



YOUTH WORKSPACE

E-MANUAL

**Kõiv, K., Mark, J., Orav, J., Perkauskas, A., Gök, B.,
Assoc. prof. Gencil, U., Güven, K.M.**

2022

Rõuge Kaugtöökeskus

ABOUT THE PROJECT

PARTNERS:
Rõuge Kaugtöökeskus
NGO, ESTONIA

Rõuge Noorsootöö
Keskus, ESTONIA

Asociacija Aktivistai,
NGO, LITHUANIA

DeM Turkey, NGO,
TURKEY

The Youth Workspace project is a strategic cooperation project between Estonia, Lithuania and Turkey, bringing together the world of work and youth to find common ground for their activities through jointly created innovation. This common feature brings young people to the knowledge of flexible working methods, which are increasingly being introduced alongside traditional work arrangements (remote working, co-working centres, short work week, work time slots, etc.). NEETs and other young people with fewer opportunities are a target group for whom decent working practices could be a solution to being involved in society. The reason lies in the various obstacles that hinder them from the tradition of basic work (special needs, social and economic barriers, taking care for the family, etc.).

Project name:
YOUTH WORKSPACE
Project No:
2020-2-EE01-KA205-
078065

Project period:
01.10.2020 -
31.12.2022

Innovative new work environments can be a solution for young people to participate in new forms of work and entrepreneurship. Different collaborative solutions and innovative social change in the community are needed to create such new synergies. Youth workers working with young people must also be prepared to address these issues among young people and to support their integration into working life.



Erasmus+



erasmus+ ja
europa solidaarsus
korpuse agentuur

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



How can youth work prepare youth for so fast changing working life or jobs that so not yet exist?

What instruments and interventions can support young people readiness to working life that changing fast?



SUMMARY

1. Introduction
2. Changes in the working life
3. New skills
4. Youth
5. Remote work
6. The reality of countries
7. Remote work practice
8. Skills for remote work
9. Support for remote work
10. References
11. Questionnaire results
12. Workshop modules
13. Hackaton ideas
14. Summary

INTRODUCTION

Work in society has changed through history. Nowadays several changes are happening at the same time and changes are fast. Digital technology is opening up boundless new opportunities while at the same time blurring workplace boundaries and impacting human behaviors and expectations in ways that may still be unknown (EPAS, 2018). For governments, citizens and businesses to be able to harness the opportunities and mitigate the risks ahead, it is necessary to monitor and understand the trends currently underway so that they can either optimize current institutions and policies, redesign them, or innovate them entirely.

OECD (2018) report says that non-standard work arrangements are expanding in many countries. These changes are important to low-skilled workers, as well as the long-term unemployed, youth not in employment, education or training (NEETs), and other disadvantaged groups in society. Low-skilled workers are also less mobile and therefore are more likely to be affected when a particular local labour market suffers. COVID-19 experience in 2020 showed the need for innovative solutions in the working and education life.

New interventions and instruments that take account of working life changes open the door for NEET-youth finding solutions for their involvement into active social life and minimize barriers that have affected their participation so far. Nowadays' innovations in education and working life as e-courses, co-working centres, nomadic remote workers, remote work may be effective tools to find solutions for NEET-youth, especially those who have different background factors that block their opportunities to move from their hometown because of work or studies. Due to all of these factors teaching and working with young people cannot be the same as traditionally it has been. New knowledge, innovative interventions and methods are highly needed.

Youth work institutions and youth organizations creating an environment for young people to develop their skills and prepare for working life may find themselves in the crossroad of challenges. How can youth work prepare youth for so fast changing working life or jobs that do not yet exist? What instruments and interventions can support young people's readiness to working life that is changing fast? Youth workers have reported a lack of methods.

Finding answers to these questions 4 partners from 3 countries (Estonia, Lithuania, Turkey) have joined their interest, will and knowledge to create tools and plan social changes that support young people, especially with fewer opportunities, taking an active role in working life and entrepreneurship. Opening the world of innovative tools and designing youth work to use new approaches and digital tools and making social change to support young people with fewer opportunities is the aim of the project. As working life and entrepreneurship cannot be only local and new working styles like digital nomads, co-working centres etc bring together people from different cultures and countries then it is essential to carry out this project transnationally. Location independence is one of the main characteristics of new working spaces and it means openness of vision of different countries and cultures, ability to work internationally.



CHANGES IN THE WORKING LIFE

New world of work driving growth in self-employed, part-time and temporary work (see Figure 1). Non-standard work can take many forms, ranging from self-employment to part-time or temporary work, as well as contractors, freelancers, agency work, and on-demand or 'zero-hour' contracts. (European Political Strategy Centre (2019).

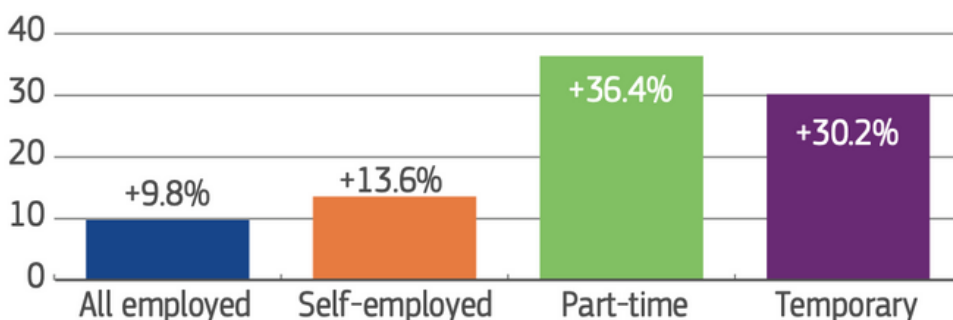
There are four main waves occurring in the primary forces:

- **Powering human augmentation** (technology)
- **Beyond globalization** (globalization)
- **Gen Z rising** (demographics)
- **Exponential climate impacts** (environment) (EY, 2020).

The future of work, leisure and learning is much more than the sum of these individual shifts. It promises to undo the boundaries between work, leisure and learning, fundamentally reshaping the institutions and norms we take for granted – from higher education to weekends to retirement savings. Automation has the potential to significantly reduce the amount of time spent on work, albeit by inevitably taking over much work traditionally done by humans. That will theoretically allow us to focus on more creative and nuanced work, leaving drudge labor to machines, while technology's enablement of more flexible, on-demand working arrangements promises to further erode the boundaries of the nine-to-five workday. (EY, 2020) Technological change will disrupt the labour market, and it will change the types of jobs available and how they are carried out. The skills needed to carry out these tasks will change as well, highlighting the role for education providers and policy-makers. Given the pace of innovation and technological change, higher education has to be innovative. There is a greater need for liberal arts education versus occupation-oriented education. (ILO, 2017)

Figure 1. Change in numbers of employees (European Political Strategy Centre, 2019)

Change in number of employees (%) between 2000 and 2017, by professional status



The digital economy, innovation, artificial intelligence, robotization and 3D printing, among other technological advances, will contribute to structural changes within industries and labour markets and, in turn, redefine the types of jobs carried out in our economies. (ILO, 2017) As a result of the twin forces of the Fourth Industrial revolution and the COVID-19 recession, day-to-day digitalization has leapt forward, with a large-scale shift to remote working and e-commerce, driving a surge in work-from-home arrangements and a new marketplace for remote work.

Workers can be divided into three categories:

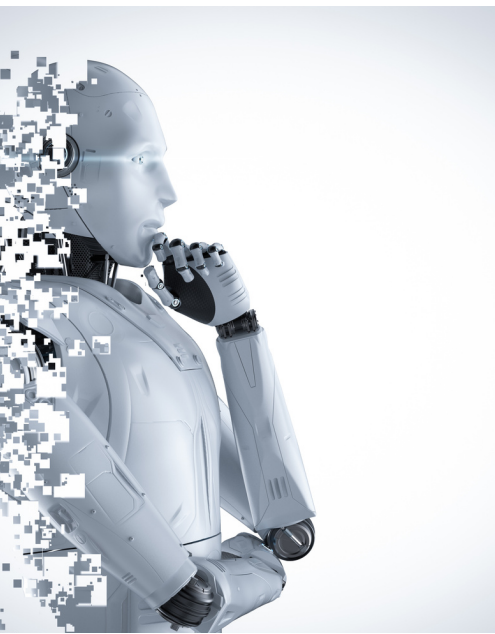
- essential workers;
- remote workers;
- displaced workers.

All three types of workers are facing a wholesale shift in working practices, which now require new types of resilience and entail a reskilling or upskilling agenda. Demand from employers for remote-based work is increasing rapidly across economies. (World Economic Forum, 2020).

Future developments in the world of work would be underpinned by the traditional trade-off between work and leisure, i.e. the extent to which people value work over leisure, but also by the degree of choice that they will be able to exercise in relation to that balance. (ILO, 2017)

The future working worlds describe the new rules that will govern various systems:

- The global order (in this report, we examine the implications of the rise of Africa)
- Societies and economies (topics such as the need for new economic metrics and a new social fabric)
- Firms and markets (topics such as superfluid markets, discussed in Megatrends 2018)
- Households and individuals (topics such as our exploration of behavioral economics in multiple Megatrends reports) (EY, 2020)





NEW SKILLS



The top skills and skill groups which employers see as rising in prominence in the lead up to 2025 include groups such as **critical thinking and analysis** as well as **problem-solving**, and **skills in self-management** such as active learning, resilience, stress tolerance and flexibility (World Economic Forum, 2020). Different new skills are crucial to overcome changing learning and working life.

Lifelong Learning

As economic growth is based on productivity and technologies, various machines are way superior to humans. It will be necessary to be willing to adapt and learn new digital technologies. For instance, Virtual and augmented reality tools for Metaverse. Online meeting on Zoom or other similar platform will not be enough. Rapid and continuous learning was always demand skill for highly qualified positions and will continue leading to be a leading one.

Creative mindset

As more repetitive jobs will be taken away by technology, people will be doing intellectually demanding jobs. Simple jobs like truck driving, small package delivery etcetera will be performed by machines. Research and development, sales and marketing, project management will still be performed by humans. And competition for them will be increased, so the most creative people will be running those jobs.

Gamification

Repetitive jobs will be taken by machines, but machines will not be semi-independent. It will be looked after by a person on his computer screen. One person will be able to handle a few machines. Imagine sitting near your computer and monitoring AI drones dyeing houses or spraying pesticides in agriculture. Gaming will be marketable.

Collaboration and cooperation

Dealing with humans will remain one of the core skills even if in future we will be living in the Metaverse. Communication will still bring clarity related to the process of getting the best possible results regarding project implementation or companies' future steps and continue helping teams to perform well. Not a lot of old skills will be replaced by new ones, a lot will remain the same. For instance time management, organizational, written, human relationship skills etc. still will be the core skills.

Higher levels of education across Europe have tended to improve individuals' employability and future earnings prospects. And yet, the transition from study to work is increasingly challenged. Many new graduates find it increasingly difficult to obtain graduate-level work – particularly in the field in which they have been educated. Moreover, employers consider they lack skills needed for work – even for entry-level work, raising questions as to whether many Europeans may be over-qualified yet under-skilled. In this context of 'permanent transition', life-long learning has become an economic imperative. (European Political Strategy Centre, 2019). There is the issue of a much-needed adaptability to a fast-changing world of work where people will have to change jobs and accept employment on a short-term basis, in addition, soft skills such as communication and networking should be developed by all and should not be restricted to higher education (ILO, 2017). There is the need to focus support to develop soft and social skills of young people.

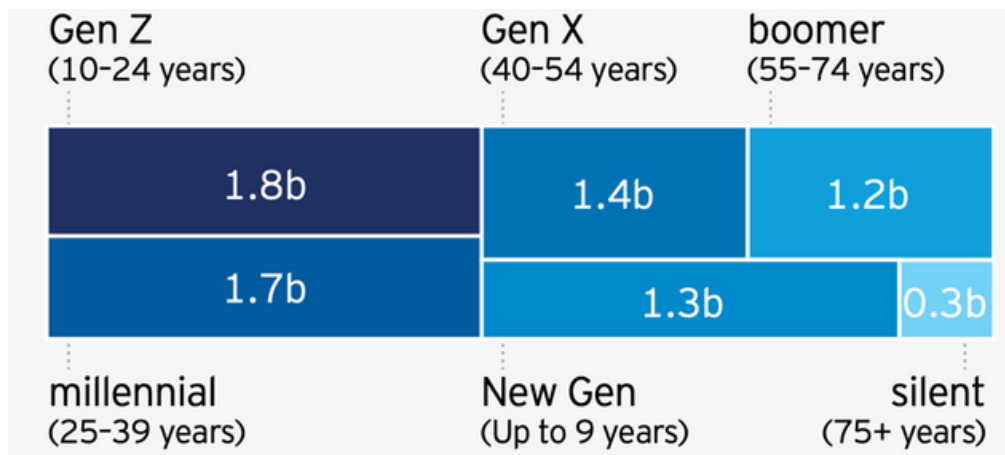


YOUTH

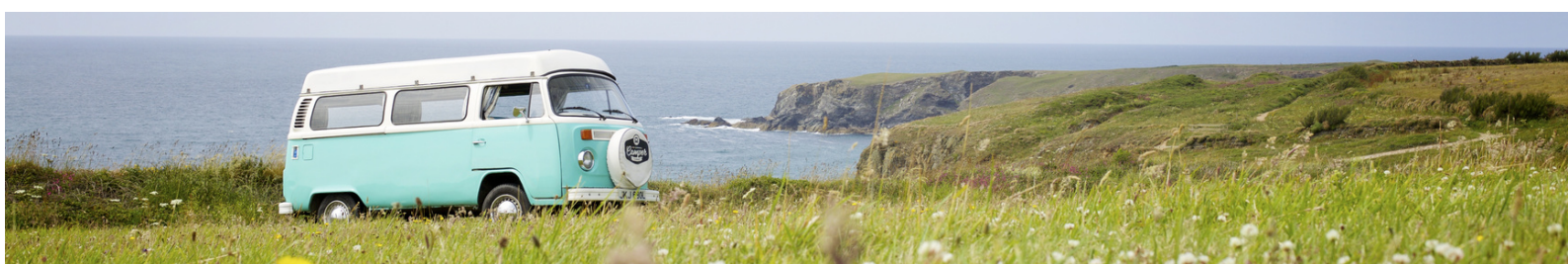
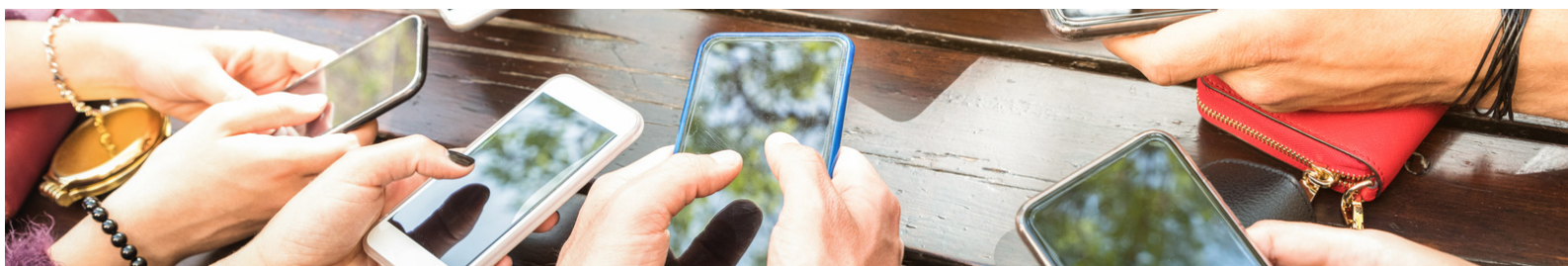
GEN-Z

The next decade will be shaped by the maturation of Generation Z, the largest generation cohort in history (see Figure 2). Gen Z's fundamental commonality lies in digital. As the first generation born entirely in the internet age, increasing travel has also helped to give Gen Z the most global outlook. Gen Zers also share a commitment to global sustainability. (EY, 2020)

Figure 2. Generations in population. (EY, 2020)



In the context of addressing the future employability of youth and the reduction of an ever-increasing mismatch between supply of and demand for labour, inclusive education that includes a lifelong learning approach was identified as a good strategy. (ILO, 2017) Certainly the pandemic is a landmark in the lives of this youthful generation. Schooling at all levels was upended by the need for social distancing. Because young people disproportionately work in service jobs and are in the lowest rungs of professional ranks, Gen Zers were laid off at much higher rates than older workers. And Gen Zers will be entering or returning to the job market in a severe recession (EY, 2020)



Youth in NEET-status

Knowledges about changes in working life and future skills are very important working with NEET-youth, who has dropped out from schools and employment. New interventions and instruments that taking account working life change open the door for NEET-youth finding solutions for their involvement into active social life and minimize barriers that has affected their participation so far. NEET-youth focus is active in whole Europe. Lowering youth unemployment, and aiming to effectively engage as many of Europe's young people as possible in the world of work, is at the heart of the EU policy agenda. In 2019, 12.6% of the population aged 15–29 were NEETs, which was the lowest point for a decade, but following the COVID-19 pandemic this increased to 13.7% in 2020. (Eurofound, 2020). Even NEET population is decreased a bit according to the Eurostat data, from 2016, but still around six million young people belong to the NEET group.

The background factors of young person in NEET-situation are family disadvantage and poverty, having unemployed parents, living in an area with high unemployment, membership of an ethnic minority group, and having a chronic illness, disability and/or special education needs. NEET-youth has lower personal and social well-being, they also describe themselves as having few 'soft' skills and not feeling optimistic about their chances of 'getting ahead in life' (Goldman-Mellor et al., 2016). Helemäe (2018) highlighted that they have difficulties coping with everyday responsibilities (Helemäe, 2018). These factors may stop and limit young people active participation in traditional education or working life.

As school-to-work transitions and a sustainable market integration are taking longer because of a changing nature of work and the skills in demand, it broadens the target group from all unemployed or inactive young people under 25 to all under 30. It supports job creation measures, as well as various activation measures such as counselling, career advice and advocacy. Today's proposal steps up prevention of unemployment and inactivity of young people through better tracking and early warning systems and improves the quality of offers by linking them to recently created quality frameworks. (European Commission, 2020)

Nowaday's innovations in education and working life as e-courses, co-working centres, nomadic remote workers, remote work may be effective tools to find solutions for NEET-youth, especially those who has different background factors that block their opportunities to move from their hometown because of work or studies.





REMOTE WORK

Working away from the traditional office is increasingly an option in today's world. The phenomenon has many partially overlapping terms, such as telecommuting, telework, virtual office, remote work, location independent working, home office, working from home (Aczel, Kovacs, van der Lippe & Szaszi, 2021). 84% of employers are set to rapidly digitalize working processes, including a significant expansion of remote work—with the potential to move 44% of their workforce to operate remotely (World Economic Forum, 2020).

The COVID-19 epidemic has blurred the boundaries between work and leisure in other ways. As social distancing mandates went into effect across much of the world in March 2020, large segments of the working population moved almost overnight to remote work models. While the technologies enabling this shift had been around for years, their adoption had been spotty. In the wake of the crisis, companies and workers put unprecedented effort into adopting remote work. Remote work or telework is a term that has been taken more into use since COVID-19 started. Many detailed online instructions of what remote work is, are created in 2020-2021 to support employers and employees on understanding of how remote work is built up. Based on the dictionary of Cambridge university, "remote work is the practice of an employee working at their home, or in some other place that is not an organization's usual place of business". The Employment Contracts Act of Estonia (2009) says that an employer and employee agree that the employee does work, which is usually done in the employer's enterprise, outside the place of performance of the work, including at the employee's place of residence (teleworking).

Remote worker is a worker who contributes in the company while not being in the company physically. Remote workers submit to their employers management and control. International remote work employee is a worker who for example works for an Estonian company in their home country but lives in another country (Espenberg & Roos, 2020).

Remote working places can be employees' home (home office or teleworking), library, co-working center, cafe or another country. Employee and employer can agree on one specific place where to work or employee chooses where they are working during the day. There is no specific place for remote work. Remote work is done by agreement of the parties. The employer cannot force the employee to work remotely and the employee cannot demand remote work.

According to new forms of employment remote workers and employers should have strong or prevalent support of ICT, including mobile phones, personal computers, iPads or similar, where this technology changes the nature of work relationships or work patterns (ILO, 2020).



According to the research *Teleworking As A Motivation Factor When Choosing An Employer* (Kuuler 2020) employers need to make the most of the potential of telework in their work organization adjustments and make the management style more flexible. Kuuler (2020) adds that the key to success is trust and the employee giving responsibility for the results of the work, and the employee has the opportunity to choose the way and place of work that suits them.

There are many different terms that are used to define remote work but these terms do not always hold the same definition that remote work does, for example:

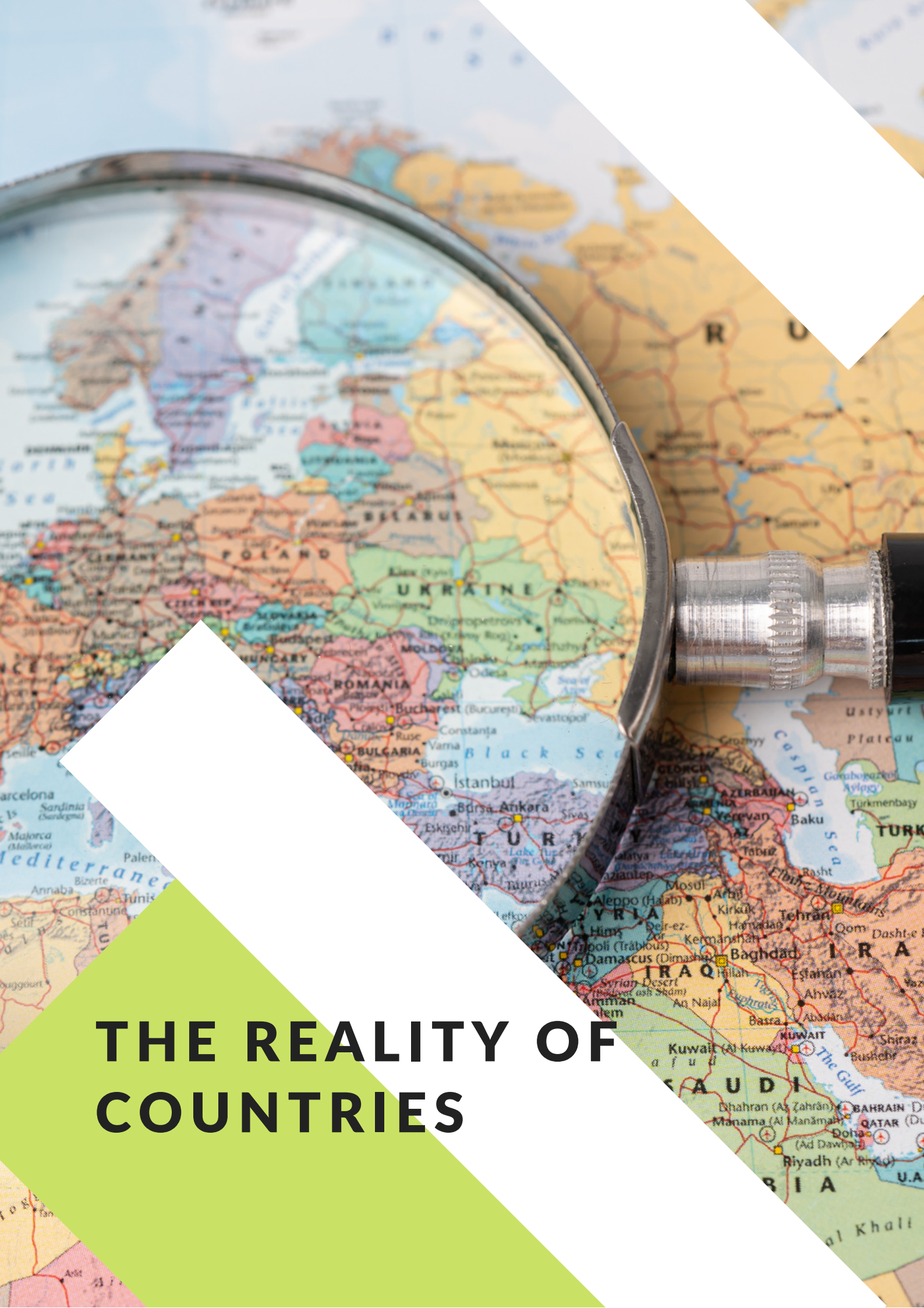
- Short-term remote work - In addition to regular remote work, there is also temporary (or short-term) remote work. This is a situation where an employee works for a few days or weeks in a different place from his or her usual job. (Rahandusministerium, 2021)
- The home office is one of the places for doing the remote work but it is not the synonym of remote work. Remote work is a general thinking-, working and living style that is not defined only by the place where it is done.
- Distributed work is a style where employees are in different spots and the middle does not have a big role. Remote work points out that you are remote from something but distributed work means that employees naturally work in the places that they are and are more equal on their level of work. Usually this term is used on teams that are working at national or international level.
- Telecommuting workers (also called telework) use their remote work flexibility to work from home, cut down costs of transportation, avoid office-based distractions, and provide childcare-friendly scheduling. Remote work is exploiting the advantage of their remote employment, they travel the world (Thompson, 2019).
- Working from home - An employee working from their house, apartment, or place of residence, rather than working from the office.



There was a sudden shift to remote work during the pandemic, as roughly one-third of the workforce began working from home. In reaction to the pandemic, some companies have started to redeploy idled workers to other activities with higher demand, including temporary reassignments between departments. In addition, they have adapted processes to expedite hiring of people in critical occupations and industries and encourage remote learning. (OECD, 2021). Also the Statistical Office of Estonia (Voolens & Sõstra, 2020) found out that the percentage of people doing remote work increased in 2020. There is growing recognition that remote work can substitute for labor mobility (OECD, 2021). For some positions it is better to have a remote worker, because of the labor mobility. To decrease the mobility it is possible to create a remote work position where a worker who values self time management and flexibility, will stay longer on a position. This will support the development of work because the worker who works in this position has more knowledge and time in order to develop the quality of work in that position. Pandemic has shown us that having some kind of remote work possibility is possible in many professions.

In conclusion it is possible to claim that remote work methods have increased during the pandemic. Many employers are starting to use different kinds of remote working forms and many employees are looking out for remote working possibilities for its flexibility to plan their own time and workplace. For the support to make the remote work process more smooth, countries have released acts, instructions, contract extras, etc.





THE REALITY OF COUNTRIES

LITHUANIA

Main points of work from home policy in Lithuania

Employees have the right to request to work remotely and employers can reject the employee's request only if they can prove such an arrangement would lead to excessive costs.

When raising children (details in Lithuanian Labor Codex) employees have a right to work at least 20% of working time from home.

All excessive costs experienced by employees must be covered by the employer.

Employers must create safe conditions to work remotely for their employees.

Portrait of satisfied remote worker in Lithuania

She is a Millennial woman holding a higher education degree, with 4–10 years of professional experience, and working from home two days a week in the management and administration field. (Working from Home—Who Is Happy? A Survey of Lithuania's Employees during the COVID-19 Quarantine Period, 2020)

Remote work in companies situated in Lithuania

Most companies after covid pandemic became more digital. Management, administration, IT developments jobs can be conducted fully or partly remotely.

In job application descriptions it is often written that the employer provides flexible working conditions or working remotely. It indicates transformation of work space after a pandemic.



ESTONIA

The Civil Service Act defines remote work as the performance of service duties outside the location of the position. The Employment Contracts Act specifies that in the case of remote work, the employer and the employee agree that the employee will perform work that is normally performed in the employer's company, outside the place of work, including the employee's place of residence. In the case of remote work, the official/employee uses the opportunity given by the employer to work where he likes to do it. The specific place where the work is done is not important.

24% of employed persons aged 25-44 work remotely, but there are considerably fewer of them among those aged 15-24 and over 44. By region, there are the most remote workers in Harju, Hiiu and Tartu counties, and the least in Ida-Viru county.

Among the fields of activity, the field of information and communication surpasses all others, where in 2021 more than half of all employed people worked remotely. This is followed by professional, scientific and technical activities and financial and insurance activities, where remote workers accounted for more than 40% of all those employed in the same field of activity. Almost 30% is the share of remote workers in public administration and national defense and real estate-related activities.

Most institutions practice remote work based on a verbal agreement between the employee's direct manager and the employee, but depending on the specific need and the conditions of remote work (especially in cases where the majority of remote work is agreed upon), it is recommended that the remote work agreement be formalized at least in writing and in a reproducible form. The degree of accuracy of the agreement on the conditions of remote work depends on the nature and need of the work.

Networks of remote work centres have also been created in Estonia. For example, Kupland is a network of remote work centers in Southern Estonia.



TURKEY

Although remote working can be implemented within the framework of the principle of freedom of contract, it was regulated in the Labor Law for the first time in Turkey in 2016. The Remote Working Regulation, which determines the details of the application to be applied in public and private workplaces employing workers subject to the Labor Law, was published in the "Official Gazette (Resmi Gazete)" dated 10/3/2021 and numbered 31419 and entered into force.

Remote work is the work of the worker at home or outside the workplace with technological communication tools within the scope of the work organization created by the employer.

According to the remote working arrangement, which is compatible with the "social isolation rule", which is important during the Covid-19 epidemic:

- Written employment contracts will be made for remote working. The employment relationship can be established with a telework contract from the very beginning, or the employment contract of the employee currently working at the workplace can be turned into a telework contract by mutual agreement.
- The employment contract will also include the timeframe and duration of remote work. Overtime work can be done upon the employer's written request and the employee's acceptance.
- All workers working under the Labor Law will be able to request to work remotely. The employer will respond to the worker who notifies the request within 30 days.
- Employees who switch to remote work will also be able to request normal work. The employer will decide whether to implement remote work in the whole or part of the workplace for compelling reasons.
- The employer will be obliged to inform its employees about occupational health and safety measures during the remote working process, provide the necessary training, provide health surveillance, and to take the necessary occupational safety measures regarding the equipment it provides.



TURKEY

Remote work cannot be done in jobs that involve working with hazardous chemicals and radioactive materials, processing these materials, or working with the wastes of these materials, working with the risk of exposure to biological factors.

· In addition, it will be decided whether remote work will be carried out by the relevant public institutions and organizations in matters of strategic importance in terms of national security.

According to the research conducted by Eurostat, the European Statistical Office, in 2020 and the results of which were announced in 2021, 12.3% of the people living in European countries started to work from home. Finland has the highest number of remote workers with 21.5 percent. Turkey is in the last place on this list with 3 percent.

Occupation Types of Remote Workers

The remote working model mostly applies to white-collar workers. In some sectors, remote working is more common. According to the data presented within the scope of the “Working from Home During the Global Epidemic Report” prepared by Istanbul University, financial institutions and insurance are the sectors that most use the remote working model with 26%. The reason for this result is that the technological infrastructure of the banking and finance sector is more developed compared to other sectors. As a result of the research, education is in second place with 19 percent. Informatics, which is in the third place, is also known as the sector that adapts to the developing technology the easiest and fastest.

With 23.9%, Turkey is the second country with the highest ratio of young people neither in employment nor in education (NEETs) to the total youth population, after Macedonia. This figure is an important indicator of the need for more work for these young people.





REMOTE WORK PRACTICE

It has been known since 1994 that most companies promote remote work as an advantage in suitable activities. Remote work achieved the highest level of popularity during the COVID-19 pandemic, as more and more public and private companies introduced it as a work organization that helps keep their employees safe and secure essential goods and availability of services (Grigorescu & Mocanu, 2020). Whereas in the past there was no interest in investing in remote working, now companies have to switch to remote work due to COVID-19 (Bhattacharya & Mittal, 2020) because of that it is important to develop remote work methods.

On the basis of Chung (2018) among 26% of employees in Europe it is common to have flexible working hours (20%) and working time autonomy (6%). According to the article (Hicks, 2020) that analyzes the number of people who can work at home, countries other than the United States find “a clear positive relationship between income levels and the shares of jobs that can be done from home.” They find that fewer than 25 percent of jobs in Mexico and Turkey can be performed at home. Covid-19 pandemic has started in an era in which teleworking has already been widely practiced. There is a limited insight on how telework affects women's work-life balance (Çoban, 2021). There is not much research or statistics on how remote work has influenced working life in Turkey so it is hard to have any conclusions based on these few studies.

A lot more research has been done on how remote work has developed in the European Union and its countries. The percentage of employed persons aged 15 to 64 in the European Union (EU) who usually work from home stood at 5.0% in 2017. This figure was highest in the Netherlands (13.7%), followed by Luxembourg (12.7%) and Finland (12.3%), and lowest in Bulgaria (0.3%) and Romania (0.4%) (Eurostat, 2018). Countries in Northern Europe are also those with the largest growth in the prevalence of telework since 2009, albeit sizable increases also took place in a number of other Member States including Portugal, Estonia, and Ireland (Eurofound, 2021).



Remote work existed before COVID-19, but because of the pandemic the usage of remote work and its different forms have increased. In the comparison of economic activities, the most active remote workers in Estonia during the short term remote work were people working in the fields of information and communication, financial and insurance activities and professional, scientific and technical activities. In 2019 5,6% of 15-74 year old people from Europe worked at home, 7% in Estonia and 2,4% in Lithuania. (Statistikaamet, 2020)

Before the pandemic, almost a quarter of the respondents of a survey worked remotely and most of them, about three quarters, worked at the employer's premises. It appears that almost half of the respondents had not been exposed to telework before, but during the pandemic emergency this changed for many respondents: a total of 64% of respondents were working remotely. Of all respondents who previously worked at the employer's premises, 56% started working remotely on a daily basis. (Otsus, 2021)

The results of research on how EU countries rapidly adapted with remote work due to pandemic, show that countries in the EU are divided in 3 different categories: low to moderate level of adaptability, fair level of adaptability and high level of adaptability. Lithuania has low to moderate levels of adaptability and high levels of adaptability in countries like Estonia.

According to the Lordache et al. (2021) the official EU-wide statistics on teleworking during COVID-19 the pandemic are still not available; however, the unprecedented pace of transformations brought about in the labor market by the health crisis require additional research efforts towards a better understanding of the determinants that facilitate the shift from traditional working patterns to new ones. As people around the world are forced to work remotely because of the coronavirus, their perceptions, changes in performance and experience during working remotely are a new area of research (Bhattacharya & Mittal, 2020). Based on previous research it is fair to summarize that the research about the impact of the Covid-19 pandemic on remote work is still in process.



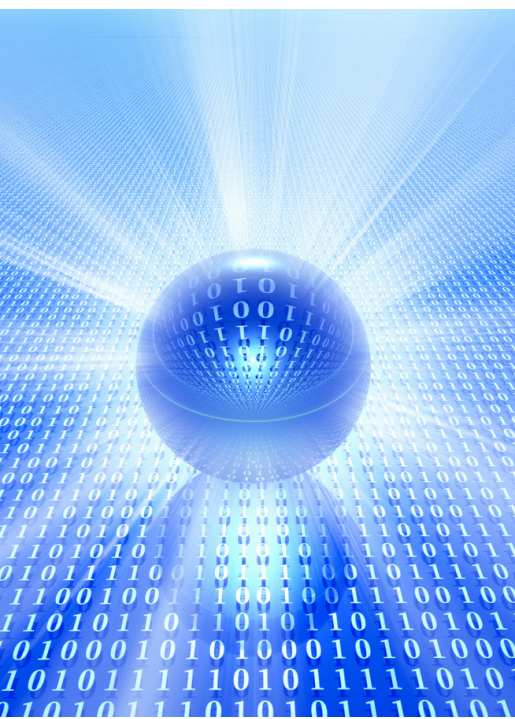


SKILLS FOR REMOTE WORK

Remote work is a new way of working compared to the traditional way where workers stay on an employer's enterprise the whole working time. The traditional way supports the employer in having the overview of employee competencies, but remote work is based on trust and communication that the worker has competencies required for remote work. Well-known skills for remote work are the ability to work independently, self-motivation, strong communication skills, comfort in learning and using digital tools, being a team reliable player, and having secure equipment.

Based on Wang, Liu, Qian & Parker (2020) there are four key remote work challenges i.e., work-home interference, ineffective communication, procrastination, loneliness, and (Thompson, 2019) friendship circles are disrupted. The boundaries between people's home and work are becoming blurred as home-related things are used in work-related activities and work-related aspects are used in domestic activities (Bhattacharya & Mittal, 2020, p. 66). To reduce feelings of loneliness that is achieved by doing remote work, it is necessary to have some job autonomy (Wang et al., 2020). Potential remote work challenges should be addressed before the beginning of the remote work and when potentially confounding factors are first identified.

According to Wang et al. (2020) there are four virtual work characteristics that affected the experience of these challenges i.e., social support, job autonomy, monitoring, and workload. Workload and monitoring function as demands, increasing remote workers' work-home interference and thereby undermining employee well-being (Wang et al., 2020). The workload of employees should be assessed and optimized if necessary (Otsus, 2021). Job autonomy is important for building individuals' proactive motivation to self-initiate contact with others and also employees low in self-discipline benefit more from social support in coping with procrastination in the home office. (Wang et al., 2020).



One key individual difference factor is workers' self-discipline because when people are required to work from home irrespective of their abilities and preferences, we find that self-discipline can significantly shape remote working experiences (Wang et al., 2020). Self-discipline has been widely considered as an important and necessary skill for achieving remote working effectiveness. Flexible work arrangements are usually provided only to employees with higher self-discipline (Wang et al., 2020). Also, individuals with higher levels of emotional stability are better equipped to manage both the challenges and advantages inherent in remote work (Perry, Rubino & Hunter 2018). To summarize, it can be said that the self-discipline of the remote worker is an important factor in the effective performance of remote work.'

"Communication is key to success" is a well-known phrase and it also links to the success of remote work. High-quality organizational communication can be viewed as a sign of organizational support that may help employees refocus on collective goals (Parker, Axtell & Turner, 2001). Good communication with your line manager and a clear understanding of the job, the expectations, and the goals of both are significant help in maintaining focus (Friedman & Westring, 2014). Social isolation can be reduced in various ways, such as through synchronous video meetings and informal communication (van Zoonen et al., 2021). Based on current research, it can be argued that communication is one of the key factors in the functioning of telework.






**SUPPORT FOR
REMOTE WORK**

Remote work is getting more and more popular and because of that many employers need to create a system on how they will organize the remote work in a way that the employee and employer both will be satisfied. Employees want more certainty about post-pandemic working arrangements - even if you don't yet know what to tell them (Alexander et al., 2021). The transition to remote work requires infrastructure and technology that enables remote work: remote desks, broadband, electricity (Bhattacharya & Mittal, 2020). Awareness of the challenges of teleworking and, as a result, the organizational support of teleworking guarantees better quality work.

As remote work has become more popular, some issues have emerged that workers and employers could consider. Organizations and leaders should be aware of potential health risks associated with remote work and design remote work in a way that aims to reduce the triggers for self-endangering behavior such as presenteeism (working while sick) (Steidelmüller et al., 2020). Besides the general and work-related stress factors that already exist permanently, Fritz (2021) points out that additional risks to mental health accompany the pandemic-related situation of working from home. The present study showed that frequent telework was associated with increased stress among academics that all had the opportunity to telework (Heiden et al., 2020). Based on these studies, it is possible to say that preservation of mental health is an important support during remote work.

In order to support mental health conditions, Otsus (2021) has found some results on how an organization and employee can improve mental health. Developmental and supportive management style is important for mental health well-being, it includes noticing, recognizing, supporting development, providing timely feedback, clear work instructions, and trust and understanding. The study shows that the most common way employers support the mental health of employees is to provide them with independence and freedom of choice in the way they organize their work. (Otsus, 2021) Also training for employees and leaders that strengthen individual awareness of their own as well as subordinates' health and clear guidelines in an organization on how to deal with presenteeism might help as well (Steidelmüller et al., 2020).





This new way of working changes the way an employee communicates in the organization. Within the change, it is necessary to create a clear communication system that supports remote working processes. Communication and information exchange is important in the starting point of telecommuting and also while doing remote work (Kaasik, 2020). Simultaneously, the current situation, especially the lack of interpersonal contact, is often accompanied by reduced resources, and these resources are required by the individual in order to be able to deal with the upcoming stressors (Fritz, 2021).

In order to support the communication during remote work, it is necessary to review technological and IT opportunities of the remote workplace. With the wider use of technology, the need for human interaction may disappear (Kaasik, 2020). The technical possibilities do not set limits on the location of teleworking, in addition, these possibilities support communication and prevent the lack of human resources.

Remote work can be done in different places, so it means that there is no specific place for remote work if the employer and employee have not agreed on some specific place. If the remote work is done at home, the employee should let the employer pre-evaluate if he/she is able to perform the assigned tasks to the desired extent and within the set deadline when one changes the job to work remotely (Kaasik, 2020).

One of the places where remote work can be done is at home. If remote work is mandatory for various reasons, it is necessary to analyze the possibility of working from home. As different people in a company may have different home environments (family size, marital status, electricity, Wi-Fi, dedicated laptop with the required software to teleconnection, noise and other distractions based on the location of the home, etc.), the remote work setting varies and conflicts may arise during work and home transitions, especially when the dominant needs of a person are not met (Bhattacharya & Mittal, 2020).

In order to work from home, it is necessary to take into consideration the family aspect and also take sex differences into account (Steidelmüller et al., 2020). According to Çoban (2021), society leans mainly on the invisible efforts of women in the Covid-19 pandemic. The current pandemic and teleworking conditions have unsettled the professional work rhythm of women and have detached them from their work environment (Çoban 2021). In order to understand and support employees during remote work, it is also considered important to communicate on non-work topics.

In conclusion it is important to mention that the support depends on the nature of remote work: mandatory and short term or optional and depending on the nature of the job. Either way of remote work these support methods for remote work are linked together. Workstyle that supports mental health permanence is connected to the communication, workplace, and also understanding more family aspects of working from home. Also, if necessary, the workload of employees is assessed and optimized (Otsus, 2021).

REFERENCES

- Aczel B, Kovacs M, van der Lippe T & Szaszi B. (2021). *Researchers working from home: Benefits and challenges*. PLoS ONE 16(3):e0249127. <https://doi.org/10.1371/journal.pone.0249127>
- Alexander, A., De Smet, a., Langstaff M., Ravid, D. (2021). What employees are saying about the future of remote work. McKinsey & Company. <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/what-employees-are-saying-about-the-future-of-remote-work>.
- Bhattacharya, S. & Mittal, P. (2020). The Impact of Individual Needs on Employee Performance while Teleworking. *Australasian Accounting Business & Finance Journal*, 14(5), 65–85.
- Chung, H. (2018). Töötajasõbraliku paindlikkuse arengutest ja mustritest Eestis Euroopa töötingimuste uuringu ja Euroopa ettevõtete uuringu põhjal. *Arenguseire Keskus*. <https://www.riigikogu.ee/wpcms/wp-content/uploads/2017/09/Employee-friendly-flexibility.pdf>
- Çoban, S. (2021). Gender and telework: Work and family experiences of teleworking professional, middle-class, married women with children during the Covid-19 pandemic in Turkey. *Gender Work and Organization*, 29, 241–255.
- Employment Contracts Act. (2009). Riigi Teataja, I 2009, 5, 35. <https://www.riigiteataja.ee/en/eli/502112021003/consolide>
- ESPAS. (2018). Global Trends to 2030: The Future of Work and Workplaces. <https://espas.secure.europarl.europa.eu/orbis/sites/default/files/generated/document/en/Ideas%20Paper%20Future%20of%20work%20V02.pdf>
- Espenberg, K. & Roos, L. (2020). Rahvusvahelise kaugtöö uuring. Tartu Ülikool. https://www.workinestonia.com/wp-content/uploads/2021/01/Rahvusvahelise-kaugtoo-uuring_29.12.2020.pdf
- Eurofound. (2020). NEETs. <https://www.eurofound.europa.eu/topic/neets>
- Eurofound. (2021). Teleworkability and the COVID-19 crisis: a new digital divide? Working paper. <https://euagenda.eu/upload/publications/wpef20020.pdf>
- European Commission. (2020). Youth Employment Support: a Bridge to Jobs for the Next Generation. Eur-Lex. <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1594047420340&uri=CELEX%3A52020DC0276>
- European Political Strategy Centre (2019). 10 Trends shaping the future of work. doi:10.2872/69813
- Eurostat. 2018. Working from home in the EU. 20 June.
- EY. (2020). Are you reframing your future or is the future reframing you? Mega- trends 2020 and beyond. EYQ 3rd edition. https://assets.ey.com/content/dam/ey-sites/ey-com/en_gl/topics/megatrends/ey-megatrends-2020.pdf
- Friedman, S.D. & Westring, A. (2014). Empowering individuals to integrate work and life: insights for management development. *Journal of Management Development*, 34(3), 299-315.
- Goldman-Mellor, S., Caspi, A., Arseneault, L., Ajala, N., Ambler, A., Danese, A., Fisher, H., Hucker, A., Candice, O., Williams, T., Wong, C., & Moffitt, .E. (2016). Committed to work but vulnerable: Self-perceptions and mental health in NEET 18-year-olds from a contemporary British cohort. *Child Psychol Psychiatry*, 57 (2), 196-203.
- Grigorescu, A. & Nicolae, A-M. (2020). Teleworking Perspectives for Romanian SMEs after the COVID-19 Pandemic. *Sciendo*.

REFERENCES

- Fritz, T. (2021). Mental Health of remote working Employees in Europe. [Research paper]. Avans School of International Studies
- Heiden, M., Widar, L., Wiitavaara, B., & Boman, E. (2020). Telework in academia: associations with health and well-being among staff. *Higher Education*, 8, 707–722.
(2021)<https://link.springer.com/article/10.1007/s10734-020-00569-4>
- Helemäe, L. (2018). Tööturu ebakindlust kogevad Eesti noored: vanemate ja sotsiaalsete võrgustike toetus täiskasvanuks saamisel. RASI toimetised, 4. Tallinna Ülikool.
- Hicks, M.S. (2020). The number of people who can telework is higher than was estimated. US Bureau of Labour Statistics. <https://www.bls.gov/opub/mlr/2020/beyond-bls/the-number-of-people-who-can-telework-is-higher-than-was-estimated.htm>
- ILO. (2017). The Future of Work We Want: A global dialogue. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_570282.pdf
- ILO. (2020). Teleworking during the COVID-19 pandemic and beyond. A Practical Guide. https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/instructionalmaterial/wcms_751232.pdf
- Iordache et al. (2021). Using Neural Networks in Order to Analyze Telework Adaptability across the European Union Countries: A Case Study of the Most Relevant Scenarios to Occur in Romania. *International Journal of Environmental Research and Public Health*. <https://www.mdpi.com/1660-4601/18/20/10586/htm>
- Kaasik, K. 2020. Kaugtöö mõju pere- ja tööelu tasakaalule. [Magistritöö]. Tallinna Ülikool. <file:///C:/Users/Laptop/Downloads/3cb0ceac745a467083f53dcd998941f2.pdf>
- Kaugtöö. Rahandusministeeriumi koduleht.
- Kupland koduleht. www.kupland.ee
- Kuuler, H. (2020). Teleworking as a motivating factor when choosing an employer. [Magistritöö]. Eesti Maaülikool.
- OECD (2018), Good Jobs for All in a Changing World of Work: The OECD Jobs Strategy, OECD Publishing, Paris, <https://doi.org/10.1787/9789264308817-en>.
- OECD.(2021). Telework before the COVID-19 pandemic: trends and drivers of differences across the EU. <https://www.oecd-ilibrary.org/docserver/d5e42dd1-en.pdf?expires=1636024454&id=id&accname=guest&checksum=E1F10B2B2E750559F685F31C43323A4B>
- Otsus, K. (202). COVID-19 Pandeemia mõju töötajate vaimsele tervisele ning töötajate ootused tööandjale vaimse tervise edendamiseks. [Magistritöö.] Tallinna Tehnikaülikool.
- Parker, S.K., Axtell, C.M., Turner, N. (2001). Designing a safer workplace: Importance of job autonomy, communication quality, and supportive supervisors. *Journal of Occupational Health Psychology*, 6, 211–228.
- Perry, S.J., Rubino, C., Hunter, E.M. (2018). Stress in remote work: two studies testing the Demand-Control-Person model. *European Journal of Work and organizational Psychology*, 27 (5), 577-593.
- Rahageenius. (2022). Kaugtöö ei ole enam ainult finantsvabaduse saavutanud inimestele, peaaegu kolmandik Eesti hõivatutest teeb kaugtööd
- Rahandusministeerium. (2021). Kaugtöö. <https://www.rahandusministeerium.ee/et/eesmargidtegevused/riigihaldus/kaugtoo>
- Raisiene, A.G. (2020). Working from Home—Who Is Happy? A Survey of Lithuania’s Employees during the COVID-19 Quarantine Period, *Sustainability* 2020, 12.

REFERENCES

- Remote work in Lithuania. Boundless. <https://boundlesshq.com/guides/lithuania/remote-work/>
- Steidelmüller, C., Meyer, S.C., & Müller, G. (2020). Home-Based Telework and Presenteeism Across Europe. *Journal of Occupational and Environmental Medicine*, 62(12), 998–1005.
- Sõstra, K. (2022). Kellel on suuremad võimalused kaugtööks? Eesti Siseaudiitorite Ühing.
- Thompson, B.Y. (2019). *The Digital Nomad Lifestyle: (Remote) Work/Leisure Balance, Privilege, and Constructed Community*. *International Journal of the Sociology of Leisure*, 2, 27–42.
<https://link.springer.com/article/10.1007%2Fs41978-018-00030-y>
- van Zoonen, W., Sivunen, A., Blomqvist, K., Olsson, T., Ropponen, A., Henttonen, K., & Vartiainen, M. (2021). Factors Influencing Adjustment to Remote Work: Employees' Initial Responses to the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 18, 6966.
- Voolens, E. & Sõstra, K. (2020). Koroonakriisi tulemus: 200 000 kaugtöö tegijat. Statistikaamet.
<https://www.stat.ee/et/uudised/koroonakriisi-tulemus-200-000-kaugtoo-tegijad>
- Wang, B., Liu, Y., Qian, J., & Parker, S.K. (2021). Achieving Effective Remote Working During the COVID-19 Pandemic: A Work Design Perspective. *Applied Psychology: An International review*, 70 (1), 16-59.
- World Economic Forum. (2020). The Future of Jobs Report 2020. Geneva: WEF.
http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

THE STUDY



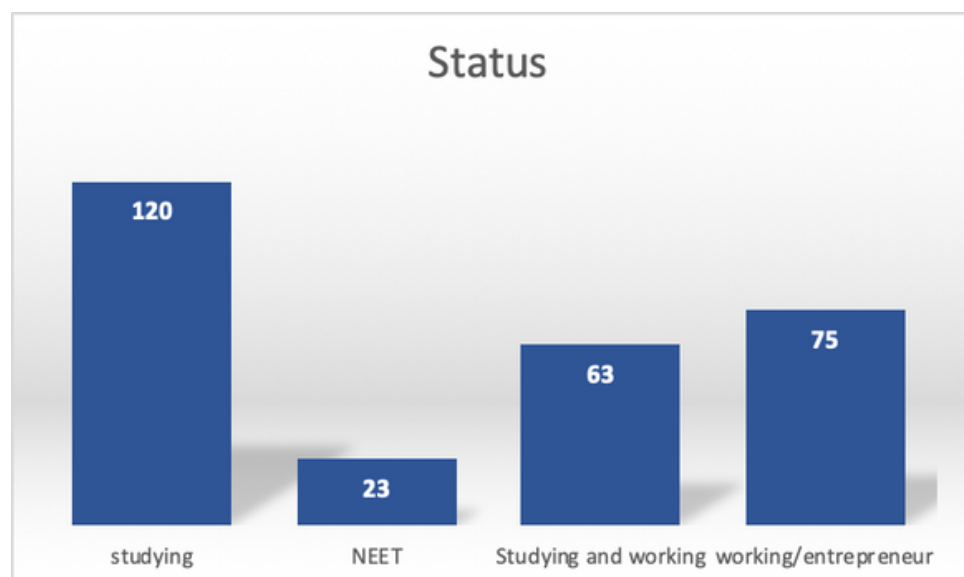
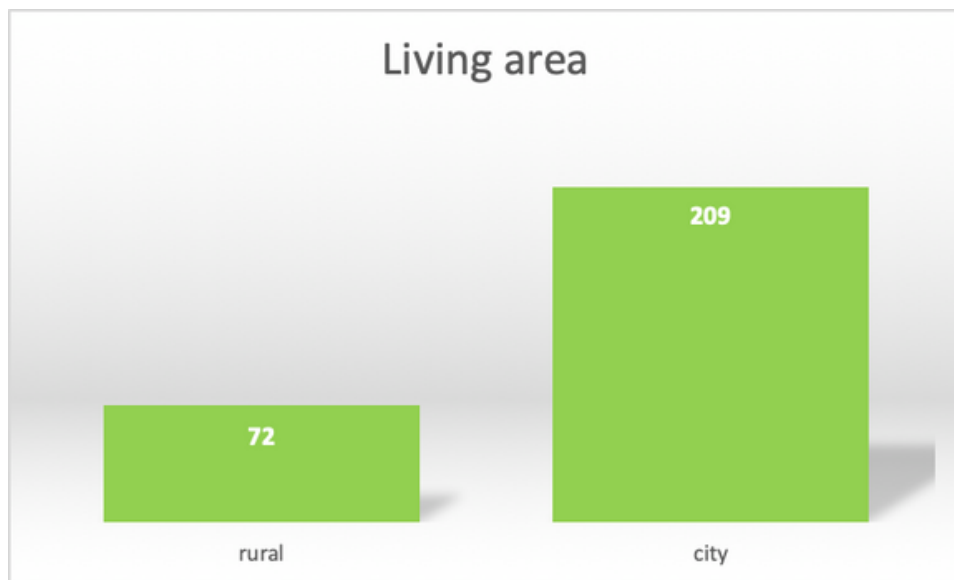
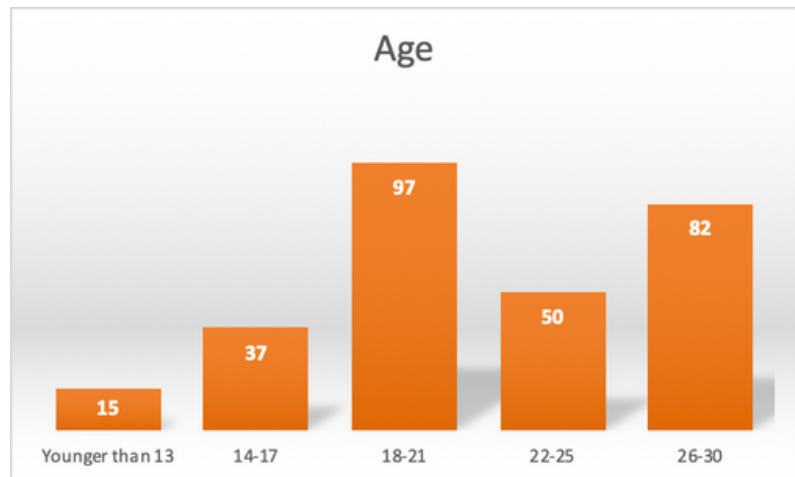
THE RESULTS

The project partners completed survey about remote work.

The aim of the study was to understand young people knowledge and readiness for remote work.

The sample of the study were 281 young people from Estonia, Lithuania and Turkey.

Respondents profile (n=281)



How respondents assess their awareness of the possibilities and circumstances of flexible working methods, including remote working?

6.6 points from 10

No significant country differences

Young people are more interested to know:

1. which laws must be take into account and how (eg employment contracts, etc.);
2. in which areas is remote working possible;
3. what should be the necessary conditions for remote working?
4. what skills are needed for remote working?

Also they need to know:

- How to juggle remote working with home life?
- How many platforms are where can I work?
- How efficient is to check workers results?
- How do remote working & learning more interactive?



SKILLS

Respondents assess their **digital and communication skills** to be in good level but **management and time planning skills** in lower level. It means that in support measurement more focus is to put into these skills development.

The top 6 skills that respondents are interested to develop are:

1. How to be a better time planner ($n=177$)
2. How to manage the learning process ($n=141$)
3. How to solve problems and conflicts ($n=140$)
4. How to lead habits ($n=140$)
5. How to share life roles in balanced mode ($n=116$)
6. How to be a better communicator ($n=135$)

How should to learn more about these topics?

Most liked methods:

1. Activities (camps, study trips, meetings) ($n=196$)
2. Workshops ($n=157$)
3. Webinars ($n=144$)

Less liked methods:

1. School program ($n=66$)
2. Podcast ($n=85$)
3. Storytelling ($n=94$)

Have you heard that there are remote centers all over the country, where people who do remote work but do not want to do it at their desk at home come together to work every day?

YES 57% NO 43%

How would you like to know more about the ways and possibilities of remote working?

- Study visits to remote workcentres and companies
- Webinars
- Articles and posts in media
- Stories of persons

Conclusion

Based on the study results it may highlight that remote work methods are known, but more detailed knowledge is missing, such as the knowledge about remote work centres work. It is considered important to know the laws and regulations related to teleworking. Skills assessments suggest that self-management and time management skills for teleworking need to be developed. Therefore, it is necessary to create additional job workshops for young people, which on the one hand would share the knowledge about remote work and at the same time develop the necessary skills. Taking into account the preferences of the respondents, activities and workshops are especially suitable for this way of learning. Based on this result, the workshops to be created should be linked to experiential learning activities (camps, study visits, etc.)

WORKSHOP/TRAINING MODULES



WORKSHOP/TRAINING MODULES

Following modules are created and piloted by the participants of the project "Youth Workspace".

The modules are about different topics and can be used separately or combined with each other.

The main aim of these workshops is to discuss the topics of remote work with young people using non-formal learning methods.

The outcome of the modules is to raise participants' awareness of remote work and the need for different skills to perform beneficial work.

Suggested target group:

Young people aged 14 - 30

Working remotely on their job fully or partially

Willing to learn more about remote work and improve remote working

Group size: 10 - 20 persons

Full session time: 13 hrs/ 2 days/ 16 academical hours

Suggested full session:

1st day: Workshop 1+3

2nd day Workshop 2+4

WORKSHOP MODULE 1



E-WORKSHOP - REMOTE WORK INTRO

Piloted in Turkey

WORKSHOP MODULE 1

WORKSHOP TEMPLATE - REMOTE WORK INTRO

Name of Tool / Method:

What is the remote work and the remote worker?

Duration: 2:30 - 3:00 hours

Target Group(s):

Being a young adult

Working remotely on their job fully or partially

Willing to learn more about remote work and improve remote working

Group size: 10-20 persons.

Content:

Remote Working

Tuckman's Team Development Stages

Team Communication

Outcomes:

Define the ideal remote worker

Explain necessary knowledge, skills, and attitudes for remote working

Understand the team development process and apply this to their team development process

Explain the importance of communication in a team and know how to improve team communication remotely

Materials: Internet connection, computer, access to digital tools

Venue: Training is delivered online via Zoom. Miro is used as an interactive whiteboard app.

WORKSHOP MODULE 1

Description of the activities

Get to Know Each Other (20 mins)- Word Hunt

The facilitator opens a white page on the screen, says their name, introduces themselves briefly, and writes their name horizontally or vertically. Then, on a voluntary basis, the participants are asked to take the "pen/cursor". Each participant briefly introduces themselves, says their name, explains how their name was put, and writes it like a puzzle using the letters on the page. After all the participants have spoken, the game ends with applause.

Group Dynamic (30mins)- Mission Impossible

A list of various tasks is sent to the participants. Participants are asked to complete all the tasks on the list within 20 minutes. Participants are asked to decide for themselves, such as how they will distribute the tasks. The facilitator sends the group to a separate room. At the end of the time, it is checked how the tasks in the list are completed (the number of tasks and tasks may vary depending on the group).

BREAK - 10 Mins

Activity: Ideal Remote Worker (95 mins)

Game Introduction: 10 min

Game: 40 min

Presentation: 15 min

Resolution: 30 min

WORKSHOP MODULE 1

Description of the activities

Ideal Remote Worker:

Mission: You will create a resourceful person who can work remotely efficiently. Each group will form a part of this person. While creating, you need to draw/visualize human features in Miro with various tools. At the end of the time, the drawings made by everyone will be combined and form a whole Human. Rules:

- Each group will do the part of the people indicated in the group name.
- Different groups cannot use the same features and/or visualization! For example, Both the Head group and the Hands group cannot use the clock image and display the "Time Management" feature on the person they created. Each group should create its own parts with different features and use different visualization.
- The human part formed by each group should be able to unite in the body as a whole when the time is over.
- To fulfill this task, intergroup communication is required. A spokesperson will be selected from each group and their e-mail addresses will be shared with each other. Each group will have an e-mail address where they can reach the relevant person in the other group

Input: Tuckman Team Development Stages – 10 Mins

Tuckman's Team Development Stages / Remote Working and Communication.

BREAK 10 mins

Group Debriefing - 15 mins

Evaluation and Closing – 10 min

WORKSHOP MODULE 2



TEAMWORK Piloted in Turkey

WORKSHOP MODULE 2

WORKSHOP TEMPLATE - TEAMWORK

Name of Tool / Method: How to manage yourself in remote work?

Duration: 2:30 – 3:00 hours

Target Group(s): 14-30 years old young people

Outcomes: Time management, communication, teamwork in remote work

Materials: Computer, mobile phone, internet, stationery materials to create a puppet...

WORKSHOP MODULE 2

Description of the activities

Name Game (15 mins): Name & Movement in a Circle

Energiser (15 mins): Elephant or James Bond or Washing Machine

Activity (60 min): Ideal remote work puppet

- Divide the participants into 4 sub-groups.
- Give the instructions to the participants.
- Send them to 4 different rooms/places with the rules, at least 1 computer and/or mobile phone needed.
- The rules are; first of all, give the list of the present materials. Then, all the groups will be asked to send an e-mail with the materials they think they are going to use to create a part of the puppet. Each group will create a part of the puppet so that when they come together, all the parts will create one whole puppet.
- Indicate that which group has which materials
- Remind them that they can communicate with other groups via e-mail, Zoom, WhatsApp etc. digital tools and they need to choose which communication tool they are going to use during the activity to communicate with other groups
- At a specific time, all the groups need to send a photo of the progress they did with the puppet
- In the end, they will come together to combine what they have created to complete the puppet
- They are asked to take a photo of the final version of the puppet and upload it to the Google Drive folder and share it with the whole group.

WORKSHOP MODULE 2

Description of the activities

Debriefing Questions (20 mins):

- What did we do?
- Did you like/satisfied with the result(s)?
- How was the teamwork?
- What did you feel?
- What did you learn?
- How did you contribute to the teamwork?

Input (15 mins): Communication, teamwork, time-management, and teamwork in remote work-

Post-Input Debriefing Questions (15 mins):

- How can you adapt this input to remote work?
- Do you think which parts should be improved in this activity?
- If you would do the same group work again, what would you change or add?

Evaluation (15 mins):

- Verbal evaluation (in a circle for 10 mins)
- Written evaluation (via SurveyMonkey or any other online evaluation tools) to evaluate learning outcomes, methodology, trainer/facilitator's performance, materials, logistics, catering service (if any) etc.

WORKSHOP MODULE 3



CRITICAL THINKING

Piloted in Estonia

TRAINING MODULE 3

WORKSHOP TEMPLATE - CRITICAL THINKING

Name of Tool / Method:

How to create strategies to better cope with the working tasks

Duration: 1:30 - 2:00 hours

Target Group(s): 14-30 years old young people, preferred 14-17-y old youth, low knowledge about remote work

Group size: 10-20 persons.

Outcomes: rising understanding about the remote work participants know how to create strategies to better cope with the working tasks

Activity (1 hour): Individual work with a task

Materials: Envelopes with tasks, plasticine, markers, large paper for mapping challenges, projector, computer

Venue: Outdoor + remote work centre (if possible)

TRAINING MODULE 3

Description of the activities

Individual activity in groups (20-30 min):

Young people get an individual task, which they have to find the best method to solve. Each young person has a description of the task in an envelope and some of the material needed to complete the task, also the information where participants must do this task. The rest of the material has to be found by the young people on their own.

Example: a youth group has to create a zoo together, and each young person has a part in creating the zoo. Each young person gets a task inside an envelope and some plasticine to complete the task, also information where the task must be done. The young person has to find the rest of the material and information himself.

Description of the task, which is in the envelope: *Find the place for this task in this area (name on the area), prepare from the tools in the envelope (ostrich, ladybug, animal enclosure on A3 paper, water and food for animals, tiger, sheep, small shelter, three trees, bushes, snake, crocodile, cat (One thing from the list for each young person !)). Be ready to fit the animals and other necessary things together in the zoo on A3 size paper. We are inviting you back to the common meeting room at....*

TRAINING MODULE 3

Description of the activities

Group discussion (15 min):

What happened?

How are you feeling?

What were the challenges in completing the task?

Discussion in smaller groups (10 min)

How did you deal with the challenges?

Theory: Showing teleworking videos, recommending teleworking skills, strategic planning (10 min), introducing remote work centre (if possible)

Reflection (10 min):

What will you take away from this workshop?

Each participant assesses his/her change about understanding of remote work aspects in the scale 0-10.

Each participant is ready to name at least 3 factors which support better cope with working tasks in remote work situations (digital tools can be used: word cloud, mentimeter ect)

WORKSHOP MODULE 4



PROBLEM SOLVING Piloted in Lithuania

TRAINING MODULE 4

WORKSHOP TEMPLATE - PROBLEM SOLVING

Name of Tool / Method:

How to solve the problems in the remote work? World cafe

Duration: 1:30 - 2:00 hours

Target Group(s): 14-30 years old young people

Group size: 10-20 persons.

Outcomes: understanding which problems can occur during the remote work, understanding how everyone can solve remote work problems, understanding what skills are needed to solve problems of remote work

Materials: paper, pencils, pens, tables and chairs

Venue: remote work centre (if possible)

TRAINING MODULE 4

Description of the activities

Intro (15 min)

Each participant evaluate and share how much experiences they have in remote work. Method: target board visual.

Presentation of remote work definition and factors of the remote work (10 min) Power point presentation about the concept and definitions of the remote work.

Challenges and problems during the remote work - mapping (10 min)

Participants are divided in 2-4 groups to define what are the problems of remote work. They way be: bad internet connection; ot having main tools (computer, table, chair, electricity, phone); lack of skills of self management; lack of motivation; unplugging after work (burnout).

World cafe method to define the problems and the solutions (60 min)

The main problems are divided between the tables.

Each problem is set on the focus of the table. Participants complete the groups around the tables. The task is to define the problem in depth and find the solutions to overcome these problems (skill, equipment, teamwork ect aspects). These can be for example: Internet, not having main tools – co-remote work office, yourself, remote work center; improve self management skills: improve self (time) management skills; reward system.

After each 10 minutes participants will change the table. After 5-6 rounds (depends on the number of the problems) each team make presentation about the last table/worked they worked for.

Presentations, open discussion ad evaluation (20 min)

What we have learned so far?

Each participant share the main points she/he will pick up from this session.

HACKATONS IDEAS



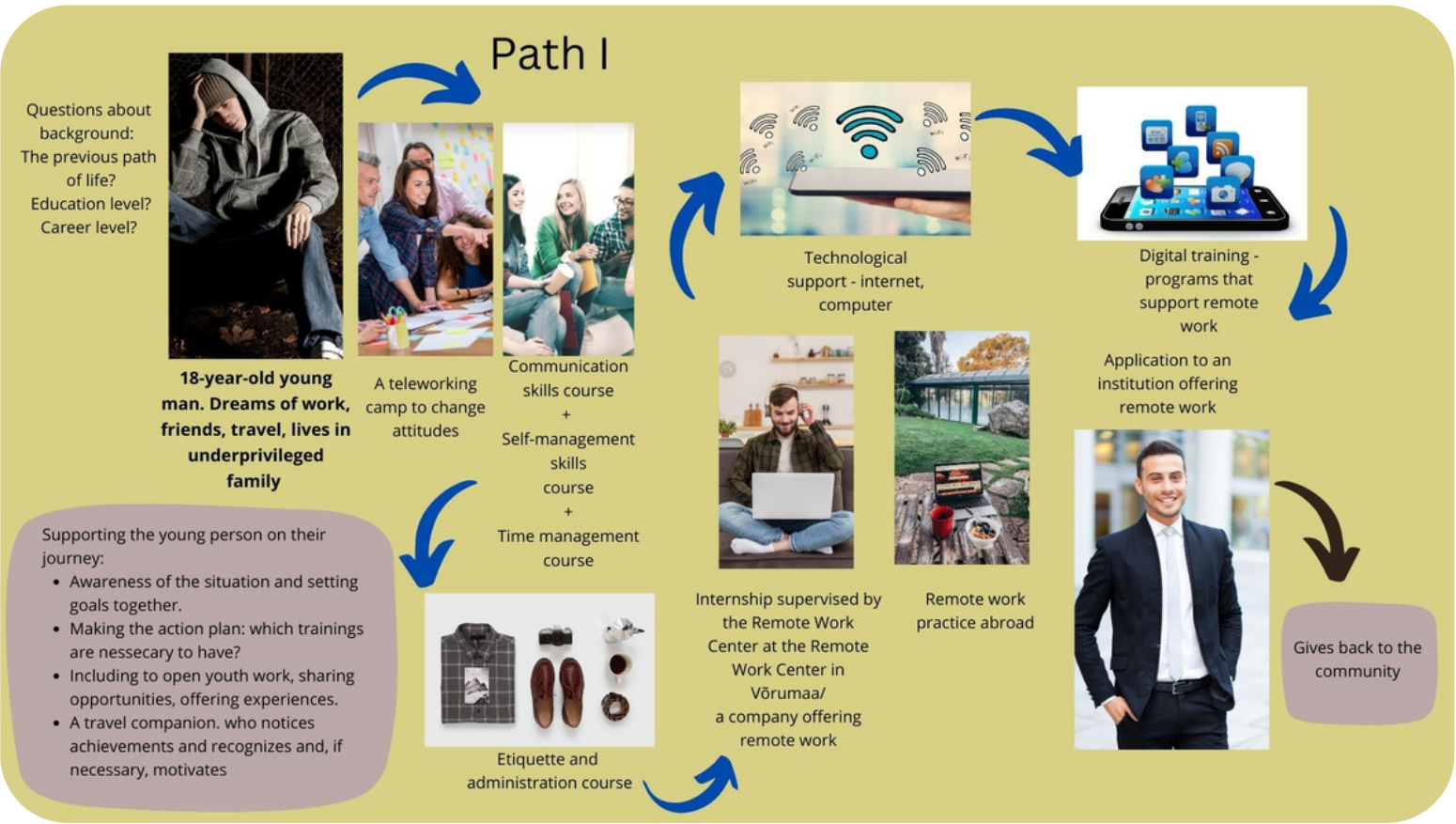
Hackatons with youth and different stakeholders were held to find new ideas and conceptions for remote work effectiveness for youth.

3 different hackathons, totally 100 participants.

Hereby are the results of the hackathons brainstorming. May they inspire you to make changes around the world to support people work and study remotely.

HACKATON'S RESULTS ESTONIA

Pathway for 18-years-old young man: How remote work possibilities and skills should be developed and supported.



HACKATON'S RESULTS ESTONIA

Pathway for studying young mother: How remote work possibilities and skills should be developed and supported.

Path II



Studying young mother, wants to move from the big city to the countryside



The school has a distance work skills course



Experience provision, job shadowing



Technological support - internet, computer



Digital training - programs that support remote work

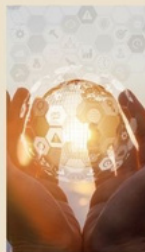
Internship supervised by the Remote Work Center at the Remote Work Center in Võrumaa/ a company offering remote work



Introduction of local remote work centers



Entrepreneurship training, remote work specialty - learning different skills



Business support, additional allowance for remote work

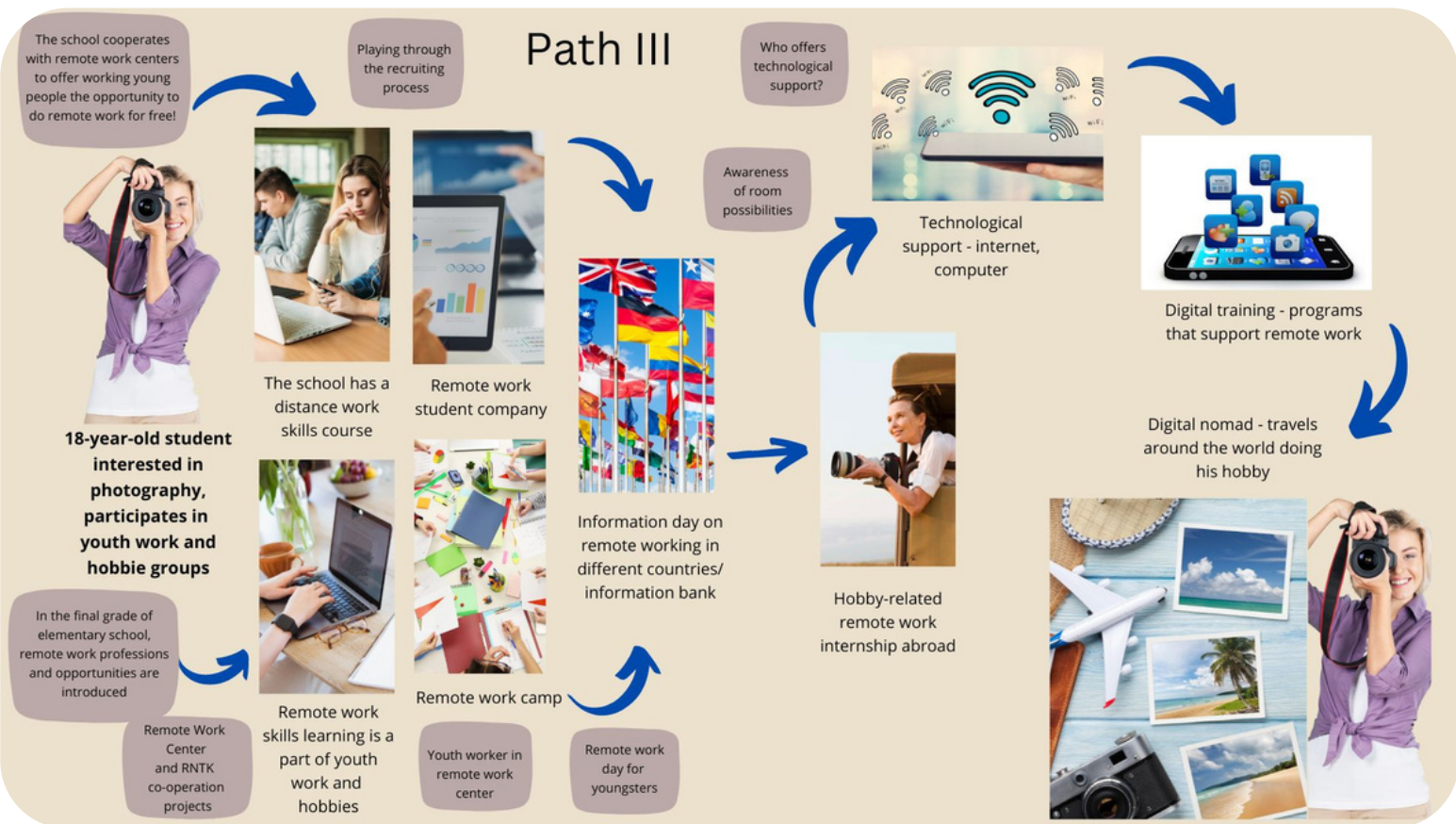


Creating your own telecommuting business

- NEEDS:**
- childcare, kindergarten, school ect.
 - Cultural consumption habits need to be covered
 - Creating a social network called "How is life in the country?"
 - Know the place you are moving to!

HACKATON'S RESULTS ESTONIA

Pathway for 18-years old student interested in developing her hobby activities: How remote work possibilities and skills should be developed and supported.



HACKATON'S RESULTS LITHUANIA

Mapping the reality - ideas to changes



HACKATON'S RESULTS LITHUANIA

Participation remotely



Civilians especially disadvantages ones do not have easy access to express an opinion about municipality works/decisions

Equal opportunities. All audiences (refugees; youth; elderly; disabled, etc.) have equal opportunities.



Convenient access. The remote participation allows for convenience and access anywhere, anytime;

Ensuring communication. To ensure cooperation between the municipality and ordinary citizens.



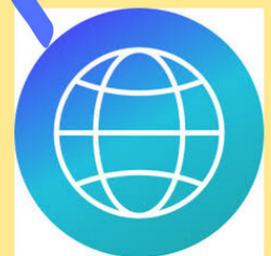
Organization "Society Expresses Opinion"
The main solution is the new state organization "Public Opinion", which can be used by all citizens without exception.



Volunteering
The purpose of volunteers is to concretize citizens' thoughts and present them during meetings with government representatives, as well as to ensure accessibility for the elderly and disabled audience.



Monthly meetings are held between government representatives, volunteers (representatives of ideas) and registered citizens who want to appear at the meeting.



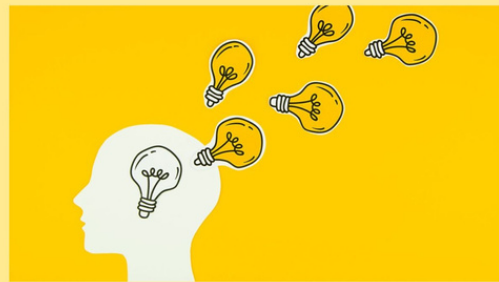
Website (VIN)
The content will consist of a selection of districts (specific location), the connection will take place through the government portal, Google, and volunteers will help the disabled.

HACKATON'S RESULTS LITHUANIA

Profile platform for remote work



Difficulty for young people who did not work or study to find a good job



Ensured smooth communication between employers and potential employees



A platform filtering people personal profiles according to personal needs; hobbies; properties; abilities etc:

HACKATON'S RESULTS TURKEY

The platform for remote work

INTEGRATION OF HUMAN RESOURCES TO REMOTE WORKING IN NGOs (CIVIL SOCIETY)

Remote working which is entered our life during the **pandemic** is increasing its popularity and we are **digitalizing** day by day with the developing technology. Reaching so many people with just one click is one of the primary reasons of this process.



PROBLEMS

- Lack of commonly available time for in-person meetings
- Not able to reach out to young people in different cities
- Inability to involve in activities
- Restriction of studies locally

SOLUTIONS

- Encouraging young people to volunteer and work remotely
- Promoting remote working in volunteering
- Using social media tools effectively
- Working as a team and making young people feel belong



Target groups:
15-65 years old
people

HACKATON'S RESULTS TURKEY

The platform for remote work

Introduction of remote working to the world (www.future-proof.com) (Private Sector)

To be an organization that plays a leading role in providing the necessary competencies in the field of remote work to national and international companies and young people who will join the business world without discrimination.

What do we do?

We aim to reach users with the help of a **web platform**. Young people between the ages of 18–25 can access this platform **free of charge**, corporate companies will share this service with their employees by purchasing them.

We believe problems about remote working can solve with **education**. Sessions will be delivered as online or asynchronous videos by our trainers with a **non-formal education** method.

For corporate companies, sessions will cover **technological skills**, system reporting, the definition of moderator, team working on remote working, productivity and increasing productivity, and **soft skills** topics.

For young people, sessions will be about introducing the remote business world and training topics for those who want to focus on the business area.

What are sessions like? : Team working activities, ice breaker activities, encouraging to share the tasks, presentation skills.



HACKATON'S RESULTS TURKEY

The platform for remote work and participation

Participation Microphone: Local Participation

Being today's participant, not future's.

How?

- Problem circle
- Online training tool
- Advertisements
- Cooperation between municipality and universities

Who?

During the preparation process: Young people who participate decision-making process actively
During the project process: Young people who do not participate decision-making process actively yet

Project Process:

- Virtual Library
- Opening access to the website
- Introduction of the system of newsletter
- MUN

Sustainability:

- Evaluation of project by participations
- Reports
- Establishing regulatory board

Stakeholders?

- Municipalities
- Youth Councils
- Youth NGOs

HACKATON'S RESULTS TURKEY

The platform for remote work support

Business to Youth (B2Y) (Private Sector)



PROBLEM

Lack of information about the remote working of young people especially newly graduated and senior ones.

B2Y Program

People who get accepted to this program will be able to do an internship in four areas for a week for each area. Interns will have mentors and buddies. The process will be %100 remote. During the internship, they will have training sessions such as productivity, and time management.

SOLUTION

Thus, sustainability and efficiency will increase with the implementation of a program that adopts an innovative approach such as B2Y.



SUMMARY

SUGGESTIONS

In order to develop young people remote work skills and opportunities for young people:

- consider preparatory activities for working life in the partnership with the whole community (cooperation between schools, youth work institutions, youth employment institutions, employers, remote work centers, etc.);
- introduce young people the concept of remote work and remote work centers during school studies;
- pay significant attention to the development of time management, digital skills, social skills, and self-management skills in the learning activities of formal and non-formal education;
- implement support programs that enable young people and young entrepreneurs to apply for support for tools and programs needed for remote work;
- provide support for mental health issues in remote work processes;
- provide socialization activities for young people who work remotely;
- provide social service support to young parents working at home;
- to spread knowledge about the nature of remote work, its risks and opportunities;
- to support young people's decision to work remotely as an informed and prepared choice;
- develop youth centers and community centers into centers with remote work opportunities.

PROJECT PROCESS

The project Youth Workspace project process was built up in following activities:

Study about young people knowledge of the remote work

Training course in Turkey, November 2021

Transnational meeting in Turkey I, March 2022

Study visit in Estonia, June 2022

Piloting training workshops modules

Transnational meeting in Turkey II, September 2022

E-manual creation - literature review, design

Study visit in Lithuania, October/November 2022

Multiplier events as hackatons, October-December 2022

PROJECT PARTNERS

ESTONIA



Rõuge Remote Work Centre
<https://catlamaja.rauge.ee>



Rõuge Youthwork Centre
<https://rntk.ee>

LITHUANIA



Aktyvistai
<http://www.aktyvistai.lt/>

TURKEY



DEM Turkey
www.demturkey.com

THANK YOU!

We would like to thank all the young people , youth workers, entrepreneurs, local government representatives, remote workers, and community members in Estonia, Lithuania and Turkey, who participated in the activities of the project.

Your caring contribution made it possible to implement our project, including in a situation where most of the project period was during the Covid-19 pandemic.

We have jointly created an important knowledge that if you want to be a successful remote worker, you need skills, support, and an environment. We can create all this if we bring relevant support and learning into our everyday activities.