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THESES IN
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FOREWORD

ON THE ‘WINDY ROAD’ OF ESTONIAN YOUTH WORK

According to Marti Taru, Eli Pilve and Peeter Kaasik “The history of youth work in Estonia has been a windy road” (The history of youth work in Europe - Volume 4, 2014). During the first period of independence of Estonia, youth associations and youth organisations laid the ground for youth based youth work. Next, under the Soviet regime youth work became an instrument for socialising young people into the centrally managed Communist citizenship. As an exception hobby rings, summer camps, and other youth work structures offered leisure opportunities with some leeway from the Communist Youth League. Finally, after the independence in 1991 Estonian youth work became quickly modernized. The Windy Road was a difficult, but rich series of experiences in Estonian youth work. The articles in this publication very much relate to this history. A majority of the papers discuss cultural integration, tolerance and integration of ethnic groups – a situation left over from the Soviet Union era. At the same time the papers and reports are oriented to the future – how to integrate young people into education and work, how to deal with issues in the cyber world, and how to develop the quality of youth work.

The papers of Altmets, Press and Sedrik on multiculturalism identify areas of intervention to promote integration of ethnic groups in Estonia. There is room for intercultural learning among adult Estonians and, positively, many young people and youth workers alike feel that more cross-cultural learning would improve tolerance. Apparently awareness raising is needed to improve general knowledge of the terms and concepts of “multiculturalism” and “cross-cultural learning”. Furthermore, youth workers felt they needed to update their competences in this area. Today globalisation, multiculturalism and ethnic conflicts make it necessary for both formal education (the school and the universities) and non-formal learning (youth and cultural work, civil society actors) to take a stronger role in intercultural learning and awareness of global issues. Furthermore, a challenge for the research on multiculturalism is to secure that the voice of ethnic groups is heard in research. It seems that in survey and interview studies the groups like the Estonian-Russian youth tend to be over-represented within those who do not respond.

Lawler, Mets and Steenbeck take a look at the educational integration of young people. Together they establish an exciting combination of geographically different responses to the same issue: The importance of professional career counselling, also integrated in the school curriculum in Estonia (Mets), the possibility of promoting education in general and global education, in particular, through a ‘participatory

exhibition' in Tanzania (Steenbeck) and the potentiality of social enterprises in providing education and training for vulnerable youth in Australia (Lawler).

Reports from Tänäva and Reedik open new challenges and opportunities to youth work. What is cyber-bullying and what should be done about it? – An emergent issue easily exaggerated by proponents of child protection in the internet and underestimated by those uncritically praising the brave new world of the free internet. Outdoor and adventure education has proved to be a useful non-formal learning approach not only to improve social skills and competences of 'ordinary' youth but also to successfully work with vulnerable youth. Reedik opens an opportunity to enrich work with youth in schools, organizations and in municipal youth work through a pedagogically conscious outdoor education, perhaps also making use of international expertise in the field. Essentially, both reports call for development of youth work practices. A top youth policy priority today is to improve the recognition of youth work through proving its quality. Often this means better evaluation of results and demonstrating impact. Generally youth work has been put to the category "promising, but unproven". A recent EU report on youth work in Europe says it very clearly: "Currently, a general lack of data and robust evaluation hinders the sector from demonstrating effectiveness" (Working with young people: The value of youth work in European Union, 2014, 7). Responding to this discussion the focus in Lawler's article of social enterprises in this publication is "on the impact these programs have on the lives of disadvantaged young people rather than the simple output criteria so often relied upon by funding bodies".

All these discussions are well linked to the priorities of the Estonian Youth Field Development Plan 2014-2020, which highlights reduction of social exclusion, promotion of integration and development of youth work. Edgar Schlümmer, the Head of Estonian Youth Work Center, summarizes future challenges:

"Knowledge and quality are top priorities in current developments in Estonian youth work and youth policy - implementing the youth monitoring and youth work quality assurance system, training and professionalization of youth workers, recognition of youth work role supporting youth employability, combating exclusion and poverty and the development of youth parliaments in all municipalities are just some examples of relevant recent work."

The history of youth work in Estonia may be 'a windy road'. However, the articles and reports of this publication do not hesitate to address issues resulting from the windy road, like cultural integration, and future uncertainties (how to integrate youth during economic austerity) – a brisk tailwind.

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CROSS - CULTURAL LEARNING IN ESTONIAN YOUTH WORK

SÄLLI SEDRIK

INTRODUCTION

Population diversity and international experience is important in today`s world. More and more emphasis has been put on young people`s opportunities to study abroad and to the open labor market. With this kind of experience, is associated also the cross-cultural learning. But less understood is the fact, that in today`s open world, also the national everyday life is becoming increasingly diverse, especially in terms of different cultures.

Young people of Estonia face the different cultures and minorities in a daily basis, which is why it is necessary that the youth worker should be able to link the cross-cultural learning with their daily work.

For the future it is important that youth workers will provide youngsters with knowledge of different cultures and their differences, so that they could grow up as tolerate citizens who enjoy living a full life.

If the culture is known as a result of human interaction then the knowledge of cross – cultural communication is necessary.

The studies for the development of the national integration program, about tolerance and cross-cultural dialog it appears that young people from different nationalities prefer to keep more of their own and their opinions are caused by the stereotypes and the lack of knowledge in the field of cultural differences.

Awareness of the cultural background helps the youngsters to understand the behavior and their attitudes of the different cultural groups. It is inevitable step, if people want to understand each other. That is why the cross-cultural learning is necessary for the functioning of the cross-cultural

communication (Jedomskihh, Rahnu, Randver, Valgmaa 2005).

Non-formal learning is also suitable for cross-cultural learning. It could be passed to young people by the youth workers, for them it is also important to develop themselves in the cross-cultural dialog, to understand youngsters who they work with, better.

The aim of the final paper is to give an overview about cross-cultural learning and its possibilities in Estonian youth work. Hypothesis of the final paper is the statement that cross-cultural learning opportunity for young people in Estonian youth work is insufficient.

CROSS-CULTURAL LEARNING, CULTURAL DIFFERENCES AND THEIR EXPRESSION

Cross-cultural learning can be considered at various levels. Directly, it refers to a person`s individual attitude and understanding about other cultures, shaping person`s everyday behaviors. In the broader context, this gives the possibility for people from different cultures to work together, understand each other better and live together in peace. It increases solidarity and respect, especially for cultures in minority.

Cross-cultural learning is a process, which is characterized by constant movement. The stage that a person has reached is possible to be measured with model of cultural sensitivity. The purpose of cross-cultural learning, is to reach the stage where the differences are considered as normal, and people can cope with cultural differences (Intercultural learning 2000).

Culture is the values, attitudes, beliefs and assumptions that a group of people holds in common. Culture is not cathedrals in France, tulips in Holland, Aztec ruins in Mexico or temples in Japan. Rather, these are reflections of the values of the people who built them or have them. For a person with different cultural background, it is important to understand the cultural differences (World Traveler Handbook 2004).

People from different cultures use the same terms, but they see them from different angles and in different perspective. That makes them act differently, often for a person from other culture as a complete opposite, what is considered to be sacred. When observing the culture, it is clear that it has its own trends, consistency and traditions (Lewis 2003).

The cultures in the world are divided roughly into three groups:

- Linear-active cultures;
- Multi-active cultures;
- Reactive cultures (Intercultural learning 2000).

Linear-active people are those who plan their actions, make timetables, organize, follow their actions and do only one thing at the time. These are for example Germans, Scandinavians and Austrians. Multi-active people are lively, chatty, do multiple things at the time, do not plan their actions and do things as the level of their excitement. They are for example Italians, Arabs and Russians. The third group are reactive people, who think that most important is politeness and respect, they listen carefully and react carefully. People in this group are for example Chinese, Japanese and Finns. That kind of distribution causes the first difference between types of people and cultures (Lewis 2003).

Cultural differences can be shown in various levels. These culture layers are divided into four levels:

- symbols;
- heroes;
- rituals;
- values (Valk, Realo 2004).

In these four levels can be seen the major expressions of cultural differences.

When entering into strange culture, the first things a person can see are the symbols. These are the words and objects, pictures and abbreviations, which only a local person can define. For example, everyone in Estonian culture most likely can define an abbreviation AK, but for the person outside this culture space, it says nothing. Symbols can also be for example clothes and title names. These things are changing in time and can easily cross the cultural borders (Lewis 2003).

Heroes can be live but also dead ones. These are real or made up persons, whose characteristics are highly valued in this specific culture, and whose actions are followed by the people. In Estonian education and beliefs these heroes have been mostly introduced by the literature (Pajupuu 2000).

Rituals are the collective actions to confirm the social norms of acting. Rituals are for example weddings, funerals, welcoming and honoring. All these three culture levels can be seen as behavior (Valk, Realo 2004).

The deepest culture level is the values. Values are given at home, and these are difficult to change later on in life. Mostly these are not spoken about, because people are not aware about them. Person from different culture can make his own conclusions just by the way people act in certain culture, in certain situation (Pajupuu 2000).

Depending on the object, the culture may be separated into two big groups. Material culture and spiritual culture. Material culture is seen as civilization, materialistic things, also things that give information by words or pictures. Spiritual culture is all the things that are created after an ideal, truth, goodness or fairness. These are for example symbols, traditions, theories (Laanemäe 2003).

Big reason for creating the culture levels are individualism and collectivism. In every culture, there are both, individualism and collectivism, but one of them is more dominating than the other. Although, the Estonian culture is known as the individualistic, it depends on the origin, values and previous life-experience, how an observing person can see the pacific culture. For example, Russians think often, that Estonians are way too individualistic, at the same time Finns see Estonians more as a collectivistic people, compared to their own individualistic culture (Valk, Realo 2004).

Most countries in the world are collectivistic. There are less individualistic countries, like Estonia. It means that it is very important to understand the cultural differences, since it is likely to meet people with different cultural background.

NEED FOR CROSS-CULTURAL LEARNING IN ESTONIA

The biggest reason for the need of cross-cultural learning in Estonia, is that Estonia is becoming more diverse in the meaning of its population. Nowadays it is called multicultural society. Multiculturalism as a term came to use in the 1960s, especially because of the growth of the emigrant subcultures (Mitmekultuuriline kool Eestis 2002).

Nowadays multiculturalism and cross-cultural communication has become as a usual part of Europe. Although the part of it is tolerance for other

cultures, Estonians are still low tolerated, they have lack of trust for other person and have low personal initiative. It is considered as a result of the communist regime (Valk, Realo 2004).

Despite of the Estonians view of life, population diversity is not going to vanish from the world. Actually it is a phenomena that has its own richness, and cross-cultural learning is not only good for understanding each other, but it also expands the vision of the world and makes a person act more effectively (Lewis 2003).

Estonian young people are the most influenced by the population diversity, because they share their classrooms with youngsters from different cultures. It means that cross-cultural understanding is very important for them. In Estonian schools, there are students from 37 different nationalities. Besides big nation groups, there are also children who speaks Faroese, Hebrew, Japanese, Korean, Uzbek and many other languages. That proves the connection to different cultures (Muldma 2009).

Population diversity is a part of countries, where the population is international. One of those countries is also Estonia. Since the people living in Estonia belong to the different culture groups, it is important to pay attention to cross-cultural dialog in national level, at the same time to take part in cross-cultural communication in European level.

Cross-cultural learning affects understanding the culture, directly or indirectly. For some people it means dealing with the population diversity. For others it is individual culture and its understanding. In general it is about raising the tolerance for other cultures and about understanding (Intercultural learning 2000).

The need for cross-cultural communication is directly connected with the globalization, that means the contact with other nations and possibility and need to work together. It affects all the multicultural countries and gives chance to take advantage from internationalism and multiculturalism (Volpi 2007).

Knowing the different cultures and nationalities, a person can take advantage from this knowledge. Cross-cultural learning is not always about nations, its traditions and acting in situations. It could be easily also about very concrete themes, like business ethics and diplomatic protocol. This knowledge is useful for researchers, at the same time for a tourist (Foster 2000).

When comparing different cultures, there are not only differences that are important, but also the things in common. Similarities are the things that

make the adjustment in other culture space much easier. Cross-cultural learning is not only useful for understanding the others, it also helps to make a person itself easier to understand. Cross-cultural learning makes a person's cultural sensitivity (Pajupuu 2000).

The importance of cross-cultural learning can be shown in a model of iceberg. It concentrates on cultural elements that culture consists, and the fact that some of them are easily to see, while most of them are hidden. Importance of the culture pieces are not shown with standing position on the iceberg. For example body language, timetable, relationships, understandings are even bigger components than literature and cooking, but the first ones are under the waterline of the iceberg. It is based on the idea that some things are easy to follow and notice, but even bigger part of culture is hard to see or even invisible at first.

For example, visible parts of culture are architecture, music and language. But the great backbones are harder to see: history of this culture, values and norms. The iceberg model shows, that the visible parts of culture are the expressions of the hidden parts. It also explains that it is difficult to understand other person from different cultural background at first (Intercultural learning 2000).

Cross-cultural learning and knowledge are a chance to live full life both, in multicultural environment or as minority in bigger culture space. It gives ability to understand and to be understood.

CROSS-CULTURAL YOUTH WORK

Population diversity has become one of today's greatest challenges on both, political and social level. Representation of different nations is not only a factor of society, but it is seen more and more in education and youth work. Population diversity is also a part of development in youth work. It helps young people to become more tolerant, more understanding and cope better with today's society (Muldma, Vikat 2008).

A lot of different nationalities are represented in Estonia. This shows that youth work in Estonia should be cross-cultural, youngsters and youth workers face it every day. In cross-cultural learning, it is important to understand one's own cultural background first and to have cultural sensitivity, because sometimes it is hard to see the culture of the other young

person. Especially when this other person is a teenager. Because in many cases, teenagers want to hide their cultural background and act more like a usual teen (Intercultural learning 2000).

A big part in cross-cultural youth work is different international experiences. For example exchange students programs, youth exchanges and international camps. That gives youngsters a chance to learn from other cultures, get more life experience and it is an effective way to create cross-cultural dialog among youngsters (Volpi 2007).

Population diversity and cross-cultural learning are not just simple and positive words in today's world. It is important to realize, that there are also challenges for young people, and a youth worker has an important role in it.

To avoid cross-cultural conflict in society where youngsters live today, it is necessary to pay attention to problems and challenges which are caused by the globalizing world. It is vital to explain youngsters that they are important themselves, at the same time, to be tolerating the other nations and cultures (Volpi 2007).

Cross-cultural learning has its challenges in today's world. Although people's lives and problems are individual, there is possible to make some generalizations, what kind of themes and situations are more challenging (Intercultural learning 2000).

Challenges in cross-cultural learning, for young people:

- today's world is fast-paced, intense series of events, with lack of consistency. However, cross-cultural learning is a slow and continuous process;
- media shapes simplified situations for youngsters, and deepens the stereotypes. However, cross-cultural learning is exactly the opposite, favoring diversity and difference;
- professional and economical priorities deepen the belief that stronger survives. It is aimed for individualism, however cross-cultural learning is aimed for cooperation and understanding;
- there is little support in young people's lives, worldview is fragmented, there is lack of life experience, and they constantly search happiness and harmony. However, cross-cultural learning is related to accepting themselves, and coping with tensions and conflicts;

- society does not give enough role models for youngsters and does not encourage diversity. However, cross-cultural learning is related to diversity;
- Young people find it hard to understand their political responsibility and individual opportunities for participation. However, cross-cultural learning is related to resistance for suppression and exclusion;
- political and public debates tend to simplify the situations. That is why young people's historical memories are short and one-sided. However, cross-cultural learning encourages dealing with history and memory (Jedomskihh et al 2005).

These trends may differ from country to country. These are neither complete nor incomplete. In Estonian youth work, it is important to realize Estonian challenges and problems, and to work with those. The author finds that cross-cultural learning is most important for young people.

In today's youth work, in Estonia, there are different contacts with different cultures. The first group is Estonians and Russians, which is a big part of local youth work. The second group is international youth exchanges, international camps and short-term cross-cultural contacts. The third group is related to refugees and strangers in Estonian youth work. So far, the least attention is paid to the third group (Jedomskihh et al 2005).

In Estonia, the youth work is arranged in different institutions and forms. None of the institutions could work without youth workers, whose role, tasks, working area and target group may vary, but all of them work with one purpose, and that is to allow the youngsters to develop. Young people depend on youth workers and have their experiences and knowledge for the life from them. That is why it is necessary that youth workers are competent and able to solve problems with different age groups and different nationalities (Eesti noorsootöötaja, tema pädevused ja koolitusvajadused 2010).

Usually, different people work with different groups in Estonia. In different groups, there are different needs and ways. For example, contact between Estonians and Russians is probably most problematic in Estonia. It needs more knowledge about these two nations. At the same time, contacts between Estonians and strangers, are more exotic and have more positive feedback (Jedomskihh et al 2005).

Since there are a lot of young people with different ethnical background, there is a need for new knowledge's for youth workers. When youth

worker know and have the ability to use the methods of cross – cultural learning, they can lead the process of young people becoming more open and tolerate. The youth work's quality depends on youth workers and their professionalism (Noorsootöötaja mitmekultuurilises keskkonnas 2009).

The need for the cross-cultural learning in youth work is evident since there is a priority in the European Union to create more equal opportunities for all the youngsters and promote the active citizenship, social inclusion and solidarity between the youngsters from all the nationalities. One way to achieve it is a need to do it through the non-formal education in youth work (A renewed framework for European cooperation in the youth field 2009).

In cross-cultural learning, the role of a youth worker is to guide a youngster, and help to start the process, that allows the youngster to understand different cultures and themselves better. And in the most productive way possible. However, that requires knowledge about cross-cultural learning, interest to develop in this topic, and cultural sensitivity, to be able to be objective (Intercultural learning 2000).

The principle of youth work is that there has to be consistency between passing the knowledge and the method of it. If youth workers promote participation, respect and creativity, then it has to be seen in the methods that they use. It means that youth workers have to develop their own knowledge and help youngsters in it (European Citizenship 2003).

EMPIRICAL RESEARCH

The aim of the research is to give an overview about cross-cultural learning, and its possibilities in Estonian youth centers.

Hypothesis of the final paper is the statement that cross-cultural learning opportunity for young people in Estonian youth centers is insufficient.

The research methods are the method of review and the method of survey.

The sample is chosen from two groups of people. The first group are the young people from the ages of 14 – 16. All together 70 youngsters from this age were chosen from five different youth centers in Harjumaa district. The second group is 30 youth workers, who work in youth centers with youngsters every day. Questionnaires were taken by the author. And the youngsters participated with the agreement of the youth workers. The author got all the questionnaires that were passed out, back correctly filled in.

The results of the questionnaire for young people show that youngsters are open to learn more about cross-cultural communication and they can see the need for it. They know that it is good for them and they can see the impact of this knowledge. Young people prefer not to go to the youth centers with this kind of problem, they rather get the basic information from school and try to learn it by themselves from the media, especially from the internet. Neither do they think that youth workers in their area have enough knowledge of this topic.

Non-Estonians themselves see the lack of the cross-cultural knowledge and are open to learn about it themselves also. Even the young people with no cross-cultural experience find it to be interesting and that it may have a good influence for their future, whether it helps finding the future job, or to be more tolerant toward the others or is good for their worldview.

The author concludes that there is a lack of cross-cultural learning in Estonian youth centers and at the same time, there are young people who are willing to learn it.

To summarize youth workers responses, 30 youth workers were questioned by the author. They were chosen from five different youth centers. 27 of the respondents were female and 3 of the respondents were male.

In conclusion for the responses of the youth workers, the author can say that the majority of them know that cross-cultural learning is important. They can see the positive impact on the youngsters' lives, yet they are not able to give the youngsters this knowledge. All the youth workers deal with non-Estonians, whether it happens rarely or on a daily basis.

Youth workers know that youth centers are suitable for cross-cultural learning and about half of them would do it if they had a chance to learn it themselves first.

DISCUSSION

The survey of this diploma paper was conducted in five youth centers in Harjumaa and the sample was chosen from two groups of people. The first group are the young people from the ages of 14 – 16. All together 70 youngsters from this age were chosen. The second group is 30 youth workers, who work with youngsters every day. The author compares the answers from those two groups of respondents with the theoretical part.

Since the purpose of cross-cultural learning is to reach the stage where the differences are considered as normal, and people can cope with cultural differences, it is important that people who pass the cross-cultural knowledge for young people are aware of it as well as the youngsters themselves.

The conducted survey shows that both, youth workers and young people are aware of the purpose of cross-cultural learning. Youth workers see that there are advantages in being tolerant and understanding. Also the youngsters think that this knowledge is good for them and help them to understand the other people and the world in general better.

Although the part of cross-cultural learning is tolerance for other cultures, Estonians are still low tolerated, they have lack of trust for other person and have low personal initiative.

That can be seen from the results of the survey. Young people do not know, weather there are other nationalities represented in their areas, because Estonians tend to keep by themselves. Still youngsters understand the lack of tolerance and majority of them think that cross-cultural learning would make them more tolerant about others.

The same goes to the youth workers, they find the cross-cultural knowledge to be important because it would raise the tolerance and understanding between youngsters from different nationalities.

Despite of the Estonians worldview, there are a lot of people living in Estonia with different background. The survey also shows that it is true, since in every youth centre, where the survey was conducted, there was at least one non-Estonian, and all together there were 17 non-Estonians out of 70 respondents.

Young people find it interesting but maybe can `t really understand the cultural differences. That comes back to the toleration, because when youngsters are more tolerant, integration is easier and that can help to develop cultural sensitivity.

Non-formal learning is suitable for developing the cultural sensitivity that is why it is important to introduce the non-formal learning, its possibilities and outcomes for people.

For example, in Estonia, formal education does not include cross-cultural learning, but young people are not aware of other possibilities. That is why, it is necessary to inform especially youngsters, about non-formal education. It is used for example in youth centers.

But as it is seen from the survey, youth workers know theoretically what non-formal education is and what it can be used for, but many of them can't really link it to their own work. All 30 youth workers who responded for the survey found that non-formal education is suitable for cross-cultural learning, 5 of them even found it to be the only possible form. Still almost half of the respondents found it to be their possibility only when the youngsters can't get the knowledge about this topic nowhere else. It is possible that some of them see it as not their own responsibility, but at the same time, youth workers have a big impact on young people and their knowledge.

There are even developed methods for youth workers, how to connect cross-cultural learning to the non-formal education. So it can't be the lack of methods or knowledge of how to do it. More likely there is a lack of knowledge about this topic in general.

Both, youth workers and young people pointed out in the survey, that youth workers do not have enough knowledge, they can't resolve the cross-cultural problems and they need to and would like to know more about this topic.

In Estonian youth work, there are different contacts with different cultures. The first group is Estonians and Russians, which is a big part of local youth work. The second group is international youth exchanges, international camps and short-term cross-cultural contacts. The third group is related to refugees and strangers in Estonian youth work. So far, the least attention is paid to the third group.

The survey conducted shows that most of the youth workers do not deal with more than one of those groups. Only 3 persons out of 30 said that they work with more than one of these groups. The biggest part really seemed to be the Estonians – Russians contact, but International projects were almost as popular. There were 16 youth workers dealing with Estonian – Russian contact and 15 youth workers who deal with international projects. Only 2 out of 30 respondents said that they work on Estonian – other nationalities contact.

A renewed framework for European cooperation in the youth field gives the youth workers the need for the cross-cultural learning in youth work. Because there is a priority in European Union to create more equal opportunities for all the youngsters and promote the active citizenship, social inclusion and solidarity between the youngsters from all the nationalities. One way to achieve it is a need to do it through the non-formal education in youth work.

Estonia belongs to the European Union and has to follow the trends with the youth work as well. That being said, the results of the survey do not show that cross-cultural learning is a priority in Estonian youth work. There is awareness of the need for cross-cultural learning and cross-cultural knowledge, but not really an action to make it as a part of youth worker's everyday life. Also youngsters see it and they are open for the topic, but they see no effort from youth worker's side.

Based on the aim of the diploma paper, the author is able to make the following conclusions:

- cross-cultural learning can be considered at various levels although the aim of it is to increase the cultural sensitivity;
- population diversity as a part of today's world, makes the cross-cultural learning more important;
- non-formal education is suitable for cross-cultural learning;
- youth workers should pass the knowledge about cross-cultural communication for youngsters but do not have enough knowledge about it themselves;
- young people are open to learn about cross cultural communication and can see the advantages in it.

The author suggests that youth workers in youth centers consider the results given by the young people in the survey and try to find the solution for the lack of knowledge about cross-cultural learning.

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THE ROLE OF CAREER SERVICES FOR YOUTH

AUTHOR MARIA METS

A person can call himself lucky if their work is their hobby. If work offers challenges, a self-test case, and the joy of success. The most important is the fact that satisfactoral job leads to having more self-confidence, and this is one of the most important source of inner-strength. Good work will get over the soul and other worries we face from day to day. Thus, an important decision, as the process of selecting work, needs to be as reasonable as possible. Fortunately, there is no need to make final decisions. A person may not work all the time in the field and profession in today's dynamic world, also it is often impossible. People learn more, change professions - so that the issue is not about what will ultimately be, but, what activities you begin with? Even if it turns out that the first choices were not the most successful ones, it will still be a useful experience for the future decisions (Kuidas kujundada oma karjääri 1998).

In this complex society the transition of a young person to an adult, work-counselling is playing more important role than ever before. Information and advice can help the young person's choices move towards becoming a responsible citizen in society. Information should also be extended to young people facing choices that promote their autonomy and to facilitate their mobility. A young person's career is one of the most important life activities occupying nearly the rest of their life. When enjoyed, a career can bring satisfaction and happiness, contribute to higher self-esteem, and ultimately aid to a healthy life adjustment. When work is disliked a person can experience stress, boredom, tension, frustration, low self-esteem, and even physical illness. At some time in life the need for guidance is more

critical than in the transition from school to work - the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success. The years between high school and the rest of your life are all about “self-awareness”. It is important to prepare young people for the world of work, be more competitive in the global economy and above all, to lead meaningful and productive lives (Karu 2001).

The most important youth guidance promoters are youth and counselling centers. They are designed specifically for students and young people and they obtain the necessary information and assistance in case of concerns. These centers are being run by the local governments. Youth center workers gather useful information for the youth, share information about school, work, leisure time and much more. They support young people with problems, provide advice on the selection and career planning and speak about it in schools.

A well-functioning system of career services is one of the most important factors that makes life-long learning possible and real for all. As a result, society is able to implement best human resources in the labor market, bringing skills and interests of people together with employment and training opportunities. Labour market policy and the implementation of social welfare have a very important role in career services. Training teachers and youth workers from secondary schools, vocational schools, youth centres and universities in career guidance skills (Nathan 2006).

THEORETICAL OVERVIEW

Today’s youth is flooded with numerous career choices. Correct and timely career counseling is the need of the hour. Career guidance through personalized process is what helps students discover their true potential and interest in various subjects and explore career options best suited their educational qualification, skill set and other personality traits. At no time in life is the need for guidance more critical than in the transition from school to work — the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success. The years between high school and the rest of your life are all about “self-awareness”.

YOUNG PERSON'S CAREER AND ITS FORMATION THROUGH COUNSELLING

Career counselling for young people begins with the latest school classes. Since most students have no personal experience of walking with mentors, the adviser's primary function is to explain the nature of career counseling. It encourages young people to come to counseling and they are aware that they are waiting for the consultation process. Emphasize the importance of individual counseling and the principle of confidentiality. Such information can be productively shared through career counselling themed lectures, where the necessary information varies with interesting examples. Experience shows that such lectures motivate and encourage young people to make an appointment with career counsellors. It is important to create a favorable surface to career advice at school and other organized career activities (Lehtsalu, Rummo 2003).

Subjects and problems mentors have to deal with are various. There is a need to clarify and specify the characteristics of the person, because they have a significant impact towards career decisions. In cooperation with the advisor the aim is to find their strengths, which help to achieve success in life. Among other features it is possible to analyze their own communication and learning skills. For a young person it is important to know what skills are useful to develop further and how to do it (Farr 2000).

Ministry of Education and Science believes that young people need an integrated counseling model in Estonia, which aims to create a common ground for career service providers operating today, as the consultancy services are fragmented among the various guarantors. Different approaches to the local government level are not supporting high quality and efficient service. Information and counseling centers are in place but there are no systemic solutions to ensure sustainability, adequate resources and the systematic training of career counseling workers (Nõustamisteenused 2007).

Schools organize information days for students, visiting fairs, lectures and seminars. Specialists are involved from outside of the school, and if there are enough resources, establish a specialist post in the school. Predominantly schools don't have developed career training curriculum or syllabus and an action plan to determine the tasks and responsibilities of different sides, but its usefulness is not questioned. The start survey carried out by SA Innove to study the system of developing the career services show the characteristics in general education. It was found that from the research participants 67% didn't have a career training syllabus or curriculum, 9% didn't know about it and only 24% had one (ibid).

CAREER ADVISING SERVICES AND ITS PROGRESS IN ESTONIA

Today, we are talking more about career advising than vocational advising. That is because one's career isn't anymore about a certain job and moving on in the ladder of career but the whole career is about one's life as a human in the society (Pavelson 2004).

With the need for lifelong learning and to continually improve, career counseling can be seen as a key instrument which contributes to people's personal development and applicability in the labor market. The career services' goals and principles have been developed by the European Union's program "Education and Training 2010". Common principles and common objectives of the development of career services were recommended by the European Committee in their joint report "Education and Training 2010" in May 2004. The resolution deals with policies, practices and systems of career advising and the improvements in Europe. Also to expand the availability of career counselling and increase the quality of it. Career services ought to be user-centered, improving the access to the services and assurance of the quality of the career services (Märtsin 2006).

Students and young people in Estonia need professional support network in various counseling areas, including career services, through which it is possible to get the information available for study and work, and personal interests of the youth. Also receive advice and support for already thought out and conscious decisions on their future. To this end, it is necessary to develop an integrated counseling model which is focused on lifelong consulting services. Students in general education need comprehensive information about the professional, collaborative, and continuous career advice (Rand 2003).

The goal of working out sustainable and coordinated career guidance services, and integrated model for the development is to involve different parties. To work out a realistically working model according to the strategy, it is vital to involve the following parties and their representatives: the Ministry of Education and Research, the Estonian Youth Work Centre, Ministry of Social Affairs, the Estonian Labour Market Board, Innove career counseling Information Center, Institute for Health Development, and youth information and counseling centers (Märtsin 2006).

Career Development Services System program is based on partnership contract signed on the 12th March 2008, by the Ministry of Education and Research and the Ministry of Social Affairs. The program is a logical continuation of results and feedback from the project “Career Development Services in the Republic of Estonia” which was held by the financial support of the Innove Career counseling Foundation. As a result of the project, a syllabus for career studies and methodical materials for schools were developed (Karjääriteenuste süsteemi arendamine 2010).

To harmonize the level of knowledge and skills of service providers defined in the qualification standards it is necessary to ensure the development of sectoral training and in-service training. Current counseling system which supports teenagers, parents and teachers is fragmented, regionally unevenly available, the service is in a big distinction. Information and counseling are supported by the Ministry of Education and Research with regional information and counseling centers. From services offered by up to one part are career services, but for now the services are not provided on a uniform basis, there is no overview of the content and volume of services provided (ibid).

The program has five main directions:

- developing the methodology for career services
- designing, improving and developing a educating system for the providers of career services
- offering career services
- developing a system for career service quality measurement and implementation
- coordinating and integrating career services (Karjääriteenuste süsteemi arendamine 2010)

The program is targeted at users of career services, providers of career services - career counsellors, specialists of career information, career coordinators, different parties that are involved and interested in the field of development in career services area - commissions of the Riigikogu (Parliament), ministries and their suborganisations, representatives of local municipalities, representatives of companies - umbrella organisations etc.

FACTORS THAT INFLUENCE YOUNG PERSON'S CAREER

It goes without saying that education is an inherent condition for a successful career. Education gives more opportunities for self-improvement and realization, it gives more chances to get a desirable job even if you don't have enough opportunities. Career planning is an ongoing process that demands a continuous learning and training. It is a kind of preliminary stage for learning how to make decisions (Hall 1994).

While studying, we realize our strong and weak sides thus forming our outlook on the world. Education also reveals us as personalities that have certain goals and preferences in choosing the career. It can be compared with a rehearsal before entering a real and practical life. Education gives us certain skills that foster out further promotion to keep pace with the current alterations. The process of learning also suggests that you will become a competent person (Burke 2002).

Many people discover their talents, thanks to hobbies, others in volunteering service, or in active participation in civil initiatives and so on. Consciously or not, new various concepts, skills and values are formed which affect people's lives, as well as career (Festeanu 2006).

Learning activities taking place outside the formal education system can be classified as non-formal and informal education. Non-formal education refers to organized learning activities that take place in certain educational programs, to special interest groups. Informal learning can take place both inside and outside the educational establishment. The positive side of non-formal learning is offering various learning possibilities for all, regardless of age, gender and economic situation.

Informal education includes all forms of learning, both work and leisure time, family and friends, and is not structured, there are no direct study-goals, teaching materials and curriculum (Cheetham 2005).

Recreational education enables the youth to acquire advanced knowledge and skills in a particular area, and thus gives the young the opportunity to diversify their personal development. Recreational education is carried out according to national or institutional curriculum and under the guidance of teachers. In Estonia there are over 300 private recreation schools with schooling permits and they are governed by the law of recreational education. Furthermore, recreational activities are held in schools, open youth centers, youth associations and other non-profit organizations.

Among young people aged 15-26 is the use of career services active and the need for it is increasing. Service availability is considered good and providers of career services are well-known. However, young people are not making themselves aware of the fact that career services are a part of life-long learning and the planning of their working life. In particular, career services bind to people as specific information about the labor market or educational opportunities. The knowledge of the official suppliers of career services is good, but they are not yet being consciously thought of as establishments where to go while having difficulties with making decisions about studies or career choices.

Young people evaluate the availability of the career service good, but these opinions are often based on informal information channels. A separate review of career management services is needed in general schools - the pupils evaluate the information they are getting from their school low and often they don't recognize any contact with the subject (Emor 2007).

EMPIRICAL RESEACH

The author's set *aim* for this paper is to analyze the current situation of career services in Estonia.

The author's stated *hypothesis* is that career services have an important role in modelling a young person's working and studying career.

A questionnaire survey was conducted as a part of the empirical research via Internet by contacting the graduates of different schools. The research was carried out during February - March 2011. 156 questionnaires were sent out to which 102 pupils replied.

The questions in the survey are based on the stated problem of this diploma paper. 18 questions with multiple-choice answers and one narrative question were submitted which were targeted to graduates of the 12th form.

The author's point of view is that career services come in too late, over half of respondents had their first contact in high school. Young people's choices are directly related to the information they receive. Students should be better informed about their learning possibilities and have some guidance a lot earlier than high-school. It turned out, that official service providers are well known, but not turned to when in need for information, students prefer to

use the Internet, class teacher's class or the information from friends. What this means is that information is often gained from channels which are not "filtered" by professionals and may not always be adequate. Using career services has just not settled in in Estonia.

The situation in schools isn't on very high level also, almost half of the graduates don't know if they have a counsellor in their school. The author states that schools need more educated and professionally trained counsellors for the right on time guidance to be there when pupils need it. The need for even information is there, about 90% of pupils claim that it is important for them to be informed about their studying and working possibilities throughout basic and secondary school. Career coordinator and counsellor should work in both general education and vocational training school. The co-ordinator's work aims to contribute to the development of students' skills and knowledge, to enable students to raise awareness of their interests, abilities, skills, and make specific career plans.

Currently, the service availability problem is in those target groups who need career services more than others. Special attention, about service availability and choosing the right channels while making decisions, should be focused on people who have poor access to the Internet, non-Estonians and people living in the countryside (Emor 2007).

The period of basic and secondary school are a time of instability which is caused by the development of one's personality. For most of the young persons this is the period when

important decisions are made. For the pupils who are in the end on their school programme, when discussing about their opportunities, the key word is how easily reversible their choices are. Due to the pressure of deciding, if the information delays and doesn't get to the right pupil in need, then some of the decisions may have some unwanted turnouts for the pupil.

By adolescence, most people have a sense of their competence at a vast array of performance areas, along with convictions about the likely outcomes of a career. Through a process of intervening learning experiences that shape further one's abilities and impacts self-efficacy and outcome beliefs, one's vocational interests, choices and performances are shaped and reshaped. In order to make one's life more systematic, efficient counselling from as early as possible should be available.

Career choice is often talked about, but little attention is paid to the real decision making process. Decision making theory views the decision making process. Ideal is considered to be realistic evaluation to possibilities and choosing the best among possible options (Mutso 2007).

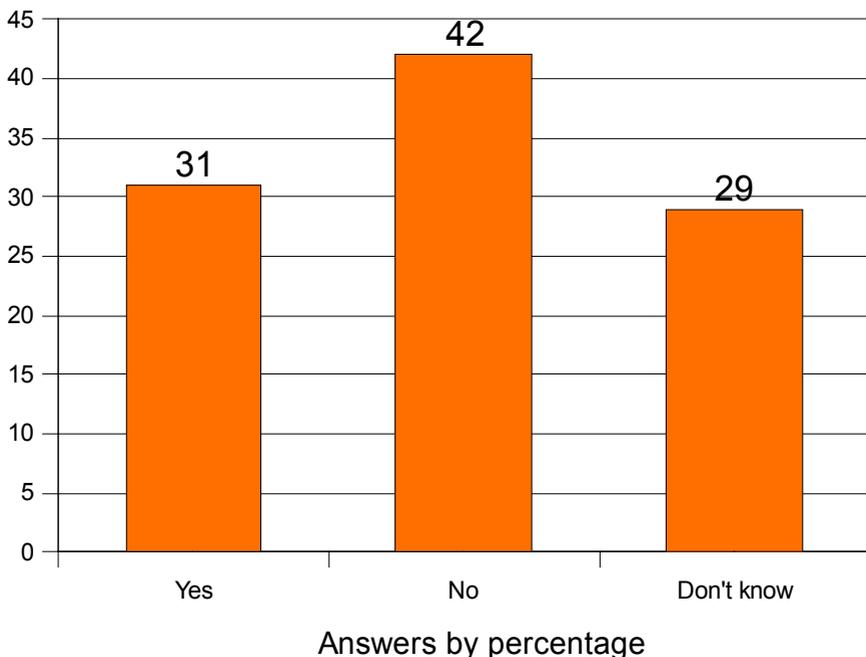


Figure. If career services have influenced future decisions (n=102)

Up to now, three-quarters of the graduates don't link their decisions about further learning or working with career services, but half of the respondents say that it is important for them to know what to do after secondary school. Pupils want to (and need to) have goals to move towards to, to have some framework of their future to work on with and some guidance know-how. Only with persistent counselling service and fully worked out counselling system we can talk about young people making decisions consciously.

SUMMARY

Students and young people in general need professional support network in various counselling fields, including career services, through which it would be possible for young people to get information for study and work, and personal interests. It is vitally important to develop an integrated counseling model, which would be more focused on lifelong and life-including consulting services.

Students from general education are in lack of comprehensive information about the professional, collaborative, and continuous career directing advice, but very often there is a conflict between two sides - teachers and career coordinators - which reduces the readiness to deal with career counselling issues.

In all general education schools a career coordinator should be working who gathers and hands out the necessary information from specialists to students and teachers in local schools and also addresses advising and assisting in the conduct of career-related events. Career coordinator's work aims are to contribute to the development of students' skills and knowledge, to enable students to raise awareness of their interests, abilities, skills, and make specific career plans.

One of the main weaknesses in career services is that service providers and other partners have reduced cooperation. Life-long career services in various sectors assume good cooperation and coordination between parties which deal with career services. Education, training and information about the job and counseling must be available at this time in such a way as to meet the needs of young people's various stages of life.

Increasing the awareness of career service and also the providers of that service, the key figure is to improving the image of the role and nature of the service itself. The role of career planning is consciously planning one's work life and life-long learning process has not been completely acknowledged.

Conclusions:

- Students should acquire the necessary knowledge of career planning during their study courses - so they would know in which direction to go when they have finished with their studies
- Raising awareness is important to guarantee the availability of information and the choice of the right channels in order to reach all the important target groups

- System of career counselling should also be able to give advice and support already thought out and conscious decisions on young people's future

The author's stated hypothesis that career services have an important role in modelling a young person's working and studying career was confirmed. Young people need professional guidance and services in order to get adequate information about their future opportunities and to find their place in life.

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*SUMMARIES
OF
INTERNATIONAL
YOUTH
WORK
STUDENT
SEMINAR
PRESENTATIONS*

21.11.2014, TALLINN

SOCIAL ENTERPRISES DELIVERING EDUCATION AND TRAINING FOR DISENGAGED YOUTH: A STUDY OF OUTCOMES AND MODELS

AUTHOR MADELEINE RUTH LAWLER

Social enterprises are organisations with a social purpose engaging in the market economy by producing goods and services and have been operating for the past 30 years (OECD 1999). Since the 1990s however, there has been rapid expansion of this economic form. In Australia, little is known about social enterprises, their role in the third sector or their effectiveness. The lack of outcome evidence for social enterprises elevates the financial risk and vulnerability of these organisations. Social enterprises are being used in Australia to address the needs of specific communities and raise funds and awareness for various social and environmental purposes. This model has been applied in provision of education and training to vulnerable groups. This research focuses on disengaged youth by evaluating programs that are working with young people who are not engaged in employment, education or training (NEET). These young people are at high risk of social exclusion, experience multiple complex disadvantages, and represent a significant economic cost on society. Effective programs aiming to improve their opportunities are a priority, as is supporting organisations addressing their needs. In order to prove the value of this innovative response to social need, high quality outcome evaluations are required.

The focus must be on the impact these programs have on the lives of disadvantaged young people rather than the simple output criteria so often relied upon by funding bodies (Hazenberg, Seddon and Denny 2014).

The research project is summative evaluation using a mixed methods framework. Quantitative data measuring risk and protective factors in young peoples' lives (using the Communities That Care Survey adapted for Australian purposes) and qualitative research via semi-structured interviews has been collected. The qualitative data is collected at program commencement, program completion and 3 months post completion and is being thematically analysed.

The quantitative data has been collected at commencement and completion and is being analysed to measure change in risk and protection levels.

ETHNIC AND CULTURAL IDENTITY OF RUSSIAN SPEAKING YOUNG PEOPLE LIVING IN ESTONIA

AUTHOR ANNA-LIISA ALTMETS

There are over 100 different nationalities living in Estonia. The largest number of minorities are Russians whose culture is the mixture of Estonian and Russian one. For successful co-operation with Russian speaking young people youth worker should know their cultural individuality and their future aspirations. The aim of this presentation is to introduce diploma paper that researched ethnic and cultural identity of Russian speaking youth.

Referring was used in theoretical part and the method of empirical research was questionnaire. Questionnaire was carried out during 27.02.2014-14.03.2014. The questionnaire was sent to teachers of Russian schools in Tallinn and Valga. 5 of them sent the questionnaire to the students. It can be said that the questionnaire was sent to 120 students. The author received 46 completed questionnaires. The author chose schools by a lottery method: 4 schools were from Tallinn and 1 from Valga.

Russian speaking students are aware of their ethnic and cultural heritage. Majority of the respondents are satisfied with their life in Estonia.

According to the research, Russian speaking young people communicate mostly with Russians. Few of them visit youth centres, moreover, even there their social group consists mostly of Russian speaking youths. The majority see themselves as Estonian-Russians, however, there are plenty of them who see themselves as Russians. In the discussion part the author pointed out the most alarming topics arose from the survey. The majority of the respondents said that they do not see Estonia as their desired future residence. The author feels that these answers could mean a danger of emigration. The author suggested that networking between different institutions could be a solution. An important link should be a well trained and qualified youth worker.

E-CIGARETTES, SNUS, AND A HOOKAH - NEW CHALLENGES IN YOUTH WORK?

AUTHOR MARIN VOMM

The goal of the research was to find out 1) the extent of Tallinn youth centers' youth workers awareness and interest in snus, hookah and e-cigarette use trends among youth 2) how and how much information work is done on the topics and 3) how to shape a common position among youth workers of a youth center.

The theoretical basis for the work was divided into three parts: education of values in youth work, youth outreach, and leadership as part of a youth work. In the research focus group interviews were conducted, one with the youth workers of the youth centers operating under Tallinn Youth Work Centre, and the other with youth workers from the youth centers coordinated by district governments. The interviews were based on the theory of the three main theme blocks, and the results were analyzed according to the themes.

The main findings were as follows:

- E-Cigarette is a new product for which there are no scientific studies and therefore the youth workers consider it a complex subject;
- E-Cigarette is considered to be on the rise trend among young people but the interest in the use of snus and the water pipe is currently being rather decreasing;
- One of the focus groups stresses targeted interviews with young people, it is important to make them think on the issues. The other group points out the everyday conversations, shock therapy. Informing is ineffective, the necessary regulations have been made in internal rules.
- Young people will reach their choices through reflection, informing and conversations. Youth worker as a value educator has a role in raising awareness and meaningful communication.
- Youth workers consider that the problem areas are a young person's background, the attitude of parents, youth worker contact with the youth and the youth worker's own tobacco use.
- In the context of these issues the role of the management is not considered important by the youth workers, rather, it is the agreements between themselves. However, into account should be taken an important point for reflection on these issues for youth workers' own health behaviors and the importance of the example to the young. Youth worker behavior and transmitted values should be uniform. Youth workers should acknowledge the values and disagreement between behavior and transmitted information, well-managed self-analysis.

OPPORTUNITIES OF IMPLEMENTING OUTDOOR EDUCATION IN YOUTH WORK

AUTHOR TRIINU REEDIK

The aim of the research was to find out what kind of opportunities outdoor education provides for youth workers in their everyday work. The stated research problem was how to increase young people's interest in spending time in natural environments. Hence, two research questions were raised: Why is spending time in natural environments necessary for young people? How can youth workers use outdoor education (as a method of non-formal learning) in order to increase the interest of young people in spending more time in natural environments?

It was found out that spending time in natural environments is necessary for the youth in order to support their social, cultural and health education. Outdoor education as a special and interesting method provides youth workers with a lot of opportunities as well as challenges in guiding young people to nature.

In order to make outdoor activities more diverse, youth workers can carry out different activities. However, the most important thing is to arouse young people's interest in the things to be learned, and offer them opportunities to gain personal experiences through different activities. Youth workers as outdoor education instructors also need to continually improve themselves and adapt to changing situations.

In conclusion, using outdoor education as a method of non-formal learning in youth work is important to the youth for several reasons and youth workers play an essential role in guiding young people to nature, as well as creating and maintaining their interest in it.

Henceforth, a quantitative study was conducted with the aim to map out the Estonian youth workers' preparation for using different opportunities provided by outdoor education in their everyday work, in order to arouse young people's interest in spending more time in natural environments. What kind of outdoor learning opportunities do Estonian youth workers use in their everyday work? What kind of information do they provide youngsters with more often on this subject and in which fields do they feel less competent? The sample was selected from among the population of youth workers practising in Estonia.

FACTORS SHAPING YOUNG SETO IDENTITY

AUTHOR ANŽEELIKA RAAGMETS

The aim of the research is to identify the cultural diversity and its links to educational work with young Seto identity formation on the example of four municipalities. Research problem is the question: What are cultural educational activities in Setumaa, and to what extent do they shape young people's Seto identity?

The research revealed that cultural educational work in Setumaa that would shape the identity of a young Setu does not fulfill its purpose, it needs a transformation and change to be more attractive to young people. My goal in conducting this study was to determine the diversity of cultural education in Setumaa and its links with young Seto identity formation, and it was done on the example of four Estonian Setu municipalities.

There was a problem question: what are the cultural educational activities performed in Setumaa, and to what extent do they shape the young Seto identity. To answer these questions both quantitative and qualitative research methods were used. First of all the questionnaires were compiled to 12-17 year old youths living in Setumaa, and then I conducted interviews with four youth workers employed in Setumaa. The study revealed the following: the young defining themselves Setos consider knowing the Seto language and traditions a part of the Seto identity, but do not consider it necessary to teach the language and traditions of Seto at home; cultural educational subjects are taught in schools preferably to younger students, but it is they who consider them the least important; 16-17-year old students think that the cultural educational subjects are important to them, and they would be interested in learning; few youths take part in schools' cultural educational hobby clubs, and they do not do it out of the interest in Seto culture; Setumaa youth centers are popular among young people, they are visited by 82% of survey respondents; there are few cultural activities

in youth centers, and they have a small number of participants; Seto themed activities scarcity is justified by fears of burdening young people with this issue; many young people take part in Seto traditional events but do not consider them relevant; youth work professionals do not think of the cultural education as a youth activity for the youth centre.

Based on the results of the research the main conclusion is that cultural education in Setumaa which will provide young Seto identity, does not fulfill its purpose, it needs a transformation and it should be made more attractive to young people.

HIGH SCHOOL STUDENTS' EVALUATIONS ABOUT CYBER BULLYING AND EFFECTS CAUSED BY CYBER BULLYING

AUTHOR TAAVI TÄNAVA

The main goal of this research is to find out youth evaluations about cyber bullying and its effects. As an hypothesis it is stated that cyber bullying is more and more increasing type of bullying in Estonia and it has serious consequences to young people's quality of life.

In the process of writing this thesis an empirical study was carried out – a quantitative method, a written questionnaire in the Internet.

Cyber bullying has started to increase significantly among Estonian youth. 60 % of the respondents have had an experience with cyber bullying directly or indirectly. In addition to far-spread health problems like headaches, stomach aches, other illnesses, cyber bullying also affects youth mental health causing depression, oppression and increasing feeling of loneliness. Research results show that cyber bullying causes troubles with sleeping and relationships and in some cases thoughts of suicide. In the respondents'

opinion cyber bullying also increases truancy and escaping from home. Only one respondent from 60 talked about the problem with parents.

PARTICIPATING EXHIBITION AS A METHOD FOR GLOBAL EDUCATION – EVALUATION OF THE EXHIBITION “ELIMU BILA SHIDA – WITH EDUCATION TOWARDS A SAFE FUTURE”

AUTHOR INKA STEENBECK

As my development project I planned and accomplished a global education exhibition for the Finnish Federation of Settlement Houses. The theme of the exhibition was the importance of education in Tanzania. The goal of the exhibition “Elimu bila Shida – with education towards a safe future” was not only to bring people more knowledge and understanding about the educational situation in Tanzania but also to encourage to think about the importance of education in general. Attached to the themes of the exhibition I also planned and organized two workshops; a cooking workshop and a handwork workshop.

The main goal of my research is to evaluate how well this kind of participating exhibition activity is suitable as a method for global education. The aim was to find out what kind of thoughts this kind of global-education activity awoke among the visitors and the participators of the workshops. One objective was also to find out, if there was something to be developed in this kind of work.

As research methods I used participant observation and semi-structured questionnaires. I used two types of questionnaires; one concerning the exhibition itself and one regarding the workshops. As analyzable material I had my observation notes– both made during the interactive situations with the exhibition visitors and the workshops, questionnaires with the feedback, and the photographs that I took during the exhibition openings and the workshops.

The feedback from the visitors, as well as from the participants of the workshops, was mainly positive. In this kind of global education work, where raising awareness is based on „learning by doing“, and global themes are combined with other activities, it is possible to reach those people who otherwise would not be interested in the themes of global education. A positive experience can be the main key to become more aware of the realities of the global world, and in the best case, to encourage taking action towards a fairer and better world.

This kind of global education work can be used well with different target groups. Nowadays the term “lifelong learning” is commonly used, and global education should not only be something that is happening in schools. NGOs play an important role in this picture. Raising the awareness of young people and encouraging them to act towards a better world is extremely important; young people are the decision makers of tomorrow.

MOTIVATION OF YOUTH VOLUNTEER ON THE EXAMPLE OF WOMEN'S VOLUNTARY DEFENCE ORGANIZATION IN SAKALA DISTRICT

AUTHOR TAIRI LAPPALAINEN

The aim of the work was to find out what motivates young people to participate in voluntary activities.

Problem of the research - the lack of involvement of young people aged 16-26, and especially in the Voluntary Defence Organization Viljandi region.

The importance of voluntary activities is also realized by people who are not volunteers (96%).

According to the Praxis study carried out in 2013 the Estonian young people aged 15-24 years are more active than the average population.

In 2013, were the most popular areas environmental protection, nature conservation and sustainable way of living, where 37% of volunteers were involved. Other areas in which the Estonian people contribute to a greater extent, are the promotion of local life, youth work and children's work. In Estonia the average volunteer contributes to 63 hours per year.

*SUMMARIES
OF
STUDENT
DIPLOMA
WORKS*

2010-2012

YOUTH PARTICIPATION AND MOTIVATION

AUTHOR ANETTE RÄNI

Young people are the future of our country and adults - parents, teachers and youth workers etc.- have an obligation to educate them in the best possible way. Contribution to society through various youth organizations in the processes at work, raises young people's different values and attitudes that give something important to society.

Lack of participation in the youth councils' work is lack of information and motivation. Motivation is a complex process that must be familiar with an understanding of the human personality and based on different theories of motivation. Motivation to establish and support is necessary to be self-motivated and to find the right way to motivate young people. If there is a part of youth council work young people also feel joint responsibility for the decisions taken. Participation will contribute to the introduction of participatory democracy, informed and better-educated civil growth. Motivated young person will do more and do more efficiently than expected.

The aims of the research are to provide an analytical overview of youth participation in the youth councils of influencing young people's motivation.

The first part of the research is based on the literary theoretical discussion, where the two subsections' focuses are on the idea of youth participation, the nature and possibilities and it outlines the nature of motivation and various approaches and theories of psychologists.

Youth participation in youth council used very different ways of motivation multipliers. The motivators are often people and company with whom to do something. Young people need to interact individually and must learn to know them. Big motivation is influenced by the success of various events. The youth council young people can also access a lot of knowledge and experience what they can use in the future. It is also important to recognize demotivations which brought out all the negativism - criticism, fatigue, fear, inability. Companies may be deterred when faced with very unsuitable personalities. Young people can benefit in several ways to be part of youth council - they may find future profession what to learn. Young people grow and get a lot of new experiences and skills. Young people grow into successful and committed individuals, with a value of their home. The role of a youth worker would be easy - he should be a mentor, who's always there for young people.

YOUTH ENTERPRISE DEVELOPMENT THROUGH STUDENT COMPANY PROGRAM

AUTHOR HELENA ALLIKMAA

Work education for the youth is one of the ten youth work areas in Estonia. Earlier it was much more situated with career planning, youth camps and voluntary service. Enterprise development is a new topic in youth work, especially in Estonia and Tallinn Pedagogical College. Looking for our future, it's very important to develop entrepreneurial mindsets among young people. Student company program is one method of doing that. This program is based on the principle of learning by doing. Students create in school their own companies.

The reasons for choosing the topic is situated with the interest to re-research the effect of that program. The aims of the author were to give the overview of the history of that program, describe different phases and prospective results of that program; to research the opinion of economy teachers; to find out how that program has changed the attitude of students.

Through participating in student company program students develop their enterprise knowledge and get a useful experience with this program. Student company program improves youth problem-solving capabilities, develops their self-confidence and self-image, teaches them the value of cooperation and teamwork and provides them with valuable insight into what entrepreneurship is all about.

Entrepreneurship should be seen by young people as a career opportunity and an essential part of personal development.

THE ROLE OF VOLUNTARY ACTION IN FORMATION THE TOLERANCE AMONG YOUTH

AUTHOR LIH HAABMA

The aim of this work was to determine the role of voluntary action in forming tolerance among youth. The subject is topical because in Estonian society there exists little tolerance. Therefore it is important that the youths' attitude towards „different“ would change and become more tolerant and through them tolerant ideas would be passed on into the whole society. The autor of this work is looking into the topic of voluntary action from the point of view of the action of this field would benefit to the increasing of tolerance.

The most beneficial authors for this work were S.Kera, M.Vutt, I.Fetscher.

In the research part of the work a qualitative interview was carried out. In this reseach participated 10 youngsters aged 14 to 24, who are volunteers themselves in different youth organizations.

From the results of the reseach it becomes clear that voluntary action has an effect in formation of tolerance. The opportunity to meet and be directly in contact with different people and spheres is held in high esteem. Volunteers feel that voluntary action diversifies them, people show more openness and understanding towards differences. Volunteers feel that in Estonia there is little tolerance. They think that voluntary action is an important social activity which creates tolerant attitudes among people and guarantees sustainable development of the society.

YOUTH 'S STEREOTYPICAL OPINIONS ABOUT SUBCULTURES AND THE POSSIBILITIES OF OVERCOMING THEM

AUTHOR JANET JAANSEN

In the world that is constantly changing it's extremely important to pay close attention to the youngsters' development and their attitude towards their companions. It's important that youth worker knows the youngsters' viewpoint on social values, tolerance and people surrounding them. The goal of this paper is to find out about youngsters' attitudes towards subcultures and to map their negative opinions through youth work.

The study's theoretical part is mainly based on the following authors' viewpoints: J. Jedomskihh, L. Rahnu, N. Randver, R. Valgmaa. Based on the theoretical part we can say that people who belong to a certain subculture, share the same understandings about life, style and taste. Different subcultures bring forth stereotypical opinions. Studying about different cultures and subcultures we develop skills to recognize culture influences and to distinguish them from other communication affecting factors.

In this study's methodology the author leaned towards questionnaires and interviews. Questionnaires were filled by 15-17 year old youngsters from one school in Tallinn and two schools from the countryside. Interviews were carried out with 6 youth workers.

As it turned out from the study, youngsters are not that into culture. They think culture is unattractive. They will read a book and visit the theatre from time to time, but mainly it is forced upon them. The study also showed that youngsters are quite tolerant about subcultures. Then again over half of the youngsters would prefer not to be a part of one. From these results we can conclude that a youngster will accept subcultures, but prefers individuality to belonging into a group.

Interviewing youth workers about how it would be possible to overcome stereotypical attitudes showed that they all thought communication was the key. Their standpoint was that it is important to explain people's differences and beliefs to a youngster and avoid misunderstandings. Youth workers also thought that a youngster should have frequent contacts with other companions from different cultures and subcultures. Mainly parlour games and youth exchange programs were seen as a good way to do that. So consequently, immediate communication is the key to a healthy relationship.

Hypothesis: Youngsters are prejudiced toward subcultures. Hypothesis was not affirmed. A youngster tolerates existence of different subcultures and sees a subculture in the society with himself.

THE ROLE OF YOUTH WORK IN PREVENTING YOUTH PROBLEM BEHAVIORS

AUTHOR KADI ARRAS

This research aims to analyze different aspects of youth problem behaviors and find a role of youth worker in the prevention of this behavior. To achieve the referred purpose the following tasks were set: to read up on literature that disserts the problem behavior of the various aspects and abstract topics of relevance, to find the youth work role to prevent youth problem behaviors, to identify the youth workers' vision of youth work opportunities for youth problem behavior prevention through the enquiry, to compare the empirical study results with theoretical opinions, and previous results. The hypothesis is: youth work can reduce youth problem behaviors.

The empirical study data was collected through the enquiry. Estonian youth workers were interviewed, and the study was conducted nationwide. To find contacts, the database of the Estonian Youth Centre on the website of Estonian Open Youth Centre Association, was used. The questionnaire consisted of 23 questions, most of which were closed questions. Multiple-choice questions were analyzed quantitatively and open-ended questions qualitatively.

This study includes an assessment of the Estonian youth workers for youth problem behavior and opportunities to deal with youth problems that are practiced by youth workers a lot. Estonian youth workers believe that youth work can reduce youth behavioral problems. Youth work opportunities for reducing problem behavior are for example: open youth centers, increase of available recreational activities, promoting education and encouraging activities such as adventure education.

POSSIBILITIES AND COPING OF THE YOUTH OF FOSTER HOME STARTING INDEPENDENT LIFE

AUTHOR VICTORIA ORAV

Moving from foster home to independent living is a lot more complicated than the usual coping, coping for home grown young. The analysis of the results of the research of youth of foster homes can be stated as follows:

- A foster home growth environment is not sufficiently preparing young people to become independent in life because there is no individual approach. A real interest of the workers is in coping with the future - young people become independent for coping with minimum experience or see it from the established rules.
- There are a number of young people with both the social and economic problems: they have their own problems to deal with, because they may not get enough support for housing and employment. Evaluating their property, 48%, or 10 respondents out of 21 young people responded satisfactorily. Equally considered themselves financially well and very well coping 4 student, or 19% of all respondents. 3 persons or 14% of the respondents considered it difficult to cope.
- Young people appreciate the education, but while learning they do not regard education as the value, but as a factor of coping. 81% considered education a prerequisite for successful coping.
- The most important for young people of foster homes about the choice of a job is personal interest (91%), then competence (43%) and finally high income (38%).
- 76% of young people are considering studying and / or working abroad, which can be considered a better prospects to cope abroad for foster home young people.
- The foster home youths do not always accept the support person service and therefore often ignore information that relates to the organization, planning and a range of options for their life, and they regard their social skills quite low. 76% thought that alternate from home to independent living for foster youngsters is socially difficult. The reasons given were lack of emotional support, lack of preparedness to start an independent life, and learned helplessness.
- The future youth workers see their role in the life of foster home young as a person offering emotional support, interest in their activities and welfare as well as their socializing. Work hypothesis that foster home young people can not recognize or solve their problems completely, was confirmed as the youth have difficulties with small start-up money and employment issues.

In the author's opinion foster homes still lack trained personnel, who would be able to prepare young people to start independent life. This support person, provided by local government, could be a youth worker.

YOUTH WORKERS' SELF-DEVELOPMENT THROUGH LIFELONG LEARNING

AUTHOR KIRKE KASARI

In today's fast developing world you cannot live without learning. To be successful in life a person needs certain knowledge. It is always useful to have the kind of knowledge that you might not necessarily need in daily life, but that can help you to understand the world in a better way. Constant self development is crucial, because generally those who are well educated do better in life than those who are less educated. The process of learning - from life, from other people and from yourself - appears endless and extremely interesting.

The objective of this research is to determine the preparedness of youth workers for lifelong learning.

The method for carrying out this research was in the form of a questionnaire that was completed using „Google Docs” in 2011. The questionnaire was completed by 83 youth work graduates of the Tallinn Pedagogical College.

The hypothesis stated in the paper was confirmed that the graduates with higher levels of satisfaction in their previous studies were motivated to continue with their education.

The research showed that the majority of those youth work graduates who completed the questionnaire, were in most part satisfied with their studies at the Tallinn Pedagogical College. Praise was given to the teachers, the selection of subjects, the existence of practical work and the variety of the practical work. Even though only about a tenth of the respondents had continued with their studies, the attitude towards their previous studies was mostly positive.

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