

Compendium of practices:

e-Academia learning mobility in Estonia



Career guidance in higher education and employment offices: How to support learning and CMS development.



Phase I: May 18th – 21st, 2020

Phase II: September 14th – 16th, 2020

The seminar was organised jointly by:

Archimedes Foundation / Euroguidance Estonia
Association of Estonian Career Counsellors
Tallinn University of Technology TalTech
University of Tartu
Unemployment Insurance Fund
Education and Youth Authority

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Summary of the e-Academia in Estonia experience

Many European countries cancelled their Academia learning mobility events aimed at career guidance professionals this year (2020) because of travel restrictions amid the coronavirus pandemic. Estonian Academia hosts, however, opted for a creative adaptation of learning mobility in the e-Academia format in May 2020, with a second phase in September 2020.

The topic of e-Academia's virtual mobility was „Career guidance in higher education and employment offices: how to support learning and CMS development“. Attendees were from Denmark, Germany, the Netherlands, Norway, Slovenia and Estonia.

Estonia had planned to invite career guidance professionals from various European countries for a visit as part of Academia learning mobility from 18 to 21 May, but a decision was made in mid-April to proceed differently this time. Typically, a study group of up to 12 would spend four days learning in Estonia. This time, we agreed with the Association of Career Counsellors, Unemployment Insurance Fund, TalTech, University of Tartu and Innove to try virtual learning mobility.

Experience that is engaging and inspiring but also challenging

The organiser of e-Academia found this task both challenging and inspiring. First, we needed to understand who our attendees were and their level of experience; after that, we needed to figure out the optimal use of technological solutions to avoid this becoming a tedious four-day video conference.

The use of various platforms and tools constituted an additional learning outcome. e-Academia undoubtedly gave the attendees confidence to adopt these tools themselves. Attendees were happy to say that although

they had heard, for example, about Kahoot and Mentimeter before, they were using them for the first time.

Daily two-hour online seminars were held and attendees were assigned homework. At meetings, different platforms were used, which application experience was shared with participants. Objectives for the virtual learning mobility included providing an overview of lifelong guidance in Estonia, better understanding the services of universities and the Unemployment Insurance Fund aimed at various target groups, understanding learning in a multicultural environment, expanding one's professional network and learning to use various ICT solutions.

The venue for this spring's e-Academia was TalTech Moodle where features included presentation and homework sharing and BigBlueButton web conferencing. Attendees used a reflective diary to record the most important new knowledge and observations and reflect their learning experience.

More experienced for the second part of the exchange.

E-Academia, phase II, took place from September 14 to 16. Although organizers and participants were hoping to get the blended mobility experience and come to Estonia in September, due to the Covid-19 situation it was decided to continue with the virtual path.

The venue for this fall's e-Academia was Microsoft Teams, but all the features included presentation and homework sharing were in TalTech's Moodle. Objectives for the virtual learning mobility included sharing practices among participants, but also a virtual guided [online tour in a brand new career guidance centre in Tallinn PES](#).

Attendees were impressed by systemic approach in Estonia

“Estonia benefits from its small size in providing lifelong guidance because of its greater adaptability to change and experimentation with different methods. For instance, there are 100,000 employees at the German unemployment insurance fund and turning around a big ship around takes a time,” the Euroguidance Programme Manager Margit Rammo sums up the attendees’

views on Estonian lifelong guidance. "Attendees also highlighted Estonia's highly systemic inclusion of career development skills in the curriculum. We had to concede that its implementation is a challenge: on the whole, the curriculum is jam-packed with little time for developing general skills, career education at schools are at an uneven level and the related teacher training system is mostly project-based."

Margit Rammo further highlighted that career guidance professionals from other countries took an interest in the Estonian system of professional qualifications: "As we don't have a career guidance practitioner speciality at our universities in Estonia, the professional qualifications system is a welcome alternative, providing practitioners with an opportunity to prove that the necessary competencies in this field exist. The professional qualification of career guidance practitioner is awarded by the Association of Estonian Career Counsellors." For example, the Netherlands also has a professional association supporting practitioners but has no national standard like in Estonia as of yet.

Feedback from participants

"I have participated in many academia exchanges - for the first time it was sharing practices among participants, it added a lot to the study visit," wrote the participant anonymously. "I think it was a well-balanced program, with career counselling from different perspectives (education and PES), and sharing good practices from different countries. Guided tour totally surprised us." Since this year professionals from 6 countries gathered online, the exchange of practices was particularly fruitful. In addition, they all admitted that different tools and platforms we used for that, were especially helpful and a great practice for the future.

Jutta Gentsch, career counsellor from the German public employment service, was among the attendees of eAcademia organised by Estonia. First off she commended the Estonian organisers for opting for this format of Academia: "Most countries cancelled their Academia learning mobility events because

of the coronavirus pandemic but Estonia found an excellent solution for not just holding the event but taking advantage of the circumstances." Jutta explained that she chose Estonia because of its high level of technological development and she knew that she had a lot to learn from here.

She pointed out that she wasn't well-versed in online seminars but after attending e-Academia she is planning to work out how to replace some in-person seminars with the online format. Even though this positive experience alleviated her fear that online seminars fail to break the ice between attendees she advises organisers to pay more attention to self-introduction.

Estonia's lengthy experience was an advantage

Since 1992, Euroguidance centres in various European countries have provided short-term learning mobilities for guidance professionals, the most substantial of which is Academia. To date, almost 2,000 practitioners from all over Europe have taken part in the study exchanges. Estonia joined the Academia network in 2000 and, since then, around 200 practitioners and experts have visited Estonia and approximately the same number of Estonian professionals have had the opportunity to gain experience and knowledge abroad.

The seminar was organised jointly by Association of Estonian Career Counsellors, Tallinn University of Technology TalTech, University of Tartu, Unemployment Insurance Fund, Archimedes Foundation / Euroguidance Estonia and has received financial support from Erasmus+: The Union Programme for Education, Training, Youth and Sport.



Partners and participants



Efficient and meaningful career guidance requires good networking and collaboration with different stakeholders.

Same goes for the Academia exchanges - to be able to provide the best learning environment and insights, the program was developed and implemented in close co-operations with Estonian hosts.

Core partners represent six institutions, including:

[Archimedes Foundation / Euroguidance \(EG\) Estonia](#)

[Association of Estonian Career Counsellors](#)

[Foundation Innove](#)

[Tallinn University of Technology TalTech](#)

[Unemployment Insurance Fund \(Estonian PES\)](#)

[University of Tartu](#)



Participants

Participants were from 6 countries, including Estonia. During different sessions, representatives of partner organizations participated to provide input about the topics of the study visit, share practices and take part in discussions.

The international eAcademia in Estonia 2020 group includes 8 participants:

- **Anne Elise Winterhus** - Career Counsellor from Rogaland County Council in Norway
- **Jutta Gentsch** - Career Counsellor from Public Employment Service in Germany
- **Lisa Bauer** - Career Counsellor from Public Employment Service in Germany
- **Louise Rye-Romme** - Guidance Counsellor for SEN students from Municipal Youth Effort Centre in Denmark
- **Nicole Stutzmüller** - Career Counsellor from Public Employment Service in Germany
- **Peter Gabor** - Advisor to Director General from Public Employment Service in Slovenia
- **Pille Rooks** - Career Counsellor from Public Employment Service in Estonia
- **Jolien Klein Wassink** - Product Owner from Public Employment Service in the Netherlands

Presenters from Estonian hosts

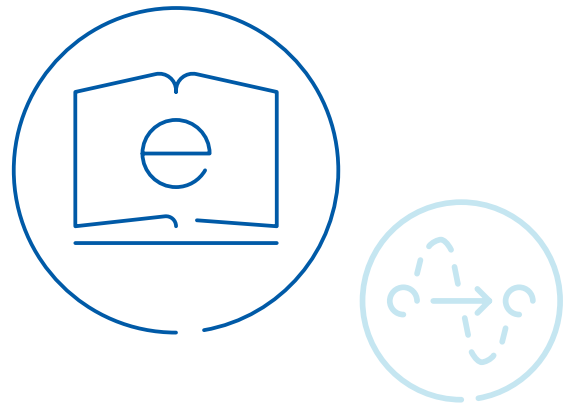
- **Margit Rammo** - Euroguidance Estonia
- **Monika Sutrop** - Tallinn University of Technology TalTech career services
- **Kristel Lään-Saarik, Kadri Jurs** - University of Tartu Counselling Centre
- **Kristina Orion, Monika Larin, Talviki Rumberg, Inge-Helene Pello, Anne Kaaber** - Unemployment Insurance Fund
- **Anna Gramberg** - Association of Estonian Career Counsellors

Facilitators of the sessions

- **Anna Gramberg** - Association of Estonian Career Counsellors
- **Margit Rammo** - Euroguidance Estonia
- **Triin Oldekop** - Foundation Innove



Program - eAcademia agenda



Today, one of the challenges that every guidance system currently faces is how to find innovative ways to support the transition and the development of career management skills (CMS) of clients.

Euroguidance Estonia in co-operation with Estonian universities, public employment office, professional association and Foundation Innove, introduced best practices in Estonia. The focus was on how to support learning and career management skill (CMS) development in higher education establishments and public employment services (PES). For the second phase, the main aim was to focus on the exchange of practices in participating 6 countries.

I phase: eAcademia agenda

18th to 21th of May, 2020

To be able to use the on-line session time effectively, we asked the participants to take some time for the **individual preparation** before each session. This included for example:

- Self-assessment in Moodle: level of competences, expectation, outcomes
- Watch short animation: [7 facts about lifelong guidance in Estonia](#)
- Read publication by Euroguidance Estonia: [Lifelong guidance in Estonia 2020](#)
- Watch a video about [Estonian Education in short](#)
- See resources about [Estonian higher education](#)

Session 1: Education and lifelong guidance in Estonia

Introductory part included guiding the use of ICT tools and getting to know each other.

Key points about **Estonian guidance system** were presented via game of Kahoot.

Discussion about the main challenges, developments and practices in guidance followed, in smaller groups (virtual rooms) and sharing with all participants in chat and video.

Questions included: what are the main differences in your country compared to Estonia?

In your work as a career guidance practitioner: what are the issues and latest developments? What approaches, solutions and tools you would like to share?

Session 2: Transition to and from higher education

We focused on Career Guidance in Higher Education in the context of 2 biggest Universities in Estonia: [Tartu University](#) and [Tallinn University of Technology](#). This included a short overview of the Universities and Counselling Centers services and career counselling actions on both Universities.

Session 3: Guidance provision in Public Employment Services (PES)

[Estonian Unemployment Insurance Fund](#) is the biggest career services provider in Estonia. Their career services (career counselling, career information provision) is available for all. In this session, PES Estonia introduced their career services and gave an overview of some of the work methods that they use.

Session 4: Interim-conclusions and next steps



II phase: eAcademia agenda

14th to 16th of September, 2020

For the second part of the exchange, we focused on **practices across Europe**. We asked the participants to prepare a description of a method or approach from their practice (e.g. useful digital tool, course, programme or any other approach they use with your clients) and present it during the session (see the guidelines and methods from each country below).

Instead of the originally planned job-shadowing in Estonia, we offered participants:

a) a special online e-workshop by PES Estonia on the topic of discovering career options, where participants could step into the shoes of clients and try out the mini version of the group counselling session.

b) live video online tour was produced of a newly opened career guidance centre in Tallinn in cooperation with PES Estonia.

ICT tools and e-solutions

During the exchange we used several technological environments and tools to support learning. We even added one additional expected learning outcome regarding the knowledge of using ICT tools and e-solutions.

Our main learning environment was the same e-learning platform Moodle. For the second phase of exchange, we used mostly MS Teams. All the materials, including program, background materials, presentations and method descriptions from participants were uploaded and available in Moodle.

Other tools and e-solutions of eAcademia in Estonia 2020:

Kahoot! - game-based learning platform. We used it:

a) for self-paced warm-up exercise before the eAcademia: to learn about Estonia and get acquainted with the tool;

b) during the first session as an online learning tool, answering questions and learning

Mentimeter - We used it:

a) for gathering feedback after the sessions, making word clouds based on feedback;

b) for final learning outcomes, for quick and visual representation of participants' feedback.

Padlet - was used to visualize the path of the eAcademia participants, using input also from small tasks we gave to the participants (for ex. picture collage of participants taking picture of themselves behind their computer during the session).

Video materials - special video [7 facts about lifelong guidance in Estonia](#) was produced for the eAcademia by Euroguidance Estonia, introducing the publication and some insights about "[Lifelong guidance in Estonia 2020](#)". First time live video online tour of the career guidance centre in Tallinn was organized.

eAcademia in Estonia Facebook group - we created a closed Facebook group for participants and hosts before the start of the exchange. The aim was to provide a more direct platform for communication among participants before, during and in between the exchange program sessions. This provided the opportunity for the participants to get to know each other more, create the atmosphere, share additional information regarding the topics discussed or ICT tools used.

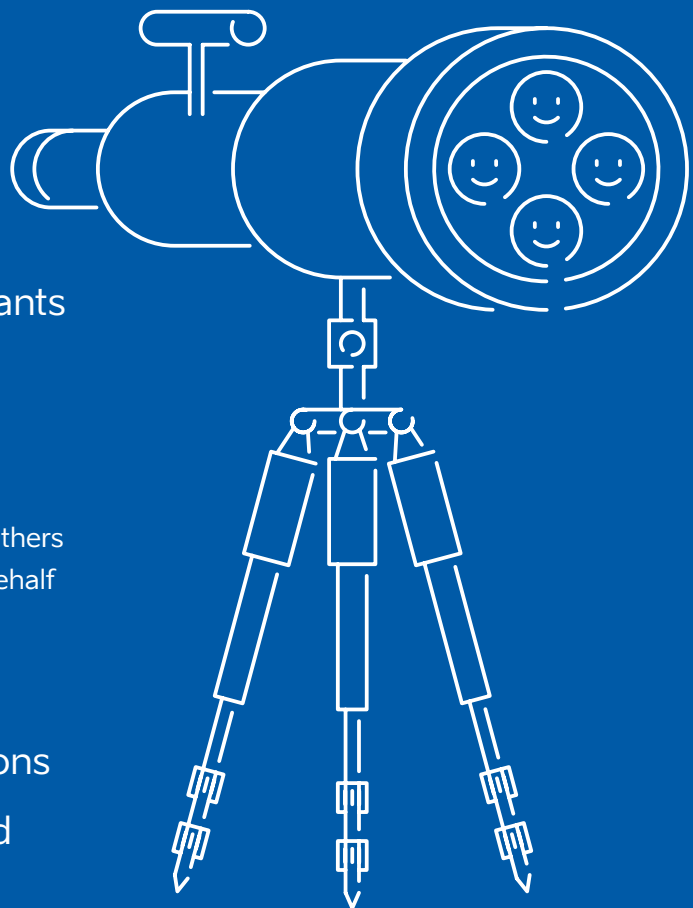
Methods and practices from participants

Guidelines for the description of the method

For the II phase in September 2020, we asked the participants to be prepared to present one method or initiative from their practice (e.g., a useful digital tool, course, programme or any other approach you use with your clients) following the guideline below.

The participants prepared a description (1 - 2 pages) about their method following the subtitles below:

- Name of the method
- Aim / expected outcome (e.g. a CMS you are focusing on)
- Target group, number of participants
- Equipment (e.g. flip-chart, pens, computers)
- Process description (e.g. steps taken during the session that help others to understand and use the method; both on behalf the practitioner and the client)
- Links for further information
- Contact details for further questions
- Comments regarding the method



Creative Methods in Career Counselling

Name of the method

Past, Present and Future: Creativity first

Aim / Expected outcome

To get thoughts on how to customize career by diving deep into the past, presence and future. The method is easy to use amongst everyone without having any age range by giving chance to analyse one's strengths and traits. After having this method done, individuals will be more conscious of which work they are most likely willing to do. Also they will be more conscious of their strengths, weaknesses and transferable skills. Individuals will be able to analyse their needs in order to prosper. This method gives awareness whether weaknesses are seen rather as obstacles or possibilities when willing a career change happen.

Target group

Suitable for everyone having questions and doubts in their career-planning decisions.

Equipment

A large sheet of paper, pen, colour pencils.

Process description

Draw 3 frames on a paper by naming them: „past“, „present“ and „future“. These frames may differ in sizes and designs, exactly as it jumps into your mind. Think about your past from the moment you were born. In the „past“ frame, draw either symbols, words or events that you would like to capture the most. Talk about your thoughts. Below the window-frame write out your strengths and resources that having gone through has given to you.

Think about your present. In this window-frame draw either symbols or events that you would capture the most from the presence. Talk about your thoughts. Below the window-frame write out your strengths and resources that presence challenges have given to you.

Think about your future where you would like to reach out. Dream about it.

In the „future“ window-frame draw either events, symbols or words that you would like to capture most. Talk about your thoughts.

Take a look at your strengths and resources from the „past“ and „presence“ window-frame that would help you bring to the future.

- Make a scale where 0 represents a starting point and 10 as an end point.
- Mark a point on the scale where you are now concerning your future goal. Explain.
- Which step on the scale you want to step forward in order to reach your goal.
- Which activities you should take in order to reach there?
- By what time?
- Write those answers by the scale.

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Comment

In career counselling process, task can be done without having window-frames drawn, yet it would still be good to write out strengths and resources. Scala can be used separately as well.

Roads to the Desired Future

Photo: Shutterstock

Name of the method

In Danish the name is "Vejledtes fremtidsforestilling". I think I would translate it as Roads to the desired future. It is a method by Vance Peavy but you can also see that the method has roots in Donald Super's thoughts and theory.

Aim / Expected outcome

Vance Peavy has his focus on the story, experiences, thoughts and actions of the human. So by visualising a person's life-space the method can be used to concretize how different options can affect a person's life-space.

By using this method as a career counsellor I can explore and visualize different outcomes and specifically I can use it to visualize a person's future together with the student. I can draw different activities, different roads to the desired future. And I can have a talk with the student about advantages and disadvantages that can be tied up to the desired life-space.

It resembles what Donald Super would call "Life - Career Rainbow" because it's the same ideas and thoughts that are being used but in a new way and in a very visual way which I find very useful for the group of young people that come to me for career guidance e.g. young people with special needs (autism and others diagnoses).

The method supports e.g. students with autism by creating overview and a sense of coherence in career guidance. So by choosing to draw and make the conversation visual or specific I do it to help them with e.g. structure in the conversation. I find this method can support the student, so that we together can uncover interests, motivation, hopes for the future and meaningfulness.

The aim is that the student who is looking for career guidance will be able to make a decision about future education.

Target group

- 1:1
- It works well for young people who need to have it visual.
- It is good to have it written down and also in drawing because some of the young people need to have time to think about the different options, 'cause some can't remember all the "choices/roads" and here a drawing can help.
- Some need to have agreements written down - it's a process.
- You can write important keywords down as well.
- It's a working process.
- You can have a good talk about motivation. Hereby finding out what motivates the person in front of you.

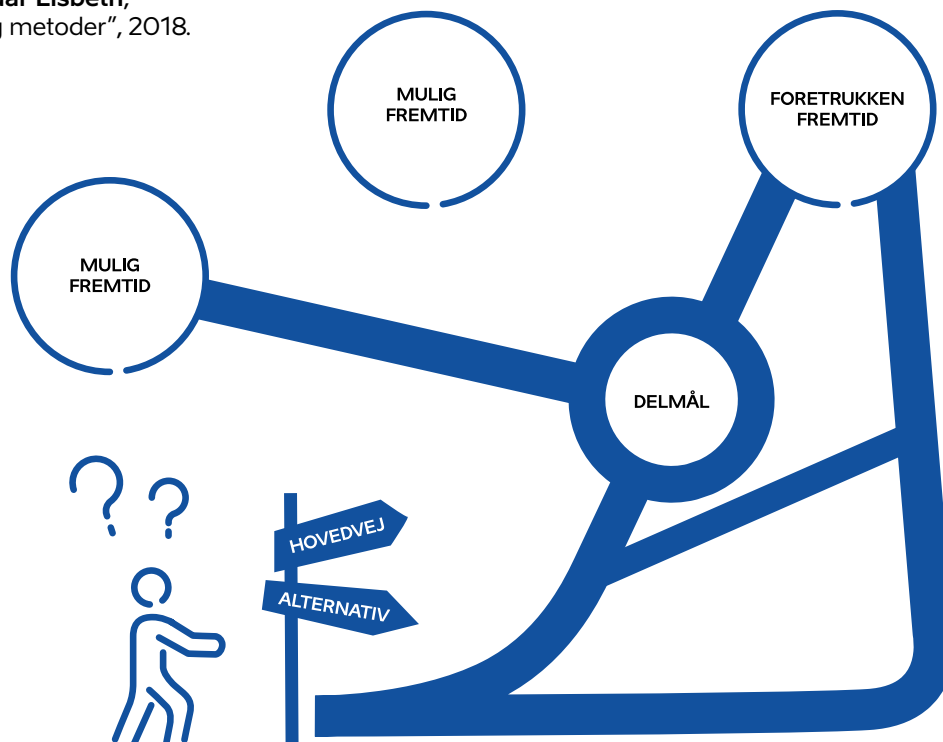
Equipment

Paper and pen. Maybe some crayons but the method works fine with just a pen and paper.

Process description

An example from a conversation with a young man with autism. He is really good at reflecting on conversation but he needs time to reflect. A "written conversation - method" like this can help. Because I'll be drawing and writing down what we talk about and what agreements we make as we speak.

And he will have the notes and agreements to take home afterwards.



Which choices? Process description. Step by step. Exercise 1

First I will tell what the purpose or aim with this exercise is. It is to help the student consider his or her future by reflecting how different roads/choices can affect them considering their wishes, expectations and what motivates them.

Of course the main theme is career thoughts or career reflections.

1. Ask the student to tell about his or her career situation and thoughts.
2. Ask the student to tell about interest, wishes or what they are good at.

(You can make notes about that on the paper as well)

3. Ask the student to think about the future - Where do you see yourself in e.g. 5 years or 10 years from now? (Draw circles that can symbolize desired future wishes)

You can ask following questions:

- If you could go back in time. Can you remember what you earlier desired to work with? - And what do you think about those thoughts today?
- If you think 5 or 10 years ahead. What does your future look like? Where do you live? What kind of job do you have?
- If you get an option in pursuing your interest (the interest that you have had so far) How would your future look?
- If you had a Magic wand, how would your future look if you could choose freely?
- Have you talked to others about your future and wishes for the future and what do they say?

There are several exercises after this one where you can ask the student to elaborate upon the wishes and choices and also ask the student why those choices can be attractive for him or her. E.g. you can talk about the contents, personal goals and so much more. All depending on the student and his or her situation.

Links for further information

Højdal, Lisbeth: Karrierevejledning. "Temaer og metoder", 2018.

It's a book called Career counselling "Themes and methods". See p. 28-19, 43-56, 139-146.

www.lisbethhoejdal.dk

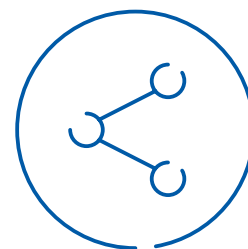
Aasland, Sævareid, Kristansen, Grelland & Eide:
Til den andens bedste. Om vejledningens etik. 2016.
Dansk Psykologisk forlag. See p. 49-66.

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Jobs from A-Z: architect to Zumba-trainer



Group **task** is to get participants thinking about their possible jobs and get new career ideas. We also discuss how to find a suitable job through knowing your strengths and using Holland codes.

Activities

Pre-activity - every participant is asked to send 10 possible occupations. It means that the participant must already think of more possibilities (if it's somebody who is too narrow in options) or narrow down the possibilities (if there's too many good ones).

Getting to know each other with online photos. I'm using <https://randomwordgenerator.com/picture.php> and I just ask people to find something that they can use to introduce themselves. It could be a depiction of a job, a value, just a mood etc.

Introducing your selected jobs. I prepare slides where everyone gets one slide with their 10 selected occupations. Everyone introduces their selection - why, what's behind this etc., basically whatever they want to tell. Then other get the opportunity to ask questions. To engage others everyone who's not talking must find 5 new jobs for themselves and suggest 3 new jobs for the one person presenting.

Getting to know your strengths. Everyone must choose 7 jobs and write down just one of their strengths, why they are good at each of these jobs. We also discuss why it's good to know their strengths.

Everyone gets then an opportunity to write 5 of their strengths on online post-its (here I use scrumblr.ca) and we can see our similarities and how we can use the same strengths in different jobs.

RIASEC or Holland codes. Just a quick overview.

Resume. Participants can describe themselves in one of their chosen jobs. What they should learn, where they work, how they feel, who are the colleagues, the environment etc. It should give a more vivid, lively and maybe more interesting insight of the job. In reality I usually run out of time :)

I always stress that it's unlikely that they find the one and only profession here in this group session, but rather get thinking about their possibilities. I encourage them to keep an open mind to new ideas, think about their real interests and skills.

Contacts

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Simple and visual: overview of learning opportunities in Higher Education



Photo: Monika Sutrop

Aim / Expected outcome

To give a general overview of opportunities in Higher Education.

Target group

People interested in learning, students and student candidates.

Equipment

Pen and white paper, can be done with flipchart and pen also.

Process description

This little tool or method is used after self-discovery part of the career counselling process is finished: interests, previous experiences, tests, job and studies analyse etc. is done and we start to look for opportunities. Used when the client is interested in University Education. If the client does not know focus I draw a line on a white paper. On one end is technical sciences, then social sciences, then

humanities on the other end – we go through them – what is there and what kind of knowledge abilities would predict success and what are the main outcomes in job field. While doing this, usually clients have some interest in one or 2, 3 areas and we talk about them more deeply.

Comment

I use it with students who do not want to study the program that they started and want to change their study focus, but have no clear idea what they want to study instead.

Contacts

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Prospects in Germany



Name of the method

Presentation about the prospects for people with university entrance qualification in Germany – an overview.

Aim / Expected outcome

To give an overview in just one chart about the different possibilities to study or to start a vocational education in Germany.

In Germany, we have different ways to study. We don't just have universities, we also have universities of applied sciences which have different programs and it is a different way to study with more practice than just the theory at a "normal" university.

Besides those two, we have lots of opportunities to study in cooperation with a company or with the public authorities. This is especially interesting because students earn money while studying. All studies end with the Bachelor respectively the Master Degree and so it is very important for the pupils to know the main differences between the wide range of study programs to find the right way.

Target group

Pupils leaving school with university entrance qualification in at least one year. I also use the chart for parent-teacher conferences. About 20 years ago, Germany's universities changed their degrees from Diploma (and some more) to Bachelor and Master. Parents often don't know the differences and prospects of the new system. Presentation for a class up to 100 auditors and more.

Equipment

Computer, beamer, optional flip-chart or white board.

Process description

The chart is one important part of my presentation which I show in every school I work with. I go to the class at least one year before they are leaving school with university entrance qualification.

The chart (see right) **helps me to visualize the main differences between the prospects pupils have.**

In perfect circumstances the presentation gives an overview so that the individual can reflect and come to a decision by himself or he comes to me for individual counselling.

(At the moment I have to coach 13 classes in secondary schools, each with 25 – 100 pupils, so it is impossible to offer individual counselling for everyone and I have to hope that my presentation helps most of them, to find their way on their own). During the presentation, pupils can ask everything. Then I use a flipchart or white board to visualize extra information.

At the end of my presentation everyone gets a paper with just a few useful links, important deadlines, and my contact details.

In the links listed below participants of the e-course find further information about studying in Germany and the German vocational training.

Links

www.arbeitsagentur.de/en/welcome

www.arbeitsagentur.de/en/video-apprenticeships-in-germany

www.study-in-germany.de/en/

www.hochschulkompass.de/en/study-in-germany.html

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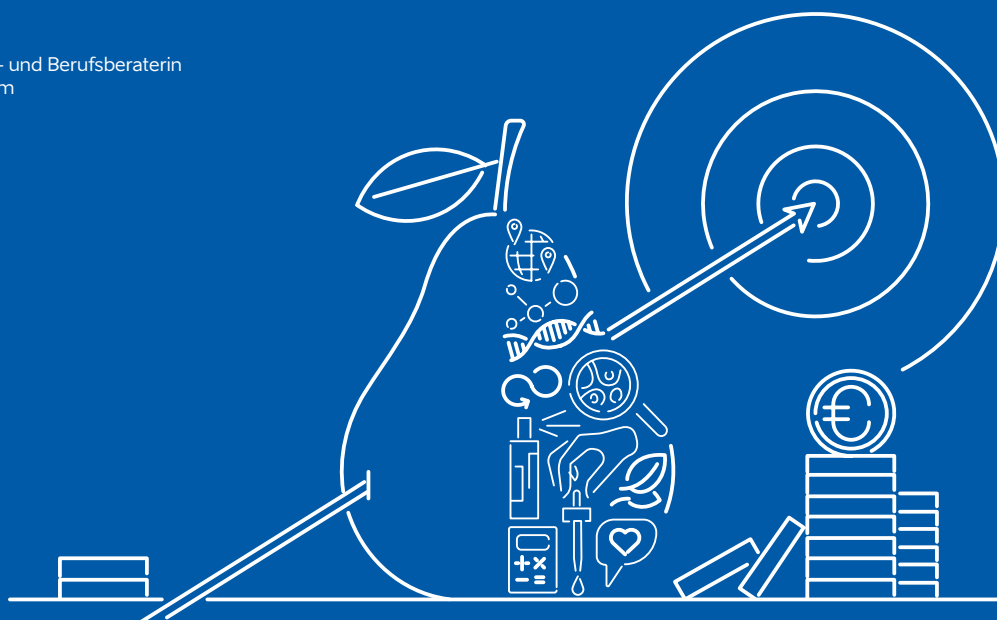
Phone: 0049 800 4 55 55 00



	University	University of applied sciences	Cooperative State university	Public authorities	Vocational training (schooling)	Dual training (in-firm)
Program	everything	technology, ICT, design, economics, social work	technology, ICT, design, economics, social work	all public authorities	social jobs (e.g. nurse, midwife, ...)	commercial, industrial, skilled man
Theory-Practice	theory	80%-20%	50%-50%	50%-50%	70%-30%	30%-70%
Length of time	6-8 Sem. BA 2-4 Sem. MA	6-8 Sem. BA 2-4 Sem. MA	6 Sem. BA MA possible	6-8 Sem. BA MA possible	2-3 years	2-3 years
Application	online after school	online after school	1 year before starting	1 year before starting	1 year before starting	1 year before starting
Financing	federal promotion*	federal promotion*	compensation	compensation	federal promotion*	voc. training pay

* If required

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Successful application in Germany



Method

Online-seminar due to the Covid-19 crisis

Aim / Expected outcome

Orientation for international students for the specific German process of application

Target group

International Bachelor- and Master level students

12 participants

IT-Equipment

Adobe Connect and Power Point

Process description

Lecture by PowerPoint and free time to ask questions and to share experiences that the students have already made in the German labour market, in the application process, in interviews and in assessment centres.

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Links

www.karrierebibel.de

Umfassendes Online-Portal mit vielen Mustervorlagen, Checklisten, Expertentipps etc.

<https://karrierebibel.de/videobewerbung/>

Extra Kapitel zur Videobewerbung

www.kununu.com

Größte Arbeitgeber-Bewertungsplattform Europas

<https://news.kununu.com/so-erstellst-du-das-perfekte-bewerbungsvideo/>

Tipps und Tricks für Bewerbungsvideos mit vielen praktischen Beispielen

<https://talentcube.de/bewerbungshomepage/>

Talentcube bietet eine App, mit der gut strukturiert ein Lebenslauf und ein kurzes Bewerbungsvideo erstellt werden können. Bei dem Erstellen des Videos werden dem Anwender/der Anwenderin drei Fragen gestellt, für jede Frage hat er/sie eine Minute Zeit zu antworten.

www.staufenbiel.de/magazin/bewerbung.html

Homepage des Staufenbiel Instituts mit zahlreichen Tipps für Bewerbungsunterlagen speziell für Studierende, Absolventen und Young Professionals, konkrete Beispiele für Lebenslauf, Bewerbungsschreiben u.v.a.

www.berufenet.arbeitsagentur.de

Zu Berufsfeldern und Arbeitsmarkt. Ausführliche Berufsinformationen, Filme, Infos etc.

www.uni-due.de/isa

Aktuelle Arbeitsmarktprognosen für Hochschulabsolvent*innen

Einstiegsgehälter für Hochschulabsolventen:

www.staufenbiel.de/magazin/gehalt.html

Gehaltstabellen für Berufseinsteiger

Professions Quiz



Photo: Aivo Kallas

Name of the Method

Professions Quiz

Aim / Expected outcome

- Students get to know different job titles
- Students recognize the variety of different educational occupations
- Students know the importance of the right job title when researching and looking for a job
- Students have fun playing and build a trusting relationship with the career counsellor

Target group

Grade 8 and 9 students
(students without access to the university)

Equipment

Flip chart, pens, loose/notes with letters, candies

Process description

- The students are divided in two groups
- Each group chooses a piece of paper alternately; a letter can be seen on the slip of paper
- The group coordinates and chooses a occupational title, which begins with the letter on the note
- Scoring:

3 points
Correct title of educational occupation

2 points
Occupational education, but not the official job title

1 point
Occupation without dual or school training opportunities

Contacts

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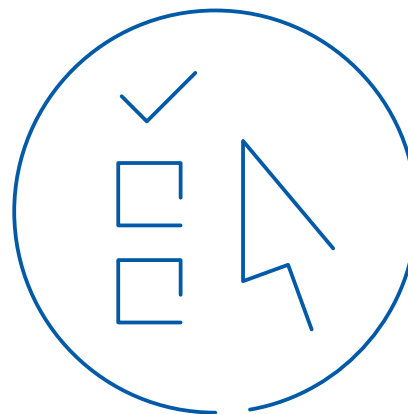
Checklist Career Switch



Aim / Expected outcome

Provide information about:

- List of options for a career switch for people who have professions in which vacancies are limited, like receptionists. The list is made by the Department of Labour Market Information, based on switches made in the past by people in these professions. Points of attention are added by the Service Centers on Education and Work;
- Checklist with steps to consider when making a career switch.



Target group

Adults who have been working for some time and who consider or are forced to make a career switch.

Equipment

The information is provided by internet:

- The department of Labour Market Information has a special section on the website of PES where they publicize their reports.
- The Checklist Career Switch is publicized on the website of the Service Centers on Education and Work. It can also be printed to be used in individual counselling and group information sessions.

Process description

If a client knows their own competencies and interests, and looks for suitable professions, LMI about options for career switches can be used.

Clients who consider a career switch, can use the Checklist. The Checklist contains questions and tasks so the client can gather enough information to take a well-considered decision.

Options for a career switch

<https://www.werk.nl/arbeidsmarktinformatie/beroep/overstapberoepen/>

Checklist Career Switch

www.lerenenwerken.nl/ik-ben-werkzoekende-werknemer-scholier/checklist-carriereswitch

It is imbedded in the online career service where visitors can explore their options:

www.lerenenwerken.nl/aan-de-slag-met-je-loopbaan

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Checklist Career Switch

You want to switch professions.
What should you take into consideration? Follow the Career Switch Checklist:

Your opportunities

Does the profession match your own qualities, work values and future wishes?

- Discover your talents and interests. Find out what is important to you in your work environment. Choose a profession that suits you.

What are the chances of finding work in the desired profession?

- Investigate whether there are many vacancies and whether there are many people looking for the same job.

Do you have a good idea of the profession?

What are the tasks, working hours and working conditions.

TIP: *Job shadowing: join someone for a day who works in this profession or take a look at the training institution.*

Are there apprenticeship trajectories for your desired profession?

- Which opportunities do employers or organizations offer to combine learning and working?

- Can you register directly for a program or do you have to create an opportunity (with the help of others)?

Can you combine work, education and private life?

- Check how much time you should spend per week on work and training and how long the training lasts.

What are financial consequences?

- Who pays for the training? Are there subsidies or do you have to pay for it yourself? · What salary and what terms of employment can you expect?
- What are the consequences for your pension benefit?

Searching an apprenticeship

Show your qualities and motivation

- What is your motivation for choosing a different profession? Why does the career switch fit into your development?
- Translate your work experience into relevant work experience for your new position. Adjust your CV.

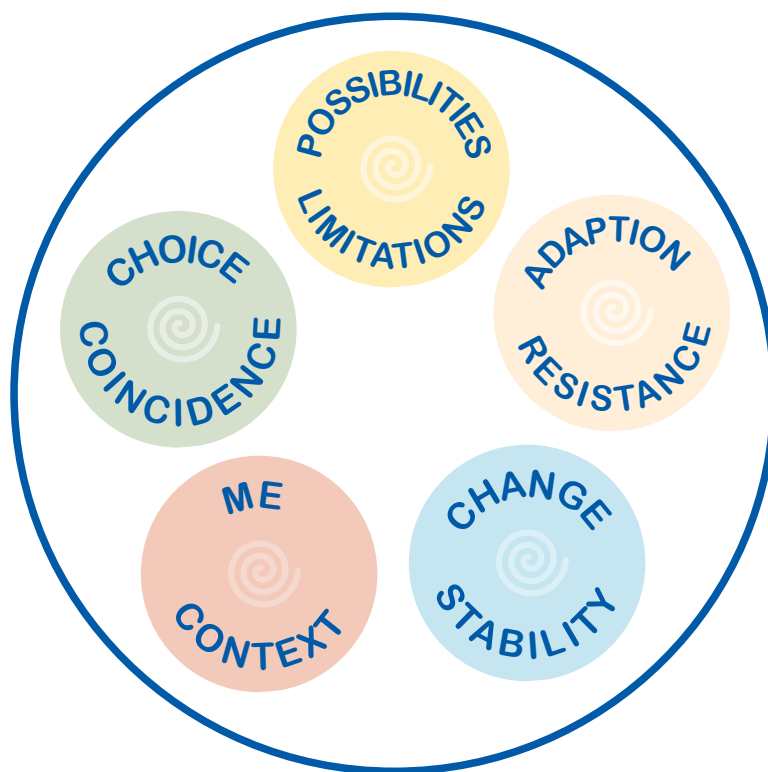
Build a network

- Connect with people who are already doing the chosen kind of work.

Tips

- Make a list of pros and cons of a career switch and also pay attention to the long-term result.
- Take ownership of your career switch and make it happen!

Finding the right path



Illustrator: Anne Holm-Nordhagen.
Karriereveiledning, Haug, Erik Hagaseth et al,
Kompetanse Norge Oslo (2019)

Name of the method

Finding the right path —
Five areas of Career Competence

Aim / Expected outcome

The five areas of career competence is a visualization of a guidance process based on generic methods in the field of career guidance.

The visualization in circles and oxymoron makes the themes and process of guidance easily understandable both for the counsellor and the client.

The circles can also be used as a guide and a reminder for the counsellor to check if all relevant areas in a guidance session are covered.

Target group

The circles can be used in one to one-sessions as well as in groups. It can also easily be used in online-sessions.

Equipment

A visualization of the circles. Pen and paper.

Process description

The narrative of the client and the purpose of the guidance will be vital to in which extent one will address the different areas/themes. The mutual visualization of the themes addressed will help both the counsellor and the client to organize and keep track of the process.

Links

www.kompetansenorge.no/Karriereveiledning/kvalitet-i-karriereveiledning/oppdater-versjon-kvalitetsrammeverket/

The link brings you to a Norwegian page, and only a few of you will be able to read it. Therefore I made a PowerPoint explaining the method in, hopefully, enough detail to be useful to you.

Contacts

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www.rogfk.no/vare-tjenester/skole-og-opplaring/voksenopplaring-og-karriereveiledning/karrieresenter-rogaland/

If I want things to be different, I must change something

Name of the method

Counselling workshop for the long-term unemployed
If I want things to be different, I must change something

Aim / Expected outcome

Self-activation of long term unemployed or to provide to the participants assistance in shifting from unemployment to employment. It is conceived as a short form of personal growth.

Participants:

- strengthen their connection with themselves,
- strengthen their connection with their professional desires,
- express and change some of their beliefs about themselves and world of work,
- experience a certain degree of empowerment,
- practise setting goals and achieving them.

Target group

The workshop is suitable for all unemployed, but it is primarily intended for the long-term unemployed and the least employable people. Group size: 8 – 10 people.

Equipment

Presenters manual, flip chart, paper, crayons and pencils.

Process description

Workshop is comprised of 5 meetings, one meeting of 2-2.5 hours a week. Content, techniques and methods used are described in the presenters' manual.

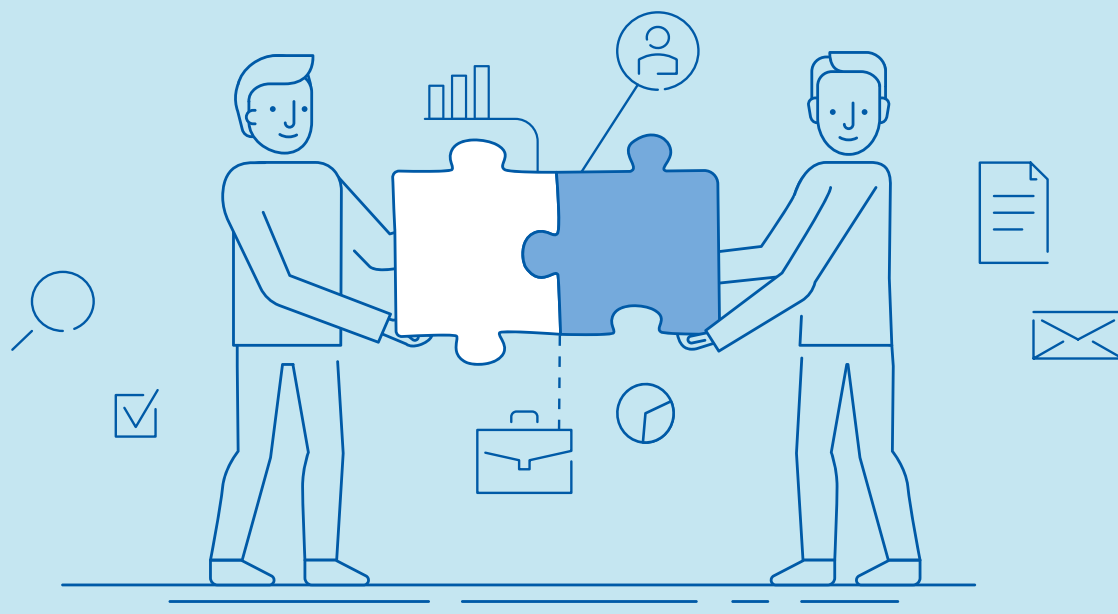
Evaluation of effects of the workshops showed that participants improve some motivational-personal-volitional processes (measured with 3 psychological tests) and become more active in their lives.

In 6 months after the end of participation in workshop 31% of participants got employed, additional 19,5% of them decided to take part in some measures of active employment policy. In one year after the participation 48,7 % of them got employed, in 13 or more months but even 66,4 %, whereby 70% of long-term and 55% of very long-term unemployed participants got employed.

Links

Presenters manual in English is also uploaded, but is s also available here:

www.vkotocka.si/wp-content/uploads/2018/10/If-I-want-things-to-be-different.pdf



Video Tour and description of interactive tools

[Watch the Tour](#)



Short introduction of interactive guidance tools in newly opened career centre in Tallinn

Visitor questionnaire

Come and answer simple questions and help us get an overview of visitors' backgrounds. On the screen you can view a summary of the results of all respondents.

Know your abilities

When planning career choices, it is important to know and be acquainted with your abilities. With five playable tasks you can test your abilities and think about how to apply them in various occupations.

Balance in your life

Every day we perform a variety of tasks and roles: we study, work, engage in hobbies, spend time in the company of friends and family, rest, etc. The exhibit allows you to assess which activities you currently spend time on and whether you would like to change something here. **Analysing your schedule helps you to pay attention to finding a work-life balance.**

Know yourself

With the help of questionnaires, you can think about various career management topics:

1. Career change — where and how to proceed?
2. What is my work style?
3. How do I cope with stressful situations?
4. How do I react to change?
5. Could I become an entrepreneur?
6. How well do I know the legal rights and obligations of an employee?

A world without borders

Here you can listen to and read the exciting career stories of Estonians working abroad. **Listen to how our people have studied and worked outside Estonia, how they got there and succeeded in their field.** Get to know novel and less common areas and find out what skills are needed to work in them.

Estonians in the world

Have you studied or worked outside Estonia? With a sticker, mark on the world map the country in which you studied and/or worked.

My backpack of skills and interests

By answering the questions, you can assess your interests and skills. Knowing them helps you make more suitable choices in education and the labour market and consider your areas of development.

If you are more aware of yourself, you will have a better overview

of what kind of work environment and tasks are suitable for you and you will be better able to show your strengths and skills in a job interview.

Occupation lottery wheel

See which occupation chance offers you. There are 40 occupations to choose from. Is a traditional job or a future occupation waiting for you? Read short job descriptions to make an informed and appropriate career decision.

AR mirror

Mirror, mirror on the wall... which occupation is the best of them all? **Here you can try interesting professions with the help of our magic mirror.** What would you



Making of Tour

look like if you were a police officer, a mining engineer, a ceramicist, a farmer or a surgeon? Take a photo of yourself in a new position and share with friends on social media.

Work healthily

Find out how to maintain your health at work. **Try a variety of modern and ergonomic tools** that make your work healthier or make using a computer easier in the case of special needs. Also research webpages where you can find exhaustive information on occupational health.

Career library

At the career library, you will find various books and materials on education, the labour market and career management and you can also research various websites.

The dream work desk

There are various work environments and styles. Make an overview of your preferences on nature, the conditions and environment of work and design the work desk of your dreams. **When you know what you value and what motivates you, it is easier to set career goals and pursue them.**

Applying for a job or a school

Here you can practice participating in school and job application interviews. **During the simulation you will answer the most common questions and gain practical conversation experience from this.** You can save your interview and send it to your e-mail address for further analysis.

Career tunnel

Come and plan your career with the Hőbepaju family.

What are career management opportunities for people of different ages and what are the possible steps.

You can help the Hőbepaju family make decisions and shape their future life.

VR room

Virtual reality (VR) provides an opportunity to get to know various work environments and occupations. **Participate in solving various work tasks** and find out what skills are needed in different occupations.

Acknowledgements

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Margit Rammo and **Anna Gramberg**,
Euroguidance Estonia

Useful resources

- [Lifelong Guidance in Estonia 2020](#) gives you an overview about strategic view, guidance provision, qualifications for professionals and many other relevant issues in Estonia.
- Watch short animation [7 facts about lifelong guidance in Estonia](#)
- [Eurydice - education system in Estonia](#): detailed description, including political context, legislation, funding, provision at different education levels, guidance etc.
- [Study in Estonia](#) is a national guide to higher education in the Republic of Estonia.
- [Work in Estonia](#) is an official guide to finding a job in Estonia, relocating and settling in.
- [Gateway to Estonia](#) is an official virtual gate to Estonia, this website tells our story and presents all the major facts and figures that illustrate who we are and what Estonia is.
- [European glossary of definitions for lifelong guidance](#) policy development and related guidance terminology (ELGPN).
- [CMS framework in Estonia](#) describes the Estonian approach to the development of career management skills.
- [Euroguidance](#) network portal provides information and resources about lifelong guidance systems and practices, international events and mobility opportunities for guidance practitioners across Europe.
- [Academia Study Exchange](#) is European project that gives guidance professionals the opportunity to participate in a learning mobility period in another European country.





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