

Research Report

ESTONIA

**Competence development of youth workers & youth
trainers who work towards the social inclusion of
young people with fewer opportunities**

ARTSQUAD

The logo for ARTSQUAD features the word "ARTSQUAD" in a bold, red, sans-serif font. The letter "Q" is replaced by a black silhouette of a person's head and neck, with a white vertical line representing a neck or a stylized 'Q' shape. A thick black line curves under the "Q" and extends to the right, ending in a small hook.

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Current situation in Estonia

Overview of Youth in Science and Business Foundation (YSBF)

Youth in Science and Business Foundation (YSBF) is a non-profit organization aimed at supporting innovative ideas and creativity. We disseminate information on advancements of science and technology and conduct research activities related to IT (Information Technologies) and innovation.

YSBF's activities have been in the field of policy development, information technologies, young people and the dissemination of novel developments in science and business. Among recent projects that YSBF has been part of are:

CRUCIAL Crowdfunding, a project aimed at analysing conducting crowdfunding projects, particularly focuses on understanding how entrepreneurial spirit is nurtured among young people in schools around Europe and developing a course to teach and promote entrepreneurship.

The project was funded from Erasmus for Young Entrepreneurs, a programme fostering international relationships, offering new entrepreneurs guidance and partners.

Pro-Ent: Promoting Entrepreneurship, aimed at analysing which are the best ways of teaching and promoting entrepreneurship for young people around Europe.

YOSCIWEB, with an aim to analyse how websites dedicated to the popularisation of science advance the social representation of science and scientists, particularly towards the young people.

ProYouth, a project aiming at promoting youth employment by establishing a European network of exchanging best practices between relevant stakeholders.

Overview of youth work (formal, informal and non-formal)

The main strategies for the youth in Estonia are described in the national **Youth Development Plan 2014-2020**. Its focuses are: creating more opportunities for cooperation, showing initiative and developing creativity, reducing the effects of unequal conditions on the youths' developmental opportunities and to avoid exclusion, active participation in communities and decisions, success in the work market and quality youth policies and youth work.

The plan's objectives are to reduce the percentage of youth with basic education or lower who will not continue their studies from 10.5% (2012) to 9.5% (2020) and the unemployment of youth from 20.9%(2012) to 10% (2020).

Its sub objectives are:

Giving youth more opportunities to advance their creativity and increase their growth potential, increasing the percentage of youth taking part of youth work from 42% (2012) to 60% (2020). The method for accomplishing this include creating a "smart youth work" conception, using more IT opportunities in youth work, and recognising and supporting student projects and activities in non-formal environments.

Reducing the risk of exclusion by increasing regional availability of youth work from 596 youth per special interest school and 1384 per youth centre (2012) to 400 youth per special interest school and 1000 youth per youth centre(2020). The method of achieving this includes the increase of available free youth work, increasing competency in youth work, improving transport options and establishing support methods for youth excluded from education and the work force.

Increasing youth participation in youth councils and alike by increasing the amount of such councils from 85 (2012) to 200 (2020). The method of achieving this includes increasing subsidies to these councils, increasing awareness of the opportunities and developing the competency of youth workers, leaders and the public servants in different fields.

Making the youth field more effective by increasing the amount of youth happy with the youthwork to 85% (2020) and increasing the percentage of youth workers who take part of yearly training from 10% (2012) to 15% (2020). The method for this includes using more research and monitoring in forming policies, increasing and promoting municipalities' attempts to increase the quality of infrastructure of the field of youth and increasing awareness of youth policies and youth work among the society.

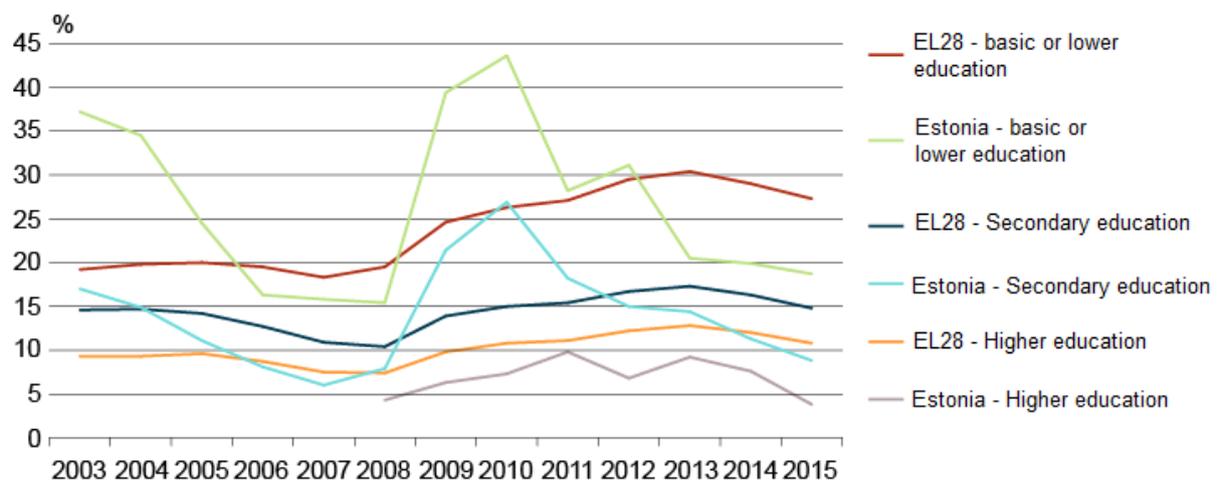
Overview of training provision for professionals working with young people

The youth workers in Estonia are expected to have completed higher education in youth work, social work, culture or education. A youth worker with secondary education should attend a youth work course. The youth workers are divided between distinct levels, obtaining the higher level requires an amount of work experience and certain education. The highest (level 5) requires at least 5 years of work experience, a masters' degree and 160 hours of specific training. Higher education in the youth work field is possible in the University of Tallinn, University of Tartu and Tartu Academy of Theology.

Statistical overview of youth unemployment and disadvantaged youth

The amount of youth that are unemployed is 13.1% (2015) compared to the national average of 6.2% (2015). Only 34% of these youths used national services like the Unemployment Fund compared to 47% of the all unemployed.

Unemployment of the youth of Estonia and European Union by education (2003-2015)



As seen by the graph, the economic crisis had a huge effect on both those with basic or lower education and those with secondary education, while those with higher education had some protection. Estonia's average of each educational level is significantly lower than the European average.

47% of all youth is obtaining an education (2013/2014), 7% of these are at least 18. Around 20 thousand youth are in trade schools, 3.4% of them are with special needs. In 2015, 18.5% of children under 18 lived in relative poverty, and 4.6% of children lived in absolute poverty.

In 2015 the amount of youth with disabilities was 5.5% and the amount of youth with special needs in education was 9.4% of the whole youth population

Needs Analysis

Best practices in the design, development and provision of train-the-trainer programmes for youth professionals

Long term international development program “LEVEL UP! Learning in youth work”. LEVEL UP! is a long-term experimental programme starting in May 2015 for youth workers and youth leaders from Latvia and Estonia. Focus is facilitation and recognition of learning processes of young people in youth work – based on Youthpass concept.

Aim: To support quality of youth work in Estonia & Latvia and to stimulate learning processes in non-formal learning settings for all involved people by exploring and experimenting with methods and approaches of self-reflection and analysis based on the Youthpass concept – Youthpass is a Recognition tool for non-formal & informal learning developed and implemented within Erasmus+: Youth in Action programme.

Method: 20+20 enthusiastic open-minded youth workers from Estonia and Latvia start with a one year "travel" to raise awareness of learning in youth work.

Exploring possibilities and challenges of the Youthpass process and Youthpass as a recognition tool for the national youth work concept.

Developmental programme “Skilful helper” – involving 2+1 days of conference and a few weeks of practice and e-study between the conference days, helping youth workers to develop their role of a helper, learning about the psychology of the youth, the available tools, learning skills for better communication and preventing dangers and burnout.

Best practice in the design of blended learning¹ curricula and e-learning environments

“**Learning Tiger 2008-2013**” – a large scale programme which trained school workers to use information and communication technology in everyday lessons, following the national school curricula. Different forms of active learning and software were taught and around 60% of all Estonian teachers and school management took part of the project, and the 2013 survey by Tiigrihüpe (Tiger’s Leap) showed that the number of teachers actively using technology in lessons and preparing for lessons is proportional to the amount that took part of the programme. Most of the teachers find that using technology makes teaching easier and increases the motivation to study for the students.

Prototype tools that use different artistic disciplines to support the key competence acquisition process

Different active learning tools have been developed during different programmes. Among these are:

Roleplay (drama, storytelling): Students are to solve a given problem in groups, where each is assigned a role. They must offer arguments and discuss the problem, from the view of the role they are given. This is especially good for learning communication in either mother tongue or foreign languages (depending on the language of the problem) as it forces the students to speak as if they were another person, also increasing social competence and cultural awareness and expression.

Kodu Game Lab (Home Game Lab)(digital media, storytelling) allows students to create their own video games using a simple and visual programming language. This allows students without prior experience to both develop their ICT skills and also to develop creativity. Other similar tools for people unfamiliar with programming also exist.

¹ Education approach (formal or informal) that combines online digital media with traditional classroom methods.

Robotics (Digital media) – robotics can be very involving and interesting for the students, but also a very effective way to teach programming. This approach can increase digital competence, mathematical competence and basic competences in science and technology, in addition to mathematical competence and basic competences in science and technology. Competitions take place, which are good motivators to develop and are direct goals to give to students.

There is currently certainly a lack of structured tools aimed at teaching youth workers and young people – this is where ARTSQUAD project can help youth workers and young people.

Main issues to be addressed in the proposed curriculum

Important aspects to be considered in the proposed curriculum are using relevant and new tools for teaching youth workers and young people. Considering using ICT tools for teaching helps to increase reach of the training.

The curriculum should take into account the differences of the countries and the youth there, as both the youth and the youth workers might have different competencies, making some parts of the curriculum too difficult in one place and too basic in another.

Potential areas where the four artistic forms (Digital Media, Storytelling, Drama and Music) can be applied to the design of learning resources for development of key- competences

The learning resources should be directed mostly at students who are in education, since they are easier to reach than working professionals and their motivation of educating themselves is larger than for older and better educated individuals.



Erasmus+

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