Report of the 2\textsuperscript{nd} round of National Consultations of the Structured Dialogue. ESTONIA.

Framework of the structured dialogue for European cooperation in the youth field.

Estonian National Youth Council

Ulrika Hurt, Martti Martinson, Signe Tõnismäe, Lauri Veski, Kristi Raudsepp

Tallinn September 13\textsuperscript{th} 2010
The report was compiled in the framework of the structured dialogue for European cooperation in the youth field in 2010.

Authors: Ulrika Hurt, Martti Martinson, Signe Tõnismäe, Kristi Raudsepp, Lauri Veski

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## TECHNICAL DETAILS OF THE CONSULTATION

Information on your National Working Group filling in the form.

<table>
<thead>
<tr>
<th>Details of the contact person</th>
<th></th>
</tr>
</thead>
<tbody>
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<td>YOUTH POLICY OFFICER</td>
</tr>
<tr>
<td>EU Member State</td>
<td>ESTONIA</td>
</tr>
</tbody>
</table>

### Members of the National Working Group (number and names)

<table>
<thead>
<tr>
<th>Youth Organisations</th>
<th>1. Pärnu County Youth Council (Ms Marian Vares), 2. Martna Local Youth Council (Ms Kelli Seiton) 3. Estonian National Youth Council (Mr Martti Martinson) 4. Estonian National Youth Council (Mr Ott Heidmets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Authorities</td>
<td>1. Estonian Youth Work Centre (Ms Epp Reedik) 2. Estonian Youth Work Centre (Mr Andres Lokk)</td>
</tr>
<tr>
<td>National Agencies</td>
<td>1. Estonian NA (Mrs Reet Kost) 2. Estonian NA (Ms Marit Valge) 3. Estonian NA (Mrs Marit Kannelmäe-Geerts)</td>
</tr>
<tr>
<td>Others</td>
<td>1. Youth researchers Marti Taru (Estonian Youth Institute)</td>
</tr>
</tbody>
</table>

### Level of the consultation (national, regional, local)

| National | Yes |
| Regional | Yes |
| Local    | Yes |

### Estimated number of young people participating to the overall consultation

TOTAL 1604  
1371 via online consultation  
233 via seminars

### Please describe in a few words the methodology used for the consultation

ENL used both web-based questionnaire and seminar formats for the 2nd round of consultations.

### Comments and/or suggestions on the consultation process

Timing might have been better - it’s quite difficult to reach young people during their school holiday. It has also been discussed in Estonia that there should be more public communication about the consultations as well as the outcomes/mid-term results of the structured dialogue. Following every consultation round there should be a joint report which national youth councils could use as a background document while participating in the national and European policy-making process.
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INTRODUCTION AND BACKGROUND OF THE REPORT

On 27th of November 2009, the Council of the European Union agreed upon the Renewed Framework on EU cooperation in the youth field 2010-2018. The Council Resolution of 27th of November 2009 also established that youth employment should be the overall thematic priority for European cooperation in the youth field for the period 1 January 2010-30 June 2011. During these 18 months, this topic is being discussed in the framework of the structured dialogue.

The first round of national consultations took place from January to April 2010, where young people all over Europe were asked to identify the challenges they face related to youth employment. During the Spanish EU Youth Conference in Jerez, Spain, 13-15 April 2010, representatives of youth and policy makers in the youth field identified together the priorities on which to focus during the second phase of the process.

The European Steering Committee of the Structured Dialogue then invited the National Working Groups to launch the second phase of the national consultations which aimed at identifying concrete measures to address the priorities defined in the joint conclusions of the Spanish EU Youth conference. National Working Groups were invited to implement national consultations and to present their outcomes.

The following guiding questions were raised that shall lead their reflections:

1. In order to better support the integration of young people into the labour market, which policy measures do young people recommend on the following key questions:
   a. How to improve information, guidance and support for young people to ease their access to the labour market as an employee or an entrepreneur?
   b. How to ensure the recognition of the competences gained from non-formal education and mobility experiences?
   c. How to prevent young people from entering into precarious situations and ensure their access to social protection?
   d. Which measures should be taken to ensure a smooth transition from education to the labour market, including through quality internships?
   e. How to combat discrimination in accessing quality jobs, support programmes and information?
   f. How to ensure the participation of young people in the social dialogue?
   g. Which measures should be taken to help reconciling private and working life?
2. How can youth work contribute to the implementation of the measures proposed above?

The current report reflects the positions and suggestions of Estonian youth on these topics. The consultations were held in two parts:

1. in 3 different major youth events participated by the leaders of youth organisations, school student councils and youth councils during summer 2010, where workshops and

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1 These key questions are based on the ‘Joint conclusions of the Spanish Presidency Youth Conference “youth employment and social inclusion”, Jerez, Spain 13-15 April 2010’.
2 According to the Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018) of 27th November 2009, “Youth work is a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of "out-of-school" education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning processes and on voluntary participation.”
seminars allowed the researchers to gather information for summarizing the suggestions (all mentioned in the executive summary)

2. via an online-survey which was responded by 1371 people, aged between 15-30; 28% of them male, 72% female.

The report was prepared by the Estonian National Youth Council in cooperation with European Studies MA students from University of Tartu EuroCollege.
EXECUTIVE SUMMARY OF THE RESULTS OF THE CONSULTATIONS

The consultations were held in two parts:
1) seminars
2) online consultation

The total number of participants who were involved in the 2nd phase of consultation was 1604.

There were 233 young participants participating in three seminars.

1371 persons responded to the online questionnaire. Out of them 72% were female, 28% male. The total number of respondents to the survey was 1371 of which 33% were in age 15-19, 47% from the age of 20-24 and 20% between age 25-30.

The biggest number of the respondents study at higher education institution (university or other) - 43.7%; half of them working besides studying and half of them not working. The third largest group of the respondents - 13.8% - were students of Secondary School/Gymnasium; the fourth largest group – 13.1% – were the ones only working and currently not studying.

Almost one quarter of the respondents (22%) indicated that they are working as well as studying simultaneously in higher education institution (university or applied higher education). Similar amount (21%) of the young people also indicated that they are full time students, but are not working currently. 13% of the young people are working full time, but are not studying. 14% of the respondents are in Secondary Education and are also working currently. Less than half from the previous respondents (6%) are in Secondary Education and are also working.

The summary of answers to the questions set:

<table>
<thead>
<tr>
<th>1. In order to better support the integration of young people into the labour market, which policy measures do young people recommend on the following key questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to improve information, guidance and support for young people to ease their access to the labour market as an employee or an entrepreneur?</strong></td>
</tr>
<tr>
<td><strong>A suggestion coming from youth is that the cooperation between the national governments, universities and employers should increase. This involves information sharing, research and career counselling/traineeships.</strong></td>
</tr>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Estonian youth felt that the information regarding employment is rather easy or easy to access (68% of the respondents in the online consultation), but on the other hand <strong>same amount of respondents</strong> felt that access to counselling regarding employment is rather difficult.</td>
</tr>
<tr>
<td>When the respondents were asked to indicate how this latter mentioned situation could be improved (with the help of national governments or the EU) then more than half of the respondents indicated that there should <strong>be more counselling available regarding employment and the access to the counsellors should be easier.</strong> 57% or 781 out of 1371 respondents in the online consultation agreed that “<strong>there should be more career advisers and the access to them should be easier</strong>” and 48% agreed that “<strong>information regarding counselling should be more accessible</strong>”. 45% of the respondents agreed that “there should be more information in the internet”.</td>
</tr>
</tbody>
</table>
Career guidance and counselling

Career studies should be compulsory subject in 9th grade (the last grade in basic school which is the end of compulsory education) and in secondary school and should be therefore funded by the government and added to the national curriculum.

Career counselling should be accessible in every school regardless of its location or size. Government should support employers who hire young people. They should be pay less tax e.g.

55% (752 responses) of the respondents in the online consultation were in an opinion that “there should be relevant councillors who could offer relevant professional job counselling at school before students choose their major in higher education”.

Access to labour market

In order to make it easier for youth to access labour market, the young people could prioritise their suggestions and come up with innovative ideas.

Most of the respondents (60%) felt that their chance of getting a job which matches their profession is fairly small since youth is not seen as someone who has working experience and is therefore not preferred.

When the respondents were asked how this situation could be improved then 70% replied that this situation could be improved by increasing the support for internship opportunities.

Simultaneously the respondents also indicated that the lengths of the internship should be increased. 48% of the youth also indicated that one of the ways to improve this situation could be through national /EU level legislation. The latter mentioned legislation should support and offer benefits for those companies who are offering internships for youth.

60% of the respondents marked in the online consultation that the national governments/EU “should establish and support traineeship schemes” 950 respondents out of 1371.

Youth think that government should support employers who hire young people (i.e. tax reduction), almost half of the respondents (47,7%) confirmed this idea by agreeing that there should be “legally established supporting benefits for those enterprises who are willing to hire young individuals”.

Youth suggest that employers could finance their studies on a condition that those people will later work for those employers.

Entrepreneurship

Large amount of respondents also indicated that if they could have a financial support (start-up capital), recognize good opportunities for making money, they would follow their business-dream and become an entrepreneur.

All of the groups mentioned that business start-up capital/loans should
be more accessible. According to the responses, youth see that applying for the start-up grants is bureaucratic, they lack skills for writing such projects and they assume that grants are handed out for buying hardware, not paying for innovative, but intellectual goods/services.

For Upper Secondary school students the programs of establishing and running school student enterprises should be implemented in every school to those interested.

**How to ensure the recognition of the competences gained from non-formal education and mobility experiences?**

By looking the percentage of the respondents in the online consultation it can be seen that there is significant amount of those young people who are exposed to non-formal education (such as internships etc) from very early on. Nearly all the respondents who are at Secondary Education level are experiencing non-formal education. This means that by the time these young people who are in this group graduate from Secondary Education they already have more non-formal/working experience than other young people.

27% of the respondents in the online consultation felt that this type of experience (youth clubs, youth organisations etc) is very important and should be valued similarly to academic knowledge.

One of the suggestions which the respondents indicated probably the most was supporting programmes and legislations for non-formal education. The respondents were in an opinion that there should be EU/national level legislation which supports those enterprises who are supporting non-formal education either through internships or by hiring young people with relevant non-formal skills. The respondents indicated that by having a legislation which recognizes or offers benefits to those enterprises with internship opportunities also ensures the recognition of competences gained through non-formal education.

The youth also indicated that a greater emphasis should be placed on Higher Education institutions such as universities and applied higher education institutions. Greater supporting systems and programmes from these institutions (universities and applied higher education) can also increase the recognition of non-formal education (such as internships) in professional field. By having strong supporting system from academic level also means that there is greater communication between academic institutions and business enterprises.

Although Youth Pass and volunteers’ certificate (in Estonia) have been worked the knowledge of these instruments is still very low. It is important to promote the values of the non-formal education (both on local level and abroad, e.g in the framework of Youth in Action programme or Erasmus) via Youth Pass or other written formulas (certificates for volunteers e.g).

The non-formal education and youth work values have to be highly recognised amongst the employers. It is also important to create common ground for assessing the quality of the training in Europe.
How to prevent young people from entering precarious situations and ensure their access to social protection?

64% of the respondents in the online consultation also felt that one of the main obstacles in active youth employment is also the notion that most unemployment benefits are directed more towards older generation, than towards youth.

33% of the respondents in the online consultation indicated that information regarding unemployment benefits is not easily accessible. Even larger amount of respondents (42%) indicated that information regarding unemployment services (such as counselling, re-training etc.) is no easily accessible.

When the respondents were asked in what situation they would contact the Estonian Unemployment Insurance Fund, most of the respondents (43%) said that they would do so as soon as they have lost their job or when their financial situation requests them to (46%).

This in return can place young people into precarious situations. In order to avoid these situations coming into life it is important that information regarding youth (such as benefits, unemployment, higher education opportunities etc) is publicly shared in media and networks which is easily accessible for youth. To name few, Facebook, Twitter and magazines/newspapers directed at youth.

Through increased level of awareness there is a greater chance to ensure that young people are socially protected and their access to precarious situation has to certain level been prevented.

Youth suggest establishing support schemes for young adults to complete their studies. They also support establishing programs for counselling those who have dropped out from the Secondary and Upper Secondary School in order to bring them back to education (formal and non-formal).

Which measures should be taken to ensure a smooth transition from education to the labour market, including through quality internships?

As indicated in the question above, most of the respondents were in an opinion that a smooth transition from education to the labour market could be ensured through successful internship. This on the other hand is something which should or could be regulated by EU/national level legislations.

On top of that there should be also supporting systems and programmes within the Higher Education institutions (universities, applied higher education institutions) which support placements and internships. Also, the Higher Education institutions could help young individuals to find an appropriate enterprise with whom to have the practical experience with. Most respondents felt that the role of career advisors/ councillors within Higher Education institutions should be greater since by be able to mix and match young individuals with suitable enterprises, could create a strong basis for a successful career.

How to combat discrimination in

Providing more information to youngsters about the job contracts and consequences of avoiding taxes, so they wouldn’t accept jobs without
| accessing quality jobs, support programmes and information? | the contracts and would know their rights and risks they are taking.  
Organizing a social campaign “Give feedback to job candidates”, because young people need feedback from employees: even if they can’t get that specific job it helps next time and they feel like they are treated like human beings.  
There should be support program for companies who establish a training program so they can hire young people without much experience.  
64% of the respondents in the online consultation indicated that most of the information regarding employment, unemployment and various related benefits is directed more towards an older generation. This on the other hand explains why 49% of the respondents felt that the information regarding employment services is not easily accessible. 42% of the respondents also indicated that access to different services offered for unemployed individuals such as counselling and re-training is not easily accessible.
Large number of respondents indicated that one of the main problems which is also related to this is the lack of information on media youth is familiar with. The respondents indicated that fairly often information related to employment, supporting programmes and information is posted or published in those sites which are unknown to youth. Therefore one of the suggestions for combating discrimination is to publish latter mentioned information to social media such as Facebook, Twitter etc.  
Another way to combat discrimination in accessing quality jobs, support programmes and information is through information events such as information seminars and conferences directed to youth! The respondents indicated that through publicized events which also have a fun element attached to it are noticed by youth and invite many to participate.  
There was also number of respondents who believed that publicity through TV could combat discrimination in accessing quality jobs, support programmes and information. The publicity through TV could be done either through advertisement for information and events or includes as one of the topics in a youth talk show. |
|---|---|
| How to ensure the participation of young people in the social dialogue? | 59% of the respondents in the consultation indicated that one ways to ensure the participation of young people in the social dialogue is through youth organisation.  
The respondents felt that youth organisations should be included in social dialogue as one of the partners. 39% of the respondents also felt that youth organisations should be included in the social dialogue as one party. Latter meaning that the youth organisations should be included through different bodies such as national/local government, employers/enterprises and unions. |
Almost the same percentage of respondents (38%) felt that the Ministry of Education and Research youth department should play a greater role in this matter. Almost a quarter (14%) of the respondents felt that youth should be included in the social dialogue through different political party youth organisations. The latter would serve as a grounding stand to ensure that young people are actively participating in the social dialogue.

One third of the respondents (33%) in the online consultation indicated that reconciling private and working life is not a problem for them. On the other hand, exactly the same number of respondents (33%) indicated that fairly often is hard for them to reconcile private and working life.

Large amount of respondents who are simultaneously working and studying indicated that one of the main problems regarding private and working life is that on the organisational level studying is seen as private life activity. This means that if young people would like to engage themselves in an Higher Education, on the organisational level this is seen as something which should be done from private time. This in return makes it very hard for youth to reconcile private and working life. Some of the respondents also indicated that fairly often this is the reason why students are not preferred candidates for a job.

41% of the respondents indicated that working/studying takes more time than expected and the only way to do it is from the expense of private life. This on the other hand means that 41% of the young people who responded to this survey are willing to sacrifice their private life in order to make sure working/studying responsibilities get done.

One of the measures which the respondents in this survey offered is supporting legislations for those young people who are working and studying at the same time. At the moment Higher Education students are by the Estonian national legislation allowed to take up to 20 days off work which are fully paid. However, large number of respondents indicated that fairly often this is not enough and more in reality time which is needed for studying/working is deriving from private life.

The respondents also indicated that there should be more tolerance and flexibility towards working students, but did not indicate any specific measures to achieve this.

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3 According to the Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018) of 27th November 2009, “Youth work is a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of “out-of-school” education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning processes and on voluntary participation.”
One of the ways youth work can contribute to the implementation of the measures proposed above is firstly by analysing the precise problems, in this case, young Estonians have. This could be done via additional research, social dialogue and consultations, youth organisations (youth councils, youth clubs and others) have central role in doing youth work.

These problems and possible solutions should be compiled into a report from which the conclusion and actions could be drawn from. By understanding the scope of the problems youth may have in social, educational and political level an action plan to tackle these issues should be created.

Action plan should then be proposed and presented to the relevant institutions (universities, ministries such as the Ministry of Education and Science etc) and also to individuals who may be responsible or feel that they can offer their expertise in this matter. Through joint effort these problems could be tackled and the successful integration of young people into the labour market ensured.
PART A :: CONSULTATIONS IN WORKSHOPS

First part of the consultations were held during summer 2010 in key youth seminars in Estonia.

METHODS AND DETAILS OF THE CONSULTATION VIA SEMINARS

Methods of the survey

The consultations were held during the following events:
1) Estonian School Student Council's Union's Summer School (5th of August 2010), Võsu, Estonia
2) Summer School of regional and local youth councils (29th of August 2010), Tehumardi, Estonia
3) International Youth Day, (12th of August 2010), Tartu, Estonia

During first and second event following methods were used:
1) plenary session (for introduction and conclusions)
2) working groups (to discuss about concrete topics)

Participants

There were 233 young participants in total participating in those three events. Participants were mainly organised young people aged 15-30 who are actice in school student council, regional or local youth council and youth organisation.

Main conclusions/suggestions of the working groups:

How to improve information, guidance and support for young people to ease their access to the labour market as an employee or an entrepreneur?

- Providing more grants and start up loans for young people staring their business
- Bringing school student enterprise program to every school
- Making career studies class mandatory in every school and providing more practical approach – encouraging schools to invite guest lectures from business, representatives of different jobs
- „Job Shadowing day“ is a good initiative. Should be supported and subsidized, so all students can participate and know about the opportunity.
- There should be more info days about different career and entrepreneurship portals in the internet to make sure young people find them. There should be support to organise local competitions about finding information about career and entrepreneurship topics.
- Setting up workshop centers where pupils can try different jobs for a short period to find which one suits best for them.
- Employers should finance studies on a condition that those people will later work for those employers.
- Career studies should be compulsory subject in 9th grade (the last grade in basic school which is the end of compulsory education) and in secondary school and should be therefore funded by the government and added to the national curriculum.
- Career counselling should be accessible in every school regardless of its location or size.
- Government should support employers who hire young people. They should be pay less tax e.g.
- More opportunities for internships in secondary schools.
**Which measures should be taken to ensure a smooth transition from education to the labour market, including through quality internships?**

- Encouraging schools to let students participate in the voluntary work and training events, because active students who participate in trainings and do voluntary work are more likely to get a good quality job later.
- Youth think that the weakest point of the Estonian youth-related policy matters is connected to formal education. The curriculums at schools are too fact-based. In order to support youth's smooth transition from education to the labour market formal education should change in two focuses: (a) curricula should be more directly linked to practical and social skills; (b) the selection of different subjects at school should be more varied, already in secondary school; (c) in language classes there should be more emphasis on developing verbal skills.
- Internships should be more valued as a learning possibility amongst both the employers and interns themselves.
- One of the effective ways to enter the labour market is to support learning at the workplace – that means employers should get (financial) support and pay extra attention to young people starting to work in their organisation.

**How to combat discrimination in accessing quality jobs, support programmes and information?**

- There should be support program for companies who establish a training program so they can hire young people without much experience.
- Providing more information to youngsters about the job contracts and consequences of avoiding taxes, so they wouldn't accept jobs without the contracts and would know their rights and risks they are taking.
- Organizing a social campaign “Give feedback to job candidates”, because young people need feedback from employees: even if they can’t get that specific job it helps next time and they feel like they are treated like human beings.

**How to prevent young people from entering into precarious situations and ensure their access to social protection?**

- Support for the adults who want to complete their studies.
- Support system for young people with disadvantages and fewer opportunities to ease their access to labour market.
- Local youth councils could organise events to reach young people with fewer opportunities and young people with different problems to share their experience (EU should support this kind of activity).
- Support from the government for youth councils to help young people who have dropped out from the school.

**How to ensure the recognition of the competences gained from non-formal education and mobility experiences?**

- The non-formal education and youth work values have to be highly recognised amongst the employers. Although Youth Pass and volunteers’ certificate (in Estonia) have been worked the knowledge of these instruments is still very low.
- It is crucial to recognise non-formal education and mobility experiences, youth parliaments in Estonia have addressed several times. It is important to promote the values of the non-formal education (both on local level and abroad, e.g in the framework of Youth in Action programme or Erasmus) via Youth Pass or other written formulas (certificates for volunteers e.g).
- It is also important to create common ground for assessing the quality of the training in Europe.
PART B :: ONLINE-CONSULTATIONS::

METHODS OF THE ONLINE-SURVEY AND PROFILE OF THE RESPONDENTS

Methods of the survey

Survey was held as an online-questionnaire and quantitative analysis was made based on the data collected during 4 weeks in July-August 2010. The survey was held in Estonian.

The questions were divided into three blocks –
1. data about the respondents
2. multiple-choice questions
3. open response questions

The questionnaire was available at the Estonian Youth Council’s (ENL) website www.enl.ee/konsultatsioonid. The link was promoted via ENL networks and with web-banners, facebook and e-mails.

Profile of the respondents

Total 1371 persons responded to the questionnaire, out of them 72% were female, 28% male. The total number of respondents to the survey was 1371 of which 33% were in age 15-19, 47% from the age of 20-24 and 20% between age 25-30.

<table>
<thead>
<tr>
<th>Age group</th>
<th>Respondents</th>
<th>Male</th>
<th>Female</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19 years</td>
<td>451</td>
<td>111</td>
<td>340</td>
<td>24.6%</td>
<td>75.4%</td>
</tr>
<tr>
<td>20-24 years</td>
<td>651</td>
<td>182</td>
<td>469</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>25-30 years</td>
<td>269</td>
<td>94</td>
<td>175</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1371</td>
<td>387</td>
<td>984</td>
<td>28%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Age of the respondents. ESTONIA.

- 15-19 years: 33%
- 20-24 years: 47%
- 25-30 years: 20%
The biggest number of the respondents study at higher education institution (university or other) - 43.7%; half of them working besides studying and half of them not working. The third largest group of the respondents - 13.8% - were students of Secondary School/Gymnasium; the fourth largest group - 13.1% - were the ones only working and currently not studying.

Almost one quarter of the participants (22%) indicated that they are working as well as studying simultaneously in higher education institution (university or applied higher education). Similar amount (21%) of the young people also indicated that they are full time students, but are not working currently. 13% of the young people are working full time, but are not studying. 14% of the respondents are in Secondary Education and are also working currently. Less than half from the previous respondents (6%) are in Secondary Education and are also working.
ANALYSIS OF THE RESULTS OF THE SURVEY.

1. How to improve information, guidance and support for young people to ease their access to the labour market as an employee or an entrepreneur?

How to improve information, guidance and support for young people to ease their access to the labour market as an employee or an entrepreneur?

The respondents were asked multiple-choice questions about the current situation as well as suggest solutions.

1.1. Opinion about the availability of unemployment services and information about it

Two thirds (68%) of the respondents felt that the information regarding employment is “easy” or “relatively easy” to access. 28% of the respondents felt that the counselling regarding employment is “relatively difficult” or “difficult” to access.

Even though 68% of the respondents say that access to information is “easy”, the same quantity – 68% - think that accessing counselling regarding employment and job vacancies is “difficult” or “relatively difficult”.

13% of the respondents say they do not need counselling, one third of them also say they do not need information about employment at all.
1.2. **Suggestions what national governments should do in order to improve youth accessibility to information and counselling**

The participants were instructed to mark between 1-4 different statements. The 4 different answers were as follows:

1. Everything is as it should, nothing should be changed
2. There should be more information on internet
3. Information regarding counselling should be more easily accessible
4. There should be more career advisors and information specialists. The access to them should be easier.

The first and most important tool that youth sees as a solution that the national government/EU could give is that "**there should be more career advisers and the access to them should be easier**" (57% or 781 out of 1371 respondents prioritize this).

48% agree that "information regarding counselling should be more accessible".

45% of the respondents agree that "there should be more information in the internet".

Only 6% say that "everything works well and nothing needs to be changed".
1.3. Access of fresh graduates to jobs matching their education

The respondents were also questioned about their feelings towards employment opportunities after graduation. Most of the respondents (60%) felt that their chance of getting a job which matches their profession is fairly small since youth is not seen as someone who has working experience and is therefore not preferred. When the respondents were asked how this situation could be improved then 70% replied that this situation could be improved by increasing the support for internship opportunities. Simultaneously the respondents also indicated that the lengths of the internship should be increased. 48% of the youth also indicated that one of the ways to improve this situation could be through national /EU level legislation. The latter mentioned legislation should support and offer benefits for those companies who are offering internships for youth.
1.4. Suggestions what national governments/EU could do in order to make it easier for the fresh graduates to find a job

The respondents were instructed to choose between 9 different statements and could also choose more than 1 statement to agree with.

60% of the respondents marked that the "national governments/EU should establish and support traineeship schemes" 950 respondents out of 1371.

55 % (752 responses) of the respondents were in an opinion that "there should be relevant councillors who could offer relevant professional job counselling at school before students choose their major in higher education".

Almost half of the respondents (47,7%) agreed that there should be "legally established supporting benefits for those enterprises who are willing to hire young individuals".

Fourth, fifth and sixth suggestion all supported by 40% of the respondents were that national governments/EU should "establish a system which could take into account the experiences students have gained apart from school education", "support the youth mobility if they have not found the right job in their country and would like to work in another country" and "establish a support payroll fund for youth who are working for the first time".

Taking everything into account it could be said one of the most agreed suggestion by the youth was that there should be greater support for internships (69, 6% of the respondents). As well as this, large amount of respondents (54, 8 % of the responses) also suggested that there should be relevant professional job counselling at school before students choose their major in higher education.
The respondents also had an opportunity (last question) to write in their own words what they think should be done by national government / EU in order to make it easier for the fresh graduates to find a job. In total there were 60 respondents who answered this particular question. Out of the 60 respondents 35 were females and 25 males.

1. One of the most indicated suggestion by the respondents was the notion that the cooperation between the national governments, universities and employers should increase. The respondents commented that at the moment it seems that there is not enough communication between the universities and employers. The respondents explained this with the notion that fairly often universities are accepting and training large amount of students in the field of study which is not actively in demand by the employment sector. This in return results in several young individuals either being unemployed or working in another field.

2. Second suggestion which was proposed by the respondents indicated that organisations should offer greater flexibility for those employees who are also studying. The respondents explained that one of the problems which students and young individuals are facing today is that without a job it is very hard to manage financially. However, fairly often the employers are not flexible towards studying and are not supporting youth’s education plans. This in return results in a situation
in which one is forced to choose between an education and employment whereas with a right balance one could enjoy both.

3. **Third suggestion is a proposal for arranging better counselling and information-sharing about traineeship and volunteering opportunities.**

### 1.5. Motivation of becoming an entrepreneur

Large amount of respondents also indicated that if they could have a financial support (start-up capital), recognize good opportunities for making money, they would follow their business-dream and become an entrepreneur.

The respondents rather supported the motivation

67% agreed that the most important component of becoming an entrepreneur is a chance of “fulfilling the dream by doing something you really like”. 55% agreed that financial support from the government (start-up financial support)” would make them work towards becoming an entrepreneur.

<table>
<thead>
<tr>
<th>Motivations of a young person becoming an entrepreneur. ESTONIA. (up to 5 answers could be marked)</th>
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<tbody>
<tr>
<td>To fulfill your dream by doing something you really like</td>
</tr>
<tr>
<td>Financial support from the national government (start-up financial support)</td>
</tr>
<tr>
<td>Spotting an opportunity to make money</td>
</tr>
<tr>
<td>To be your own boss</td>
</tr>
<tr>
<td>By having an experienced mentor</td>
</tr>
<tr>
<td>Having the support from positive role models who can show you the way</td>
</tr>
<tr>
<td>Other</td>
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</table>

69 persons who marked “other” to the previous question, commented their motivation in the following section in the questionnaire and gave input to analysis what are the reasons why young person would like to become an entrepreneur.

Those between 15-19 marked, that **friends’ or family support is an important factor** in deciding whether to start a business or not; as well as a need of a security that during the process, there’s counselling and that the counselling is there in a case of a crisis or unsuccessful period.

Those between 20-24 explained that besides having an innovative idea they would need mentors and **specific education/trainings (including project-writing skills for applying for start-up capital grants)**.
Those between 25-30 years old (24 total who commented) explained that besides having a good business idea for starting a business they would the most need “trainings offered to youth on accounting and business management” (5 responses), noting that mentoring especially in the field of financial management of a business is necessary. 2 of the respondents said they do business already.
2. How to ensure the recognition of the competences gained from non-formal education and mobility experiences?

Young people were also asked about the recognition of the competences gained through non-formal education and their feelings about mobility experiences.

Almost one quarter of the respondents (22%) indicated that they are working as well as studying simultaneously in higher education institution (university or applied higher education). Similar amount (21%) of the young people also indicated that they are full time students, but are not working currently. 13 % of the young people are working full time, but are not studying. 14% of the respondents are in Secondary Education and are also working currently. Less than half from the previous respondents (6%) are in Secondary Education and are also working.

By looking the percentage of the respondents it can be seen that there is significant amount of those young people who are exposed to non-formal education (such as internships etc) from very early on. More than five percentage of the respondents (6%) are experiencing non-formal education already at the Secondary Education level. This means that by the time these young people who are in this group (6% of the respondents) graduate from Secondary Education they already have more non-formal/working experience that other young people.

The respondents were asked about their feelings towards non-formal education. 27 % of the respondents felt that this type of experience (youth clubs, youth organisations etc) is very important and should be valued similarly to academic knowledge.

When the respondents were asked about how to ensure the recognition of the competences gained from non-formal education there were no significant differences in the replies. This question was proposed to the respondents as an open answer question and most of the respondents’ shared fairly similar ideas regarding the recognition of non-formal education.

One of the suggestions which the respondents indicated probably the most was supporting programmes and legislations for non-formal education. The youth was in an opinion that there should be EU/national level legislation which supports those enterprises who are supporting non-formal education either through internships or by hiring young people with relevant non-formal skills. The respondents indicated that by having a legislation which recognizes or offers benefits to those enterprises with internship opportunities also ensures the recognition of competences gained through non-formal education.

The youth also indicated that a greater emphasis should be placed on Higher Education institutions such as universities and applied higher education institutions. Greater supporting systems and programmes from these institutions (universities and applied higher education) can also increase the recognition of non-formal education (such as internships) in professional field. By having strong supporting system from academic level also means that there is greater communication between academic institutions and business enterprises.
When applying for a job, do youth think that those experiences and skills acquired outside academic hours (such as youth organizations, clubs) do not matter as much as academic knowledge?

- Yes: 8%
- Rather yes: 22%
- No: 36%
- Difficult to say: 7%
- Rather no: 27%

When applying for a job have You ever highlighted the experiences and skills you have gained through non-formal learning (youth organizations, clubs, volunteering etc). ESTONIA.

- I have never applied for a job: 10%
- No: 5%
- Rather not: 9%
- Sometimes: 30%
- Yes, always: 46%
3. How to prevent young people from entering into precarious situations and ensure their access to social protection?

33% of the respondents indicated that information regarding unemployment benefits is not easily accessible. Even larger amount of respondents indicated that information regarding unemployment services (such as counselling, re-training etc.) is not easily accessible.

3.1. Opinions about the availability of unemployment services

Most of the respondents (64% or 884 of 1371) agree the most with the argument that “labour market services offered by national governments are mainly directed to older generation, rather than for youth”.

49% say that information about rights for unemployed is not easily accessible and 42% say that services for the unemployed are not easily accessible.

<table>
<thead>
<tr>
<th>Argument</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour market services which are offered by the national governments are mainly directed at older generation, rather than for youth</td>
<td>64%</td>
</tr>
<tr>
<td>Information about rights for (un)employed (redundancy, benefits etc) is not easily accessible</td>
<td>49%</td>
</tr>
<tr>
<td>Services available for unemployed (counselling, re-training etc) are not easily accessible</td>
<td>42%</td>
</tr>
<tr>
<td>Information regarding vacancies is not easily accessible</td>
<td>39%</td>
</tr>
<tr>
<td>Information regarding unemployment allowances and other benefits is not easily found</td>
<td>33%</td>
</tr>
</tbody>
</table>

When the respondents were asked to indicate how this latter mentioned situation could be improved then almost 57% of the respondents indicated that there should me more counselling regarding employment and the access to the counsellors should be easier.

Almost 65 % of the respondents indicated that most of the information regarding employment, unemployment and various related benefits is directed more towards an older generation. This in return can place young people into precarious situations. In order to avoid these situations coming into life it is important that information regarding youth (such as benefits, unemployment, higher education opportunities etc) is publicly shared in media and networks which is easily accessible for youth. To name few, Facebook, Twitter and magazines/newspapers directed at youth.
Through increased level of awareness there is a greater chance to ensure that young people are socially protected and their access to precarious situation has to certain level been prevented.

3.2. **If and when do young people turn to an Unemployment Insurance Fund**

When the respondents were asked in what situation they would contact the Estonian Unemployment Insurance Fund, most of the respondents (43%) said that they would do so as soon as they have lost their job or when their financial situation requests them to (46%).

<table>
<thead>
<tr>
<th>Situation</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>When my financial situation is forcing me to</td>
<td>46%</td>
</tr>
<tr>
<td>Immediately, as soon as I lose my job</td>
<td>43%</td>
</tr>
<tr>
<td>After 3 months of unsuccessful job-hunt</td>
<td>30%</td>
</tr>
<tr>
<td>After 6 months of unsuccessful job-hunt</td>
<td>7%</td>
</tr>
<tr>
<td>After a year or more of unsuccessful job-hunt</td>
<td>3%</td>
</tr>
<tr>
<td>I would never register myself as unemployed</td>
<td>2%</td>
</tr>
</tbody>
</table>

3.3. **Do youth feel the effect of economic down-turn and how**

The question “how has the economic downturn affected your life?” concluded fairly similar answers which were ranging between “Quite a lot” and “Not a lot”. For example, many participants in the age group of 15-19 year olds are claiming that economic downturn has not affected at all (or very little affected) their life. Whereas there is also same amount of participants who are claiming that their life has turned much harder. One of the most reported issue is that the amount of pocket money is much smaller and compared to the previous periods it is much harder to find a summer job this year. Although, the young individuals who are simultaneously studying and working are generally very positively minded - economic downturn has affected them, but not a lot. For example, several young individuals are saying that they are much more aware of what they are buying, they value money more. The latter was mentioned actually in all age groups (15-19, 20-24 and 25-30).

The youth between the age of 20 to 24 who are studying and working are not feeling that their situation has gone much worse. Rather they are saying that the overall economic
downturn has affected every one’s life. The latter are in an opinion that almost everyone is affected by the economic downturn.

In contrast, the participants between the age of 25 to 30 are saying that their situation has gone much worse. If in the participants group of 15-19 they said that nothing has changed much, then in the other two age groups (20-24 and 25-30) there were many who were affected by the economic downturn. This could be explained through the notion that the young individuals of 15-19 are very heavily relaying on their parents, which also explains why the amount of pocket money has reduced. Some in the latter group (15-19) even said that they have been forced to cancel their studies abroad. Those in the age group of 15-19 who said that the economic downturn has affected them fairly heavily explained it through the notion that someone in the family lost their job or that they only have one parent.

Economic downturn has affected youth in several different ways. In the youngest participants group (15-19) one of the main arguments was that their pocked money has been reduced or taken away completely. However, in the other age groups (20-24 and 25-30) the participants indicated that their shopping habit have changed - there a thorough thinking before something will be purchased, is the price the best on the market, do I need this? This is why there is much less money spent on travelling and entertainment, also eating out. Several participants also mentioned that it is hard to find an extra job. By extra job, the participants meant seasonal jobs, not every day, full time jobs.
4. **Which measures should be taken to ensure smooth transition from education to the labour market, including through quality internships?**

As indicated in the question above, most of the respondents were in an opinion that a smooth transition from education to the labour market could be ensured through successful internship. This on the other hand is something which should or could be regulated by EU/national level legislations.

On top of that there should be also supporting systems and programmes within the Higher Education institutions (universities, applied higher education institutions) which support placements and internships. Also, the Higher Education institutions could help young individuals to find an appropriate enterprise with whom to have the practical experience with. Most respondents felt that the role of career advisors/ councillors within Higher Education institutions should be greater since by be able to mix and match young individuals with suitable enterprises, could create a strong basis for a successful career.
5. **How to combat discrimination in accessing quality jobs, support programmes and information?**

64% of the respondents indicated that most of the information regarding employment, unemployment and various related benefits is directed more towards an older generation. This on the other hand explains why 49% of the respondents felt that the information regarding employment services is not easily accessible. 42% of the respondents also indicated that access to different services offered for unemployed individuals such as counselling and re-training is not easily accessible.

Large number of respondents indicated that one of the main problems which is also related to this is the lack of information on media youth is familiar with. The respondents indicated that fairly often information related to employment, supporting programmes and information is posted or published in those sites which are unknown to youth. Therefore one of the suggestions for combating discrimination is to publish latter mentioned information to social media such as Facebook, Twitter etc. Another way to combat discrimination in accessing quality jobs, support programmes and information is through information events such as information seminars and conferences directed to youth! The respondents indicated that through publicized events which also have a fun element attached to it are noticed by youth and invite many to participate.

**There was also number of respondents who believed that publicity through TV could combat discrimination in accessing quality jobs, support programmes and information. The publicity through TV could be done either through advertisement for information and events or includes as one of the topics in a youth talk-show.**

![Youth opinion. How hard is it for youth to find a well-paid job?](image)

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age is not an issue</td>
<td>7.9%</td>
</tr>
<tr>
<td>I don't know</td>
<td>3.3%</td>
</tr>
<tr>
<td>Easy</td>
<td>0.3%</td>
</tr>
<tr>
<td>Rather easy</td>
<td>5.1%</td>
</tr>
<tr>
<td>Rather difficult</td>
<td>62.0%</td>
</tr>
<tr>
<td>Very difficult</td>
<td>21.4%</td>
</tr>
</tbody>
</table>
6. How to ensure the participation of young people in the social dialogue?

59% of the respondents indicated that one way to ensure the participation of young people in the social dialogue is through youth organisation. The respondents felt that youth organisations should be included in social dialogue as one of the partners. 39% of the respondents also felt that youth organisations should be included in the social dialogue as one party. Latter meaning that the youth organisations should be included through different bodies such as national/local government, employers/enterprises and unions. Almost the same percentage of respondents (38%) felt that the Ministry of Education and Science youth department should play a greater role in this matter. Almost a quarter (14%) of the respondents felt that youth should be included in the social dialogue through different political party youth organisations. The latter would serve as a grounding stand to ensure that young people are actively participating in the social dialogue.

<table>
<thead>
<tr>
<th>What would increase the youth involvement in social dialogue (in communication between employer and employee)? more than 1 answer could be marked). ESTONIA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involving youth organizations into social dialogue as one of the partners</td>
</tr>
<tr>
<td>Involving youth organizations into social dialogue through one party (government, employers, trade union, for example through youth trade union organization)</td>
</tr>
<tr>
<td>Involving youth through the relevant department in the Ministry of Education and Science</td>
</tr>
<tr>
<td>Involving young people through different political youth organizations</td>
</tr>
<tr>
<td>Other</td>
</tr>
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</table>

There were multiple different answers to the question „What would increase the youth involvement in social dialogue (in communication between employer and employee)?“ The most common answer was that youngsters should make more effort by themselves, as well as be more interested in participating in social dialogue. Among 20-24 years old females schools and universities were given an important role to play, as well lots of attention was given to self-motivation which was the most popular answer amongst males from the same age group. Males also pointed out that youngsters need more educating regarding social dialogue. What is more, organisations play an important role. Females from age 20 to 24 made a point of those organisations should not be political. From all
groups forums, public debates and social media importance was mentioned, but most strongly in age group 25-30. Also was this group quite concerned about youngsters not taking part in any organisation.

The youngest youth group, 15-19 year olds, highlighted that young people should be more active and the help of intercessors is not necessary. It was also mentioned that there is a need for a delegate body /mediator for youth who „is up to date and a natural companion in the social dialogue depending on the topic“. Simultaneously with the other groups it was also said that that „teaching youth how to act in a job interview, offer further training for organisations as well as youth about youth’s rights as an employee is also necessary“, which in fact is „educating“ both parties.

Regarding youth’s participation in the social dialogue, in the age group of 20-24, there were three main suggestions, which stood out. From the seven answers in particular it could be seen that one of the most agreed suggestion that participants mentioned was that it is very important that youth is eager, active and takes an initiative in this matter.

It was also mentioned that youth should be more active either with or with out as a member of a youth organisation. For example one of the suggestions was that „youth should be actively involved with a youth organisation, it does not depend which one, as long as they feel motivated“. The latter is a clear example of the notion that youth organisations are very important and highly needed. This idea was shared by six other young individuals and for example one of them said that “young people should be encouraged to become a member of a youth organization”. The named male participants also highlighted that young people should be educated in “youths rights and about their situation in a global market perspective”, „further knowledge and competence will help youth in the recruitment process. At the same time, none of this was mentioned by the female participants in the age group of 20 to 24 year olds.

One of the most popular aswer by the females in the latter age group (20-24 year olds) highlighted that youth should be actively included to the social dialogue through schools and universities (6 answers) and also by internet forums or surveys (4 answers). The females mentioned that schools and universities are important since „not all young individuals are actively involved in a youth organisation“ and through discussions in either of the latter, the youth could still be included in the social dialogue.

Simultaneously the same amount of responses (3 answers) were also given for the young individuals who not being politically active (meaning in youth organisation). In other words „in order to make a difference a young individual has to be active and eager to participate“.

Taking everything in to account in could be said that one of the main suggestions by the latter age group (20-24 year olds) was that young individuals should be more active themselves and show greater initiative through different youth organisations or scools. As well as this, different internet forums and surveys along with overall „education“ for youth was also highlighted as highly important.

In the age group of 25-30 there were more females who found that youth activity could be increased through internet forums, surveys and open debates. The latter was also one of the most popular suggestions by the males in the age group of 25-30. For instance, it was suggested that „youth should be contacted through social media“, „open debates with youth in a youth friendly environment“, also the notion that”youth debated should be in this particular topics“. The importance of youth organisations was also highlighted especially since in discussions on the national level „the youth organisations are acting as a good standing point for including youth“. Compared to the previous age groups (15-19 and 20-24), there was very little said about the notion that youth should be more active or „educated“. Probably one of the most interesting finding in this particular age group (25-30 ) is females concern about those young individuals who are not in youth organisations. . The females in this particular age group are in an opinion that it is very hard to understand the interests of those young individuals who are not members of a youth organisation. This is because the latter opinions are not heard or understood. . Therefore, „the social dialog should be more accessible through simplified ways of sharing one’s opinion“, especially for those who are not members of a youth organisation“.
7. Which measures should be taken to help reconciling private and working life?

One third of the respondents (33%) indicated that reconciling private and working life is not a problem for them. On the other hand, exactly the same number of respondents (33%) indicated that fairly often is hard for them to reconcile private and working life.
Large amount of respondents who are simultaneously working and studying indicated that one of the main problems regarding private and working life is that on the organisational level studying is seen as private life activity. This means that if young people would like to engage themselves in an Higher Education, on the organisational level this is seen as something which should be done from private time. This in return makes it very hard for youth to reconcile private and working life. Some of the respondents also indicated that fairly often this is the reason why students are not preferred candidates for a job.

41% of the respondents indicated that working/studying takes more time than expected and the only way to do it is from the expense of private life. This on the other hand means that 41% of the young people who responded to this survey are willing to sacrifice their private life in order to make sure working/studying responsibilities get done.

One of the measures which the respondents in this survey offered is supporting legislations for those young people who are working and studying at the same time. At the moment Higher Education students are by the Estonian national legislation allowed to take up to 20 days off work which are fully paid. However, large number of respondents indicated that fairly often this is not enough and more in reality time which is needed for studying/working is deriving from private life.

The respondents also indicated that there should be more tolerance and flexibility towards working students, but did not indicate any specific measures to achieve this.
SUMMARY. How can youth work contribute to the implementation of the measures proposed above?

One of the ways youth work can contribute to the implementation of the measures proposed above is firstly by analysing the precise problems, in this case, young Estonians have. These problems and possible solutions should be compiled into a report from which the conclusion and actions could be drawn from. By understanding the scope of the problems youth may have in social, educational and political level an action plan to tackle these issues should be created.

Action plan should then be proposed and presented to the relevant institutions (universities, ministries such as the Ministry of Education and Science etc) and also to individuals who may be responsible or feel that they can offer their expertise in this matter. Through joint effort these problems could be tackled and the successful integration of young people into the labour market ensured.

It is obvious that youth who say information online is not easily accessible, very often do not know where to look. In Estonia there are several youth information portals (town portals, state information portal, youth information webpages and youth centres, which all end up being a huge maze). State has not been able to collect relevant up to date data about youth information to one place that would also be constantly updated, be youth-friendly and interlinked.
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