i učinkovitošću službi (policije, pravosuđa i socijalne skrbi). Nasilničko ponašanje u školama prepoznato je kao ozbiljan društveni problem na prelasku tisućljeća te je Vlada Republike Hrvatske donijela program mjera za njegovo suzbijanje. Posljednjih nekoliko godina je, posebno u velikim gradovima i to prvenstveno Zagrebu i Splitu, zabilježeno sve više slučajeva vandalizma i nasilništva na športskim manifestacijama s većim brojem ozlijeđenih i materijalnom štetom. Bilježe se i slučajevi rasističkih napada te djela koja po svojim obilježjima odgovaraju obilježjima kaznenih djela koje je zakon prepoznao kao zločine iz mržnje. Neke društvene skupine, pa tako i pojedine skupine mladih, otvoreno zastupaju rasističke i post-nacističke ideje te su sklone nasilju prema pripadnicima nacionalnih manjina, homoseksualcima i političkim neistomišljenicima. Što se tiče zlouporabe sredstava ovisnosti (Bouillet, 2007), istraživanjima su dobiveni podaci da mladi najčešće koriste duhan i alkohol (što čini više od 40% mladih). Po učestalosti slijede hašiš i marihuana, tablete za smirenje i koncentraciju, a na posljednjem su mjestu *ecstasy*, heroin i kokain. Značajno je utvrditi da prema različitim istraživanjima, između 65% i 76% mladih nikada nije probalo marihuanu te da se u zadnjih nekoliko godina povećava broj mladih koji nisu probali psihoaktivne supstance (Bouillet, 2007).

Prema izvješću Državnog zavoda za statistiku o maloljetnim počiniteljima kaznenih djela, objavljenom 2007. godine, vidljivo je da u razdoblju od 1998. do 2003. godine kontinuirano raste ukupan broj prijavljenih, optuženih i osuđenih maloljetnih počinitelja kaznenih djela s 1.896 u 1998. godini na 2.909 u 2003. godini. U 2004. i 2005. godini primjećujemo neznatan pad ukupnog broja prijavljenih, optuženih i osuđenih maloljetnih počinitelja u odnosu na prethodnu godinu, a u 2006. godini neznatan porast, ali je vidljivo da se ukupan broj kreće u rasponu od 2.630 do 2.830. U ukupnom promatranom razdoblju od 1998. do 2006. godine maloljetnici su u najvećem broju slučajeva činili kaznena djela protiv imovine, zatim protiv vrijednosti zaštićenih međunarodnim pravom i to prvenstveno zlouporabu opojnih droga, nakon toga slijede kaznena djela protiv života i tijela, pri čemu najveći udio otpada na tjelesne ozljede, te protiv opće sigurnosti ljudi i imovine i sigurnosti prometa. Od

ukupnog broja prijavljenih maloljetnih osoba u cjelokupnom promatranom razdoblju udio počiniteljica se kreće između 3% i 8%.

Saznavši više o kriminalitetu maloljetnih osoba, postavlja se pitanje što je s onima koji su navršili 18 godina, ali još uvijek po dobnoj klasifikaciji spadaju u skupinu mladih osoba. Na primjerima podataka Državnog zavoda za statistiku iz 2007. godine možemo analizirati ukupni udio kriminaliteta mladih osoba između 15 i 29 godina života. U 2007. godini je za počinjenje kaznenih djela osuđeno 974 maloljetnika i još 11.143 osoba između 18. i 29. godine života. Dakle, ukupno je osuđeno 12.117 mladih osoba, od ukupnog broja od 25.190 osuđenih osoba. Dakle, dobna skupina mladih od 15 do 29 godina čini gotovo polovicu od svih počinjenih kaznenih djela.

Odgovor društva na kršenje propisa, kada su počinitelji maloljetni ili starosti do 21 godine, razlikuje se u odnosu na reakciju prema odraslima. Najčešća sankcija za punoljetne počinitelje kaznenih djela je uvjetna kazna zatvora. Kod maloljetnih ili mladih punoljetnih počinitelja nositelji mjera su centri za socijalnu skrb, ali ključna je partnerska uloga odgojno-obrazovnih i drugih ustanova te organizacija civilnog društva. Za maloljetne počinitelje je Zakonom o sudovima za mladež predviđeno izricanje izvaninstitucionalnih mjera kao što su mjere upozorenja i mjere pojačanog nadzora, kojima se nastoji postići resocijalizacija mladih i njihova reintegracija u društvo, uz naglasak na izbjegavanje lišavanja slobode. Za počinjena kaznena djela maloljetnim prijestupnicima su u preko 40% slučajeva izrečene mjere upozorenja (i to sudski ukor koji je češće izrican u devedesetim godinama prošlog stoljeća i posebne obveze koje se češće izriču od 2000. godine). Sljedeća skupina mjera, približno jednake učestalosti izricanja, su mjere pojačanog nadzora. Za uspješno provođenje izvaninstitucionalnih mjera potrebno je ostvariti brojne pretpostavke, kao što su primjerena mjesta i programi za odrađivanje društveno korisnog rada, poticanje osnivanja savjetovališta za mlade za izvršavanje posebne obveze uključivanja u rad savjetovališta, dovoljan broj stručnjaka za provođenje mjera pojačane brige i nadzora, osposobljeni posrednici (medijatori) za provođenje izvansudske nagodbe i slično. Također je ključno osigurati uvjete za provođenje predviđenih mjera na području cijele Republike Hrvatske budući da su do sada djelomično osigurani uglavnom oko većih gradskih centara i to uz pomoć organizacija civilnog društva.

Ostale, uglavnom institucionalne, mjere se izriču puno rjeđe i smatraju se osobito upitne učinkovitosti. Neučinkovitosti institucionalizacije pridonosi nedostatna opremljenost ustanova, nedovoljni broj stručnjaka te drugi čimbenici zbog kojih se ne uspijeva osigurati okruženje potrebno za pozitivnu promjenu u ponašanju. Dodatni je problem što mladima nakon izlaska iz ustanove uglavnom nedostaje podrška pri ponovnom integriranju u zajednicu i obitelj. Izostanak takve podrške može voditi ponovnom izvršenju kaznenih djela.

U društvu se često neprimjereno mnogo očekuje od mjera kazneno pravne reakcije pa u nedopustivoj mjeri izostaje rad na prevenciji poremećaja u ponašanju mladih poduzimanjem mjera zdravstvene, odgojno-obrazovne, obiteljsko-pravne i socijalno-zaštitne intervencije, radi osiguranja odgoja i pravilnog razvitka mladih, kao i rad na pravodobnom identificiranju rizika. Stoga je vrlo bitno osnažiti društvene mehanizme prevencije i pravovremenog identificiranja takvih pojava kako bi se što ranije i što djelotvornije reagiralo.

Poremećaji u ponašanju, definirani upravo kao dugotrajna odstupanja u ponašanju koja su štetna za osobu ili okolinu, predstavljaju poseban društveni problem te stoga nije samo u interesu mlade osobe, nego i zajednice, uložiti značajni napor u njihovu prevenciju ili u pomoć mladima koji su poremećaje u ponašanju već iskazali. Boljim poznavanjem razvoja i tijeka bilo koje pojave, pa tako i pojave poremećaja u ponašanju, možemo djelovati na njeno uspješnije preveniranje. Preveniranjem smatramo primjerene intervencije, postupke i kontinuirano sustavno djelovanje kojima se nastoji otkloniti, poništiti ili kompenzirati djelovanje rizičnih činitelja i implementirati, razviti i osnažiti zaštitne činitelje kako bi se spriječio nastanak i razvoj poremećaja u ponašanju ili drugih nepoželjnih pojava (Bašić, 2001).

Jedan od načina na koji zajednica može pristupiti problemu je prethodno prepoznati rizične činitelje, odnosno one koji povećavaju mogućnost pojave, pogoršanja ili održavanja nekog problemskog stanja, a zatim usmjeriti svoju pozornost na prepoznavanje i osnaživanje zaštitnih činitelja, odnosno snaga u mladoj osobi ili njenoj okolini koje će joj pomoći da se odupre čimbenicima rizika. Brojna istraživanja su potvrdila da upravo postojanje zaštitnih činitelja pridonosi otpornosti mladih na sve oblike rizika.

Intervencije zajednice, kojima želimo umanjiti rizike, možemo podijeliti na: 1) univerzalne – usmjerene prema općoj populaciji; 2) selektivne – usmjerene prema ciljanim pojedincima identificiranim temeljem izloženosti rizičnim činiteljima i 3) indicirane intervencije koje su usmjerene prema pojedincima s već iskazanim poremećajima u ponašanju (Bašić, 2001).

Okolina ima važno mjesto u pojavi i razvoju različitih oblika poremećaja pa je logična pretpostavka da okruženje treba imati isto tako nezaobilazno mjesto u njihovu prevladavanju. Stoga je nužno razvijati djelotvorni i sveobuhvatni sustav prevencije poremećaja u ponašanju usmjeren na višestruka područja razvoja mladih kao jedan od osnovnih preduvjeta za smanjenje kriminaliteta (Bašić, 2001).

Mladi nisu samo počinitelji kaznenih djela, nego su i njihove žrtve. Podaci Ministarstva unutarnjih poslova pokazuju da su u posljednjih pet godina udvostručena kaznena djela protiv imovine u kojima su oštećene mlade osobe, a zabilježen je i porast kaznenih djela spolnog zlostavljanja mladih. Posebno zabrinjava zabilježeni porast kaznenih djela zapuštanja i zlostavljanja djece i maloljetnika te izloženost mladih nasilničkom ponašanju u obitelji. Navedeni trend rasta pokazuje da je društvo u većoj mjeri senzibilizirano te spremnije reagirati na zlostavljanje djece i mladih u obitelji, ali zabrinjava što mladi prijeko potrebne uvjete za primjeren razvitak i zaštitu često nemaju ni od strane roditelja, iako se to upravo od njih najviše očekuje. Ovi podaci ukazuju na potrebu razvijanja programa za učinkovitiju samozaštitu i prevenciju kaznenih djela kojima su žrtve mlade osobe, te potrebu donošenja zaštitnih mjera u društvu koje bi omogućile prevladavanje brojnih rizičnih činitelja kojima su mlade osobe izložene.

Lokalna zajednica dovoljno je široka da bi svim potrebnim mjerama mogla obuhvatiti sve rizične činitelje u okruženju, kao i one zaštitne koji mogu, ako se na pravi način uključe u sustav preventivnog djelovanja, izuzetno mnogo pomoći u otklanjanju neželjenih pojava kao što je razvoj poremećaja u ponašanju mladih (Bašić, 2001). Brojni čimbenici razvoja mladih te razvoja kvalitete života nalaze se u resursima zajednice: od načina i kulture stanovanja, preko kvalitete odgojno-obrazovnih ustanova i drugih javnih službi (zdravstvo, socijalna

skrb, policija i druge) pa do organizacijskih, zabavnih, kulturno-umjetničkih, športskih i drugih aktivnosti. Funkcija lokalne zajednice nije samo prostor za socijalizaciju mladih, već im ona treba ponuditi perspektivu – proširiti njihova očekivanja i dati mladima status i ulogu u društvu (Bouillet, 2006). Time lokalna zajednica priprema mlade za preuzimanje uloga koje ih svrstavaju u pozitivne resurse. Takvi mladi su tada potencijal o kojima ovisi daljnji razvoj određene zajednice i društva u cjelini. Nedovoljnim zanimanjem zajednice za mladu osobu, suočenu s problemom, ta mlada osoba gubi perspektivu budućeg uspješnog i društveno produktivnog života, a zajednica gubi resurse za budućnost.

U svrhu djelotvornog i sveobuhvatnijeg djelovanja na području prevencije poremećaja u ponašanju djece i mladih, Vlada Republike Hrvatske osnovala je Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, savjetodavno tijelo Vlade Republike Hrvatske koje čine predstavnici nadležnih tijela državne uprave, znanstvenih institucija i izvršnih tijela, te se opredijelila za zasebno strateško djelovanje na ovom području putem Nacionalne strategije.

3.5. Mladi bez odgovarajuće podrške obitelji

Skupina mladih koji su iz različitih razloga ostali bez podrške obitelji brojčano je mala, ali zahtijeva veliku odgovornost društva u pogledu izjednačavanja životnih izgleda. Javne službe postaju „institucionalni roditelj“ djeci i mladima o kojima ne mogu brinuti njihove obitelji te imaju odgovornost podržavanja mladih do njihova osamostaljivanja. Prema podacima Ministarstva zdravstva i socijalne skrbi za 2006. godinu, u državnim i nedržavnim domovima za djecu bez odgovarajuće roditeljske skrbi nalazilo se 536 mladih u dobi od 14. do 21. godine, dok je u udomiteljskim obiteljima smješteno 887 mladih u dobi od 15 do 30 godina. Usto se 2006. godine 498 mladih nalazilo u domovima za djecu i mlade s poremećajima u ponašanju, dok ih je oko 2.000 živjelo u specijaliziranim odgojnim institucijama za djecu s teškoćama u razvoju i djecu koja teško ili nikako ne mogu računati na podršku obitelji nakon završetka smještaja.

Institucije ne pružaju mladima životne vještine potrebne za dobru socijalnu integraciju. Po završetku srednje škole mladi moraju napustiti dom, a da pri tom često nemaju gdje ni kome otići. Unatoč naporima centara za socijalnu skrb i samog doma, smještaj, zapošljavanje i integracija vrlo se teško ostvaruju. Višegodišnji boravak u domu zbog nepostojanja posebnih domova za izvršavanje mjera prema mladima s poremećajima u ponašanju, pa time i nepremostivih teškoća u provedbi diferenciranog tretmana, u okolnostima zajedničkog života, nepovoljno djeluju na razvitak mladih koji su u ovakve domove smješteni radi postizanja zaštite od rizičnih i ugrožavajućih okolnosti kojima su bili izloženi u svojoj obitelji.

U okviru sustava socijalne skrbi veliki je napredak ostvaren jačanjem sustava udomiteljstva kao kvalitetnijeg oblika skrbi za djecu bez odgovarajuće roditeljske skrbi i podrške, te uspostavljanjem malih stambenih zajednica u kojima se mlade osobe osposobljavaju za samostalan život. U 2005. godini djelovale su 22 stambene zajednice (kapaciteta 64 mjesta) kojima je osnivač Republika Hrvatska i 4 stambene zajednice pri domovima za djecu drugih osnivača (kapacitet 56 mjesta), dok je u 2008. godini djelovalo 35 stambenih zajednica

za mlade koji se pripremaju za izlazak iz domova za djecu bez odgovarajuće roditeljske skrbi, ukupnog kapaciteta 163 mjesta. Neke od navedenih stambenih zajednica djeluju u stanovima u vlasništvu lokalne samouprave. No kako te zajednice ne predstavljaju trajno stambeno rješenje, potrebno je razvijati sustave za osamostaljivanje kroz pogodniji najam i poticajnu stanogradnju. Odgovornost društva za obrazovanje mladih bez roditeljske skrbi prema propisima završava sa stjecanjem zvanja u srednjoj školi, a bilo bi poželjno poticati i daljnje obrazovanje te djece kako bi se poboljšao njihov socijalni status. Sukladno Zakonu o socijalnoj skrbi (Narodne novine, 73/97, 27/01, 59/01, 82/01, 103/03, 44/06 i 79/07) skrb izvan vlastite obitelji obuhvaća i financijsku potporu studentima – korisnicima skrbi izvan vlastite obitelji kojima je prestao stalni smještaj. Odnosno, korisniku stalnoga smještaja, koji upiše studij kao redoviti student, centar za socijalnu skrb priznaje pravo na mjesečnu financijsku potporu u visini četverostrukog iznosa proračunske osnovice. Pravo na financijsku potporu traje do završetka redovnoga studiranja u skladu s programom studija koji pohađa. Korisniku se može odobriti financijska potpora i tijekom ponavljanja godine u slučaju bolesti ili drugoga opravdanog razloga, uz suglasnost ministarstva nadležnog za poslove socijalne skrbi.

Mladima bez odgovarajuće podrške obitelji potrebna je pomoć i podrška prilikom osnivanja vlastitih obitelji jer im nedostaje odgovarajućih iskustava i modela na temelju kojih bi gradili pozitivne i trajne partnerske i roditeljske odnose.

3.6. Ciljevi

- poticajnim mjerama osiguravati uvjete mladima za obrazovanje, zapošljavanje, stanovanje, osnivanje obitelji, odnosno za osamostaljivanje
- osigurati ujednačavanje životnih izgleda i reduciranje rizika od socijalne isključenosti, diskriminacije i preranog prekida školovanja za mlade koji žive u osobito teškim prilikama, mlade s invaliditetom i one koji su na drugi način u nepovoljnijem položaju
- na području cijele Republike Hrvatske ravnomjerno osigurati provođenje preventivnih, edukativnih, socijalizacijskih i tretmanskih programa kojima se pruža podrška svim mladima, a osobito onima koji su u riziku kao što su: mladi s invaliditetom, mladi s poremećajima u ponašanju, mladi koji nisu završili osnovnu ili srednju školu i oni koji nemaju podršku obitelji
- poticati i podržavati provođenje sustavnih istraživanja o mladima pridajući posebnu pozornost rizičnim skupinama mladih sa svrhom osiguranja stručne podloge za koncipiranje i provođenje odgovarajuće socijalne politike prema mladima

3.7. Mjere i aktivnosti

Mjera 1. PREVENIRATI NEPOHAĐANJE I NAPUŠTANJE ŠKOLE POTICANJEM NASTAVKA OBRAZOVANJA

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
1.1. Uvesti evidenciju i pratiti statističke pokazatelje nepohađanja osnovne i srednje škole, kao i prekida obrazovanja.	2009.
1.2. Provesti istraživanje kojim će se utvrditi objektivni, subjektivni i institucionalni uzroci nepohađanja i napuštanja škole među mladima u Republici Hrvatskoj. Utvrditi rizične skupine, rane znakove i rizične čimbenike za napuštanje škole. Utvrditi oblike stjecanja kvalifikacija prihvatljivije mladima, za one koji su prekinuli školovanje.	2009. – 2010.
1.3. Temeljem istraživanja razviti nacionalne preventivne strategije, s naglaskom na strategije posebno usmjerene na rizične skupine i rizične čimbenike, kao pomoć mladima da ne napuste školu, da upišu srednju školu i za podršku tijekom školovanja.	2009. – 2010.
1.4. Sufinancirati projekte organizacija civilnog društva koji razvijaju sustav programa za podršku mladima izloženima riziku napuštanja škole koji uključuju individualne tutore, mentore i uzore starije/umirovljene osobe i osobe iz romske zajednice.	Kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo zdravstva i socijalne skrbi Agencija za odgoj i obrazovanje Hrvatski zavod za zapošljavanje Državni zavod za statistiku Ured za udruge Vlade Republike Hrvatske organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – godišnja statistička izvješća o nepohađanju osnovne škole, broju mladih koji nisu upisali srednju školu ili koji su prekinuli srednjoškolsko obrazovanje – provedeno istraživanje o uzrocima nepohađanja škole i prekida školovanja, utvrđeni rizični čimbenici i rani znakovi te oblici stjecanja kvalifikacija prihvatljiviji mladima – razvijena nacionalna preventivna strategija, s osobitim naglaskom na rizične skupine – razvijen sustav mentorskih programa dostupan svima koji su u potrebi

Mjera 2. RAZVIJATI SUSTAV STIPENDIRANJA I KREDITIRANJA UČENIKA I STUDENATA, KAO I SUSTAVNO INFORMIRANJE O STIPENDIJAMA I KREDITIMA

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
2.1. Razviti sustav stipendiranja učenika koji uspješno pohađaju srednju školu i pratiti uspješnost tog sustava.	Kontinuirano
2.2. Razviti sustav stipendiranja i kreditiranja osoba na stručnim i sveučilišnim te poslijediplomskim studijima i pratiti uspješnost tog sustava.	Kontinuirano
2.3. Razviti programe stipendiranja učenika i studenata iz socijalno isključenih skupina, mladih s invaliditetom te mladih koji žive u izoliranim područjima, te pratiti njihovu provedbu.	Kontinuirano
2.4. Upućivanje uputa stručno-pedagoškoj službi odgojno-obrazovnih ustanova o važnosti razvijanja dodatnih aktivnosti savjetovanja i pružanja posebne podrške učenicima i studentima iz socijalno isključenih skupina, mladih s invaliditetom te mladih koji žive u izoliranim područjima. Izvršavanje nadležnih tijela državne uprave o takvim aktivnostima.	Kontinuirano
2.5. Osigurati materijalnu potporu za visokoškolsko obrazovanje mladima koji su, uslijed nedovoljne podrške obitelji, smješteni u institucije ili kod udomitelja.	Kontinuirano
2.6. Potaknuti i financijski poduprijeti aktivnosti i projekte informiranja o mogućnostima obrazovanja i doškolovanja mladih iz socijalno isključenih skupina do kojih teže dopiru informacije.	Kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Hrvatski zavod za zapošljavanje strukovne udruge i udruge poslodavaca
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – postojanje učinkovitih programa stipendiranja i kreditiranja studenata na dodiplomskim i poslijediplomskim studijima – izrađene evaluacije uspješnosti programa stipendiranja – izrađena web-stranica i broj posjeta stranici, kao i zadovoljstvo korisnika stranicom – izrađene brošure/letci/oglasi o mogućnostima stipendiranja i kreditiranja obrazovanja mladih

Mjera 3. ISTRAŽITI UČINKE POSTOJEĆIH PROGRAMA I RAZVITI NOVE PROGRAME POTICAJNOG ZAPOŠLJAVANJA MLADIH S INVALIDITETOM, MLADIH S TEŠKOĆAMA, MLADIH IZ SOCIJALNO ISKLJUČENIH SKUPINA I MLADIH KOJI ŽIVE U MANJIM I IZOLIRANIM MJESTIMA.

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
3.1. Provesti istraživanje/analizu prednosti i nedostataka, kao i učinkovitost postojećih programa zapošljavanja mladih iz socijalno isključenih skupina i mladih koji žive u manjim i izoliranim mjestima.	2009.
3.2. Osmisliti i provoditi programe poticajnog zapošljavanja, osobito one usmjerene na mlade iz socijalno isključenih skupina, mlade iz ratom pogođenih područja i mlade koji žive u manjim i izoliranim mjestima.	2009. i kontinuirano
3.3. Organizirati edukacije koje će poticati poduzetništvo i samozapošljavanje mladih iz socijalno isključenih skupina i mladih koji žive u manjim i izoliranim mjestima.	2010. kontinuirano
NOSITELJ:	Ministarstvo gospodarstva, rada i poduzetništva
SURADNICI U PROVEDBI:	Hrvatski zavod za zapošljavanje Ministarstvo zdravstva i socijalne skrbi organizacije civilnog društva usmjerene radu s mladima, kao i s mladima s invaliditetom, te zapošljavanju mladih
IZVORI SREDSTAVA:	Ministarstvo gospodarstva, rada i poduzetništva
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– provedena analiza – izrađen program poticajnog zapošljavanja – broj provedenih edukacija

Mjera 4. POTICATI INICIJATIVE USMJERENE NA UVAŽAVANJE RAZLIČITOSTI I JAČANJE SOCIJALNE INTEGRACIJE MLADIH IZ SOCIJALNO MARGINALIZIRANIH SKUPINA, MLADIH S INVALIDITETOM I TEŠKOĆAMA U RAZVOJU, MLADIH U PODRUČJIMA POGOĐENIM RATOM, U RURALNIM PODRUČJIMA, OTOCIMA I MALIM MJESTIMA.

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
4.1. Provođenje sustavnih istraživanja o mladima iz socijalno marginaliziranih skupina, mladih s invaliditetom i teškoćama u razvoju, sa svrhom osiguranja stručne podloge za koncipiranje i provođenje odgovarajuće socijalne politike prema mladima.	2010. i kontinuirano
4.2. Putem natječaja financirati projekte udruga mladih s invaliditetom.	2009. i kontinuirano
4.3. U natjecajima za financiranje projekata usmjerenih mladima prednost pružiti onima koji uključuju mlade iz socijalno marginaliziranih skupina, mladih u područjima pogođenim ratom, u ruralnim područjima, otocima i malim mjestima.	2009. i kontinuirano
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti

SURADNICI U PROVEDBI:	organizacije civilnog društva usmjerene radu s mladima Ured za udruge Vlade Republike Hrvatske Ured za nacionalne manjine Vlade Republike Hrvatske
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj i rezultati provedenih istraživanja – broj i iznos financiranih projekata – broj i iznos financiranih projekata koje su samoorganizirano osmislile i provode mlade osobe s invaliditetom

Mjera 5. POTICATI STAMBENO OSAMOSTALJIVANJE I SAMOSTALNI ŽIVOT MLADIH.

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
5.1. Donošenje strategije stanovanja koja će uključivati sveobuhvatno rješavanje pitanja stambenog zbrinjavanja mladih temeljem objektivnih pokazatelja o potrebama i najboljim mogućim modelima stambenog zbrinjavanja mladih	2009.
5.2. Nastaviti s razvojem programa stambenog zbrinjavanja mladih koji napuštaju institucionalni smještaj za djecu bez roditeljske skrbi i povećati broj tih stambenih zajednica	2009. i kontinuirano
NOSITELJ:	5.1. Ministarstvo zaštite okoliša, prostornog uređenja i graditeljstva 5.2. Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	lokalna samouprava
IZVORI SREDSTAVA:	5.1. Ministarstvo zaštite okoliša, prostornog uređenja i graditeljstva 5.2. Ministarstvo zdravstva i socijalne skrbi
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– donesena strategija socijalnog stanovanja – broj stambenih zajednica za mlade i broj njihovih korisnika

Mjera 6. RAZVIJANJE I ORGANIZIRANJE PROVEDBE IZVANSUDSKE NAGODBE I ALTERNATIVNIH SANKCIJA ZA MALOLJETNE POČINITELJE KAZNENIH DIJELA

PROVEDBENE AKTIVNOSTI:	ROK PROVEDBE:
6.1. Sustavno pratiti i podržavati razvoj i djelotvornu organizaciju službe za izvansudsku nagodbu za maloljetne počinitelje kaznenih dijela, dostupnu na području cijele Republike Hrvatske.	2009. i kontinuirano
6.2. Sustavno pratiti i podržavati razvoj i djelotvornu provedbu izvaninstitucionalnih mjera prema maloljetnim počiniteljima kaznenih dijela na području cijele Republike Hrvatske.	2009. i kontinuirano
6.3. Osigurati uvjete za izvođenje posebnih obveza iz Zakona o sudovima za mladež, uključivanjem mladih u komunalni rad i pohađanjem programa savjetovališta za mlade.	2009. i kontinuirano
NOSITELJ:	6.1. Ministarstvo pravosuđa 6.2. Ministarstvo pravosuđa i Ministarstvo zdravstva i socijalne skrbi 6.3. Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	centri za socijalnu skrb organizacije civilnog društva i ustanove usmjerene radu s mladima
IZVORI SREDSTAVA:	6.1. Ministarstvo pravosuđa 6.2. Ministarstvo pravosuđa i Ministarstvo zdravstva i socijalne skrbi 6.3. Ministarstvo zdravstva i socijalne skrbi
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– razvijen sustav službi za izvansudsku nagodbu – broj izrečenih izvaninstitucionalnih mjera

4. ZDRAVSTVENA ZAŠTITA I REPRODUKTIVNO ZDRAVLJE

4.1. *Analiza zdravstvenog stanja mladih*

Društvene promjene, koje značajno utječu na zdravlje cjelokupnog stanovništva, utječu i na mijenjanje „zdravstvene slike“ populacije mladih. Sve značajnije mjesto među zdravstvenim poteškoćama mladih danas zauzimaju poremećaji i bolesti povezane s određenim ponašanjima, navikama i stilovima življenja (prekomjerno konzumiranje alkohola, pušenje duhana, uživanje psihoaktivnih droga, rizično seksualno ponašanje i spolno prenosive bolesti, neprimjerena tjelesna aktivnost, kvaliteta prehrane, poremećaji uzimanja hrane i posljedice prometnih nesreća), te psihosocijalni problemi (samoubojstva i duševni poremećaji), dok je, za razliku od mnogih europskih zemalja, znatno manje izražen problem “dječjih” zaraznih bolesti (zahvaljujući dugogodišnjoj i ustrajnoj imunizaciji). No kod nas su značajan problem ozljede i smrti uzrokovane lako dostupnim vatrenim oružjem i zaostalim minsko eksplozivnim sredstvima nakon rata.

S gledišta zdravstvene službe, skupine mladih u dobi od 15 do 19 i od 20 do 29 godina bitno se razlikuju po svojim biološkim i sociološkim obilježjima. Mladi od 15 do 19 godina su skupina koja se još nalazi u razdoblju rasta i razvoja, kako tjelesnog tako i psihičkog. Velika većina je u procesu organiziranog sustava odgoja i obrazovanja i vezana je uz obitelj. Skupina mladih od 20 do 29 godina je u procesu daljnjega obrazovanja, rada ili traženja posla, ekonomskog osamostaljivanja i osnivanja vlastitih obitelji. Na razlike u ovim skupinama upućuju i podaci koji su dio zdravstvenih pokazatelja o zdravstvenom stanju stanovništva u Hrvatskoj.

Mladi se danas susreću s problemima i zahtjevima koji se razlikuju od onih zbog kojih su nekada osnivane posebne službe koje su se skrbile o učenicima. Zdravstvene službe, roditelji, škola, obitelji i zajednica danas se suočavaju s kroničnim bolestima, rizičnim ponašanjima i poremećajima u ponašanju, nepravilnim prehrambenim navikama i poremećajima hranjenja, tjelesnom (ne)aktivnošću, problemima učenja, školovanja, zapošljavanja, poremećajima mentalnog zdravlja, rizičnim seksualnim ponašanjima, zanemarivanjem i zlostavljanjem, pitanjima sigurnosti i ozljeda, kao i s mladima s posebnim potrebama.

Među bolestima i poremećajima, zbog kojih mladi najčešće traže pomoć u ambulantom primarne zdravstvene zaštite, prevladavaju bolesti dišnog sustava (oko 580.000 oboljenja godišnje u dobi 7 – 19 godina). Zastupljenost ovih bolesti dovoljno naglašava činjenica kako se svatko od njih u prosjeku razboli nekoliko puta godišnje. Među njima su najčešće obične prehlade, bronhitis, gripa te pneumonije. Slijede zarazne i parazitarne bolesti, a među njima su najučestalije zarazne bolesti probavnog sustava, osobito u ljetnim mjesecima. Pojava alergijskih bolesti, koje se očituju kao alergije dišnoga sustava ili kožne alergije, sve je učestalija u posljednjim godinama.

Bolničko liječenje mladih školske dobi najčešće je potrebno zbog bolesti dišnog sustava, a među njima najčešće zbog kroničnih bolesti tonzila i adenoida. Slijede, a kako se povećava dob sve su učestalije (osobito kod mladića), hospitalizacije zbog ozljeda. Među njima su najzastupljenije frakture udova te ozljede glave, često nastale zbog prometnih nesreća.

Smrtnost je među mladima niska. U dobi od 15 do 34 godine vodeći su uzroci smrti cestovne prometne nesreće, samoubojstva i zloćudne bolesti.

Preventivnu zdravstvenu zaštitu mladih i redovitih studenata osiguravaju Službe školske medicine koje djeluju u sklopu županijskih Zavoda za javno zdravstvo. Na taj je način preventivna i kurativna zaštita osigurana svakom učeniku, čineći cjeloviti sustav dostupnim, raspoloživim, usmjerenim na okruženja koje čine i škola i obitelj, te osiguravajući i populacijski i individualni pristup.

U školskoj godini 2006./2007. sistematskim pregledima obuhvaćeno je 164.540 učenika osnovnih i srednjih škola te 18.034 studenta. Prema nalazima sistematskih pregleda, 22% učenika osnovnih i 28% srednjih škola ima nepravilno držanje, a učestalost jače izraženih deformacija stopala je 36% za muški i 32% za ženski spol u osnovnoj školi. Strukturalne deformacije kralježnice su češće utvrđene u djevojaka. U osnovnim školama skolioza se registrira u 2,7% mladića i 4,6% djevojaka, u srednjim školama u 5,2% mladića i 9,3% djevojaka. Smetnje refrakcije nađene su u 14% učenika osnovnih škola i u 19% učenika srednjih škola. Povišene vrijednosti krvnog tlaka ima 3% učenika i 1% učenica srednjih škola. U osnovnim školama nalazimo 7% mladića i 3% djevojaka s dislalijom.

Specifični dijelovi programa preventivne zdravstvene zaštite učenika, kojima se posvećuje osobita pozornost, su zdravstveni odgoj i savjetovališni rad. Savjetovališta za djecu i mladež, u kojima roditelji i profesori mogu zatražiti pomoć pri rješavanju najčešćih problema vezanih uz odrastanje i zdravlje, organizirana su kao poseban oblik rada i broj posjeta savjetovalištu neprekidno se povećava. U srednjoj školi zabilježeno je povećanje posjeta savjetovalištu od 18.196, koliko je bilo posjeta 1998. godine, na 43.450 posjeta u ovoj školskoj godini. Navedeno pokazuje da je upravo takav oblik rada potreban i da je u sustavu nedostajao. U savjetovalištima za djecu i mladež pri službama za školsku medicinu kod populacije srednjoškolaca posjeti se odnose na kronične bolesti (34%) te su češće zastupljeni problemi i zahtjevi za savjetom zbog reproduktivnog zdravlja i spolno prenosivih infekcija (23%), učenja (16%) te rizičnog ponašanja (13%) i mentalnog zdravlja (15%).

U Hrvatskoj postoji duga i uspješna organizacija zdravstvene zaštite školske djece, studenata i mladih. Osnove promjena za pružanje kvalitetnije zdravstvene zaštite za mlade trebaju se temeljiti na odgovarajućim normativima i standardima, razvoju multidisciplinarnih timova, stručnom radu, edukaciji, razvoju referalnih centara i usklađivanju programa mjera za potrebe studenata i mladih, te kontinuiranom stručnom radu, edukaciji profesionalaca i ostalih suradnika.

4.2. Prehrambene navike i ovisnička ponašanja mladih

Iako je Hrvatska tek na pragu epidemije prekomjerne tjelesne težine, o kojoj se s velikom zabrinutošću govori u Sjevernoj Americi i zemljama zapadne Europe, naši podaci pokazuju nestajanje pothranjenosti kao javno-zdravstvenog problema s kojim smo se susretali u prošlom stoljeću te o sve većem udjelu mladih koji imaju tako rizične navike da se može očekivati da će prijeći prag poželjne težine ili već imaju prekomjernu težinu.

Prema podacima Hrvatskoga zavoda za javno zdravstvo o praćenju stanja uhranjenosti školske djece za razdoblje od 2000. – 2005. godine, u Hrvatskoj je pravilno uhranjeno

66,8% djece. U skupinu mršavih spada 14%, a pothranjenih je svega 0,5%. Povećanu tjelesnu težinu ima 11,9% djece, a pretilo je 6,9%. Prema nalazima sistematskih pregleda i centilnoj distribuciji indeksa težine za visinu, iznad devedesete centile je 1999. godine bilo 8,8% dječaka i 8,4% djevojčica, a 2006. godine 10,9% dječaka i 10,6% djevojčica. Ti pomaci ukazuju da je sve veći udio djece s prekomjernom tjelesnom težinom, iako iz njih nije moguće razlučiti pretilost. Analiza prehrambenih navika školske djece ukazuje da djeca neredovito uzimaju obroke, sve manji broj ih se hrani u školskim kuhinjama, osobito učenici viših razreda, a gotovo polovica anketirane djece, koja imaju nastavu u jutarnjoj smjeni, ne jedu prije polaska u školu.

Prema podacima međunarodnog istraživanja "Ponašanje u vezi sa zdravljem u djece školske dobi" iz 2006. godine (*Health behaviour in school-aged children*, HBSC), koje je provedeno 2002. i 2006. godine na reprezentativnom uzorku učenika u dobi od 11, 13 i 15 godina, nikada u radnom tjednu ne doručkuje 14,7% djece, a 5% djece to ne čini ni vikendom. Dok je 2002. godine redovito doručkovalo 72% dječaka i 68% djevojčica, četiri godine kasnije to čini 60,2% dječaka i 53,7% djevojčica. Iako smo zemlja u kojoj se uzgaja voće i povrće, voće svakodnevno konzumira 49,4% djece u dobi od 11 godina, a svega 29% 15-godišnjaka. Povrće svakodnevno jede 32,3% djece u dobi od 11 godina, a u dobi od 15 godina samo 24,1%. Utjecaj na stvaranje prehrambenih navika djece imaju obitelj, škola, zdravstvene službe, društvene organizacije, mediji, ali i državna politika – izvori koji bi trebali biti trajan zagovarač pravilnih prehrambenih smjernica.

Prema aktualnim preporukama Svjetske zdravstvene organizacije, poželjna razina tjelesne aktivnosti je barem sat umjerene tjelesne aktivnosti dnevno. Prema podacima istraživanja HBSC, u dobi od 11 godina većinu dana u tjednu (5 ili više dana u tjednu) barem jedan sat umjerenim tempom kreće se ili vježba 59,2% dječaka, a u dobi od 15 godina 53,5% dječaka. S djevojčicama je situacija slična – one mlađe su tjelesno aktivnije (59,2% s 11 godina), no s početkom srednje škole taj se udio smanjuje na samo 25,2%.

Način života mladih, kojeg nazivamo "sjedilačkim", opisuje vrijeme provedeno pred televizijskim i kompjutorskim ekranom. Četiri sata i više radnim danom televiziju gleda 33,1% dječaka i 29,4% djevojčica, a ako se tome doda da 37,8% dječaka i 15,8% djevojčica provede tri i više sati uz kompjuter igrajući igrice, *surfajući* ili se dopisujući, potpuno je jasno da ne preostaje vremena za spontano druženje ili igru oko kuće.

Danas nalazimo sve više ljudi koji se žele odviknuti od pušenja, a još uvijek puno mladih misli da je pušenje svakako nužan znak odraslosti. U Hrvatskoj djevojke pušenjem dostižu mladiće. Prema podacima Europskog istraživanja o pušenju, pijenju i uzimanju droga (*European School Survey Project on Alcohol and Other Drugs*, ESPAD) iz 2007. godine, 65% mladića i 69% djevojaka su barem jednom zapalili cigaretu. U posljednjih mjesec dana je pušilo 39% mladića i 38% djevojaka, a redovitim se svakodnevnim pušačima smatra 29% mladića i 27% djevojaka. Eksperimentiranje s duhanom započinje u ranoj dobi te je 39% mladića i 31% djevojaka svoju prvu cigaretu popušilo u dobi od 13 godina ili ranije.

Posljedice prekomjerne uporabe alkohola u mladima su mnogostruke i iznimno složene. Prema podacima istraživanja ESPAD, alkohol je, barem jednom u životu, pio gotovo svaki učenik ili učenica (93% djece oba spola), najčešće u vlastitom domu, na nagovor roditelja ili rođaka. No 40 ili više puta u životu, što se tumači kao učestalije pijenje, pilo je 37% mladića

i 21% djevojaka. Ako se promatra posljednjih 30 dana, 10 puta ili više (što bi značilo svaki treći dan) alkohol je pilo 17% mladića i 9% djevojaka. U posljednjih mjesec dana je također 29% mladića i 20% djevojaka pilo tri puta ili više po pet pića u jednoj epizodi pijenja (*"binge drinking"*). Da se više od 10 puta opilo u posljednjih 12 mjeseci izjavilo je 7% mladića i 3% djevojaka (15 – 16 godina). Među dječacima pivo je najpopularnije piće te ga je u posljednjih mjesec dana 3 puta pilo 38% mladića i 17% djevojaka. Djevojke češće piju žestoka pića (tri ili više puta u posljednjih mjesec dana, 26% djevojaka i 24% mladića). O dostupnosti alkohola govori podatak da je svaki treći učenik (30%) u posljednjih 30 dana u dućanu za sebe kupio pivo, a gotovo svaki četvrti (23%) vino ili žestoko piće.

Zloupotreba droga je kompleksan medicinsko-društveni fenomen s brojnim zdravstvenim, društvenim i ekonomskim posljedicama za pojedinca, obitelji i zajednicu, a smrtnost je među ovisnicima o psihoaktivnim drogama značajno, nekoliko puta viša no u općoj populaciji iste dobi. Prvo uzimanje bilo koje droge zbiva se u dobi od oko 16 godina, prvo uzimanje heroina sa 20 godina. Prije trinaeste godine je 4% mladića i 3% djevojaka iskušalo marihuanu. Prosječna dob prvog dolaska na liječenje heroinskih ovisnika u 2006. godini je 26 godina. Broj liječenih ovisnika se tijekom posljednjih desetak godina usedmerostručio i u 2006. godini stopa iznosi 248/100.000 odraslih osoba. Najviše je osoba liječeno zbog heroina, zatim zbog zloupotrebe marihuane. Uočava se povećanje zahtjeva za liječenjem zbog stimulativnih sredstava. Vezano uz navedenu problematiku Vlada Republike Hrvatske usvojila je Nacionalnu strategiju suzbijanja zloupotrebe opojnih droga za 2006. – 2012., kao i Akcijski plan suzbijanja zloupotrebe opojnih droga 2009. – 2012., u skladu s kojima tijela državne uprave provode niz preventivnih mjera.

4.3. Spolni život mladih

Jedno od najosjetljivijih područja adolescentnog razvoja je usvajanje spolnog identiteta te odgovornog spolnog ponašanja. Rizično seksualno ponašanje u adolescenciji može imati neposredne i dugoročne posljedice – od neposrednih kao što su neželjena (maloljetnička) trudnoća te spolno prenosive infekcije, do dugoročnih djelovanja na reproduktivno zdravlje pa i na trajanje života koje uključuju kronične upalne bolesti, problemi plodnosti te zloćudne i životno ugrožavajuće bolesti. Rizični čimbenici koji mogu pridonositi razvoju posljedica i komplikacija su rano započinjanje seksualnog života, veći broj partnera te nepotpuno poznavanje činjenica vezanih uz načine zaštite od neželjene trudnoće i spolno prenosivih bolesti. Prosječna dob stupanja u spolne odnose, prema nizu istraživanja, u Hrvatskoj je oko 17 godina za djevojke i oko 16 godina za dječake. Rane spolne odnose (u dobi od 15 godina ili ranije), prema istraživanju HBSC, u Hrvatskoj je u 2006. godini imalo 28,6% mladića i 16,5% djevojaka. Kod posljednjeg spolnog odnosa kondom je koristilo 76% mladića i 77% djevojaka. Rizične metode kao što je metoda Ogino-Knauss ili prekinuti snošaj koristi 8% djevojaka i 6% mladića, odnosno 8% djevojaka i 12% mladića. Oralna kontracepcijska sredstva koristi 8% djevojaka, a 7% mladića izjavljuje da njihove partnerice uzimaju oralnu kontracepciju. Kako 15% mladića i 11% djevojaka izjavljuje da prilikom posljednjeg spolnog odnosa nisu koristili nikakvu zaštitu, ta činjenica, kao i korištenje nesigurnih sredstava kontracepcije, može za spolno zdravlje mladih imati dalekosežne posljedice. Prema nalazima sistematskih pregleda studenata prve godine studija, spolne

odnose je imalo 64% studenata i 53% studentica. Od onih djevojaka, koje su započele spolni život, njih 49% nije nikada bilo na ginekološkom pregledu. Prosječna dob stupanja u seksualne odnose je 16,2 godine za studente i 17,2 godine za studentice. Kondom redovito ili povremeno koristi 73% studenata i 63% studentica, a ne koristi ga nikada 21% studenata i 29% studentica.

Trend smanjenja rađanja u mlađim dobnim skupinama (dob ispod 20 godina) i porasta rađanja u dobi iznad 35 godina, karakterističan za razvijene zemlje, nalazimo i u Hrvatskoj. Broj živorođene djece na 1.000 djevojaka u dobi od 15 do 19 godina je u postupnom padu (2001. godine 14,7/1000; 2006. godine 13,8/1000). U Hrvatskoj je u 2006. godini registrirano 414 legalno induciranih pobačaja u dobi do 20 godina života (8,8% od ukupnog broja). Iako se o broju prekida trudnoće ne može s pouzdanošću govoriti kao preciznom, broj legalno induciranih pobačaja na 1.000 adolescentica u dobi od 15 do 19 godina u posljednjih pet godina relativno je stabilan (2,9 u 2001. godini; 3,3. u 2002 godini; 3,4 u 2003; 2,7 u 2004. i 2,4 u 2005. godini). Zbog medicinske i pravne osjetljivosti adolescentne trudnoće, registracija je vjerojatno preciznija no kod prekida trudnoće općenito.

Iz ovog kratkog prikaza posve je jasno da se, s obzirom na očekivanja, zahtjeve i potrebe različitih dobnih skupina mladih, očekuje i specifičan pristup zdravstva i zdravstvene zaštite za ovu populaciju. U Republici Hrvatskoj, kao i u nekim zemljama, izdvojena je i sa školom i školovanjem povezana zdravstvena zaštita, kao služba za školsku medicinu sa školskim timovima nadležnim za škole ili fakultete.

4.4. Ciljevi

- provoditi preventivne i zdravstveno-edukativne i odgojne programe koji će mlade poticati na odgovornost za vlastito zdravlje
- organizirati zdravstvenu zaštitu uz mjesta gdje mladi žive, školuju se i rade i time službu učiniti dostupnom, te ujedno koristiti sve prednosti i mogućnosti djelovanja s mladima i za mlade koji su vezani uz odnosno okruženje
- uključivati mlade u izvođenje zdravstvenih programa
- unaprjeđivati razvoj specifične zdravstvene zaštite i specifične edukacije liječnika
- poticati osnivanje i rad višenamjenskih zdravstvenih centara s multidisciplinarnim timovima
- pravodobno otkrivati vodeće i prepoznatljive poremećaje, bolesti i probleme mladih
- pratiti zdravstvene pokazatelje i evaluaciju učinjenog

4.5. Mjere i aktivnosti

Mjera 1. UNAPREĐIVANJE TJELESNOG I MENTALNOG ZDRAVLJA MLADEŽI

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
1.1. Izrada Smjernica za postupanje u svezi reproduktivnog zdravlja mladih (specificirano za djevojke i mladiće), s osobitim naglaskom na rano otkrivanje i pravovremeno liječenje spolno prenosivih bolesti i raka vrata maternice.	2010.
1.2. Proglašavanje Smjernica za postupanje kao obveznog za djelatnost službe školske medicine i ginekoloških ambulanti koje se bave adolescentima. Uspostavljanje sustava kontinuiranog i redovnog statističkog praćenja podataka iz navedene djelatnosti u Zavodu za javno zdravstvo.	2011.
1.3. Provoditi program prevencije i suzbijanja HIV/AIDS-a, hepatitisa i drugih zaraznih i spolno prenosivih bolesti.	2009. i kontinuirano
1.4. Ustrojiti mobilne savjetodavne timove stručnjaka na ruralnim i teško dostupnim područjima.	2011.
1.5. Ustrojavanje sustava praćenja pokušaja samoubojstava i samoubojstava (ustrojavanje jedinstvene baze podataka) u sustavu zdravstva.	2010.
1.6. Donošenje Programa prevencije samoubojstava.	2011.
1.7. Donošenje zakonskog ili provedbenog propisa o provođenju mjere psihijatrijskoga čuvanja i liječenja za mlade za koje je nužna privremena institucionalizacija temeljem Zakona o zaštiti osoba s duševnim smetnjama i Zakona o sudovima za mladež.	2011.
1.8. Ustrojavanje specijaliziranih ustanova (ili posebnih odjela u postojećim ustanovama) za provođenje mjere psihijatrijskoga čuvanja i liječenja za mlade u makroregionalnim središtima.	2012.
NOSITELJ:	Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	Ministarstvo unutarnjih poslova Ministarstvo pravosuđa Hrvatski zavod za javno zdravstvo Državni zavod za statistiku Hrvatski zavod za mentalno zdravlje Hrvatsko društvo za školsku i sveučilišnu medicinu HLZ-a, županijski zavodi za javno zdravstvo jedinice lokalne i područne (regionalne) samouprave
IZVORI SREDSTAVA:	Ministarstvo zdravstva i socijalne skrbi jedinice lokalne i područne (regionalne) samouprave
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave

POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – usvojene Smjernice o postupanju u svezi reproduktivnog zdravlja mladih – broj mobilnih savjetodavnih timova stručnjaka na ruralnim i teško dostupnim područjima – ustrojavanje jedinstvene baze podataka praćenja pokušaja samoubojstava i samoubojstava – donošenje zakonskog ili provedbenog propisa o provođenju mjere psihijatrijskoga čuvanja i liječenja za mlade za koje je nužna privremena institucionalizacija
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Mjera 2. OSIGURATI RAD VIŠENAMJENSKIH SAVJETOVALIŠTA UNUTAR ZDRAVSTVENOG SUSTAVA, PRI SLUŽBAMA ŠKOLSKE MEDICINE, UZ PODRŠKU OBRAZOVNOG SUSTAVA I KOMPETENTNIH ORGANIZACIJA CIVILNOG DRUŠTVA. U SVAKOJ ŽUPANIJI POTREBNO JE ODREDITI JEDINICU KOJA ĆE BITI CENTAR PODRŠKE PRUŽANJA INFORMACIJA, PROVOĐENJA KVALITETNIH PROGRAMA U SVEZI SPOLNIH BOLESTI, BOLESTI OVISNOSTI, POMOĆI U KRIZNIM SITUACIJAMA, RIZIČNIM PONAŠANJIMA, PROBLEMATIKE SPOLA, SEKSUALNOSTI I REPRODUKTIVNOG ZDRAVLJA.

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
2.1. Unaprijediti znanje i vještine liječnika školske medicine za rad u savjetovalištu za reproduktivno zdravlje s učenicima osnovnih i srednjih škola i studentima.	2009. i kontinuirano
2.2. Osposobiti školske liječnike za učinkovitije uočavanje problema i rješavanje problema u vezi s reproduktivnim zdravljem i mjerama prevencije u skladu s Nacionalnim programom prevencije raka vrata maternice.	2009. i kontinuirano
2.3. Izrada stručnih kriterija i postupaka za rad s mladima u vezi sa spolno prenosivim infekcijama i kontracepcijom u Savjetovalištim za reproduktivno zdravlje pri Službama za školsku medicinu.	2009.
2.4. Nastaviti s osnivanjem Savjetovališta za reproduktivno zdravlje pri Službama za školsku medicinu.	2009. i kontinuirano
NOSITELJ:	Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	Hrvatski zavod za javno zdravstvo Ministarstvo znanosti, obrazovanja i športa
IZVORI SREDSTAVA:	Ministarstvo zdravstva i socijalne skrbi
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – donošenje Kriterija postupanja – uspostava sustava statističkog praćenja reprodukcijskog zdravlja mladih u Hrvatskoj
POKAZATELJI USPJEŠNOSTI:	<ul style="list-style-type: none"> – veća dostupnost preventivnih zdravstvenih programa mladima – veći broj mladih obuhvaćenih preventivnim aktivnostima u prevenciji ovisnosti, spolnih bolesti, maloljetničkih trudnoća, poremećaja u ponašanju i sl.

Mjera 3. INICIRATI POKRETANJE KONTINUIRANIH EDUKACIJSKIH PROGRAMA I KAMPANJA U JAVNIM MEDIJIMA, RADI PROMICANJA I UNAPREĐIVANJA ZDRAVLJA I ZDRAVIH STILOVA ŽIVOTA MLADIH

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
3.1. Planiranje i provođenje medijske kampanje o promicanju i unapređivanju zdravlja i zdravih stilova života mladih, u obliku serije tematskih emisija po modelu kontakt emisija i <i>parlaonica</i> , te poticanje projekata zdravstvenog odgoja kroz tiskane medije za mlade.	2009. i kontinuirano
3.2. Provođenje kampanje suzbijanja ovisnosti: pušenje, alkohol i droga, s osobitim naglaskom na obilježavanje međunarodnih dana i/ili mjeseci posvećenih suzbijanju različitih oblika ovisnosti.	kontinuirano
NOSITELJ:	Ministarstvo zdravstva i socijalne skrbi Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo znanosti, obrazovanja i športa Ured za suzbijanje zlouporabe opojnih droga
SURADNICI U PROVEDBI:	Hrvatski zavod za javno zdravstvo Agencija za odgoj i obrazovanje Ured za suzbijanje zlouporabe opojnih droga organizacije civilnog društva usmjerene unapređivanju zdravlja i zdravih stilova života
IZVORI SREDSTAVA:	Ministarstvo zdravstva i socijalne skrbi Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo znanosti, obrazovanja i športa Ured za suzbijanje zlouporabe opojnih droga
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj provedenih medijskih aktivnosti

Mjera 4. KONTINUIRANO PROVODITI PROGRAME RAZVIJANJA PROMETNE KULTURE I VEĆE SIGURNOSTI U PROMETU ZA MLADE KROZ POSEBNE ŠKOLSKE AKTIVNOSTI I KAMPANJE RADI SMANJENJA BROJA OZLJEDA I SMRTNOSTI U PROMETU TE PROGRAME ZA OSVJEŠĆIVANJE MLADIH U POGLEDU OPASNOSTI RUKOVANJA ORUŽJEM I ZAOSTALIM MINSKO-EKSPLOZIVNIM SREDSTVIMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
4.1. U srednjim školama organizirati predavanja (najmanje u trajanju jednog školskog sata) na kojem bi se učenicima skrenula pozornost na posljedice neodgovornog ponašanja u prometu.	2009. i kontinuirano
4.2. U auto školama na zadnjem satu nastavnog predmeta "Prometni propisi i sigurna pravila" policijski službenik će održati predavanje na temu upoznavanja budućih vozača s posljedicama nepoštivanja prometnih propisa i s metodologijom rada policije u domeni prometa.	2009. i kontinuirano

4.3. U sklopu provedbe preventivno-promidžbenih kampanja (Brzina, Mopedisti i motociklisti, Alkohol i droga, Pojas i sl.) posebna pozornost će se posvetiti mladim vozačima i mladim sudionicima u prometu.	2009. i kontinuirano
4.4. Provesti program edukacije mladih o opasnostima rukovanja oružjem.	
NOSITELJ:	Ministarstvo unutarnjih poslova
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Ministarstvo zdravstva i socijalne skrbi Hrvatski zavod za javno zdravstvo
IZVORI SREDSTAVA:	Ministarstvo unutarnjih poslova
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj održanih predavanja u srednjim školama i u auto školama – trajanje i učestalost kampanja – provedba edukacije mladih o opasnostima rukovanja oružjem

Mjera 5. UNAPRIJEDITI I PRIMIJENITI PROGRAME PRAVILNE PREHRANE U JAVNIM USTANOVAMA U SKLADU S NACIONALNIM STRATEŠKIM DOKUMENTIMA. PRISTUPITI IZRADI PROGRAMA POSTUPNOG CJELOVITOG UVOĐENJA PRAVILNE PREHRANE U SVIM ODGOJNIM, OBRAZOVNIM I ZDRAVSTVENIM USTANOVAMA ZA MLADE

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
5.1. Izraditi normative za hranu u jelima, obrocima i jelovnicima u srednjim školama.	2009.
5.2. Utvrditi i primijeniti kriterije za postavljanje automata za hranu i piće u prostore odgojno-obrazovnih ustanova, športskih objekata i drugih ustanova u kojima borave mladi.	2009.
5.3. Izraditi i usvojiti smjernice za oglašavanje zdrave prehrane i pića usmjerene mladima.	2009.
NOSITELJ:	5.1. i 5.2. Ministarstvo znanosti obrazovanja i športa 5.3. Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	Hrvatski zavod za javno zdravstvo Agencija za odgoj i obrazovanje
IZVORI SREDSTAVA:	Ministarstvo zdravstva i socijalne skrbi
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj srednjih škola u kojima se primjenjuju normativi za hranu u jelima, obrocima i jelovnicima u osnovnim školama – izrađeni normativi za hranu u jelima, obrocima i jelovnicima u srednjim školama – utvrđeni i primijenjeni kriteriji za namirnice i pića u automatima – postotak odgojno-obrazovnih i drugih ustanova za mlade u kojima su postavljeni automati na odgovarajući način i s odgovarajućim namirnicama – usvojene smjernice za oglašavanje zdrave prehrane i pića usmjerene prema mladima

Mjera 6. RAZVIJATI I POTICATI REDOVITE I POSEBNE OBRAZOVNE PROGRAME USMJERENE OČUVANJU ZDRAVLJA TE PROMICANJU ZDRAVIJEG NAČINA ŽIVLJENJA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
6.1. Preporuka Ministarstva znanosti, obrazovanja i športa svim odgojno-obrazovnim institucijama za korištenje dodatnih sadržaja u promicanju zdravijeg načina življenja.	Kontinuirano
6.2. Podržati provedbu projekata udruga koje se bave promicanjem zdravih načina življenja te propisati uvjete koje projekti moraju zadovoljiti kako bi se mogli provoditi u školama.	2010.
6.3. Pružanje financijske potpore projektima udruga koji pridonose promicanju zdravih načina življenja putem redovnih natječaja za potporu projekata Ministarstva znanosti, obrazovanja i športa te Ministarstva zdravstva i socijalne skrbi.	2010.
6.4. Pružanje financijske potpore projektima udruga koji pridonose borbi protiv droga i svih oblika ovisnosti putem redovnih natječaja za potporu projekata.	2009. i kontinuirano
NOSITELJI:	6.1. – 6.3. Ministarstvo znanosti, obrazovanja i športa 6.1. – 6.3. Ministarstvo zdravstva i socijalne skrbi 6.4. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, Ministarstvo znanosti, obrazovanja i športa, Ministarstvo zdravstva i socijalne skrbi i Ured za suzbijanje zlouporabe opojnih droga
SURADNICI U PROVEDBI:	Hrvatski zavod za javno zdravstvo organizacije civilnog društva usmjerene unapređivanju zdravlja i zdravih stilova života
IZVORI SREDSTAVA:	6.1. – 6.3. Ministarstvo znanosti, obrazovanja i športa 6.1. – 6.3. Ministarstvo zdravstva i socijalne skrbi 6.4. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, Ministarstvo znanosti, obrazovanja i športa, Ministarstvo zdravstva i socijalne skrbi i Ured za suzbijanje zlouporabe opojnih droga
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– preporuke za korištenje sadržaja u nastavi usmjerenih promicanju zdravijeg načina življenja – broj odobrenih i financiranih projekata godišnje – broj provedenih projekata u školama

Mjera 7. SENZIBILIZACIJA MLADIH ZA ZDRAVLJE ZAJEDNICE – DONIRANJE ORGANA I DARIVANJE KRVI

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
7.1. Izraditi program kampanje za senzibilizaciju za doniranje organa i darivanje krvi, posebno usmjerenu na populaciju mladih.	2009.
7.2. Provođenje kampanje.	2010. i kontinuirano
NOSITELJI:	Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Hrvatski zavod za javno zdravstvo organizacije civilnog društva usmjerene unapređivanju zdravlja i zdravih stilova života
IZVORI SREDSTAVA:	Ministarstvo zdravstva i socijalne skrbi
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– izrađen program kampanje – provedba, obuhvat i evaluacija kampanje

Mjera 8. POTICATI VRŠNJAČKU EDUKACIJU („PEER EDUCATION“) U PROGRAMIMA SUZBIJANJA OVISNOSTI TE PROGRAMIMA SPOLNOG OBRAZOVANJA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
8.1. Provoditi program edukacije za buduće vršnjačke edukatore u programima suzbijanja ovisnosti te programima spolnog obrazovanja.	Kontinuirano
8.2. Provoditi program vršnjačke edukacije za suzbijanje ovisnosti o drogama i spolno obrazovanje u srednjim školama.	2010. i kontinuirano
NOSITELJI:	Ministarstvo zdravstva i socijalne skrbi
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Ured za suzbijanje zlouporabe opojnih droga Vlade Republike Hrvatske Hrvatski zavod za javno zdravstvo organizacije civilnog društva usmjerene radu s mladima i unapređivanju zdravlja i zdravih stilova života
IZVORI SREDSTAVA:	Ministarstvo zdravstva i socijalne skrbi
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj educiranih vršnjačkih edukatora – broj održanih radionica vršnjačke edukacije – broj učenika koji su sudjelovali na radionicama vršnjačke edukacije

5. AKTIVNO SUDJELOVANJE MLADIH U DRUŠTVU

5.1. Analiza stanja

Aktivno sudjelovanje mladih u društvu podrazumijeva sve one aktivnosti na različitim područjima svakodnevnog života koje pridonose društvenoj integraciji mladih (Ilišin, 2003). Mladima se pristupa na dva međusobno komplementarna načina, a to su doživljavanje "mladih kao resursa" i "mladih kao problema". Mladi kao resurs percipiraju se kao svojevrsan društveni kapital kojem se moraju osigurati uvjeti za optimalan razvoj. Njih se stoga ne tretira samo kao buduću, već i kao sadašnju snagu, upravo zbog njihove mladosti. U stabilnim društvima s ekonomskim rastom mladi se primarno doživljavaju kao resurs (Ilišin, 2003). Tradicija doživljavanja mladih kao problema naglašava njihov osjetljiv stadij razvoja zbog čega je društvo dužno uvesti brojne zaštitne mjere (Ilišin, 2003), no bez obzira na prevladavajući način doživljavanja mladih, njih treba doživljavati kao aktivne članove društva. Mlade je potrebno konstantno osnaživati za ljudska prava i za demokratsko građanstvo, što je u Europi prepoznato i potiče se kroz tzv. *active citizenship*.

Postojeći županijski programi djelovanja za mlade, kada se radi o aktivnom sudjelovanju mladih u društvu, upravljanju i procesima donošenja odluka, navode kao temeljne probleme:

- nepovjerenje mladih prema političkom sustavu i institucijama vlasti
- nepovjerenje političkih institucija i društva prema mladima
- nepovezanost i nedovoljnu suradnju udruga i inicijativa mladih
- nedovoljnu uključenost u procese donošenja odluka
- nedovoljno poticanje aktivizma mladih
- nedovoljno poticanje volonterskog rada i uključivanja mladih u rad udruga i inicijativa te razvoja civilnog društva.

Važno je ustrajati na promjeni javne svijesti o važnosti aktivnog sudjelovanja mladih, te na otvaranju društvenog i političkog prostora za djelovanje mladih, informiranju i obrazovanju mladih za sudjelovanje u demokratskom društvu i poboljšanju suradnje između javnog i civilnog sektora. Sudjelovanje mladih potrebno je poticati bez izuzetaka, što podrazumijeva omogućavanje sudjelovanja svim mladim osobama.

Prema istraživanju Vlaste Ilišin iz 2006. godine o sudjelovanju mladih u institucijama lokalne i regionalne vlasti, u Hrvatskoj postoji značajna podzastupljenost mladih u tijelima formalnog političkog odlučivanja. S jedne strane, mladi (18 – 29 godina) čine oko 21% biračkog tijela u Republici Hrvatskoj, a s druge je strane tek 6,3% članova lokalnih i regionalnih predstavničkih i izvršnih tijela mlade od 29 godina. Hrvatska situacija po pitanju zastupljenosti mladih u tijelima vlasti nije bitno različita od one u drugim europskim zemljama. Ipak, takva situacija dodatno smanjuje vjerojatnost dolaska pitanja i problema od interesa za mlade na dnevni red javnih politika.

Uz navedeni problem podzastupljenosti, u istraživanju se navodi još nekoliko podproblema. Primjerice, slabija zastupljenost mladih u tijelima izvršne vlasti (županijska i gradska poglavarstva) u odnosu na predstavnička tijela (gradska vijeća, županijske skupštine). Naime, 84,6% svih mladih u lokalnim vlastima su članovi/članice predstavničkih tijela, a tek 15,4% u izvršnoj vlasti. Ovo upućuje na zaključak da, čak i kada su uključeni u rad tijela vlasti, mladi sudjeluju u onim institucijama koje imaju manje moći/utjecaja. Slabija je i zastupljenost mladih ispod 25 godina starosti (tek 18,8% od svih mladih u lokalnim vlastima je mlađe od 25). Slabija je također i zastupljenost mladih žena (27,3% od svih mladih u lokalnim vlastima čine žene). Značajan doprinos povećanju zastupljenosti mladih u formalnim institucijama vlasti mogu dati političke stranke uvođenjem internih stranačkih kvota mladih na izbornim listama te stranački podmladci snažnijim pozicioniranjem u strankama.

Europske zemlje svjesne su nedovoljnog političkog sudjelovanja mladih te ga nastoje potaknuti na nekoliko različitih načina. Glavni oblik sudjelovanja mladih na lokalnim, regionalnim i nacionalnim razinama su vijeća mladih, a u nekim zemljama i parlamenti mladih (Ilišin, 2003). Također su osnovana i koordinacijska tijela. Usto se sistematiziraju i šire bitne informacije mladih i za mlade te se provode različite kampanje za povećanje političkog sudjelovanja mladih, a nastoji se stimulirati i njihovo sudjelovanje u javnim raspravama. U istraživanju hrvatske stranačke elite, koje je provela Ilišin (Ilišin, 2003), hrvatski političari najčešće su kao razlog za nisku zastupljenost mlađih političara navodili da stariji ne žele mladima prepustiti svoja mjesta, osobito na kandidacijskim izbornim listama te da u strankama najčešće djeluje načelo senioriteta i stranačkih zasluga.

Zanimljivo je da među brojnim nejednakostima u društvu mladi vide generacijsku nejednakost kao najmanje izraženu, dok ih, s druge strane, tri petine smatra da su mladi politički marginalizirani, što ukazuje na to da politički status ne smatraju integralnim dijelom ukupnoga generacijskog društvenog statusa (Ilišin, 2003). Kao glavna prepreka političkom sudjelovanju mladih navodi se obostrano nepovjerenje u odnosu mladih i političkih institucija, te je potrebno prije svega pronaći razloge takvog nepovjerenja i načine da se ono umanjí.

Vežano uz područje prava izlaska na izbore u dobi od 16 godina, istraživanje provedeno u Velikoj Britaniji (*How old is old enough?*, 2003) pokazalo je da i sami mladi imaju podijeljena mišljenja oko toga u kojoj dobi trebaju dobiti pravo glasa na izborima. U sklopu istraživanja su postavljena pitanja o tome treba li se eventualna promjena odnositi na različite razine izbora i trebaju li svi mladi u određenoj dobnoj skupini imati pravo glasa. Primjerice, u Njemačkoj mladi u dobi od 16 godina u nekoliko pokrajina imaju pravo izlaska na lokalne izbore, no ne i na izbore na regionalnoj i državnoj razini, dok u Sloveniji mladi u istoj dobi mogu izaći na izbore samo ako su zaposleni. U Austriji je dobna granica za glasanje 16 godina, a u Italiji se za Senat može glasati u dobi od 25 godina. Navedeno britansko istraživanje pokazuje da su mladi (18 – 25) jednako skloni volontiranju i neformalnome društvenom djelovanju kao i stariji građani, oni najčešće nisu zainteresirani za politiku, jednim dijelom zbog toga što smatraju da su političari premalo zainteresirani za probleme mladih, ali i za neke druge društvene probleme, te zbog toga što ne vide značajnije ideološke razlike među pripadnicima različitih stranaka. Zabrinjavajuća je činjenica da najveći pad u stopi izlaska na izbore najčešće pokazuju mlade osobe kojima bi to bio drugi izlazak na izbore, vjerojatno stoga što su nakon prvog glasanja zaključili da njihov glas nije imao utjecaja

na politiku. Podaci o zemljama ili regijama, u kojima je pomaknuta granica mogućnosti izlaska na izbore, još uvijek nisu dostatni za donošenje općenitijih zaključaka.

Mladima je potrebno pružiti primjereniju naobrazbu o političkim procesima i ispitati njihovo znanje te motiviranost za sudjelovanje na izborima i za druge oblike političkog sudjelovanja. Također je potrebno i njihovo uključivanje u rješavanje konkretnih i za njih relevantnih društvenih problema. U sklopu tog procesa mlade bi trebalo upoznati s političkim djelovanjem kao jednim od načina za rješavanje problema s kojima su upoznati.

Gledajući kroz različite prizme "mladih kao resursa" i "mladih kao problema", vezano uz tematiku volontiranja, vidljivo je da se volontiranje može sagledavati kao aktivnost kojom mladi mogu pridonijeti društvu, no s druge strane, to je aktivnost kojom društvo može zaštititi mlade razvijajući njihov osjećaj vlastite vrijednosti te spoznaju o mogućnosti vlastitog utjecaja na društvo. Jedan od organiziranih načina takvih aktivnosti jest rad u udrugama.

U literaturi (*Policy Options for Civil Society through Complementary Contrasts*, 1995) se navode načini na koje bi se mogle stvoriti duboko ukorijenjene mreže organizacija i institucija koje posreduju između građana i države. Takve organizacije imaju nekoliko uloga. Jedna od njih je osiguravanje sredstava za izražavanje i aktivno usmjeravanje na različite i složene potrebe društva. Druga njihova uloga je motiviranje pojedinaca da se ponašaju kao aktivni građani u svim aspektima društva radije nego da ovisе o državnoj moći i povlasticama. Također je potrebno promicati pluralizam i različitost u društvu. To se može činiti kroz zaštitu i jačanje kulturnih, etničkih, vjerskih, jezičnih i drugih identiteta. Usto je potrebno stvoriti alternative centraliziranim državnim agencijama kako bi se osiguralе službe s većom nezavisnošću i fleksibilnošću. Članstvo u nekoj organizaciji daje ljudima priliku za sudjelovanje u širem društvu te ono može u značajnoj mjeri pridonijeti razvoju osobnog identiteta, što je posebice pogodno u razvoju mladih.

Istraživanje "Stavovi javnosti o nevladinim organizacijama" (AED, 2005) pokazuje da mladi ispitanici (84,7%) češće navode da su udruge izrazito ili donekle korisne, za razliku od ispitanika u dvjema starijim dobnim skupinama, kojih približno 75% smatra da su udruge izrazito ili donekle korisne. Mladi ispitanici (61,3%) također najčešće smatraju da su udruge danas u svome radu mnogo djelotvornije nego prije pet godina, dok ispitanici srednje dobi (55,6%) to smatraju nešto rjeđe, a najstariji ispitanici (40,8%) najrjeđe. Usto mladi (61,3%) daju najveću važnost ulozi koju udruge imaju u isticanju i rješavanju društvenih problema, dok ispitanici srednje (55,7%) i starije dobi (48,4%) smatraju njihovu ulogu nešto manjom.

Iako je iz prethodnih navoda vidljivo da mladi iskazuju najpozitivniji stav prema udrugama, oni su rjeđe članovi udruga (5,7%) od ispitanika srednje dobi (11,5%), a jednako često kao i stariji ispitanici (5,5%). Ono što je također uočljivo jest da bi mladi ispitanici (41,1%) bili skloniji uključiti se u rad udruge od ispitanika srednje (34,0%) i starije dobi (25,4%). Vezano uz to što bi motiviralo mlade ispitanike da se uključe u rad neke nevladine udruge, pokazalo se da bi ih u najvećoj mjeri motivirale vlastite vrijednosti ($M=3,09$, na skali od 1 do 4) te mogućnost stjecanja znanja ($M=3,03$). Nešto manje motivirala bi ih mogućnost da se time samounaprijede ($M=2,81$), a još manje mogućnost da na taj način unaprijede svoju karijeru ($M=2,27$) ili odnose s drugima ($M=2,17$). Motivacija zbog samozaštite (npr. zbog osjećaja krivnje što im je bolje nego drugima) motivirala bi ih u najmanjoj mjeri ($M=1,90$).

Pri navođenju ovih rezultata moramo imati na umu da se radi o punoljetnoj populaciji u dobi do 30 godina, tj. da na temelju ovih nalaza ne možemo zaključivati o stavovima maloljetnika.

U istraživanju "Stavovi javnosti o volonterstvu" (Ledić, 2006) 23,1% ispitanika, koji imaju volontersko iskustvo, čine osobe mlađe od 20 godina, a 41,7% osobe u dobi od 21 do 35 godina.

U Hrvatskoj je usvojen Zakon o volonterstvu prema kojemu je uspostavljen sustav izdavanja potvrde o volontiranju te državna nagrada za volontiranje. Ipak, mladi nisu dovoljno informirani o mjestima za volontiranje i ponekad iskazuju nedostatnost uspostavljenih mehanizama vrjednovanja volonterskog rada te je još uvijek otvoren prostor za bolje informiranje mladih i njihovu senzibilizaciju za volonterski rad.

Kako bi se izbjegla isprika "ne mogu utjecati na sve pa neću ni na što", važno je motivirati mlade da pronađu jedno područje koje im je privlačno i zanimljivo te daju svoj doprinos u tome području (Albernaz, 2005). I djeca i odrasli postaju skloniji pomaganju na temelju svog ranijeg pomaganja pa se stoga, za poticanje volontiranja mladih, predlažu programi koji na početku nude kratkoročne, no omogućuju i dugoročne volonterske aktivnosti te nuđenje različitih područja kako bi mladi s različitim sklonostima mogli pronaći svoje područje. Stoga je važno osnivati i promicati udruge različitih profila, od kojih se neke prvenstveno bave problemima koje mladi poimaju važnima.

Kada govorimo o europskoj praksi aktivnog sudjelovanja mladih, Vijeća mladih (*Youth Councils*), Savjeti mladih (*Youth Advisory Boards*) i parlamenti mladih (*Youth Parliaments*) predstavljaju različite strukturirane oblike aktivnog sudjelovanja mladih u društvu, koji mogu biti osnovani putem izbora, imenovanjem unutar organizacija mladih i/ili na dobrovoljnoj osnovi. Njihovi zajednički ciljevi su: osigurati mladima slobodno izražavanje interesa i prijedloga lokalnoj i regionalnoj samoupravi, omogućiti strukturama vlasti savjetovanje s mladima o određenim temama, osigurati provođenje, procjenu i praćenje projekata mladih i olakšati sudjelovanje mladih u raznim savjetodavnim tijelima lokalne i regionalne samouprave (Politika i strukture za mlade u Vijeću Europe, 2003).

5.2. Vijeća mladih

Vijeće mladih predstavlja oblik samoorganiziranja mladih na dobrovoljnoj osnovi kroz povezivanje odnosno umrežavanje različitih organizacija mladih i za mlade koje postoje na lokalnoj (gradskoj, županijskoj) razini. Osnovna uloga vijeća mladih je predstavljanje interesa organizacija mladih prema lokalnim vlastima i sudjelovanje u procesu donošenja, provedbe, praćenja politike za mlade te njezinog vrjednovanja. Legitimitet vijeća u predstavljanju interesa proizlazi iz njegovog članstva. Stoga je posebno važno da u njemu sudjeluje što veći broj organizacija mladih koje postoje na određenom području. U Hrvatskoj je posljednjih nekoliko godina razvijena praksa osnivanja vijeća mladih od strane Mreže mladih Hrvatske. Ona okupljaju organizacije mladih na regionalnoj ili lokalnoj razini (udruge mladih i za mlade, klubove mladih, studentske zborove i studentske udruge, neformalne inicijative te podmlatke političkih stranaka) koje su se udružile neovisno o

svome programskom određenju i organizacijskom ustrojstvu. Do sada je prema tom modelu osnovano 6 županijskih i jedno gradsko vijeće mladih. Problem s kojim se postojeća vijeća suočavaju jest činjenica da ih prema važećim zakonima nije moguće registrirati kao pravne osobe budući da (prema Zakonu o udrugama) u članstvu saveza udruga mogu biti druge udruge, a podmladci političkih stranaka nemaju pravni status udruge ni samostalnu pravnu osobnost.

5.3. Parlamenti mladih

Parlamenti mladih su nevladine organizacije ili projekti nevladinih organizacija, škola ili lokalnih vlasti čija je osnovna svrha edukacija mladih osoba o demokratskom građanstvu i povećanje razine njihovog sudjelovanja u društvu kroz članstvo u tijelima ustrojenim po uzoru na parlament. U Republici Hrvatskoj djeluje nekoliko organizacija koje nose naziv parlament mladih: Nacionalni savez parlamenata mladih koji okuplja petnaestak lokalnih parlamenata mladih i gradskih vijeća učenika (projekt Europskog doma Slavonski Brod); Europski parlament mladih (organizacija koja djeluje u okviru projekta *European Youth Parliament* njemačke Zaklade Heinz Schwarzkopf). Ovaj oblik je iznimno koristan jer omogućuje da mladi već u ranoj dobi vježbaju dijalog i demokratske procedure. Međutim prema samoj svojoj strukturi i programu parlamenti mladih u Hrvatskoj ni na koji način nisu oblik predstavljanja mladih.

5.4. Savjeti mladih

U veljači 2007. Hrvatski sabor je donio Zakon o savjetima mladih. Riječ je o tijelima koja djeluju pri lokalnoj i područnoj samoupravi, sastavljenim od mladih osoba. Njihove članove, na prijedlog registriranih organizacija mladih, bira predstavničko tijelo lokalne odnosno područne samouprave. Primarna uloga savjeta mladih je savjetovanje lokalnih i područnih predstavničkih tijela o pitanjima od interesa za mlade. U tome smislu savjeti mladih su savjetodavno tijelo pri lokalnoj odnosno područnoj vlasti. Provedba Zakona o savjetima mladih je obveza lokalne i područne samouprave. Međutim, kako s jedne strane u Zakonu nisu određene sankcije za neprovođenje, a s druge nije dovoljno preciziran način izbora članova, brojne lokalne i područne jedinice do sada još nisu osnovale savjete mladih.

5.5. Udruge mladih i za mlade i nacionalne udruge mladih

Već duže vrijeme mladi iskazuju nepovjerenje prema društvenim i političkim institucijama, nepovjerenje u društvenom i političkom sektoru prema mladima te međusobno nepovjerenje udruga mladih i političkih institucija, te se ističe važnost uključivanja mladih u civilne udruge i volonterski rad (Ilišin, 2006). I dalje se upozorava na potrebu pokretanja aktivnosti koje bi omogućile mladima i potakle ih na sudjelovanje u društvenim procesima i institucijama te na potrebu poboljšanja suradnje vladinog i nevladinog sektora na području aktivnog djelovanja mladih.

Na državnoj razini nositelj i koordinator politike za mlade je Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti. Od donošenja Nacionalnog programa djelovanja za mlade 2003. godine unutar ministarstava imenovani su povjerenici za mlade čija je nadležnost koordinacija aktivnosti u okviru provođenja politike za mlade i suradnja s udrugama mladih i za mlade. Od 2003. godine do sada također u kontinuitetu djeluje i Savjet za mlade Vlade Republike Hrvatske koji je osnovan kao savjetodavno tijelo Vlade u sastavu predstavnika nadležnih ministarstava, znanstvenika i stručnjaka za mlade te predstavnika organizacija mladih, s osnovnom zadaćom praćenja provedbe Nacionalnog programa za mlade.

Udruge mladih i za mlade nisu formalno definirane te se na taj način ne razlikuju od drugih udruga registriranih sukladno Zakonu o udrugama. Međutim, u planiranju i provođenju politike prema mladima, kao i programa, projekata i aktivnosti usmjerenih mladima, udrugama mladih općenito se smatraju one čije je članstvo većim dijelom mlade od 29 godina, a udrugama za mlade one kojima su ciljevi osnivanja ili značajni dio programa rada usmjereni na programe i projekte za mlade do 29 godina. Nacionalnim udrugama mladih općenito se smatraju one udruge koje djeluju na razini države, imaju podružnice na većem području ili predstavljaju savez udruga istog usmjerenja (primjerice, Savez izviđača Hrvatske, Hrvatski ferijalni i hostelski savez, Hrvatska glazbena mladež, Hrvatska akademska zajednica, Savez udruga Klubture, Zajednica informativnih centara za mlade i dr.).

Istovremeno, posljednjih je desetak godina vidljivo ojačalo djelovanje mladih na razini udruga koje se vežu uz katoličku crkvu ili druge vjerske organizacije te je zapaženo i njihovo umrežavanje i potreba za njihovim uvažavanjem kao partnera u raspravama o pitanjima koja se tiču mladih.

U svakom slučaju, pozitivna je činjenica da mladi mogu djelovati u razvoju šire društvene zajednice kroz rad nevladinih organizacija i skupina mladih na lokalnoj razini, kroz volonterski rad u tim organizacijama te socijalnim i humanitarnim ustanovama. No istraživanja pokazuju da mladi ne pokazuju zanimanje za takvo djelovanje, a ako i odluče pristupiti nekoj organizaciji, udruzi, ili volonterskom projektu, čine to najviše zbog ostvarivanja vlastitih interesa ili razvoja novih vještina (Ilišin, 2006). Isto to istraživanje pokazuje i da studenti (kao posebna skupina) veliku važnost pridaju društvenim intervencijama koje mogu poboljšati konkurentnost mladih na tržištu rada i omogućiti da mladi svoju kreativnost i inovativnost iskažu kroz društveno potaknute inicijative i projekte. Stoga je veliki značaj usmjeravanja politike prema mladima upravo na poticanje mladih na što aktivnije sudjelovanje u društvu kroz različite dostupne strukture.

5.6. Ciljevi:

- potaknuti mlade na aktivno sudjelovanje u društveno-političkim procesima
- podržati uključivanje mladih u programe Europske zajednice
- pružanje potpore radu udruga mladih i za mlade
- učinkovita provedba nacionalnog programa za mlade
- provoditi istraživanja interesa mladih za društvenu i političku participaciju

5.7. Mjere i aktivnosti

Mjera 1. PROVESTI STRUČNU I JAVNU RASPRAVU O ZANIMANJU MLADIH ZA RAZLIČITE OBLIKE POLITIČKOG SUDJELOVANJA TE, SPECIFIČNO, ZA GLASOVANJE NA LOKALNIM IZBORIMA SA 16 GODINA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
1.1. Ispitati zanimanje mladih za uvođenje aktivnog prava glasa na lokalnim izborima s navršenih 16 godina.	2011.
1.2. Izraditi prijedloge različitih mogućnosti poticanja političkog sudjelovanja mladih, kao i program edukacije/senzibilizacije mladih za političko sudjelovanje.	2012.
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
SURADNICI U PROVEDBI:	središnje tijelo državne uprave nadležno za upravu znanstvene ustanove savjeti mladih organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj provedenih širih stručnih javnih rasprava – broj sudionika na raspravama – prikupljene preporuke na održanim javnim raspravama

Mjera 2. POTICANJE MLADIH NA AKTIVNO SUDJELOVANJE U DRUŠTVU

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
2.1. Poticanje provedbe Zakona o savjetima mladih	
2.1.1. Vođenje evidencije osnovanih savjeta mladih.	2.1.1. – 2009.
2.1.2. Izrada prijedloga potrebnih izmjena i dopuna Zakona.	2.1.2. – 2010.
2.1.3. Izrada tumačenja Zakona u odnosu na osnivanje, izbor članova i djelovanje savjeta mladih i izrada naputka za provedbu Zakona o savjetima mladih.	2.1.3. – 2010.
2.2. Poticanje izrade regionalnih i lokalnih programa za mlade i osiguravanje dostupnosti regionalnih i lokalnih programa za mlade široj javnosti putem web-stranice.	2009. i kontinuirano
2.3. U ministarstvima i uredima Vlade odrediti odgovornu operativnu osobu, koja će imati zaduženje povjerenika za rad s mladima i suradnju s organizacijama civilnog društva mladih i za mlade.	2009. i kontinuirano
2.4. Poticanje provedbe edukacije povjerenika za mlade.	2009. i kontinuirano
2.5. Poticanje obilježavanja Međunarodnog dana mladih.	

NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
SURADNICI U PROVEDBI:	povjerenici za mlade u tijelima državne uprave lokalna i regionalna (područna) samouprava, organizacije civilnog društva usmjerene radu s mladima Ured za udruge Vlade Republike Hrvatske
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– provođenje Zakona o savjetima mladih u svim jedinicama lokalne i područne (regionalne) samouprave – broj izrađenih regionalnih i lokalnih programa djelovanja za mlade – imenovanje i provedena edukacija povjerenika za mlade

Mjera 3. PUNOPRAVNO UKLJUČIVANJE REPUBLIKE HRVATSKE U PROVEDBU PROGRAMA EUROPSKE ZAJEDNICE "MLADI NA DJELU"

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
3.1. Zapošljavanje i osposobljavanje djelatnika u Agenciji za mobilnost i programe EU koji će raditi na Programu "Mladi na djelu".	2009./2010.
3.2. Organiziranje i sudjelovanje na seminarima, konferencijama i sastancima na kojima će se udrugama, institucijama i ostalim potencijalnim korisnicima predstaviti Program i njegove specifične aktivnosti	2009. i kontinuirano
3.3. Raspisivanje i provedba Natječaja za pilot-projekte	2009.
3.4. Izdavanje Deklaracije o jamstvu	2010.
3.5. Odluka o pokretanju postupka za sklapanje Memoranduma o razumijevanju 3.5.1. Prijedlog Zakona o potvrđivanju Memoranduma o razumijevanju između Republike Hrvatske i Europske zajednice o sudjelovanju Republike Hrvatske u programu Zajednice, s nacrtom konačnog prijedloga zakona 3.5.2. Potpisivanje i ratifikacija Memoranduma o razumijevanju	2010.
3.6. Punopravno pristupanje Republike Hrvatske Programu "Mladi na djelu"	2011.
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Agencija za mobilnost i programe EU
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Središnji državni ured za razvojnu strategiju i koordinaciju fondova EU

IZVORI SREDSTAVA:	Državni proračun – razdjel Ministarstva znanosti, obrazovanja i športa Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Agencija za mobilnost i programe EU Europska komisija – IPA sredstva
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – broj zaposlenih i educiranih djelatnika u Agenciji za mobilnost i programe EU – broj održanih seminara i broj korisnika sredstava iz dostupnih aktivnosti Programa “Mladi na djelu” – izdana Deklaracija o jamstvu – potpisan i ratificiran Memorandum o razumijevanju – punopravno pristupanje Republike Hrvatske Programu “Mladi na djelu”

Mjera 4. PODUPIRATI RAD UDRUGA MLADIH I ZA MLADE U REPUBLICI HRVATSKOJ

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
4.1. Osigurati financijsku potporu programima udruga mladih i za mlade usmjerenih međunarodnoj suradnji, aktivnom sudjelovanju, mobilnosti i programskom umrežavanju, organizaciji regionalnih i nacionalnih konferencija mladih, neformalnom obrazovanju mladih i za mlade (osposobljavanje voditelja za rad s mladima – izviđačkih voditelja i instruktora, animatora vjerskih zajednica mladih i sl.), strategijskom planiranju, osnaživanju za sudjelovanje u zajednici, osposobljavanju za poduzetništvo i samozapošljavanje, razvoju tolerancije i uključivanju mladih u humanitarne akcije, te izdavanju omladinskih studentskih i informativnih glasila.	2010. i kontinuirano
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa, Nacionalna zaklada za razvoj civilnog društva, Ured za udruge Vlade Republike Hrvatske Savjet za razvoj civilnog društva
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Nacionalna zaklada za razvoj civilnog društva
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj financiranih projekata

Mjera 5. POTAKNUTI DODJELU PROSTORA NA KORIŠTENJE UDRUGAMA MLADIH I ZA MLADE

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
5.1. Izraditi kriterije za dodjelu prostora u vlasništvu središnje države na korištenje udrugama mladih i za mlade.	2009.
5.2. Odrediti konkretne prostore u državnom vlasništvu koji su primjereni za programe mladih i za mlade.	2009.
5.3. Provesti javni natječaj za dodjelu prostora prema utvrđenim kriterijima.	2010.
5.4. Svim lokalnim i područnim (regionalnim) samoupravama dostaviti preporuku da podrže programe mladih i za mlade te u preporuci posebno istaknuti potrebu za dodjelom primjerenih prostora.	2009.
NOSITELJ:	Središnji državni ured za upravljanje državnom imovinom
SURADNICI U PROVEDBI:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo kulture Ured za udruge Vlade Republike Hrvatske Savjet za razvoj civilnog društva lokalna i regionalna samouprava organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Središnji državni ured za upravljanje državnom imovinom
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– doneseni kriteriji za dodjelu prostora – objava popisa slobodnih prostora i raspisivanje godišnjih natječaja za dodjelu prostora za korištenje udrugama mladih i za mlade

Mjera 6. POTPORA ZNANSTVENIM ISTRAŽIVANJIMA O MLADIMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
6.1. Provoditi istraživanja potreba i zanimanja mladih za različite društvene probleme i njihove motivacije za uključivanje u konkretne oblike rješavanja tih problema.	2009. i kontinuirano
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
SURADNICI U PROVEDBI:	znanstvene institucije organizacije civilnog društva usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj provedenih znanstvenih istraživanja

Mjera 7. POTICANJE VOLONTERSTVA MEĐU MLADIMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
7.1. U natječajima za projekte udruga, usmjerene mladima, prednost dati onim projektima koji uključuju mlade volontere.	2009. i kontinuirano
7.2. U suradnji s postojećim volonterskim centrima i udrugama mladih promicati volonterstvo među mladima na državnoj, županijskoj i lokalnoj razini te informirati mlade o mogućnostima i pravima koja proizlaze iz Zakona o volonterstvu.	2009. i kontinuirano
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Ured za udruge Vlade Republike Hrvatske Nacionalni odbor za razvoj volonterstva organizacije civilnog društva usmjerene volonterstvu i/ili radu s mladima
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj/postotak mladih volontera uključenih u financirane projekte – broj aktivnosti usmjerenih promicanju volonterstva

6. KULTURA MLADIH I SLOBODNO VRIJEME

6.1. Analiza stanja

Slobodno vrijeme kao pojam nastaje s procesima industrijalizacije i ubrzanog tehnološkog razvoja uslijed kojih dolazi do masovnog zapošljavanja te do skraćivanja radnog vremena. Tako se pojam slobodnog vremena promatra u odnosu naspram društveno obveznog rada. Pojam u užem smislu označava one aktivnosti pojedinca/ke koje su odabrane isključivo njegovom/njezinom slobodnom voljom te se često označuje i pojmom "dokolica". U širem smislu, slobodno vrijeme pored dokolice obuhvaća i tzv. poluslobodno vrijeme, odnosno ono koje nije dio obveznog društvenog rada, ali su aktivnosti koje se unutar njega provode rezultat određene socijalne obveze ili nužnosti (npr. obiteljske obveze, društvene obveze, dodatni rad. i sl.).

S obzirom na važnu ulogu slobodnog vremena u formiranju ličnosti mladih, naglasak ovdje stavljamo na one aspekte dokolice koji mogu imati bitne pozitivne učinke na socijalizaciju, osobnu formaciju i društvenu afirmaciju mladih. Ovdje ćemo, dakle, pozornost usmjeriti na one oblike slobodnog vremena koje možemo nazvati "kultiviranim slobodnim vremenom" i "organiziranim slobodnim vremenom". Pri tome, uvažavajući opći cilj poticanja aktivnog društvenog sudjelovanja mladih, osobitu pozornost obraćamo na one oblike organiziranog slobodnog vremena u kojima mladi nastupaju (pro)aktivno, kroz koje se mladi samoorganiziraju, odnosno tamo gdje mladi djeluju kao samostalni akteri u proizvodnji kulturnih i drugih sadržaja važnih za domenu slobodnog vremena, i to onih koji su dostupni i drugim mladima – odnosno onima koji su javni, odnosno koji predstavljaju javni interes. No nećemo zanemariti ni one sadržaje, oblike i formate koji možda nisu izravni proizvod određene skupine mladih, ali su usmjereni upravo mladima i potiču njihovo aktivno sudjelovanje.

Takve oblike organiziranog slobodnog vremena najčešće nalazimo u civilnom društvu. Naime, prije svega na području kulture i kreativnog (umjetničkog) izražavanja mladih, u posljednjih nekoliko godina organizacije civilnog društva (ovim pojmom ovdje želimo obuhvatiti i formalizirane organizacije, odnosno udruge, ali i neformalne inicijative, odnosno skupine) bitno su pridonijele afirmaciji mladih i njihovom aktivnom uključivanju u kulturni i širi društveni život. Govorimo o najrazličitijim oblicima kulture mladih (one aktivnosti koje osmišljavaju, organiziraju i provode mladi za mlade), ali i kulture za mlade (one aktivnosti koje doduše nisu isključivi rezultat samoorganiziranja mladih, ali koje aspektiraju mlade kao ključnu ciljnu skupinu i koje često afirmiraju aktivnost uključivanja mladih) – od klubova mladih i za mlade, širokog spektra umjetničkih, kulturnih i šire društvenih aktivnosti, preko niza manifestacija, festivala i pojedinih događaja najrazličitijih žanrova do permanentnih programa koji obuhvaćaju najrazličitije oblike. Upravo je ovo područje ono koje je donekle postalo protuteža, ili barem nadopuna, visoko komercijaliziranoj ponudi kulture pukog konzumerizma ili je često, osobito u manjim sredinama, jedini prostor organiziranog slobodnog vremena mladih. Pored toga, važno je istaknuti da je, zahvaljujući dinamici rada i načinu organizacije rada (uglavnom se radi o horizontalnim, a ne vertikalnim hijerarhijskim strukturama), upravo ovaj sektor taj koji je u stanju pratiti i primjereno odgovoriti na dinamiku

promjena naglasaka u specifičnim potrebama i interesima mladih, ali istovremeno kreirati i nove trendove i tendencije. Tako ova kulturna scena može imati značajan (pozitivan) utjecaj na osobnu formaciju i društvenu afirmaciju mladih. Nadalje, upravo takva otvorena struktura omogućuje uključivanje i sudjelovanje velikog broja mladih, odnosno može potaknuti mlade da se iz pozicije konzumenta postave u poziciju proizvođača. Poticanje raznolikih civilno-društvenih organizacija i neformalnih skupina upravo stoga treba biti ključni prioritet nacionalne politike u ovom području.

Kao ključne probleme na području kulture mladih i za mlade te kreativnog izražavanja mladih, možemo izdvojiti sljedeće:

Kulturne i umjetničke aktivnosti koje proizvode mladi i/ili koje su primarno namijenjene mladima nalaze se na margini šireg društvenog interesa. Posljedica toga je da se potrebe mladih u ovom području nalaze i na margini političkog interesa te tamo ostaju i u praksi nadležnih tijela javne uprave (kao državne, tako i lokalne).

Mladi su u svojem slobodnom vremenu primarno izloženi utjecaju medija i industrije zabave te su tako u društvu tretirani kao konzumenti komercijalnih proizvoda. Istovremeno javne institucije u kulturi ne pružaju dovoljno primjerenih sadržaja koji su privlačni mladima i koji mogu pružiti alternativu konzumerističkoj kulturi.

Civilni sektor (organizacije civilnog društva kao i pojedine neformalne skupine) razvile su niz programa i pojedinih aktivnosti koje mladima omogućuju kvalitetnu i "kultiviranu" dokolicu i to tako da osiguravaju sadržaje koji se poklapaju s interesima mladih, koji odgovaraju njihovim kulturnim obrascima i/ili čak proizvode nove, te one koji nastaju kroz samoorganizaciju mladih i tako izravno utječu na izgradnju ličnosti i uspješnu, aktivnu socijalizaciju mladih. Međutim, taj sektor podliježe negativnim utjecajima u našem društvu koje još nije u potpunosti provelo tranziciju, nestabilan je i nije prepoznat na odgovarajući način (pa onda ni podržan) od strane javnog sektora. On je također slabo institucionaliziran te je u gotovo stalnoj krizi resursa. Usljed kroničnog i sad već alarmantnog nedostatka resursa, a prije svega onih prostornih, nije samo nemoguć daljnji razvoj, nego je čitavo ovo izuzetno potentno područje dovedeno pred pitanje opstanka. Pored toga, ne postoje odgovarajuće poticajne mjere za kreiranje i afirmaciju novih organizacija i inicijativa.

Edukacija i profesionalni razvoj kako mladih umjetnika, tako i mladih kulturnih menadžera u potpunosti je zanemarena. Postojeći veliki entuzijazam i kreativni potencijal stoga ne mogu biti u potpunosti iskorišteni, niti se može postići izvrsnost i konkurentnost u europskom kontekstu. Pored toga, nemogućnost profesionalnog napredovanja te nemogućnost ostvarivanja obrazovnih ambicija, koje izlaze iz obuhvata formalnog obrazovnog programa, rezultira frustracijom, nezadovoljstvom i predstavlja stvarnu opasnost za odustajanje od djelovanja. Tako se gubi onaj potencijal koji je ključan za razvoj svakog pa i ovog područja – ljudski kapital.

Iako postoje određene uspješne forme suradnje među organizacijama koje djeluju na ovom području, nastale upravo u civilnom društvu, ta je suradnja nedovoljno razvijena, a osobito na međunarodnoj, prije svega europskoj razini.

Kako na nacionalnoj, tako i na lokalnim razinama, ne postoje važeće strategije kulturnog razvitka opisane u obvezujućim dokumentima. Takva situacija ima dalekosežne posljedice na

opći kulturni razvitak u Hrvatskoj, a svakako osobito nepovoljno djeluje na osjetljive sektore kao što je to kultura mladih.

U cilju pragmatičnosti pri rješavanju detektiranih problema i odgovaranju na prepoznate potrebe, izdvajamo tri okvirna podpodručja:

- Kultura mladih i za mlade¹⁶
- Kreativno izražavanje mladih¹⁷
- Rekreativni / amaterski šport.

Prva dva podpodručja u mnogočemu se isprepliću te im se može naći nekoliko ključnih zajedničkih točaka i elemenata. Prije svega, sličnosti i ekvivalencije nalazimo u načinu organiziranja i institucionalnim formama koje se primarno razvijaju u civilnom sektoru. Zatim, oba pripadaju domeni umjetnosti i kulture u širem smislu, odnosno predstavljaju dio ukupnog kulturnog sustava, pa tako i administrativno pripadaju, odnosno nalaze se u nadležnosti i odgovornost su Ministarstva kulture. Konačno, oba se ta segmenta, općenito govoreći, nalaze u sličnim fazama razvoja i sadrže komplementarne razvojne potencijale.

S druge strane, područje športa nalazi se u odvojenom sustavu (na administrativnoj, ali i na drugim razinama) te ga karakteriziraju iznimno složeni problemi koji se ne daju objediniti s onima koje nalazimo na području kulture, odnosno kreativnog izražavanja mladih. Za nekoga tko prati sociološka istraživanja o ovoj temi, mjesto koje šport zauzima u slobodnom vremenu mladih jasno je definirano, čak se na temelju športa stvaraju životni stilovi prepoznati na reprezentativnom uzorku kao širi životni stilovi mladih vezani uz šport. U manjim, kvalitativnom metodologijom rađenim istraživanjima, šport također zauzima značajno mjesto kao čimbenik posredovanja subkulturnih stilova života i specifičnih identiteta. Od šireg životnog stila do užeg određenja subkulturnih skupina, preko razlikovanja tjelesnog vježbanja, rekreacije, amaterskog športa, do vrhunskog športa koji također može biti bez novaca i marginalan, ali i moćan, politički posredovan poput nogometa, lepeza značenja športa prilično je široka. Međutim, u široj javnosti postoji šport kao skoro jednoznačan pojam, što samo govori o tome kako je jedna dimenzija športa monopolizirala druge, odnosno kako je vrhunski šport potisnuo amaterske i rekreacijske oblike bavljenja športom. Tjelesno vježbanje se jednostavno podrazumijeva pod pojmom športa i prosječan roditelj, koji želi omogućiti svom djetetu uvjete za zdraviji život, neće moći razmišljati o športu izvan postojećih športskih klubova.

Veliki broj znanstvenih istraživanja iz cijelog svijeta u posljednjem desetljeću ukazuje na povezanost tjelesne neaktivnosti s razvojem različitih bolesti: kardiovaskularnih, pretilosti, bolesti hipertenzije, dijabetesa tipa 2, osteoporoze i drugih. Uz tjelesnu neaktivnost, nezdrava prehrana i stres u vezi su s mortalitetom, a zdravstvena zaštita i tretman navedenih bolesti državu i sve građane koštaju jako puno novaca, pa je nedovoljna briga o tjelesnoj aktivnosti

¹⁶ U ovom kontekstu pojam kultura vidimo kao splet niza raznolikih aktivnosti koje imaju javnu dimenziju, odnosno koje su usmjerene širokoj populaciji mladih, bilo da su nastale kao proizvod samoorganiziranja mladih (tzv. kultura mladih) ili su pak primarno usmjerene mladima (tzv. kultura za mlade).

¹⁷ Ovdje mislimo prije svega na afirmaciju mladih umjetnika, ali i na različite oblike organiziranoga slobodnog vremena kroz koje se mladi potiču na kreativno izražavanje, bez obzira smatraju li sami sebe umjetnicima, odnosno bez obzira na njihov formalni status kao umjetnika ili ne-umjetnika.

zapravo zapanjujuća. Umjesto snažnog i organiziranog podržavanja širokog pokreta za zdravlje pojedinca/pojedinke i društva (poput onog "šport za sve"), troši se neusporedivo više na vrhunski šport koji se odnosi na statistički zanemariv broj mladih. Zbog uspjeha hrvatskih vrhunskih športša i medijskog diskursa o tome stvara se dojam kako smo "športska nacija", kako tih rezultata ne bi ni bilo da se kod nas ljudi masovno ne bave športom, pa bi moglo slijediti i kako smo zdrava nacija tjelesno aktivnih ljudi. Međutim, ne želeći umanjiti simbolički kapital ili na bilo koji način podcijeniti velike uspjehe hrvatskih nogometaša, košarkaša, rukometaša, vaterpolista, ni onih koji se natječu u individualnim športovima, moramo ustvrditi kako je riječ o fenomenu koji nema nikakve veze s masovnošću, tjelesnom aktivnošću većine građana, pa tako ni pretpostavljenim zdravljem.

Rezultati istraživanja proizašli iz znanstvenog projekta "Regionalizam kardiovaskularnih i bihevioralnih rizika – model intervencije", objavljeni pod naslovom "Tjelesna neaktivnost u Republici Hrvatskoj", pokazuju sasvim drugu sliku stanja od one stvorene površnim medijskim diskursom o športu. Autori (Marjeta Mišigoj-Duraković, Stjepan Heimer, Marijan Gredelj, Željko Heimer i Maroje Sorić) govore o dramatičnoj tjelesnoj neaktivnosti zbog čega predlažu stvaranje infrastrukture za podizanje razine tjelesne aktivnosti (Mišigoj-Duraković, Heimer, Gredelj, Heimer, Sorić, 2007).

Znanstveno istraživanje (Ćurković, Fučkar-Reichel, 2005) o športskom angažmanu ovisnika o heroinu i neovisnika, pokazalo je šokantne rezultate koji pokazuju da 70% ovisnika o heroinu izjavljuje da su se aktivno bavili športom između desete i sedamnaeste godine života, dok među neovisnicima skoro isti visoki postotak izjavljuje da se nisu nikad bavili športom osim onog obveznog u školi. To je moguće razumjeti, među ostalim, i zbog orijentacije većine klubova na vrhunski šport u kojeg su mnogi mladi bili prisiljeni ući zbog nedostatka sličnih športskih sadržaja, pri čemu im nitko nije objasnio što će se događati s njihovim tijelom, slobodnim vremenom i preprekom prelaska iz juniora u seniore, što rezultira stresom i razočaranjem, uz ostale posljedice.

Postoji velika potreba za obuhvatnim i reprezentativnim istraživanjem tjelesne (ne)aktivnosti mladih u Hrvatskoj, jer koliko god istraživanje Marjete Mišigoj-Duraković i suradnika bilo značajno, tjelesna neaktivnost nije mjerena isključivo na mladoj populaciji i koristila se manjim brojem pitanja, iako je i to bilo dovoljno za upozoravajuće zaključke. Trenutno se odvija istraživanje, koje vodi Danijel Jurakić s Kineziološkog fakulteta Sveučilišta u Zagrebu, jedinstveno u Hrvatskoj po obuhvatnosti mjerenja tjelesne aktivnosti našeg stanovništva, te bi bilo od velike važnosti kada bi se mogli dobiti relevantni podaci koji se odnose isključivo na populaciju mladih.

S obzirom na oblike djelovanja za mlade i ponudu koju društvo pokušava proširiti u sferi športa i tjelesne aktivnosti uopće, moramo također naznačiti da bi bilo primjereno uskladiti društveno djelovanje sa željama i potrebama koje su artikulirali mladi. Istraživanje, koje je 2006. provela Vlasta Ilišin među mladima Zagrebačke županije, posebno apostrofira sklonosti i želje u svezi sa športskom aktivnošću. Istraživanje bi moglo služiti kao dobar predložak s tim da se obuhvati reprezentativan uzorak mladih s cijelog područja Republike Hrvatske. Tek kad budemo znali stvarno stanje s tjelesnom (ne)aktivnošću mladih i njihovim aspiracijama, motivacijama i percepcijama u vezi športa, moći ćemo odrediti smjernice društvenog djelovanja koje će biti primjerene stvarnosti, a ne tek dio političkog voluntarizma ili novinarskog senzacionalizma.

Ključni problemi športa, iz perspektive mladih, zdravlja i oblika provođenja slobodnog vremena su sljedeći:

Pod pojmom športa podrazumijeva se sve tjelesno vježbanje, a vrhunski šport dominira nad rekreacijskim. Kada mladi čovjek, zbog želje za tjelesnom aktivnošću, zbog svijesti o zdravlju, sam ili uz pomoć roditelja, poželi biti tjelesno aktivan, uglavnom su mu na raspolaganju isključivo športski klubovi koji su svi natjecateljski orijentirani i u kojima je svaki šport intencionalno vrhunski.

Već dulje vrijeme je prisutan monopol vrhunskog športa, što rezultira nedostatkom prostora i infrastrukture za tjelesno vježbanje u slobodnom vremenu mladih, odnosno za rekreacijske, amaterske i srodne oblike adolescentskog "bavljenja športom".

Ne postoje istraživanja na razini Hrvatske koja bi pokazala kojim i kakvim športovima se mladi žele baviti, nego im se nudi prostore i sadržaje neovisno o njihovim potrebama i željama.

Onima koji se žele baviti vrhunskim športom treba to i omogućiti, no neusporedivo veći broj mladih ostaje potpuno po strani ako se koncentriramo samo na manjinu vrhunskih koji postaju profesionalci i zato je važno prepoznati tip društvenog djelovanja koji je ovdje potreban i koji je usmjeren na masovnost, stvaranje infrastrukture i stvarnu podršku rekreacijskim oblicima tjelesne aktivnosti koji služe zdravlju pojedinaca, a time i društva.

6.2. Ciljevi:

- pridonijeti razvoju kulturno obrazovanih mladih ljudi, njihovoj senzibilizaciji za kreativnost te njihovom osposobljavanju za aktivno sudjelovanje u kulturnom razvitku
- pridonijeti jačanju kapaciteta organizacija civilnog društva koje djeluju na području kulture mladih i za mlade te poticanja kreativnog izražavanja mladih
- poticati samoorganiziranje mladih u programe kulture, športa i drugih oblika organiziranog slobodnog vremena
- poticati suradnju, umrežavanje i programsku razmjenu organizacija civilnog društva koje se bave kulturom mladih na lokalnoj, nacionalnoj i međunarodnoj razini
- osigurati primjerene prostorne resurse za organizacije civilnog društva koje provode programe kulture mladih i za mlade, programe koji potiču kreativno izražavanje mladih i programe rekreativnog športa mladih
- poticati obrazovanje, produkciju i javnu afirmaciju mladih umjetnika u zemlji i inozemstvu, te pratiti i poticati njihov razvoj i nakon školovanja
- uključiti mlade u procese odlučivanja u kulturi
- provesti obuhvatna istraživanja o tjelesnoj aktivnosti i potrebama mladih za rekreativnim bavljenjem športom
- poticati razvoj rekreativnog športa uz osiguravanje potrebne infrastrukture
- poticati razvoj športa kroz cjeloviti sustav obrazovanja za rekreativni šport

6.3. Mjere i aktivnosti

Mjera 1. PROMICANJE NEFORMALNOG OBRAZOVANJA MLADIH U PODRUČJU KULTURE I UMJETNOSTI

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
1.1. Osnivanje zaklade za neovisnu kulturu (radni prijedlog "Kultura Nova").	2010.
1.2. Definiranje prioriteta za financiranje projekata neformalnog obrazovanja mladih u području izvaninstitucionalne kulture i umjetnosti.	2011.
1.3. Financiranje projekata i programa neformalnog obrazovanja mladih u području izvaninstitucionalne kulture i umjetnosti.	2011. i kontinuirano
1.4. Financiranje neprofitnih kulturnih programa mladih i za mlade koje provode organizacije civilnog društva.	2011. i kontinuirano
1.5. Višegodišnje institucionalne potpore za udruge mladih koje djeluju na području izvaninstitucionalne kulture i umjetnosti.	2011. i kontinuirano
NOSITELJ:	Ministarstvo kulture
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa organizacije civilnog društva (koje djeluju na području kulture mladih)
IZVORI SREDSTAVA:	Ministarstvo kulture
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – osnovana zaklada za neovisnu kulturu – definirani prioriteti za financiranje – broj i iznos dodijeljenih sredstava projektima i programima neformalnog obrazovanja mladih u području izvaninstitucionalne kulture i umjetnosti – broj i iznos dodijeljenih sredstava za neprofitne kulturne programe mladih i za mlade – broj i iznos dodijeljenih višegodišnjih institucionalnih potpora udrugama mladih koje djeluju na području izvaninstitucionalne kulture i umjetnosti

Mjera 2. OSIGURATI SREDSTVA ZA MEĐUNARODNU KULTURNU SURADNJU ORGANIZACIJA CIVILNOG DRUŠTVA S PODRUČJA KULTURE MLADIH I ZA MLADE, OSOBITO SA ZEMLJAMA REGIJE I ZEMLJAMA EU

PROVEDBENA AKTIVNOST:		ROK PROVEDBE:
2.1. U kriterije za dodjelu sredstava na području međunarodne kulturne suradnje uvrstiti one koji posebno potiču programe mladih i za mlade. Uvrstiti u natječaj za sufinanciranje javnih potreba u kulturi.		2009.
2.2. Osigurati sredstva za članstvo i rad organizacija koje djeluju na ovom području u međunarodnim mrežama. Uvrstiti u natječaj za sufinanciranje javnih potreba u kulturi. Utvrditi kriterije i unutar sredstava namijenjenih za financiranje međunarodne kulturne suradnje osigurati sredstva za sufinanciranje troškova članarina, kotizacija, sudjelovanja u skupovima i drugim aktivnostima međunarodnih mreža.		2009.
NOSITELJ:	Ministarstvo kulture	
SURADNICI U PROVEDBI:	Ured za udruge Vlade Republike Hrvatske organizacije civilnog društva s područja kulture usmjerene radu s mladima	
IZVORI SREDSTAVA:	Ministarstvo kulture	
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave	
POKAZATELJI PROVEDBE:	– broj financiranih projekata međunarodne kulturne suradnje s područja kulture mladih i za mlade	
POKAZATELJI PROVEDBE:	– formirana radna skupina – izrađena analiza stanja i izrađen model – proveden pilot projekt osnivanja multifunkcijskih centara za mlade	

Mjera 3. OSIGURATI SUFINANCIRANJE RADA POSTOJEĆIH KLUBOVA ZA MLADE TE POTICATI OSNIVANJE NOVIH KLUBOVA

PROVEDBENA AKTIVNOST:		ROK PROVEDBE:
3.1. Nastaviti s financiranjem rada klubove za mlade. Natječaj redovito provoditi na godišnjoj razini i sufinancirati klubove tijekom cijele godine.		2009. i kontinuirano
3.2. Izraditi preporuke za osnivanje i upravljanje klubovima mladih i za mlade i objaviti ga na web-stranicama Ministarstva obitelji, branitelja i međugeneracijske solidarnosti.		2011.
3.3. Kontinuirana supervizija i godišnja evaluacija rada klubova mladih.		2010. i kontinuirano
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti	
SURADNICI U PROVEDBI:	Ured za udruge Vlade Republike Hrvatske organizacije civilnog društva usmjerene radu s mladima jedinice lokalne i područne (regionalne) samouprave	

IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj financiranih klubova – provedena evaluacija i supervizija

Mjera 4. OMOGUĆITI SUDJELOVANJE MLADIH UMJETNIKA U NACIONALNIM I MEĐUNARODNIM KULTURNIM PROJEKTIMA TE U MEĐUNARODNIM KULTURNIM RAZMJENAMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
4.1. Razmotriti mogućnost definiranja kriterija i prioriteta za financiranje sudjelovanja mladih umjetnika u nacionalnim i međunarodnim kulturnim projektima.	2009.
4.2. Nastaviti s financiranjem sudjelovanja mladih umjetnika na međunarodnim natjecanjima i manifestacijama.	2009. i kontinuirano
NOSITELJ:	Ministarstvo kulture
SURADNICI U PROVEDBI:	organizacije civilnog društva s područja kulture usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo kulture
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– definirani kriteriji i prioriteti – broj ostvarenih financijskih potpora

Mjera 5. UKLJUČITI PREDSTAVNIKE UDRUGA MLADIH KOJE DJELUJU U KULTURI U RAD KULTURNIH VIJEĆA (NA NACIONALNOJ, REGIONALNIM I LOKALNIM RAZINAMA)

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
5.1. Razmotriti mogućnost izmjena i dopuna Zakona o kulturnim vijećima, kojima bi se omogućilo sudjelovanje predstavnika udruga mladih i za mlade, koje djeluju u kulturi, u rad kulturnih vijeća.	2009.
NOSITELJ:	Ministarstvo kulture
SURADNICI U PROVEDBI:	kulturna vijeća organizacije mladih i za mlade koje djeluju u kulturi i usmjerene su radu s mladima jedinice lokalne i područne (regionalne) samouprave
IZVORI SREDSTAVA:	Ministarstvo kulture
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– izmjena i dopuna Zakona o kulturnim vijećima

Mjera 6. NASTAVITI RAZVIJATI I DODATNO OSNAŽITI ŠKOLSKI I SVEUČILIŠNI ŠPORT U SKLADU S INTERESIMA UČENIKA I STUDENATA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
6.1. Provedba evaluacije rezultata rada institucionalnih aktera školskog i sveučilišnog športa u razdoblju od protekle 4 godine.	2009.
6.2. Objavljivanje rezultata evaluacije na web-stranicama ministarstva.	2009.
6.3. Na temelju rezultata evaluacije izraditi preporuke i mjere za osnaživanje i razvoj sveučilišnog i školskog športa.	2010. i kontinuirano
6.4. Financirati projekte nabave športske opreme i športskih rekvizita školama za školska športska društva u kojima se potiče masovno bavljenje športom kroz športska društva.	
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Hrvatski školski športski savez Ured za udruge Vlade Republike Hrvatske Hrvatski sveučilišni športski savez županijski školski športski savezi Školski športski savez Grada Zagreba, uredi državne uprave nadležni za šport organizacije civilnog društva s područja športa usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – povećanje broja učenika i studenata koji se uključuju u športske aktivnosti – županijski školski športski savezi i Školski športski savez Grada Zagreba u suradnji s uredima u čijem je djelokrugu školstvo i šport, trebaju dostaviti Ministarstvu znanosti, obrazovanja i športa podatke o športovima kojima se bave školska športska društva i broju članova tih društava, te organizaciji školskih športskih natjecanja i broju sudionika na natjecanjima, za školske godine 2005./2006., 2006./2007. i 2007./2008. Za školsku godinu 2008./2009. iste podatke treba dostaviti Hrvatski školski športski savez u suradnji sa županijskim školskim športskim savezima i Školskim športskim savezom Grada Zagreba. Hrvatski sveučilišni športski savez treba Ministarstvu znanosti, obrazovanja i športa dostaviti podatke u vezi studentskog športa (broju športskih udruga, broju članova i natjecanjima) za protekle četiri godine.

Mjera 7. ISKORISTITI POSTOJEĆU I STVORITI NOVU INFRASTRUKTURU KOJA ĆE SLUŽITI ŠIROKOM POKRETU "ŠPORT ZA SVE".

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
7.1. Provesti analizu stanja i potreba u županijama vezanim uz športske rekreacijske objekte.	2010.
7.2. Sukladno provedenoj analizi izraditi plan obnove i izgradnje športsko-rekreacijskih objekata.	2011.
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo mora, prometa i infrastrukture lokalna i regionalna samouprava Hrvatski savez športske rekreacije "Šport za sve"
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– provedena analiza stanja i potreba – izrađen plan obnove i izgradnje športsko-rekreacijskih objekata

Mjera 8. PROMICATI VAŽNOST TJELESNE AKTIVNOSTI MLADIH

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
8.1. Poticanje stručnih i znanstvenih projekata koji se bave tjelesnim aktivnostima mladih.	kontinuirano
8.2. Financirati putem javnih natječaja projekte u športu s naglaskom na financiranje športskih udruga koje svojim projektima i djelovanjem potiču na masovno bavljenje rekreativnim športom mladih.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Hrvatski olimpijski odbor Ured za udruge Vlade Republike Hrvatske Agencija za odgoj i obrazovanje organizacije civilnog društva s područja športa usmjerene radu s mladima
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– provedeno istraživanje – broj i iznos sredstava financiranih programa – izrađen program sustavnog informiranja – provedena medijska kampanja

7. MOBILNOST, INFORMIRANJE I SAVJETOVANJE

7.1. Mobilnost mladih

Mladi čine najmobilniji dio stanovništva. Pod pojmom mobilnosti mladih podrazumijevamo obrazovnu, kulturnu i turističku pokretljivost mladih te njihovo uključivanje u međunarodnu suradnju i razmjenu. Mobilnost omogućuje razmjenu ideja i obogaćivanje iskustava, a osiguravajući otvorenost u komunikaciji s drugim društvima i kulturama, razvija kod mladih osjećaj razumijevanja i poštovanja međusobnih različitosti.

Procesi globalizacije i jačanje konkurentnosti na tržištu radne snage utječu na povećanje zanimanja mladih za boljim razumijevanjem svijeta i različitih kultura te stjecanjem novih iskustava, znanja i vještina. U današnjem suvremenom svijetu sva tri osnovna područja mobilnosti mladih, dakle turistička, obrazovna i kulturna mobilnost, izuzetno se brzo razvijaju kontinuirano proširujući specijalizirane programe kojima se mladima omogućuje kvalitetno učenje o svijetu, ali i o njima samima. Isto tako, neposredno iskustvo i doživljaj drugih kultura, običaja i ljudi u najvećoj mjeri utječe na razvoj pozitivnih vrijednosti i osjećaja razumijevanja, tolerancije i poštovanja spram različitosti, a mladima ujedno osigurava preduvjete za protočnost ideja i razvijanje poredbenih standarda.

Problemi s kojima se mladi suočavaju u današnjem složenom društvu više ne mogu biti zadovoljavajuće riješeni samo na lokalnoj ili čak nacionalnoj razini. Suočeni s određenim problemom ili pokazujući posebno zanimanje za određenu tematiku, mladi u sve većem broju tragaju za iskustvima svojih vršnjaka iz drugih zemalja i kultura. Upravo stoga neformalna edukacija čini osnovnu komponentu u razvoju mobilnosti mladih odnosno omladinskog turizma kao njenog najobuhvatnijeg segmenta unutar kojeg, pored ponuda za individualna i turistička putovanja, sve veći prostor zauzimaju obrazovna (učenje stranih jezika u inozemstvu, sudjelovanje na specijaliziranim tečajevima, treninzima i seminarskim aktivnostima i sl.) i radna putovanja (*work & study* programi, *internship* programi, volonterski programi i sl.). Za razliku od područja institucionalnog i formalnog obrazovanja, razvijena infrastruktura omladinskog turizma pruža mladima mogućnost organiziranja vlastitog učenja, osobnog razvoja i stjecanja praktičnog iskustva putem neposrednog i interaktivnog sudjelovanja u različitim aktivnostima, bilo da je riječ o turistički motiviranom putovanju ili osnovni motiv putovanja predstavlja obrazovanje, rad ili sudjelovanje na kulturnim programima i manifestacijama. Stoga je sve izraženija podrška društva vrijednostima omladinskog i studentskog putovanja, a "obrazovne ustanove, potencijalni poslodavci te sami roditelji putovanje prepoznaju kao izuzetno važno iskustvo za osobni razvoj i razumijevanje svijeta u kojem živimo" (Tadej, 2006).

U Hrvatskoj se tek posljednje dvije godine može vidjeti pomak i napredak u zanimanju i brizi društva za razvoj mobilnosti mladih i infrastrukture omladinskog turizma. Ključni razlog sporog razvoja mobilnosti mladih i omladinskog turizma kombinacija je slabe informiranosti mladih i nedovoljno razvijene infrastrukture omladinskog turizma.

Iako se bilježi povećanje broja hostela, koji čine temelj sustava infrastrukture omladinskog turizma, radi se uglavnom o objektima malog kapaciteta, isključivo s uslugom smještaja u

glavnim urbanim središtima Hrvatske. Razvoj takvih smještajnih kapaciteta, koji primjereno odgovaraju na platežne mogućnosti mladih, jest pohvalan, naročito zbog činjenice da otvaranje tih hostela predstavlja novu poduzetničku inicijativu mladih, međutim ako Hrvatska želi u bliskoj budućnosti imati razvijenu infrastrukturu omladinskog turizma i time bitno povećati razinu mobilnosti mladih, nužni su multifunkcionalni omladinski hosteli većega kapaciteta koji svojom ponudom odgovaraju potrebama mladih pojedinačno, ali i različitih skupina. Hrvatska time postaje dostupnija mladima iz zemlje i inozemstva pružajući, naročito skupinama, povoljnije uvjete za ostvarivanje različitih programa namijenjenih mladima (seminarske aktivnosti, treninzi i druga tematska okupljanja). Od ukupnog broja kategoriziranih hostela u Hrvatskoj (35), takvih multifunkcionalnih omladinskih hostela, koji ujedno zadovoljavaju standarde međunarodnog sustava *Hostelling International*, svega je 6. Osim Rijeke, gdje je ostvarena neposredna i kvalitetna suradnja lokalnih vlasti s nacionalnom hostelskom udrugom na projektu otvaranja prvog omladinskog hostela u tom gradu, koji je danas najkvalitetniji smještajni objekt za mlade u zemlji, tri ostala najveća sveučilišna i urbana središta (Zagreb, Osijek i Split) ne raspoložu multifunkcionalnim omladinskim hostelima koji bi radili tijekom cijele godine (svojevrсни izuzetak je Zagreb u kojemu je neophodno dovršiti projekt adaptacije omladinskog hostela u visokostandardizirani smještajni i edukacijski centar za mlade). Isto tako, primjerice, na području Plitvičkih jezera, jedinstvene prirodne baštine, nema odgovarajućeg smještajnog i edukacijskog centra za mlade, a u unutrašnjosti Hrvatske nema ni jednostavnijih oblika hostelskog smještaja. Time se znatno umanjuje individualna mobilnost mladih u Hrvatskoj, otvaranje Hrvatske mladima iz drugih zemalja, ali istovremeno i otežavaju uvjeti za ostvarivanje školskih putovanja (izleti, ekskurzije i izvanučionički terenski programi) i upoznavanje školskog uzrasta s različitim regijama Hrvatske.

Putne i popusne međunarodne iskaznice za mlade i studente, među kojima su najvažnije EURO<26 i ISIC iskaznica, kojima se potiče mobilnost mladih, i dalje ima manje od 5 tisuća mladih. Povećanje broja mladih vlasnika navedenih iskaznica utjecalo bi na povećanje kvalitetnih popusta za mlade, naročito u putničkome prijevozu, a ujedno poboljšalo informiranost mladih i studenata o povoljnim uvjetima putovanja i mogućnostima njihovog sudjelovanja u različitim edukativnim i turističkim programima. Za razliku od većine europskih zemalja, u Hrvatskoj još uvijek nije združena nacionalna studentska iskaznica (IKS), koja nema znatniju uporabnu vrijednost ni međunarodnu verifikaciju, s međunarodnom studentskom identifikacijskom iskaznicom ISIC iako se radi o jednostavnom i povoljnom procesu združivanja.

Na globalnoj razini se, pored velikog povećanja broja mladih i studenata, koji putuju i sudjeluju u različitim aktivnostima neformalne edukacije, dramatično povećava akademska mobilnost studenata. U usporedbi s drugim zemljama Hrvatska ima nedopustivo nizak postotak mobilnosti studenata (prema procjeni OECD-a samo oko 0,02% hrvatskih studenata studira u inozemstvu ili je uključeno u programe akademske razmjene – Priručnik "Povećanje mobilnosti hrvatske akademske zajednice: ulazak Hrvatske u program Erasmus", 2008).

Jedan od ključnih problema jest nepostojanje institucionalnih izvora informacija na sveučilištima, ali za primjereno rješavanje problema niske akademske mobilnosti hrvatskih studenata neophodno je izraditi zasebnu cjelovitu strategiju povećanja akademske mobilnosti u svrhu veće uključenosti Hrvatske u programe mobilnosti EU, te za aktivno

promicanje šireg značenja i važnosti mobilnosti i međunarodne razmjene u formalnom obrazovanju, koje nije predmet Nacionalnog programa djelovanja za mlade, fokusiranog primarno na uvjete za razvoj neformalnog obrazovanja.

7.2. Informiranje mladih

Mladima je nužna primjerena razina informiranosti o njihovim pravima i mogućnostima, te o programima i uslugama koje im se nude. Tu je prije svega riječ o školskim i izvanškolskim aktivnostima, posebnim i dopunskim oblicima obrazovanja, neformalnom obrazovanju, angažiranju na pojedinim projektima, stipendiranju, zapošljavanju i razvoju karijere, socijalnom, zdravstvenom i dopunskom osiguranju, pravnoj zaštiti, financiranju stanovanju, dobrovoljnom radu, športskim i kulturnim aktivnostima, duhovnosti, pomoći u kriznim stanjima, mobilnosti, omladinskom turizmu i drugom.

Mladi su razmjerno slabo informirani o institucijama i dokumentima politike prema mladima (npr. Savjet za mlade Vlade Republike Hrvatske, Nacionalni program djelovanje za mlade), iz čega proizlazi potreba promicanja institucija i dokumenata politike prema mladima među populacijom na koju se ta politika odnosi.

Jedan od načina na koji se može prići rješavanju problema informiranosti mladih jest osnivanje tzv. info-centara. Postojanje info-centara bitno utječe na razinu informiranosti mladih i stupanj njihova društvenoga djelovanja. Od 2006. godine počeli su se osnivati takvi centri u okviru provedbe jedne od mjera Nacionalnog programa djelovanja za mlade (četiri regionalna info-centra: u Zagrebu, Rijeci, Splitu i Osijeku).

Osim info-centara za mlade, potrebne su i tiskovine za mlade i o mladima. Postoji "...određeni informacijski vakuum... kad je riječ o temama koje se tiču mlade populacije" (Mendeš, 2006). Inače, Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti financira glasila za mlade putem godišnjeg natječaja za projekte usmjerene mladima, Ministarstvo znanosti, obrazovanja i športa financira izlaženje informativnih glasila za mlade, osobito onih koji su u procesu srednjoškolskog obrazovanja, te posebno promiče šport i tehničku kulturu, dok Ministarstvo vanjskih poslova i europskih integracija održava i širi mrežu Euro Info točaka te redovito ažurira sadržaj web-stranice <http://europauhrvatskoj.mvpei.hr/>, distribuira svoje publikacije, održava zimske i ljetne škole o europskim integracijama, te provodi natjecanja LOGIN@EUROPE i EUQUIZ.

Iz navedenog se vidi da su postignuti određeni pozitivni pomaci kad je riječ o informiranju mladih, kao i da postoji potreba za daljnjim razvojem i širenjem te aktivnosti putem Nacionalnog programa za mlade. Osobito se to odnosi na mlade osobe koje su ranije ispale iz sustava obrazovanja, mlade koji su završili školovanje i time imaju manje prilika doći do relevantnih i njima zanimljivih i korisnih informacija, te mlade iz ruralnih i slabije razvijenih područja Republike Hrvatske, s obzirom da su prethodno navedeni načini informiranja namijenjeni i/ili dostupni uglavnom urbanoj mladoj populaciji unutar sustava obrazovanja.

7.3. Savjetovanje mladih

Još uvijek ne postoje sustavni podaci o broju savjetovališta i tijelima koja su ih osnovala pa ni o broju korisnika pojedinih savjetovališta u Republici Hrvatskoj. Stanje nije zadovoljavajuće jer nedostaju empirijski podaci o savjetovalištim za mlade, njihovim korisnicima i područjima djelovanja.

U sustavu školstva ne postoji dovoljno dobro organizirana savjetodavna služba koja bi bila osposobljena za proaktivno i preventivno djelovanje prema učenicima. U svakoj školi u prosjeku su zaposlena jedan do dva stručna djelatnika, kojima je preventivni rad i pružanje usluga savjetovanja dio djelokruga rada. Psihosocijalna savjetovališta za studente osnovana su u nekoliko gradova na inicijativu lokalne vlasti, sveučilišnih djelatnika ili nevladinih udruga. Mladi su također prisiljeni uložiti veliki napor u uspostavljanju odgovarajućih kontakata i pronalaženju potrebnih informacija kako bi iskoristili svoja prava i mogućnosti (primjerice, mladi koje zanimaju mogućnosti daljnjega ili dopunskoga obrazovanja i planiranja karijere).

Organizacije i ustanove, koje se bave potporom u kriznim stanjima, imaju donekle razvijen sustav savjetovališta, ali on djeluje kurativno, a ne preventivno. I dalje postoji nedostatak zadovoljavajućeg broja timova za krizne intervencije u pojedinim dijelovima zemlje iako su oni osnovani u županijskim središtima.

Postoji potreba za otvaranjem savjetovališta za studente koja proizlazi iz same činjenice da je broj upisanih studenata na fakultete daleko veći od broja studenata koji uspiju završiti studij. Cilj savjetovališta je omogućiti mladima višu razinu kvalitete života kroz radionice s mladima o njihovom osobnom rastu i razvoju, uspješno učenje, suočavanje s teškoćama, razvojem pozitivnih socijalnih vještina, kao i ostalim aspektima razvoja odnosno individualnim i skupnim savjetovanjem, edukativnim radionicama, tribinama i sl. Uz psihološko savjetovanje potrebno je osigurati profesionalno savjetovanje te savjetovanje iz zdravstvene zaštite. Postoji potreba za sustavnim radom s mladima i podizanjem društvene svijesti za rad s mladima kako bi se potaklo osnivanje savjetovališnih centara za mlade dostupnih mladima u svim regijama zemlje.

U proteklom razdoblju u sklopu Povjerenstva za prevenciju zlorabe ovisnosti u pojedinim županijskim središtima otvorena su savjetovališta za mlade i njihove roditelje. 2006. godine pokrenut je Tempus projekt DUCAS – Razvoj sveučilišnih savjetovališnih i savjetodavnih službi s ciljem razvijanja strateškog i akcijskog plana za utemeljenje savjetovališnih i savjetodavnih službi, procjenu studentskih potreba, razvijanja programa za usmjeravanje i podršku u učenju, unaprjeđenje stručnog osoblja za psihološko savjetovanje i savjetodavni rad itd.

U 2007. godini odobreno je 45 radnih mjesta stručnih suradnika u srednjim školama (socijalnih pedagoga, psihologa, pedagoga), a plan za 2008./2009. jest zaposliti još oko 50 stručnih suradnika za srednje škole.

Nema sustavno organiziranih savjetovališta za mlade, ali je postignut pozitivan pomak osnivanjem obiteljskih centara koji u okviru svoje djelatnosti obavljaju poslove savjetodavnog i preventivnog rada i druge stručne poslove koji se odnose, među ostalim, na odgoj djece, prevenciju svih oblika ovisnosti kod djece i mladeži, podizanje kvalitete

života djece, mladeži i obitelji, organiziranje učenja djeteta, kao i razvoj i unaprjeđenje izvaninstitucijskih oblika potpore obitelji, djeci, mladeži i drugim socijalno osjetljivim skupinama stanovništva. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti do sada je osnovalo sedamnaest obiteljskih centara, s namjerom da u kraćem roku svaka županija ima svoj obiteljski centar s podružnicama. U postojeća studentska savjetovališta, odnosno savjetovališta za mlade, najviše se mladih javlja zbog različitih teškoća vezanih uz učenje, zatim slijede problemi u socijalnim odnosima te različita tjeskobna i depresivna stanja, problemi nezadovoljstva sobom i psihičke poteškoće koje narušavaju normalno funkcioniranje. Usluge psihološkog savjetovališta za studente Filozofskog fakulteta u Zagrebu 2007. godine koristilo je preko 200 studenata, a slično je bilo i 2006. U psihološkom centru Tesa – psihološkim savjetovalištem mladih želi se podržati socio-emocionalni razvoj mladih, što istovremeno predstavlja prevenciju usamljenosti, depresije, anksioznosti te različitih oblika neprihvatljivog ponašanja.

Timovi za krizne intervencije djeluju u županijama te pružaju podršku i pomoć nakon traumatskih kriznih događaja koji uključuju nesreće, ubojstva, samoubojstva i ostala stradavanja kojima su mladi bili izloženi. Imenovani stručnjaci provode krizne intervencije u slučaju kriznih događaja u sustavu odgoja i obrazovanja s ciljem ublažavanja utjecaja kriznih događaja, ubravanja procesa oporavka sudionika takvih događaja te sprečavanja dugotrajnih nepovoljnih psiholoških posljedica traumatskog događaja. 2007. godine 152 stručnjaka su službeno imenovana u Timove za krizne intervencije po županijama (u prosvjeti 82 i socijalnoj skrbi 70), što znači u prosjeku 7 stručnjaka za svaku županiju iako oni nisu ravnomjerno raspoređeni po cijeloj zemlji (u sustavu odgoja i obrazovanja u 2 županije nema ni jednog imenovanog stručnjaka, u sustavu socijalne skrbi u 8 županija nema ni jednog imenovanog stručnjaka, odnosno u mnogim županijama ima samo nekoliko stručnjaka). Postoji potreba za sustavnom edukacijom stručnjaka za krizne intervencije, za supervizijskim susretima, kao i za tiskanjem informativnih i edukativnih letaka.

7.4. Ciljevi

- povećati kulturnu, turističku i obrazovnu mobilnost mladih koja širi njihove obzore, otvara komunikaciju sa svijetom i omogućuje upoznavanje novih standarda, obrazaca, metoda i načina društvenog djelovanja te umanjuje ksenofobiju
- omogućiti financijsku potporu za izgradnju i otvaranje visokostandardiziranih i multifunkcionalnih omladinskih hostela, naročito u unutrašnjosti Hrvatske
- informirati mlade o dostupnim mogućnostima i promicati omladinski turizam i omladinske i studentske popuste na domaćem i inozemnom tržištu
- uspostaviti školske stručne timove u srednjim školama u cilju unaprjeđenja rada s mladima na pozitivnim aspektima razvoja na području cijele Republike Hrvatske
- poticati otvaranje savjetovališta za mlade u svim dijelovima Republike Hrvatske u cilju pomoći mladima u njihovom osobnom rastu, razvoju, sazrijevanju i prilagođavanju različitim životnim uvjetima kako bi se mladi osposobili za samostalno rješavanje aktualnih problema i problema u budućnosti

- poticati i provoditi sustavna znanstvena istraživanja o problemima mladih, korisnika savjetovališta, stručnih timova u srednjim školama te timova za krizne intervencije u svrhu osiguranja podataka za otvaranje, razvoj i područja djelovanja savjetovanja za mlade na više razina
- povećati nazočnost mladih u medijima i ojačati medije mladih podupiranjem osnivanja i praćenjem rada glasila mladih i za mlade
- povećati broj i kvalitetu informativnih centara mladih
- povećati informiranost i znanje mladih o različitim temama koje su mladima zanimljive odnosno koje ih se tiču

7.5. Mjere i aktivnosti

Mjera 1. POTICATI RAZVOJ OMLADINSKOG TURIZMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
1.1. Sufinanciranje (u suradnji s lokalnom samoupravom) kapitalnih projekata izgradnje visokostandardiziranih i multifunkcionalnih omladinskih hostela u unutrašnjosti Hrvatske (Osijek, Vukovar, Varaždin, Plitvička jezera) i u Splitu.	2009. i kontinuirano
1.2. Donošenje izmjena Zakona o boravišnoj pristojbi kojim bi se mladima, koji koriste usluge omladinskih hostela i izviđačkih centara, omogućilo umanjeno plaćanje boravišne pristojbe.	2009.
1.3. Katalogizacija i standardizacija kapaciteta objekata omladinskog turizma i pokretanje informativnih i promotivnih aktivnosti na domaćem i inozemnom tržištu.	2009. i kontinuirano
NOSITELJ:	Ministarstvo turizma
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Središnji državni ured za upravljanje državnom imovinom organizacije civilnog društva i institucije čija djelatnost obuhvaća omladinski turizam
IZVORI SREDSTAVA:	Ministarstvo turizma
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj izgrađenih multifunkcionalnih omladinskih hostela i kapacitet – donošenje izmjena Zakona o boravišnoj pristojbi u svrhu oslobađanja plaćanja boravišne pristojbe za korisnike omladinskih hostela – broj korisnika multifunkcionalnih omladinskih hostela (individualnih posjetitelja i skupina)

Mjera 2. IZRAVNO PODUPRIJETI PROŠIRENJE I STANDARDIZACIJU POVLASTICA ZA MLADE I STUDENTE

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
2.1. Financijska potpora izradi baze podataka i vodiča/adresara povlastica za mlade i studente.	2010 i kontinuirano
2.2. Kreiranje združene iskaznice ISIC i IKS namijenjene svim redovitim studentima do 33 godine.	2009. i kontinuirano
2.3. Kreiranje učeničke iskaznice EURO<26 za srednjoškolce.	2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo turizma organizacije civilnog društva i institucije čija djelatnost obuhvaća omladinski turizam
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– povećanje broja povlastica za mlade i studente – povećanje broja korisnika/vlasnika EURO<26 iskaznice – internacionalizacija studentske iskaznice – informiranost učenika i studenata o povlasticama

Mjera 3. PODUPRIJETI JAČANJE MREŽE MEĐUNARODNIH SKAUTSKIH / IZVIĐAČKIH CENTARA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
3.1. Izrada plana razvoja, standarda i kriterija za rad skautskih/izviđačkih centara u Republici Hrvatskoj.	2010.
3.2. Putem natječaja pružati financijsku potporu projektima izviđačkih udruga koji se provode u međunarodnim skautskim/izviđačkim centrima.	2010. i kontinuirano
NOSITELJ:	3.1. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti 3.2. Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo turizma Ured za udruge Vlade Republike Hrvatske jedinice lokalne i područne (regionalne) samouprave Savez izviđača Hrvatske i njegove članice
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo znanosti, obrazovanja i športa

POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – broj financiranih projekata skautskih/izviđačkih centara i broj mladih obuhvaćenih projektima skautskih/izviđačkih centara – donošenje plana razvoja, standarda i kriterija za rad skautskih/izviđačkih centara u Hrvatskoj

Mjera 4. PODUPIRATI RAZVOJ INFO-CENTARA ZA MLADE U REPUBLICI HRVATSKOJ I KVALITETNOG INFORMIRANJA MLADIH

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
4.1. Sufinanciranje rada četiri regionalna Info-centra za mlade u Zagrebu, Rijeci, Splitu i Osijeku (uključenih u Zajednicu informativnih centara za mlade) u suradnji s jedinicama lokalne i područne (regionalne) samouprave.	2009. i kontinuirano
4.2. Donošenje standarda i kriterija za rad Info-centara za mlade.	2010.
4.3. Kontinuirana supervizija i godišnja evaluacija rada Info-centara za mlade.	2009. i kontinuirano
4.4. Pružanje potpore za članstvo u Europskoj agenciji za informiranje i savjetovanje mladih (ERYICA).	2009. i kontinuirano
NOSITELJ:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti
SURADNICI U PROVEDBI:	Ministarstvo znanosti, obrazovanja i športa Ministarstvo zdravstva i socijalne skrbi Ministarstvo kulture Ministarstvo vanjskih poslova i europskih integracija Ured za nacionalne manjine Vlade Republike Hrvatske lokalna i područna (regionalna) samouprava organizacije civilnog društva koje se bave informiranjem
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti jedinice lokalne i područne (regionalne) samouprave
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	<ul style="list-style-type: none"> – broj otvorenih Info-centara, broj korisnika, obuhvat dostupnih informacija – doneseni standardi i kriteriji za rad Info-centara

Mjera 5. PODUPIRATI OMLADINSKA I STUDENTSKA INFORMATIVNA I OBRAZOVNA GLASILA NA NACIONALNOJ I LOKALNOJ RAZINI

PROVEDBENA AKTIVNOST:		ROK PROVEDBE:
5.1. Putem natječaja financirati projekte koji se odnose na izdavanje omladinskih studentskih i informativnih glasila.		2009. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa	
SURADNICI U PROVEDBI:	Ministarstvo kulture Ured za udruge Vlade Republike Hrvatske organizacije civilnog društva usmjerene informiranju i radu s mladima	
IZVORI SREDSTAVA:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo znanosti, obrazovanja i športa	
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave	
POKAZATELJI PROVEDBE:	– broj financiranih projekata – povećavanje broja informativnih glasila za mlade	

Mjera 6. POTICAJNIM MJERAMA PODUPRIJETI USPOSTAVLJANJE ŠKOLSKIH STRUČNIH TIMOVA (ZAPOŠLJAVANJE CIJELOG STRUČNOG TIMA U SREDNJIM ŠKOLAMA)

PROVEDBENA AKTIVNOST:		ROK PROVEDBE:
6.1. Ekipiranje stručno razvojnih službi u okviru srednjih škola u skladu s Državnim pedagoškim standardom za srednju školu.		2009. i kontinuirano
6.2. Savjetodavni i preventivni rad djelatnika tima u svakoj srednjoj školi.		2009. i kontinuirano
6.3. Donošenje jedinstvenog stručnog programa rada savjetovanja mladih u srednjim školama.		2009.
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa	
SURADNICI U PROVEDBI:	Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti Ministarstvo unutarnjih poslova obiteljski centri centri za prevenciju ovisnosti županijski timovi za krizne intervencije organizacije civilnog društva usmjerene radu s mladima	
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa	
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave	
POKAZATELJI PROVEDBE:	– broj zaposlenih stručnih suradnika u srednjim školama – broj korisnika savjetovaništa u školama i broj preventivnih akcija u školama	

Mjera 7. IZRAVNO PODUPRIJETI OSNIVANJE VIŠENAMJENSKIH SAVJETOVALIŠTA ZA MLADE PRI VISOKIM UČILIŠTIMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
7.1. Donošenje programa i standarda za otvaranje i rad višenamjenskih savjetovališta za mlade pri visokim učilištima.	2009.
7.2. Osnivanje višenamjenskih savjetovališta za mlade pri visokim učilištima.	2010. i kontinuirano
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo zdravstva i socijalne skrbi Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti obiteljski centri organizacije civilnog društva s područja zaštite zdravlja, prevencije ovisnosti, unapređivanja življenja mladih info-centri za mlade lokalna i područna samouprava sveučilišta
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj osnovanih savjetovališta

Mjera 8. INFORMIRANJE MLADIH REPUBLIKE HRVATSKE O EUROPSKIM INTEGRACIJAMA

PROVEDBENA AKTIVNOST:	ROK PROVEDBE:
8.1. Provođenje programa "Europa u Hrvatskoj: Euro Info točke (Internet kiosk i info police)""	2009.
8.2. Provođenje zimske škole o europskim integracijama.	2010. i kontinuirano
8.3. Provođenje ljetne škole o europskim integracijama.	
8.4. Provođenje programa LOGIN@EUROPE.	
NOSITELJ:	Ministarstvo znanosti, obrazovanja i športa
SURADNICI U PROVEDBI:	Ministarstvo zdravstva i socijalne skrbi Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti obiteljski centri organizacije civilnog društva s područja zaštite zdravlja, prevencije ovisnosti, unapređivanja življenja mladih info-centri za mlade lokalna i područna samouprava sveučilišta
IZVORI SREDSTAVA:	Ministarstvo znanosti, obrazovanja i športa
POTREBNA SREDSTVA:	sredstva redovne djelatnosti tijela državne uprave
POKAZATELJI PROVEDBE:	– broj osnovanih savjetovališta

8. PREPORUKE JEDINICAMA LOKALNE I PODRUČNE (REGIONALNE) SAMOUPRAVE

Županije, gradovi i općine su pozvani djelovati u partnerstvu s državom i organizacijama civilnog društva u ostvarenju ciljeva i provođenju aktivnosti za dobrobit mladih navedenih Nacionalnim programom za mlade.

Pozivaju se županije, gradovi i općine, one koje to još nisu učinile, na razvijanje i donošenje svojih lokalnih, odnosno regionalnih programa za mlade u suradnji s udrugama mladih i za mlade sukladno specifičnim interesima i potrebama mladih na određenom području. Pritom se mogu koristiti smjernicama ovog dokumenta, ali i primjerima dobre prakse drugih jedinica lokalne i područne samouprave koje imaju iskustvo u donošenju i provođenju lokalnih programa za mlade. Također se posebno potiče uključivanje Savjeta mladih (osnovanih sukladno Zakonu o savjetima mladih, Narodne novine, 23/07) u proces predlaganja i donošenja takvih lokalnih programa za mlade.

Posebno se pozivaju županije, gradovi i općine na osiguravanje uvjeta za dostupnost obrazovanja mladima (besplatnim prijevozom, subvencioniranjem školarina i troškova stanovanja i sl.), kao i na razvoj programa stipendiranja studenata sa svojeg područja s ciljem zadržavanja mladih u lokalnoj zajednici.

Potiču se županije, gradovi i općine da sukladno svojim kapacitetima i mogućnostima pronađu načine za osiguravanje odgovarajućih prostora za provođenje aktivnosti udruga mladih i za mlade, športskih, kulturnih, obrazovnih i sličnih programa na dobrobit zajednice u kojoj mladi žive.

Županije, gradovi i općine se također pozivaju da iniciraju, podupiru i sukladno svojim mogućnostima sufinanciraju:

- osnivanje i rad udruga, inicijativa i neformalnih skupina mladih na svojem području;
- nevladine udruge i inicijative mladih koje svojim djelovanjem potiču sudjelovanje mladih u društvenom odlučivanju te im nude informiranje i obrazovanje u tom području;
- uključivanje mladih i njihovih udruga u djelovanje jedinica lokalne samouprave, a osobito uključivanje mladih u donošenje svih odluka koje ih se neposredno tiču;
- programe i projekte udruga mladih i za mlade koji pridonose ciljevima Nacionalnog programa za mlade i pojedinog lokalnog programa za mlade;
- programe i projekte kojima se ostvaruje suradnja s drugim udrugama mladih u Hrvatskoj i inozemstvu;
- omladinska i studentska informativna i obrazovna glasila na lokalnoj razini;
- projekte osnivanja i djelovanja Klubova mladih na lokalnoj razini, Info-centara za mlade na županijskoj i lokalnoj razini, Multifunkcijskih centara za mlade u makroregionalnim središtima, Savjetovališta za mlade u sveučilišnim centrima u suradnji sa sveučilištima i veleučilištima sukladno mjerama i aktivnostima ovog Nacionalnog programa za mlade.

9. ZAVRŠNE ODREDNICE

1. Savjet za mlade Vlade Republike Hrvatske sukladno Odluci o osnivanju Savjeta (Narodne novine, 111/03, 23/04, 120/05 i 21/08) sudjeluje u koordinaciji provedbe i evaluacije Nacionalnog programa za mlade, a sukladno tome usklađivanju i praćenju provedbe Nacionalnog programa za mlade od 2009. do 2013., kao i predlaganju učinkovitog izvršavanja planiranih mjera i aktivnosti.
2. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti i Savjet za mlade Vlade Republike Hrvatske određuje se koordinatorima provedbe Nacionalnog programa za mlade od 2009. do 2013. godine.
3. Tijela državne uprave na nacionalnoj, te tijela jedinica lokalne i područne (regionalne) samouprave dužna su provoditi mjere iz Nacionalnog programa za mlade od 2009. do 2013. godine.
4. Jedinice lokalne i područne (regionalne) samouprave dužne su izraditi lokalne programe za mlade.
5. Sva tijela državne uprave na nacionalnoj razini i tijela na razini jedinica lokalne i područne (regionalne) samouprave dužna su, u roku od 3 (tri) mjeseca nakon usvajanja Nacionalnog programa, imenovati koordinate za provedbu mjera Nacionalnog programa.
6. Središnja tijela državne uprave zadužuju se da, po donošenju ovog Nacionalnog programa, upoznaju tijela i ustanove iz svog djelokruga s činjenicom njezina donošenja i svrhom donošenja, te da osiguraju njezinu dostupnost, kao i da poduzmu sve potrebne mjere radi njezine dosljedne primjene.
7. Sva tijela zadužena za provedbu mjera Nacionalnog programa obvezna su izraditi propise za provedbu mjera iz svoje nadležnosti i objaviti ih na svojim web-stranicama.
8. Sva tijela zadužena za provedbu mjera Nacionalnog programa obvezna su do 31. siječnja svake godine dostaviti Ministarstvu obitelji, branitelja i međugeneracijske solidarnosti izvješća o provedbi mjera iz svoje nadležnosti.
9. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti će do 1. travnja svake godine Vladi Republike Hrvatske dostaviti objedinjeno izvješće o provedbi mjera zadanih nacionalnim programom.
10. Sva tijela zadužena za provedbu mjera ove nacionalne strategije dužna su ih uvrstiti u svoje godišnje planove, te za svaku godinu osigurati sredstva iz državnog proračuna za njihovu provedbu.
11. Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti će, u roku od 6 (šest) mjeseci nakon usvajanja, tiskati Nacionalni program u crnom tisku, na Braillevu tisku i/ili u audio zapisu, te će se objaviti na web-stranicama.
12. U slučaju promjene ustroja i djelokruga ili osnivanja novih državnih tijela, koja su nositelji mjera iz ovog Nacionalnog programa, ministarstvo nadležno za obitelj, u roku od 3 (tri) mjeseca, predložiti će Vladi Republike Hrvatske promjenu nositelja odgovarajućih mjera.
13. Nacionalni program za mlade od 2009. do 2013. godine objavit će se u Narodnim novinama.

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THE GOVERNMENT OF THE REPUBLIC OF CROATIA

Pursuant to Article 30, Paragraph 3, of the Act on the Government of the Republic of Croatia (Official Gazette, 101/98, 15/2000, 117/2001, 199/2003 and 30/2004), the Government of the Republic of Croatia, at its session held on 2 July 2009 adopted the following

DECISION

1. The National Youth Program from 2009 till 2013 is adopted, which is an integral part of this Decision.
2. This Decision and the National Youth Program from 2009 till 2013 shall be published in Official Gazette.

Class: 552-01/09-02/09
Reg. No.: 5030104-09-1

Zagreb, 2 July 2009

PRESIDENT

Ivo Sanader, PhD

CONTENT

INTRODUCTION	119
Youth in contemporary Croatian society	119
National Youth Action Program – past experiences	121
1. EDUCATION AND INFORMATIZATION	125
1.1. Formal education	127
1.1.1. High school education.....	127
1.1.2. Academic education.....	130
1.1.3. Adult education.....	133
1.1.4. Special youth groups education	134
1.2. Non-formal education	136
1.3. Informatization of education.....	137
1.4. Goals	138
1.5. Measures and activities.....	139
2. EMPLOYMENT AND ENTREPRENEURSHIP	149
2.1. Young people on the labor market	149
2.2. Economic determinants for youth unemployment.....	151
2.3. Active employment measures.....	152
2.4. Goals	154
2.5. Measures and activities.....	155
3. SOCIAL POLICY	159
3.1. Analysis of the status of social youth policy.....	159
3.2. High school drop outs	161
3.3. Youth with disabilities	163
3.4. Youth with behavioural disorders.....	165
3.5. Youth lacking adequate family support	168
3.6. Goals	170
3.7. Measures and activities.....	170
4. HEALTHCARE AND REPRODUCTIVE HEALTH.....	177
4.1. Analysis of youth health condition.....	177
4.2. Eating habits and addictive behaviours of youth	178
4.3. Sexual life of youth	180
4.4. Goals	181
4.5. Measures and activities.....	182
5. ACTIVE PARTICIPATION OF YOUNG PEOPLE IN SOCIETY.....	189
5.1. Situation analysis.....	189
5.2. Youth councils	192
5.3. Youth parliaments.....	193
5.4. Youth advisory boards.....	193
5.5. Youth associations, associations for youth and national youth associations	194
5.6. Goals	195

5.7.	Measures and activities.....	195
6.	YOUTH CULTURE AND LEISURE TIME	201
6.1.	Situation analysis.....	201
6.2.	Goals	205
6.3.	Measures and activities.....	206
7.	MOBILITY, INFORMING AND COUNSELLING	213
7.1.	Youth mobility.....	213
7.2.	Informing youth	215
7.3.	Youth counselling	216
7.4.	Goals	217
7.5.	Measures and activities.....	218
8.	RECOMMENDATIONS TO UNITS OF LOCAL AND REGIONAL SELF-ADMINISTRATION.....	225
9.	CONCLUDING PROVISIONS	227

NATIONAL YOUTH PROGRAM FROM 2009 TILL 2013

INTRODUCTION

Youth in contemporary Croatian society

Social and political circumstances, in which the young generation of today in Croatia is developing, are not significantly different from the ones at the beginning of this decade, when the basic guidelines of the national youth policy were conceived and adopted for the first time. Croatia is still a country facing a range of difficulties arising from the transition of political and economic system, which bring various and numerous risks, especially for young population. Simultaneously, Croatia is a transitional country in which the process of democratic consolidation and intensive preparations for the accession to European Union are taking place, which generally increases life opportunities and possibilities for young persons.

Concerning youth, one should take into account that they are, as a separate social group, socially heterogeneous in accordance with the stratification of society of which they are an integral part. On the other hand, young persons share some common characteristics, among which is the basic belonging to a certain age group. This is the population from 15 to 30 years of age, which means that within the group of young people exist several age cohorts, which differ by the degree of maturity, and even formal rights recognized by the society. Here it is important to know that the stated age designation is not generally accepted, especially in official statistics, in which the population up to 25 years of age is most commonly perceived as the group of young people. However, findings of numerous researches in the world and in Croatia have shown that it is much more fruitful to perceive as young people the population up to 30 (and in some cases even up to 35) years of age, especially when various forms of social intervention aimed at improving the overall social position of young people are being considered.

Young people as a social group share actual and ascribed social characteristics that determine their social role, the consequence of which is the insufficient integration of youth into the overall social life and their more unfavourable social status in comparison with the older population. Young people are in a specific transitional period in which the disproportion of psychophysical and social maturity is characteristic: they are no longer protected as children, and they still do not have all the possibilities and opportunities available to adults. Such situation makes them one of the most vulnerable segments of the population, which requires a special relation of the society towards their interests, problems, needs and life perspectives.

Research insights in the world and in Croatia until today have shown that the transition of young people into the so-called world of adults is becoming more complex and longer-lasting. Institutionalized education lasts longer, contemporary technological changes ask for more qualified and flexible workforce, and economic developments cyclically cause an increase in unemployment, which mainly affects youth. The abovementioned processes result also in a slower entrance into the so-called world of work, i.e. slower socioeconomic independence, which forces young people to stay in dependent position. Difficult inclusion

into the professional work contributes to the prolongation of establishing of their own families, and therefore in Croatia, as in the majority of European countries, young people enter their first marriage at later and later age, and consequently, they get children later. Although all rights are granted to them upon reaching the age of majority, at the same time political (self)passivization and suppression of young people from decision-making positions take place, so their interests in the political arena are more or less successfully mediated by adults. Later and later overtaking of permanent social roles and exclusion or insufficient inclusion of youth in economic, political and social processes have as their consequence the insufficient social integration of the young generation. This means that young people's potentials, as the most vital, most flexible and potentially most innovative and most creative segment of contemporary society, remain insufficiently used. Here one has to bear in mind that during the last half century, marked with the processes of modernization, in Croatia, the portion of young people aged 15 to 30 decreased from 27.7% (in 1953) to 20.6% (in 2001). Similar demographic changes also took place in the majority of European countries, and the trend of aging of population makes young people an additionally more precious social resource.

Young people react to social marginalization in various ways – from unproblematic and occasionally resigned adaptation to given society, over distancing from the society “ruled” by the older generation, and a kind of shutting themselves in separate subcultural patterns of living, to open rebellion or development of delinquent behaviour patterns. Previously mentioned difficulties of growing up and social integration young people face in contemporary societies are even more expressed in so-called transitional countries. Young people there pass through a double transition: on one hand, this is a universal experience of maturing and transition from childhood and adolescence into the world of responsibility of adults, and on the other hand, there are changes of epochal nature initiated by the transition from one to another social system. Latter circumstances require reconsidering socialization mechanisms and social integration familiar to the generations of parents and grandparents of today's youth in Croatia, as well as adopting some models more appropriate for the new age and European environment. The young generation of today in transitional societies cannot and does not want to inherit the social legacy of their parents. In other words, institutions, processes and social norms, that mitigated the transition into the world of adults to previous generations, are weakened, abandoned or in the process of fundamental transformation today. Therefore, young people in transitional societies are exposed to risks that were unknown to their parents, as well as poorly known to their peers in developed European societies.

However, what is common to youth in developed and transitional European societies is that the societies, whose integral part they represent, treat them twofold: as a social resource and as a social problem (i.e., a group with problems). Based on such approach, national policies for youth are conceived as an organized set of social instruments and mechanisms aimed at improving the overall social status of young people and ensuring their optimal social integration. Such efforts are based on simultaneous appreciation of interests and needs of young people, as well as of each individual society as a whole.

Appropriate foundation and implementation of the national policy for youth in contemporary society is especially important because of the known tendency of greater

individualization of young generation's life orientations. This individualization is manifested by a dominant relying of young people on family resources in realization of life plans and ambitions, with distancing from society, i.e. its representatives. This tendency in transitional societies, where the process of outstanding social stratification takes place, whereby starting points of youth become significantly unequal, is especially unwelcome and brings to the forefront the support of society in realizing life plans of youth. By dominant orientation to personal and family resources, youth, as a distinguished social group that shares similar interests, problems and needs, is fragmented and atomized. Lack of relevant generational connection additionally weakens already poor social power of youth, so in the end they become disintegrated in two ways: within their own generation and within wider social community.

In conceiving any national policy it is certainly important to respect the fact that young people are not a homogenous social group. Croatian youth mutually significantly differs by social background, conditions of family and wider socialization, educational accomplishments, socioprofessional status, lifestyles, life aspirations, political views, behaviour patterns, etc. The existing differentiations therefore require a national policy that will encompass the interests and needs of different (sub)groups of young people and that will ensure equally good life prospects for everyone.

National Youth Action Program – past experiences

On 16 January 2003, the Government of the Republic of Croatia adopted the *National Youth Action Program* (hereinafter: the National Program) aimed at clear and long-term designation in creating social, educational, upbringing, cultural, material and other conditions for the permanent benefit of young people and their active, complete and responsible participation in the social community. The purpose of the National Program was comprehensive promotion of the development and well-being of youth, which is in accordance with Article 62 of the Constitution of the Republic of Croatia, in which the state commits to protect young people and to create the abovementioned conditions for their decent life. This National Program set strategic goals, plan for their implementation, financing of the proposed measures, and it also gave recommendations to local self-administration units and civil society organizations. Local and regional self-administration units, civil society organizations and other factors in social community, such as religious communities and political parties, and university and scientific institutions, are invited to contribute to achieving mutual goals for the benefit of youth by their mutual encouragement and common action.

The strategic goals of the National Program were as follows:

- improving legislation relating to the needs and problems of youth;
- defining tasks of individual departments, authorized bodies of state administration and public institutions in fulfilling international, constitutional and legal obligations of the Republic of Croatia in relation to youth;
- improving the quality of life for all citizens, especially young people, by respecting their interests, in accordance with European standards and models of good practice;

- including as many young people as possible into decision-making processes, especially regarding needs and problems of youth;
- rejuvenation of the society management structure;
- mobilizing all potentials in the society, especially young and most creative community members for creation of new material and spiritual values, for open and sustainable development, active role in the process of European integrations and development of a democratic society and the rule of law;
- creating conditions for recognition of youth in Croatia, reducing their emigration and stimulating the return and integration of emigrants into the Croatian society;
- creating a constructive and partner relationship with youth associations and local self-administration units in achieving goals for the benefit of youth.

The National Program included the following areas of action:

1. Education and informatization,
2. Employment and entrepreneurship,
3. Social policy,
4. Healthcare and reproductive health,
5. Active participation of young people in society,
6. Youth and civil society,
7. Youth culture and leisure time, and
8. Mobility, informing and counselling.

In order to contribute to more efficient implementation of the National Program, the Operational Plan of the National Youth Action Program 2006 – 2007 was created, which determined the priority measures and set activities for the stated measures. During 2006, the unique Form for Self-assessment of the Operational Plan of the National Youth Action Program Implementation was created, which standardized the manner of reporting.

In accordance with the Action plan of the National Program, the Ministry of Family, Veterans' Affairs and Intergenerational Solidarity, as the coordinator of the National Program implementation, requested the reports from the implementers of the National Program measures and based on these reports, it created the Consolidated Report on the Implementation of the National Youth Action Program for 2006, 2007 and 2008 (hereinafter: the Consolidated Report).

By the Decision from 16 April 2009 the Government of the Republic of Croatia adopted the Consolidated Report on the Implementation of the National Youth Action Program for the Period from 2006 till 2008 and charged the authorized bodies, when proposing measures and activities aimed at adopting the National Youth Action Program, for the Period from 2009 till 2013, to take into consideration all positive experiences acquired during the implementation of National Youth Action Program for the Period from 2003 till 2008, and to adjust the scope and contents of the proposed measures and activities with the actual financial and personnel abilities within the prescribed scope of work.

From the Consolidated Report it is visible that activities, which contribute to improving the quality of young people's lives and to their full participation in society, have been or are continually being implemented in all areas of action.

Of the total of 110 measures, 27 measures have been implemented, 74 measures are continually implemented, 8 measures have been partially implemented, and one measure could not have been implemented. Of the total of 110 measures, 101 measures (92%) were implemented or are being continually implemented, which is double in comparison to the 45 priority measures that were set by the Operational Plan of the National Youth Action Program for 2006 – 2007. By further analysis of the data obtained, it was determined that one measure could not have been implemented, as the amendment to the Constitution of the Republic of Croatia is required for its implementation (Measure 72). By insight into 8 partially implemented measures, it was determined that the majority of activities within the stated measures were implemented, but it was impossible to implement certain activities as their implementation represents the violation of constitutional freedoms (freedom of association), positive regulations (the Law on Institutions). Their implementation is also not possible due to the doubtfulness of legitimacy of representation of a certain organization/user by another organization/user.

According to the data obtained, during 2006, 2007 and 2008, there were 3,032,220,560.14 HRK spent for the purpose of implementation of measures from the National Youth Action Plan.

The analysis of the implementation of measures from the National Youth Action Program from 2003 to 2008 shows that it is necessary to continue the implementation of targeted program activities directed at young people, respecting the adopted strategic goals and areas of action. Based on the widely conducted discussion during 2008 and at the beginning of 2009, on the Draft of the National Youth Program from 2009 till 2013, a new Draft was created, which was adapted to the modern time and needs of most young people by its contents and scope. It is indisputable that its implementation will require daily follow-up of overall developments in society and it will be necessary to adapt the dynamics of its immediate application thereto. It may be expected that local and regional self-administration units will equally recognize local needs of young people and create their own action programs, thereby accomplishing appropriate harmonization of the activities directed at young people and for young people with their full participation.

The general goal of the new National Youth Program is improving total activities of the state administration bodies and public institutions which contribute to solving needs of young people and contribute to improving the quality of their lives through their scope of work and authorities. Special goals have been set in each area, which should be achieved through the proposed measures and activities.

1. EDUCATION AND INFORMATIZATION

After several unsuccessful attempts to reform the educational system, in the last few years in Croatia significant changes take place in this area. Education is being more recognized as an important factor of the development of an individual and society. The concept of education is gradually being replaced by the concept of life-long learning and teaching, in accordance with the idea of the knowledge society and economy. Instead of periodical school reforms, permanent changes in education are being more discussed, as well as the need to integrate formal, non-formal and self-educational opportunities for learning and teaching. Greater emphasis is put on the professional and institutional autonomy, and on the responsibility to ensure quality, thereby focusing greater attention to the outcomes and results of education. Although lecturing still prevails on all levels, the development of applicative, procedural and transversal knowledge and skills is asked for, and the quality of education is gradually becoming linked to competencies necessary for life and competitiveness in the market.

In 55 recommendations for improving the competitiveness of Croatia,¹ the document of the National Competitiveness Council points out that the development of contemporary societies depends on competitiveness, and the competitiveness on the quality of human resources and their appropriate use. High competitiveness is connected with new ideas, knowledge and technologies, i.e. with high-quality human resources which may be attained by appropriate and continuous investments in education.

In order for young generations to acquire competitive knowledge, it is necessary to increase the number and quality of educational offers, as well as the number of users. It is stated in the Recommendations that the achievement of these goals is obstructed by several setbacks, such as: low level of public spending for education, low qualification structure of employees and lack of economic needs' assessment. The possibility of removing these setbacks lies, among other things, in improving the educational structure of population of working age; continuous modernization of educational contents and methods aimed at developing competencies, and depending on future needs' assessment; improving academic education and increasing the vertical and horizontal serviceability of educational system; modernizing the preparation of teachers; increasing the number of students in the field of natural and technical sciences; introducing the system of external validation and self-assessment of educational achievements and increasing government and private sector investments in education.

By introducing appropriate changes in the educational system, Croatia not only ensures the development of its human resources in the long term, but also becomes an active participant of European changes, that are being implemented since 2000 in accordance with the Lisbon Process – the central link of the ambitious plan of the European Union according to which by 2010 Europe should become “the most competitive and the most dynamic economy in the world”, based on knowledge and new technologies.²

¹ 55 recommendations for increasing the competitiveness of Croatia. Zagreb: National Competitiveness Council, January, 2004.

² Lisbon European Council. Presidency Conclusions, 23-24 March 2000 (available at the web site: http://www.europarl.europa.eu/summits/lis1_en.htm, 3 June 2008).

In the last few years, Croatia has been directly incorporating the principles of Lisbon Process and experiences of developed countries into its strategic development documents. There is a relatively stable political consensus about certain key issues of the development of education, as well as a political will to harmonize the Croatian educational system with the needs of highly developed knowledge societies. But changes are often introduced and conducted without appropriate preparation and analysis. In particular, there is a lack of empirical evidence on structural and institutional capacities for change. The problem is also a poor coordination between main change factors and the lack or inefficiency of implementation mechanisms, especially the system of support, monitoring and validation, and responsibilities for desirable processes and achievements.

In addition, strategic development documents are often created without broader discussions within the profession, on which their implementation depends, without consulting young people, who are their end users, and without dialogue with civil sector, which is today an important factor of non-formal education in a range of areas important for functioning of a democratic society based on the responsible participation principle. Critical analysis of starting points and goals, important for achieving balance between market, social and individual needs and interests, are missing. Ensuring this balance is essential in order to protect the education as a public good and general human right from marketization, since the subordination of education to market requirements threatens the principle of equal opportunities in education and narrows the space of authority in managing the national education system.³ But, in the last few years, significant and positive progress is visible in this field. Although creating balance between market pressures, on one hand, and needs of social community and individuals on the other, became a Gordian Knot of educational reforms in all countries of the world, Croatia, as a transitional and post-war country, is in a specially sensitive position in this respect.

Accordingly, our analysis should show what is changing in the Croatian education system and how, and what else needs to be done in order for this system to adequately respond to needs and interests of young people in Croatian society as a whole. Here it must be emphasized that needs and interests are not directed only to acquiring market competitive knowledge and skills, but also to acquiring a range of personal and social competencies through which an individual realizes a quality relationship with other people in an extremely dynamic, culturally plural and democratic Croatian society.

Also, special attention should be paid to the relationship between individuals and their families, which plays a very important role in their upbringing and education. Parents, as the first and most important educators, „have the responsibility and right to bring up their child as a free, humane, patriotic, moral, diligent, sensitive and responsible person, respecting the principles of gender equality, in order for the children to be prepared for harmonious family and social life with a positive relationship towards nature“ (Family Law, Article 93). Upbringing, i.e. the development of such young persons, is closely connected to achieving educational results. Therefore, family and school should be linked even more than until now

³ K. Tomaševski, as a Special UN Rapporteur on the Right to Education, wrote extensively about this problem in the reports from 1999 till 2004. In addition, see: Tomaševski, K. (2005) "Has the right to education a future within the United Nations? A Behind-the-Scenes Account by the Special Rapporteur on the Right to Education 1998 – 2004". *Human Rights Law Review*, 5 (2) 205-237.

in their upbringing and education task. Parents should become more involved (especially when we talk about young people under 18 years of age) and a continuous co-operation of parents and educational institutions should be established in order to achieve best results with youth.

Since the transition to knowledge society depends on creating conditions for education of everyone, irrespective of age, gender, origin, socioeconomic status and place of residence, the analysis will encompass all three areas of education – formal, non-formal and informal. Although Croatian educational space is still not unified in terms of norms, contents and functions, these three areas should be observed as parts of the comprehensive entirety, and therefore we use the term “educational system” in its broadest sense through the text. Thereby we want to draw attention to the crucial role which the linking of formal, non-formal and informal educational resources plays in the development of Croatia as a knowledge society.

1.1. Formal education⁴

Formal education represents the central part of the national educational system in which service knowledge, skills and values are systematically and methodically passed onto children and youth from preschool, over elementary and secondary school, to university, including (additional) adult education. As it represents an instrument used by the state to ensure the realization of the general right to education for its citizens, the basic principles of formal education system operations are regulated by the Constitution and special laws, which is also the case in Croatia. In the Republic of Croatia, there is the Law on Upbringing and Education in Elementary and Secondary Schools (Official Gazette, 87/08), effective from 2 August 2008. But unlike developed countries, Croatia still does not have a general law on education which would regulate the relations between subsystems of formal education and relations between systems of formal, non-formal and informal education.

1.1.1. High school education

The lack of unifying legal regulation particularly affects high schools, which have a key role in education, since they prepare young people either for entering the labour market or for continuing education. Therefore, this education period is being fully or partially regulated in more and more countries as a part of compulsory education. These changes are about to occur also in Croatia, where compulsory education is still reduced to eight-year education. One of the causes for this is Article 65 of the Constitution of the Republic of Croatia, which does not guarantee the compulsiveness of high school education, but its accessibility to all under equal conditions and in accordance with abilities, as well as for the academic education.

According to the Law on Upbringing and Education in Elementary and Secondary Schools

⁴ The analysis of the situation in formal education relies on data from the *National Program of Measures for Implementing Compulsory High School Education*, adopted by the Croatian Parliament on 21 June 2007 (available at the web site: <http://www.nn.hr/clanci/sluzbeno/2007/2184.htm>, 1 June 2008).

(Official Gazette, 87/08), this part of education system comprises grammar schools (four-year schools of general education), art schools (four-year music, visual arts and design schools) and vocational school (technical four-year schools, three-year schools for craft, industrial and related vocations, programs for acquiring lower professional qualifications and so-called adapted programs). The programs are conducted in public schools, accredited private schools, public open universities and other appropriate institutions. In 2006, in Croatia there were 413 public and 25 private high schools.⁵ The choice of school mainly depends on the student's success and availability of appropriate capacities, but in the last few years, the labour market becomes more significant factor for choice than before. An important role in this is played by the Ministry of Science, Education and Sport, which determines the number of students to be enrolled in specific high schools according to public needs.⁶

The official data show that in Croatia around two thirds of the pupils, after completing primary school, choose vocational education⁷, which undergoes through significant changes lately. Upon the analysis of the labour market, the Agency for Vocational Education reduced the number of vocational sectors (from 32 to 14) and the number of vocational professions (from 330 to 199, with the tendency of further reduction until the level of 150 professions). In the middle of 2006, it established 13 vocational councils, which have drafted propositions of vocational professions, following which the changes in the vocational education programs begun. The final objective is to harmonize general professional-theoretical and practical dimensions of vocational education and ensure vertical and horizontal serviceability of the educational system. In strategic development documents, the emphasis is put on the acquisition of professional competencies and on self-organized and life-long learning in accordance with the established needs of the labour market.

The second significant change is a new approach in validation of school achievements. Related to this, and as a permanent system of external validation of work and achievements, and improvement and ensuring the quality, the national exams were introduced, which have been implemented in high schools since 2006 and in primary schools since 2007. The state graduation exam is also being implemented, aimed at assessment and valuation of acquired knowledge and capabilities of pupils at the end of their four-year high school education. Since 2010, the state graduation exams are taken by the pupils in grammar schools who complete their high school education by passing the state graduation exam, and pupils in vocational and art educational programs, which last for at least four years,

⁵ According to some sources, around 20 percent of students, who have completed elementary school, do not continue their education, and of the total number enrolled in high school, around 70 percent receive final certificates in time. In comparison, in 25 "old" European Union members, around 15 percent of students drop out of the system after elementary school, and around 77 percent of enrolled students complete high school.

⁶ By the *Decision on Enrolling Students in High School in Accordance with Public Needs* for the year 2007/2008, the Ministry of Science, Education and Sport allocated 59,000 places in the following way: general programs (22 percent); four-year vocational programs for technical and related vocations (41 percent); three-year vocational programs for industry and economy (9 percent); three-year vocational programs for related crafts (22 percent); art programs (3 percent) and three-year vocational programs for crafts, one-year and two-year vocational programs for acquiring lower professional qualifications, and adapted and special programs for students with developmental and behavioural difficulties (around 1 percent each).

⁷ We find similar situation also in the countries of the so-called Germanic culture, unlike in Scandinavian countries, where around 50 percent of youth opts for vocational education.

and who complete their high school education by creating and defending the final work, organized and conducted by the school, but who wish to continue their education on the academic level. The state graduation exam comprises compulsory and elective part – the compulsory part includes taking the exams in Croatian language, mathematics and foreign language, and mother tongue for students belonging to ethnic minority groups, while the elective part comprises exams in subjects selected by the students themselves. National exams and state graduation exams are conducted by the National Center for External Valuation of Education in co-operation with schools.

In addition, in 2006, Croatia joined the OECD PISA program (Program for International Student Assessment), which assessed the knowledge of reading, mathematics and natural sciences on the sample of 400,000 students from 57 countries. The results of Croatian students were statistically significantly below the OECD average in all three assessed areas, which indicates the need to conduct a thorough analysis of the situation in this subsystem and to apply the excellence principle in its development.

The strategic development documents emphasize the harmonization of curricula with the needs of the market, local community and pupils' interests, they call for an increase in the number of elective, facultative and out-of curriculum programs and a decrease in lectures in favour of research projects and cooperative learning, they introduce the practice of self-assessment and external assessment of achievements, they call for more efficient use of new technologies and media and emphasize the need to improve working conditions in high schools. Simultaneously, significantly less attention is paid to the issues of preparing young people for the role of a citizen in a democratic society, inclusion of civil society organizations, especially youth associations, into the work of school and stimulating domestic and foreign exchange of students and teachers.

The space, opened by reduction of contents, overloaded with facts, should be fulfilled more by programs that prepare young people for active participation in democratic processes, encourage the development of critical thinking, teach young people the human rights principles, non-discrimination, solidarity and social responsibility, develop intercultural sensitivity and prepare for conflict management, promote the need to protect the environment and strengthen for the challenges of consumer society. With the purpose of promoting socially responsible citizenship, greater attention should be paid to familiarizing students with their rights and responsibilities in school and society, and preparing them for making and implementing decisions, including the preparations for holding student councils and participation in their work. Since the education is proving to be one of the most important factors of the youth social engagement, for the same purpose it is necessary to introduce the programs of service learning into high school education. The compound of voluntary work and learning makes learning more purposeful and meaningful, encourages the development of responsibilities for common benefit and strengthens the ties between school and local community in social changes.

Bearing in mind the problem of social stratification of the Croatian society, low educational structure of population and relatively high rate of school drop-outs, great attention in changes of high school education should be paid to socially or in other way vulnerable students. This means there is the need to increase the number and amounts of student scholarships, to expand and modernise the capacities of pupil dormitories, to subsidise more

significantly public transport of pupils commuters and to introduce new forms of support, especially in co-operation with youth associations and other civil society organizations.

Solving of many of mentioned problems is connected with the prolongation of the compulsory education period. The Croatian Parliament adopted this important goal in 2007, by adopting the National Program of Measures for the Introduction of Compulsory Secondary Education. The changes are aimed at increasing the number of young people who complete high school, improving the quality of high school education and harmonizing high school curricula with the needs of the labour market and European standards, in order to keep young people in the system until they are trained for their first profession. The success in this also depends on the full linking of the overall education system in terms of norms, contents and functions.⁸

1.1.2. Academic education

Academic education is based on the freedom and autonomy of participants, on ethics and publicity in operation, on respect and recognition of human rights and on prohibition of any kind of discrimination.

Although the entire Croatian educational system is changing quickly, the most thorough changes take place in the area of academic education. The reason for this is quick harmonization with the EU countries, as well as removing obstacles detected in the process. In order to avoid the concentration of institutions of academic education in major Croatian cities, the Government of the Republic of Croatia and the Ministry of Science, Education and Sport implement the policy of polycentric development of academic education, and the development of professional studies in less urban areas. Accordingly, since 2005, one public university (Juraj Dobrila University in Pula), six public colleges (Marko Marulić College in Knin, Lavoslav Ružička College in Vukovar, Nikola Tesla College in Gospić, College in Šibenik, College in Slavonski Brod and College of Međimurje) and one academic school (College of Management in Tourism and IT in Virovitica) were established. Such development policy enables the profiling of universities, colleges and academic schools in accordance with regional needs and peculiarities. Establishing new colleges in county centers will contribute to economic development of the area and keeping young people. Also, in co-operation of the Ministry of Science, Education and Sport and the Development and Employment Fund, a Development of Professional Studies project was launched for the purpose of promoting employment in less urban areas in the Republic of Croatia.

The new system of financing academic institutions was also launched, according to the Lump sum model, by which a single financial policy of university was introduced, in January 2006.

Although certain improvements have been made, the strengths still need to be directed to modernization of programs, teaching methods and learning sources; increase in the number of elective subjects and extension of interdisciplinary approaches; and to place

⁸ A contribution to the education system unification represents the *Strategy for Creation and Development of the National Curriculum for Pre-school Upbringing, General Compulsory and High School Education* by the Ministry of Science, Education and Sport, published in 2007, which introduces several important general education principles.

emphasis on acquiring applied knowledge and skills in relation to theoretical education, and improving material equipment of a large number of academic institutions.

By issuing a Law on Scientific Activity and Higher Education (Official Gazette, 123/03, 198/03 and 105/04) legal presumptions were satisfied for improvement of academic education, since the Law determines that this area is of special interest for the Republic of Croatia, that it is an integral part of international and European educational space and that, among other things, it is based on the principle of academic freedoms, connection of lectures, research and creation, and harmonization with the European academic education system.

By adopting the Bologna Declaration in 2001, Croatia accepted the obligation to harmonize its academic education system with the European education system in five dimensions: a) introducing easily recognisable and comparable academic and professional degrees and diploma supplement; b) accepting the binary system (of academic and professional studies); c) introducing the common European Credit Transfer System (ECTS); d) stimulating international mobility of teachers and students, and e) establishing the national system for assessment and ensuring quality.

From 2005 until today, the Ministry of Science, Education and Sport has, based on the preliminary opinion of the National Council for Higher Education, issued around 1,200 permissions for performing study programs of undergraduate and graduate university and postgraduate specialist and postgraduate university studies, professional and specialist graduate professional studies. We must mention that Offices of Quality Management operate at universities in the Republic of Croatia, having the task to promote high educational standards in universities and to provide active support to constituents in improving the quality of scientific and educational work.

Changes in academic education are also directed towards improvement of educational structure of population⁹, which is attempted to be solved by establishing new educational institutions and increasing the number of students enrolled. According to the data from the Ministry of Science, Education and Sport, currently in the Republic of Croatia there are 130 academic institutions which had the total of 178,300 students in the 2007/2008 academic year. In the period from 1997 till 2005, the number of students increased by 48 percent, and in the same period the number of students who completed the studies increased by 59 percent. In addition, the commitment to polycentric development of academic education subsystem for the purpose of satisfying regional needs, reducing the outflow of young people and stimulating growth and development of local economy, resulted in opening a range of new academic institutions.

Due to the prohibition of employment in public services, the system was for a certain period of time in a crisis which manifested itself in some disciplines in a small number of acquired PhD degrees in the anticipated period and in a high rate of resigning from positions of junior researchers. By introducing the Bologna changes, the work responsibilities of junior researchers were extended to work in education, working positions were opened for

⁹ Croatia significantly lags behind developed countries by the proportion of academically educated persons, and it also differs by the ratio of those who have completed colleges in relation to those with university degrees. According to official data, there is 16.7% academically educated working population aged 25 to 64 in the Republic of Croatia.

the ones who had acquired PhD degree, and their stay is additionally stimulated by co-financing of housing loans, extending international and European programs of scientific professional education and other benefits. Until the end of 2007, there were 2,670 persons employed according to the excellence criterion.

Scholarships are the most usual form of support, and they are provided by various entities. State scholarships are mainly awarded to regular students of university and professional studies according to the recommendations by universities, colleges and academic schools.¹⁰ The Ministry of Science, Education and Sport undertakes numerous activities in the field of student standard and grants significant funds on an annual level for increasing the standard level for all students in the Republic of Croatia, but in spite of a relatively large number of scholarships and other forms of support (subsidising the accommodation in dormitories and tenant accommodation, meals, transportation and work of student organizations), student standard requires further efforts and investments in its improvement. This is especially true for poorer students who study outside their place of residence. Accommodation capacities in student dormitories are still insufficient in all university centers.

An acute problem is the low percentage of students interested in and actively participating in decision-making. Research shows that students are generally poorly informed about their rights during the studies, as well as about possibilities of organizing for the purpose of efficiently representing their interests.¹¹ Student associations still fail to attract larger number of students, often act in elitist manner and rarely cooperate with youth associations outside university and other civil society organizations. The Ministry of Science, Education and Sport awards significant funds for student councils in universities, colleges and academic schools which are used to finance projects of student associations related to employment and entrepreneurship, healthcare and reproductive health, active participation in society, culture and leisure time, and informing and counselling of young people. The influence of student representatives on decision-making in academic education is negligible, especially in relation to the implementation of the Bologna Process.

It should be added that by changing academic programs, academic education is being more directed towards the development of competencies required in the market, but the functional relationship between academic education and the world of work, and especially social community, is being established. By introducing and implementing academic programs, academic education levels are being directed to the development of competencies of graduates, which are necessary for the labour market. In academic institutions, as well as in high schools, it is necessary to continue the development and implementation of programs that stimulate the development of active and responsible

¹⁰ In the *Rules and Criteria for Awarding 2,538 State Scholarships to Regular Students of University and Professional Studies and Remuneration of Portions of Scholarships to Post-graduate Students with Disabilities for 2008*, by the Ministry of Science, Education and Sport, scholarships were awarded in nine categories: A – very successful students; B – students of rare studies and professions; C – students who oblige to work in special state care areas or on islands upon completion of studies; D – 1 students with special status according to the Law on the Protection of Military and Civil Homeland War Disabled Persons; E – students in poorer economic status; F – students with residence in Vukovar; G – students who lived in foster homes or in social care homes until the age of 18, and I and P – regular and post-graduate students with disabilities.

¹¹ The research was conducted in 2006 by the Research and Training Centre of the Faculty of Humanities and Social Sciences in Zagreb on the sample of 1,350 students of final years at the Universities in Zagreb and Rijeka.

citizenship, social competencies, strategic planning, critical, research and applicative thinking and, generally, service learning, in co-operation with organizations of civil society¹², which has also been envisaged in the National Program for the Protection and Promotion of Human Rights in the Republic of Croatia from 2008 till 2012. In addition, we would like to emphasize that the National Council for Higher Education has issued a recommendation (10 September 2008) in which it supports the introduction of gender-sensitive education on the academic level and accordingly recommends the creation and implementation of the new course in “female studies” in undergraduate, graduate university and postgraduate studies of the academic institutions having the possibilities and conditions for their introduction.

1.1.3. Adult education

Young people who have left the system of regular education, as well as those who want to broaden or acquire new knowledge and skills due to personal or professional reasons, may use the services of the adult education subsystem. These are organized and verified educational programs for adults, that have compensational (basic education) and supplemental function, and they form an important part of life-long learning.

There are no reliable data on the portion of adults in education in elementary and high school programs.¹³ From the period when Croatia had gained independence till the adoption of the Strategy for Adult Education in 2004 and establishing the Agency for Adult Education two years later, this area did not receive appropriate attention, so the activities were maintained mainly owing to individual initiatives. By adopting the Law on Adult Education (Official Gazette, 17/07), the situation changed significantly. The Law integrates this area into the overall educational system of the Republic of Croatia, thereby creating conditions for vertical serviceability (continuation of education on any level) and life-long learning. In addition to the provision on integration, the Law introduces the principle of partnership of all relevant factors in creating measures for improving adult education, and the principle of participation of all in financing the adult education according to the needs and abilities of interested parties (state, local and regional self-administration, employers and students). The Adult Education Council has also been established, formed of the representatives of ministries, employers, trade unions and educational institutions, and its task was to monitor the situation in this area and propose measures for its improvement.

Based on the Law on Adult Education, the following rulebooks were adopted: The Rulebook on Standards and Norms, and Manner and Procedure for Determining the Fulfillment of the Conditions in Institutions for Adult Education, the Rulebook on Records in Adult Education,

¹² The program that has been conducted since 2005 at the Information Sciences Department of the Faculty of Humanities and Social Sciences in Zagreb and at the Faculty of Political Science in Zagreb, in co-operation with the DIM organization, confirms that it is essential to introduce into academic education service learning through voluntary work, cause of its positive impact on students.

¹³ According to the *National Youth Action Program 2003 – 2008*, in 2000, around 25,000 adults participated in some kind of verified high school programs of professional training and additional education, of which 90 percent were under the age of 30, and around 50 percent completed the programs successfully.

the Rulebook on Public Documents in Adult Education, the Rulebook on Contents, Form and Manner of Keeping and Maintaining Andragogical Documentation (Official Gazette, 128/08).

The adult education is defined in the Law as an overall process of learning directed to the development of personality, training for employability (including acquisition of qualifications for the first profession and education for retraining or supplementation of existing professional knowledge and skills) and training for active citizenship. It is conducted as formal, non-formal, informal and/or self-directed learning and is based on the principles of life-long learning, availability, freedom of choice, difference, warranty of quality and respect for personality and dignity of each participant.

Within formal adult education there are elementary, high school and academic education, retraining, additional education and professional training, and it is conducted according to institutional and other verified educational programs. Non-formal adult education relates to the organized processes of professional training for work, various social activities and personal development, and they do not provide a public document. Informal education relates to knowledge, skills and attitudes adopted by an individual in communication with its immediate environment, whereas self-directed learning relates to learning activities that individuals themselves select, monitor and for the outcomes of which they are individually responsible.

Adult educational services may be provided by public open universities, elementary and high schools, academic institutions, schools for foreign languages, institutions for accommodation and care for persons with disabilities, penological institutions and other institutions and organizations, provided they meet the required conditions.

According to the data from commercial courts, in Croatia there are 82 public open colleges, 2 open colleges and 18 colleges; 7 public universities and 20 culture centers, 3 culture homes and 23 legal entities (limited liability companies and joint-stock companies) engaged in adult education¹⁴. They conduct programs of first profession acquisition, professional advanced education, additional training and retraining, from basic literacy to acquisition of knowledge and skills from certain vocational or general cultural field, such as foreign languages, information and communication technologies, entrepreneurship and management, active citizenship and environment protection. Programs are financed from the state budget, budgets of local and regional self-administration units and by students and employers.

1.1.4. Special youth groups education

In contemporary democracies, which are developing in the direction of knowledge society and economy, and which are, moreover, mutually obliged to respect the principles of human rights, equality and pluralism, governments must ensure the conditions in order to make education accessible to everyone, irrespective of gender, nationality, religion, socio-economic status or developmental difficulties. The accessibility of education to everyone is the most important factor of life opportunities' equalizing.

¹⁴ Compare the Adult Education Strategy, the *Ministry of Science, Education and Sport*, Zagreb, November 2004, p. 38.

In Croatia there is no gender disproportion in education in favour of men which we find in a number of developed countries in the world. The number of women and men is balanced on all education levels, and in the last two or three decades, a constant trend of the increase in number of women in comparison with men is visible in academic education. But we find the gender disproportion in selecting schools and professions, where the traditional patterns of the gender roles distribution are visible.

Children and youth from ethnic minority groups participate in special programs from preschools to universities, which are conducted in ethnic minority educational institutions or in Croatian language schools, in accordance with the Constitution of the Republic of Croatia, Constitutional Law on the Rights of Ethnic Minorities (Official Gazette, 155/02) and the Law on Upbringing and Education in the Language and Script of Ethnic Minorities (Official Gazette, 51/00). Education of Roma children and youth is conducted according to the National Program for Roma, adopted by the Government of the Republic of Croatia in 2003, and the "Decade for Roma Inclusion 2005 – 2015" Action Plan. Depending on the selection of the ethnic minorities, classes are organized according to one of three adopted models (in the language and script of the ethnic minority – model A; bilingual classes – model B, or cultivation of language and culture – model C), or as a special educational form (e.g. summer or winter schools). Ethnic minority education is integrated into the Croatian educational system, and is financed from the state budget and budgets of local self-administration units. Teachers and members of national minority groups work in education, but also teachers of other backgrounds if they master the language and script of the ethnic minority. Elementary school programs in the language and script of ethnic minorities are conducted in special institutions or within Croatian language schools for Serbian, Italian, Hungarian, Czech, Austrian, German, Rusyn, Ukrainian and Slovakian ethnic minorities. High school education is organized for Serbian, Italian, Czech and Hungarian ethnic minorities, and on the level of academic education for Italian ethnic minority only.

Religious education has been introduced into Croatian schools as an optional subject, two hours a week beginning from the school year 1991/1992, and it was subsequently regulated by the Law on Legal Position of Religious Communities (Official Gazette, 83/02). Depending on the number of students, it may be organized in schools or religious institutions. Catholic religious education is conducted in schools, and it is attended by around 80 percent of elementary school and around 77 percent of high school pupils. Other religious communities (Orthodox, Evangelistic, Jewish, Islamic, Adventist, Evangelic, etc.) mainly organize religious education in their religious institutions according to their programs, confirmed by the Ministry of Science, Education and Sport.

Education of young people with developmental difficulties is regulated by the Law on Upbringing and Education in Elementary and Secondary Schools (Official Gazette, 87/08), which promotes the integration principle through regular, adapted and special programs. The implementation of the integration principle is connected with a number of problems which are mainly the consequence of a large number of students in classes, insufficient preparation of teachers for work in integrated conditions, the lack of assistant teachers and appropriate professionals, the fact that the peers are unprepared and the transportation and infrastructure are not adjusted. A portion of high school and academic institutions is, due to physical obstacles, still inaccessible to youth with disabilities. Although the

accessibility of professional and university studies to youth with disabilities is gradually being increased by the introduction of special forms of support (scholarships for disabled persons, adjusted accommodation in student dormitories, etc.), this satisfies their actual needs to a minor degree only.

1.2. Non-formal education

Non-formal education comprises organized and spontaneous educational activities set up outside the formal education system. Programs are adapted to meet various and changing needs and interests of users. Development and diversity of non-formal education programs are the indicators of the development of a society as a whole, and in the context of the knowledge society notion, it is one of the key resources of life-long learning.

In Croatia, a relatively large number of institutions and organizations provide non-formal education services (public universities, cultural centers, foreign language centers, driving schools, professional associations and companies, religious communities, mountaineering and sport associations and other civil society organizations). The deficiencies in this area arise mainly from the concentration of appropriate institutions in larger centers, non-existence of a unified system of informing on existing programs and too high prices of services, whereby such programs are not accessible to socially vulnerable segments of youth, who need them most. In addition, non-formal education programs are not monitored and assessed according to appropriate quality criteria, and there are no reliable data on the number of users, so it cannot be concluded with certainty in which way and how much non-formal education contributes to the establishment and development of the life-long learning system in Croatia.

A special part of non-formal education comprises the programs conducted by civil society organizations in the narrow sense – non-governmental organizations. They are mainly directed at acquisition of knowledge and skills in the field of human rights protection, non-discrimination, gender equality, non-violent conflict resolution, intercultural understanding, democratic citizenship, environment protection and consumer protection. The advantage of non-governmental organizations' programs compared to formal education programs is not only the fact that non-governmental organizations' programs are directed to issues important in life and that they use active and cooperative learning methods, but also the fact that they are primarily directed to young people. Such programs therefore represent an important educational resource, which is still not adequately recognized or sufficiently used in the Croatian educational system, in which Croatia significantly differs from developed democratic countries in which, especially on the local level, there is a close co-operation of implementers of formal and non-formal education in achieving educational goals that promote equality, intercultural sensitivity, social responsibility and social cohesion. Non-governmental organizations in some countries regularly cooperate with educational institutions from preschool to university on the realization of service learning programs, through which children and youth are prepared for active and responsible democratic citizenship.

Recent research in Croatia shows that high school pupils and students are not interested in political developments, that they do not show civil concern for social problems, that they very rarely participate in civil actions or in the work of civil society organizations, with the exception of sport and recreational programs, and that they are not really familiar with democratic institutions and processes, including their rights and responsibilities. At the same time, young people are interested in introduction of such contents into all levels of education. The need to prepare young people for active and responsible citizenship speaks for the integration of non-formal educational programs of the civil society organizations into the formal education system, under the assumption that quality standards applicable to such programs are determined in advance.

By applying new methodology – service learning, in universities and high schools, a connection of purposeful voluntary work and learning, personal development and development of the citizen responsibility is achieved (Mikelić, Boras, 2006). By connecting these domains, the strategy of quality improvement and educational system productivity is obtained, as well as the way to engage young people socially. One of the main reasons for direct action in universities and high schools, aimed at encouraging young people to actively participate in society, is the fact that young people consider the educational system to be the second important factor (i.e. immediately after family) that encourages them to engage socially (Ilišin, 2006). Service learning (SL) enables pupils and students to acquire deeper understanding of school and university subjects' goals through volunteering, to acquire new knowledge, skills, sense of personal responsibility and citizen activity. SL strengthens the ties between social community and university providing the opportunity to unify the goals of participation in community with learning objectives, and pupil and student activities in community result in positive changes in the community.

Positive impacts of this methodology have been proved in classes systematically conducted from the academic year 2005/2006 at the Information Sciences Department of the Faculty of Humanities and Social Sciences in Zagreb (Mikelić, Preradović, Tuđman, Matić, 2007) and at the Faculty of Political Sciences in Zagreb in co-operation with the DIM organization. Free workshops for teachers of Service Learning Application in Classes have been cyclically conducted at the Faculty of Humanities and Social Sciences in Zagreb from the academic year 2007/08. However, active participation of youth in society may be stimulated only by systematic application of this methodology by the Ministry of Science, Education and Sport

1.3. Informatization of education

Informatization of education is one of priorities in the educational system development, and it assumes ensuring IT equipment for all educational institutions and promotion of IT literacy by introduction and continuous modernization of IT classes and training teachers and other education professionals for using IT facilities in their work. Accordingly, all schools and academic institutions in Croatia are equipped with computer hardware and appropriate software. Full equipping with projectors and laptops is in progress, which will improve significantly the educational process and expand teaching and learning possibilities outside classrooms and institutions. All elementary and high schools, as well as academic institutions

have their e-mail addresses, and the great majority of them have web pages. All educational institutions, including schools on islands, are connected to the Internet over the Croatian Academic and Research Network CARNet, and the Ministry of Science, Education and Sport recently made available on-line interactive lessons in mathematics, physics and biology to high school students, with the plan to extend it to other subjects. In academic education, the information system of academic institutions ISVU has been established and smart pages SmartX and e-INDEKS have been introduced, and student dormitories are connected to the stuDOM network.

A significant contribution to the informatization of education has been made by three special projects by the Ministry of Science, Education and Sport. The project of information technology application (iProjects) stimulate the development and application of information and communication technology in education process and scientific and research activities, the NISKA project ensures the construction of a unified national information system of libraries, and the „Net in School“project promotes faster internetization of schools and IT education of teachers and students.

Although appropriate steps in this direction have already been taken, in the following period attention should be paid more to teacher training for using new information-communication technologies in planning, preparing and realization of classes, especially for the purpose of exchanging experiences with other teachers in the country and in the world, improving teaching methods and encouraging students for a research or project and cooperative learning. The digitalization of lessons and other sources for independent learning should be continued, through the development of interactive programs. Teachers and pupils, i.e. students should also be enabled to access the appropriate databases, and in academic education, existing choices should be expanded. In relation to this, it is essential to establish a central documentation base with reliable statistical and analytical data, through which professional and wider public would be informed about the process, difficulties and achievements of the implementation of strategic development documents on all levels of the education system.

1.4. Goals

- to ensure all necessary conditions in order to enable youth associations to conduct non-formal education programs in co-operation with formal education institutions and other civil society organizations
- to establish a system of professional counselling and directing youth as an integral part of formal education, with the special emphasis on additional training and retraining
- to create clear education quality standards and criteria for certification of non-formal education programs for the purpose of their inclusion into formal education
- to ensure the serviceability of educational system and pupil and student mobility through non-formal and formal education systems on the national and international levels

- to ensure conditions for the implementation of programs that promote active citizenship, human rights, cultural diversity, non-violent conflict resolution, social engagement, ecological awareness and first aid knowledge into the formal education system and in partnership with certified civil society organizations
- to establish mechanisms of equal participation of youth in decision-making processes in the overall educational system, with special emphasis on high school and academic education
- to ensure full inclusion of vulnerable youth groups (disabled, materially and socially excluded, gender, ethnic and religious minorities) into all levels and all forms of education
- to invest continually in IT services and services for youth and to ensure their accessibility to all young people by raising the level of IT literacy and introducing the appropriate infrastructure into formal and non-formal education systems

1.5. Measures and activities

Measure 1. ESTABLISHMENT OF INFORMAL EDUCATION SYSTEM OF VALIDATION

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
1.1. To define possibilities for recognition of a degree of knowledge and skills (level, scope and profile) acquired in the informal education system through the Croatian Qualification Framework. To establish a validation system for evaluation of knowledge, skills and competences acquired in the informal education system by instituting a Croatian Qualification Framework.	2012
1.2. To develop a system of incentives and awards for teaching staff actively involved in the implementation of volunteering out-of-curriculum activities conducted in schools, which are part of informal education, by acknowledging additional teaching hours in their weekly schedule, by assigning points in the process of acquiring the title of a mentor and/or advisor, or similar.	2010
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Adult Education Agency Agency for Upbringing and Education civil society organizations involved in informal education
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies

IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – drafted and adopted Croatian Qualification Framework – adopted adequate rulebook for validation of work of the teaching staff in the implementation of associations' educational programs – the number of teachers involved in the implementation of associations' educational programs
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Measure 2. ESTABLISHMENT OF A UNIQUE DATABASE OF EDUCATIONAL OPPORTUNITIES IN INDIVIDUAL COUNTIES

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
2.1. To draft a catalogue of institutions conducting programs of informal education and distribute them to educational institutions.	2010
2.2. To publish the catalogue on web pages of the Ministry of Science, Education and Sports and of the Office for NGOs of the Government of the Republic of Croatia, and to accept continually applications for new projects and programs to be included in the catalogue.	2010 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Croatian Employment Service Office for NGOs of the Government of the Republic of Croatia public and open universities Agency for Upbringing and Education Agency for Adult Education civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – drafting and distribution of the catalogue – publication of the catalogue on web pages

Measure 3. TO ENCOURAGE YOUNG PEOPLE TO PURSUE THEIR EDUCATION BY ESTABLISHING A SYSTEM OF TIMELY PROVISION OF INFORMATION AND SUPPORT TO YOUTH ABOUT FURTHER EDUCATION AND BY ENABLING HORIZONTAL AND VERTICAL SERVICEABILITY

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
3.1. To determine the obligation to hold presentation-educational programs for the third and the fourth year high school students and to encourage students to visit public universities.	2009 and ongoing

3.2. The follow-up of implementation of the Bologna Process in universities, providing incentives and support to youth so that they pursue their education		20 09 and ongoing
CARRIER:	Ministry of Science, Education and Sport	
COLLABORATORS IN THE IMPLEMENTATION:	State Institute for Statistics Croatian Employment Service and subsidiaries of the Croatian Employment Service State Administration Offices in counties (services for public activities and education), Office for Education and Sport of the City of Zagreb institutions for science activities and academic education	
FUNDING:	Ministry of Science, Education and Sport	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	– realization of education-presentation programs in the RC – harmonization of the educational system with the Bologna Process	

Measure 4. PROVISION OF INCENTIVES AND IMPLEMENTATION OF PROGRAMS AND PROJECTS WITH THE PURPOSE OF MONITORING GIFTED STUDENTS

IMPLEMENTATION ACTIVITY:		DURATION OF IMPLEMENTATION:
4.1. To encourage work with gifted students in educational institutions.		ongoing
4.2. To issue public tenders for financial support to projects of associations from the field of non-institutional education and upbringing of children and youth.		2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport	
COLLABORATORS IN THE IMPLEMENTATION:	Agency for Upbringing and Education institutions of higher education Office for NGOs of the Government of the Republic of Croatia Croatian Employment Service civil society organizations working with youth local self-administration	
FUNDING:	Ministry of Science, Education and Sport	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	– adoption and realization of the Decision	

Measure 5. TO ENCOURAGE ACCESSIBILITY OF SCHOOL AND HIGHER EDUCATION FACILITIES TO THE ASSOCIATIONS THAT PROVIDE NON-PROFIT, EDUCATIONAL, SPORT, SCOUTING, CULTURAL, SPIRITUAL, AND IT PROGRAMS, CIVIL SOCIETY DEMOCRACY, TOLERANCE, NON-VIOLENCE, AND INTERCULTURAL DEVELOPMENT PROGRAMS, NATIONAL MINORITY PROGRAMS, ETC., TO PUPILS AND STUDENTS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
5.1. To forward a call to founders of primary and secondary school to cede, free of charge, school classrooms and higher education auditoriums to associations providing free of charge activities in students' leisure time.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Office for NGOs of the Government of the Republic of Croatia Council for Civil Society Development units of local and regional self-administration
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– Recommendation forwarded – the number of school classrooms and higher education auditoriums available for associations' programs

Measure 6. RAISING THE LEVEL OF YOUTH IT LITERACY

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
6.1. To provide advanced IT courses for youth, free of charge, in order to raise the quality of their IT literacy.	2010 and ongoing
6.2. To disseminate information about the opportunities for free and fast access to the Internet to youth in all educational institutions and institutions of higher education, even in the furthest parts of the Republic of Croatia by exploiting all available technical resources.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	IT education institutions public and open universities high schools in the Republic of Croatia universities and polytechnic schools in the Republic of Croatia student centers student homes

FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of attendants of free programs – the number of educational institutions providing free access to the Internet

Measure 7. TO FOSTER CO-OPERATION OF EDUCATIONAL INSTITUTIONS WITH THE NGOs

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
7.1. To supplement curricula and programs with facultative subjects drafted by high schools in co-operation with associations.	2009 and ongoing
7.2 To adopt a work program and a youth activity plan which must be conducted in national organizations' centers.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of reviewed and accepted facultative subjects drafted by high schools in co-operation with associations – the number of programs implemented in youth hostels, scouting centers and culture-art centers

Measure 8. DEVELOPMENT AND IMPLEMENTATION OF INTERDISCIPLINARY PROCEDURES AND IMPLEMENTATION OF CROSS-SECTOR MEASURES IN ORDER TO SUPPRESS VIOLENCE AND INCREASE SECURITY IN EDUCATIONAL INSTITUTIONS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
8.1. To draft school curricula including programs for interdisciplinary and cross-sector education of the teaching staff, students and parents with special emphasis on peer violence, violence of fan groups and the phenomenon of xenophobia and racism in youth.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Interior Agency for Upbringing and Education Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Health and Social Welfare civil society organizations working with youth

FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the program for interdisciplinary and cross-sector education drafted – the number of conducted education courses/workshops and project, including the number of attendants

Measure 9. DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS FOR SUSTAINABLE DEVELOPMENT

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
9.1. Recommendation of the Ministry of Science, Education and Sport to all institutions to conduct educational programs for sustainable development.	2009 and ongoing
9.2. To foster co-operation of educational institutions and the NGOs on organization of education, seminars, and round tables regarding the subject of sustainable development.	2009 and ongoing
9.3. As part of the public call to co-finance associations' programs, co-finance the associations dealing with education and upbringing for sustainable development, particularly if they have anticipated drafting informative material.	2009 and ongoing
9.4. To draft informative publications for disseminating information on sustainable development.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport Ministry of Culture 9.4. Ministry of Environmental Protection, Physical Planning and Construction
COLLABORATORS IN THE IMPLEMENTATION:	Agency for Upbringing and Education high schools in the Republic of Croatia universities and polytechnic schools in the Republic of Croatia civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport Ministry of Culture 9.4. Ministry of Environmental Protection, Physical Planning and Construction
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of held educations, seminars and round tables – the number of publications

Measure 10. DEVELOPMENT AND IMPLEMENTATION OF CONSUMER PROTECTION PROGRAMS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
10.1. Recommendation of the Ministry of Science, Education and Sport to all institutions to conduct consumer protection programs.	2009 and ongoing
10.2. To foster co-operation of educational institutions and civil society organizations in organization of education, seminars, round tables regarding consumer education.	2009 and ongoing
10.3. As part of the public call to co-finance associations' programs, to co-finance the associations dealing with education and upbringing for consumer protection, particularly if they have anticipated drafting informative material.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Agency for Upbringing and Education high schools in the Republic of Croatia universities and polytechnic schools in the Republic of Croatia civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of held educations, seminars and round tables – the number of publications

Measure 11. TO FOSTER DEVELOPMENT OF HEALTH EDUCATION ON THE SUBJECT OF PROTECTION OF REPRODUCTIVE HEALTH, REDUCTION OF RISKY BEHAVIOR, DAMAGING PRACTICES AND PREVENTION OF ADDICTION

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
11.1. To include health education programs in regular high school education (in accordance with the results of the evaluation of experimental programs) with the possibility of co-operation with health care institutions and civil society organizations.	2009 and ongoing
11.2. To draft health-education publications (brochures, manuals, leaflets).	2010 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Health and Social Welfare Croatian National Institute for Public Health civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport

REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of schools and youth included in health-education programs – the number and quality of printed health-education publications

Measure 12. INTRODUCTION OF THE METHODOLOGY OF SOCIALLY USEFUL LEARNING IN PLANS AND PROGRAMS OF HIGH SCHOOLS AND INSTITUTIONS OF HIGHER LEARNING (“SERVICE LEARNING”) IN ORDER TO INCREASE THE ENGAGEMENT OF YOUNG PEOPLE IN SOCIETY, TO ENSURE APPRECIATION OF VOLUNTEERING WORK THROUGH AN EVALUATION SYSTEM, TO INTRODUCE EDUCATION FOR CIVIL SOCIETY AND TO FORM A STRONGER BOND BETWEEN EDUCATION AND THE SOCIAL COMMUNITY

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
12.1. Education of higher learning and high school staff in workshops about the implementation of socially useful learning through volunteering projects in the community for students and pupils.	2010 and ongoing
12.2. Introduction of facultative modules in institutions of higher learning and facultative subjects in high schools based on the methodology of socially useful learning for youth.	2011 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	universities in the Republic of Croatia high schools in the Republic of Croatia Office for NGOs of the Government of the Republic of Croatia
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of facultative modules in institutions of higher learning and facultative subjects in high schools providing projects of socially useful learning for youth – the number of students and pupils included in facultative teaching curricula – the number of lecturers on faculties and teaching staff in schools involved in workshops implementing socially useful learning in the syllabus – the number of faculties and schools using the methodology of socially useful learning

Measure 13. ESTABLISHMENT OF MECHANISMS FOR CO-OPERATION OF PARENTS AND SCHOOLS WHICH WOULD LINK FAMILY UPBRINGING WITH THE EDUCATIONAL ROLE OF THE SCHOOL

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
13.1. To stipulate the obligation to organize open door days in all schools so that parents are provided the opportunity to meet their children's teachers and exchange experiences in education, upbringing and development of their children.	2010 and ongoing
13.2. To design a system that would enable parents to participate in the decision making for educational programs which make part of the family value system (such as, for example, the health care program).	2011 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	high schools in the Republic of Croatia
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – organization of open doors days – adoption of standards stipulating the request for parents' approval in the course of implementation of certain educational programs

2. EMPLOYMENT AND ENTREPRENEURSHIP

2.1. *Young people on the labour market*

One of the most significant reasons for the incomplete social integration of young people derives, among other things, from the process of their forced stay in the status of long-term unemployed persons. According to scarce researches in Croatia, it was indicated that the unemployment as the main problem was pointed out by 40 – 60% of surveyed young persons, and in war-stricken areas even around 80% of young persons (Ilišin, 2005 according to Ilišin, 2007; Lugomer–Armano, Kamenov and Ljubotina, 2001). The majority of young people consider the low standard of living and lack of life prospects to be the greatest problems of their peers in Croatia alongside unemployment (Ilišin, 2007). Connected therewith are the concern about whether persons will even be able to satisfy their basic needs in the future and the lack of prospects in employment opportunities, professional development and living independent and productive lives.

High level of youth unemployment may lead to their alienation from democratic and political developments in the society. One of the preconditions for success in the combat against unemployment is good knowledge of youth behaviour during their search for employment, with the understanding of their view of society and institutions.

As globalization pressures on lives of young people become stronger, the global need for their participation in social, economic and political relations also grows. Since the working environment ensures possibilities for studying, showing initiative, development of social contacts and self-realization, it may be said that unemployment has an impact on the overall individual health of a person.

The latest information about 32% of unemployed young people (Analytical Bulletin of the Croatian Institute for Employment, 2007) is very worrying, and it is necessary to pay special attention to the unfavourable position of young people on the labour market. The structure of young unemployed people is rather heterogeneous: around 51% of young persons are female, 89% are single, 9% have children, 59% have no work experience, 36% are unemployed for longer than one year, over 90% are recruited from non-agricultural population, 51% live in urban areas, and over 80% have high-school, higher or academic education (Kerovec, 2000). What makes them less employable is the lack of work experience, and incompatibility of their professional structure with the needs expressed by employers in the labour market. A special problem is represented by young people with no work experience who have left the regular education system. Lower educational level of this subgroup of unemployed population certainly makes them even less employable.

Young people are a socially vulnerable group *per se*, but very diversified even in this respect. The most vulnerable groups of young people include youth with no professional qualifications, youth with disabilities, young mothers and young Roma as an especially vulnerable ethnic minority in Croatia.

Young persons with no professional qualifications after leaving school often enter the circle of using social welfare benefits and finding short-term jobs which the employer does not register ("illegal employment"). A large number of employers register their employees by extending the temporary employment agreements, which may be extended, according to Croatian legislation, with the same employer in the total duration of 36 months. Such situation puts all young people, not only the ones without professional qualifications, into an unfavourable position regarding access to safe working conditions, agreed salaries and paying obligatory health and pension securities. This especially affects young mothers who often face the situation in which their employers refuse to extend their employment agreements in case of pregnancy.

Young unemployed persons with disabilities represent a very heterogeneous group regarding their educational and work characteristics and different education and employment accessibility. The elements of reduced employment opportunities of disabled youth in Croatia are related to the outdated educational programs, and to the use of incentive measures by the employers for short-term filling of positions where, upon the expiration of the original contract, the employer most often does not offer a new contract.

Roma undoubtedly belong to the most vulnerable ethnic minority in Croatia due to the high degree of their social exclusion. Social marginalization led to a kind of mimicry, the example of which is the fact that in the 2001 census, only 9,463 persons declared to be Roma, while UNICEF Office in Croatia estimates that the number of Roma is around 40,000 (UNESCO, 2000). One part of Roma do not hold an ID card, which makes it impossible for them and their children to receive basic citizenship rights and enter education programs. Additional factor of unfavourable life situation is poor or non-existent public utilities' infrastructure in improvised settlements where Roma live. According to available data, only 10% of Roma are included in elementary education, while the percentage of the ones included in high school education is negligible (Hoblaj, 2002).

Due to the high unemployment rate, and to reduction of general social standard, the position of youth in Croatia can hardly be compared to the social position of youth in highly developed European countries. They are mainly affected by the high unemployment rate and they mainly get employment in short-term jobs. The access to extensive and relevant information about various employment opportunities, private employment mediation companies, and additional trainings offered in the Croatian labour market, has been aggravated for them. Also, low employability is sometimes a consequence of personal characteristics of the unemployed, i.e. insufficiently developed skills of successful presentation of their capabilities to a potential employer.

The results of the research by the Institute for Social Research, Youth and European Integration Processes, conducted in 2004 on the sample of 2,000 young people and 1,000 older respondees, show that younger and older respondees in Croatia differ significantly, because the older ones give more importance to "classic" qualities, while the young ones also recognize soft skills. Almost two thirds of older respondees consider that general education is the most important, followed by professional qualification with just over half of the answers. They are followed by communication skills and foreign languages with two fifths and one third of the older persons' responses, respectively. It is interesting to notice that familiarity with IT technology with around one fifth of the responses is only on the

sixth place, after the ambition. Youth mainly, in about half of the cases, stated good general education, then communication skills, foreign languages, professional qualifications, ambition and only in the sixth place familiarity with IT technology.

2.2. Economic determinants for youth unemployment

One of the elements of the general economic image in Croatia is the wide-spread prevalence of grey economy, which significantly inhibits the growth of employment and economic development, the illegal employment being just one of the grey economy manifestation forms.

In addition to the broader economic situation, high youth unemployment rates are often an indicator of the rigid labour market, which is connected to the difficulties and costs of employing and dismissing employees. These characteristics of the labour market are also common in other transitional economies with inflexible labour markets. Simultaneously, they are significantly different from the characteristics prevailing in transitional economies with more flexible labour markets. The integration of Croatia into the European market will create strong competitive pressures in the entrepreneurial sector. Croatian economy is characterized by high unemployment and restricted changes in the number of workplaces, and the dynamics of opening new workplaces is slow due to a number of factors, including the inflexible labour market. Extremely strict regulations regarding the protection of employment, which restrict the fluctuation of workplaces, and relatively high labour cost per unit, that discourage employment and investment, are only some of the key examples of the labour market rigidity. The drop in employment and growth in unemployment means that in Croatia fewer workplaces are opened than closed. The source of unemployment problems in Croatia is not closing a large number of workplaces, but a small number of new workplaces. The rate of opening new workplaces in Croatia is only 3.5% compared to almost 10% in Lithuania or 7% in Bulgaria (Rutkowski, 2003).

In western European countries the growth of unemployment was primarily conditioned by technological and organizational innovations, rapid growth in application of new technologies that changed the structure of professions, i.e. IT revolution and its complex consequences for overall economy. In Croatia, we notice several factors of unemployment typical for developing countries, among which the structural unemployment is prominent. The characteristics of structural unemployment are low economic activity and disproportion of supply and demand of workforce (with the excess on the supply side). In Croatia we also notice high and visible urban unemployment due to migration processes in the direction village – town and latent rural unemployment. In rural areas, the important factors of unemployment relate to lower technological and economic development caused by the consequences of war. The stagnation of the Croatian labour market is also manifested in limited employment.

Bearing in mind the stated information, we may conclude that we may divide neuralgic points of the Croatian employment system, that have to be dealt with, into several levels: (1) societal which includes raising public awareness of the problems of young people in the contemporary society and incentive to young people to improve their social position

through their own initiatives, i.e. to transit from inactive to the active part of life; (2) the development of an efficient professional informing and counselling system, i.e. the development of life-long vocational guidance (career guidance) which includes the development of programs for improving skills of professional development management;¹⁵ (3) facilitating the approach to the educational system – professional training, retraining, professional advanced education in order for a person to acquire knowledge and skills necessary on the labour market – work on bringing Croatian economy closer to the knowledge based economy and helping young people in launching their own business activities through the incubator system; (4) developing voluntary work potentials found in the following areas: infrastructure renovation in the war-stricken areas, ensuring help for remote and isolated regions, afforestation and environment protection, re-socialization of treated addicts, care for people who need special care; (5) as a transitional country, Croatia is expected to combat against corruption, to have a transparent legal framework, to create an efficient infrastructure and to establish business friendly environment, i.e. the barriers to employment in smaller companies should be removed and self-employment (entrepreneurship) should be liberated from the existing barriers that restrict it (current law, corruption, bureaucracy). It is necessary to ensure mechanisms of extensive labour market research that would gather data from various sources (governmental and non-governmental), as well as expert opinions, in order to create the monitoring system of youth unemployment and employment in Croatia, and it is therefore necessary to harmonize all policies influencing the youth employment with all strategic documents such as the National Employment Action Plan (2009 – 2010) in the area of employment policy.

2.3. Active employment measures

State and local administration in Croatia are trying to reduce the unemployment through various measures; in the Croatian system of employment incentives, the most common approaches are either demand oriented approaches or the approaches that improve mechanisms for employment of long-term unemployed persons. Today, active labour market policies are primarily directed towards reducing unemployment and activating inactive job searchers. The basic goals of policies and institutions on the labour market are most often the following: (1) reducing unemployment, (2) reducing segmentation on the labour market and reducing the unfavourable position of risk groups in the country, (3) promoting regional, qualification and sector mobility, and (4) increasing the work productivity. Unlike the active ones, the measures of passive labour market policies relate to the system of support for the unemployed. The new Law on Employment Mediation and Rights during the Unemployment, effective from 1 January 2009, changes the institute of cash benefit during the unemployment, in a way that should stimulate unemployed persons for work activation and acceptance of various prescribed forms of work.

The Croatian Employment Institute conducts activities of vocational guidance for pupils in the final years of elementary and high schools, and activities of vocational informing and counselling for all target groups, especially youth, unemployed persons and job searchers.

¹⁵ Council of European Union: Council Resolution on Better Intergrating Lifelong Guidance into Lifelong Learning Strategies – 2905th Education of Youth and Culture Council meeting.

In vocational informing and counselling of youth, the Croatian Employment Institute, in addition to 120 other institutional users in the area of elementary school, high school, university and adult education, uses the vocational guidance program MOJ IZBOR (MY CHOICE). This program in electronic form, among other things, contains relevant information about possibilities of acquiring professional qualifications in the Republic of Croatia, i.e. educational programs for individual professions. Each year the Croatian Employment Institute updates the program with new information from education and employment areas. The second version of the program is in use, with the descriptions of 300 professions and possibilities of educating for the professions, and the third version of the program for all users is being created.

In addition to general programs, the Croatian Employment Institute also offers a number of measures directed towards special groups of unemployed persons. It continually conducts programs of training young Roma for work, their additional training and retraining in order to ensure their higher employment. The measures encompass 216 persons, of which 115 persons members of Roma ethnic minority aged 15 to 29. The Public Work measure encompasses 86 persons, the Professional Training for an Unknown Employer measure encompasses 10 persons and the Subsidising Roma Employment measure with the duration of 24 months encompasses 19 persons from Roma ethnic minority.

The Croatian Employment Institute is also developing a model of partnership in vocational guidance of pupils on the local level. In addition to standard activities of the Croatian Employment Institute in implementation of vocational guidance, this model also includes compatible activities of elementary and high schools in informing students and parents about educational programs of high schools, activities of the Croatian Chamber of Trades and Crafts, particularly concerning the enrolment in rare crafts professions, as well as the activities of employers in promotion of professions that provide pupils with more detailed information and familiarizing with the work of certain, especially rare professions.

Measures for youth from the Annual Plan for Stimulation of Employment for 2007 relate to co-financing of employment of young people with no work experience until 29 years of age, to employment of long-term unemployed persons and to encouraging the employment of persons without professions (with elementary school as the highest level of education) in public works. Generally, the measures for young people aim at: acquiring first work experience; shorter period of waiting for the first employment; opening opportunities for internship to persons with higher levels of education; acquiring independence for work in profession and enabling first work experience to persons with lower levels of education.

The results of the implementation of measures from the Annual Plan for Stimulation of Employment for 2006 and 2007 indicate that the measures directed to young people up to 29 years of age had the best results in Measure 6 – Financing of Education for an Unknown Employer, through which in 2006 education was financed for a total of 467 young persons from the unemployment register, and in 2007 for a total of 1,700 young persons from the unemployment register. In 2006, employment supports enabled employment for a total of 1,770 young persons from the unemployment register, and in 2007 for a total of 2,425 young persons from the unemployment register. The employment of youth with lower levels of education and users of social care in the public works program was also co-financed, and in 2006, the employment was co-financed for a total of 116 young persons

from the unemployment register, and in 2007 for a total of 108 young persons from the unemployment register.

A contribution to youth employment, especially socially vulnerable youth groups, is the Re-socialization of Drug Addicts Program by the Office for the Prevention of Drug Abuse, adopted in 2007. The project relates to treated drug addicts who have completed some of the addiction treatment programs and rehabilitation in a therapeutic community or prison system, and addicts in out-of-hospital treatment and those who have maintained abstinence for a longer period of time and who adhere to the prescribed way of treatment. According to the Croatian Employment Institute data, during 2008, 53 treated addicts were included in the vocational guidance procedure (informing and/or counselling), and the assessment of work abilities. Since poor motivation for inclusion in organized education and employment forms was noticed, during 2008 only 13 users were included in education activities, with 8 of whom the measure of Co-financing of Education for an Unknown Employer was used. A total of 16 users of the Project were employed, and the funds from the co-financing of employment for special groups of unemployed persons were used by 7 of them. We must mention that the stated activities are still in progress.

The measures of co-financing employment and financing education for unemployed persons from the Croatian Employment Institute register, and according to the Annual Plan for Stimulation of Employment for 2007 and 2009, encompassed a total of 41 treated addicts, 15 of whom are young unemployed persons up to 29 years of age. In application of Measure 4 – Employment of Special Groups of Unemployed Persons, the employment of 9 young persons – treated addicts was co-financed, and by Measure 6 – Education for an Unknown Employer, the inclusion in educational programs for professions required on the labour market was financed for 6 young unemployed treated addicts.

In the employment policy field, in 2008 a Joint Memorandum on Employment Policy Priorities was signed with the European Commission, based on which the National Employment Action Plan (2009-2010) is created, and which also contains priority goals and activities specially directed to youth. For the purpose of harmonization of all policies influencing youth employment, goals and measures in this document are harmonized with the priority goals and implementation activities in the employment policy field.

2.4. Goals

- to improve the co-operation of education and employment systems
- to improve the monitoring system for youth employment
- to increase the number of young people who continue the acquisition of knowledge and skills upon completion of formal education
- to improve the system of informing about opportunities on the labour market
- to harmonize legislation with needs in youth employment
- to regulate the system of gaining work experience outside the employment system

- to subsidise youth self-employment
- to encourage partnerships between actors in the employment process and in entrepreneurship development
- to strengthen the youth entrepreneurial climate

2.5. Measures and activities

Measure 1. TO ENSURE FOR YOUNG PEOPLE, LOOKING FOR THEIR FIRST EMPLOYMENT, ADEQUATE SUPPORT AND MEASURES WHICH WOULD FACILITATE THEIR ENTRY INTO LABOR MARKET, LIKE VOCATIONAL GUIDANCE SERVICES (INFORMING AND COUNSELLING), ADDITIONAL EDUCATION, AND EARLY AND PERSONALIZED SUPPORT

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
1.1. To inform young people in senior years in high schools and in final years of college how they can register themselves in the registry of the Croatian Employment Service.	2009 and ongoing
1.2. To implement specific professional informing and counselling programs for unemployed youth on how to find work on the labor market and how to plan their career (individual plans).	2009 – 2010
1.3. To implement professional counselling and financial support programs to include young people who gave up high school in vocational training programs or to employ them.	2009 – 2010
1.4. To finance the education of young unemployed persons according to the needs of the labor market.	2009 – 2010
1.5. To co-finance the first employment of young people without working experience.	2009 – 2010
1.6. To co-finance professional training and additional education for newly employed young people who are looking for employment in fields sought after by the labor market – part of measures for the long-term unemployed persons.	2009 – 2010
CARRIER:	Ministry of Economy, Labor and Entrepreneurship Croatian Employment Service
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport
FUNDING:	Croatian Employment Service

REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of informed young people in senior years of high schools and senior years in college – the number of persons included in programs of professional informing and counselling – the number of persons included in programs of professional counselling with the purpose of further education – the number of young people included in educational programs – the number of young people employed with co-financing – the number of newly employed young people included in professional training and advanced education

Measure 2. TO DEVELOP INSTITUTIONAL CONDITIONS AND CAPACITIES FOR ANALYSIS AND FORECASTING LABOR MARKET NEEDS FOR KNOWLEDGE AND SKILLS (COMPETENCES) ON ALL LEVELS

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
2.1. To design an analysis and indicator prognosis methodology for the position of youth on the local labor market according to the program of finished education.	2009 – 2010
2.2. To ensure institutional conditions and capacities for the implementation and national coordination of analysis and prognosis of indicators of the position of youth on the local labor market according to finished education of the Croatian Employment Service.	2009 – 2010
2.3. To provide to youth information obtained on the basis of the analysis about of indicators of the position of youth on the local labor market according to the context of finished education, and on the basis of the EMPLOYEE SURVEY results analysis and data from other sources.	2009 – 2010
2.4. To initiate the introduction of the school/vocational guidance system in primary schools, high schools, higher education and adult education.	2009 – 2010
2.5. To initiate the foundation of pilot centers for life-long vocational guidance and career development dedicated to pupils, students, employees, unemployed/those looking for a job.	2009 – 2010
CARRIER:	Ministry of Economy, Labor and Entrepreneurship Croatian Employment Service

COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Croatian Chamber of Economy Croatian Chamber of Trades and Crafts Agency for Adult Education universities and polytechnic schools in the Republic of Croatia high schools in the Republic of Croatia
FUNDING:	Croatian Employment Service
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – designed analysis and indicator prognosis methodology for the position of youth on the local labor market according to the program of finished education – provided institutional conditions and capacities for the analysis implementation and prognosis of indicators of the position of youth on the local labor market according to finished education – the number of informed young persons – provided measures for the introduction of the school/ vocational guidance system in primary schools, high schools, higher education and adult education – ensured conditions (spatial, staff and other) for the foundation of pilot centers for life-long vocational guidance and career development dedicated to pupils, students, employees, unemployed/persons looking for a job.

Measure 3. TO ENCOURAGE AND SUBSIDIZE EMPLOYMENT AND ENTREPRENEURSHIP OF YOUNG PERSONS

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
3.1. To promote accessible subventions and deductions for employers employing young persons through different forms of informing and at professional conferences, gatherings and round tables.	2009 and ongoing
3.2. To examine the needs and possibilities and to design a program that would provide incentive to companies to cooperate with educational institutions, i.e. to design a volunteering system in institutions and companies.	2010 and ongoing
3.3. To introduce tax and other deductions for employment of persons under the age of 29.	2009

3.4. To examine the needs and opportunities, and to design a project for macro regional entrepreneur incubator for young persons in Zagreb, Rijeka, Osijek and Split.	2010
3.5. To subsidize foundation of new trades/companies by establishing a guarantee fund for young persons, which would co-finance projects of young entrepreneurs under the age of 29 through credit lines, subsidies and non-refundable loans.	2010 and ongoing
CARRIER:	Ministry of Economy, Labor and Entrepreneurship
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Croatian Employment Service Office for NGOs of the Government of the Republic of Croatia Croatian Chamber of Economy Croatian Chamber of Trades and Crafts Croatian Employers' Association Croatian Agency for Small Enterprises (HAMAG) units of local self-administration: Zagreb, Rijeka, Split and Osijek
FUNDING:	Ministry of Economy, Labor and Entrepreneurship
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the scope of activities involving promotion and informing of employers – the number of interested institutions and companies for volunteering of young persons and the number of young persons interested in volunteering in institutions and companies – the number of newly employed persons under the age of 29 – drafted project of macro regional entrepreneur incubators for young persons – the number of new trades/companies and the number of employees – the number of co-financed projects

3. SOCIAL POLICY

3.1. Analysis of the status of social youth policy

Under the notion of social youth policy we understand the system of directed social interventions (temporary and permanent mechanisms and support services) in the function of overcoming social risks, mitigating social inequalities, equalizing life opportunities and stimulating social solidarity and integration. The goals of these interventions are positive development and social inclusion of all young people, especially the groups requiring special attention and support.

Croatia shares some of the European trends related to position of young people in society. In Central and Eastern European countries during 90's young people became the poorest population group, which is most commonly seen from the fact that young people do not own assets (property, savings and stocks), they find employment and apartments with difficulties and depend on their parents' help. Basic determinants of the social position of the majority of young people and of the level of their inclusion are as follows: inclusion in educational or work process, family support, local community and peer groups. Young people leaving education before obtaining qualification are in a difficult position. They often fail to find job or they get employed in insecure, poorly paid and even risky jobs. Moreover, there is a tight connection between the social inclusion level, education and employment. Socially excluded young people do not have an appropriate access to education, and therefore employment for them is even more insecure, which often leads to life dependence, poverty and further exclusion.

Particularly vulnerable groups are young people without family support and young people without home – homeless persons. Quality life, inclusion in social processes and accumulation of capital are additionally difficult to youth living in areas remote from bigger centers (on islands, in villages and in small towns) where there is very little choice of education and employment and availability of information, organized events and services adapted to youth needs. Socially unfavourable position of youth is also linked to the problem of housing independence which is difficult to achieve. Difficult achievement of independence is caused by expensive apartments of private lessors, by the problem of unregistered lease agreements, inaccessibility of subsidies for housing expenses, scarce scope of social apartment construction, inaccessibility of stimulated apartment construction due to the poor credit ratings of youth, and the total amount of apartment construction costs.

Due to the high degree of family solidarity and long-term parent support, the majority of youth are not left on their own, which significantly mitigates social risks. But, not all families are able to support their young members. It is estimated that around 10% of Croatian population lives below the national poverty threshold. Youth from poor and dysfunctional families need greater social help in order to equalize their chances in education, employment and satisfying personal and family life.

Socioeconomic situation is especially difficult in war-stricken areas. A research of youth from the areas under special state care (Raboteg-Šarić and Rogić, 2002) indicated that as many as

29.1% of young people often or almost all the time worry whether their families will have enough sustenance. In the areas directly stricken by war there is a disintegration of community and a feeling of loss of its meaning, so young people live in the environment of separation and tensions. The issues of return of displaced persons and refugees, reconstruction and return of property, their employment, reintegration into society and the building of coexistence are everyday challenges for youth in these areas where economic activity is still of low intensity. The programs conducted by foreign and domestic non-governmental organizations, directed to economic revitalization and social integration, mitigate the consequences of war only to a certain degree. In these areas over one half of young people (55.6%) are unsatisfied with their lives, and as much as 50.2% of them would leave their homeland for better opportunities in education, employment and life (Raboteg-Šarić and Rogić, 2002). Unfortunately, young people from all parts of Croatia largely stated that they thought about emigrating if they had an opportunity (67% according to the research by Lugomer-Armano, Kamenov and Ljubotina, 2001).

The stated factors increase social vulnerability of young people, and probably also influence postponed foundation of families and parenthood. Social standard and modernization process require employment of both parents, and there are no satisfying accompanying social services that would enable this. There is a lack of education and support for young parents, especially those lacking positive family history and support, in developing adequate parenting skills and the way of coping with economic, professional and parental stress. Family centers as institutions founded by the Ministry of Family, Veterans' Affairs and Intergenerational Solidarity and counselling centers organized by various civil society organizations, institutions and local administration units, should contribute more significantly to the development of support services for young families. However, on one hand the problem is mutual co-operation of all institutions and, on the other hand, appropriate informing citizens about the existence and accessibility of these services.

In addition to everything stated above, some groups of young people are more socially excluded due to prejudice or break of their relations with family and community. In determining socially excluded groups, a problem of their recognition arises. Only for some groups there is a widely accepted recognition of their greater vulnerability and social risks they are exposed to, while only a small portion of public is aware of the marginalization of others. In public there are significant stereotypes, avoidance and/or fear regarding certain groups, which additionally increases their social exclusion (e.g. persons of minority sexual orientations, victims of commercial sexual exploitation, persons with AIDS, mental or other rare diseases, etc.). Young people also perceive social injustice reflected in unequal care of society for the poor, and in unequal opportunities for young people in smaller towns and in larger cities (Lugomer-Armano, Kamenov and Ljubotina, 2001). Also, around one fourth of youth emphasizes the problem of nepotism, which makes social promotion and even the existence itself difficult for those without appropriate "connections and acquaintances" regardless of their abilities and expertise (Ilišin, 2007). Therefore, around 60% of young people expect the society to ensure equal opportunities in education and employment for all (Ilišin, 2007).

Of all national and ethnic minority groups in Croatia, the Roma undoubtedly have the most difficult social position, caused by a high level of social exclusion. Studies consistently show that Roma are "overrepresented" in all categories needing social protection: very poor, long-

term unemployed, persons with no professional qualifications, uneducated, members of large families, persons with no residence, citizenship, etc. Therefore, Roma, especially young persons, must be given an opportunity to avoid the circle of poverty, discrimination and marginalization.

With the aim of improving life conditions of the Roma ethnic minority, the Government of the Republic of Croatia adopted the National Program for Roma and the Action Plan for the Decade of Roma Inclusion 2005 – 2015, which systematically try to help Roma, especially children and youth, in improving life conditions and their inclusion in the social life and decision-making processes, retaining at the same time their identity, tradition and culture. The National Program for Roma encompasses education area, retaining traditional culture, inclusion of Roma, especially children and youth, into social and political life, status issues, prevention of discrimination, health care, employment, social care, protection of family, maternity and youth, and spatial planning. Measures stipulated by the Action Plan will contribute to the elimination of long-term marginalization and discrimination of the Roma minority group, to the elimination of poverty, and in accordance with economic development, to a higher standard of living as well.

Because of everything stated above, there is a clear need for a thorough study based on reliable research of young people who are marginalized and stigmatized in Croatia. Without reliable information, the strategies and policies directed to these groups are often inappropriate and fail to meet their actual needs.

The direction in which the social role of every young person, moving on the continuum from the most valuable potential to the biggest problem, will be realized, depends on the ability of each community to provide, through formal and informal resources, the support to a young person and strengthen its potentials for successful coping with life challenges (Blažeka, Janković, Berc, 2003). Therefore, the position and future of youth, as well as their present and future level of inclusion and contribution to community, depend on appropriately directed and comprehensive social policy measures.

3.2. High school drop outs

Today in Croatia around 98% of children participate in compulsory elementary education, and the data on the participation of youth in high school education are insufficient and unreliable and range between 61.5 – 65%. Regarding academic education, the participation of young people is around 31.3% (Ilišin, Mendeš and Potočnik, 2003).

Among young people, especially adolescents, particularly worrying is the group of persons who do not attend or have not completed elementary or high school. Among young people up to 29 years of age, 16.5% of them have no qualifications (Ilišin, Mendeš and Potočnik, 2003). This group is particularly vulnerable because it is exposed to the risks of poverty (restricted opportunities for employment, poorly paid jobs, frequent unemployed periods) and development of socially unacceptable behaviour.

We don't know much about the reasons why young people fail to complete school or to enrol in high school in Croatia, and they do not receive enough attention. According to

experiences and data from other countries, three groups of reasons may be identified: personal, institutional and socio-economic reasons. Personal reasons include poor school achievements, low academic and general self-respect and alienation from school and school life, whereby a student after a certain period of time simply abandons school or “drops out” of the school system. Institutional reasons are school characteristics, school climate, discipline procedures and interaction between students and teachers, and academic programs. All of them contribute to such school experience that may reduce the possibility of a student’s success and gradually “push him/her out” of school. The third group of factors relates to poor socio-economic situation of some students’ families, who are not able to pay the costs of a child’s education or situations where it is necessary for a young person to become employed in order to care for the members of his/her primary family or his/her own children. In our country, especially in some regions such as islands and other remote areas, the reasons are often said to be expensive transportation to school and poor traffic connections. A portion of young people facing the difficulties of growing up does not receive enough support in school, family or local community in a way acceptable for them, so they give up further education because of the impression that no one cares for them or their education. We should point out that risks of dropping out of school are even greater for youth with developmental difficulties, especially with difficulties in learning and those with emotional or behavioural problems.

Consequently, it seems that the ones belonging to youth subgroups, which are in greater danger of leaving the school system early and remaining without professional qualifications, are those young people with poorer school achievements and other developmental difficulties, those of poor socioeconomic status, which particularly includes war-stricken areas with extremely low employment rates, those who do not have adequate family or institutional support, and young Roma. According to some data, only 5% of young Roma in Croatia attend high school (Denied a Future, 2003). However, the real reasons and causes, as well as risk subgroups are still to be discovered by noting adequate indicators.

We also should not ignore the possibility that dropping out of school may be a result of a widespread standpoint among youth according to which education is not sufficiently respected in society (43.4%) and that shifty, rich and politically apt ones achieve better success in society (47%), and that it is becoming more and more difficult to get a job one was educated for (55.8%) (Baranović, 2002).

In the efforts aimed at decreasing the consequences of this problem, there are significant programs directed to young people conducted by the Croatian Employment Institute that also provides vocational guidance of final classes of elementary and high school pupils, particularly pupils with developmental difficulties, chronic health conditions and other pupils who, for various reasons, have poor school achievements. The valid Decision of the Ministry of Science, Education and Sport, based on an opinion by the expert team for vocational guidance of the Croatian Employment Institute, enables these students to enrol more easily in the programs they find more appropriate to their recognized psychophysical abilities. This largely prevents dropping out due to difficulties or because the programs are not adapted to students’ abilities.

In addition, the Croatian Employment Institute participates in the implementation of the Literacy, Elementary Education and Professional Training program, through the project:

“For a Literate Croatia: The Way to a Desirable Future – the Decade of Literacy 2002 – 2013”. The role of the Institute in this Program is to identify the unemployed young persons in the Institute’s register who dropped out of school and to include them in the elementary school program and professional training for the first profession, in order to increase the possibility of their easier integration into the world of work and to prevent further social exclusion. The Institute also conducts workshops directed towards improving competencies for active job search, in order to prevent long-term unemployment, thereby preventing social exclusion of youth.

However, a special problem represents the inadequate inclusion of social services and local communities in creation of mechanisms of social support to young people and their families aimed at persisting in education, informing and organizing accessible alternative, non-institutional forms of education and acquiring qualifications.

It should be emphasized that education is a constitutional and legal obligation and that as such it has to be accessible to every person, particularly children and youth who are socially excluded and unable to exercise their right without additional support.

3.3. Youth with disabilities

All social interventions towards disabled persons must aim at achieving the greatest possible independence of each person, economic independence and full integration into the society. This requires consent and coordinated action by all sectors and various political levels, but the actual integration must and only can happen on the local community level. For this purpose, the Government of the Republic of Croatia adopted the National Strategy of Equalization of Possibilities for Persons with Disabilities from the Year 2007 till the Year 2015.

However, disabled persons are a heterogeneous group, with various types and degrees of disabilities and various abilities. Youth with disabilities are also a heterogeneous group and many of them, due to their basic difficulties, simultaneously need health, social and other forms of care. However, one should not forget the needs and interests of youth with disabilities arising from their age and the current life period.

According to the Croatian Register of Persons with Disabilities, in 2008, there were 16,036 persons with disabilities in the age group from 15 to 29 years of age, of which 9,838 are male (61%), and 6,198 female (39%). Of this number, the greatest percentage (45.7%) belongs to the age group from 15 to 19 years. Regarding place of residence, the greatest percentage of persons with disabilities and significant developmental difficulties in the age group from 15 to 19 years of age, in proportion to the total number of population, live in Međimurje, Krapina-Zagorje and Požega-Slavonia counties. The data indicate that the largest number of youth with disabilities in these areas belongs to marginalized social groups (Roma) and that disabilities and difficulties of these persons may be related to socioeconomic conditions, i.e. poverty they live in. According to the Croatian Register of Persons with Disabilities, disabled persons mainly live in their families, while 215 of them live alone, 480 in institutions, and 188 are in foster families, which indicates their dependence. The fact that 1,674 persons live in unsatisfying living conditions is alarming.

Various rights to receive benefits (including cash benefits, institutional and foster-family accommodation) are realized through the social care system by around 15,000 young people. A certain number of students with difficulties are deprived of certain rights from the social care system, mainly due to insufficient system coordination, but also because disabled persons themselves, their parents and carers are not familiar enough with the rights of disabled persons or the ways to exercise them. Therefore, it is important to ensure information about their rights to families of youth with disabilities, and to ensure free legal and other forms of aid in order for them to exercise these rights.

The area crucial to all young people, and therefore also to youth with disabilities, is education. To ensure the access of disabled young people to education is a constitutional and legal obligation of the state authorities and as such it must be monitored and provided by all systems, particularly educational system, healthcare, social care and state administration bodies responsible for spatial planning. According to the data from education system, 3,471 persons (47%) in the age group from 15 to 19 years are involved in some form of adapted education, which is most often full upbringing and educational integration with adapted teaching procedures. In addition, the social care system (data for 11,859 persons) shows that 1,256 persons are included in special education, 689 have not completed elementary school, 1,467 have completed elementary school, 1,229 persons have high school qualifications, while 37 of them have college or university qualifications (source: Croatian Register of Persons with Disabilities). Regarding persons who have not completed elementary school, in 93 cases they have multiple impairments, and others are persons with mental retardation (471), cerebral paralysis (11), blind (10), hydrocephalus (4), Down syndrome (4), Laurence Moon Bild syndrome (1), Turner syndrome (1), achondrodysplasia (2), severe forms of epilepsy (12), muscular dystrophy (11), Charco-Merie-Tooth (2), neoplasm (19), psychoses (36), deaf and dumb (4), autism (4), cystic fibrosis (1), spinal muscular atrophy (2) and cerebral atrophy (1). Education of youth with more severe developmental difficulties (who are not able to continue high school education, i.e. become qualified for work) is conducted in accordance with the Rulebook for Elementary School Education of Students with Developmental Difficulties (Official Gazette, 23/01). In any case, persons with disabilities and severe developmental difficulties are not sufficiently represented in education, which has extremely negative impacts on their employment and further degree of social inclusion.

According to the data available from the Croatian Employment Institute, in 2008 there were 2,038 persons aged between 15 and 29 registered as unemployed, whereby young persons participate with 35.4% in the total number of unemployed persons with disabilities. It is paradoxical that according to the data from the social care system, the ability for professional training for independent work exists in 3,497 persons (29%) and partial ability for professional training for independent work in 647 persons (5.4%), and very few of them are employed. Poor access to education and employment for disabled persons leads to their life-long dependence on others, poverty and social exclusion. Without education or formal qualification, it is more difficult to get employment, and the employment is an important aspect of acquiring social status and respect and an important path to social inclusion. Research shows that income and independence contribute to a positive self-perception and a greater life satisfaction of disabled persons irrespective of the degree of their disabilities.

Numerous physical obstacles represent a huge problem and they prevent the access and participation of youth with disabilities in activities in community, education in regular educational institutions and independent performance of basic activities of everyday life. However, one must not forget that physical obstacles also prevent youth with disabilities to enter spaces where young people gather, and inclusion into activities for youth, thereby additionally strengthening their exclusion and preventing connections with peers. Although the measures have been taken and certain progress in removing physical obstacles and enabling better inclusion of disabled persons and their active participation in society has been achieved, the situation is still far from satisfying.

The additional problem is that within various organizations of disabled persons (associations and unions), young people sometimes have marginal position, so their needs remain insufficiently articulated and they fail to participate in decision-making proces. However, when speaking of youth with disabilities, associations and unions of disabled persons should be the first to be contacted, and they should be the best advocates of the specific needs and interests of youth with disabilities.

3.4. Youth with behavioural disorders

Behavioural disorders include all behaviours contrary to the social well-being such as juvenile delinquency, particularly aggressive and violent behaviour, property damaging, violation of traffic safety regulations, but also all behaviours harmful to young persons themselves, which in the end reflect negatively on their social inclusion. The examples of such behaviour are the following: excessive introversion, depression, auto-aggressive behaviours such as self-injury, suicidality, risky sexual activity, lack of care about one's own protection and safety, dropping out of school or consuming psychoactive substances and other.

In relation to suicides and auto-destructive behaviours, we should emphasize that in 2000, a significant former increase in the number of suicides in the age group from 15 to 19 years was stopped, but in 2006 this form of auto-destructive behaviour in this age subgroup started to increase and therefore deserves special attention. Particularly risky subgroups are boys, as the ratio of committed suicides of boys in comparison to girls is equal to 3.5 : 1 (Croatian Health Statistical Annual for the year 2006, 2007).

Data on behavioural disorders and youth crime are largely determined by definition, manner of registration and efficiency of services (police, judiciary and social care). Violent behaviour in schools is recognized as a serious social problem at the turn of the millennium and the Government of the Republic of Croatia adopted the program of measures for its prevention. In the last few years, particularly in large cities and primarily in Zagreb and Split, we register a growing number of cases of vandalism and violence at sport events with higher number of injured and material damage. Cases of racist attacks are also registered as well as activities that have characteristics of criminal acts that the legislation recognizes as hate crimes. Some social groups, as well as some youth social groups, openly support racist and post-Nazi ideas and are inclined to violence towards ethnic minorities, homosexuals and political opponents. Regarding the abuse of addictive substances (Bouillet, 2007), research provided information that young people most commonly use tobacco and alcohol

(over 40% of youth). According to prevalence, they are followed by hashish and marijuana, after that there are tranquilizers and intentness pills, and the last ones are *ecstasy*, heroin and cocaine. It is important to note that according to various research, between 65% and 76% of young people never tried marijuana and that in the last few years the number of young people who have never tried psychoactive substances is increasing (Bouillet, 2007).

According to the Central Bureau of Statistics report on juvenile crime perpetrators published in 2007, it is visible that during the period from 1998 to 2003, the total number of reported, accused and convicted juvenile perpetrators of criminal acts increases continually from 1,896 in 1998 to 2,909 in 2003. In 2004 and 2005, we note a slight decrease in the total number of reported, accused and convicted juvenile perpetrators compared to the previous year, and in 2006 a slight increase, but it is visible that the total number ranges between 2,630 and 2,830. In the overall period observed from 1998 to 2006, juveniles in most cases committed crimes against property, after that there were crimes against the values protected by international law, primarily drug abuse, followed by crimes against life and body where the biggest portion related to physical injuries, and against general security of people and property and traffic safety. Of the total number of reported juveniles in the overall period observed, the portion of female perpetrators ranges between 3% and 8%.

Having learnt more about juvenile crime, a question of those who have turned 18, but according to age classifications still belong to the group of young persons, arises. We may analyse the total proportion of crime committed by young persons aged between 15 and 29 on the examples provided by the Central Bureau of Statistics data from the year 2007. In 2007 there were 974 juveniles and another 11,143 persons aged between 18 and 29 convicted for committing crime. So, in total 12,117 young persons were convicted, of the total number of 25,190 convicted persons. Therefore, the age group of young people from 15 to 29 years of age comprises almost half of all committed crimes.

The response of the society to violation of regulations when the perpetrators are juveniles or persons up to 21 years of age differs in comparison with the reaction towards adults. The most common sanction for adult crime perpetrators is the suspended sentence. For juvenile or younger adult perpetrators the implementers of measures are social care centers, but the key role is the partnership role of upbringing and educational and other institutions and civil society organizations. The Law on Juvenile Courts envisages pronouncing of non-institutional measures for juvenile perpetrators, such as warning measures and measures of intensified supervision, which aim at re-socialization of youth and their re-integration into the society, with the emphasis on avoiding imprisonment. For committed crimes, juveniles in over 40% of cases receive warning measures (court reprimand, which was more often pronounced in 1990s and special obligations which are more commonly pronounced from the year 2000 onwards). The following group of measures with almost equal frequency are the measures of intensified supervision. For the successful implementation of non-institutional measures, it is necessary to meet many preconditions, such as appropriate places and programs for community service, stimulating the foundation of youth counselling centers for executing special obligation of inclusion in the work of the counselling center, sufficient number of experts for the implementation of measures of intensified care and supervision, trained mediators for the implementation of out-of-court settlements, etc. It is also crucial that the conditions for the implementation of the prescribed measures are ensured in the

entire Croatia, since they have up to now been partially ensured mainly around larger cities and with the help from civil society organizations.

Other, mainly institutional measures are pronounced rarely and are considered to be of particularly doubtful efficiency. Insufficient capacities of institutions, insufficient number of experts and other factors, which make it impossible to ensure the environment necessary for a positive change in behaviour, contribute to the inefficiency of the institutionalization. The additional problem is that young people, upon leaving the institution, mainly lack the support for re-integration into the community and family. The lack of such support may lead to committing crimes again.

In society, inappropriately lot is often expected from the measures of punishment and legal reaction, so we lack impermissibly the work on prevention of youth behavioural disorders through measures of health, upbringing and educational, family and legal, and socially-protective intervention, for the purpose of ensuring upbringing and appropriate development of young people as well as the work on timely identification of risks. Therefore, it is very important to strengthen social mechanisms of prevention and timely identification of such phenomena in order to react as early and as efficiently as possible.

Behavioural disorders, defined exactly as long-term divergences in behaviour that are harmful to a person and environment, represent a special social problem and therefore it is necessary, not only in the interest of the young person, but also of the community, to make significant efforts in their prevention or to help young persons who have already displayed behavioural disorders. By better understanding of the development and progress of any phenomenon, and therefore also of the behavioural disorder phenomenon, we may influence its successful prevention. Prevention comprises appropriate interventions, procedures and continuous systematic actions aimed at removing, reversing or compensating the actions of various risk factors and implementing, developing and strengthening protective factors in order to prevent the emergence and development of behavioural disorders or other undesirable phenomena (Bašić, 2001).

One of the ways in which the community may approach this problem is by previous recognition of risk factors, i.e. the ones increasing the possibility of the emergence, deterioration or sustaining some problematic condition, and then directing attention to recognising and strengthening protective factors, i.e. strengths in young persons or their environment that will help them resist the risk factors. Numerous researches confirmed that exactly the existence of protective factors contributes to the resistance of young people to all forms of risks.

Community interventions by which we want to reduce the risks may be divided as follows: 1) universal – directed to general population; 2) selective – directed to targeted individuals identified according to their exposure to risk factors and 3) indicated interventions directed to individuals who have already displayed behavioural disorders (Bašić, 2001).

The environment has an important role in the emergence and development of various disorder forms, so it is logical to assume that environment should also have an indispensable role in prevailing them. Therefore, it is necessary to develop an efficient and comprehensive behavioural disorder prevention system directed to multiple areas of youth development as one of the main preconditions for decreasing crime (Bašić, 2001).

Young people are not only the perpetrators of crimes, they are also the victims. The data from the Ministry of the Interior show that in the last five years crimes against property, in which young persons are the victims, have doubled, and an increase in sexual abuse of young persons have also been registered. Especially worrying is the recorded increase in crimes of negligence and abuse of children and juveniles and exposure of youth to domestic violence. The stated trend of growth indicates that the society shows greater sensitivity and is more ready to react to abuse of children and youth in the family, but there is a worrying fact that young people often do not have necessary conditions for appropriate development and protection provided by their parents, although they are most expected to provide it for them. These data indicate the need to develop programs for more efficient self-protection and prevention of criminal acts whose victims are young persons and the need to adopt protective measures in society that would enable eliminating many risk factors to which young persons are exposed.

Local community is broad enough to be able to encompass, by all necessary measures, all risk factors in the environment, and those protective ones, which may, if appropriately incorporated in the preventive action system, help very much in elimination of unwanted phenomena such as development of youth behavioural disorders (Bašić, 2001). Numerous factors of youth development and development of quality of life lie in the community resources: from housing style and culture, through the quality of upbringing and educational institutions and other public services (health care, social care, police, etc.) to organizational, entertainment, cultural and art, sport and other activities. The local community function is not only the space for youth socialization, but it must also offer a perspective – broaden their expectations and give young people the status and role in the society (Bouillet, 2006). Thereby the local community prepares youth for taking the roles that classify them as positive resources. Such young persons are then the potential on which further development of a certain community and society as a whole depends. Insufficient interest of the community in a young person with a problem causes this person to lose perspective of future successful and socially productive life, and the community loses resources for future.

For the purpose of efficient and comprehensive actions in the field of children and youth behavioural disorders prevention, the Croatian Government established the Commission of the Government of the Republic of Croatia for the Prevention of Behaviour Disorders in Children and Youth, a consultative body of the Government of the Republic of Croatia comprising of the representatives of authorized state administration bodies, scientific institutions and executive bodies, and opted for a separate strategic action in this area through the National Strategy.

3.5. Youth lacking adequate family support

The group of young people who, for various reasons, lost their family support is small, but it requires a great responsibility of the society regarding equalizing life opportunities. Public services become an “institutional parent” to children and youth whose families are not able to care for them and have the responsibility to support young people until they become independent. According to the data from the Ministry of Health and Social Welfare for 2006,

in state and private homes for children without appropriate parental care there were 536 young persons aged 14 to 21, while in foster families there were 887 young persons aged 15 to 30. In addition, in 2006 there were 498 young persons in homes for children and youth with behavioural disorders, while around 2,000 of them lived in specialised upbringing institutions for children with developmental difficulties, and these are the ones who can hardly or not at all count on family support after exiting from the institutions.

Institutions do not provide young people with life skills necessary for good social integration. Upon completing high school, young people must leave the home, and often have nowhere and nobody to go to. In spite of the efforts of social care centers and the home itself, the accommodation, employment and integration are realized with a lot of difficulties. Multiyear stay in homes due to the non-existence of special homes for executing the measures for youth with behavioural disorders, and thereby also the insurmountable difficulties in implementation of a differentiated treatment in circumstances of living together, influence unfavourably the development of young persons who are placed in such homes with the aim to protect them from risky and threatening circumstances to which they were exposed in their families.

Within the social care system, a great progress was achieved through strengthening the fostering system as a higher quality form of care for children without appropriate parental care and support and through establishing smaller housing communities in which young persons are trained for independent life. In 2002 there were 22 housing communities active (capacity of 64 places) the founder of which was the Republic of Croatia and 4 housing communities within the homes of other founders (capacity of 56 places), while in 2008 there were active 35 housing communities for young persons preparing to leave homes for children without appropriate parental care, with the total capacity of 163 places. Some of the mentioned housing communities operate in apartments owned by local self-administration. However, as these communities do not represent a permanent housing solution, it is necessary to develop systems for gaining independence through more favourable rentals and stimulated apartment construction. The society's responsibility for education of young persons without parental care according to regulation finishes with the acquisition of professional qualifications in high schools, and it would be desirable to stimulate also further education of these children in order to improve their social status. In accordance with the Law on Social Care (Official Gazette, 73/97, 27/01, 59/01, 82/01, 103/03, 44/06 and 79/07), the care outside one's own family comprises also financial support to students – users of care outside their own family whose permanent accommodation has expired. In other words, to a user of permanent accommodation, who enrolls in studies as a regular student, social care center approves the right to a monthly financial support in the fourfold amount of the budgetary base rate. The right to receive financial support lasts until the end of regular studies in accordance with the curricula of the studies they attend. The user may also be granted financial support during attending the same year for the second time, in case of illness or for other justified reason, with the consent by the Ministry authorized for social care activities.

Youth without appropriate family support need help and support when founding their own families since they do not have appropriate experiences and models based on which they would build positive and lasting partner and parental relationships.

3.6. Goals

- to ensure the conditions for education, employment, housing, founding families, i.e. gaining independence to young people, through incentive measures
- to ensure equalizing of life opportunities and reducing risks of social exclusion, discrimination and early dropping out of school to young people who live in particularly difficult conditions, youth with disabilities and those who are in an unfavourable position in other ways
- to ensure the implementation of preventive, educational, socialization and treatment programs that provide support to all young persons, and particularly those at risk, such as: youth with disabilities, youth with behavioural disorders, elementary or high school drop-outs and those lacking family support, on the territory of the entire Republic of Croatia
- to stimulate and support the implementation of systematic research on youth, paying special attention to risky youth groups in order to ensure an expert foundation for conceiving and implementing the appropriate social policy for youth

3.7. Measures and activities

Measure 1. TO PREVENT NON-ATTENDANCE AND LEAVING SCHOOL BY ENCOURAGING CONTINUING EDUCATION

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
1.1. To start the evidence and monitor statistical indicators of primary and high school non-attendance, as well as of dropping out of school completely.	2009
1.2. To conduct a research that would determine objective, subjective and institutional causes of non-attendance and dropping out among young persons in the Republic of Croatia. To determine risk groups, early signals and risk factors for dropping out of school. To determine more acceptable forms of acquiring qualifications for young persons who have dropped out of school.	2009 – 2010
1.3. To develop national prevention strategies on the basis of research, with the emphasis on strategies directed to risk groups and risk factors in order to help young persons stay in school, start high school and obtain support during school.	2009 – 2010
1.4. To co-finance projects by civil society organizations developing systems of programs providing support to young persons facing the risk of dropping out of school, involving individual tutors, mentors, and role models such as older/retired persons and persons from the Roma community.	ongoing

CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Health and Social Welfare Agency for Upbringing and Education Croatian Employment Service State Institute for Statistics Office for NGOs of the Government of the Republic of Croatia civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – annual statistics reports on primary school non-attendance, number of young persons who have not started high school or those who dropped out of high school – research about the causes of school non-attendance and dropping out conducted, risk factors and early indicators determined, along with forms of acquiring qualifications acceptable to young persons – national prevention strategy developed with particular emphasis on risk groups – developed system of mentor programs accessible to everyone in need

Measure 2. DEVELOPMENT OF A SCHOLARSHIP AND CREDIT LINE SYSTEM FOR PUPILS AND STUDENTS, AND SYSTEMATIC INFORMING ON SCHOLARSHIPS AND CREDIT LINES

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
2.1. To develop a scholarship system for pupils who successfully attend high school and to monitor performance of the system.	ongoing
2.2. To develop scholarship and credit line systems for persons at professional and academic, and post-graduate studies and to monitor performance of the system.	ongoing
2.3. To develop scholarship programs for pupils and students from socially isolated groups, young persons with disabilities and those living in isolated areas, and to monitor their implementation.	ongoing
2.4. To issue instructions to pedagogical services of educational institutions about the importance of development of additional counselling activities and providing particular support to pupils and students from socially excluded groups, those with disabilities, and those living in isolated areas. To submit reports about these activities to authorized bodies of state administration.	ongoing

2.5. To provide material support for higher education to young persons who are, due to insufficient family support, living in institutions or foster homes.	ongoing
2.6. To provide incentive and to support financially activities and projects aimed at informing of the possibilities of education and additional education of young persons from socially excluded groups with less access to information.	ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Croatian Employment Service trades and crafts associations and employers' associations
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – existence of efficient scholarship programs and credit lines for students in under and post-graduate studies – drafted performance evaluations of scholarship programs – webpage created, the number of visits to the website, including user satisfaction – drafted brochures/pamphlets/adds providing information on scholarship opportunities and education credit lines for young persons

Measure 3. DEVELOPMENTAL EXAMINATION OF EFFECT OF THE EXISTING AND DEVELOPMENT OF NEW PROGRAMS FOR STIMULATED EMPLOYMENT OF YOUNG PERSONS WITH DISABILITIES, YOUNG PERSONS WITH DEVELOPMENTAL DIFFICULTIES, YOUNG PERSONS FROM SOCIALLY EXCLUDED GROUPS AND YOUNG PERSONS LIVING IN SMALLER AND ISOLATED PLACES

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
3.1. To conduct research/analysis of advantages, shortcomings, and efficiency of the existing employment programs for young persons from socially excluded groups and those living in smaller and isolated places.	2009
3.2. To draft and conduct programs of stimulated employment, especially for young persons from socially excluded groups, young persons living in war affected areas and those living in smaller and isolated places.	2009 and ongoing
3.3. To organize education which would encourage entrepreneurship and self-employment of young persons from socially excluded groups and those living in smaller and isolated places.	2010 and ongoing
CARRIER:	Ministry of Economy, Labor and Entrepreneurship

COLLABORATORS IN THE IMPLEMENTATION:	Croatian Employment Service Ministry of Health and Social Welfare civil society organizations dealing with youth, young persons with disabilities, and youth employment
FUNDING:	Ministry of Economy, Labor and Entrepreneurship
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – analysis conducted – program of stimulated employment drafted – number of conducted education activities

Measure 4. TO ENCOURAGE INITIATIVES DIRECTED TO ACKNOWLEDGING DIVERSITY AND STRENGTHENING SOCIAL INTEGRATION OF YOUNG PERSONS FROM SOCIALLY MARGINALIZED GROUPS, YOUNG PERSONS WITH DISABILITIES AND DEVELOPMENTAL DIFFICULTIES, YOUNG PERSONS FROM WAR AFFECTED AREAS, RURAL AREAS, ISLANDS AND SMALL TOWNS

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
4.1. To pursuit systematic research of young persons from socially marginalized groups, young persons with disabilities and developmental difficulties, with the purpose of providing professional foundation for the concept and implementation of adequate social policy for young persons.	2010 and ongoing
4.2. To finance projects of associations of young persons with disabilities via public tenders.	2009 and ongoing
4.3. To give precedence in tenders for projects focused on young persons to those including young persons from socially marginalized groups, young persons in areas affected by war, on islands and small towns.	2009 and ongoing
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
COLLABORATORS IN THE IMPLEMENTATION:	civil society organizations working with youth Office for NGOs of the Government of the Republic of Croatia Office for National Minorities of the Government of the Republic of Croatia
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – number and results of conducted research – number of financed projects and the amount invested in these projects – number of projects and the amount invested in projects individually designed and implemented by young persons with disabilities

Measure 5. TO ENCOURAGE INDEPENDENT HOUSING AND INDEPENDENT LIFE OF YOUNG PERSONS

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
5.1. To adopt housing strategies that would include a comprehensive solution for the issue of housing for young persons on the basis of active indicators of needs and best possible models of housing for young persons.	2009
5.2. To continue with the development of housing management program for young persons leaving the institutional accommodation for children without parental care and to increase the number of these housing communities.	2009 and ongoing
CARRIER:	5.1. Ministry of Environmental Protection, Physical Planning and Construction 5.2. Ministry of Health and Social Welfare
COLLABORATORS IN THE IMPLEMENTATION:	local self-administration
FUNDING:	5.1. Ministry of Environmental Protection, Physical Planning and Construction 5.2. Ministry of Health and Social Welfare
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– social housing strategy adopted – the number of housing units for young persons and the number of their users

Measure 6. DEVELOPMENT AND ORGANIZATION OF OUT-OF-COURT SETTLEMENT AND ALTERNATIVE SANCTIONS FOR UNDERAGE OFFENDERS

IMPLEMENTATION ACTIVITIES:	DURATION OF IMPLEMENTATION:
6.1. To monitor and support systematically development and efficient organization of the service for out-of-court settlements for young offenders accessible throughout the Republic of Croatia.	2009 and ongoing
6.2. To monitor and support systematically the development and efficient implementation of non-institutional measures for young offenders in the Republic of Croatia.	2009 and ongoing

6.3. To ensure conditions for implementation of special obligations from the Juvenile Courts Act by including young offenders in utility work and by attending youth counselling programs.	2009 and ongoing
CARRIER:	6.1. Ministry of Justice 6.2. Ministry of Justice and Ministry of Health and Social Welfare 6.3. Ministry of Health and Social Welfare
COLLABORATORS IN THE IMPLEMENTATION:	social welfare centers civil society organizations and institutions dealing with youth
FUNDING:	6.1. Ministry of Justice 6.2. Ministry of Justice and Ministry of Health and Social Welfare 6.3. Ministry of Health and Social Welfare
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the system of services for out-of-court settlements developed – the number of stipulated non-institutional measures

4. HEALTHCARE AND REPRODUCTIVE HEALTH

4.1. Analysis of youth health condition

Social changes that significantly influence the health of overall population also influence the change in the "health image" of youth population. Significant place among health difficulties of youth today is taken by the disorders and diseases related to certain behaviours, habits and lifestyles (excessive alcohol consumption, smoking tobacco, taking psychoactive drugs, risky sexual behaviour and sexually transmitted diseases, inadequate physical activity, quality of meals, eating disorders and consequences of traffic accidents), and psychosocial problems (suicides and mental disorders), while, unlike in many European countries, significantly less present is the problem of "children's" infectious diseases (due to the long-term and consistent immunization). However, a significant problem here are injuries and deaths caused by easily accessible firearms and mines and explosive substances left after the war.

From the healthcare point of view, youth groups aged from 15 to 19 and 20 to 29 significantly differ according to their biological and sociological characteristics. Young people from 15 to 19 years of age are the group still in the period of growth and development, physical as well as psychological. The great majority of them is in the process of organized system of upbringing and education and is linked to their families. The group of young people from 20 to 29 years of age is in the process of further education, work or in search of work, gaining economic independence and founding of their own families. Information which make part of the health indicators about health condition of the population in Croatia also point to differences between these groups.

Youth today face problems and requirements different from those for which special services, providing healthcare for students, were established earlier. Healthcare services, parents, school, families and community today face chronic diseases, risky behaviours and behavioural disorders, inappropriate eating habits and eating disorders, physical (in) activity, problems of learning, education, employment, mental health disorders, risky sexual behaviours, neglecting and abuse, issues of safety and injuries, as well as youth with special needs.

Among diseases and disorders, regarding which young people mainly search help in primary healthcare dispensaries, respiratory diseases prevail (around 580,000 illnesses a year in the group of 7–19 years of age). The prevalence of these diseases is emphasized by the fact that on average, every patient gets ill several times a year. Among them, the most frequent are common colds, bronchitis, flu and pneumonia. They are followed by infectious and parasitic diseases, and most common among them are the infectious diseases of digestive system, especially during summer months. The occurrence of allergic diseases, manifested as respiratory system allergies, or skin allergies has been more frequent in recent years.

Hospital treatment of school age children is most often necessary for respiratory diseases, among them most often for chronic diseases of tonsils and adenoids. They are followed by hospitalizations due to injuries which are more often as the age increases (especially

with boys). Among them, the most frequent are fractures of limbs and head injuries, often resulting from traffic accidents.

Mortality among young people is low. In the age from 15 to 34, the main causes of death are road traffic accidents, suicides and malignant diseases.

Preventive healthcare of youth and regular students is ensured by School Medicine Services which are active within county Public Health Institutes. In this way, preventive and curative care is ensured for every pupil, making the complete system accessible, available, directed to environments comprising school and family and ensuring both population and individual approach.

In the school year 2006/2007, systematic check-ups covered 164,540 elementary and high school pupils and 18,034 students. According to the check-up findings, 22% of elementary school and 28% of high school pupils have improper posture, and the prevalence of more significant foot deformations is 36% for males and 32% for females in elementary schools. Structural deformations of spine are more common with girls. In elementary schools, scoliosis is registered with 2.7% of boys and 4.6% of girls, in high schools with 5.2% of boys and 9.3% of girls. Refraction difficulties were found with 14% of elementary school and 19% of high school pupils. There are 3% of boys 1% of girls in high schools who have high blood pressure. In elementary schools we find 7% of boys and 3% of girls with dyslalia.

Specific parts of preventive student healthcare program, which receive special attention, are health education and counselling work. Counselling centers for children and youth where parents and teachers may find help in solving most common problems related to growing up and health, are organized as special forms of work and the number of visits to counselling centers has been increasing constantly. In high school, the number of visits to counselling centers increased from 18,196 in 1998 to 43,450 visits during this school year. This indicates that exactly this form of work was necessary and missing in the system. In children and youth counselling centers within school medicine services, for the population of high school pupils, visits relate to chronic diseases (34%) and more often include problems and requests for advice regarding reproductive health and sexually transmitted infections (23%), learning (16%), risky behaviour (13%) and mental health (15%).

In Croatia, there is a long and successful organization of healthcare for school children, students and youth. The bases for changes for providing higher quality healthcare for youth should derive from appropriate norms and standards, development of multidisciplinary teams, expert work, education, development of reference centres, and harmonization of programs of measures for students and youth, and continuous expert work, education of professionals and other co-workers.

4.2. Eating habits and addictive behaviours of youth

Although Croatia is only approaching the threshold of overweight epidemic, which is discussed with major concern in North America and Western European countries, our data show the disappearance of undernourishment, as a public and health problem we faced in the last century, and the increasing portion of young people with risky habits who may be expected to cross the threshold of desired weight or are already overweight.

According to the data from the Croatian National Institute for Public Health on monitoring the state of nutrition of school children for the period from 2000 to 2005, in Croatia, 66.8% of children were appropriately nourished. There are 14% of children belonging to the group of thin children and there are only 0.5% undernourished children, 11.9% children are overweight, and 6.9% are obese. According to the check-up findings and centile distribution of indices for weight and height, in 1999, above the ninetieth centile were 8.8% boys and 8.4% girls, and in 2006, 10.9% boys and 10.6% girls. These movements indicate that the proportion of overweight children is increasing, although obesity cannot be identified from them. The analysis of eating habits of school children indicates that children take meals irregularly, a decreasing number of them eat in school canteens, especially pupils in senior classes, and almost half of the surveyed children, who have school in the morning, do not eat before going to school.

According to the data from the international research Health Behaviour in School-aged Children (HBSC) from 2006, conducted between 2002 and 2006 on the representative sample of pupils aged 11, 13 and 15, 14.7% children never have breakfast during working days, and 5% of children do not have breakfast during weekends either. While in the year 2002 – 72% of boys and 68% of girls regularly had breakfast, four years later 60.2% of boys and 53.7% of girls have breakfast regularly. Although we are a country which produces fruit and vegetables, 49.4% of children aged 11, and only 29% of 15-year-olds eat fruit every day. Vegetables are eaten every day by 32.3% of children aged 11, and only 24.1% aged 15. The creation of eating habits in children is influenced by family, school, healthcare services, social organizations, media, but also the state policy – sources that should be the permanent advocates of proper eating guidelines.

According to the current recommendations by the World Health Organization, the desirable level of physical activity is at least one hour of moderate physical activity a day. According to the research data (HBSC), at the age of 11, most days a week (5 or more days a week) 59.2% of boys walk or exercise for at least one hour, and at the age of 15, 53.5% of boys do it. The situation is similar with girls – younger ones are physically more active (59.2% aged 11), but with the beginning of high school this proportion decreases to only 25.2%.

The lifestyle of young people we call “sedentary”, describes the time spent in front of TV and computer screens. There are 33.1% of boys and 29.4% of girls who watch TV for four hours and more during working days, and if we add 37.8% of boys and 15.8% of girls who spend three or more hours by the computer playing games, surfing or chatting, it is completely clear that there is no time left for spontaneous socializing or playing around house.

Today we find more and more people who want to give up smoking, and still a lot of young people consider smoking to be a necessary sign of adulthood. In Croatia, girls are catching up with boys with regard to smoking. According to the data from the European School Survey Project on Alcohol and Other Drugs (ESPAD) from 2007, 65% of boys and 69% of girls have at least once smoked a cigarette. During the last month 39% of boys and 38% of girls smoked, and 29% of boys and 27% of girls consider themselves to be regular everyday smokers. Experimenting with tobacco starts at the early age, so 39% of boys and 31% of girls smoked their first cigarette at the age of 13 or earlier.

The consequences of excessive use of alcohol with young people are multiple and extremely complex. According to the ESPAD research, at least once in their lifetime almost every pupil (93% children of both ages) drank alcohol, mostly in their homes, stimulated by their parents or cousins. However, 37% of boys and 21% girls drank 40 or more times in their lifetime, which is considered to be frequent drinking. In the period of last 30 days, 17% of boys and 9% of girls drank alcohol 10 or more times (which would mean every third day). Also, during the last month, 29% of boys and 20% of girls drank three times or more five drinks in one drinking episode ("binge drinking"). There were 7% of boys and 3% of girls (aged 15–16) who reported getting drunk more than 10 times during the last 12 months. Among boys, beer is the most popular drink, and in the last month, 38% of boys and 17% of girls drank it 3 times. Girls more often drink liquors (three or more times during the last month, 26% of girls and 24% of boys). Accessibility of alcohol is obvious from the fact that every third pupil (30%) during the last 30 days bought beer in a shop, and almost every fourth (23%) bought wine or liquor.

Drug abuse is a complex medical and social phenomenon with numerous health, social and economic consequences for an individual, family and community, and mortality among young psychoactive drug addicts is significantly, several times higher than in the general population of the same age. First-time taking of any drug happens around the age of 16, first-time heroin taking at the age of 20. Before the age of thirteen, 4% of boys and 3% of girls tried marijuana. The average age of first-time treatment of heroin addicts in the year 2006 was 26. The number of treated addicts increased seven times during the last ten years and in the year 2006, the rate was 248/100,000 adults. Most persons were treated due to heroin abuse, followed by marijuana abuse. An increase in requests for treatment is notable, due to stimulating funds. In relation to these problems, the Government of the Republic of Croatia adopted the National Strategy for Prevention of Drug Abuse for 2006 – 2012, as well as the Action Plan for Prevention of Drug Abuse 2009 – 2012 according to which state administration bodies implement a number of preventive measures.

4.3. Sexual life of youth

One of the most sensitive areas of adolescent development is the adoption of gender identity and responsible sexual behaviour. Risky sexual behaviour in adolescence may have direct and long-term consequences – from direct ones such as unwanted (juvenile) pregnancy and sexually transmitted infections, to long-term impact on reproductive health and even the longevity that include chronic inflammatory diseases, fertility problems and malignant and life threatening diseases. Risk factors that may contribute to the development of consequences and complications are the early start of sexual life, larger number of partners and incomplete knowledge of the facts related to ways of protection from unwanted pregnancy and sexually transmitted diseases. The average age of starting sexual activity in Croatia, according to a range of surveys, is around the age of 17 for girls and around 16 for boys. Early sexual relations (aged 15 or less) in Croatia, according to the HBSC survey, in 2006 had 28.6% of boys and 16.5% of girls. During the last sexual intercourse, condoms were used by 76% of boys and 77% of girls. Risky methods such as the Ogino-Knauss method or coitus interruptus are used by 8% of girls and 6% of boys, i.e. 8% of girls and 12% of boys,

respectively. Oral contraceptives are used by 8% of girls, and 7% of boys report that their partners take oral contraceptives. As 15% of boys and 11% of girls report that during their last intercourse they did not use any kind of protection, this fact, and the usage of insecure contraceptive methods may have far-reaching consequences on the sexual health of youth. According to the check-up findings of the first-year university students, 64% male and 53% of female students had sexual intercourses. Of the girls that became sexually active, 49% have never visited a gynaecologist. The average age of becoming sexually active is 16.2 for male and 17.2 for female students. Condoms were regularly or occasionally used by 73% of male and 63% of female students, and they are never used by 21% of male and 29% of female students.

The trend of a decrease in childbirths in younger age groups (under 20 years of age) and an increase in childbirths above the age of 35, characteristic of developed countries, can also be found in Croatia. The number of childbirths per 1,000 girls aged 15 to 19 is gradually decreasing (in 2001, 14.7/1000; in 2006, 13.8/1000). In 2006, in Croatia there were 414 legally induced abortions registered under the age of 20 (8.8% of the total number). Although the number of abortions cannot be reliably stated as precise, the number of legally induced abortions per 1,000 adolescent girls, aged 15 to 19, during the last five years is relatively stable (2.9 in 2001; 3.3 in 2002; 3.4 in 2003; 2.7 in 2004 and 2.4 in 2005). Due to medical and legal fragility of adolescent pregnancies, the registration is probably more precise than for abortions in general.

From this short overview, it is completely clear that, given the expectations, requirements and needs of various youth age groups, a specific approach by the healthcare and health protection for this population is expected. In the Republic of Croatia, as in some other countries, healthcare is separate and connected with school and education, as a service for school medicine with school teams responsible for schools and universities.

4.4. Goals

- to implement preventive and health-educative programs and upbringing programs that will stimulate young people to be responsible for their own health
- to organize healthcare in places where young people live, go to school or work, and thereby make the service accessible, and at the same time to use all advantages and opportunities of working with young people and for young people related to the relevant environment
- to involve youth in implementation of healthcare programs
- to improve the development of the specific healthcare and specific education of doctors
- to stimulate the foundation and work of multipurpose healthcare centers with multidisciplinary teams
- to recognize frequent and recognisable disorders, diseases and problems of youth on time
- to monitor health indicators and evaluate what has been done

4.5. Measures and activities

Measure 1. UPGRADING MENTAL AND PHYSICAL HEALTH OF YOUNG PERSONS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
1.1. Drafting of Practical Guidelines for Reproductive Health of Young Persons (for girls and boys respectively) with particular emphasis on early discovery and timely treatment of sexually transmitted diseases and cervical cancer.	2010
1.2. Adoption of Practical Guidelines as mandatory for school age children health care services and gynecological ambulances working with adolescents. To introduce a system of continual and regular statistic monitoring of data from the said activity in the National Institute of Public Health.	2011
1.3. To conduct a prevention program for HIV/AIDS, hepatitis, and other contagious or sexually transmitted diseases.	2009 and ongoing
1.4. To organize mobile advisory teams of experts for rural and distant areas.	2011
1.5. To organize a monitoring system for suicide attempts and suicides (to organize a unique database) within the healthcare system.	2010
1.6. To adopt a Program for Prevention of Suicide.	2011
1.7. To adopt legal or practical regulation about the implementation of measure of psychiatric care and treatment for young persons in need of temporary institutionalization on the basis of the Act for Protection of Persons with Mental Disorders and the Juvenile Courts Act.	2011
1.8. To organize specialized institutions (or special departments within existing institutions) for the implementation of the measure of psychiatric care and treatment of young persons in macro regional centers.	2012
CARRIER:	Ministry of Health and Social Welfare
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Interior Ministry of Justice Croatian National Institute for Public Health State Institute for Statistics Croatian Institute for Mental Health Croatian Society for School and University Medicine of the CMA county institutes for public health units of local and regional self-administration
FUNDING:	Ministry of Health and Social Welfare units of local and regional self-administration

REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – adopted Practical Guidelines for Reproductive Health of Young Persons – number of mobile advisory teams of experts for rural and distant areas – monitoring system for suicide attempts and suicides organized within the healthcare system – adopted legal or practical regulation about the implementation of measure of psychiatric care and treatment for young persons in need of temporary institutionalization

Measure 2. TO ORGANIZE MULTIPURPOSE COUNSELLING CENTERS WITHIN THE HEALTH CARE SYSTEM, IN SCHOOL CLINICS, WITH THE SUPPORT OF THE EDUCATIONAL SYSTEM AND COMPETENT ORGANIZATIONS OF THE CIVIL SOCIETY. EVERY COUNTY SHOULD HAVE A DEPARTMENT WHICH WOULD SERVE AS A CENTER FOR INFORMATION SUPPORT, CONDUCT GOOD PROGRAMS REGARDING THE STDs, ADDICTIONS, AID IN CRISIS SITUATIONS, RISKY BEHAVIOR, GENDER PROBLEMS, SEXUALITY AND REPRODUCTIVE HEALTH.

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
2.1. To improve the knowledge and skills of school clinics' doctors to be able to work in counselling centers for reproductive health with pupils from primary and high schools, and students.	2009 and ongoing
2.2. To train school doctors to notice problems more efficiently and to solve problems regarding reproductive health and prevention measures in accordance with the National Program for Prevention of Cervical Cancer.	2009 and ongoing
2.3. To draft professional criteria and practices for work with young persons in connection with sexually transmitted infections and contraception in Counselling Centers for Reproductive Health in school clinics.	2009
2.4. To pursue the establishment of the Counselling Centers for Reproductive Health in school clinics.	2009 and ongoing
CARRIER:	Ministry of Health and Social Welfare
COLLABORATORS IN THE IMPLEMENTATION:	Croatian National Institute for Public Health Ministry of Science, Education and Sport
FUNDING:	Ministry of Health and Social Welfare
REQUIRED FUNDING:	resources from regular activities of state administration bodies

IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – adoption of Action criteria – organization of the system of statistical monitoring of reproductive health of young persons in Croatia
EFFICIENCY INDICATORS:	<ul style="list-style-type: none"> – more accessible preventive health care programs for youth – more young persons included in preventive activities for prevention of addiction, sexual diseases, juvenile pregnancies, behavioural disorders, etc.

Measure 3. TO INITIATE LAUNCHING OF PERMANENT EDUCATIONAL PROGRAMS AND CAMPAIGNS IN THE MEDIA FOR THE PROMOTION AND IMPROVEMENT OF YOUNG PEOPLE'S HEALTH AND HEALTHY LIFESTYLES

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
3.1. To plan and conduct media campaigns with the purpose of promotion and improvement of health and healthy life styles of young persons, with thematic contact shows and interviews, and by encouraging health education projects in printed media for young people.	2009 and ongoing
3.2. To conduct a campaign for prevention of addiction: smoking, alcohol and drugs with strong emphasis on celebrations of international days and/ months dedicated to prevention of different forms of addiction.	ongoing
CARRIER:	Ministry of Health and Social Welfare Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Science, Education and Sport Office for Prevention of Drug Abuse
COLLABORATORS IN THE IMPLEMENTATION:	Croatian National Institute for Public Health Agency for Upbringing and Education Office for Prevention of Drug Abuse civil society organizations dedicated to improvement of health and healthy life styles
FUNDING:	Ministry of Health and Social Welfare Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Science, Education and Sports Office for Prevention of Drug Abuse
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– number of conducted media activities

Measure 4. TO CONDUCT CONTINUALLY PROGRAMS FOR DEVELOPMENT OF TRAFFIC CULTURE AND SAFER TRAFFIC FOR YOUNG PERSONS THROUGH SPECIAL SCHOOL ACTIVITIES AND CAMPAIGNS IN ORDER TO REDUCE THE NUMBER OF INJURIES AND DEATHS IN ACCIDENTS, AND PROGRAMS TO RAISE AWARENESS OF YOUNG PEOPLE HOW DANGEROUS IT IS TO HANDLE GUNS AND LEFT OVER EXPLOSIVE DEVICES

IMPLEMENTATION ACTIVITY:		DURATION OF IMPLEMENTATION:
4.1. To organize a lecture in high schools (for at least an hour) during which students would be cautioned against the consequences of irresponsible behaviour in traffic.		2009 and ongoing
4.2. In driving schools, the last session of the subject "Traffic regulation and safety rules", a police officer should hold a lecture to future drivers about the consequences of failing to respect traffic regulations and with the methodology of police work and traffic.		2009 and ongoing
4.3. As part of preventive-promotional campaigns (Speed, Bike and Motor-Bike Drivers, Alcohol, Safety Belt, etc.) special attention should be focused on young drivers and young pedestrians.		2009 and ongoing
4.4. To conduct a program of education of young persons about dangers of handling guns.		
CARRIER:	Ministry of Interior	
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Ministry of Health and Social Welfare Croatian National Institute for Public Health	
FUNDING:	Ministry of Interior	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – number of lectures held in schools and driving schools – duration and frequency of campaigns – conducted education of young persons about the dangers of guns 	

Measure 5. TO IMPROVE AND APPLY PROPER NUTRITION PROGRAMS IN PUBLIC INSTITUTIONS IN ACCORDANCE WITH STRATEGIC DOCUMENTS. TO INITIATE THE DRAFTING OF THE PROGRAM OF GRADUAL COMPREHENSIVE INTRODUCTION OF PROPER NUTRITION IN ALL EDUCATIONAL AND HEALTH CARE INSTITUTIONS FOR YOUNG PERSONS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
5.1. To draft normatives for food in meals and menus in high schools.	2009
5.2. To determine and apply criteria for installation of food and drink vending machines in educational institutions, sport objects and other institutions in which young persons reside.	2009
5.3. To draft and adopt guidelines for marketing healthy nutrition and drinks to young persons.	2009
CARRIER:	5.1. and 5.2. Ministry of Science, Education and Sport 5.3. Ministry of Health and Social Welfare
COLLABORATORS IN THE IMPLEMENTATION:	Croatian National Institute for Public Health Agency for Upbringing and Education
FUNDING:	Ministry of Health and Social Welfare
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – number of high schools applying normatives for food in meals and menus in primary schools – normatives for food in meals and menus in high schools drafted – criteria for food and drinks in vending machines determined and applied – percentage of educational institutions for young persons with vending machines adequately installed, containing adequate provisions – guidelines for marketing healthy nutrition and drinks to young persons adopted

Measure 6. TO DEVELOP AND ENCOURAGE REGULAR AND SPECIAL EDUCATIONAL PROGRAMS FOR HEALTH PRESERVATION AND PROMOTION OF HEALTHIER LIFE STYLES

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
6.1. Recommendation of the Ministry of Science, Education and Sport to all educational institutions on how to use additional resources for promotion of healthier life styles.	ongoing

6.2. To support the implementation of projects of associations promoting healthy life styles and to stipulate conditions that projects have to satisfy in order to be implemented in schools.	2010
6.3. To provide financial support to projects of associations contributing to the promotion of healthy life styles through ongoing tenders for project support of the Ministry of Science, Education and Sport and Ministry of Health and Social Welfare.	2010
6.4. To provide financial support to projects of associations contributing to the fight against drugs and all forms of addiction through ongoing tenders for projects support.	2009 and ongoing
CARRIERS:	6.1. – 6.3. Ministry of Science, Education and Sport 6.1. – 6.3. Ministry of Health and Social Welfare 6.4. Ministry of Science, Education and Sports, Ministry of Family, Veterans’ Affairs and Intergenerational Solidarity, Ministry of Health and Social Welfare, and the Office for Prevention of Drug Abuse
COLLABORATORS IN THE IMPLEMENTATION:	Croatian National Institute for Public Health civil society organizations dedicated to improvement of health and healthy life styles
FUNDING:	6.1. – 6.3. Ministry of Science, Education and Sport 6.1. – 6.3. Ministry of Health and Social Welfare 6.4. Ministry of Science, Education and Sports, Ministry of Family, Veterans’ Affairs and Intergenerational Solidarity, Ministry of Health and Social Welfare, and the Office for Prevention of Drug Abuse
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– recommendations for use of teaching material focused on promotion of healthier life style – number of annually approved and financed projects – number of projects implemented in schools

Measure 7. SENZIBILIZATION OF YOUNG PERSONS FOR COMMUNITY HEALTH – ORGAN AND BLOOD DONATIONS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
7.1. To draft a program for the awareness campaign for organ and blood donation, focused on young population.	2009
7.2. Implementation of the campaign.	2010 and ongoing
CARRIERS:	Ministry of Health and Social Welfare

COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Croatian National Institute for Public Health civil society organizations dedicated to improvement of health and healthy life styles
FUNDING:	Ministry of Health and Social Welfare
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– campaign program drafted – implementation, scope and campaign evaluation

Measure 8. TO ENCOURAGE PEER EDUCATION IN PROGRAMS FOR PREVENTION OF ADDICTION AND PROGRAMS FOR SEXUAL EDUCATION

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
8.1. To implement educational programs for future peer educators in programs for suppressing addiction and sexual education programs.	ongoing
8.2. To implement peer education programs for prevention of drug addiction and for sexual education in high schools.	2010 and ongoing
CARRIER:	Ministry of Health and Social Welfare
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Office for Prevention of Drug Abuse of the Government of the Republic of Croatia Croatian National Institute for Public Health civil society organizations focused on working with young persons in order to improve health and healthy life styles
FUNDING:	Ministry of Health and Social Welfare
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– number of trained peer educators – number of peer education workshops held – number of students who attended peer education workshops

5. ACTIVE PARTICIPATION OF YOUNG PEOPLE IN SOCIETY

5.1. Situation analysis

Active participation of young people in society includes all activities in various fields of everyday life which contribute to social integration of youth (Ilišin, 2003). Young people are approached in two mutually complementary ways, perceived as “young people as resources” and “young people as problems”. Young people as resources are perceived as a kind of social capital to which conditions for optimal development must be ensured. They are therefore not treated only as a future, but also as a present force, exactly due to their youth. In stable societies with economic growth, young people are primarily perceived as a resource (Ilišin, 2003). The tradition of perceiving young people as problems emphasizes their sensitive stage of development due to which the society must implement numerous protective measures (Ilišin, 2003), but irrespective of prevailing manner of perceiving young people, they must be perceived as active society members. It is necessary to strengthen young people constantly for human rights and democratic citizenship, which is recognized in Europe and stimulated through the so-called active citizenship.

The existing County Youth Action Programs, regarding active participation of youth in society, management and decision-making processes, indicate the following basic problems:

- distrust towards political system and government institutions by youth
- distrust towards youth by political institutions and society
- insufficient coordination and co-operation between youth associations and initiatives
- insufficient inclusion into decision-making processes
- insufficient encouragement to youth activism
- insufficient encouragement to voluntary work and inclusion of young people into the work of associations and initiatives and civil society development.

It is important to persist on the shift of public awareness regarding the importance of active youth participation, and on opening social and political space for actions of young people, informing and education of youth for participation in democratic society and improvement of co-operation between public and civil sectors. It is necessary to encourage the participation of youth without exception, which includes enabling the participation to all young persons.

According to the survey from 2006 by Vlasta Ilišin on participation of youth in local and regional government institutions in Croatia, there is significant underrepresentation of youth in formal political decision-making bodies. On one hand, young people (aged 18–29) make around 21% of electorate in the Republic of Croatia, and on the other, only 6.3% of local and regional representative and executive bodies members are under 29 years of age. Croatian situation regarding the representation of youth in authorities does not significantly differ from the situation in other European countries. However, such situation additionally reduces the likelihood that issues and problems of interest to youth will be put on the agenda of public policies.

In addition to the mentioned problem of underrepresentation, the survey indicates several other subproblems. Poorer representation of youth in executive authority bodies (county and town administration) in comparison with representative bodies (city councils, county assemblies). In particular, 84.6% of all young people in local authorities are members of representative bodies, and only 15.4% of executive bodies. This makes us conclude that, even when involved in the work of authority bodies, young people participate in those institutions which have less power/influence. There is poorer representation of young people under 25 years of age (only 18.8% of all young people in local authorities is under 25 years of age). There is poorer representation of young women (27.3% of all young people in local authorities are women). A significant contribution to an increase in the representation of young people in formal institutions may be made by political parties through the introduction of internal party quotas in electoral lists, and by youth branches of parties through stronger positioning within the parties.

European countries are aware of the insufficient political participation of youth and are trying to stimulate it in several different ways. The main form of youth participation on local, regional and national levels are youth councils, and in some countries also youth parliaments (Ilišin, 2003). Coordination bodies have also been established. In addition, wider important information from and for youth is being systematized and various campaigns for increasing political youth participation are being implemented, and there are efforts to stimulate their participation in public discussions. In the research of Croatian party elite conducted by Ilišin (Ilišin, 2003), Croatian politicians most often reported as a reason for low representation of younger politicians the fact that older persons do not want to give their places over to young persons, especially on candidate electoral lists and that in parties most frequently the principles of seniority and party credits are applied.

It is interesting that among numerous inequalities in society, young persons perceive generational inequality as the least expressed, while, on the other hand, three fifths of them consider that young people are politically marginalized, which indicates that they do not consider the political status to be an integral part of the overall generational social status (Ilišin, 2003). As the main obstacle to political participation of youth, mutual distrust between youth and political institutions is reported, and first of all it is necessary to find the reasons for such distrust and the ways to mitigate it.

In relation to the field of voting rights from the age of 16, a survey conducted in Great Britain (How old is old enough?, 2003) showed that even young persons themselves have different opinions about the question at which age they should get the right to vote in the elections. The survey included questions on whether the possible change should relate to different levels of choice and whether all young persons in a certain age group should have the voting right. For example, in Germany young people at the age of 16 in several provinces have voting rights in local elections, but not on regional and national levels, while in Slovenia, young persons of the same age may vote only if they are employed. In Austria, the lower age limit for voting is 16, and in Italy, one may vote for the Senate at the age of 25. The mentioned British survey shows that young persons (18–25) are equally inclined to volunteer and informal social work as older citizens, that they are not usually interested in politics, in part because they consider politicians are not enough interested in problems of youth, but also in some other social problems, and because they do not see any significant ideological differences

between the members of different parties. The fact that the biggest drop in the rate of voting most commonly show young persons for whom this would be their second voting, probably because after the first voting they concluded that their vote had no influence on politics, is worrying. Data on countries or regions where the limit of opportunities for voting has been lowered are still insufficient for making more general conclusions.

It is necessary to give youth a more appropriate education on political processes and to assess their knowledge and motivation for participation in the elections and for other forms of political participation. It is also necessary to include them in solving social problems actual and relevant for them. Within this process, young persons should be familiarized with political acting as one of the ways for solving the problems they are familiar with.

Looking through different prisms of “young people as resources” and “young people as problems”, in relation to volunteering issues, it is visible that volunteering may be perceived as an activity through which young persons may contribute to society, but on the other hand, it is an activity through which the society may protect young persons by developing their self-esteem and the knowledge of the possibility of exercising their own influence on the society. One of the organized forms of such activities is work in associations.

The literature (Policy Options for Civil Society through Complementary Contrasts, 1995) mentions the ways in which deeply rooted organization networks and institutions, mediating between citizens and state, might be organized. Such organizations have several roles. One of them is ensuring funds for expressing and active answering to various and complex society needs. Their other role is motivating individuals to behave as active citizens in all aspects of society rather than to depend on state power and benefits. It is also necessary to promote pluralism and diversity in society. This may be done through protecting and strengthening cultural, ethical, religious, linguistic and other identities. In addition, it is necessary to create alternatives to centralized state agencies in order to ensure services with greater independence and flexibility. Membership in some organization gives people an opportunity to participate in wider society and may significantly contribute to personal identity development, which is particularly favourable in the development of youth.

The “Public Attitudes towards Non-governmental Organizations” survey (AED, 2005) indicates that young respondees (84.7%) more often report that associations are very or partly useful, unlike the respondees in two older age groups, of which approximately 75% consider that associations are very or partly useful. Young respondees (61.3%) also most frequently consider that associations today are more efficient in their work than five years ago, while middle-aged respondees (55.6%) consider this more rarely, and the oldest respondees (40.8%) most rarely. In addition, young people (61.3%) give most importance to the role the associations have in emphasizing and solving social problems, while middle aged respondees (55.7%) and older (48.4%) consider their role to be somewhat less important.

Although the previous citations show that young people express the most positive attitude towards associations, they are less often members of associations (5.7%) than middle-aged respondees (11.5%), and equally often as older respondees (5.5%). What is also visible is that young respondees (41.1%) were more inclined to become involved in the work of an association than the middle-aged (34.0%) and older respondees (25.4%). Regarding the question what would motivate young persons to become involved in the work of a non-

governmental organization, the result was that they would be mostly motivated by their own values (M=3.09, on the 1 to 4 scale) and the possibility of acquiring knowledge (M=3.03). They would be somewhat less motivated by the opportunity for self-promotion (M=2.81), and even less by the opportunity to improve their careers (M=2.27) or relations with others (M=2.17). Motivation due to self-protection (e.g. for the feeling of guilt because they are better off than others) would motivate them at least (M=1.90). In citing these results we must bear in mind that these were the responses of population aged between 18 and 30, i.e. that based on these findings we may not conclude about the attitudes of juveniles.

In the "Public Attitudes towards Volunteering" survey (Ledić, 2006), 23.1% respondees with volunteering experience are persons under the age of 20, and 41.7% persons at the age from 21 to 35.

In Croatia, the Law on Volunteering was adopted, according to which the system of issuing confirmation on volunteering and the state reward for volunteering were established. However, young people are not sufficiently informed about places for volunteering and sometimes they report insufficiency of established mechanisms for appreciating voluntary work, so the space for better informing young people and making them familiar with voluntary work is still open.

In order to avoid the excuse "I can't influence everything, so I won't influence anything", it is important to motivate young persons to find an area attractive and interesting to them and to make their contribution in this area (Albernaz, 2005). Both children and adults become more inclined to help based on their earlier help and therefore, in order to stimulate youth volunteering, programs are suggested that at the beginning offer short-term, but also enable long-term volunteering activities and offer various areas in order for young people with different preferences to find their areas. Therefore, it is important to establish and promote associations of various profiles, some of which primarily engage in problems young people perceive important.

Speaking of European practice of active youth participation, Youth Councils, Youth Advisory Boards and Youth Parliaments represent various structured forms of active youth participation in society, which may be established through election, appointments within youth associations and/or on a voluntary basis. Their mutual goals are: to ensure for young persons free expression of interests and propositions to local and regional self-administrations, to enable authority structures for the counselling with youth on certain issues, to ensure implementation, assessment and monitoring of youth projects and to facilitate the participation of youth in various advisory bodies of local and regional self-administration (Policy and Structures for Youth in the Council of Europe, 2003).

5.2. Youth councils

A youth council represents a form of youth self-organization on a voluntary basis through connecting, i.e. networking of various youth associations and associations for youth that exist on a local (city, county) level. The main role of youth councils is representation of youth organizations' interests to local authorities and participation in the process of creating,

implementing, monitoring the policy for youth and its evaluation. The council's legitimacy in representing interests arises from its membership. Therefore, it is particularly important that as many youth organizations as possible, existing in a certain area, participate in its work. In Croatia, in the last few years, the practice of establishing youth councils by the Croatian Youth Network was developed. They bring together youth organizations on regional or local levels (youth associations and associations for youth, youth clubs, student councils and student associations, informal initiatives and youth branches of political parties) which have joined irrespective of their program designation and organizational structure. Until now, according to this model, 6 county councils and one city youth council were established. The problem that existing councils face is the fact that, according to effective regulations, it is not possible to register them as legal entities, as (according to the Law on Associations) members of association unions may be other associations, and the youth branches of political parties do not have the legal status of associations or an independent legal personality.

5.3. Youth parliaments

Youth parliaments are non-governmental organizations or the projects of non-governmental organizations, schools or local authorities the main purpose of which is education of young persons on democratic citizenship and an increase in the level of their participation in society through membership in bodies structured as parliaments. In the Republic of Croatia, several organizations with the title of youth parliaments are active: National Youth Parliaments Association uniting fifteen local youth parliaments and city student councils (the project of the European Home Slavonski Brod); European Youth Parliament (organization active within the "European Youth Parliament" project by the German Heinz Schwarzkopf foundation). This form is very useful as it enables youth to practice dialogue and democratic procedures from the early age. However, according to their structure and programs, youth parliaments in Croatia are in no way a form of youth representation.

5.4. Youth advisory boards

In February 2007, the Croatian Parliament adopted the Law on Youth Advisory Boards. These are the bodies acting with local or regional administrations, formed of young persons. Their members, following the propositions by registered youth associations, are elected by the representative body of the local or regional self-administration. The primary role of youth advisory boards is counselling local and regional representative bodies on issues of interest to youth. In this sense, youth advisory boards are advisory bodies with local or regional authorities. The implementation of the Law on Youth Advisory Boards is the responsibility of local and regional self-administration. However, as on one hand the Law does not determine sanctions for non-implementation, and on the other hand, the manner of electing members is not precise enough, numerous local and regional units have not established youth advisory boards yet.

5.5. Youth associations, associations for youth and national youth associations

For a longer period of time, young people express distrust towards social and political institutions, there is distrust towards youth by social and political sector and mutual distrust between youth associations and political institutions, and the importance of inclusion of youth in civil associations and voluntary work is being pointed out (Ilišin, 2006). There are still warnings about the need to start activities that would enable and stimulate young people to participate in social processes and institutions, and the need to improve the co-operation of governmental and non-governmental sectors in the field of active youth participation.

On the state level, the implementer and coordinator of the youth policy is the Ministry of Family, Veterans' Affairs and Intergenerational Solidarity. Since the National Youth Action Program was adopted in 2003, within the Ministry youth commissioners have been appointed, whose competence is the coordination of activities in implementation of the youth policy and co-operation with youth associations and associations for youth. Also, since 2003, the Council for Youth of the Government of the Republic of Croatia works continuously, which was established as an advisory body for the Government comprising representatives from the authorized Ministries, scientists and youth professionals and representatives from youth associations, with the main purpose of monitoring the implementation of the National Youth Program.

Youth associations and associations for youth are not formally defined, in this way not differing from other associations registered in accordance with the Law on Associations. However, in planning and implementing youth policy, and programs, projects and activities directed to young people, youth associations are generally considered to be the associations whose membership is mainly under 29 years of age, and associations for youth whose foundation goals or a significant portion of work program is directed to programs and projects for youth under 29 years of age. National youth associations are generally considered to be those associations which act on the state level, have branches on a larger area or represent union of associations of the same designation (for example, Scout Association of Croatia, Croatian Youth Hostel Association, Croatian Youth Music Society, Croatian Academic Union, Union of Associations Klubture, Union of Youth Information Centers, etc.).

Simultaneously, in the last ten years or so, the work of youth on the level of associations related to Catholic Church or other religious organizations has strengthened significantly, and their networking was also noticed, as well as the need for their appreciation as partners in discussions on issues relating to youth.

In any case, the fact that young people may take part in the development of a wider social community through the work of non-governmental organizations and youth groups on the local level, through voluntary work in those organizations and social and humanitarian institutions, is a positive one. However, the research shows that young people do not show interest for such participation, and even if they decide to enter some organization,

association or voluntary project, they mainly do it in order to achieve their own interests or develop new skills (Ilišin, 2006). The same research also shows that university students (as a separate group) place great importance on social interventions which may improve the competitiveness of youth on the labour market and enable them to express their creativity and innovativeness through socially stimulated initiatives and projects. Therefore, directing youth policy exactly to encouraging youth for an active participation in society, through various structures available, is of great importance.

5.6. Goals

- to encourage youth to actively participate in socio-political processes
- to support inclusion of youth into European Community programs
- to support the work of youth associations and associations for youth
- efficient implementation of the national youth program
- to conduct research of youth interest for social and political participation

5.7. Measures and activities

Measure 1. IMPLEMENTATION OF PROFESSIONAL AND PUBLIC DISCUSSION ABOUT THE INTEREST OF YOUNG PERSONS FOR DIFFERENT FORMS OF POLITICAL PARTICIPATION, ESPECIALLY FOR VOTING AT LOCAL ELECTIONS AT THE AGE OF 16

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
1.1. To examine the interest of young persons to be able to vote at local elections at the age of 16.	2011
1.2. To draft proposals of different opportunities for encouraging political participation of young persons, along with the program of education/ sensibilization of young persons for political participation.	2012
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
COLLABORATORS IN THE IMPLEMENTATION:	Central State Office for Administration scientific organizations youth advisory boards civil society organizations working with youth
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity

REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – number of conducted comprehensive professional public discussions – number of participants in discussions – recommendations accumulated at public discussions

Measure 2. ENCOURAGING YOUNG PERSONS TO ACTIVELY PARTICIPATE IN THE SOCIETY

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
2.1. Promotion of implementation of the Law on Youth Advisory Boards 2.1.1. To manage a registry of founded Youth Advisory Boards. 2.1.2. To draft proposals of necessary amendments to the Law. 2.1.3. To issue the interpretation of the Law as regards the foundation, election of members and activity of Youth Advisory Boards and draft instruction for the implementation of the Law on Youth Advisory Boards.	2.1.1. 2009 2.1.2. 2010 2.1.3. 2010
2.2. To encourage drafting of regional and local youth programs and ensure accessibility of regional and local youth programs to wider public on a webpage.	2009 and ongoing
2.3. To designate a responsible operative person in ministries and offices of the Government to be a commissioner for youth and cooperate with youth civil society organizations and organizations for youth.	2009 and ongoing
2.4. To encourage education of commissioners for youth.	2009 and ongoing
2.5. To encourage celebration of the International Day of Young Persons.	
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
COLLABORATORS IN THE IMPLEMENTATION:	commissioners for young persons in state administration bodies local and regional self-administration civil society organizations working with youth Office for NGOs of the Government of the Republic of Croatia
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – implementation of the Law on Youth Advisory Boards in all regional and local units of self-administration – number of drafted regional and local action programs for youth – appointment and education of commissioners for youth

Measure 3. FULL INCLUSION OF THE REPUBLIC OF CROATIA IN THE IMPLEMENTATION OF EUROPEAN COMMUNITY "YOUTH IN ACTION" PROGRAM

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
3.1. Employment and training of employees who will work on the "Youth in Action" Program at the Agency for Mobility and EU programs.	2009/2010
3.2. To organize and participate in seminars, conferences and meetings at which the Program and its specific activities will be presented to associations, institutions and potential users.	2009 and ongoing
3.3. To announce and implement the Pilot Project Tender.	2009
3.4. To issue the Declaration of Assurance.	2010
3.5. Decision on initiating the procedure for concluding the Memorandum of Understanding. 3.5.1. Proposal of the Act of Adoption of MoU between the Republic of Croatia and the European Community about the involvement of the Republic of Croatia in EU program, with the draft of the final Act. 3.5.2. To sign and ratify the Memorandum of Understanding.	2010
3.6. Full accession of the Republic of Croatia to the "Youth in Action" Program.	2011
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Agency for Mobility and EU Programs
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Central State office for Development Strategy and Coordination of EU Funds
FUNDING:	State Budget – division of the Ministry of Science, Education and Sport Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Agency for Mobility and EU Programs European Commission – IPA funds
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – number of employed and trained employees in the Agency for Mobility and EU programs – number of seminars held and number of users of funding from accessible activities of the "Youth in Action" Program – Declaration of Assurance issued – Memorandum of Understanding signed and ratified – full accession of the Republic of Croatia to the "Youth in Action" Program

Measure 4. PROVIDING ENCOURAGEMENT TO ACTIVITIES OF YOUTH ASSOCIATIONS AND ASSOCIATIONS FOR YOUTH IN THE REPUBLIC OF CROATIA

IMPLEMENTATION ACTIVITY:		DURATION OF IMPLEMENTATION:
4.1. To ensure financial support to programs of youth associations and associations for youth focused on international co-operation, active participation, mobility and program networking, organization of regional and national youth conferences, non-formal education of youth and for youth (training of youth workers – scouting guides and instructors, youth religious communities animators, etc.), strategic planning, strengthening of community participation, training for entrepreneurship and self-employment, development of tolerance and inclusion of young people into humanitarian actions, and ensure financial support for publishing student and youth informative publications.		2010 and ongoing
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity	
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sports, National Foundation for Development of Civil Society, Office for NGOs of the Government of the Republic of Croatia Council for Civil Society Development	
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity National Foundation for Development of Civil Society	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	– number of financed projects and the amount invested in these projects	

Measure 5. TO INITIATE PREMISES ALLOCATION FOR USE OF ASSOCIATIONS FOR YOUTH AND YOUTH ASSOCIATIONS

IMPLEMENTATION ACTIVITY:		DURATION OF IMPLEMENTATION:
5.1. To draft criteria for allocation of premises owned by the state for use of youth associations and associations for youth.		2009
5.2. To designate actual premises owned by the state which are adequate for youth programs and programs for youth.		2009
5.3. To provide a public tender for premises allocation according to determined criteria.		2010
5.4. To forward a recommendation to all local and regional self-administration bodies to provide support to youth programs and programs for youth, and to put the emphasis in the recommendation on allocation of adequate premises.		2009

CARRIER:	Central State Office for Administration of State Property
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Culture Office for NGOs of the Government of the Republic of Croatia Council for Civil Society Development local and regional self-administration civil society organizations working with youth
FUNDING:	Central State Office for Administration of State Property
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– issued criteria for premises allocation – published list of available premises and annual tenders for premises allocation for use of youth associations and associations for youth

Measure 6. TO SUPPORT SCIENTIFIC RESEARCHES ABOUT YOUNG PEOPLE

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
6.1. To conduct researches of needs and interests of young people for various social problems and their motivation for inclusion in actual resolution of these problems.	2009 and ongoing
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
COLLABORATORS IN THE IMPLEMENTATION:	scientific institutions civil society organizations working with youth
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of conducted scientific researches

Measure 7. STIMULATION OF VOLUNTEER WORK AMONG YOUTH

IMPLEMENTATION ACTIVITY:		DURATION OF IMPLEMENTATION:
7.1. In tenders for associations' projects focused on youth, priority should be given to projects involving young volunteers.		2009 and ongoing
7.2. To promote volunteering among youth on local, county, and state level in co-operation with the existing volunteer centers and youth associations, and to inform young people about the opportunities and rights arising from the Volunteering Act.		2009 and ongoing
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity	
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Office for NGOs of the Government of the Republic of Croatia National Committee for Development of Volunteering civil society organizations focused on volunteering and/or working with youth	
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	– number/percentage of young volunteers involved in financed projects – number of activities focused on promotion of volunteering	

6. YOUTH CULTURE AND LEISURE TIME

6.1. Situation analysis

Leisure time as a concept arises with the processes of industrialization and rapid technological development resulting in mass employment and a reduction of working hours. So, the concept of leisure time is looked at in relation to socially obligatory work. The concept in the narrow sense describes those activities of an individual that are selected exclusively by his/her free will and is often also called "spare time". In the broader sense, leisure time in addition to spare time includes so-called semi-leisure time, i.e. the time that is not a part of obligatory social work, but the activities undertaken during this time are a result of a certain social obligation or necessity (e.g. family obligations, social obligations, additional work, etc.).

Regarding the important role of leisure time in forming of the personality of young people, the emphasis here is on those aspects of spare time which may have important positive impacts on socialization, personal formation and social recognition of youth. Therefore, here we will direct our attention to those forms of leisure time which we may call "cultivated leisure time" and "organized leisure time". In this, appreciating the general goal of stimulating active social youth participation, we pay special attention to those forms of organized leisure time in which young people act (pro)actively, through which young people organize themselves, i.e. where young people act as independent actors in the production of cultural and other contents important for the leisure time domain, and in particular those accessible to other young persons as well – i.e. those which are of public, or represent the public interest. However, we will not neglect those contents, forms and formats which need not be a direct product of a certain youth group, but are directed to young people and stimulate their active participation.

We most frequently find such forms of organized leisure time in civil society. Primarily in the field of culture and creative (artistic) expressions of youth, in the last few years, civil society organizations (by this concept here we want to encompass formalized organizations, i.e. associations, but also informal initiatives, i.e. groups) have significantly contributed to the recognition of youth and their active inclusion in cultural and wider social life. We talk about the most various forms of youth culture (the activities created, organized and implemented by youth for youth), but also culture for youth (the activities that are not a result only of self-organized youth, but which have youth as the key target group and which often stimulate the activities of inclusion of youth) – from youth clubs and clubs for youth, wide range of art, cultural and wider social activities, over a range of happenings, festivals and individual events of various genres, to permanent programs including most various forms. Exactly this area is the area which became the counterbalance, or at least a supplement, to a highly commercialized offer of the culture of sheer consumerism, or often, particularly in smaller milieus, represents the only space of organized youth leisure time. In addition, it is necessary to point out that, due to dynamics of work and manner of work organization (these are mainly horizontal, not vertical structures), exactly this sector is the one that is able to monitor and respond appropriately to the dynamics of emphasis shift in the specific needs and interests of youth, but also to create at the same time new

trends and tendencies. This way, this cultural scene may have a significant (positive) impact on personal formation and social recognition of youth. In addition, exactly this kind of open structure enables inclusion and participation of a large number of young people, i.e. it may stimulate youth to transfer from the position of a consumer to the position of a producer. Therefore, encouraging various civil society organizations and informal groups must be the key priority of the national policy in this area.

We may identify the following as key problems in the field of youth culture and culture for youth and youth creative expression:

Cultural and artistic activities produced by youth and/or primarily aimed at youth are on the margins of wider public interest. Consequently, the needs of young people in this area are on the margins of political interest and remain there in the practice of authorized public administration bodies (state as well as local).

Youth in their leisure time are primarily exposed to the influence of media and entertainment industry and therefore are treated in society as consumers of commercial products. At the same time, public institutions in culture do not offer sufficient variety of adequate contents attractive to young people, which may be an alternative to consumerist culture.

Civil sector (civil society organizations and certain informal groups) developed a range of programs and individual activities that offer to young people quality and "cultivated" spare time, by ensuring contents compatible with interests of young people, which suit their cultural patterns and/or even produce new ones and the ones arising from youth self-organization, in this way influencing directly the personality development and a successful, active socialization of young people. However, this sector is subject to negative influences in our society which has still not implemented the transition completely, it is unstable and not adequately recognized (and therefore supported) by the public sector. Also, it is poorly institutionalized and is in an almost permanent crisis of resources. Due to a chronic and now almost alarming lack of resources, primarily spatial ones, not only is the further development impossible, but also the survival of this entire extremely potent area has become doubtful. In addition, there are no adequate stimulation measures for creation and recognition of new organizations and initiatives.

Education and professional development of young artists, as well as young cultural managers, is completely neglected. Therefore, the existing great enthusiasm and creative potential may not be completely utilised, nor may the excellence and competitiveness in the European context be achieved. In addition, the impossibility of professional promotion and impossibility of achieving education ambitions beyond the scope of formal education programs, result in frustration, dissatisfaction and present the actual danger for giving up work. In this way, the potential crucial for the development of any, including this, area – human capital, is lost.

Although there are certain successful forms of co-operation between organizations acting in this area, arisen in the civil society, this co-operation is insufficiently developed, particularly on the international, primarily European level.

On the national, as well as local levels, there are no valid strategies of cultural development described in binding documents. Such situation has far-reaching consequences for the

general cultural development in Croatia, and it particularly negatively affects fragile sectors, such as youth culture.

With the aim of pragmatics in solving detected problems and responding to recognized needs, we set out three general subfields:

- Youth culture and culture for youth¹⁶
- Creative youth expression¹⁷
- Recreational / amateur sport.

The first two subfields are much intertwined and have several common key points and elements. First of all, we find similarities and equivalents in the manner of organization and institutional forms which primarily develop in the civil sector. Then, both of them belong to the broader domain of art and culture, i.e. they are a part of the overall culture system, and therefore administratively under the authority and responsibility of the Ministry of Culture. Finally, both segments, generally speaking, are in similar development phases and contain complementary developmental potentials.

On the other hand, the field of sport is in a separate system (on the administrative, but on other levels as well) and is characterized by extremely complex problems that cannot be unified with those we find in the culture area, i.e. creative youth expression. For someone who follows sociological researches on this subject, the place that sport has in leisure time of young people is clearly defined, even lifestyles are created on the basis of sport, recognized on the representative sample as broader youth lifestyles related to sport. Also in some shorter researches, conducted according to the qualitative methodology, sport takes a significant place as a mediatory factor for subcultural lifestyles and specific identities. From the broader lifestyle to narrower designation of subcultural groups, over the differentiation between physical exercise, recreation, amateur sport, to top-level sport, which may also be lacking money and marginalized, but powerful, politically mediated as football, the range of the meanings of sport is considerably broad. However, in wider public, sport is almost a single-meaning notion, which shows that one dimension of sport monopolized the others, i.e. that the top-level sport suppressed amateur and recreational forms of sport. Physical activity is simply understood under the notion of sport and an average parent, who wants to ensure for its child conditions for healthier life, will not be able to consider sport outside the existing sport clubs.

A large number of scientific researches from all over the world during the last decade indicate the relation between physical inactivity and the development of various diseases; cardiovascular, obesity, hypertension, type 2 diabetes, osteoporosis and other. In addition to physical inactivity, unhealthy nutrition and stress are connected with mortality, and healthcare and the treatment of these diseases cost the state and all citizens a lot of money,

¹⁶ In this context, the notion of culture is seen as a combination of a range of various activities which have a public dimension, i.e. which are directed to wide youth population, of those arisen as a product of youth self-organization (so-called youth culture) or those primarily directed to youth (so-called culture for youth).

¹⁷ Here we primarily have in mind the recognition of young artists, but also various forms of organized leisure time through which young people are encouraged to express themselves creatively, irrespective of whether they consider themselves to be artists, i.e. irrespective of their formal status as artists or non-artists.

so insufficient care about physical activity is in fact astonishing. Instead of powerful and organized support for the wider movement for health of an individual and society (such as “sport for all”), incomparably more money is spent on the top-level sport, which relates to statistically negligible number of young people. Because of the success of Croatian top-level sportspersons and related media discourse, the impression is formed that we are a “sport nation”, that these results would not exist if people were not massively doing sports, and it could follow that we are a healthy nation of physically active people. However, not diminishing the symbolic capital or in any way underestimating great successes of Croatian football, basketball, handball, water polo players, or those competing in individual sports, we must say that it is a phenomenon that has no relation to masses, physical activity of the majority of citizens, and also the presumed health.

Research results obtained from the scientific project “Regionalism of Cardiovascular and Behavioural Risks – Model of Intervention”, published under the title „Physical Inactivity in the Republic of Croatia“ show a completely different situation from the one created by a superficial media discourse about sport. The authors (Marjeta Mišigoj-Duraković, Stjepan Heimer, Marijan Gredelj, Željko Heimer and Maroje Sorić) talk about dramatic physical inactivity, due to which they suggest the construction of infrastructure for raising the level of physical activity (Mišigoj-Duraković, Heimer, Marijan Gredelj, Heimer, Sorić, 2007).

The scientific research conducted (Ćurković, Fučkar-Reichel, 2005) on the sport engagement of heroin addicts and non-addicts, gave shocking results showing that 70% of heroin addicts report they were actively doing sports between ten and seventeen years of age, while among non-addicts almost the same high percentage of young people report they have never been doing sports other than obligatory in school. This is possible to understand, among other things, due to orientation of most clubs to the top-level sport which many young people are forced to enter due to the lack of other sport contents, whereby nobody explained to them what will happen to their bodies, leisure time and the barrier of transition from juniors to seniors, which results in stress and disappointment, in addition to other consequences.

There is a great need for comprehensive and representative researches on physical (in) activity of youth in Croatia, because, irrespective of how significant the research by Marjeta Mišigoj-Duraković and co-authors was, physical inactivity was not measured exclusively on young population and it used a small number of questions, although this was enough for warning conclusions. Currently a research by Danijel Jurakić from the Faculty for Kinesiology of the University of Zagreb is in progress, which is unique in Croatia by comprehensiveness of measuring physical activity of our population, and it would be of great importance if we could obtain relevant data relating exclusively to the youth population.

Also, with respect to the forms of actions for youth and the offer that society is trying to extend in the sphere of sport and physical activity in general, we must say that it would be appropriate to harmonize social actions with the wishes and needs articulated by young people. The research conducted in 2006 by Vlasta Ilišin among young people in the Zagreb County, emphasizes particularly preferences and wishes related to sport activity. The research could be used as a good model, but with encompassing a representative sample of youth from the entire territory of the Republic of Croatia. Only when we know the actual situation with respect to physical (in)activity of young people and their aspirations, motivations and

perceptions regarding sport, will we be able to set guidelines of social activities appropriate for reality, and not only a part of political voluntarism or journalistic sensationalism.

The key problems of sport, from the perspective of young people, health and forms of spending leisure time are the following:

Under the notion of sport we understand all physical exercise, and top-level sport dominates over recreational. When young persons, due to their wish for physical activity, health awareness, alone or with the help from their parents, want to become physically active, they mainly have at disposal sport clubs only, all competitively oriented and in which every sport is intentionally top-level.

For a longer period of time, there is the monopoly of top-level sport, resulting in the lack of space and infrastructure for physical exercise during leisure time of young people, i.e. for recreational, amateur and related forms of adolescent "engagement in sport activities".

There are no researches on the level of Croatia that would show what kinds of sports young people would like to engage in, but spaces and contents are offered irrespective of their needs and wishes.

To those who want to do top-level sport, this should be enabled, but incomparably larger number of young people remain completely aside if we concentrate only on the minority of top-level ones who become professionals, and therefore it is important to recognize the type of social actions required here, directed to masses, construction of infrastructure and actual support for recreational forms of physical activity, serving the health of individuals and society.

6.2. Goals

- to contribute to the development of culturally educated young people, their sensitization to creativity and their training for active participation in cultural development
- to contribute to strengthening capacities of civil society organizations acting in the field of youth culture and culture for youth, and encouraging creative youth expression
- to encourage self-organizing of young people in the programs of culture, sport and other forms of organized leisure time
- to encourage co-operation, networking and program exchange of civil society organizations engaged in youth culture on local, national and international levels
- to ensure adequate spatial resources for civil society organizations dealing with the programs of youth culture and culture for youth, programs that stimulate creative youth expression and programs of recreational sport for young people
- to encourage education, production and public recognition of young artists in the country and abroad, and to monitor and encourage their post-educational development
- to include youth in the decision-making processes in culture
- to conduct comprehensive researches on physical activity and needs of young people for

recreational engagement in sport

- to encourage the development of recreational sport, ensuring the necessary infrastructure
- to encourage the development of sport through the overall system of education for recreational sport

6.3. Measures and activities

Measure 1. PROMOTION OF NONFORMAL EDUCATION OF YOUNG PEOPLE IN ART AND CULTURE

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
1.1. To establish a fund for independent culture (working proposal "New Culture").	2010
1.2. To define priorities for financing project of nonformal education of young people in non-institutional art and culture.	2011
1.3. To finance projects and programs of nonformal education of young people in non-institutional art and culture.	2011 and ongoing
1.4. To finance non-profit cultural youth programs and programs for youth conducted by civil society organizations.	2011 and ongoing
1.5. Multiyear institutional support for youth associations working in the field of non-institutional culture and art.	2011 and ongoing
CARRIER:	Ministry of Culture
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport civil society organizations (working in the field of youth culture)
FUNDING:	Ministry of Culture
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – Fund for independent culture established – defined priorities for financing – the number and amount of funds allocated to projects and programs of nonformal education of young people in the field of non-institutional art and culture – the number and amount of funds allocated to nonprofit cultural youth programs and programs for youth – the number and amount of allocated multiyear institutional financial supports to youth associations working in the field of non-institutional culture and art

Measure 2. PROVISION OF RESOURCES FOR INTERNATIONAL CULTURAL CO-OPERATION OF CIVIL SOCIETY ORGANIZATIONS IN THE FIELD OF YOUTH CULTURE AND CULTURE FOR YOUTH, ESPECIALLY WITH COUNTRIES FROM THE REGION AND EU COUNTRIES

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
2.1. The criteria for resource allocation for the field of international cultural co-operation shall include those that specially encourage youth programs and programs for youth. They should be entered into the tender for co-financing of public needs in culture.	2009
2.2. To provide resources for membership and activity of organizations working in this field in international networks. To include them into the tender for co-financing of public needs in culture. To establish criteria and within funds reserved for financing international cultural co-operation, to provide resources to co-finance membership fees, registration fees, conference attendances and other activities of international networks.	2009
CARRIER:	Ministry of Culture
COLLABORATORS IN THE IMPLEMENTATION:	Office for NGOs of the Government of the Republic of Croatia civil society organizations from the field of culture focused on working with youth
FUNDING:	Ministry of Culture
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of financed projects of international cultural co-operation from the field of youth culture and culture for youth
IMPLEMENTATION INDICATORS:	– workgroup formed – drafted analysis of the situation and model – pilot project for establishment of multifunction youth centers implemented

Measure 3. TO PROVIDE CO-FINANCING OF WORK OF EXISTING YOUTH CLUBS AND TO STIMULATE ESTABLISHMENT OF NEW CLUBS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
3.1. To pursue financing of activities of youth clubs. To launch regularly tenders on annual basis and co-finance clubs during the year.	2009 and ongoing
3.2. To draft recommendations for establishment and management of youth clubs and clubs for youth, and to publish it on web-pages of the Ministry of Family, Veterans' Affairs and Intergenerational Solidarity.	2011

3.3. Permanent supervision and annual evaluation of youth clubs' activities.		2010 and ongoing
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity	
COLLABORATORS IN THE IMPLEMENTATION:	Office for NGOs of the Government of the Republic of Croatia civil society organizations working with youth units of local and regional self-administration	
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of clubs financed – conducted evaluation and supervision 	

Measure 4. TO ENABLE PARTICIPATION OF YOUNG ARTISTS IN NATIONAL AND INTERNATIONAL CULTURAL PROJECTS IN INTERNATIONAL CULTURAL EXCHANGES

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
4.1. To examine the possibility to define criteria and priorities for financing participation of young artists in national and international cultural projects.	2009
4.2. To continue financing participation of young artists at international contests and manifestations.	2009 and ongoing
CARRIER:	Ministry of Culture
COLLABORATORS IN THE IMPLEMENTATION:	civil society organizations from the field of culture focused on working with youth
FUNDING:	Ministry of Culture
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – criteria and priorities defined – the number of realized financial grants

Measure 5. TO INCLUDE REPRESENTATIVES OF YOUTH ASSOCIATIONS ACTIVE IN CULTURE INTO ACTIVITIES OF CULTURAL COMMITTEES (ON NATIONAL, REGIONAL AND LOCAL LEVELS)

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
5.1. To examine the possibility to amend the Cultural Councils Act which would allow participation of representatives of youth associations and associations for youth working in culture in the work of cultural councils.	2009

CARRIER:	Ministry of Culture
COLLABORATORS IN THE IMPLEMENTATION:	cultural councils youth organizations and organizations for youth involved in culture and focused on working with youth units of local and regional self-administration
FUNDING:	Ministry of Culture
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– amendments to the Cultural Councils Act

Measure 6. PURSUING DEVELOPMENT AND ADDITIONAL STRENGTHENING OF SCHOOL AND ACADEMIC SPORT IN ACCORDANCE WITH INTERESTS OF PUPILS AND UNIVERSITY STUDENTS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
6.1. Evaluation of results of work of institutional agents of school and university sport for the last four years.	2009
6.2. To publish results of the evaluation on the Ministry web pages.	2009
6.3. On the basis of results of the evaluation, to draft recommendations and measures to strengthen and develop university and school sport.	2010 and ongoing
6.4. To finance projects for acquisition of sport equipment and sport accessories for schools, for school sport clubs, which encourage massive sport activities through sport clubs.	
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Croatian School Sport Association Office for NGOs of the Government of the Republic of Croatia Croatian University Sport Association county school sport associations School Sport Association of the City of Zagreb state administration offices competent for sport civil society organizations from the field of sport focused on working with youth
FUNDING:	Ministry of Science, Education and Sport

REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – increased number of pupils and university students involved in sport activities – county school sport associations and School Sport Association of the City of Zagreb in co-operation with offices for school and sport have submitted to the Ministry of Science, Education and Sport information about sports represented in school sport associations and the number of these associations, the organization of school sporting competitions and the number of participants, for school years 2005/2006, 2006/2007 and 2007/2008. For the school year 2008/2009 the data are to be submitted by the Croatian School Sport Association in co-operation with county School Sport Associations and School Sport Association of the City of Zagreb. Croatian University Sport Association shall submit data to the Ministry of Science, Education and Sport regarding university students' sport (number of associations, number of members and competitions) for the past four years.

Measure 7. MAKING USE OF THE EXISTING AND CREATION OF NEW INFRASTRUCTURE TO BE USED FOR THE WIDE MOVEMENT "SPORT FOR ALL"

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
7.1. To conduct an analysis of the situation and needs in counties regarding school recreation facilities.	2010
7.2. To draft a plan of renewal and construction of sport-recreation facilities in accordance with the analysis.	2011
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Sea, Transportation and Infrastructure local and regional self-administration Croatian Sport Recreation Association "Sport for All"
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – conducted analysis of the situation and needs – drafted plan of rebuilding and construction of sport-recreation facilities

Measure 8. PROMOTION OF IMPORTANCE OF PHYSICAL ACTIVITY FOR YOUNG PEOPLE

IMPLEMENTATION ACTIVITY:		DURATION OF IMPLEMENTATION:
8.1. To encourage professional and scientific projects dealing with physical activities of young people.		ongoing
8.2. To finance through public tenders projects in sport with the emphasis on financing sport associations that in their projects and activities stimulate mass recreational sport for young people.		2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport	
COLLABORATORS IN THE IMPLEMENTATION:	Croatian Olympics Bord Office for NGOs of the Government of the Republic of Croatia Agency for Upbringing and Education civil society organizations from the field of sport focused on working with youth	
FUNDING:	Ministry of Science, Education and Sport	
REQUIRED FUNDING:	resources from regular activities of state administration bodies	
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the research conducted – the number of programs and the amount invested in financed programs – program of systematic informing drafted – media campaign conducted 	

7. MOBILITY, INFORMING AND COUNSELLING

7.1. Youth mobility

Youth are the most mobile part of society. Under the notion of youth mobility, we understand educational, cultural and tourist mobility of youth and their inclusion into international co-operation and exchange. Mobility enables the exchange of ideas and enrichment of experiences, and by ensuring openness in communication with other societies and cultures, it develops in young people a sense of understanding and respect for mutual differences.

Globalization processes and strengthening of competitiveness on the labour market influence the increase in the interest of young people for better understanding of the world and different cultures and acquisition of new experiences, knowledge and skills. In today's contemporary world, all three areas of youth mobility, i.e. tourist, educational and cultural mobility, develop extremely fast continuously expanding specialised programs which enable the youth to obtain quality learning about the world but also about themselves. Also, direct experience of other cultures, customs and people mainly affects the development of positive values and the sense of understanding, tolerance and respect for differences, and at the same time ensures to youth preconditions for flow of ideas and development of comparative standards.

The problems youth face in today's complex society may no longer be satisfactorily solved only on local or even national levels. Faced with a certain problem or showing a special interest for a certain topic, more and more young people search for experiences of their peers from other countries and cultures. Therefore, non-formal education makes the basic component in the development of youth mobility, i.e. youth tourism being its most comprehensive segment within which, in addition to offers for individual and tourist trips, larger and larger place is taken by educational (learning foreign languages abroad, participation in specialized courses, trainings and seminar activities, etc.) and work trips (work & study programs, internship programs, volunteer programs, etc.). Unlike the field of institutional and formal education, the developed youth tourism infrastructure gives youth the opportunity to organize their own learning, personal development and acquisition of practical experience through direct and interactive participation in various activities, disregarding the fact whether a tourist trip is in question, or the main motive for the trip are education, work or participation in cultural programs and events. Therefore, the support of society for values of youth and student travels is more and more expressed, and "educational institutions, potential employers and parents themselves recognize them as a very important experience for personal development and understanding of the world we live in" (Tadej, 2006).

In Croatia, only in the last two years, we notice the improvement and progress in the interest and care of society for the development of youth mobility and youth tourism infrastructure development. The key reason for the slow development of youth mobility and youth tourism is the combination of poor informing of youth and insufficiently developed youth tourism infrastructure.

Although we register an increase in the number of hostels, which are the basis of the youth tourism infrastructure, they are mainly the facilities with small capacities providing only accommodation service in main urban centers of Croatia. The development of such accommodation capacities responding more adequately to financial abilities of youth is praiseworthy, particularly because of the fact that opening of those hostels represents a new entrepreneurial initiative of young people, but if Croatia wants to have a developed youth tourism structure and thereby significantly increase youth mobility level in the near future, multifunctional youth hostels of bigger capacities, which respond by their offer to needs of young individuals but also of various groups, will be necessary. Thereby, Croatia becomes more accessible to young people from the country and abroad by offering, particularly to groups, more favourable conditions for the realization of various programs aimed at young people (seminar activities, trainings and other thematic gatherings). Of the total number of categorized hostels in Croatia (35) there are only six (6) such multifunctional youth hostels which at the same time satisfy the standards set by the Hostelling International system. In addition to Rijeka, where the direct and quality co-operation of local authorities with the national hostel association was realized on the project of opening the first youth hostel in the city, which is still the accommodation facility of the highest quality in the entire country, three other biggest university and urban centers (Zagreb, Osijek and Split) do not have multifunctional youth hostels that would work during the entire year (a kind of exception is Zagreb, where it is necessary to complete the project of adaptation of a youth hostel into the highly standardized accommodation and education center for youth). Also, for example, in the area of Plitvice Lakes, which represents unique natural heritage, there is no adequate accommodation and education youth center, and in the inland Croatia, there are not even simple forms of hostel accommodation. Thereby, individual mobility of youth in Croatia, opening of Croatia to youth from other countries are reduced, and at the same time, conditions for realization of school travels (trips, excursions and out-of-class field programs) and familiarizing school children with different Croatian regions are more difficult.

Travel and discount international cards for youth and students, the most important of which are EURO<26 and ISIC card, which stimulate youth mobility, are still held by less than 5 thousand young persons. An increase in the number of young holders of these cards would influence the increase in quality discounts for youth, particularly in travel transportation, and at the same time, it would improve informing youth and students about favourable travel conditions and opportunities for their participation in various educative and tourist programs. Unlike most European countries, Croatia has still not unified the national student card (IKS), which does not have a significant value in use or international verification, with international student identity card ISIC, although this is a simple and favourable unifying process.

On the global level, in addition to a significant increase in the number of young people and students who travel and participate in various activities of non-formal education, the academic mobility of students is increasing dramatically. In comparison with other countries, Croatia has inadmissibly low percentage of student mobility (according to OECD assessment, only around 0.02% of Croatian students study abroad or are involved in academic exchange programs – Manual “Enlargement of the Croatian Academic Community Mobility: Entrance of Croatia into Erasmus Program”, 2008).

One of the key problems is the lack of institutional information sources in universities, but for an adequate solution of low academic mobility of Croatian students' problems, it is necessary to create a separate overall strategy for increasing academic mobility for the purpose of greater inclusion of Croatia into the mobility programs of the EU and for the active promotion of wider meaning and importance of mobility and international exchange in formal education which is not a subject of the National Youth Action Program, which primarily focuses on conditions for the development of non-formal education.

7.2. Informing youth

Young people need appropriate level of information about their rights and opportunities, and about programs and services offered to them. These are primarily school and out-of-curriculum activities, special and additional forms of education, non-formal education, engagement in certain projects, scholarships, employment and career development, social, health and additional insurance, legal protection, financing of housing, voluntary work, sport and cultural activities, spirituality, help in crisis situations, mobility, youth tourism and other.

Young people are relatively poorly informed about institutions and documents of youth policy (e.g. Advisory Board for Youth of the Government of the Republic of Croatia, National Youth Action Program), which causes the need to promote institutions and documents of the youth policy among the population this policy refers to.

One of the ways in which solving the problem of informing youth may be approached is by establishing the so-called info-centers. The existence of info-centers significantly affects the level of informing youth and the degree of their social activity. From 2006, such centers are being established within the framework of implementation of one of the measures from the National Youth Action Program (four regional info-centers: in Zagreb, Rijeka, Split and Osijek).

In addition to youth info-centers, publications for youth and about youth are needed. There is a "...certain information vacuum... regarding the publications concerning young population" (Mendeš, 2006). The Ministry of Family, Veterans' Affairs and Intergenerational Solidarity finances youth publications through annual tenders for projects directed to youth; the Ministry of Science, Education and Sport finances the publishing of informative publications for youth, particularly those in the process of high school education, and especially promotes sport and technical culture, while the Ministry of Foreign Affairs and European Integrations maintains and extends the network of Euro Info points and regularly updates the contents of the web page <http://europauhrvatskoj.mvpei.hr/>, distributes its publications, holds winter and summer schools on European integrations, and conducts the contests LOGIN@EUROPE and EUQUIZ.

From all mentioned above, it is visible that certain positive developments were achieved in informing youth, as well as that there is a need for further development and expansion of this activity through the National Youth Program. This particularly relates to young persons who dropped out of the school system early, young people who have completed education, and therefore have less opportunities to access relevant, interesting and useful

information, and young people from rural and poorly developed regions of the Republic of Croatia, since the mentioned manners of informing are aimed at and/or accessible mainly to urban young population within the education system.

7.3. Youth counselling

There are still no systematic data on the number of counselling centers and bodies that established them and also on the number of users of individual counselling centers in the Republic of Croatia. The situation is not satisfactory as the empirical data on youth counselling centers, their users and areas of work are missing.

In the education system, there is no adequately organized counselling service which would be trained for proactive and preventive actions towards students. In every school, on average one to two professionals are employed, to whom preventive work and counselling services are a part of scope of work. Psychosocial counselling centers for students have been established in several cities following the initiative of the local authorities, university employees or non-governmental organizations. Youth are also forced to make significant efforts to establish appropriate contacts and find necessary information in order to exercise their rights and opportunities (for example, young people without the possibility for further or additional education and career planning).

Organizations and institutions engaged in support in crisis situations have a system of counselling centers developed to a certain degree, but it acts curatively, not preventively. There is still a lack of satisfactory number of teams for crisis interventions in certain parts of the country, although they exist in county centers.

There is a need for opening student counselling centers, arising from the fact that the number of students enrolled in universities is by far higher than the number of students who manage to complete the studies. The goal of counselling centers is to provide a higher level of life quality for young people through workshops with youth about their personal growth and development, successful learning, coping with difficulties, development of positive social skills, and other development aspects, i.e. individual and group counselling, educative workshops, forums, etc. In addition to psychological counselling, professional counselling and healthcare counselling must also be provided. There is a need for a systematic work with young people and raising public awareness for work with youth in order to encourage foundation of youth counselling centers accessible to youth in all regions of the country.

During the previous period, within the Commission for the Prevention of Drug Abuse, in certain county centers, counselling centers for young people and their parents were established. In 2006, the Tempus project DUCAS – Developing University Counselling and Advisory Services was launched, with the aim of developing strategic and action plan for establishing counselling and advisory services, assessment of student needs, developing programs for orientation and support in learning, improving professional staff for psychological counselling and advisory work, etc.

In 2007, 45 working positions were opened for professional associates in high schools (social pedagogues, psychologists, pedagogues), and the plan for 2008/2009 is to employ another 50 professional associates for high schools.

There are no systematically organized youth counselling centers, but a positive step was made by establishing family centers which, within their scope of work, provide counselling and preventive work and other professional activities related, among other things, to upbringing of children, prevention of all kinds of addiction with children and youth, raising the quality of life for children, youth and families, organization of learning for children, and the development and improvement of non-institutional forms of support to families, children, youth and other socially vulnerable population groups. The Ministry of Family, Veterans' Affairs and Intergenerational Solidarity has established seventeen family centers, with the aim that in the short-term every county has its family center with branches. Most young people come to the existing student counselling centers and youth counselling centers because of various difficulties related to learning, followed by problems in social relations and various anxiety and depressive conditions, problems of dissatisfaction with themselves and psychical consequences which disturb normal functioning. In 2007, over 200 students used the services of the psychological counselling center for students at the Faculty of Humanities and Social Sciences in Zagreb, similar to the number in 2006. There is the psychological center Tesa – the aim of which is to support the socio-emotional development of youth through psychological counselling, which at the same time represents a prevention of loneliness, depression, anxiety and various forms of unacceptable behaviour.

Teams for crisis situations work in counties and provide support and help after traumatic crisis events which include accidents, murders, suicides and other sufferings young persons were exposed to. Appointed professionals conduct crisis interventions in case of crisis events in the upbringing and education system aimed at mitigating the influence of crisis events, accelerating the recovery process of participants in such events and preventing long-term unfavourable psychological consequences of a traumatic event. In 2007, 152 professionals were officially appointed into Crisis Interventions Teams in counties (82 in education and 70 in social care), which means there are 7 professionals on average for each county, although they are not evenly distributed over the country (in the upbringing and education system, in 2 counties there are no appointed professionals, in the social care system, in 8 counties there are no appointed professionals, and in many counties there are only several professionals). There is a need for systematic education of professionals for crisis interventions, for supervisory meetings and for publishing informative and educative leaflets.

7.4. Goals

- to increase cultural, tourist and educational youth mobility that expands their horizons, opens communication with the world and enables familiarizing with new standards, patterns, methods and manners of social acting and eliminates xenophobia
- to ensure financial support for the construction and opening of highly standardized and multifunctional youth hostels, particularly in inland Croatia
- to inform youth about opportunities available and to promote youth tourism and youth and student discounts on domestic and foreign markets
- to establish school expert teams in high schools with the aim of improving work with youth on positive aspects of development on the territory of the entire Republic of Croatia

- to encourage establishment of youth counselling centers in all parts of the Republic of Croatia with the aim to help youth in their personal growth, development, maturing and adapting to various life conditions in order to train youth for independent solving of current and future problems
- to encourage and conduct systematic scientific researches on the problems of youth, users of counselling centers, expert teams in high schools and teams for crisis interventions with the purpose of ensuring data for opening, development and scopes of work for youth counselling on several levels
- to increase the presence of youth in media and to strengthen youth media by supporting foundation and monitoring the work of youth press and press for youth
- to increase the number and quality of informative youth centers
- to increase informing and knowledge of youth about various topics interesting to and concerning youth

7.5. Measures and activities

Measure 1. TO FOSTER DEVELOPMENT OF YOUTH TOURISM

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
1.1. Co-financing (in co-operation with local governments) of capital projects involving construction of highly standardized and multifunctional youth hostels in continental Croatia (Osijek, Vukovar, Varaždin, Plitvice Lakes) and Split.	2009 and ongoing
1.2. To adopt amendments to the Tourist Tax Act which would enable young persons using youth hostels services and scouting centers to pay a reduced tourist tax.	2009
1.3. To catalogue and standardize facilities for youth tourism and initiate informative and promotional activities on domestic and foreign market.	2009 and ongoing
CARRIER:	Ministry of Tourism
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Central State Office for Administration of State Property civil society organizations and institutions that activities of which include youth tourism
FUNDING:	Ministry of Tourism
REQUIRED FUNDING:	resources from regular activities of state administration bodies

IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of built multifunctional youth hostels and their capacity – adopted amendments to the Tourist Tax Act with the aim of offering a reduction on the tourist tax to users of youth hostels – the number of users of multifunctional youth hostels (individual visitors and groups)
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Measure 2. DIRECT SUPPORT TO EXTENSION AND STANDARDIZATION OF BENEFITS FOR YOUNG PEOPLE AND STUDENTS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
2.1. Financial support for preparation of a database and a guide/address book of benefits for young people and students.	2010 and ongoing
2.2. To create joint identity cards ISIC and IKS for regular students up to the age of 33.	2009 and ongoing
2.3. To design a student card EURO<26 for high school students.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Tourism civil society organizations and institutions whose activities include youth tourism
FUNDING:	Ministry of Science, Education and Sport Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – increased number of benefits for young people and students – increased number of users/owners EURO<26 card – internationalization of the student card – how much students and pupils are informed about the benefits

Measure 3. TO PROVIDE SUPPORT FOR STRENGTHENING OF THE MEASURE OF INTERNATIONAL SCOUTING CENTERS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
3.1. To draft a plan of development, standards and criteria for work of scouting centers in the Republic of Croatia.	2010
3.2. To provide financial support via tenders to projects of scouting associations taking place in international scouting centers.	2010 and ongoing

CARRIER:	3.1. Ministry of Family, Veterans' Affairs and Intergenerational Solidarity 3.2. Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Tourism Office for NGOs of the Government of the Republic of Croatia units of local and regional self-administration Croatian Scouting Association and its members
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of financed projects of scouting centers and the number of young people involved in scouting projects – a plan of development, standards and criteria for work of scouting centers in the Croatia drafted

Measure 4. TO PROVIDE SUPPORT TO DEVELOPMENT OF INFO-CENTERS FOR YOUNG PEOPLE IN THE REPUBLIC OF CROATIA AND GOOD INFORMING OF YOUNG PEOPLE

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
4.1. To co-finance the work of four regional Info-centers for young people in Zagreb, Rijeka, Split and Osijek (included in the Community of Youth Info Centers) in co-operation with units of local and regional self-administration.	2009 and ongoing
4.2. To adopt standards and criteria for work of youth info centers.	2010
4.3. Permanent supervision and annual evaluation of youth info-centers.	2009 and ongoing
4.4. Provision of support to the membership in the European Youth Information and Counselling Agency.	2009 and ongoing
CARRIER:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Science, Education and Sport Ministry of Health and Social Welfare Ministry of Culture Ministry of Foreign Affairs and European Integrations Office for National Minorities of the Government of the Republic of Croatia local and regional self-administration civil society organizations working on informing
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity units of local and regional self-administration

REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of opened Info-centers, the number of users, the scope of accessible information – adopted standards and criteria for Info-centers activities

Measure 5. TO PROVIDE SUPPORT FOR YOUTH AND UNIVERSITY STUDENTS' INFORMATIVE AND EDUCATIONAL PUBLICATIONS ON NATIONAL AND LOCAL LEVEL

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
5.1. To finance projects dealing with university students' and youth informative publications via tenders.	2009 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Culture Office for NGOs of the Government of the Republic of Croatia civil society organizations and institutions working on informing youth and with youth
FUNDING:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> – the number of financed projects and the amount invested in these projects – increase in the number of informative publications for youth

Measure 6. TO PROVIDE SUPPORT TO ESTABLISHMENT OF SCHOOL EXPERT TEAMS, THROUGH INCENTIVES (TO EMPLOY ENTIRE EXPERT TEAMS IN HIGH SCHOOLS)

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
6.1. To form professional developmental services in high schools in accordance with the State Pedagogical Standard for High School.	2009 and ongoing
6.2. Counselling and preventive work of team members in every high school.	2009 and ongoing
6.3. To adopt a unique expert program for counselling of youth in high schools.	2009
CARRIER:	Ministry of Science, Education and Sport

COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity Ministry of Interior family centers Addiction Prevention Centers county teams for crisis interventions civil society organizations working with youth
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of employed expert collaborators in high schools – the number of users of counselling services in schools and the number of preventive actions in schools

Measure 7. DIRECT SUPPORT FOR ESTABLISHMENT OF MULTIPURPOSE COUNSELLING CENTERS FOR YOUTH AT UNIVERSITIES

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
7.1. To adopt programs and standards for opening and work of multipurpose counselling centers for youth at universities.	2009
7.2. To found multipurpose counselling centers for youth at universities.	2010 and ongoing
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Health and Social Welfare Ministry of Family, Veterans' Affairs and Intergenerational Solidarity family centers organizations of civil society working in the field of health protection, addiction prevention, improving the quality of life of youth youth info centers local and regional self-administration universities
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of founded counselling centers

Measure 8. INFORMING YOUNG PEOPLE OF THE REPUBLIC OF CROATIA ABOUT EUROPEAN INTEGRATIONS

IMPLEMENTATION ACTIVITY:	DURATION OF IMPLEMENTATION:
8.1. Implementation of the program "Europe in Croatia: Euro Info Spots" (Internet Kiosk and Info Shelves).	2009
8.2. Providing winter schools about European integrations.	2010 and ongoing
8.3. Providing summer schools about European integrations.	
8.4. Implementation of the LOGIN@EUROPE program.	
CARRIER:	Ministry of Science, Education and Sport
COLLABORATORS IN THE IMPLEMENTATION:	Ministry of Health and Social Welfare Ministry of Family, Veterans' Affairs and Intergenerational Solidarity family centers organizations of civil society working in the field of health protection, addiction prevention, improving the quality of life of youth youth info centers local and regional self-administration universities
FUNDING:	Ministry of Science, Education and Sport
REQUIRED FUNDING:	resources from regular activities of state administration bodies
IMPLEMENTATION INDICATORS:	– the number of founded counselling centers

8. RECOMMENDATIONS TO UNITS OF LOCAL AND REGIONAL SELF-ADMINISTRATION

Counties, cities and municipalities are invited to work in partnership with the state and civil society organizations in achieving the goals and implementing the activities for the benefit of youth stated in the National Youth Program.

The counties, cities and municipalities which have not yet done so are invited to develop and adopt their local and regional youth programs in co-operation with youth associations and associations for youth in accordance with the specific interests and needs of youth in the specific area. When doing so they may use guidelines from this document, but also examples of good practice of other units of local and regional self-administration that have experience in adopting and implementing local youth programs. Also, particularly encouraged is inclusion of Youth Advisory Boards (established in accordance with the Law on Youth Advisory Boards, Official Gazette, 23/2007) into the process of proposing and adopting such local youth programs.

Counties, cities and municipalities are particularly invited to ensure conditions for accessibility of education to young people (by free transportation, subsidising tuition fees and housing expenses, etc.) and to develop scholarship programs for students from their area, with the purpose of keeping youth in the local community.

Counties, cities and municipalities are invited to find ways, according to their capacities and abilities, for ensuring appropriate spaces for implementation of activities of youth associations and associations for youth, sport, cultural, educational and similar programs for the benefit of the community in which young persons live.

Also, counties, cities and municipalities are invited to initiate, support and according to their abilities to co-finance:

- establishment and work of associations, initiatives and informal youth groups in their areas;
- non-governmental organizations and youth initiatives which encourage participation of youth in social decision-making and provide them with information and education in the area;
- inclusion of youth and their associations in the work of local self-administration units, particularly in all decision-making processes directly affecting them;
- programs and projects of youth associations and associations for youth which contribute to the goals from the National Youth Program and specific local youth programs;
- programs and projects through which co-operation with other youth associations in Croatia and abroad is realized;
- youth and student informative and educative press on the local level;
- projects of establishing and operation of Youth Clubs on the local level, Youth Info-Centers on the county and local levels, Youth Multifunctional Centers in macroregional centers, Youth Counselling Centers in university centers in co-operation with universities and colleges in conformity with the measures and activities from this National Youth Program.

9. CONCLUDING PROVISIONS

1. Advisory Board for Youth of the Government of the Republic of Croatia in accordance with the Decision on Foundation of the Advisory Board (Official Gazette, 111/03, 23/04, 120/05 and 21/08) participates in the coordination of implementation and evaluation of the National Youth Program, and, accordingly, in harmonization and monitoring of the implementation of the National Youth Program from 2009 till 2013, and in propositions for efficient execution of planned measures and activities.

2. The Ministry of Family, Veterans' Affairs and Intergenerational Solidarity and the Advisory Board for Youth of the Government of the Republic of Croatia are appointed coordinators of the implementation of the National Youth Program from 2009 till 2013.

3. State administration bodies on the national, and local and regional self-administration units on local levels, are obliged to implement measures from the National Youth Program from 2009 till 2013.

4. Local and regional self-administration units are obliged to create local youth programs.

5. All state administration bodies on the national level and bodies on the level of local and regional self-administration units are obliged, within 3 (three) months following the adoption, to appoint coordinators for the implementation of measures from the National Program.

6. Central state administration bodies are obliged, upon the adoption of this National Program, to familiarize bodies and institutions from their scope of work with the fact of its adoption and the purpose of its adoption, and to ensure its accessibility, and to take all necessary measures for its consistent application.

7. All bodies responsible for implementing the measures from the National Program are obliged to create regulations for the implementation of measures under their authority and to publish them on their web sites.

8. All bodies responsible for implementing the measures from the National Program are obliged to submit to the Ministry of Family, Veterans' Affairs and Intergenerational Solidarity reports on the implementation of the measures under their authority until 31 January every year.

9. The Ministry of Family, Veterans' Affairs and Intergenerational Solidarity will submit to the Government of the Republic of Croatia a unified report on the implementation of measures set by the national standard until 1 April every year.

10. All bodies responsible for implementing the measures of this national strategy are obliged to include them in their annual plans, and to ensure funds from the state budget each year for their implementation.

11. The Ministry of Family, Veterans' Affairs and Intergenerational Solidarity will, within 6 (six) months following the adoption, publish the National Program in print, in Braille and/or audio recording, and publish it on the web sites.

12. In case of change in the structure and scope or establishment of new governmental bodies that are implementers of the measures from this National Program, the Ministry in charge of family will, within 3 (three) months, propose to the Government of the Republic of Croatia the change of implementers of appropriate measures.

13. The National Youth Program from 2009 till 2013 will be published in Official Gazette.

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