



# Report on the statistical data analysis of the youth centre log-book 'Noorte Tugila/Youth Prop Up'

Kairi Kasearu, Avo Trumm  
UT Institute of Social Studies

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## Introduction

Young people who do not study or are unemployed (YNSE) have garnered more and more attention in recent years. The 2012 Eurofond report raised an important political issue in Europe regarding the societal involvement of the youth. The research results are used to explain the amount of YNSE-youth and the main risk factors contributing to becoming an YNSE-youth. A 2012 report pointed out that among 15–29-year-olds, Netherlands (5%) has the smallest number of YNSE-youths and Bulgaria the highest (24%); Estonia was placed in the middle of the list in terms of the percentage of YNSE-youths (15%).

Research carried out in Estonia has shown that the YNSE-youth is a very heterogeneous group both in terms of risk factors and the socioeconomic situation (Kasearu and Trumm 2013). Furthermore, young people are the social group with the most direct experience of job market changes and the socioeconomic processes in society. While during the recession, young men formed more than half of the YNSE-youth, then in recent years the ratio of young women has increased (Statistics Estonia 2017). The increasing number of YNSE-youths in Western societies has commonly been explained by a general societal change. It has been attributed to processes that could be described as the individualisation of social risks and the deinstitutionalisation of the arc of life (Ring 2004, Beck 1996, Giddens 1988), in which the norms, rules, and institutions that determine one's individual decisions and choices have lost their importance. Thus, the abundance and flexibility of choices (vocation, work vs school, when to start a family, etc.) creates a situation where young people could lose their aim and decisiveness.

Although the number of YNSE-youths has decreased in Estonia in recent years (e.g. see graph 11 of this report), it is still a target group who needs involvement in and returning to education, or support with their entrance to the job market for the sake of themselves, their family, and for society in general. The Prop Up programme, implemented by youth centres, is one way of helping young people escape the YNSE status.

The following analysis is based on the data of the monitoring system of the logbook used by the Prop Up programme. The procurement document of the project states that, *'...the logbook is the youth centres' monitoring system, enabling the youth centres to gather daily statistics' and '...the idea of the logbook is for all the youth centres to gather information uniformly, which, in result, would allow similar data interpretation and production of evidence-based statistics'*. Hence, it is data that emerges throughout the process and is in constant development. That is why it is necessary while analysing the data and interpreting the results to account for specific characteristics stemming from the principles and technical solutions of the logbook. It is important to keep in mind that the youth logbook is first and foremost a tool for youth workers, designed for facilitating and better documenting the work with youth; performing statistical analysis is really its secondary function.

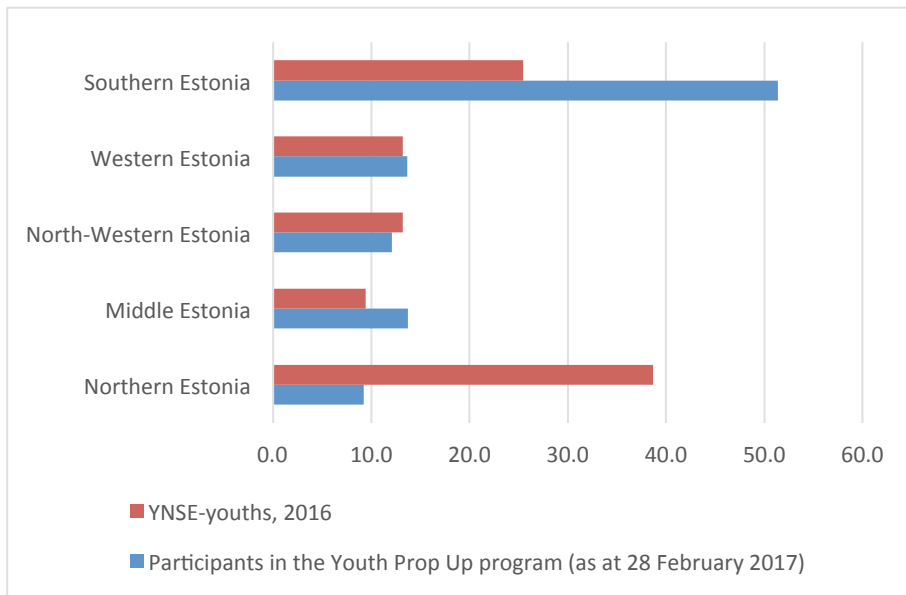
The basis of the analysis is the data entered in the Prop Up logbook in 2016. However, the results in terms of counties are presented as at 28 February 2017.

## The distribution of the youths participating in the programme in terms of regions and phases

First we will review how the youths participating in the programme are distributed between the regions of Estonia and how it resembles the distribution of YNSE-youths calculated based on the research of Statistic Estonia on workforce. Graph 1 presents the data of Statistic Estonia on the distribution of YNSE-youths by regions and the ratio of participants in the Prop Up programme in different regions. 39% of the YNSE-youths live in Northern Estonia (Harju County), followed by Southern Estonia (Jõgeva County, Tartu County, Põlva County, Viljandi County and Võru County) with 25%. Of the participants in the Prop Up programme, almost half are from the six counties in Southern Estonia and only 9% are from Northern Estonia. It appears in the case of Western Estonia, North-Eastern Estonia, and Middle Estonia that the ratios of the YNSE-youths and the proportional distribution of

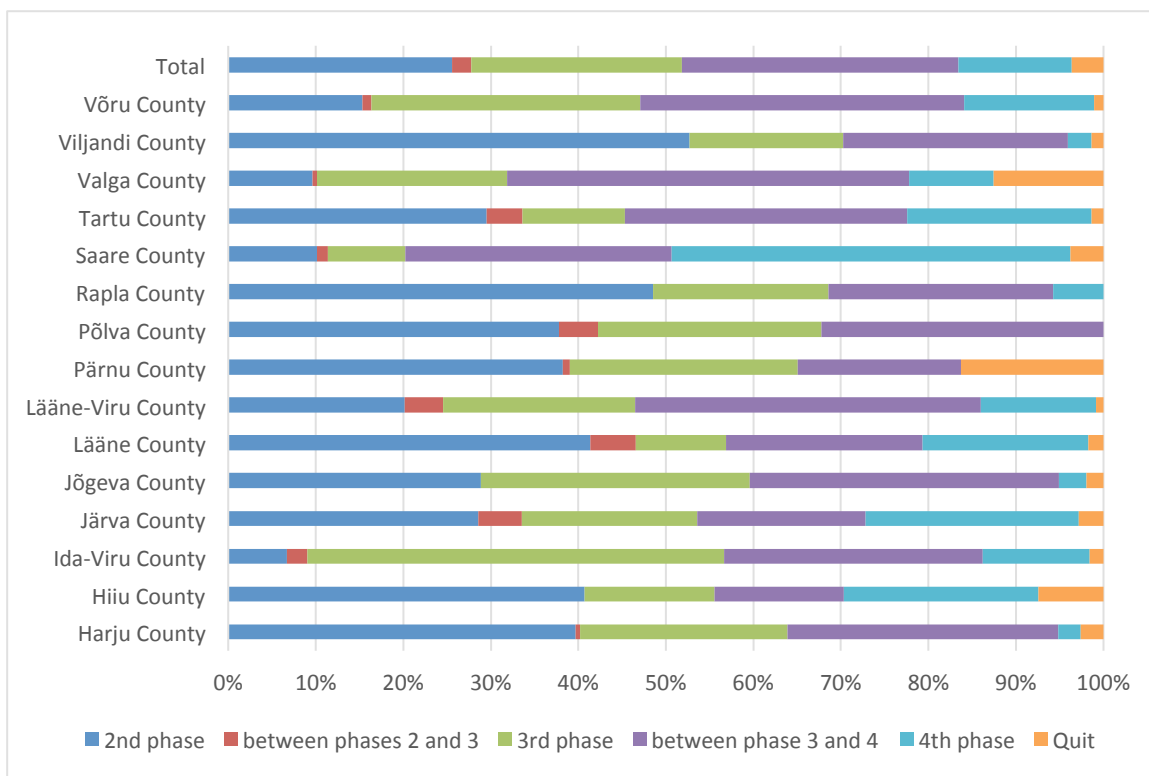


participants in the Prop Up programme is rather similar. Hence, we can infer that during the first year, the Prop Up programme has been especially successful in Southern Estonia.



Graph 1. The ratios of YNSE-youths and the participants in Prop Up programmes across the regions, %.

Joining and passing the programme is divided into stages in the logbook: The 1st stage is finding the youth, 2nd stage is mapping the situation of that youth, 3rd stage is work with the youth and the 4th stage is evaluating the success of the programme on the basis of the youth’s status after six months. Graph 2 presents the distribution of the participants in the Prop Up programme correspondent to the stages by counties as at 21 February 2017. By that date there are 272 youths that have made it to the 4th stage, constituting 13% of all the participating youths in the programme. Proportionally, the majority of the youths are between the 3rd and the 4th stage – 32%, and a quarter of the youths are in the initial stage. There clearly emerges a rather large variability in-between counties, reflecting basically the progress of the programme in different centres. Viljandi County, Rapla County, Lääne County, and Hiiu County are areas in which the activities in the programmes have just begun, on the other hand with Valga County and Tartu County, almost half of the youths have made it past the 3rd stage. However, it is important to consider that the number of youths varies greatly by counties and centres, e.g. there are 27 participants in Hiiu County and 366 participants in Tartu County.

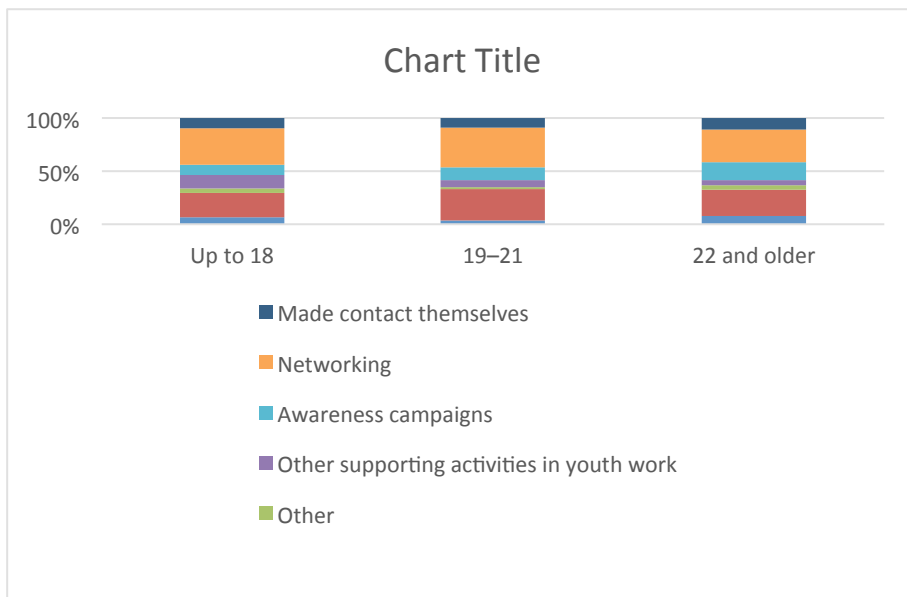


Graph 2. The distribution of youths in stages by counties (excerpt from Logbook as at 21 February 2017).

## Joining the programme

The youths participating in the Prop Up programme have mostly been found through networking (35%) and mobile youth work (25%). Awareness campaigns have also had a noteworthy role (11%). Nine percent of the participants made contact themselves, 7% reached the programme through other activities in youth work and 6% of the youths were directed to the programme by affiliates. The option ‘other’ has been marked in the case of 3% of the youths. With further analysis, it turns out that this answer refers to close relatives (parents, siblings) or acquaintances, showing that the close circle of a youth also play a role in reaching the Prop Up programme. In 3% of the cases it was not marked how the youth found their way into the programme.

**It turns out that mobile youth work and other supporting activities of youth work are more efficient with young men, whereas compared to young men, there are proportionally more young women who have joined the programme due to awareness campaigns.** Looking at age (graph 3), the most frequent way to joining the programme, regardless of the age, has been networking, followed by mobile youth work. **Compared to the other age groups, the up to 18-year-old youths have more frequently reached the programme through the other supporting activities of youth work. Awareness campaigns play an important role in the case of 22-year-olds and older.**



Graph 3. The ways of finding and joining the programme in terms of age (%)

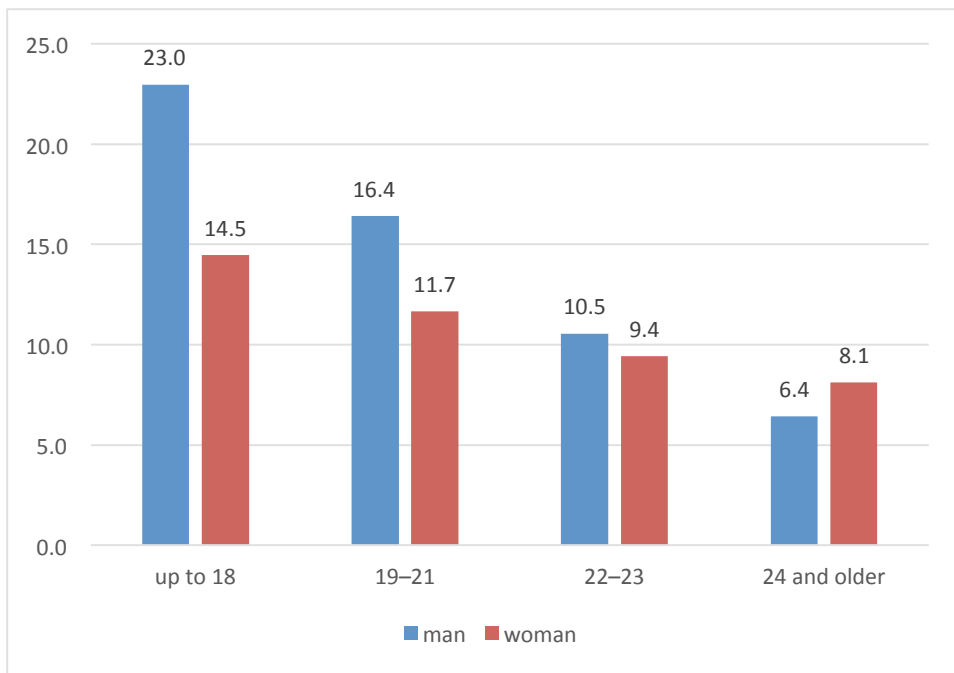
## The background of the youth and the possible obstacles with learning or participating in the job market.

Next we will present the statistical ‘portrait’ of the participants to answer the question ‘who is the young person participating in the programme?’

As at 31 December 2016, there were 1,778 cases or youths in the Prop Up logbook. Of the youths who have specified their gender, 56% are young men and 44% are young women. With the age category, it is important to notice that we lack information about 310 youths (17%). One point four percent of the participants in the programme are 13-year-olds and younger, the youngest is a 9-year-old (it might be a mistake with the entry in the logbook), 4.7% are 27 years old and older. The median age of the youths participating in the programme is 20.1 years (SD = 3.6). 37% are 18-year-olds and younger, 24-year-olds and older comprise 15% of all the youths. Thus approximately half of the youths participating in the programme are 19–23-year olds. Young men are on the average a little younger than young women, respectively 19.8 and 20.6 years.

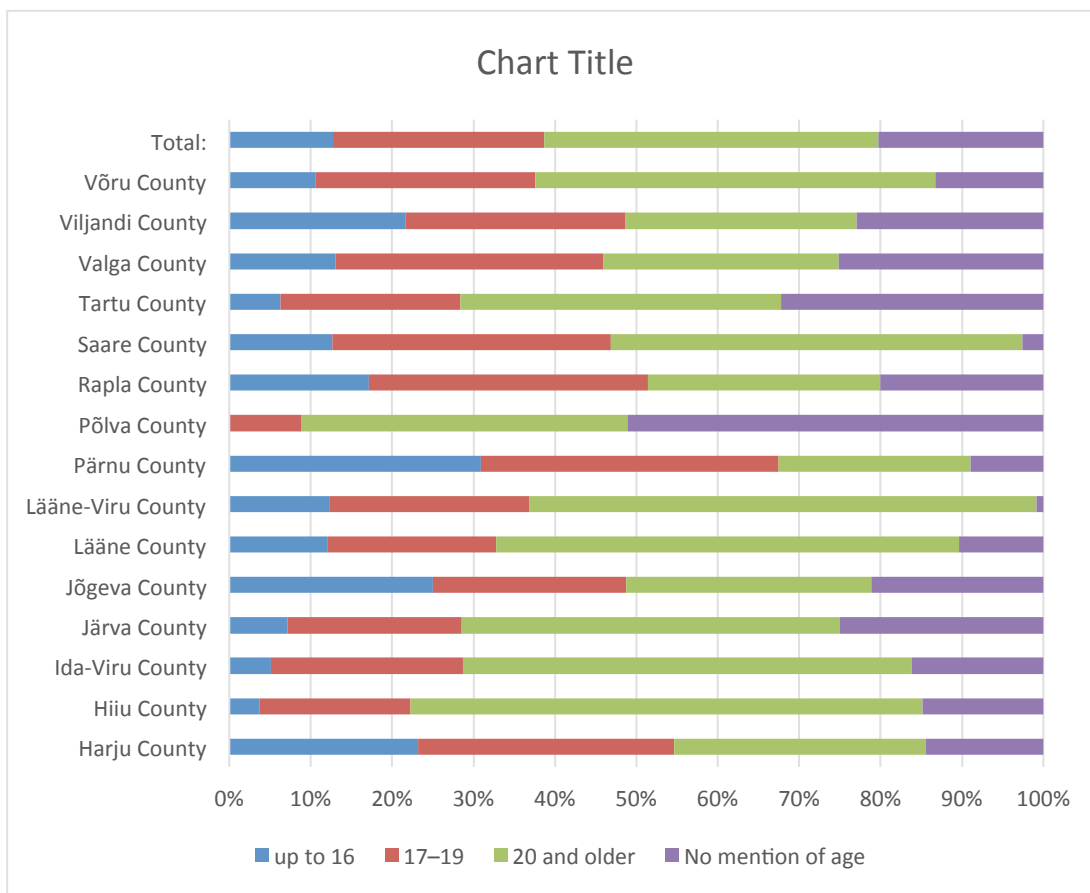
The following analysis follows the principle by which in cases of general frequency distributions, all the information or all the entries are taken into consideration. However, if the data is analysed on the basis of socio-demographic traits (e.g. which programs have been selected for young men and which for young women), then only the entries with the data about both traits (about both the chosen programme and the gender) are taken into consideration.

It turns out that the largest group among the participants in the programme is comprised of up to 18-year-old young men (23% of all the youths whose data on both their gender and age is explicit), the next group in terms of numbers is 19–21-year-old young men (16%) and the third are 18-year-old young women (15%). Looking at the distribution profile (graph 4), it becomes evident that the distribution of young women by age groups is more even; however, with young men, there is a clear inclination toward younger age.



Graph 4. The distribution of youths participating in the programme on the basis of gender and age (n = 1432, %)

Looking at the participants’ gender and age distribution by county, it becomes evident that in all the counties besides Hiiu County, Lääne-Viru County, Tartu County and Jõgeva County, there are more young men than young women. However, major differences become apparent in terms of age (graph 5).



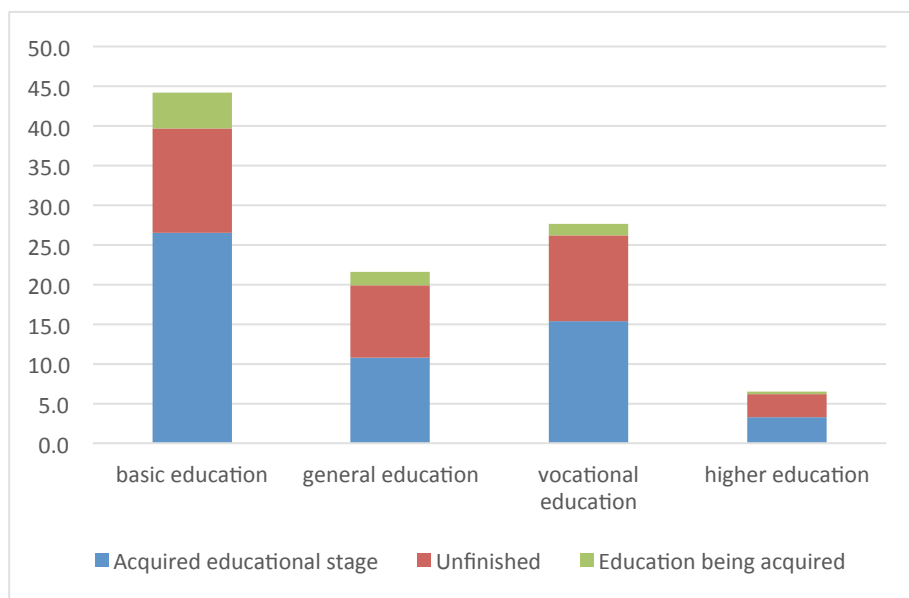
Graph 5. The age distribution of youths participating in the programme by county, % (as at 28 February 2017).

Due to the rules of filling in the logbook, **the age of a youth has in many cases (20%) been left unmarked.** The exceptions in this case are Lääne-Viru County and Saare County, where the age of the youth has not been entered only in a few cases. Viljandi County, Pärnu County, Jõgeva County, and Harju County are the regions where the ratio of up to 16-year-olds is higher than in other counties. On the other hand, Hiiu County, Saare County, and Lääne-Viru County stand out with a larger ratio of older youths. Because this data is from the first year of the programme, the differences between the counties will become more even in the following years. At the moment it reflects the profiles of these participants who have joined the programme during the last year. **Finding young people, approaching them and making contact differs by centres and thus also by counties; that in turn affects the age profile of the youths participating in the programme.**

One of the most fascinating questions that could be answered with the logbook is the sociodemographic background of the participants – in terms of their education, job experience, and family structure. With the statistical analysis of the data and interpreting the results, it is necessary to consider the specific characteristics of the dataset, described before.

First we will look at the youths’ education. It is important to notice that 308 youths (17.3%), are here excluded from the analysis due to the fact that their logbook entry lacks data on their education stage (see annex 1 table 2, distribution on the basis of education). Because the logbook can be updated continually, the amount of data gaps will supposedly decrease significantly.

**Of the youths that have a note about their education in the logbook, 30% are with primary or basic education, 10% with general education, 13% with vocational education and 4% with higher education.** 3% are studying at the time and a larger portion of them are obtaining basic education. 22% of the youths signed into the logbook have a note that their education is unfinished. If we exclude youths on whose education we lack or have limited information (for example, the only established fact is that they study but the educational stage is not specified), then we have the following profile (see graph 6) about the participants in the programme.



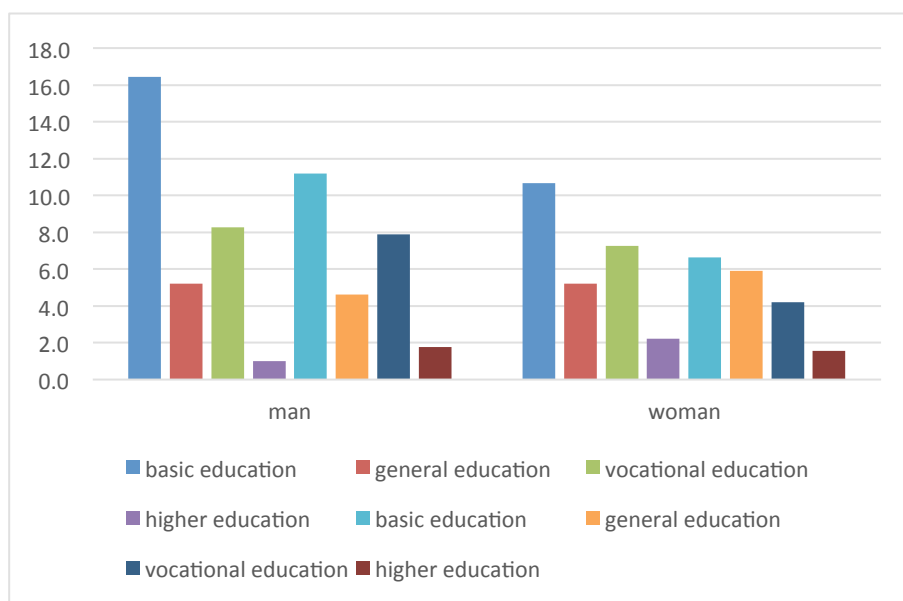
Graph 6. The educational profile of the youths participating in the Prop Up programme, % (n=1439)

**On the basis of the data of 1,439 individuals, it becomes plain that the educational level of the youths participating in the programme is relatively low, 26% of the youths have acquired pri-**

**mary or basic education, the acquiring of basic education has discontinued in 13% of cases and 4.5% are acquiring basic education at the moment.**

11% have acquired secondary education and 9% have started it but have not finished it. The corresponding indicators in terms of vocational education are 15% and 11%. Three percent of the youths participating in the programme have higher education and another 3% have discontinued acquiring higher education. So it can be said conclusively that almost half of the participants are youths whose educational stage is basic education or lower. In the case of youths who have quit acquiring basic education, a clear pattern emerges: the educational path usually ends in the 8th grade (59% of all the ones who have cut short their basic education), or a year earlier, in the 7th grade (28%). Although the ratio of students is rather low among the youths participating in the programme – below 7%, then even here it is apparent that in most cases, studying refers to acquiring basic education (57%). **When comparing the educational profiles of the participants in the Prop Up programme to the ones of the YNSE-youths, then the proportions are more or less the same.** On the basis of the data of Statistics Estonia, 40% of the 15–24-year-old YNSE-youths had either basic education or lower, 52% had secondary education or vocational education after having acquired secondary education and 8% had higher education.

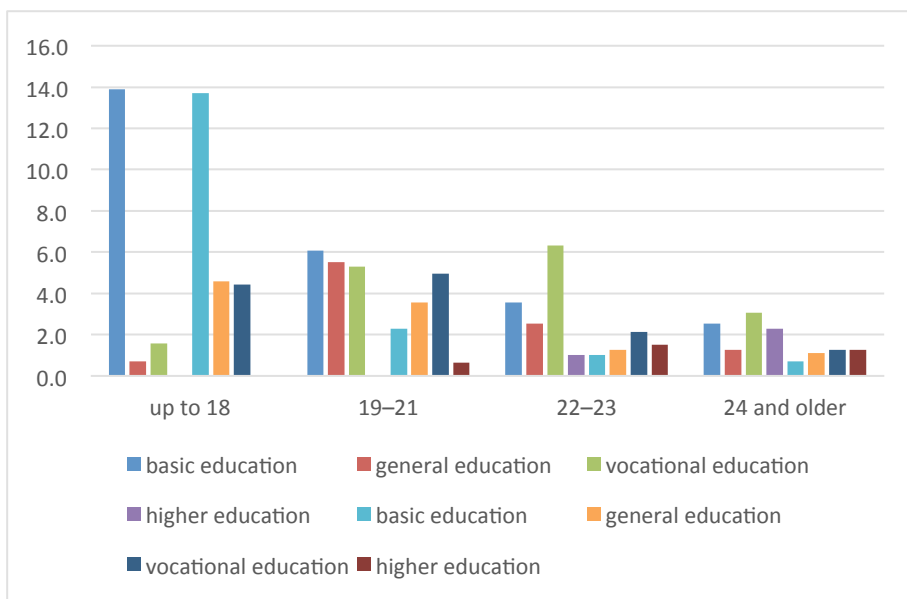
Next, we will look at the differences between the educational profiles of the young women and young men participating in the programme and see if we can detect age differences (graph 7). **Of all the youths participating in the programme, the largest group is comprised of young men with basic education, they are followed by young men whose basic education is cut short and young women with basic education. As expected, the ratio of youths with general education and higher education is higher among young women than among young men.**



Graph 7. The distribution of young men and young women in terms of acquired and unfinished education (unfinished + being acquired) (n = 1405, %).

As expected, age and education are strongly correlated: the younger the youth, the lower their educational level, because they have not yet finished school and continued their studies. However, with the YNSE-youths, it is necessary to check how many 20-year-old or older youths are there with basic education or lower. Graph 8 presents the distribution of the youths participating in the program in terms of age and education. It is apparent that if the youngest age group is dominated by youths with either acquired or discontinued basic education, then the older age groups are not that clearly distinguished. In the case of 19–21-year-olds, the ratio of youths with basic, general, and vocational education is more or less the same, and among the ones who have cut short their education, the majority have cut short vocational education. The largest group among 22- and 23-year-olds are the youths with vocational education, and with 24-year-olds and older, no clear distinctions emerge.





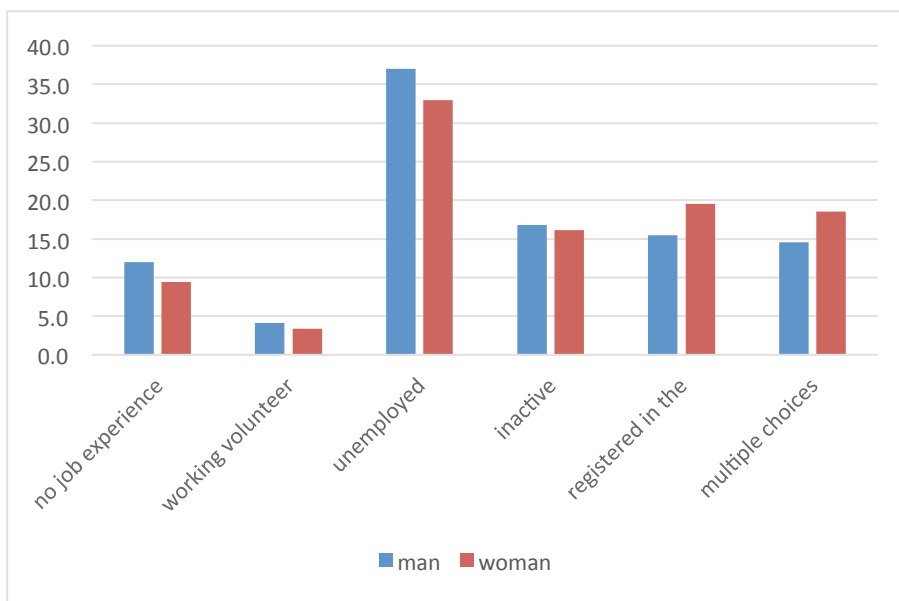
Graph 8. The distribution of youths in terms of age groups and education (n = 1268, %).

36% of the youths participating in the programme have specified information about their job status (n = 632), and next we will see how exactly is the unemployment of these youths described.

**Most frequently the status of the youth is marked as unemployed (35%), the youth is registered in the unemployment insurance fund (14%), next is inactive (7%), lacking work experience (11%) and working volunteer (4%).** In 30% of the cases, two or more options have been chosen to describe the situation of the youth, e.g. inactive and unemployed.

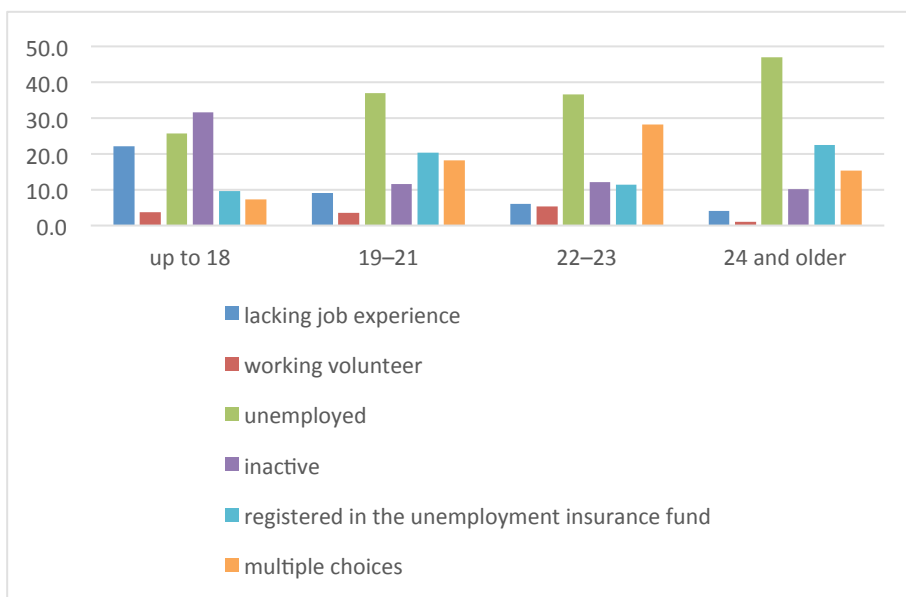
**The reasons of inactivity have been mentioned in the case of 61 youths, half of them are youths who are not studying but are school-bound; the other half of the inactive youths are on parental leave, whereby the number of parents with children below and above 1,5 years of age is more or less equal.**

Linking the notes on the job status with gender (graph 9) and age (graph 10) of the youth, it becomes apparent that with young men, the description is given in 33% of the cases and with young women, in 40% of the cases. Looking at the distribution between the entries on the job descriptions in terms young men and young women, it is apparent that in the case of young men, it is more frequently noted that job experience is missing and that they are unemployed; in the case of young women, it is noted that they are registered in the unemployment insurance fund and there are multiple marked choices (e.g. lacking in job experience and at the same time inactive or registered in the unemployment insurance fund).



Graph 9. The distribution of job status in terms of gender (n = 613, %).

In the case of youths up to 18 years old, around one third is marked as inactive, a quarter is marked as unemployed and one fifth is marked as lacking job experience. In older age groups, the prevalent markers are unemployment and the noting of different aspects of unemployment. It can be said that the older the youth that has joined the programme, the larger the chance that they are unemployed and registered in the unemployment insurance fund.



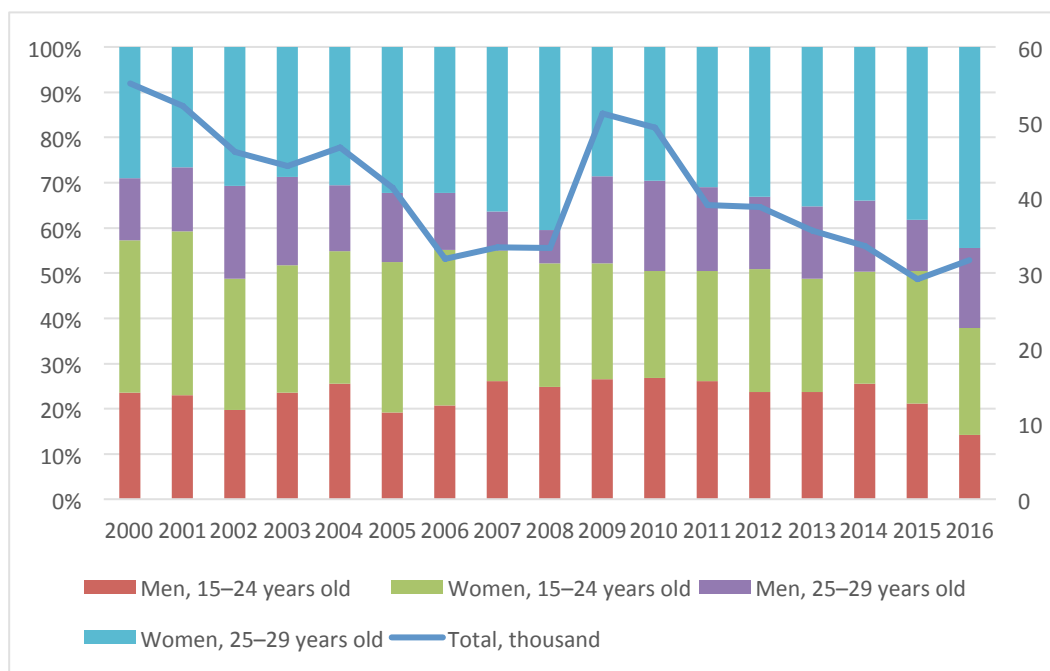
Graph 10. The distribution of job statuses in terms of age groups (n = 562, %).

The logbook can also give an idea of the household of youths. 153 youths, or 9% of all the youths signed in the logbook, are marked as in an unfavourable situation. 101 out of these youths have specifying notes on their household status in the logbook – half of these youths are from families with only one working adult plus children, a quarter are from unemployed families and a quarter from unemployed families with children.

**In an attempt to conclusively characterise an YNSE-youth participating in the programme, one could say that they are with either acquired or discontinued basic education, less than 18 years old, and more likely a male than a female.** In the case of young women, the distribution between age groups is more even, and age has less to do with the status of an YNSE-youth than in the case of

young men. On the one hand, it could reflect the aims and actions of the Prop Up programme up until now, by which the inclusion of 22-year-olds and older is less probable, on the other hand it is thinkable that there are actually less men above that age among the YNSE-youths. In order to prove or disprove that last claim, we use the data about the YNSE-youths in 2000–2016 from the research of Statistics Estonia on workforce.

Compared to 2010, the number of YNSE-youths has decreased by ca 17,000 by 2016 (graph 11). The gender and age profile of the YNSE-youths has also changed compared to the time of recession.

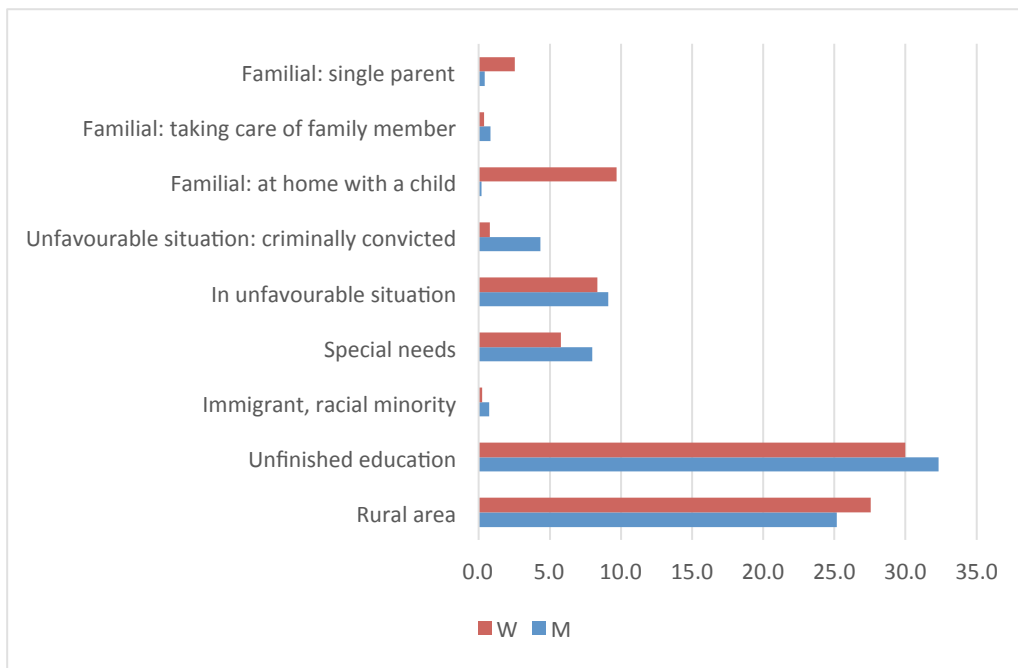


Graph 11. The number and distribution by percentage in terms of the gender and age of YNSE-youths, 2000–2016 (Data: Statistics Estonia, Workforce research).

**In 2016, according to Statistics Estonia, the largest group among the YNSE-youths is comprised of women, ages 25–29 (44%), next are 15–24-year-old women (24%), 25–29-year-old men (18%), and lastly, 15–24-year-old men, comprising 14% of the YNSE-youths.** Thus, it cannot be said that older men are less numerous among the YNSE-youths. Although it needs to be considered that by the approach of Statistics Estonia, YNSE-youth also includes people who are inactive due to raising children or taking care of other close relatives. Thus, among the inactive 25–29-year-olds, 59% are comprised of people who take care of children or other family members. In that way, the absence of these youths from education and job market can in some way be explained by voluntary choice and is not always related to the vulnerability of the youths.

**On the basis of the educational profile of the youths participating in the programme, one could say that Prop Up is aimed toward those YNSE-youths whose educational stage is either basic education or lower. According to the Workforce research, there were around 9,400 aforementioned youths in the 15–29-year age group in 2016.**

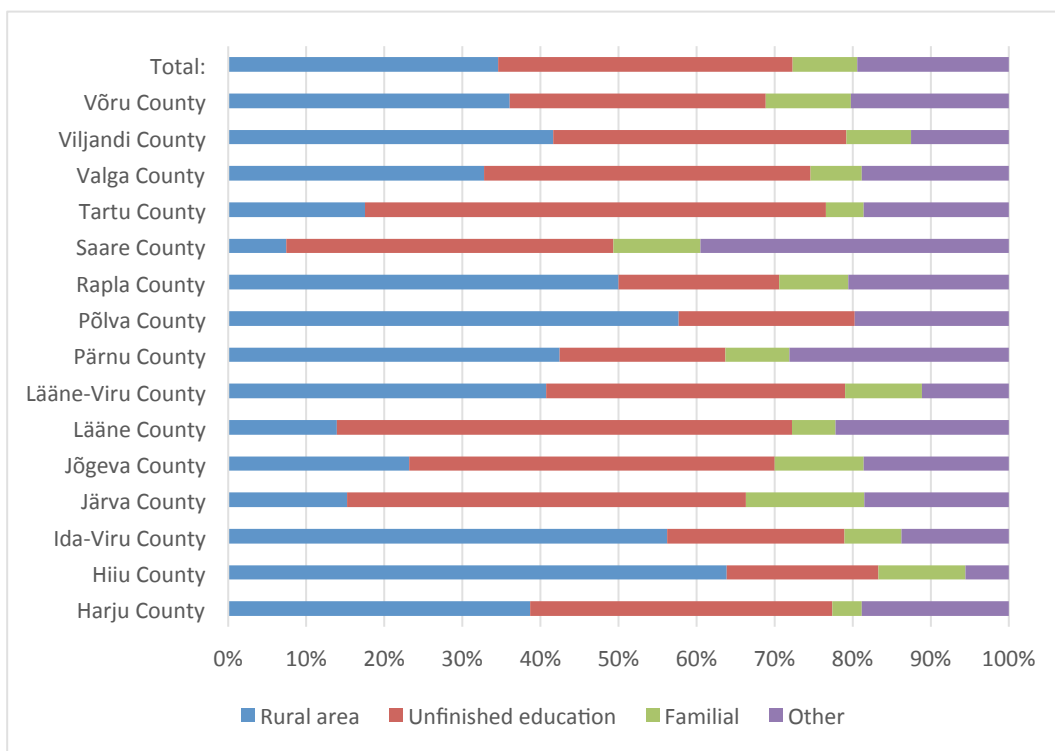
In the logbook, it is possible to point out the risk factor best conveying the vulnerability of a youth’s current situation. Graph 12 brings out the distribution of these risk factors in terms of gender. **Apparently, the most frequent risk factor with both young men and young women is unfinished education, followed by the origin from rural area.**



Graph 12. The answers given in the notebook in terms of young men and young women, %.

**Gender differences can be noted among the less frequent risk factors: for young women, an important additional obstacle is being home with a child or the status of a single parent; among young men, however, the specific risk factor is criminal conviction.**

**In terms of age groups, the main risk factor among up to 21-year-olds is unfinished education, among 22-year-olds and older, it is living in a rural area.** Living in a rural area as a risk factor can be explained with limited job options and limited options for commuting (e.g. public transportation).



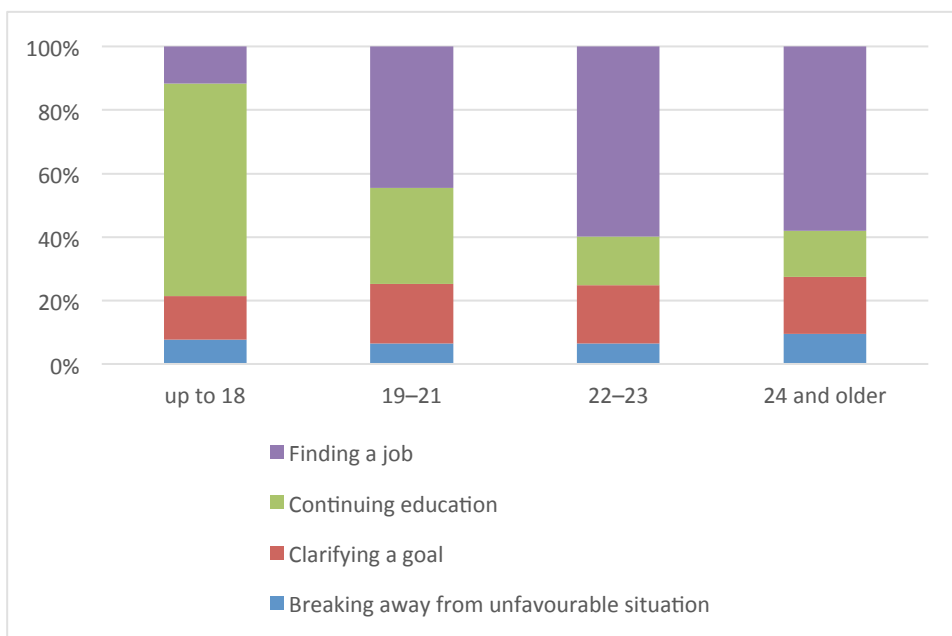
Graph 13. Risk factors noted in the logbook in terms of counties, % (28 February 2017).

In the closer analysis of the risk factors in terms of counties, one can find different notions about the concept of risk (graph 13). For instance, apparently in Järva County, Saare County, and Lääne County,

rural area is less frequently marked as an obstructive factor for a youth. In Hiiu County and Ida-Viru County, however, it is more frequent. One might think that Hiiu County and Saare County are not very different in terms of living environment; the question is rather, how the person filling the logbook defines a rural area. In the case of Ida-Viru County, the notion of a rural area is probably connected with the concept of periphery. The given subject should be analysed further.

## The aim of participating in the program, the prognosis and resources for fulfilling that aim

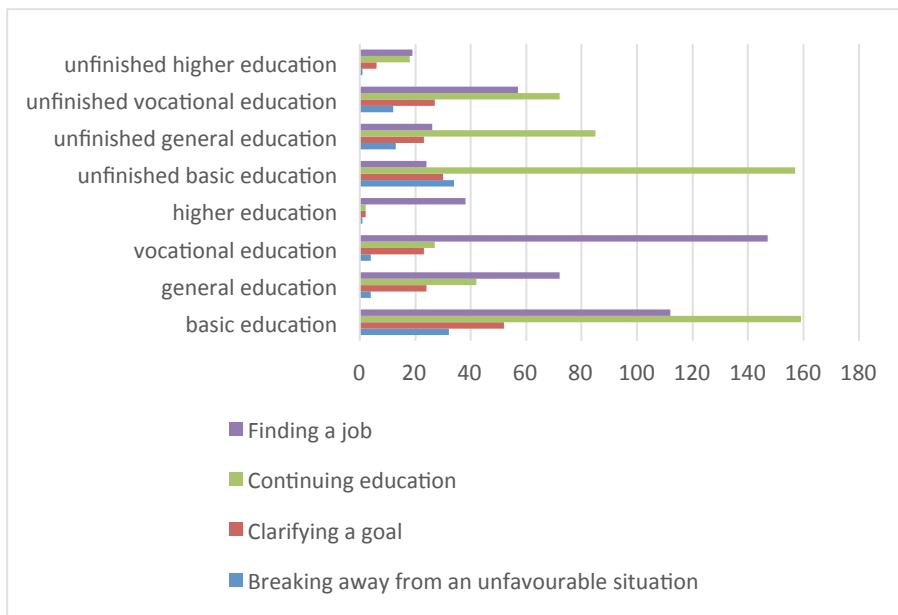
Next we will see what the goals of the program are in terms of age and education of the youth. As expected, for two thirds in the younger age category, the main purpose for passing the program is to continue their studies and to complete their education (graph 14). **In the case of 19–21-year-olds, the number of youths wanting to find a job has increased, but one third would rather continue their studies.**



Graph 14. The purpose of participating in the program in terms of age groups (n = 1307, %).

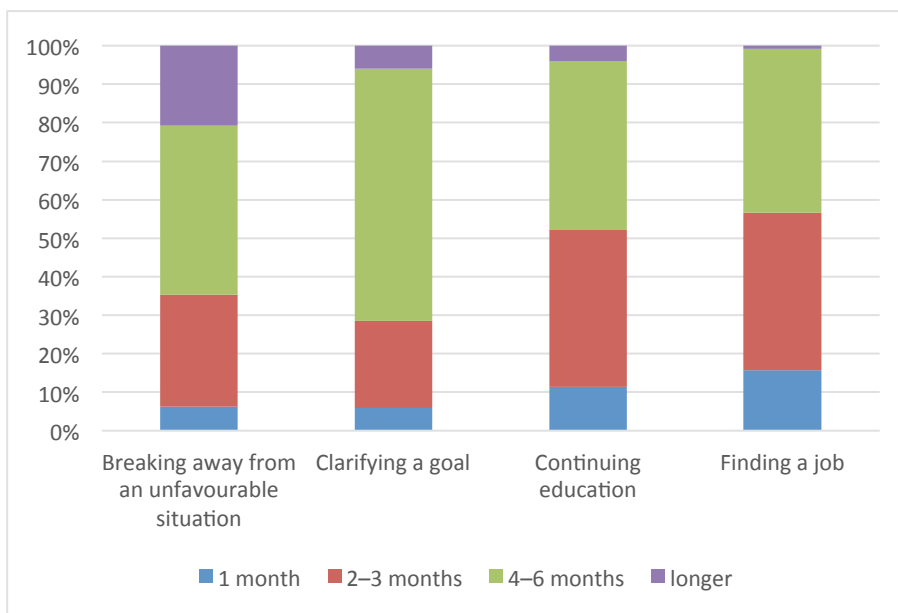
With 22-year-old and older youths, the main purpose is finding a job and entering the job market. Around 15% of the youths from the given age group wish to continue their education. The ratio of youths whose purpose needs further specification, is rather similar (ca 18%) across all age groups. These are probably youths for whom making a decision – between education and work – is not that easy and the situation is more complicated. Next we will see how well is the youth’s actual educational stage corresponding with their established goal in the program.





Graph 15. The purpose of participating in the program in terms of educational stage (n = 1439, %)

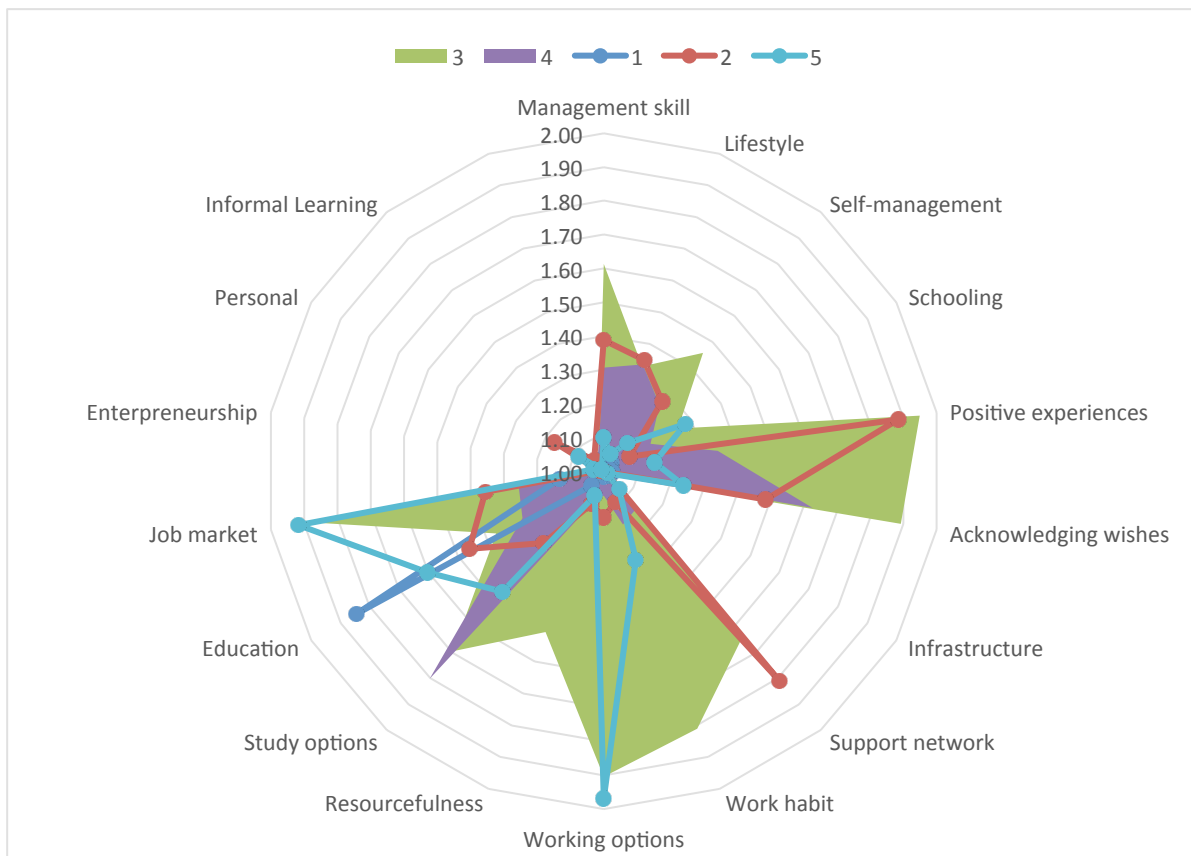
There are two main trends clearly seen on graph 15: 1) the higher the acquired education, the more probable it is that the purpose of finishing the program is finding a job; 2) in the cases of education that is unfinished or being acquired (regardless of the educational stage), a clear preference for continuing education becomes apparent. Thus, only one tenth of the youths with an acquired vocational education wish to continue studying; at the same time, among the youths who have not completed vocational education, that ratio is almost 40%. Next we will look at how fast the youths want to reach their goals. Graph 16 shows goals and the time planned for achieving them.



Graph 16. A goal, and the time intended for achieving it (n = 862, %)

A clear correlation between a goal and the time it takes to achieve it emerges from the graph. Escaping an unfavourable situation is a longer process than, for instance, finding a job. These are probably complicated cases in which the goal will not be reached within a few months. If the goal is yet unclear and is still being clarified in cooperation with the youth, then in most cases the period to reach the goal is estimated to be 4–6 months.

In the cases of acquiring education and continuing work, the time to reach the goal is specified rather similarly: **In 41% of the cases it is estimated that the return to school or the continuation of studies will take place within 2–3 months, in 44% of the cases, within 4–6 months.** A similar prognosis applies to the case of finding a job. **However, the added notes in the logbook imply that it is necessary to consider that in the case of continuing one’s education, the beginning or continuation of studies is structured by external conditions.** For instance, it is only possible to start one’s studies at the beginning of a schoolyear; with some courses, specialised training or complementary studies, the starting time could vary, but a certain seasonality can also be ascribed to them.



Graph 17. Cluster profiles on the basis of activities (n = 1210)

Next we will look at the activities that the youths themselves, in cooperation with the Prop Up specialists, have chosen to improve their situation. There are choices between five main activities and 12 additional choices in the logbook. Several activities can be chosen simultaneously (the distribution of the participating youth’s choices is given in the table 2 of appendix 1). On the basis of the given choices, we conducted a cluster analysis with the aim of dividing the youths into groups based on what they chose as their activities (the youths who chose similar activities, converge into one cluster). Five clusters were formed as a result of the analysis (graph 17):

- The first cluster has the largest number of youths (474); the cluster congregates the youths who have chosen one concrete activity – **acquiring an education**.
- The second cluster congregates the youths who also have marked education as one of their activities, but it is complemented with additional choices, such as **support network, positive experiences, and management skill**.
- The third cluster (n = 158) is oriented toward **actions that would support returning to work**, thus the chosen activities are job market, work options, work habit, acknowledging wishes, positive experiences, support network and, to a lesser extent, education.
- The fourth cluster characterizes the youths (n = 137), whose primary activity is **clarifying their options for studying**.

- And lastly, the fifth cluster congregates 258 youths; their primary activities are **entering the job market** and **clarifying their work options**.

**Thus it can be said that the first, second, and fourth cluster connect activities that support acquiring education, and the third and fifth cluster are oriented toward activities that support getting to work.**

Next we will see how well the goals chosen within the program correspond to the activities chosen to achieve them. Graph 18 presents the distribution of goals by clusters.

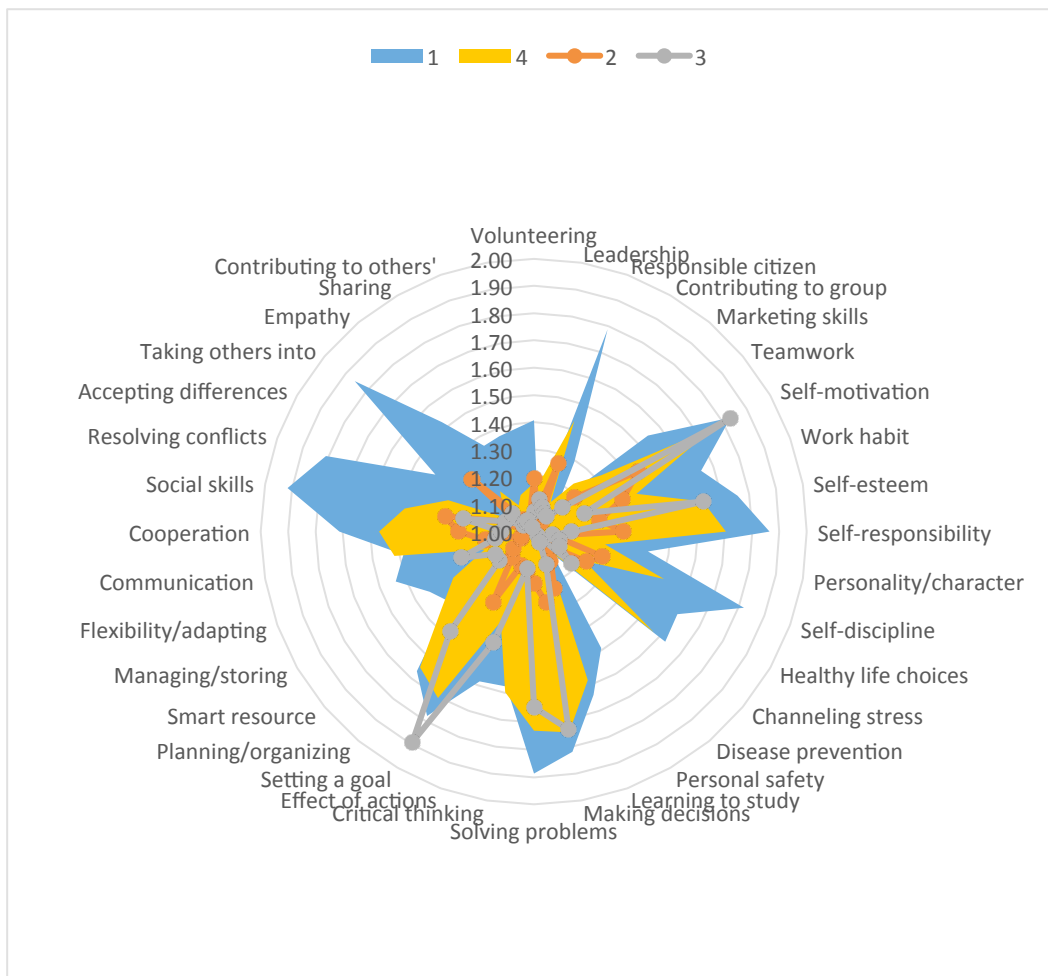


Graph 18. The distribution of goals by clusters, % (n = 1107).

**Generally, the activities and goals coincide quite nicely. In the first, second and fourth cluster, those who have picked continuing their education as their goal have the largest ratio. In the third and fifth cluster, the main goal is finding a job.** It is safe to say that the fifth cluster congregates the youths whose goal is finding a job by entering the job market and identifying their work options.

The first and third cluster are seemingly contradictory in terms of their goal and activities. In the first cluster, characterized by the term ‘education’, a good proportion of youths are still searching for their goals. Looking at the backgrounds of the youths in the first cluster, it becomes apparent that it has proportionally more youths with no information about their education, and that one fifth of them is currently in the first stage, meaning that they have just joined the programme. Although the third cluster also seems to exhibit a contradiction between its two dominant goals – both education and going to work are quite evenly represented – then, in terms of the activities profile, we see that this cluster is comprised of youths in the case of whom working and education support each other, or they are still figuring out where to start – working or continuing their studies. This is also reflected in the activities that the third cluster was based on: acknowledging wishes, positive experiences, management skill, etc.

The logbook offers a choice of 35 different skills (possible to choose many) that the youths need to develop. The list of given skills and the number of choice turns is given in table 3 of appendix 1. Apparently, in the case of 436 youths, no skills were marked for development, and 568 youths had not made it to the third stage for that moment. Thus, we have information on 774 youths. Like with activities, we also gathered youths into four clusters in terms of skills. Graph 19 presents the profiles of the clusters.



Graph 19. The clusters formed on the basis of skills to be developed.

The first cluster congregates 132 individuals, and it can be named **the cluster of developing social and communicative skills**, in which the skills to develop are social skills, taking others into consideration, problem solving, making decisions, self-discipline, taking responsibility for oneself, self-motivation, and being a responsible citizen. Another characteristic trait to this cluster is the fact that several other skills have also been chosen.

The second cluster is comprised of 279 individuals, and it can be conditionally named **the cluster of 'passivity'**. Very few skills have been chosen by the youths of this cluster, and its average ratings are low.

The third cluster is comprised of 201 individuals. It is a clearly distinct cluster, characterised by five skills: self-motivation, self-esteem, decision-making, setting goals and solving problems. The cluster can be conclusively named **the cluster of individual self-development and self-leadership**.

The fourth cluster has 162 youths. With this cluster, the most frequently marked skills are self-motivation, decision-making, problem-solving, setting goals, self-responsibility, planning/organizing, but also critical thinking, cooperation and communication. This cluster is rather similar to the third cluster and is only differentiated by its bigger emphasis on social and communicative skills.

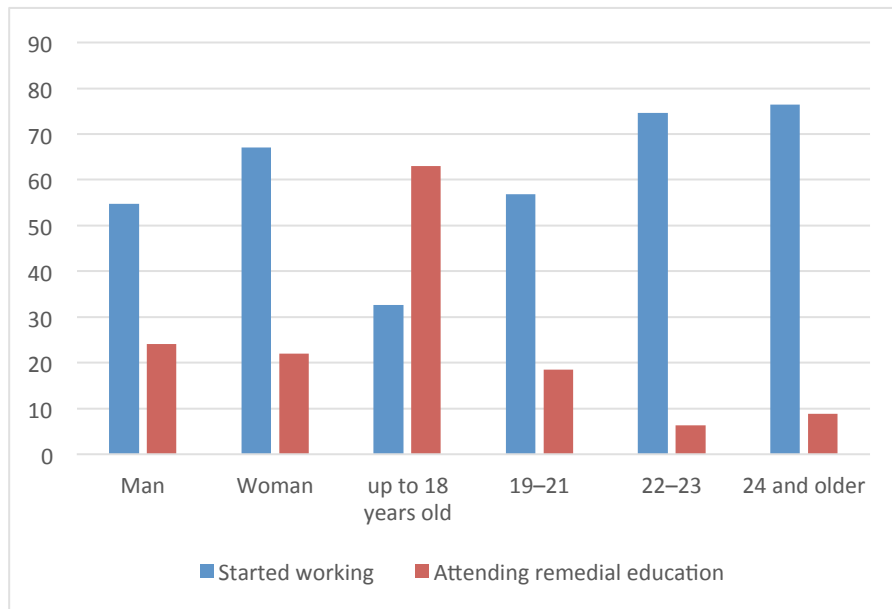
Looking at the inner profile of clusters and seeing which youths belong to which cluster, it is apparent that the first cluster, 'developing social and communicative skills', is more comprised of younger men with either completed or discontinued basic education; the 'passives' of the second cluster do not present a very distinguishable sociodemographic profile; however, compared to the other clusters, it has proportionally more youths whose goals are still being clarified. The third cluster is comprised of youths who are characterised by a somewhat higher educational stage (despite the fact that there are not many participants with higher education, 63% of them are in this cluster), there are proportionally

more women among them and they are more likely in the older age group. The characterising keyword for the fourth cluster is unemployment. It means that there are proportionally more youths whose background characterisation is marked with not working (unemployment, inactive) as an important factor.

## First results in terms of the success of passing the program

230 youths had passed the last, fourth stage of the program by the end of 2016. That means that six months have passed since their enrolment to the program. Thus, in the following analysis it is necessary to consider the fact that it is a rather small group, and that the final evaluation about the success of the program can only be made in the future when a larger number of youths have passed the program. Table 5 of appendix 1 gives the distribution of these youths on the basis of their current status and activity after six months from entering the program. 56% of the youths who have passed the program have got a job and 21% are in remedial studies; 4% of the youths are serving time in the Defence Forces and the same number of youths are on pregnancy or childcare leave. Next we will be focusing on youths who will work and study after the program. Graph 20 shows that the percentage of going to work is higher among young women than with young men, the data also implies that the older the youth participating in the program, the better the chances for them to get a job. The positive result for the younger YNSE-youths is continuing their studies.

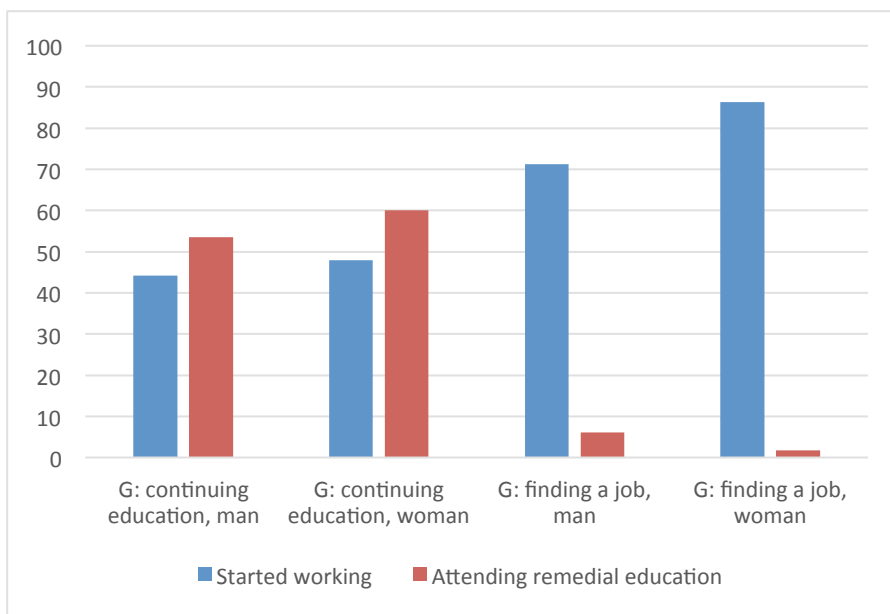
63% of the youths that are up to 18 years old continue their studies in remedial studies. We also have to account for the goal that the youth had set for themselves, and whether that goal has been achieved. Thus, we analyse the relation between the goal and the result.



Graph 20. The ratio of youths who have started working or studying after 6 weeks in terms of gender and age, % (n = 230).

Graph 21 makes clear that achieving the goal of going to work has been an easier process. **71% of the young men who set the goal of going to work have achieved it; among young women, that ratio is 86%.** It might imply that the support of the programme has more positive impact on young women; however, more data is needed to make more definitive conclusions. Young women also seem to surpass young men in terms of continuing their studies. 60% of the young women who had set the goal of continuing their studies achieved that goal; with young men that ratio is 54%.





Graph 21. The connection between the goal and the result of having passed the program with regard to men and women, % (n = 230).

On the one hand, it can be explained by the seasonality of the opportunities to continue studies, meaning that admittance and the start of studies are not available all year. **However, it is apparent that although the goal had been obtaining an education, a lot of youths have started working instead.** Hence, their main goal might not have been achieved, but they no longer have the YNSE-youth status. In addition, these goals are not contradictory and mutually exclusive, but rather complementary to each other. In reality and in the case of the YNSE-youth status, going to work might be the only means of continuing one's education.

## Conclusion

The work of Youth Prop Up program has gone on for a little over a year, during which time over 2,000 youths have joined the program and the first youths have successfully reached the end of the program and no longer have the YNSE-youth status.

This analysis was based on the data acquired from the entries of the logbook used in the programme. In the given report, we were focusing on explaining the sociodemographic profiles of the youths involved with the Prop Up program, the risk factors, the actions, and goals attainable through the program, and the effectiveness of achieving goals.

The analysis shows that the largest group within the youths involved with the Prop Up program was **younger men with acquired or discontinued basic education**. However, according to the official data of Statistics Estonia, the largest sociodemographic group among the YNSE-youths are 24–29-year-old young women. The difference of results is mainly due to the distinctive way of gathering data, where it is important to notice that the Prop Up logbook only reflects the data of the youths involved with the program, which is not representative of all the non-working, non-studying youths. Gathering representative data is also not the aim of Youth Prop Up. The difference between the official statistics and the data of the logbook rather illustrates the focus of youth centres, where involving the most problematic target group – younger men with no education – is the first priority.

The primary risk factors entered in the logbook – low education and living in an unfavourable area – are in a clear concordance with general views and stances. Likewise, the main goals of action: continuing education and finding a job are relevant and in concordance with the international practices.

The data of the logbook proves that despite the rather short action period, the Youth Prop Up program has been successful and resultant. More definitive conclusions about the program's effectiveness can be made only when a much larger number of youths has gone through the program.

Although gathering data about the YNSE-youths is not the purpose of Youth Prop Up, the gathered data makes it possible to evaluate the state and effectiveness of the program. Thus, the program should invest in the quality and credibility of the data that is fixed into the logbook.

## APPENDIX 1.

**Table 1. The educational background of youths according to the entries in the logbook as of 31 December 2016**

	<b>THE DISTRIBUTION ACCORDING TO THE PRELIMINARY INFO ON EDUCATION (n and %)</b>	<b>UNFINISHED EDUCATION and STUDYING (n)</b>	<b>DISCONTINUED EDUCATIONAL STAGE (n)</b>
<b>The total number of youths 1778</b>	Missing data on education 308/17.3%		
	Unfinished education 395/22.2%	Studying 16	Basic education 157 General education 81 Vocational education 100 Higher education 27 No information 30
	Primary or basic education 530/29.8%	Unfinished education 122 Studying 34	Basic education 38 General education 34 Vocational education 48 Higher education 2
	General secondary education 183/10.3%	Unfinished education 29 Studying 4	Basic education 3 General education 13 Vocational education 3 Higher education 7
	Vocational education 234/13.2%	Unfinished education 31 Studying 7	Basic education General education 6 Vocational education 7 Higher education 5
	Higher education 71/4%	Unfinished education 5 Studying 1	Vocational education 2 Higher education 3
	Currently studying 57/3.2%	Basic education 37 General education 12 Vocational education 4 Higher education 1 Unmarked 3	

**Table 2. The goal of the program, the time for reaching the goal and the activities helping reach the goal.**

		<b>Number of individuals</b>	<b>Percentage</b>
The goal articulated at the end of stage 2	Breaking away from an unfavourable situation	108	7.1
	Clarifying the goal	282	18.4
	Continuing education	589	38.5
	Finding a job	551	36
	Total	1530	100
The estimated time of reaching the goal (stage 3)	1 month	113	13.1
	2-3 months	331	38.4
	4-6 months	387	44.9
	Longer	31	3.6
	Total	862	100
The need for re-resources	Individual approach	694	57.4
	Group activity	128	10.6
	Group counselling	34	2.8
	Forwarding to partners	157	13.0
	Mentor	181	15.0
Activity chart	Education	474	39.2
	Job market	538	44.5
	Entrepreneurship	22	1.8
	Personal	106	8.8
	Informal Learning	20	1.6
Activity chart, additional choices	Management skills	244	20.2
	Lifestyle	187	15.5
	Self-management	200	16.5
	Schooling	161	13.3
	Positive experiences	407	33.6
	Acknowledging wishes	390	32.2
	Infrastructure	8	0.7
	Support web	296	24.5
	Work habit	248	20.5
	Working options	435	36.0
	Resourcefulness	139	11.5
	Study option	417	34.5

**Table 3 The choice of skills to improve (as at 31 December 2016)**

	n	%
Self-motivation	523	43.2
Setting a goal	479	39.6
Making decisions	451	37.3
Solving problems	417	34.5
Self-esteem	397	32.8
Self-responsibility	348	28.8
Social skills	344	28.4
Planning/organising	323	26.7
Work habit	287	2.7
Cooperation	287	23.7
Self-discipline	285	23.6
Responsible citizen	267	22.1
Learning to study	266	22
Effect of actions	258	21.3
Critical thinking	241	19.9
Taking others into consideration	241	19.9
Canalising stress	236	19.5
Communication	227	18.8
Resolving conflicts	211	17.4
Teamwork	206	17
Healthy lifestyle choices	199	16.4
Smart resource management	185	15.3
Flexibility/adapting	173	14.3
Managing/storing information	161	13.3
Volunteering	152	12.6
Personality/character	134	11.1
Personal safety	127	10.5
Empathy	126	10.4
Accepting differences	95	7.9
Leadership	90	7.4
Contributing to group	90	7.4
Contributing to others' wellbeing	88	7.3
Sharing	84	6.9
Marketing skills	83	6.9
Disease prevention	41	3.4



**Table 4. The status of youths after the end of the program**

	N	%
<b>230 people in stage 4</b>		
Refusing to answer	2	0.9
Goal not reached	4	1.7
Started looking for a job:	8	3.5
... registered in the unemployment insurance fund	3	1.3
... through social media	2	0.9
... looking for work through relatives	4	1.7
... turned to an employer	3	1.3
... have added a job application ad	2	0.9
... have turned to an employment agency	0	0
Started working	138	60
.... Are self-employed	2	0.9
....have created an LLC	3	1.3
.... Started working with an employer	131	57
The effect of an unfavourable situation has changed	6	2.6
Has submitted an application to school, but has received no answer	1	0.4
Has submitted an application to school, waiting for school to start	1	0.4
Applied for a job and has not received an answer yet	0	0
Have passed the trials for a job, starting date has not come yet	0	0
Attending personal schooling outside the educational system	0	0
Attending private lessons within the educational system	0	0
Participating in extracurricular education.	2	0.9
Attending courses	3	1.3
Attending job apprenticeship	2	0.9
In the military	9	3.9
On pregnancy or parental leave	9	3.9
Worked, but quit	7	3
Attending remedial education	52	22.6
Studied, but quit	0	0