

## ***EDUCATIONAL SUPPORT OF THE PRESENT AND POTENTIAL SUBJECTS IN EDUCATION ON NATIONAL, ORGANIZATIONAL, AND INDIVIDUAL INTERACTION LEVELS***

### **Youth not in Education, Employment, or Training in Lithuania: Subjective Evaluation of Experiences and Possibilities in the Labour Market**

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#### **Abstract**

This article presents a subjective evaluation of the youth not in education, employment, or training (NEET), concerning their experiences and possibilities in the Lithuanian labour market. The main focus lies in identifying major issues, related to a successful youth transition from education to the labour market. Research problem could be defined by a number of questions. How do the youth that are currently not in education, employment, and training evaluate their possibilities in the labour market in Lithuania? What are the main factors influencing unemployment of the youth in Lithuania? What are the obstacles of the first job search? The theoretical part of the paper is based on the research of the youth that are not in education, employment, and training in different countries. The paper is based on the results of a research project 'Transition of Lithuanian youth from Education to the Labour Market: Development of Monitoring Indicators', supported by the National Research Program 'Challenges to Social Security'<sup>1</sup>. The purpose of this paper is to disclose subjective evaluation of the youth that are not in education, employment, or training (NEET) experiences and possibilities in the Lithuanian labour market. Indicators reflecting youth (16-29 years old) reasons of unemployment and youth labour market demands have been selected out of the data matrix. Data analysis allows forming 5 scales consisting of 79 primary indicators. The scale of causes of unemployment is long (N item=25) and consists of 8 subscales. Internal scales correlation is quite high (Cronbach Alfa coefficient 0.80). Other scales, reflecting the following aspects of the youth situation and possibilities in the labour market, have been developed: 1) study area choice, 2) factors determining

employment, 3) obstacles for finding the first suitable job, and 4) difficulties in the first job.

Research results have revealed that the main reasons of unfavorable youth situation in the labour market are a mismatch between educational attainment and labour market demands, unfavorable labour market situation, and personal characteristics, such as a lack of appropriate education and motivation for work, difficulties of reconciling family and working life.

**Keywords:** the youth, education, transition, labour market, youth not in education, employment, or training (NEET).

#### **Introduction**

In most European countries the youth not in education, employment, or training constitute a large part of young persons' population. According to the data provided by the Eurostat, European countries face the phenomenon of the *youth that are not in education, employment, or training* (further NEET). NEET rates are constantly increasing in different countries. The NEET rates are highest in Bulgaria (21.8%), Spain (18.0%), Ireland (18.9%), Greece (14.9%), etc. (European Union, 2011). It is important to note that some mass apprenticeship countries (Switzerland, Germany, Austria, and Denmark) have NEET shares below the EU average.

Youth unemployment rates in Lithuania are generally higher than unemployment for all ages. Young people are twice as likely to be unemployed as the adult population. Unemployment rates of the young people have increased considerably during the economic crisis of 2008. Moreover, employment prospects of the young people are considerably affected by their gender, educational attainment, previous work experience, etc. The possibilities of attaining decent, safe, stable, long term job become more and more complicated and challenging for the youth.

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However, a large part of people, younger than 25 years old, is still in education or training.

The phenomenon of the youth not in education, employment, and training has been analyzed by a considerable number of researchers (Furlong, 2006; Conlon, 2010; Gracey and Kelly, 2010; Horgan and Gray, 2010; Keep, 2012; Nelson and O'Donnell, 2012). Research stresses that for the NEET group youth, long term unemployment risk, worsening employment possibilities, and the development of human capital (Raffe, 2003; Robson, 2008) are increasing. Bynner, Heather and Tstatsas (2000), Bynner and Parsons (2002), after the analysis of several surveys in UK, conclude that family socioeconomic statuses, parent's education, and the living area are the main determinants of further NEET status factors. After a comprehensive analysis of the youth transition from education to the labour market in the UK, Gracey and Kelly (2010) developed recommendations of a successful youth transition from education to the labour market. Franzen and Kassman (2005) indicate that economical inactivity of young persons impact the future career. Gregg and Tominey (2005), Furlong (2006), Chen (2009), MacDonald (2011), Escott (2012), Sissons and Jones (2012) analyze the youth not in education, employment, or training phenomenon from a gender perspective. Instance, Rees and Williamson (1994), Roberts (1995), Croxford and Raffe (2000), Furlong and Kelly (2005) analyze the situation of this group in different countries. The latest NEET research is related to world's economic crisis and the period of recovery. Chung, Bekker and Houwing (2012), after the analysis of the youth situation during the period of economic recession, stressed the actions of the EU member states improving youth situation in the labour market. Among the most important issues are the difficulties of first job finding and a poor quality of jobs for the youth.

The group of the youth not in education, employment, or training can be characterized by limited employment possibilities, low education, a poor family background, etc. A family background, such as family social status, parents' unemployment experience, family income, health, immigrant status are also risk factors which may be the causes of the youth NEET group membership. Moreover, a group of young people not in education, employment, or training face a constant risk of marginalization due to the lack of social, cultural, and human capital.

However, the analysis of the youth that are not in education, employment, and training is rather limited in Lithuania. There are few investigations which focus on youth integration into the labour market: Beresneviciute and Poviliunas (2007) have surveyed Master students' integration into the labour market; Okuneviciute-Neveauskiene and Moskvina (2008) have analyzed a socially vulnerable youth situation in the labour market, Pocius and Okuneviciute-Neveauskiene (2001) have analyzed youth unemployment characteristics, based on the youth survey research of 2000. According to their research, typical unemployed youth at that time were 21-24 years old, low educated, with low income, mostly living with

parents. A methodological calculation problem of the youth unemployment indicators has been reviewed by Okuneviciute-Neveauskiene and Pocius (2008). There is no research which specifies recovering economy and the youth, or youth transition from education to the labour market, or the youth which are not in education, employment, or training. Lithuanian practitioners and politicians speak about the youth which are not in education, employment, and training, but there is a lack of reports and studies, analyzing the specificity of this group.

*The research problem* could be defined along the frame of the following questions. How do the youth that are currently not in education, employment, and training evaluate their possibilities in the labour market in Lithuania? What are the main factors influencing the unemployment of the youth in Lithuania? What are the obstacles of the first job search?

*The purpose of this paper* is to disclose subjective youth, who are not in education, employment, or training (NEET), evaluation of experiences and possibilities in the Lithuanian labour market.

*Research methods* are the analysis of scientific literature, survey research, and statistical data analysis.

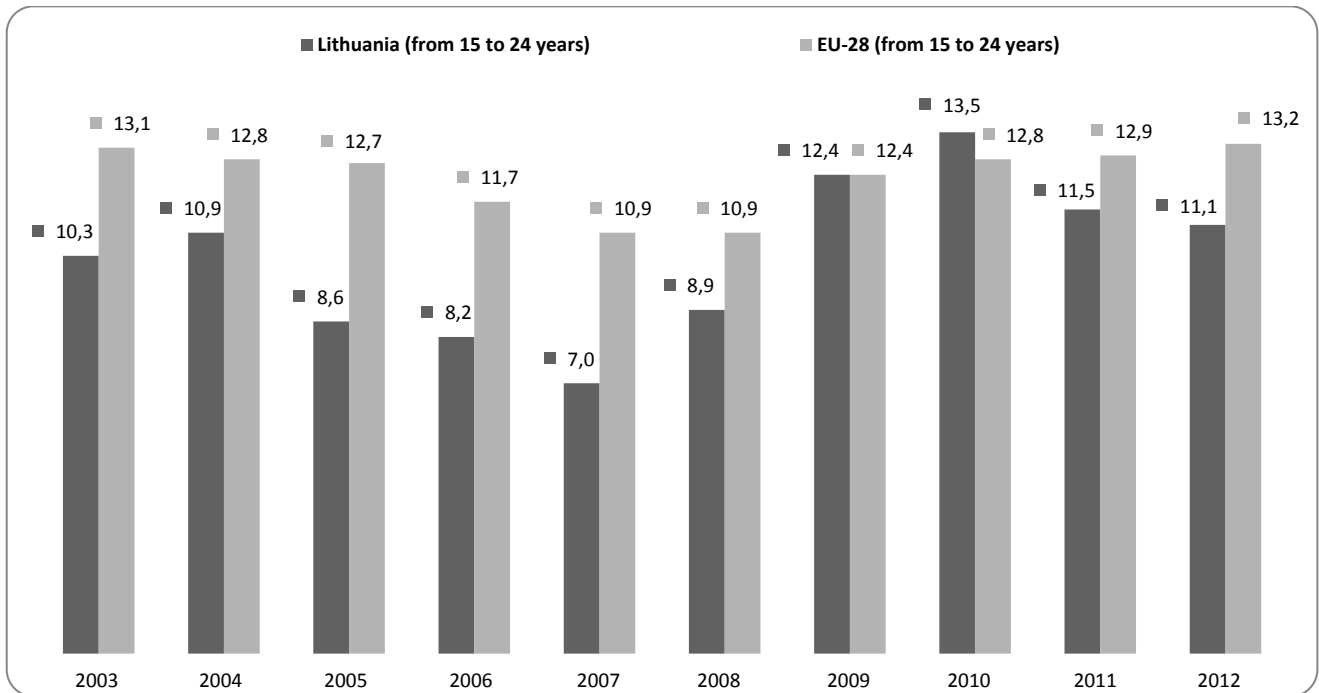
### **Youth not in education, employment, or training: some theoretical considerations and empirical trends**

*The youth not in education, employment, or training* (NEET) is a heterogeneous group, consisting of young people who cannot find a job due to a variety of reasons: disability, education, health status, family responsibilities, or a lack of motivation. However, unemployment is not the only indicator allowing to include the youth into the NEET group. NEET concept is considerably wider than the youth unemployment level.

NEET concept includes all young people who are not in education, employment, or training. Seeking to calculate the youth not in education, employment, or training level, all the youth population is taken into account. This concept was developed in nineties in United Kingdom (Instance, 1994; Mascherini et al., 2012).

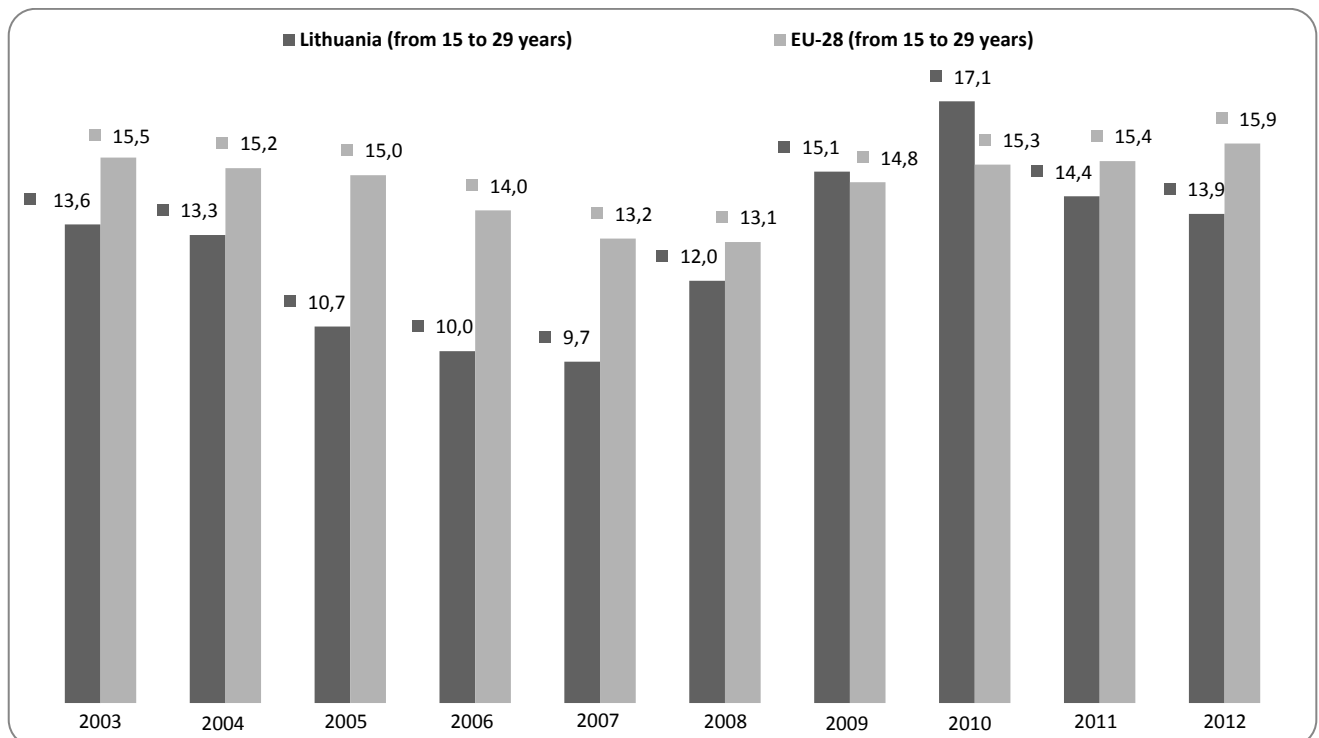
The youth not in education, employment, or training reflect a heterogeneous 15-29 year-old group. Members of this group do not work, do not participate in education or training, e.g. they are out of any societal activity. The youth not in education, employment, or training constitute one of the most vulnerable society groups. According to research (Mascherini et al., 2012), family social status, parents' unemployment experience, family income, health, or immigrant status are the risk factors which may result in the youth NEET group membership.

A considerable part of research in different countries has been devoted to the analysis of social and labour market policy measures aimed at the improvement of employability of the youth who are not in education, employment, or training (Nelson, 2011; Eurofound, 2012; Mascherini et al., 2012).



Source: European Commission (2013). Statistical Office of the European Communities (EUROSTAT). Statistical database of young people not in employment and not in any education and training.

**Figure 1.** Young people not in employment and not in any education and training, by age and sex (NEET rates), from 15 to 24 years, %



Source: European Commission (2013). Statistical Office of the European Communities (EUROSTAT). Statistical database of young people not in employment and not in any education and training.

**Figure 2.** Young people not in employment and not in any education and training, by age and sex (NEET rates), from 15 to 29 years, %

It can be concluded that the youth not in education, employment, and training are a group of young people who face a constant risk of marginalization due to a lack of social, cultural, and human capital.

In a vast majority of European countries, 15-24 year-old youth who are not in education, employment, or training are described by the concept of NEET and measured by the Eurostat Labour Force Survey data. NEET group can be characterized by limited employment possibilities, low education, poor family background, etc. Looking at statistical figures, provided by the Eurostat, it is evident that the number of the youth in Lithuania has increased considerably during the economic crisis (Figure 1). The number of the youth in EU-28 is quite high and constitutes, on average, 12.3% from all the population aged 15-24. This number is lower for Lithuania and it constitutes, on average, 10.2% (Figure 1).

Compared to the figures of 15-24 years olds, the number for 15-29 years old is even higher. The number of the youth in EU-28 is quite high and constitutes, on average, 14.7% from all the population aged 15-29. This figure is lower for Lithuania and constitutes, on average, 13.0% (Figure 2).

### Research methodology

The goal of the research project '**Transition of Lithuanian youth from Education to the Labour Market: Development of Monitoring Indicators**', supported by the National Research Program of Research Council of Lithuania '**Challenges to Social Security**', was to develop a system of youth transition from education to the labour market monitoring indicators. The system of the following indicators was created: 1) causes of unemployment/employment possibilities, 2) evaluation of possibilities in the labour market, 3) obstacles for finding a suitable first job, and 4) difficulties in the first job. They have been tested in survey research. Additional indicators, such as 'the most important life purpose' and 'job searching strategies' were constructed as well, which could be helpful in disclosing the situation of the youth not in education, employment, or training. A representative survey research of the Lithuanian youth (aged 16-29) was conducted in the period of November through December, 2012. The sample consists of 1590 respondents. Further calculations presented in this paper have executed using the answers of 310 respondents (sampling error accounts 4%), at the moment of the survey not being in education, employment, or training. An average age of the respondents is 23 years; 52.6 % of males and 47.4% of females surveyed; 20% of the respondents live in rural areas. The largest part of the respondents has basic, secondary, or vocational education; 46.1 % have disability and social pensions as their income. More than a half of the respondents, 57.4%, live with their parents, 28 % with a partner (married or cohabiting), and 14.6% live alone.

Indicators reflecting the reasons of youth (16-29 years old) unemployment and labour market demands have been selected out of the data matrix. Data analysis allows

creating 5 scales consisting out of 79 primary indicators. The scale for *causes of unemployment* is quite long ( $N_{item}=25$ ) and consists of 8 subscales. Internal scales correlation is quite high (Cronbach alfa coefficient 0.80). Other scales reflecting the following aspects of youth situation and possibilities on the labour market are: 1) choice of study area, 2) factors determining employment, 3) obstacles for finding the first suitable job, and 4) difficulties experienced in the first job.

### Research results

Despite their unfavorable situation in the labour market, the majority of the respondents indicated that, at that moment, they were looking for a job. The respondents noted different job searching strategies: applying directly to employers, looking for job advertisements in the newspapers and on the Internet. One of the most popular job search strategies mentioned is applying to the territorial Labour Exchange office (61.3% of the respondents were registered as unemployed in the Labour Exchange at the moment of the survey). Every third respondent indicated that he/she had applied directly to employers and every tenth had used the services of private employment agencies (9.7% of all the participants agreed with a statement '*I am registered at a private employment agency*'). It is important to note that more than a half of the respondents indicated that they were asking their relatives and close friends for support in job search.

The survey has revealed that the most important factors associated with work are salary and future career prospects. 71% of the youth indicate that the most important purpose of their life is social position associated with success and *career in professional sphere* (62.5%), *salary and material welfare* (80.9%); 78.8% of the respondents agree with the statement that '*successful family life*' is the most important thing in their life. The analysis of the further presented data allows concluding that working life (professional success, career, income, etc.) and family remain the most important aspirations of the young people. However, 12.3% of the youth completely agree with the statement '*I don't have a clear purpose of life and just live this day*'. We can assume that the absence of a clear purpose of life determines a passive youth position in relation to the labour market.

It is important to mention that 30% of the youth, not studying and working at the moment, have refused a job, offered to them. One of the main reasons has been a low salary: '*...too low salary was offered for me*', '*I was demanded to work too many hours*', etc. This is also associated with geographical inconvenience: '*It was too far for me to go to work*'. Living in periphery is also one of the reasons of unemployment: usually jobs are offered in larger cities, while the youth from rural or remote areas have to travel or to live in the city paying rent and taxes for accommodation, which often constitute the largest part of the salary. Another reason of refusing an offered job is associated with personal expectations of the youth: young people often look for promising and interesting jobs to gain professional experience (this reason for refusing a job has

Table 1

**The Scale for Evaluation of Employability**

SUBSCALES	PRIMARY STATEMENTS	Approval with the statements (%)			Cronbach Alfa coefficients
		mean	min	max	
MISMATCH BETWEEN EDUCATIONAL ATTAINMENT AND LABOUR MARKET DEMAND (N <sub>item</sub> =3)	<ul style="list-style-type: none"> <li>I have no appropriate education</li> <li>I have no popular profession on the labour market</li> <li>I have no working experience</li> </ul>	64.8	52.8	65.7	0.79
UNFAVORABLE SITUATION ON THE LABOUR MARKET (N <sub>item</sub> =3)	<ul style="list-style-type: none"> <li>The supply of work in the labour market is poor</li> <li>I can not find an appropriate job</li> <li>The proposed salary on the labour market is too low</li> </ul>	63.2	50.1	74.1	0.66
HOUSING RENTAL AND TRAVEL EXPENSES (N <sub>item</sub> =3)	<ul style="list-style-type: none"> <li>There is no work in my living area</li> <li>Transport expenses to go to work are too big</li> <li>I would seek for a job in a city or another area, but the accommodation rent is too high</li> </ul>	43.4	37.5	51.9	0.76
REMUNERATION FOR WORK IS TOO LOW (N <sub>item</sub> =3)	<ul style="list-style-type: none"> <li>There is no job with the right salary, sufficient for livelihood;</li> <li>I'd better experience shortage than work almost for free</li> <li>I will work only if I find a job with a good pay</li> </ul>	39.3	25.3	58.4	0.69
SUBJECTIVE EVALUATION OF UNEMPLOYMENT REASONS (N <sub>item</sub> =5)	<ul style="list-style-type: none"> <li>There is no work by specialty that I attained</li> <li>There is no interesting, meaningful job</li> <li>I am disappointed with work possibilities in Lithuania; therefore, I decided to look for a job abroad</li> <li>Lack of confidence to look for work</li> <li>I was looking for a job, but I lost the will to find it</li> </ul>	31.4	23.6	37.5	0.67
LACK OF MOTIVATION (quasi scale)	<ul style="list-style-type: none"> <li>I have no demand to work</li> </ul>	21.6	-	-	-
DEMOTIVATION FOR WORK (N <sub>item</sub> =4)	<ul style="list-style-type: none"> <li>I have never worked and will not work in the future</li> <li>If I am employed, I will get a low salary, but my family will lose all social benefits</li> <li>I am not searching for a job; I am waiting for work to find me</li> <li>I live on social welfare benefits</li> </ul>	15.6	9.4	18.0	0.62
PERSONAL/FAMILY RESPONSIBILITIES (N <sub>item</sub> =3)	<ul style="list-style-type: none"> <li>I take care of an elderly/disabled family member</li> <li>I take care of a child / children and there is no possibility for me to find a day care</li> <li>Discrimination on the basis of gender, disability, beliefs, appearance, etc.</li> </ul>	12.8	6.0	24.3	0.45

Note: mean – medium approval percentage to the statements of the scale; min, max – the lowest and highest approval percentage in the scale.

been noted by 49.1% of the respondents). Qualification improvement is relevant for the youth lacking proper and/or sufficient education: among the 30.0% of the job searching youth, 16.1% have basic education, 33.1% – secondary, 19.4% – vocational, 10.8% – vocational bachelor, and 17.2% – University education.

The largest scale, constructed out of 25 indicators, reflects subjective evaluation of respondent's causes of unemployment/employment possibilities, e.g. employability. The subscales reflect different aspects of employability, starting from personal abilities, educational attainment and ending with the evaluation of the situation on the labour market (Table 1).

As the factors, determining the choice of study area, good future prospects (43.2% of respondents), usually associated with finance (opportunities to get a good salary, high income) and with self-realization in professional activities, have been indicated by the vast majority of the youth. As the most important factor of the choice of studies, the 16-29 year-old youth have noted personal abilities, attitudes, and motivation to study the selected

specialty. 27.2% of the respondents *agree* or *completely agree* that a high prestige of vocational or higher school is important when choosing studies. Almost a half (46.2%) of the youth have mentioned that their decision where and what to study was determined by financial conditions, i.e. *'the price for studies was suitable'*. The data presented in Table 2 indicates the study choice motives (Table 2). An important aspect is that 40% of the youth have emphasized, they decided to study just to get a certificate, and it wasn't important where to study.

*Evaluation of possibilities in the labour market.* The survey data have revealed that internship during studies is an important factor for the development of professional and personal abilities and competences. Almost 80% of the youth *agree completely* or *agree* that internship during their studies/training was very valuable for the development of their professional skills. 24.3% of the respondents indicate that after the internship they were offered a permanent job at the institution where they were employed for an internship. The subscale *'Internship – the guarantee of a better placement'* which is constructed out

Table 2

Studies choice motives

SUBSCALES	PRIMARY STATEMENTS	Approval with the statements (%)			Cronbach alfa coefficient
		mean	min	max	
PRESTIGE OF HIGH SCHOOL (UNIVERSITY) AND/OR PROFESSION (N <sub>item</sub> =3)	<ul style="list-style-type: none"> <li>High prestige of specialty in society</li> <li>Prestige of higher school (University)</li> <li>Highly rated/prestigious specialty</li> </ul>	27.2	23.7	31.2	0.88
POSITIVE FUTURE PROSPECTS (N <sub>item</sub> = 6)	<ul style="list-style-type: none"> <li>Demand of the chosen specialty specialists in the labor market</li> <li>Good possibilities for graduates to continue studies abroad</li> <li>Plenty of opportunities offered after the completion of these studies</li> <li>Wish to get a popular 'fashionable' profession</li> <li>Good prospects in the future</li> </ul>	43.2	23.2	73.3	0.83
PERSONAL ABILITIES AND MOTIVATION (N <sub>item</sub> = 3)	<ul style="list-style-type: none"> <li>The specialty I chose is associated with my personal abilities</li> <li>Personal abilities and attitudes</li> <li>I am interested in these studies</li> </ul>	58.1	49.5	63.6	0.85
MOTIVES OF CONVENIENCE (N <sub>item</sub> = 3)	<ul style="list-style-type: none"> <li>I have chosen an educational institution which is/was nearest to my parents' home</li> <li>I have chosen studies because the price for the studies was appropriate to me</li> <li>I choose this profession because my mother/father and/or relatives are the representatives of this profession</li> </ul>	33.1	16.3	46.5	0.57
STUDIES AS NECESSITY (N <sub>item</sub> = 2)	<ul style="list-style-type: none"> <li>To study was most important for me and I didn't care where</li> <li>I started to study just for getting a certificate</li> </ul>	40.2	38.1	42.3	0.70

Note: mean – medium approval percentage to the statements of the scale; min, max – the lowest and highest approval percentage in the scale.

of 5 statements ('internship was useful for me considering competency development', 'internship helped me realize the current activity system better', 'I have made useful social contacts', etc.) characterizes high internal consistence (Cronbach alfa coefficient equals to 0.85). We can conclude that internship during studies allows developing youth abilities and competencies, necessary for a particular profession and workplace. However, it should be mentioned that every third respondent (34.6%) indicate that internship during their studies was useless; they spent time imitating work, etc.

The respondents note that employment possibilities depend on individual factors (individual social skills, vocational abilities, personal characteristics). 76.2% of the respondents indicate that for successful employment a potential employee, first of all, must have good knowledge of foreign languages and information technology. As the respondents have indicated, young people who possess good teamwork abilities and communication skills have better placement opportunities (accordingly, 70.1% and 76.3%).

64.3% of the respondents indicate that in order to find a desirable job, the following abilities are very important: entrepreneurship (59.1%), leadership (53.0%), individual ambitions, and engagement (65.6%). Personal contacts and personal networks (79.6%) are also very important (Table 3). 82.2% of the survey participants agree with the statement that youth employment opportunities are determined by 'an obtained marketable specialty'.

It is important to mention that respondents prefer traditional forms of employment (e.g. work in a public, nongovernmental sector, or in a private sector) rather than starting their own business. The idea of one's own entrepreneurship has been supported only by 17.5% of females and 16.5% of males.

Meanwhile, voluntary activity has been approved by only 8.7% of youth: 5.9% of females and 4.4% of males. Due to the world economic crisis and a high level of unemployment in the country, voluntary activities for the youth become a way for improvement or attainment of their skills and experience. It is important to note that 61.0% of respondents have indicated that they were searching for the job, and only 4.8% of respondents participated in voluntary activities.

Table 3

**The scale of possibilities on the labour market**

SUBSCALES	PRIMARY STATEMENTS	Approval with the statements (%)			Cronbach alfa coefficient
		mean	min	max	
STANDARD EMPLOYERS REQUIREMENTS FOR EMPLOYEES (N <sub>item</sub> = 3)	<ul style="list-style-type: none"> <li>Obtained higher education</li> <li>Obtained marketable vocation</li> <li>High vocational qualification and competency</li> </ul>	74.0	61.4	82.2	0.67
REQUIRED SPECIFIC COMPETENCIES (N <sub>item</sub> = 2)	<ul style="list-style-type: none"> <li>Information technology skills</li> <li>Knowledge of foreign languages</li> </ul>	76.2	75.9	76.4	0.71
SOCIAL COMPETENCIES (N <sub>item</sub> = 2)	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Team work skills</li> </ul>	73.2	70.1	76.3	0.76
INDIVIDUAL FEATURES (N <sub>item</sub> = 5)	<ul style="list-style-type: none"> <li>Useful social contacts</li> <li>Leadership</li> <li>Knowledge of business</li> <li>Presentable appearance</li> <li>Personal ambitions</li> </ul>	64.3	53.0	79.6	0.79

Note: mean – medium approval percentage to the statements of the scale; min, max – the lowest and highest approval percentage in the scale.

The survey has revealed that 9% of the respondents were employed immediately, taking their *first job*; 6.8% were employed within 1 month, 9.4% - in 1-3 months period, and 6.8% - in 3-6 month period. Quite a high number of the youth who found their first job shortly after graduating could be determined by the first labour finding determinant factors, i.e. to the majority of the youth, the closest social network, i.e. parents, friends, and others, helped. Survey data allow indicating the following main reasons for a successful youth integration into the labour market: 1) the level of youth preparation to integrate into the labor market, i.e. appropriate education, marketable

profession, working experience, etc. as well as 2) labour market situation, labour market demands, the level of the offered salaries, etc. Due to the world economic crisis, since 2008 and afterwards, the current labor market could be characterized by a number of unfavorable characteristics: during the economic crisis, work resources in organizations were reduced, salaries were not increased; prioritizing employees with work experience created an unpleasant situation for the young people whose placement often meant time and human resource costs, wishing young specialists to provide with appropriate knowledge, abilities, and skills.

Table 4

**The scale of suitable first labour finding obstacles**

SUBSCALES	PRIMARY STATEMENTS	Approval with the statements (%)			Cronbach alfa coefficient
		mean	min	max	
MISMATCH BETWEEN LABOUR MARKET DEMAND AND PERSONAL EXPERIENCE (N <sub>item</sub> = 3)	<ul style="list-style-type: none"> <li>I don't have appropriate education</li> <li>I don't have vocation, greatly requested by the labour market</li> <li>I don't have work experience</li> </ul>	55.3	49.3	65.8	0.77
INADEQUATE LABOUR MARKET SITUATION (N <sub>item</sub> = 3)	<ul style="list-style-type: none"> <li>Too small salaries are offered</li> <li>I can't find appropriate job</li> <li>Small labour supply in labour market</li> </ul>	46.5	40.3	53.6	0.69
DIFFICULTIES OF RECONCILIATION OF FAMILY AND WORK ROLES&DISCRIMINATION (N <sub>item</sub> = 2)	<ul style="list-style-type: none"> <li>Family roles (child growing, nursing) as obstacles to find a job</li> <li>Discrimination on the basis of gender, disability, believes, appearance, etc.</li> </ul>	8.0	3.4	18.0	0.47
DEMOTIVATION TO WORK (quasi-scale)	<ul style="list-style-type: none"> <li>I don't have a demand to work</li> </ul>	14.5	-	-	-
DIFICULTIES OF RECONCILIATION STUDIES AND WORK (quasi-scale)	<ul style="list-style-type: none"> <li>I couldn't combine studies and work</li> </ul>	14.4	-	-	-

Note: mean – medium approval percentage to the statements of the scale; min, max – the lowest and highest approval percentage in the scale.

Table 5

**The scale of difficulties in the first job**

SUBSCALES	STATEMENTS	Approval with the statements (%)			Cronbach alfa coefficient
		mean	min	max	
INADEQUATE WORKING CONDITIONS (N <sub>item</sub> = 4)	<ul style="list-style-type: none"> <li>The job was physically very hard</li> <li>I didn't get the salary on time</li> <li>My salary was very small and I had to work hard</li> <li>I had to work long hours, overtime</li> </ul>	35.9	16.5	48.3	0.68
CHALLENGES OF TRANSITION FROM EDUCATION TO THE LABOUR MARKET (N <sub>item</sub> = 2)	<ul style="list-style-type: none"> <li>Working atmosphere differed from what I was used to during my studies</li> <li>I was controlled by an employer too much</li> </ul>	31.5	36.4	26.6	0.62
INCAPACITY TO ORGANIZE WORK AND TO TAKE RESPONSIBILITY (N <sub>item</sub> = 2)	<ul style="list-style-type: none"> <li>Lack of work organization skills</li> <li>Too much responsibility</li> </ul>	28.2	22.6	33.8	0.55
THE LACK OF KNOWLEDGE AND SKILLS (N <sub>item</sub> = 3)	<ul style="list-style-type: none"> <li>I lacked practical skills</li> <li>I lacked theoretical knowledge</li> <li>I couldn't speak foreign language/s suitably</li> </ul>	21.4	13.7	31.9	0.72
THE LACK OF SOCIAL SKILLS (N <sub>item</sub> = 4)	<ul style="list-style-type: none"> <li>I lacked team work skills</li> <li>I lacked communication skills</li> <li>I didn't get along with my employer</li> <li>I didn't get along with the colleagues</li> </ul>	14.4	12.6	15.8	0.72

Note: mean – medium approval percentage to the statements of the scale; min, max – the lowest and highest approval percentage in the scale.

Moreover, the first job is associated with particular specific problems: youth de-motivation to work, difficulties to reconcile family and work roles, etc. Although the scale 'discrimination and familial roles as a job finding barrier' is not characteristic of high internal consistence (Cronbach alfa coefficient equals to 0.47), it is an important index, when discussing the NEET group. Due to familial roles and responsibilities (child growing, nursing, elderly care, etc.) the youth have limited possibilities of integration into the labor market (Table 4).

The last part of this paper presents the analysis of the difficulties that the youth, currently not in education, employment, or training, faced in the first job. The respondents have indicated inadequate working conditions, i.e. difficulties associated with such factors as wages not paid on time, salary inadequate to the job executed, long working hours, etc. The second group of difficulties in the first job was incapacity to overcome challenges of transition from the education system into the labor market, a lack of preparedness to a new employee role. The first job is the next step after graduating, therefore, adaptation to new requirements and a new system structure can pose some problems. Inability to overcome challenges of the transition from education system into the labor market is associated with the youth residence (Table 5).

**Concluding remarks**

Survey research results have revealed that the youth, at the moment of the survey not in education, employment, or training, had their employment possibilities limited mostly by a mismatch between educational attainment and labour

market demands, or by an unfavorable situation in the labour market (for example, very low pay offered, etc.).

Respondents' educational choices have been mostly limited by the following factors: personal abilities and motivation as well as positive future prospects.

The respondents have indicated that sometimes it is difficult for them to meet the requirements of employers; they lack appropriate competences (for example, the knowledge of foreign languages, computer literacy skills, etc.), necessary for successful employment. The respondents have also stressed inappropriate working conditions, offered by employers, such as physically difficult working conditions, long working hours, overtime, or delay in paying wages.

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**Nesimokantis, nedirbantis ir mokymuose nedalyvaujantis jaunimas Lietuvoje: subjektyvus patirčių ir galimybių darbo rinkoje vertinimas**

Santrauka

Šiame straipsnyje analizuojama subjektyvi nesimokančio, nedirbančio ir mokymuose nedalyvaujančio jaunimo (toliau nesimokantis ir nedirbantis jaunimas) patirtis ir galimybės darbo rinkoje. Pasitelkiant teorinius požiūrius ir empirinius radinius, siekiama atskleisti niekur nesimokančio ir nedirbančio jaunimo situaciją švietimo sistemoje ir darbo rinkoje.

Jaunimo nedarbo rodikliai tiek Lietuvoje, tiek visoje Europoje yra kur kas aukštesnis negu kitų amžiaus grupių. Šiems rodikliams įtakos turėjo ekonominė krizė 2008 - aisiais metais, po kurios jaunimui yra siūlomos trumpalaikės ar terminuotos darbo sutartys. Galimybės dirbti nuolatinėje ir saugioje darbo vietoje, turint ilgalaikę darbo sutartį, tampa iššūkiu jaunam žmogui. Pastebima tendencija, jog daugėja jaunimo, kurio įgyta kvalifikacija neatitinka darbo rinkos poreikių arba tiesiog yra per aukšta darbo rinkos poreikiams. Kita tendencija, susijusi su jaunimu, yra niekur nesimokantis ir nedirbantis jaunimas, t.y., pakankamai nemaža jaunimo iki 25 metų amžiaus dalis savęs nerealizuoja nei švietimo sistemoje, nei darbo rinkoje. Nesimokantis ir nedirbantis jaunimas yra heterogeniška grupė, apimanti įvairių poreikių turinčius jaunuolius. Nesimokančio ir nedirbančio jaunimo grupę labiausiai atspindi nedarbas įvairiose perėjimo etapuose: iš mokyklos į mokyklą, iš mokyklos į darbo rinką, iš darbo į darbą (Rahman, 2006). Šiam jaunimui nepavyksta susirasti darbo dėl įvairių priežasčių: negalios, išsilavinimo, sveikatos būklės, šeiminių įsipareigojimo ar motyvacijos stokos.

Užsienio šalių moksliniai tyrimai (Bynner ir Parsons, 2002; Raffé, 2003; Robson, 2008; Gracey ir Kelly, 2010; Chung, Bekker ir Houwing, 2012; kt.) jau prisideda prie jaunimo sėkmingesnės integracijos į darbo rinką ir siekia spręsti jaunimo nedarbo problemą, tuo tarpu Lietuvoje šia problema susirūpinta pastaraisiais metais.

Šio straipsnio tikslas yra atskleisti subjektyvias niekur nesimokančio ir nedirbančio jaunimo patirtis ir jų galimybes darbo rinkoje.

Mokslinio tyrimą problemą nusako šie klausimai: kaip nesimokantis ir nedirbantis jaunimas vertina savo galimybes Lietuvos darbo rinkoje? Kokie yra pagrindiniai jaunimo nedarbą lemiantys veiksniai Lietuvoje? Su kokiomis klūtimis susiduria nesimokantis ir nedirbantis jaunimas, siekdamas rasti tinkamą pirmąjį darbą?

Įvairiapusiškai ir išsamiai suvokti niekur nesimokančio ir nedirbančio jaunimo situaciją bei galimybes darbo rinkoje gali padėti jaunų asmenų, patenkančių į niekur nesimokančio ir nedirbančių asmenų grupę, patirtys. Todėl siekiant atskleisti niekur nesimokančio ir nedirbančio jaunimo situaciją, Lietuvos mokslo tarybos finansuojamame projekte „Jaunimo perėjimas iš švietimo sistemos į darbo rinką: stebėsenos sistemos parengimas“ (TRANSMONITOR) 2012 m. buvo atliktas 16-29 metų jaunimo reprezentatyvus tyrimas, kuriame niekur nesimokančio ir nedirbančio jaunimo dalį sudarė 310 jaunuolių.

Kaip atskleidė tyrimo duomenys, niekur nesimokančio ir nedirbančio jaunimo nedarbo priežastys yra susijusios su nepakankamu darbavio siūlomu atlyginimu, turimo išsilavinimo neatitikimu darbo rinkos poreikiams, nusivylimu profesinės veiklos galimybėmis Lietuvoje. Pastebėtina, kad būsto nuomos ir kelionės išlaidos yra svarbus veiksnys, trukdantis jauniems asmenims įsidarbinti ir lemiantis nepalankią jaunimo situaciją darbo rinkoje. Nagrinėjant jaunimo motyvaciją dirbti, galima išskirti du pagrindinius jaunų bedarbių portretus: 1) nemotyvuotą dirbti jaunimą ir 2) jaunimą, pasižymintį stipria vidine motyvacija dirbti. Beveik 60 proc. jaunimo nurodo, kad šiuo metu nedirba tik laikinai, tačiau ateityje būtinai norėtų dirbti, taip pat plėtojamos aktyvios darbo paieškos strategijos, darbo ieškoma įvairiomis priemonėmis ir būdais, pavyzdžiui, per pažįstamus, teritorinę darbo biržą, taip pat skelbimuose internete,

laikraščiuose ir panašiai. Visgi beveik penktadalis tyrime dalyvavusių niekur nesimokančių ir nedirbančių jaunų asmenų užima pasyvią poziciją darbo rinkos atžvilgiu ir pažymi, jog gyvenimui jiems pakanka valstybės skiriamų socialinių pašalpų, kurių jie netektų įsidarbinimo atveju. Įdomu pastebėti, jog kas dešimtas 16-29 metų amžiaus jaunimas teigia niekuomet nedirbęs ir to neplanuojantis daryti ateityje.

Nesimokančių ir nedirbančių jaunų žmonių nuomone, įsidarbinimo galimybės priklauso tiek nuo asmeninių veiksnių (individo socialinių įgūdžių, profesinių gebėjimų, asmeninių charakteristikų), tiek nuo darbdavių pageidaujamų būsimo darbuotojo ypatybių, pavyzdžiui, pageidaujamo išsilavinimo (išskirtinai aukštojo), aukštos darbuotojo kvalifikacijos ir pan. Net 76,2 proc. tyrime dalyvavusių jaunų žmonių pažymėjo, jog potencialus darbuotojas turi pasižymėti geromis anglų kalbos žiniomis bei informacinių technologijų išmanymu. Jaunimo nuomone, geresnės įsidarbinimo galimybes turi jauni asmenys, kurie geba dirbti komandoje ir turi išlavintus bendravimo įgūdžius, o verslumas, lyderystė ir asmeninės ambicijos, socialinis tinklas ir naudingos pažintys taip pat tampa reikšmingomis sąlygomis ieškant darbo. Socialinis tinklas jaunimui yra vienas pagrindinių darbo paieškos išteklių: daugiau negu pusė tyrime dalyvavusių jaunų žmonių, ieškodami darbo kreipiasi į giminaičius ar pažįstamus.

Niekur nesimokantis ir nedirbantis jaunimas, rinkdamasis studijų kryptį, vadovaujasi asmeniniais polinkiais ir gebėjimais. Jaunimui svarbios ir ateities perspektyvos, todėl orientuojamasi į būsimą darbo užmokestį bei specialistų poreikį darbo rinkoje. Tai atskleidžia pakankamai racionalius jaunų žmonių sprendimus, kuriuos galima susieti ir su jų gyvenimo tikslu. Net 71 proc. tyrime dalyvavusių jaunų žmonių nurodė, jog svarbiausias jų gyvenimo tikslas yra socialinis statusas, susijęs su sėkme ir karjera profesinėje srityje, uždarbiu bei materialine gerove. Profesijos bei aukštosios mokyklos prestižas nėra pats svarbiausias motyvas renkantis studijas, tačiau studijų kaina bei diplomo būtinybė yra pakankamai svarūs studijų krypties pasirinkimo motyvai.

Remiantis atlikto tyrimo rezultatais galima teigti, jog pirmojo darbo paieškos prasideda pakankamai jauname amžiuje, paprastai vos pabaigus vidurinę mokyklą. Verta pastebėti, kad nesimokantis ir nedirbantis jaunimas, ieškantis tinkamo pirmojo darbo, išskyrė dvi pagrindines priežastis, kurios riboja galimybes rasti tinkamą pirmąjį darbą. Viena pagrindinių priežasčių yra susijusi su jaunų žmonių pasirengimu integruotis į darbo rinką, t.y. turėti tinkamą išsilavinimą, darbo rinkoje paklausių profesijų ir darbo patirtį. Darbo patirties stoka taip pat yra viena iš didžiausių problemų, trukdančių jaunimui sėkmingai pereiti iš švietimo sistemos į darbo rinką. Ypatingai darbo patirties stoka paliečia jaunos asmenis, kurie pirmojo darbo ieškosi neįgiję jokios profesijos, t.y. turėdami pagrindinio ar vidurio išsilavinimo pažymėjimus. Tai atskleidžia ir niekur nedirbančio ir nesimokančio jaunimo specifiką. Antroji tinkamo pirmojo darbo nesusiradimo priežastimi yra įvardijama pati darbo rinka.

Aptardami pirmojo darbo istoriją, jauni žmonės išskyrė, jog pirmame darbe jie susidūrė su neadekvačiomis darbo sąlygomis: laiku nesumokamu darbo užmokesčiu, ilgomis darbo valandomis, darbo sudėtingumu, neadekvačiu atlygiu už atliktą darbą. Kitas svarbus veiksnys susijęs su pirmojo darbo sunkumais yra pats perėjimo iš švietimo sistemos į darbo rinką procesas: studijų ir darbo aplinkų kontrastas, darbdavio vaidmens įsisąmoninimas.

Verslo ir savanorystės kaip tam tikros užimtumo formos niekur nesimokantis ir nedirbantis jaunimas nėra linkęs matyti. Niekur nesimokantis ir nedirbantis jaunimas Lietuvoje gali būti apibūdinamas tiek kaip jaunimas, susiduriantis su darbo susiradimo sunkumais, tiek kaip pasyvus jaunimas, besitenkinantis socialinėmis išmokomis, tiek kaip jaunimas, siekiantis suderinti šeiminius įsipareigojimus, įgyti darbo rinkoje paklausių specialybę, išspręsti gyvenamosios vietos periferijoje keblumus.

*Reikšminiai žodžiai:* jaunimas, švietimo sistema, darbo rinka, perėjimas iš švietimo sistemos į darbo rinką, nesimokantis ir nedirbantis jaunimas.

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