

Foundation Archimedes the Estonian National Agency
for the EU Youth in Action programme

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**OFF TO THE
MARKET!**

a training programme

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Foundation Archimedes the Estonian National Agency for the EU
Youth in Action programme

“OFF TO THE MARKET!”: A TRAINING PROGRAMME



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Summary by: Üllý Enn, Piret Jeedas
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FOREWORD

“Off to the market!” was the title and message of a training programme held from February to April 2010. It was aimed at young job-seekers, organized by Foundation Archimedes the Estonian National Agency for the EU Youth in Action programme in cooperation with the CV Centre, Unemployment Insurance Fund, the Johannes Mihkelson Centre and a number of other partners.

Even though it sounds like a slogan, entering the job market can be a serious challenge for young people, especially as the general state of the economy is leading to increased unemployment among youth as one risk group, which was certainly the case in 2009 when preparations for the training programme began.

Although while this summary was compiled the first modest signs of decrease in unemployment are being seen, it is still clear that there continues to be a need for initiatives that support young job-seeker’s readiness for employment and engagement.

Sixteen young job-seekers ranging in age from 18-30 took part in the “Off to the market!” (“Tulen Turule!”) training programme. They learned about career planning, developed the self-analysing skill and public speaking abilities, practiced interviewing for jobs and learned about the EU Youth in Action programme and opportunities for starting a business. In between training stages, the participants made an interview and job shadowed specialists in a field of interest to them. As one part of the training, the participants learned to compile their personal video CV to stand out even more in the job market. The participants’ video CVs and other videos made during the training can be seen at the EU Youth in Action programme Telepurk (<http://euroopa.noored.ee/telepurk>, search for “video-CV”).

Today many of the participants have already found a job, while others are continuing their cooperation with specialists they job shadowed, or looking for opportunities to work as volunteers abroad with support from EU Youth in Action programme, or planning to continue their education or start a business... all of them entering the market in their own way. The training programme has already generated lively reactions (see Appendix 3: Media overview of the training programme) and recognition — the “Off to the market!” training programme won the “Youngest” title from the Estonian National Youth Council (ENL) in 2010. The “Youngest” title is awarded to the person or organisation whose deeds and actions have had the greatest impact on the development of the youth field. The “Off to the market!” training programme received acclaim for its innovative and youth-friendly approach in combating youth unemployment.

The goal of this material is to give an overview of the “Off to the market!” training programme and, by generalizing the experiences, to provide recommendations for those operating in the field more broadly. This material is aimed at all participants and partners in the training programme as well as to specialists and all those interested in youth work and youth employment.

This summary was compiled based on the common knowledge generated in the course of the training, the training materials and the overview put together by Marit Kannelmäe-Geerts of the activities of the Estonian National Agency for the EU Youth in Action programme in supporting the involvement of young job-seekers in 2007-2010. We would like to gratefully acknowledge all of the participants in training, and the representatives and the experts from various fields who provided support to participants in their learning experience (see Appendix 2), to Marju Käärst, Pille-Riin Kägo, Kaspar Kaljas, Küllike Arend, Tiina Saar, Meeli Vaikjärv and Kristel Kadak-Rahman, co-trainers who contributed their efforts in the training; to Katrin Alujev and Ivar Liivamägi, who assisted in compiling the video-CV support materials; and to the Estonian National Agency for the EU Youth in Action programme colleagues Terje Henk, Marit Kannelmäe-Geerts, Reet Kost and Marit Valge.

Enjoy the reading and supporting young people as they go, off to the market!

Piret and Ülly

TRAINING BACKSTORY: DESCRIPTION OF THE BACKGROUND AND NEEDS

The Estonian National Agency for the EU Youth in Action programme previous activities in supporting young job-seekers

Foundation Archimedes, the Estonian National Agency for the EU Youth in Action programme has devoted attention to youth employment as a priority since 2007 when the current phase of the European youth programme EU Youth in Action began (2007-2013). Even though back then youth unemployment in Estonia was fairly low, it was realized, unemployment in the vulnerable youth demographic would potentially be influenced by a changing economy. Indeed, this became very noteworthy starting from 2008. Also important in setting priorities was the fact that experiences with non-formal education — gained in the framework of the programme as well as from participating in youth activities in the general sense — were a worthwhile contribution to making youth better-equipped to cope, including from the aspect of employability.

Thus, since 2007, young job-seekers have been a priority in Estonia in the EU Youth in Action programme. The goal is to develop youth social and professional skills and thereby increase their opportunities to enter the job market and to enjoy success in their professional lives. Over the years various activities have been carried out in order to support implementation of this priority.

In 2007, the most important activities in this field were the formation of a working group in Estonia in collaboration with the Foundation Õpilasmalev, the Estonian Youth Work Centre and the Johannes Mihkelson Centre and jointly developing and implementing a training aimed at specialists dealing with young job-seekers based on the defined needs. A training course aimed at seeking out new approaches to involving young job-seekers with the support of non-formal learning took place in August 2007; the content and summary of the training can be viewed in detail (in Estonian) at <http://euroopa.noored.ee/tegevus>.

The outcomes of this training have manifested themselves in the development of the competencies of the participating youth work specialists as well in youth projects followed from the training. Coverage of employment and unemployment topics in youth projects has also been supported by the National Agency's communications strategy, which supports broader publicity for the priority, as well as public relations efforts in the framework of various seminars and conferences.

In 2009, the Estonian National Agency for the EU Youth in Action programme supported the participation of the Unemployment Insurance Fund and the Estonian Youth Work Centre specialists in an international training course organized by the European Commission SALTO youth resource centre in Portugal, entitled "Unemployment: I don't have a job but I'm working on it" (<http://www.salto-youth.net/tcunemployment>).

The second issue of the magazine MIHUS published in 2009 in the framework of the ESF programme "Development of youth work quality" was devoted to the relations between youth work and employment (<http://www.mitteformaalne.ee/index.php?mid=202>). Of training courses carried out in the framework of the ESF programme in 2009, the courses entitled "Let's discover the geniuses — career counselling in youth work" and "Flourishing youth work during economical recession" dealt with employment topics, as did the seminar titled "Becoming more successful on the job market through youth work".

I. Siin ja edaspidi kasutame mõistet „noored töötusijad“, tähistamaks noori, kes ühel või teisel põhjusel vajavad erilist tähelepanu ja tuge selleks, et tööturule edukalt siseneda ja seal edukalt toime tulla. Nii hõlmab nimetatud mõiste Euroopa Noored Eesti büroo käsitusel muuhulgas neid, kes on ametlikult registreeritud töötusijadena, töötutena või ei ole ametlikult end arvele võtnud.

Development of the “Off to the market!” training concept and selection of participants

Whereas all of the above mentioned supporting activities were aimed more at specialists working with young people, an additional mapping of needs in 2009 highlighted the need for activities aimed directly at youth. As an innovative approach an idea emerged to support young job-seekers through such media as the video CV, which is relatively uncommon in Estonia as well as internationally. In discussions with various partners the idea of a long-term training project took shape. The project would support the labour market awareness and competences needed for employability, including the creation of the first video CVs. Further planned developments in the field of video CVs, as an innovative measure, include the EU Youth in Action programme Telepurk, a video portal launched by the office. Telepurk has a collection of video materials created by the Estonian National Agency for the EU Youth in Action programme and applicants (<http://euroopa.noored.ee/telepurk>).

At the end of 2009, the “Off to the market!” training programme was announced. Due to the situation in the labour market and its innovative approach the training received much media coverage. A training call was announced for young people aged 18-30 who would like to take part in the following training:

- the young person who completes the training series is self-aware and has acquired certain competencies that he or she can apply in his or her future life;
- a unique database consisting of video-CVs is a good springboard to the labour market and an innovative environment for both job-seekers and prospective employers;
- it is a cooperation project to which both state-level organizations and the private sector contribute in order to alleviate the situation on the youth job market;
- the training programme supports the recognition of non-formal education;
- participants have found new self-actualization opportunities, including in the framework of the EU Youth in Action programme.

A great number of different partner organizations and specialists contributed to the development and implementation of the training idea: CV Centre, Johannes Mihkelson Centre, Unemployment Insurance Fund etc.

The training programme admission call was covered on the National Agency's website, CV Centre newsletter, flyers, banners and e-mails within networks, on websites and the media in the youth field and other partners. This ultimately led to very active interest: 159 applications for the training course were received, although there was a possibility to have only 20 people participating in the training course. The final group consisted of 16 people, as 4 dropped out for various reasons, such as already having found a job, or because their studies did not permit them to join the training process. Such a high turnout shows the lack of supporting activities aimed at young job-seekers at a time when youth unemployment was very high, nearly reaching one-third in the youth target group (“Youth unemployment was 27% in the second quarter of 2009”, development of the labour sector 2008-2009, Estonian Ministry of Social Affairs Papers 3/2009, p. 29).

In the applications for the training course, the following aspects were studied in addition to the contact information:

- What are you interested in? What do you enjoy doing?
- What have you already done to look for a job?
- What do you expect to get from the training?
- What is your dream job? What field would you like to work in?
- What kind of work have you done earlier (including volunteer work)?
- Which languages do you speak?
- What skills and knowledge would you like to develop?
- Have you been officially registered as unemployed?
- Have you taken part in a job club?
- Are you prepared to work also as a volunteer?
- Would you like to work abroad?

As a new approach, it was also possible to apply via a short introduction in video format, by answering all of the questionnaire items (to encourage this, a sample clip was posted on the training website). It later turned out that only one of the candidates decided to use this format, and unfortunately the video clip did not reach the organisers due to technical reasons. The candidate was not excluded from the training, however.

It was certainly not exactly the easiest task to make a selection from so many candidates. The employees and trainers from the Estonian National Agency for the EU Youth in Action programme were involved in the making of the selection. The decision was made based on the responses received to the above questions, the motivation and previous experience of the young person, as well as factors that supported the creation of a balanced training group (involvement of youth from geographically different regions, both male and female, people of different ages between 18-30, different educational background etc.).

As a result of the selection, 16 people received an invitation to take part in the training, of whom 13 ultimately took part in all of the training stages (it was not possible for three people to participate in the last training phase because 2 had found a job in the meantime and 1 was not able to take part in the training due to an active examination period). Those who were not selected were notified by letter along with information on other relevant opportunities in the field (other training and projects offered by EU Youth in Action programme, job opportunities via the Eures network etc.). Since then, many of the people who missed out on the training have taken part in the framework of the Youth in Action and AMICUS programme in voluntary service projects, one person had already taken part in an initiative — in the first phase as of this writing — being coordinated by the Estonian Youth Work Centre that supports the volunteer service of young job-seekers in Estonian youth associations etc.

The applications of the successful applicants contained the following regarding their motivation, including factors that motivated them to take part in the training:

- As I have only worked one job and after that have not found a new job for a long time, I have lost my self-confidence and hope. I would very much like to acquire the ability to promote myself better on the job market and thereby restore my faith in myself and self-worth.
- I am afraid my job hunt is not going very smoothly as I have two young daughters at home and the employment section of my CV is thin.
- What I hope to get from the training is knowledge on how to make my CV more interesting, on attending a job interview successfully and on stress tolerance. I am also looking for opportunities for career planning.
- The easy answer is that I hope to find work right after training. But perhaps I might put my hopes on contacts, which would help me become clear in my mind on what to focus on and to make the right choice.
- As a video CV could be a clear sign of distinctiveness on the job market, I am looking for help in this field above all.
- I would like to know what my best qualities and skills are, how to act and what to say at a job interview, what opportunities young people have for working in Estonia, and certainly finding new acquaintances and, in the best case, friends, too. What I am perhaps looking for the most is support — for the idea that it is possible to live life fully even while unemployed; and not let yourself get down.

Interesting was that in discussing their dream job, there were young people who talked about specific positions as well as those who described attributes of the team and job environment they would gladly see themselves working in — they approached the topic in a value-based manner. The answers also reflected the young people's ambitions and expectations with regard to planning a career:

- I would like to work as an office manager.
- My dream job would be to offer relaxing procedures to people as a masseur in a cosy salon.
- My dream job would be related to training — healthy eating habits and ways of supporting such lifestyles in today's Estonia. Another possibility would be working as an editor at a gardening magazine.
- My dream job would be to be the president's chef.
- Considering my personality and way of thinking, I think •

- I would gladly see myself as a freelance artisan who can make people smile with ideas and thoughts.
- My dream job? It has certainly varied from time to time. Even the specific field has been different. But in general, I would like to help people. For instance, to help them see the value of time and the people around them. Or something else that is important.
- My dream job would be a place where I would not need to watch the clock all the time waiting for the day to end. I would not feel sorry to sacrifice my personal free time for my dream job.
- Considering my lifestyle, the work should give me a possibility to move around a lot, I would not be able to sit in an office for days on end.
- I would like to work in a position where I want to show up for work every morning, where my employer would consider my wishes and those of my co-workers, where I would not be too cramped by bureaucratic restrictions, where I would not have to saddle anyone with undesired work or sell them something that they don't want, where my co-workers feel that they are working their dream jobs, where I could apply my hidden and non-hidden talents.
- Where I could have the possibility to develop. To work as an employee in the beginning but later in life maybe found my own company.
- It is hard to dream of a dream job at my age. Certainly most people my age want to become the director of some successful firm right away, but that doesn't appeal to me that much. I would like to start from the beginning, for instance sales seems very interesting despite the fact that I lack experience in the area, but I do like interacting with people and offering them the service that is to their liking.

Precisely the ideas expressed in the applications from the young people served as the primary material for the thorough analysis of needs, in order to determine the final content of the training and the logic of the programme. The following chapter focuses on the content of training and the most important aspects of the coverage of the topics.



CONTENT OF THE TRAINING

The “Off to the market!” training programme consisted of three complementary and mutually supportive modules. The long-term approach was selected in order to support in-depth learning and to allow various topics to be dealt with comprehensively. It also served the purpose of supporting the group members in getting to know one another better, to create valuable relations that would endure after the end of the training. Other experts in the field were involved in all of the phases in order to enrich learning by the participants and coverage of the topics.

The following is a brief overview of all three phases along with a short description of the most important topics. The overview is enriched by the summaries made in the framework of the topics dealt with in the course of the training programme.

The three phases were distributed in terms of time and content as follows:

phase 1 (4 days, 8.-11.02.2010): Taking the first steps in my job search;
 phase 2 (2 days, 9.-10.03.2010): Job interview and employment relations;
 phase 3 (2 days, 15.-16.04.2010): At work as an initiator and entrepreneur.

The keywords in phase 1 (figure 1) were cooperation, self-discovery, meeting challenges, getting to know one another, and first steps. A major emphasis was placed on preparing a video CV, as a result of which the entire four-day programme was structured so that the participant had enough preparation for creating a video and yet it was possible to deal with other important topics in the context of the job search.

COOPERATION: Cooperation with various people is at the heart of our daily life. On one hand it seems that cooperation is one of the inborn capacities, but in reality, one must think back from time to time on the best lessons one has learned. The cooperation exercise entitled “Bridge building” (<http://www.mitteformaalne.ee/index.php?id=1001>) allowed the participants to receive primary cooperation experience in the new group. It also taught them how to negotiate and to understand what is involved in communicating with an unknown group.

I AM A TREASURY OF KNOWLEDGE: an exercise that allows one to analyse oneself with the help of another learner and thereby gain more insight into one’s abilities, knowledge and experiences. With the help of a companion, everyone drew a picture of themselves and wrote down the most important aspects of their personality, knowledge, values, attitudes, life experience and relationships. It turned out that not all participants had had such in-depth contacts with self-analysis and that the exercise offered a good opportunity for self-discovery.

KEY COMPETENCES: We learn in different life situations and on an everyday basis. In youth work activity, including the context of non-formal learning, analysis of the activities is supported by the European framework for key competencies (<http://euroopa.noored.ee/noortepass>), to which it should be possible to situate the results of one’s lifelong learning. We gave an overview of eight key competences*, in order to support the analysis of this exercise and to encourage participants throughout the training process to think about the development of their competences.

CREATING VIDEO CVs: The process of creating a video CV took place in multiple stages and was a worthwhile challenge for every participant. Creating a clear, brief and creative presentation and video was a first time experience for the participants. The session began with **Kaspar Kaljas** providing an overview of what to bear in mind when creating video CVs. The video shoot took place over two days. Each participant was responsible for thoroughly analysing his or her life and work experience to date and then creating an informative one-minute presentation. It must be said that this proved a true challenge for even the most active participants but in the end everyone successfully completed the recording.

FIRST STEPS OF THE JOB SEARCH: This was a session that took place in parallel to the video CV creation workshop. **Marju Käärst** gave an overview of what to bear in mind while looking for a job focusing on the person and his or her professional choices. Topics covered were quality of life, internal resources, self-evaluation and the nature of self-motivation. Also stress and techniques for coping with stress were discussed. Various exercises were held together with participants allowing them to improve their self-knowledge.

In addition, all participants had the opportunity for a one-on-one session with **Pilleriin Kägo** to review and polish their CV and motivation letter.

* Recommendation of the European Parliament and of the Council on key competencies for lifelong learning of 18 December 2006 (2006/962/EC) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

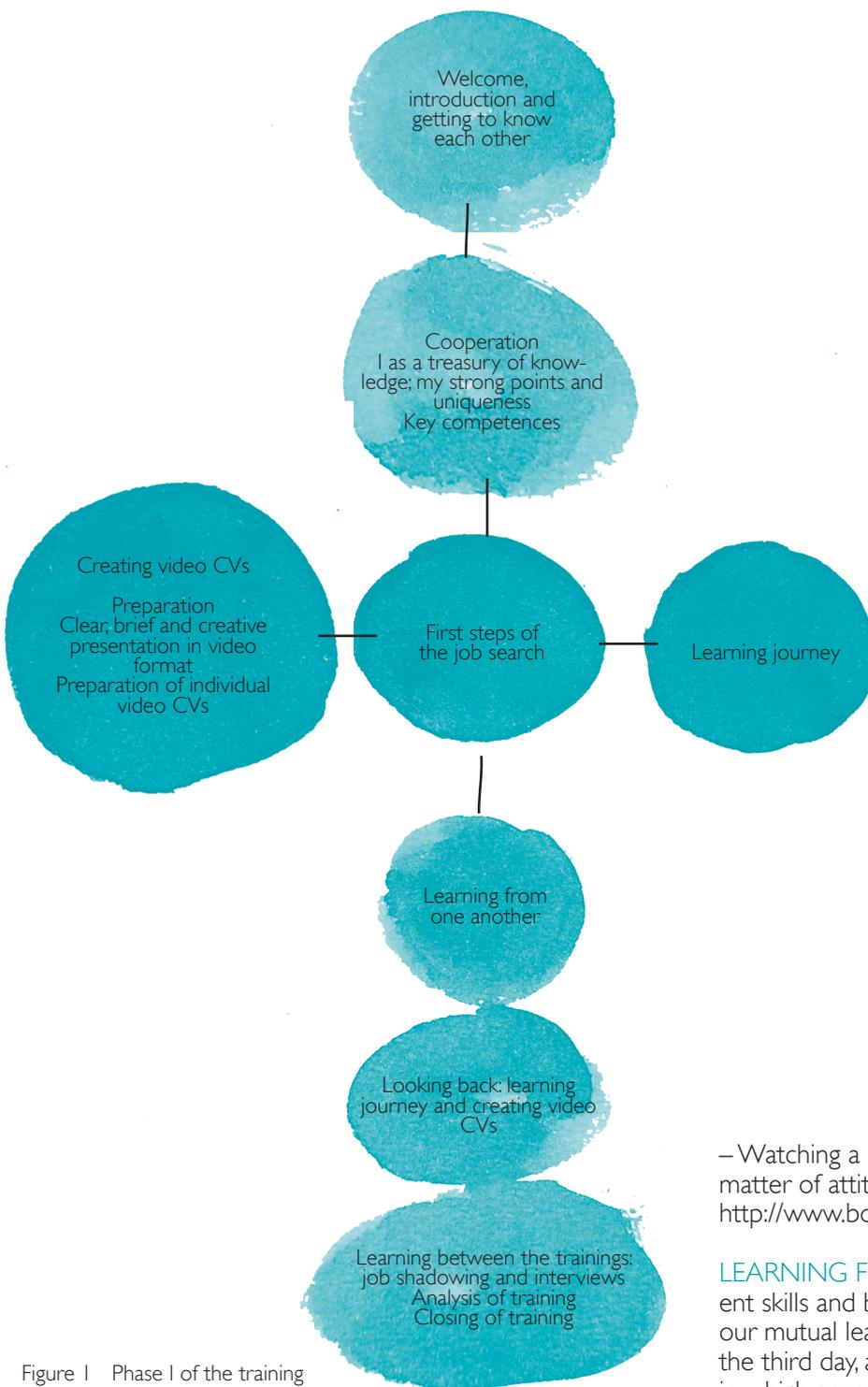


Figure 1 Phase I of the training

LEARNING JOURNEY: a session parallel to the video CV creation and a chance to think about important topics independently, in pairs or small groups. Each participant chose their own tempo and sequence for carrying out their activities. The tasks were following:

- Past experiences: The participants listed various experiences in applying for jobs and analysed what they had learned from it;
- Creating a cookbook: Creative exercise in which participants thought up “recipes” for young job-seekers and employers;
- Written conversation exercise (so-called silent discussion): Stating opinions regarding various statements related to job search;
- Pros and cons of being unemployed;
- Initiative and entrepreneurship: What have I initiated in life and what is needed to undertake something oneself;

– Watching a short film called “Suhtumise küsimus” (A matter of attitude): From job loss to founding a company, <http://www.boms.ee/Video.aspx?VID=10064>.

LEARNING FROM ONE ANOTHER: We all have different skills and by teaching them to others we can enrich our mutual learning space even more. On the evening of the third day, a free meeting with participants took place, in which anyone desiring to do so shared their skills and knowledge with others. The following instruction sessions took place: sign language, folding plastic bags, child-rearing, sport, making jewellery, a game “Who Am I?”, and ending the evening on a positive note, back massage.

A LOOK BACK ON THE LEARNING JOURNEY AND VIDEO CV CREATION SESSIONS: A chance to look back on the two days of experience, performing various assignments and analysing what was learned.

LEARNING IN THE MIDDLE OF TRAININGS: Providing an overview of what sorts of supporting activities — conducting interviews and job-shadowing — allow one to learn in the middle of the three training courses.

ANALYSIS OF TRAINING AND CLOSING: feedback to experiences and material learned and the closing of the first phase.

COOKBOOK FOR JOB-SEEKERS AND EMPLOYERS

On the **LEARNING JOURNEY**, participants had an opportunity to think about different topics and issues and freely and openly share their thoughts.

What is necessary to bring good ideas to life?

- Creativity
- Entrepreneurship
- Self-belief
- Will power
- First think, then act
- Enthusiasm
- Start with the details and move one step at a time toward bigger tasks until you reach the desired goal
- Ability to be different
- Boldness and proactiveness
- Good supporters and kindred spirits
- Self-confidence
- Clear aims

Think about some field, problem in your everyday life that you think could be different. What irritates you? What would you want to change?

- Give stray dogs homes
- That we would not be so lazy
- Too few people are willing to voluntarily do something good for others
- There is much trash in the woods
- Everyone should care about one another and have a positive attitude toward life
- Political culture in Estonia and incompetence on the part of public servants
- People should be healthy
- Drivers and pedestrians should take each other into consideration

What are the advantages of being a job-seeker / unemployed?

- Freedom of action
- Possibility of exercising and improving health
- Pursuing self-enrichment (school)
- Possibility of finishing school
- Time to sleep, too
- Finding yourself, living as you please, finding new perspectives
- You can do everything you want to
- Being with family and friends
- Discovering the world if you have money
- A chance to think things over
- Taking part in various trainings
- Being a volunteer and finding oneself

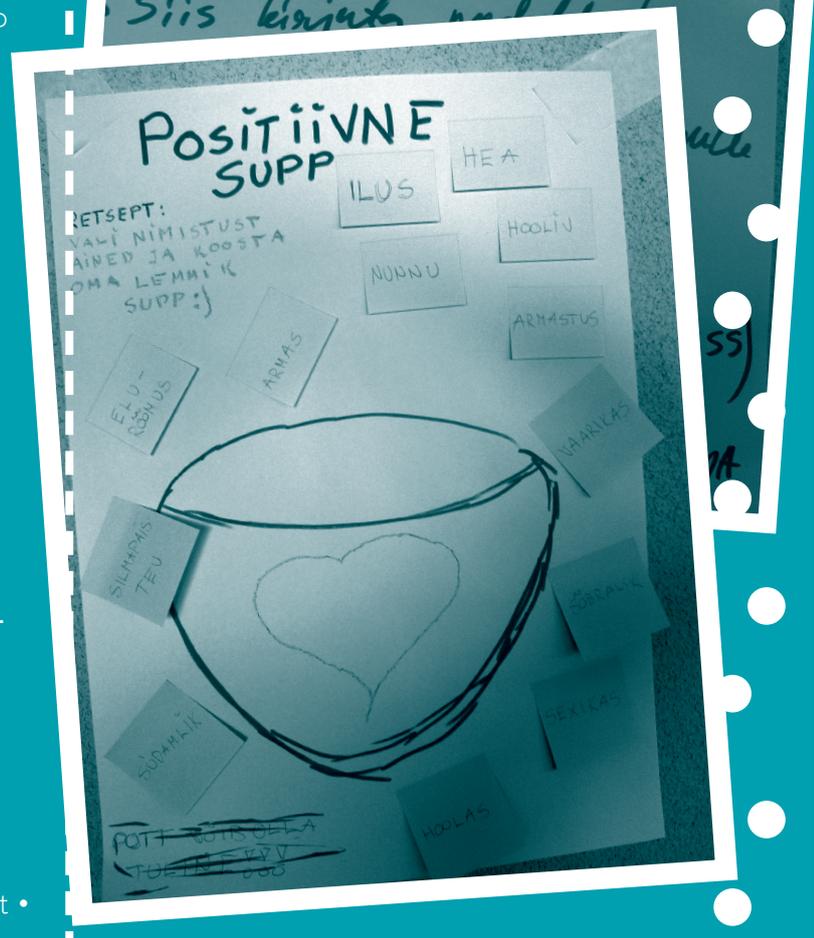
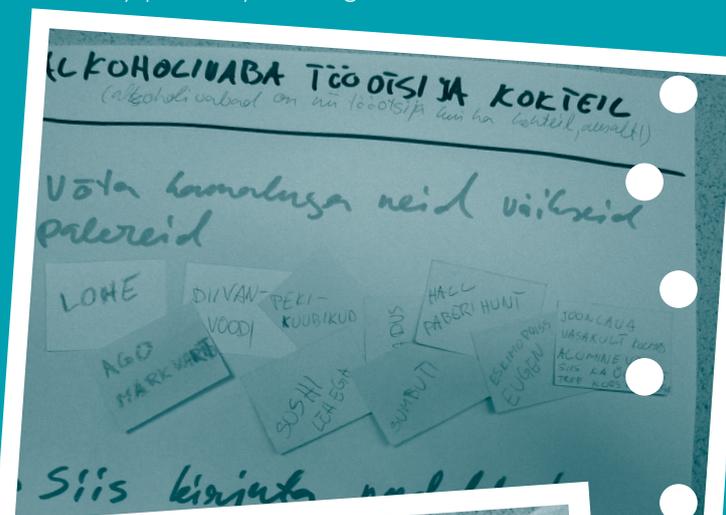
What are the drawbacks of being a job-seeker/ unemployed?

- Nothing to live on
- Nothing to do
- Boredom, ennui
- Impacts self-belief
- Feeling of hopelessness and apathy
- Hard to believe in oneself when no one needs you
- Too much free time
- You have to report in person to the Unemployment

- Insurance Fund every month – bothersome
- What sort of life is this?

How can you be motivated while you are employed and in a working relationship?

- Honesty, frankness
- Joint events (hikes, breakfasts, birthdays)
- Fun
- Recognition
- Possibility of rising higher on the career ladder
- Possibility of self-enrichment, different tasks (no days are alike)
- Feeling useful
- Happy people
- Forthcoming and understanding bosses
- Flexible hours, working from a distance
- Friendly, easy-going team
- Flexibility, possibility of being a self-starter

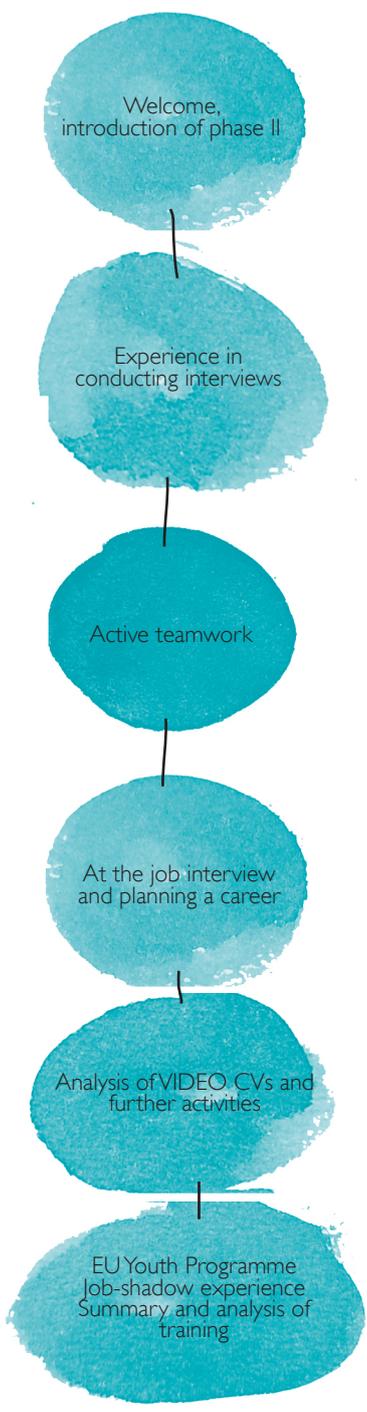


Questions for a creative job interview

- What do you enjoy the most in your everyday life?
- How would you describe to aliens your possible choice of job?
- With what words would you begin your speech on your 75th birthday party?
- Which famous actor could play the role of you as the happiest person in the world?

Tiina Saar, www.aaretesaaree

The key words in phase II (figure 2) are: experience in conducting interviews, teamwork, job interview, career planning and possibilities in the EU Youth in Action programme.



- **EXPERIENCE IN CONDUCTING INTERVIEWS:** After the introduction, phase II of the training in which all participant have the opportunity to share their experience in conducting interviews in small groups. The participants shared who they interviewed and the most important outcomes of the interview. The most important message from each conversation circle was brought into a joint session.

- **TEAMWORK EXERCISE:** was a good continuation to the Bridge building exercise held last time. This time the key task was to undertake, as a team, a journey through a swamp (www.salto-youth.net/toolbox). The task required mutual cooperation, non-verbal communications, attentiveness and patience. After many attempts, all of the participants finished the unknown journey.

- **AT THE JOB INTERVIEW AND PLANNING A CAREER:** Tiina Saar first shared some suggestions what should be kept in mind at a job interview and we came up collectively with answers to creative job interview questions. One participant had the chance to be an interviewee in a sample interview and then received relevant feedback.

With the help of **Küllike Arend** we thought about our own careers and career planning. We touched on topics such as skills profiles, inventory of interests and personal career plan.

On the evening of the first day the curtain was opened and a premiere of video CVs was held in a slightly more festive environment. The evening offered many positive surprises: Each video CV was unique and had the signature of its author. The participants awarded video Oskars.

- After viewing the video CVs, it was discussed how the video CVs could be used in one's job search.

- **THE POSSIBILITIES OF THE EU YOUTH IN ACTION PROGRAMME** were introduced by **Marit Kannelmäe-Geerts**, who answered questions and encouraged the participants to initiate something themselves or to go out and discover the world as volunteers.

- Before the next phase, each participant had a chance to experience **JOB SHADOWING**. We gave an overview of what the aim of the job shadowing is and how to prepare oneself for the experience.

- **SUMMARY AND ANALYSIS OF THE TRAINING:** A look back on the two days of training and input for carrying out the final phase of training.

Important message from my interview:
 If you are already someone who is active on the workforce market, the work will come to you (Mats)
 I must create opportunities for myself in the desired field (Helen)
 I reached the conclusion that what I want is right: One has to have trust in oneself (Liisa)
 I learned that it was hard to make a beginning (Roland)
 One must keep on learning, making progress, acquire as much knowledge as possible and it is never too late (Einike)

Figure 2 Phase II of the training

The keywords of phase III (figure 3) were job shadow experience, entrepreneurship, employment legislation, self-initiative, key competencies, analysis of personal learning experience, view of the future and summary of the training programme.

- **ANALYSIS OF JOB SHADOWING EXPERIENCE** allowed a look back at the job-shadowing experience. We analysed what was experienced in the course of the job-shadowing experience, why we recommend/encourage other young people to take part of a job-shadowing possibility and what we discovered/learned about ourselves in the framework of the interview and being a job-shadow. The most important keywords for participants were added to the treasury of knowledge drawn in the first training.

- **ENTREPRENEURSHIP:** **Meeli Vaikjärv** gave an overview of possibilities for founding one's own company and encouraged participants to think about how to be self-employed. We touched on what characterizes an entrepreneur; what kinds of support measures allow enterprises to be founded and what are the most important points of a business plan.

- **EMPLOYMENT LEGISLATION:** **Kristel Kadak-Rahman** touched on the most important aspects arising from labour legislation employment contracts, assessing taxes on wages, computing wages, and remunerating work and holidays. She answered participants' questions.

- **OPEN MARKET** offered participants time and space to raise topics and questions they found important. In this manner, participants received examples of what or who inspires them, they could share their experiences in applying for jobs and shared thoughts of how to continue the joint learning journey in the form of a summertime meeting.

The participants themselves were in charge of preparing and organizing the evening festivities.

- **ANALYSIS OF STUDY EXPERIENCE:** The basis for analysing the things learned in the training course was the key competences covered in the first phase of training. Participants were asked to take a look back at the entire training course and think about the fields in which the most learning took place. Participants wrote down their learning experience along with specific examples, and this was the basis for creating a Youthpass. After the training, the participants received their Youthpass, which they had helped to create.

- **LOOK TO THE FUTURE** allowed participants to think forward in time to autumn 2010 and to imagine where they would be then and what they would want to be doing. As the first step, participants drew a picture of themselves and then they wrote down the answers to the following questions: What gives me energy? What is possible to do today to achieve the desired future? Who can help me?

- **SUMMARY OF THE TRAINING:** We took a look back at the entire training; everyone could share the things that were most meaningful for them and write down their thoughts on a feedback form.



Figure 3
Phase III of the training

Pearls of wisdom from being a job-shadow:

- I found a "sister" for myself.
- I can be a helper in future.
- Even the most ordinary things can be turned into art.
- Jewellery art is even cooler than I imagined.
- Inspirational people shine.
- Every new contact brings new opportunities.

Why we recommend being a job shadow:

- It gives the opportunity to see the desired profession as it really is.
- New, even bigger ideas are born.
- It shows that education does not always count.
- You can make any request without fear of being fired.
- Helps make decisions for the future.
- Broadens horizons.
- A step closer to a job offer.
- Gives new ideas.

SUPPORTING THE LEARNING

In addition to the training programme, mini-projects supported the learning process for each participant — carrying out interviews and job shadowing. On one hand, the goal of both mini-projects was to support everyone's learning and raising their awareness about the field of work they are interested in, while on the other hand, they posed a challenge for the participants. Establishing the first contact, explaining needs and desires and conducting the interview can be a challenge for many, requiring them to rise to the occasion.

Interview as an informative conversation

The goal of the interview was to understand the activities, roles and responsibilities of a person from a field of interest. Each participant had the opportunity to find a person with whom to conduct an interview. The person could be someone from whom something could be learned from or whose activities are inspirational for the participant. It could also be a case of someone who works in what the applicant considers a dream job. It was the participant's task to establish contact with the desired person and prepare questions. After conducting the interview, everyone prepared a written summary of the interview.

Kätlin conducted an interview with Tauri Tallermäa, as “he is fairly similar to me and it is also my goal to be self-employed and lead an exciting life, talk to people, offer them what they need and experience personal growth at the same time.”

Conducting an interview was a relatively new experience for me. During this time, I practiced on my friends, but also experienced total ignorance and lack of interest. In any case, I conducted my interview with a person who can be called one of my role models. So basically, I have everything sorted out — what to do, how to be and where to go. ©. (Ander, Illimar Paul, CEO of Sensei OÜ).

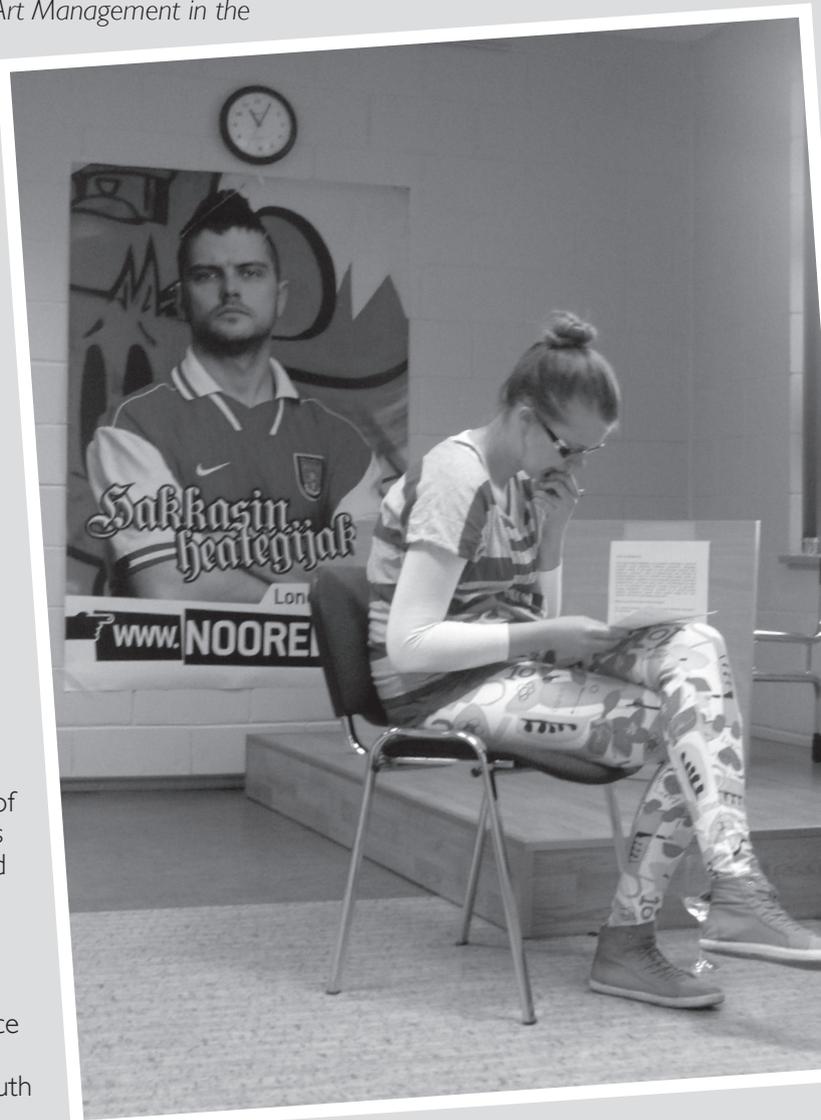
I came into contact with her a couple years ago in the class of Art Management in the University of Tartu, which was memorable as a very encouraging and eye-opening for a young artist regarding opportunities for creative activity in Estonia and financing it. (Laura, Reet Pulk-Piatkowska, director of the Tartu Art Museum exhibition building).

The summaries bear the signature of each interviewer and reflect what questions they were interested in and how each participant approached the interview. There were also those who did not find the desired person or who for personal reasons (health) did not get to the point of conducting the interview. At the same time, it can be said that this was a good task for putting the participants' entrepreneurship and creativity to the test. Secondly, it also leads to development of self-expression skills, which are expressed in the ability to establish a rapport, prepare the interview questions and conduct the interview. It is important to develop analytical skills: It is one thing to conduct the interview, and another to draw conclusions and make sense of what was heard at the interview.

Job shadow

A day as a job shadowing is one way to learn and to get to know more about the nature of a field of interest. The goal of job shadows in the broader sense is to understand the areas of activity, roles and tasks of a person working in a given field so that the young person can become more aware of the nature of the field and to receive encouragement for his or her activities.

Between modules II and III all of the participants had a chance to spend one day as a shadow — observing someone else's everyday work. The Estonian National Agency for the EU Youth in Action programme offered support in finding people to “shadow”: The basis selected for finding a job shadow was the description of participants' dream job listed in their application forms and feedback from participants received from module I.



Having learned whom they would “shadow” at work, every participant had to establish contact with them and agree on a precise day for the job shadowing. It was first recommended to study the background of the person shadowed and his or her organisation/enterprise. All participants were asked to write an analysis of the day: What did they learn? The participants' analyses were individual and exceptional, containing colourful descriptions of the whole day:

It was a very busy and informative day. At first I was worried that it would be boring simply watching what others were doing on their computer screens. But luckily there was a chance to move around quite a bit. I showed my own work, too, and received suggestions as to what could be changed or done differently. As a whole, the day provided invaluable experience that could not be compared with anything learned at school (Mats, Saurus CMS, Rene Lasseron).

On the work shadow day I learned that one has to be in the right place at the right time, making the right choices at the right time in the field that one is interested in. This is also the way to personal satisfaction. If you have something you love to do, it is easy to tackle many different problems. Someday, I would also want to have worked where overcoming difficulties is a pleasant challenge and where I would not lose my shine even after many sleepless nights. (Helen, Estonian University of Life Sciences Research Centre for Organic Farming, Elen Peetsmann).

It was exciting for me as an independent observer to study this firm over the one day, how work is organized, and to see how people work in different roles. (Jaanika. Estravel, Katrin Alujev).

... They also asked where I was head chef. When I informed them that I am studying cuisine and that I have been active for a long time in the field and that I was a job-shadow, they were amazed: I had struck them as some head chef at a big restaurant. (Karel, Indrek Kivisalu, former head chef of the President of the Republic of Estonia).

To sum up, it can be said that the job shadowing offered each participant a rich experience and the chance to get to know the nature of a field of interest and to become more aware about potential future work. What was especially positive was that a number of participants were able to show off their work and activities in the framework of job shadowing and to receive feedback. There are also those who are continuing cooperation with the person they shadowed. For example, Mari served as an assistant to jewellery artist Tanel Veenre twice a week. Laura was invited to organize the Polymer festival taking place in August and to administer some workshops.

The analyses of the interviews and job shadows were collected into a comprehensive document and supported the implementation of the entire training programme. The summaries were added to the CD sent to each participant.

Creating the video CV (Kaspar Kaljas, Tiina Saar)

Creating a video CV is often an unprecedented experience in raising their profile on the job market for both young job-seekers and more experienced hands. The video CV is

a chance to highlight who the job-seeker is to the future employer. The basis for creating the video CV is very good preparation and if necessary many rounds of practice before a rolling camera. First a script can be written. The basis for preparing the desired message is careful self-analysis, which helps highlight who I am as a person and where I desire to go. Taking various tests helps to get more clarity. The message to be given forward must incite emotions in the viewer (the employer) and create interest in people.

What to bear in mind:

- In the first 7 seconds the viewer has it clear if he or she is interested in watching the video or not. In 15-20 seconds, we form some opinion regarding the person, including prejudices. The rest of the time is spent on confirming or refuting the first impression.

Before starting to create a video CV, it is important to consider the following aspects:

1. Selection of camera: the technical requirements for creating the video are not very high. Option of using a home webcam as well as the newer mobile telephones.
2. Environment: what environment I want to record my message (sound, background, outdoors, indoors etc.).
3. Light: if necessary, turn on a light or choose a sunnier day. Try to avoid strong contrasts — if this is unintentional.
4. Sound: it is important that everything that is recorded makes it on tape, if necessary use an external or auxiliary microphone. The spoken text must be distinct from the background noise. A beginner is advised to first try indoors. You can always overdub background sound during editing if needed.
5. Editing: If needed, you can add different images, graphics and use your creativity to make the video CV richer.

It is also important to think about what you are saying:

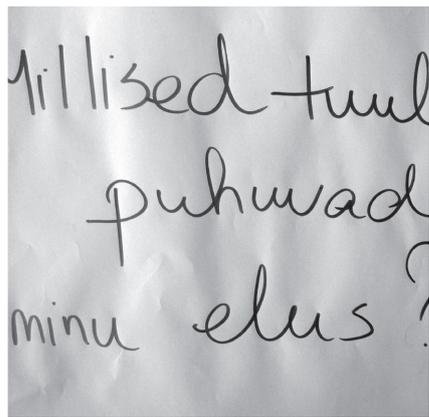
1. Who am I? What am I good at, what have I already done, what I want to accomplish in the future.
2. My interests and hobbies.
3. Different visions (including of my working environment, job and co-workers).
4. Where am I today and where I want to get in life.

A video-CV should stand out from ordinary paper CVs and bring out the person as a personality. A video CV also says something about who the person is: If the assistance of professionals has been used to put together the video CV, it can be assumed that the candidate knows how to also rely on experts in the field in carrying out his or her job duties. It is important to think about whether the video CV is being put together for a specific job or as a universal document. In the former case, it is important to study the employer's background and to bring out clearly why the candidate wishes to work for this employer. The universal video CV gives a chance to make yourself memorable and bring out your distinctive points. When putting together the video CV, it is recommended to put yourself in the role of the viewer: As a viewer we want to experience a diverse picture. Thus both close-ups and perspective shots can be used and to bring out the person's body language, including gestures.

The most important thing is that the person radiates energy and a positive attitude and desire to do something is seen from the presentation.

PEOPLE BEHIND THE TRAINING

The following trainers and experts have contributed to making the “Off to the market!” training programme a reality.



ÜLLY ENN started training young adults as a volunteer peer trainer for the Estonian Red Cross in 1995. She has been connected to the Estonian National Agency for the EU Youth in Action programme since 1997, contributing to practical youth work and youth policy developments in both Estonia and on the European level. Extensive experience from Japan, Russia and Belgium have offered her exciting opportunities to grow, along with engagements as a teachers of youth work and social work and as the author of publications from those fields. (<http://www.salto-youth.net/find-a-trainer/1.html>).

PIRET JEEDAS is a freelance trainer who has been implementing training courses as part of the EU Youth in Action programme since 2001. The following topics appeal to her the most: cooperation, intercultural learning, volunteering, self-management. She enjoys studying and self-enrichment of all kinds, including creation of an open and creative environment. She promotes participatory leadership culture in Estonia (www.kaasamine.ee).



TERJE HENK, <http://euroopa.noored.ee>, works in the Estonian National Agency for the EU Youth in Action programme as a project manager and editor and is the head of EU Youth in Action programme Telepurk. Has been one of the leaders of the “Off to the market!” training programme.

MARJU KÄÄRST, <http://www.rainstudio.ee>, is a lecturer and consultant with extensive practical experience. She graduated from University of Tartu in the field of psychology and has studied practical psychology in the Tallinn Pedagogical University master's degree programme. She is a certified communications coach and has completed in-service training in the field of entrepreneurial and organizational development strategy. She also leads a training course entitled: The job interview — how not to go wrong in your choices.



PILLE-RIIN KÄGO, www.jmk.ee, has been employed at Johannes Mihkelson Centre since autumn 2009. Educated as a lawyer and criminal expert and currently working on her master's in social pedagogy in the speciality of children's protection. Senses that after a long stint in academic field it is time to devote her knowledge and skills to work in which she can take pleasure in the little things.

KASPAR KALJAS, www.kuukulgur.ee, is a young and gifted producer at Kopli Kinokompanii, whose credits to his name include such films as “The Class”, “Vana daami portree” and “Taarka”.

KÜLLIKE AREND, www.tootukassa.ee, works for the Estonian Unemployment Insurance Fund as a career counsellor.

TIINA SAAR, www.aaretesaare.ee, is a career counsellor and the editor of the magazine Tööjõuturg. Has covered from different angles topics related to working success and self-development since the early 2000s. Author of several books, “Tee unistuste töökohani” (“The way to your dream job”), “Karjääri keerdtrepp” (“Spiral staircase of career”), “Kuidas võita maailma parim töökoht” (“How to win the best job in the world”).



MARIT KANNELMÄE-GEERTS, works for the Estonian National Agency for the EU Youth in Action programme as a youth policy coordinator and is responsible for developing study materials for the ESF programme “Developing the Quality of Youth Work”.

MEELI VAIKJÄRV, www.eas.ee, works as a client relationship manager in the Business Start-Up Division of Enterprise Estonia.

KRISTEL KADAK-RAHMAN, www.eestipank.ee, is development director in Eesti Pank's personnel department. She has served as president of the student organization AIESEC and has been the head of the Estonian National Youth Council.

FEEDBACK TO THE TRAINING

Long-term, diverse and activity-filled, the training programme left an impression on every participant. On the last training day, all participants had an opportunity to give feedback on the “Off to the market!” training programme. Participants in the last phase (13 participants) filled in a feedback form.

On the feedback form, participants were asked to evaluate the performance of the training in three fields: the benefits of the training, structure of the training and practical organization. They were also asked to provide an overall rating for the training on a 10-point scale and to describe in short answer form:

- What did they like the most, and what did they consider most valuable at the training?
- What did they not like? Your suggestions as to how to make the training better.
- One specific step or idea that is related to training or participation in the training and which you desire to implement after the training.

Benefits of the training

All of the participants found that the training was “interesting” and “broadened their horizons 100%”.

- Very many useful contacts, new information, self-discovery, opportunities in the world.
- Yes, because I made a video CV for the first time in my life, met new people, got information about becoming a volunteer.
- A more realistic picture.
- Many interesting people came to talk to us about interesting things.

Eleven participants did not agree at all with the statement that they could have done something more useful instead of attending the training. Two participants “somewhat disagreed” with the statement.

- I was extremely glad that I got to take part in this magnificent experience.
- I couldn’t have done anything more useful instead, because then I would not have known how much I would have missed.
- The trainers had gone through some trouble; I felt that I was valued and that a genuine interest was taken in my future.
- Would have just sat and done nothing at home and stared out the window.

It brings up the question of whether I would have had anything better to do. An experience is an experience.

Nine training participants found that the training conformed completely to their needs and expectations as participants. Three participants “somewhat agreed” with the statement. One disagreed and explained that the training course exceeded expectations and was much better than hoped.

- There was quite a bit that was good and unexpected.
- A bit more sharpness, however it might be expressed.
- Yes, new, informative, instructive, fun.
- I received information that met my expectations.
- It even exceeded my expectations.
- I had originally imagined something more specific — that I would be sent to the current job market.

Twelve participants “agreed completely” with the statement that they received inspiration for the future; one participant “agreed somewhat”.

- Especially regarding fields in which I would like to be an entrepreneur.
- Yes, I would have the confidence to apply for other positions, more willing to try new challenges.
- I would gladly take part in future in some EU Youth in Action programme (voluntary activity, youth initiative).
- I know how to act and talk in certain situations.
- I am more open and bolder. I definitely have the confidence and want to take part in many more different projects.

The participants rate highly the benefits and value of the training. The training has broadened people’s horizons and given inspiration for further activity. The training met the expectations of the participants and many participants thought that the training was much more than they expected at the outset.

Structure of the training

The training schedule/programme was good and suitable for 10 participants, three participants “agreed somewhat” with the statement.

- The key to success was good organization.
- The schedule on some days was too busy, and the information could not be absorbed.
- It was in place from the beginning.
- It was too bad that phase I and phase II were two days each, just as one finally had a chance to start to get oriented and adapt, it was time to leave.
- There was enough of both carrot and stick to go around.
- There was plenty of change of pace; the programme was stimulating and rich in content.

All of the participants found that the trainers did a good job organizing the training.

- I would even say they did a very good job.
- Exciting, rich in contrast, captivating, fun atmosphere.
- I have not met such good, sincere and caring people in a long while.
- Positive.

Six participants “agreed completely” with the claim that they as participants gave 100% in the training; five participants “agreed somewhat”.

- Nothing is perfect and certainly some things could have been better in hindsight.
- Some things were pared down a bit.
- Yes, living in one spot results in a feeling of belonging faster and more easily, a collective group feeling.
- Sometimes I lurked in the background, too.
- Sometimes I hold myself back; sometimes I take part with pleasure.
- A very active period, but it will take a bit of time before I am able or want to open myself up completely.

The timetable and programme of the training were suitable, even though it was mentioned in the feedback that sometimes the schedule was too activity-filled and the two-day training format was too short. The trainers created a captivating, open and varied study environment. Participants have

admitted that it was hard at times to be 100% present at the training and that opening oneself up takes time.

Practical organization

Ten participants disagreed with the statement that the preliminary information about the training was not sufficient.

- Everything was nicely available.
- It was sufficient.
- Everything was 100% in place and good.

Eleven participants “agreed totally” with the statement that the training was well-organized. One “somewhat agreed” and one “somewhat disagreed”.

- The hotel service left something to be desired.
- It was good that besides two super-good trainers, a number of other people came to share their knowledge.
- It could have lasted a few more days.

The participants were likewise satisfied with the overall organization of the training: The advance information regarding the training was available. The participants appreciated the fact that besides the trainers, experts from various fields came to contribute to the programme.

What did they like the most, and what did they consider most valuable at the training?

To a fairly great extent, participants cited the importance and role of other participants. They appreciated that the training group was diverse and well-selected. They also noted how much it was possible to learn from fellow group members.

- New friends and acquaintances to spend time with and exchange ideas later on. To get useful information and ideas from them. And new knowledge also constitutes important values.
- All of the participants in training. With all that was good and bad. Much was learned from them and much left to learn.
- Participants in the second training.
- The group setup was ideal.

They also valued the opportunity to get to know oneself better, which was accompanied by a significant rise in self-confidence.

- And it was good to talk about oneself a little and let some ideas loose down the spillway, to share the thoughts to get to know oneself and so that the overall quality of intellectual thought would be at the maximum.
- Looking for and finding a rapport with one’s inner self.
- Analysis, looking ahead and back.
- I am more self-confident and bolder. I have a better idea of who I am.
- I wanted to get self-confidence from the training and I did.

Participants have noted the following regarding the structure and the content of the training:

- Video CV, creative and diverse assignments.
- Job-shadowing, knowledge, interview, group activities.
- Being a job shadow was invaluable.
- The analytical exercises and workshops were cool.
- Enterprise Estonia and law “aunties”.
- Non-formal methods.

There was also an emphasis placed on active communications and the feeling of unity that developed during the training. One participant related that thanks to the training I have a better vision of aspects relating to applying for a job, and my quality as a candidate improved.

What did participants not like? Suggestions how to make the training better?

Participants had a very hard time identifying aspects they did not like or what could be better. Some suggestions were made in connection with the structure and duration of the training and attention was paid to the need to deal with the enterprise topic more thoroughly.

- At least three days instead of two days.
- The presentations by guest speakers in the last phase were too short. None of us has our own business yet, but we would like advice on how to start.
- The venue could be better.
- Some days were too heavy on the lecture part.
- If the same format is continued, the final phase of training should be three instead of two days.

What specific step or idea related to training or participation in the training do you desire to implement after the training.

- I want to take more self-confident steps and be more self-confident in general in my activities, in applying for jobs and expressing opinions. I would like to dream bigger dreams and work in that direction.
- Designing a clear, correct and attractive website.
- After the end of school, I will do my first earnest attempt to find work related to my speciality, drawing on all that I have learned.
- Making a new and better video CV independently.
- I will organize my CV into a better document; always ask many questions all the time.
- I will start drawing.
- I want to take part in some EU Youth in Action programme.
- Company.
- I want a job but I believe I could tackle some project before I finish school.
- Enter the job market.
- Training in cooperation with EU Youth in Action programme.
- Giving my CVs, communications networks, contacts a total overhaul, assessing values, learning time management.
- I’d like to try out some youth project, too.
- My idea is to start a job-seekers support group in my own hometown as well.

Seven participants gave the training a rating of 10 on a 10-point scale. Five participants have a rating of 9 and one, a rating of 9.5.

The participants have pondered specific steps to be taken after training. It can be noted that participants as job-seekers have a readiness to refurbish their CV or put together a new video CV. They also want to take part in some EU Youth in Action programme. They also want to start something themselves, their own company or project.

DEVELOPMENT OF COMPETENCIES IN THE COURSE OF THE TRAINING

On the last day of training, the participants analysed their studies in the framework of training as a whole in accordance with the framework of key competences. The framework sets out eight key competences:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship; and
8. Cultural awareness and expression.

It was important to understand what a given competence constituted and how to assess development in the framework of a given competence. All participants received a Youthpass as a result of the analysis of key competences. The Youthpass is a method used in the framework of the EU Youth in Action programme of describing and demonstrating what was learned through participating in projects and at the training both for participants themselves and people on the outside. "Competence" refers to a combination of knowledge, skills and attitudes that together support a person's self-actualization, social integration, civic activity and professional competitiveness. In the following we provide an overview regarding competences that participants worked with the most as a result of analysis. Eleven people asked for the Youthpass, and of these two participants also wrote a summary in English.

- **Communication in one's mother tongue** is the ability to express thoughts, emotions and facts orally and in writing and to interact in the appropriate manner

Almost every participant noted that thanks to participating in the programme their communications skills in their mother tongue improved. Improving communications in one's mother tongue was supported through an interview conducted, preparing the video CV, drawing summaries, preparing a letter of motivation, filling in the admission application for the training, participation in group work, self-analysis exercises.

Thanks to the interview with specialists in my field and the work shadow day I have understood and have started developing in myself professional use of language. That means using the right words and expressions in the right context (Ander).

Preparing a video-CV gave me a chance to practice introducing myself very briefly, as a result of which I now feel that I can express myself more concretely, briefly, without losing sight of the goal (Einike).

I have developed the ability to summon my boldness in establishing contact with strangers if necessary and I feel more at ease and bolder in communicating with them. I am better at expressing personal thoughts, expressing my opinion and offering recommendations on my own. (Lilika)

- **Communication in foreign languages** is the ability to express oneself in a foreign language and to understand foreign languages, understanding and accepting cultural differences and diversity, curiosity toward languages and intercultural relations.

Five young people noted that they understand how important the need is to learn some other foreign language. Communicating in a foreign language improved in the course of job shadowing or through the interview experience as well as through visiting various foreign-language web links.

I have learned of and visited a number of foreign language Internet sites that offer the opportunity to become a volunteer. Work shadow day provided an opportunity to translate into Estonian and to browse articles in English and take part in an English language lecture (Helen). Thanks to job shadowing day I understood that to achieve competence in my field I would have to learn one additional language used in the EU (Ander). I have realized that the more foreign languages I am proficient in, the more cultivated I become in terms of cultural differences and diversity (Liisa). In conducting interviews with experts in my field, I learned a few more specialized terms in English (Mats).

- **Mathematical competence and basic competences in science and technology** are the ability to use logical thinking in solving everyday problems and to make conclusions based on the facts.

Three people assessed the change in the framework of the aforesaid competence, which has the result of various team games and participation in group work in the course of the training. The long-term structure of the training supported the development of time management skills.

At the training we played different team games designed particularly to increase planning and negotiating skills, such as The Bridge building Game, where two groups must ultimately put together one bridge. The ability to think a few steps ahead to avoid problems (Kätlin). In group work and in the process of realizing my skills, I discovered that even though I am an artistic person, I come into contact fairly often with practical problems such as having to build something in the course of preparing an exhibition, making frames and mounting boards for paintings etc. I have acquired skills that require a certain mathematical competence and technical thinking skills (Laura).

Time planning is now clearer for me and I know how to draw conclusions based on facts. Time planning skills are better thanks to the time-intensiveness of the training. (Liisa)

- **Digital competence** is expressed through skilful and critical use of IT and includes the ability to use a computer and the Internet.

Seven people highlighted changes in their information technology competence. Several people had learned to provide a digital signature during the training. Creating a CV and means of distributing it by Internet, and increased awareness of various Web-based programmes are some of the examples of developments in information technology competence.

Creating a video CV gave me practical experience in filming, lighting and film editing. In the course of the training, various ways of using video CVs via computers and the Internet were introduced — methods that I also use (Einike). Now I know how to develop myself in this field. Professionally speaking, even better knowledge of AutoCAD and in other respects, use of digital signature for instance. In addition, various IT possibilities to use to raise one's educational level (Roland). I used a digital signature for the first time (Silver).

Now I have better idea of how to use IT to my advantage. Once again, on job shadowing day I came into contact with a modern specialized IT solution which gave me a new experience and added impetus to bring myself up to date with new developments (Ander).

- **Learning to learn** is the ability to organize one's studies, be responsible for one's studies, to overcome related obstacles, and analyse and evaluate one's study results.

All participants noted that their communications skills had markedly improved. Many participants noted that they were aware of non-formal learning and key competences. The development of self-analytical skills was supported by various tests, self-analyses and assessment of study results in the framework for key competence. By participating in the training, participants reached the understanding that leaving their comfort zone is one way of learning. Observing trainers has raised awareness of how participants could themselves convey the desired material to others.

I have received confirmation that the non-formal method of learning is much more exciting than something more narrowly focused on my own needs (Einike).

I am now aware of the eight key competences and know how to analyse myself from multiple aspects (Helen).

Thanks to the tests and self-analysis administered in the training, I am more aware of what learning style suits me, and in what environment I can learn most effectively (Laura).

I now know how to use my skills and knowledge. At many instances, it made me exit my comfort zone. I now feel comfortable coping with obstacles (Liisa).

I have learned how important it is to analyse each step, thanks to which I am better able to make sense of the things I have learned and the experiences I have gained. I realized that exiting my comfort zone along with surmounting difficult obstacles helps broaden my horizons and makes me feel better (Lilika).

I am much better now at being able to evaluate, analyse and criticize my study results. The most motivating moment of all of the training was the job shadowing experience, which proved that I really want to work in my desired area with all my heart and become a professional (Mari).

I am now aware of the European Framework for Key



Competences and I know how to use them, analysing my learning experience on their basis. Thanks to the training, I have developed self-analytical skills, and I know how to find opportunities to overcome obstacles and see the positive side (Roland).

I now know how to teach others more productively. During the training I kept an eye on the trainers as well as the trainees and understood that what was very important was how to learn and what to do to convey what you have learned to others in an understandable manner (Ander).

- **Social and civic competences** are the ability to interact in an appropriate manner with friends, family and colleagues, socialize with people of different backgrounds and resolve conflicts in a constructive manner. Having an overview of what is taking place in a village, city, state, Europe and the

world; knowledge of democracy, civic society and human rights conceptions and ideas and participation in social life.

Eight people cited changes in the framework of this competence. By participating in group work and solving problems, the participants engaged in cooperation with group members with different backgrounds and experiences, allowing them to be more tolerant toward differences. Trust in other people has grown through cooperation, along with preparedness to be an active citizen in society.

By doing different group work and assignments at this training, I learned to get to know other people, supported by the fact that the group of training participants included people of different ages and backgrounds (Einike).

I received good teamwork experience in the company of young people who were multifaceted and complemented each other, and I practiced group functioning in different roles. I am more tolerant, I have an appreciation for differences (Laura).

I am a person who takes a while to adjust to new people, as I have a fear that my trust will be misused. Now, after training, I have understood that there is no reason to agonize so much over this. Trust yourself first. In putting trust in other people as well, you will notice that you are surrounded by people with completely different backgrounds (Mari).

The course helped me to understand that I am able to communicate with people with different backgrounds, interests and needs and to find a common topic in communicating with them (Silver).

I learned that I can apply my experience and knowledge also through EU youth work projects and initiatives. And also through volunteer work and thereby demonstrate more civic initiative (Ander).

- **Sense of initiative and entrepreneurship** are the ability to work toward bringing their ideas to life, creativity and innovative, courage to take risks, project management skills.

Ten people noted a change in the framework of initiative and entrepreneurship competence. The job shadowing project has led to an understanding of what sort of work a young person wishes to do as well as the possibility of being associated with the desired speciality in the future as well. It has also contributed to making specific dreams come true. Self-confidence and courage for taking risks have grown. Making contacts with other people is a key value.

In connection with the job shadowing day at Polymer Culture Factory, which was held as a part of the training, I had the opportunity to take part in organizing the Cultural Factory Festival in August 2010. I made new contacts in the community in my field (Laura).

The training restored my faith in the possibility of working my dream job. Once again I believe that if you do something with all your mind and heart, the whole world will soon see it (Lilika).

Thanks to job shadowing, I have a good chance to periodically develop my knowledge in the goldsmith field, which is to some extent an advantage when it comes to admission to the Estonian Academy of Arts. I am bolder



about executing my ideas and I am prepared to take on new challenges. Thanks to the training, I have established many different useful contacts, which/who can prove highly beneficial in future (Mari).

I have gained many new acquaintances and skills and I have also made my dream come true — meeting the presidential chef (Karel).

I am now convinced that by being active and curious I will be able to bring good ideas to life along with my team. I have the courage to take risks as I know where to get help if I should encounter an obstacle (Roland).

Taking part in the training and the work shadowing project signalled to me that I should make strides toward my dream job, something that supports creativity and innovativeness (Silver).

- **Cultural awareness and expression:**

Seven people analysed their development in the framework of this competence. Thanks to people of different backgrounds, different creative activities are valued and people have discovered previously hidden talents.

Thanks to the diverse background and experiences of the participants I now have a better understanding of different creative activities and feel more at home in the creative community (Ander).

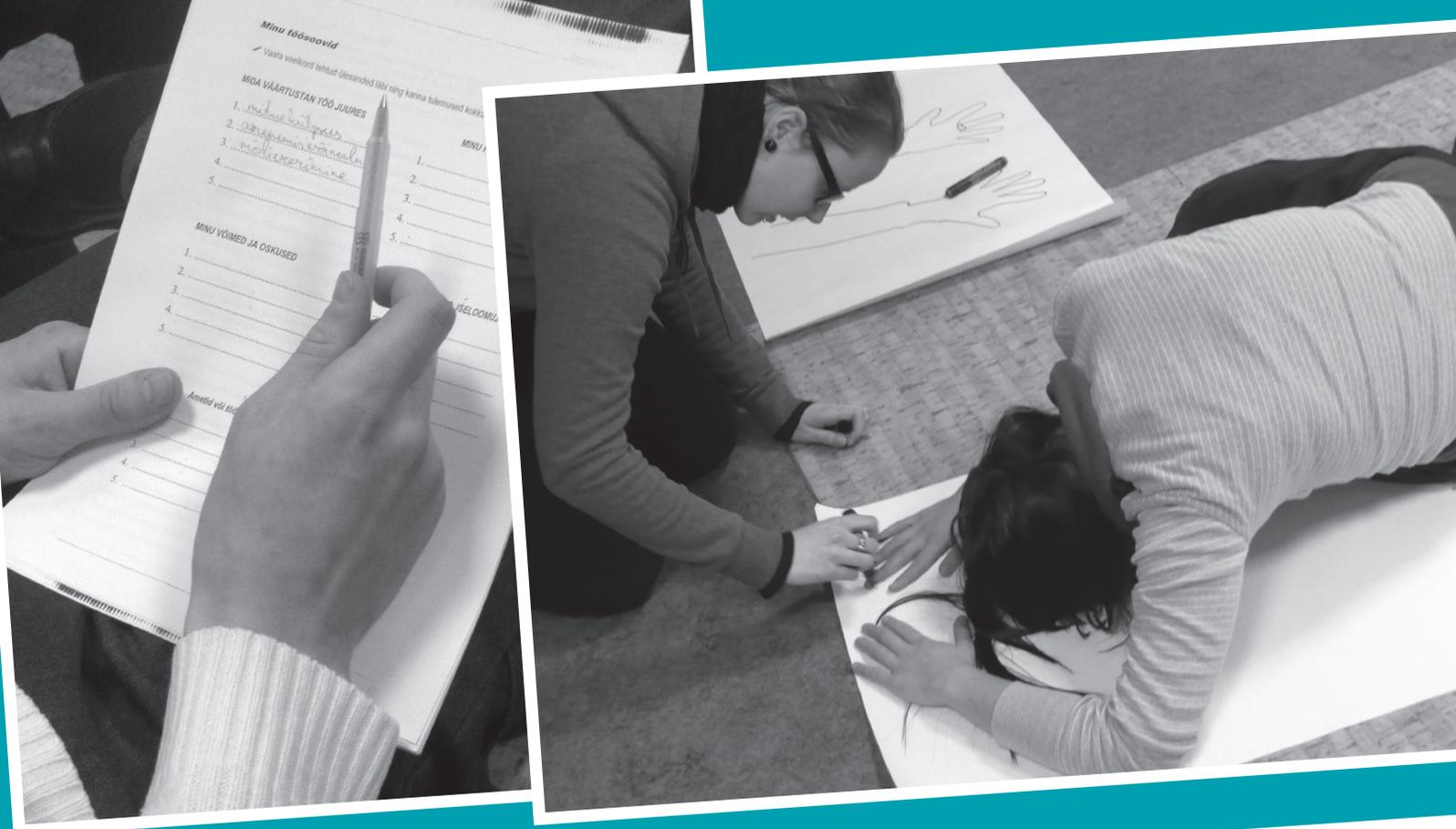
I am now convinced that by being active and curious I will be able to bring good ideas to life along with my team. I have the courage to take risks as I know where to get help if I should encounter an obstacle (Roland).

I now have a better idea of the values that are part of my participation to date in the work of the Tartu Student Theatre (Roland).

I rediscovered my literary interest, which had been relegated to the background, and after the video CV experience I could sit in front of a camera for hours (Mari).

As the training drew young people from across Estonia, I also learned how people represent and demonstrate the hometown culture (Karel).

To sum up it can be said that the young people's learning experiences in the framework of the various competences were diverse. The participants were successful in self-assessments in the framework for key competences. They are also able to give insight into their learning experiences using specific examples. As a whole, the training supported personal growth in all of the participants.



CONCLUSIONS AND FUTURE PERSPECTIVES

On the basis of the survey of the content of the training and feedback form participants presented in the previous sections, we can conclude that the participants gained knowledge on career planning, developed their self-assessment and public speaking skills, practiced interviewing for jobs and learned about the possibilities of the EU Youth in Action programme and opportunities for starting a business.

Through homework assignments, the participants received experience in conducting an interview with specialists from an area of interest to them and shadowing them at work in order to learn more about their profession and particularities of their organizations in more detail and to establish contacts in their speciality.

Instructional videos produced during the training dealt with the content and technical aspects of video CVs and were meant as a resource to be used for everyone with an interest in creating a video CV. These learning videos and video CVs made by participants can be viewed at the EU Youth in Action programme Telepurk (<http://europa.noored.ee/telepurk/cat/8/12/new>).

One way of assessing the productiveness of the training is to use the output criteria set as part of the preparation for the training. As described earlier, the output criteria of the training were defined as follows:

- the young person who completes the training series is self-aware and has acquired certain competencies that he or she can apply in his or her life;
- participants have found new self-actualization opportunities, including in the framework of the EU Youth in Action programme;
- a unique database consisting of video-CVs is a good springboard to the job market and an innovative environment for both job-seekers and prospective employers;
- a cooperation project to which both state-level organizations and the private sector contribute, alleviating the situation on the youth job market;
- the training programme helps raise the perceived value of non-formal education.

It is thus evident that in this case the output criteria were not defined (solely) from the position of the student's competences but dealt with the broader ambitions of the National Agency of the EU Youth in Action programme which organized the training. As described in the previous section, the training proved to have a very strong impact on the development of the participants' competences, as perceived by the participants themselves. An increase in self-awareness and positive attitudes is clearly evident as well.

As of the time of this writing (May 2010), two of the participants have already found work (one as an office manager and the other in the construction sector), while one is continuing to work with the specialists in jewellery art who offered the job shadowing experience; others have said that they are considering volunteering abroad with EU Youth in Action programme support or being active in other projects, planning to continue their education or start a business... It is with

this sort of diversity in mind that the impact and outcomes of the training should be evaluated, taking into account not only the creation of an employment relationship but also the assessments of the youth themselves as to how secure and knowledgeable they will feel in their further steps on the job market or what new ideas and opportunities for activity participating in training has created for them, etc.

All of the participants created a video CV (16 of them) and pursuant to the analysis of this learning experience, a number of participants decided to publish their video CVs on the EU Youth in Action programme Telepurk website (while some did not want to publish their first effort as they want to create a new and better one or had set the goal of passing the video CV creation course as a learning experience and do not want to start using it yet). Thanks to the support activities related to the training, the video CVs have received some more coverage, including both through communications partner organisations and media coverage on the ETV programme Terevisioon, the youth work paper AKEN etc (see Appendix 3). Yet it is clear that there is plenty of promotional work still to be done as this is such a new and little-known approach.

With regard to cooperation it was gratifying to note that the project involved many partners from both the private and public sector; all of whom made a worthy contribution to achieving the goals. This was the case in both broader publicity (for instance, the Unemployment Insurance Fund and media partners, coverage of topics (trainers who carried out the various sessions), video CV preparation (personnel search experts and employers' representative) etc. In the interests of broader awareness it will undoubtedly be necessary to continue the functioning cooperative ties and to expand the cooperative network. Undoubtedly this has contributed also to greater awareness of and value placed on non-formal learning in both the youth work field and more broadly, clear awareness of non-formal learning is reflected in analyses of young people's educational experience (see previous section).

The Estonian National Agency for the EU Youth in Action programme plans to contact the participants in the training again in autumn 2010 to study the impact of the training and results with a longer-term perspective. With the support and some cooperation partners in the youth work field, information has also been sent to those who applied for the training but were not selected regarding additional opportunities (the EU Youth in Action programme, AMICUS, Eures employment agency offers, a pilot project coordinated by the Estonian Youth Work Centre in cooperation with the Unemployment Insurance Fund that creates volunteer opportunities in youth associations for young unemployed people etc). Today some of the youth have already started volunteer activity in Estonia and abroad in the framework of the aforementioned programmes.

Based on the experience of the "Off to the market!" training programme and the aspects described above, it is evident that more attention should be paid in youth work to supporting employment readiness in youth and especially to involving young job-seekers (young unemployed). The "Off to the market!" training programme was held as a first-time large-scale endeavour; but the training approach

and the methods developed and used in the training can certainly be used in future, by other personnel in the youth work field and in different sorts of contexts. The Estonian National Agency for the EU Youth in Action programme is glad to share its experiences with and serve as a resource to anyone interested in the subject. All the more so considering that there are an unlimited number of opportunities for involving job-seekers, be it in the framework of various youth involvement programmes; training courses and workshops for supporting video CV creation; or more broadly based on the needs and interests of young job-seekers; seminars, training courses, conferences and other projects aimed at developing the competences of specialists dealing with young job-seekers...

On the nationwide level, 2010 saw not only the "Off to the market!" training programme but also a project for providing unemployed youth with volunteer work, and the implementation or planned implementation of support activities aimed at specialists in the youth employment field. In future however, more hope is being placed on intensifying activities aimed at job-seekers in youth work on the local level, such as by open youth centres and youth associations. After all, the untapped potential for testing innovative and creative approaches could lie precisely at the local level — in an environment that is close to the youth as possible. It is also important that youth workers be up-to-date with examples that support the employment readiness of youths and young job-seekers, including in youth work and other fields, such as Enterprise Estonia programmes, county development centres activities aimed at young job-seekers etc.

In the youth field more broadly, more attention should be paid to the impact of youth work activities and non-formal learning insofar as they support youth employability and opportunities for success on the job market. On the basis of merely the analyses of the "Off to the market!" training participants' learning experiences (see the section entitled development of competencies in the course of training) there are a large number of examples of how youths themselves see such developments. Undoubtedly youth workers and trainers administering the training courses can be source of support for youth — so that they would not only acquire new competences but also be able to present and justify their competencies to employers or upon admission to an educational institution.

It is just as important to support developments on the state level so that young job-seekers and young unemployed (in the sense of official employment statistics) would continue to enjoy social guarantees during the period they are engaged in youth work activities, and that special attention be devoted in cooperation between various partners to eliminating economic obstacles which could decrease the opportunities of young job-seekers to participate in youth activities (such as supporting travel expenses etc.).

APPENDICES

APPENDIX 1. Participants in the “Off to the market” training programme

ALDI PEETSO
 ANDER MÄNNAMÄE
 EINIKE MÖTTUS
 HELEN LIIVA
 JAANIKA OST
 JANNO KOOBAK
 KAREL KUUSKMANN
 KÄTLIN JÄGER
 LAURA PÕLD
 LIISA RAUDKEP
 LILIKA TORIM
 MARI SAAREPERA
 MATS HEINSALU
 ROLAND KIVITARE
 SILVER HANSEN
 VEIKO KIDRA

APPENDIX 2. Individuals and companies who provided job shadowing experience in the framework of the training programme

ROLAND KIVITARE	VIRKO ANNUS, ESTONIAN RADIO THEATRE, TEATRIPOYGON SCHOOL OF THEATRE, EESTI IMPROVISATIONAL THEATRE
LAURA PÕLD	JAANIKA KUKLANE, POLYMER CULTURE FACTORY
EINIKE MÖTTUS	MEERI KLOOREN, RURAL ECONOMY RESEARCH CENTRE
MARI SAAREPERA	TANEL VEENRE, JEWELLERY ARTIST
KÄTLIN JÄGER	MADIS JÜRGEN, EESTI EKSPRESS
ANDER MÄNNAMÄE	TARMO TREI, AS LOGISTIKA PLUS
MATS HEINSALU	RENE LASSERON, SAURUSED OÜ
KAREL KUUSKMANN	ELEN PEETSMANN, ESTONIAN UNIVERSITY OF LIFE SCIENCES RESEARCH CENTRE FOR ORGANIC FARMING
HELEN LIIVA	KATRIN ALUJEV, ESTRAVEL
JAANIKA OST	ART ARVISTO, ERKI NOOL SCHOOL OF ATHLETICS
JANNO KOOBAK	KADI JAANISOO, ETV “PEALTNÄGIIJA” (ESTONIAN PUBLIC BROADCASTING)
LILIKA TORIM	RENE BÜRKLAND, DAO CENTRE
LIISA RAUDKEP	KRISTIAN LEMBER, VELVET
SILVER HANSEN	KAIRE METS, SA PÕLVAMAA ARENDUSKESKUS
ALDI PEETSOO	KAAREL OBERSCHNEIDER, KEHTNA ECONOMY AND TECHNOLOGY SCHOOL
VEIKO KIDRA	

APPENDIX 3. Media overview of the training programme

Koostatud 01.06.2010

27.05.2010 Noorsootöö leht Aken: Noorte tööhõivevalmiduse toetamine – noorsootöö võimalus panustada Eesti inimesse ja jätkusuutlikkusse

27.05.2010 Noorsootöö leht Aken: Noori õpetatakse hakkama saama töö otsimise ja töötamisega

27.05.2010 Noorsootöö leht Aken: Euroopa Noored hoiustasid projektivideod ühte Telepurki

20.04.2010 Noorsootöö leht Aken: Noored tulevad video-CVdega tööturule

19.04.2010 BNS: Noored tulevad video-CVdega tööturule

19.04.2010 Postimees: Noored tulevad video-CVdega tööturule

13.04.2010 Noorsootöö leht Aken: Programm Euroopa Noored lükkab noored töötajad tööturule

13.04.2010 Noorsootöö leht Aken: Video-CV - mis, miks, kellele ja kuidas?

19.01.2010 Eesti Päevaleht: Ütle videoga tööpakkujale: Tere! Mina siin!

17.12.2009 Koit: Noored töötud saavad endale videoCVd

16.12.2009 ERR uudised: Koolitusprogramm õpetab video-CV tegemist

16.12.2009 ETV Terevisioon: Koolitusprogramm õpetab video-CV tegemist

16.12.2009 Raadio 4 Tipptund: Algas noorte koolitusprogramm Tulen turule

15.12.2009 Kuku Raadio Ärataja: Intervjuu Terje Henkiga

14.12.2009 Postimees Online: Noored töötud saavad endale video-CVd

14.12.2009 BNS: Noored töötud saavad endale video-CVd

14.12.2009 Noorsootöö leht Aken: Töötute noorte koolitusprogramm „Tulen turule!“



Video-CV's in Telepurk; better awareness of oneself and skills to share this with others; knowledge, skills and attitudes; labour market; good company; motivation; employers and their skills; entrepreneurship; voluntary work; projects in the framework of EU Youth in Action programme; job shadowing experience; outdoing and challenging oneself ... this all and more in one story of a training programme called "Off to the market!" for young job-seekers.

The participants of the training "Off to the market!":

"My dream job would be to become president's chef"

"I am extremely happy that I got the chance to take part in this amazing experience"

"Yes, new, informative, educative and fun"

"Being a job shadow was a priceless experience"

"This training restored my faith in possibility to do my dream job. I believe again that if you do something with your sole and heart in it, then the whole world will notice it soon".