

ACADEMIA COMPENDIUM OF PRACTICES 2022 CAREER GUIDANCE IN ESTONIA FOCUSING ON MULTICULTURALISM, LEARNING AND WORK MOBILITY



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Let the Academia experience enrich your practice!

Mutual exchange and peer-learning is essential for guidance practitioners to reflect on their practice, enrich their toolbox and grow as professionals. In Euroguidance, we are dedicated to inspiring innovation and professionalism in career guidance through international cooperation. Several studies confirm that international learning mobility is an effective source of knowledge, experience and inspiration that helps people to adapt and makes them more competitive on the labour market. In Europe, Academia exchanges provide an excellent environment for professional development at international level for guidance professionals. For them, learning mobility is certainly a value in itself - it is good to empower people to challenge themselves at the international level based on personal experience.

For the last three years, Estonia has asked Academia participants to bring and present a method, tool, or approach from their daily work to their fellow peers during the Academia week. They have been combined to a compendium of practises in English. The compendiums have proven to be a meaningful and useful source for guidance practitioners both in Estonia and the rest of Europe as they provide tools to a wide variety of target groups and settings – both to use on the go or provide the possibility to use new angles in the guidance work. You are welcome to



visit euroguidance.ee!
All texts in **green** refer to
valuable references available
in the e-publication.

You are holding in your hands the Compendium of Practices from Academia learning mobility in Estonia, May 2022. Since this is the third such compendium we can already call it a series. You are most welcome to visit the online compendia **e-Academia learning mobility in Estonia 2020** and **Career guidance in higher education and employment offices 2021**. This Spring we hosted ten career practitioners from seven countries. We wanted to challenge ourselves and for the first time in Academia history focused on international mobility - how to support people who want to study or work abroad and need further career guidance. Each of the participants was asked to present their practice. The contributions vary from one another as some are broader initiatives while the rest are practical methods to use during one-to-one or group sessions.

We hope to inspire you and meet at next year's Academia!

Margit Rammo and Anu Puulmann

Euroguidance Estonia

Summer 2022



Academia 2022 in Estonia

Academia is a network of European partners, a Euroguidance initiative, that has offered learning mobility projects to career guidance professionals for almost 30 years. Estonia joined the network 22 years ago and has been able to provide opportunities to gain experiences, knowledge and network from abroad to hundreds of Estonian guidance professionals and has hosted around the same number of European professionals in Estonia.

What we offered

The year 2022 has changed the world and is challenging guidance professionals with new topics to work with. To keep up with this and to provide value, the focus of the learning mobility in Estonia was **on how to support the people who want to study or work abroad, those who have come from abroad and need further career guidance and explore the topic related to international learning and work mobility, and multiculturalism.**

The main purpose was to encourage a mutual exchange between participants from different countries, provide a learning mobility experience in a multicultural environment and international networking opportunities.

The aim of the learning mobility was to provide the following learning outcomes for professionals to:

- Receive an overview on lifelong guidance in Estonia;
- Have an overview of the service provision regarding learning and job mobility in Estonia for different target groups
- Be able to understand learning in multicultural environment;
- Be able to practice professional language and participate in discussions;
- Widen their professional network.

Hosts

Estonia has a small guidance community, for the impactful and meaningful outcomes you need to collaborate closely with stakeholders. The same principle is essential in Academia - to be able to provide the best learning environment and insights, the programme was developed and implemented in close cooperation with Estonian hosts.

The learning mobility experience was jointly organised by The Estonian Unemployment Insurance Fund career guidance and EURES teams, The Association of Estonian Career Counsellors, the University of Tartu and Euroguidance Estonia at the Erasmus+ and European Solidarity Corps Agency in The Education and Youth Board.

Valuable offers of job shadowing opportunities were provided by Johannes Mihkelsoni Centre, Tartu Vocational College, Tartu Welcome Centre, The Estonian Unemployment Insurance Fund and University of Tartu Counselling Centre.

Activities

Pre-meeting

The pre-meeting took place in April 2022 with the aim of planning for the learning mobility and setting expectations so that all parties were able to get the fullest experience possible.

Learning mobility in Estonia

The official programme took place over four days in May 2022. To have a smoother and easier start to the week, there was a get-together the evening before. It proved to be a good approach which resulted in a nice flow from Day 1. The programme was designed around 4 main themes – lifelong guidance, learning and work mobility and sharing of international practices and a job shadowing experience.

Day 1: Overview of lifelong guidance systems in Estonia and; multiculturalism and learning mobility
The day laid a foundation for the whole week by giving an overview of the lifelong guidance systems in Estonia by Euroguidance Estonia, theoretical background of learning mobility and multiculturalism by Tallinn University and insights about guidance for foreign students by the Study in Estonia team. The beautiful Tallinn Old Town, the UNESCO World Heritage Site, was admired in the evening.

Day 2: Work mobility focus. Visit to the International House and PES

The second day was dedicated to work mobility. The Estonian services for foreigners and Estonians was shared by experts from EURES Estonia and the public employment service; International House of Estonia; Compatriots service and the day was concluded with a visit at the innovative Tallinn Career Centre and first round of sharing practices with the group.

Day 3: Job shadowing at different organisations at Tartu

The group was split into smaller groups and each group shadowed guidance practitioners from a chosen organisation for the whole day.

Day 4: Exchanging good practices and conclusions of the visit

The practitioners each had a possibility to present the method/approach they brought with them; it was encouraged to use the methods on the group that were present. The mobility concluded with a feedback and reflection session to discuss the main conclusions and ways forward for Academia. A final touch was a small gesture to pay it forward – each of the participants wrote a card to their colleague at home with reasons why they too should try out an Academia experience.

Outcomes

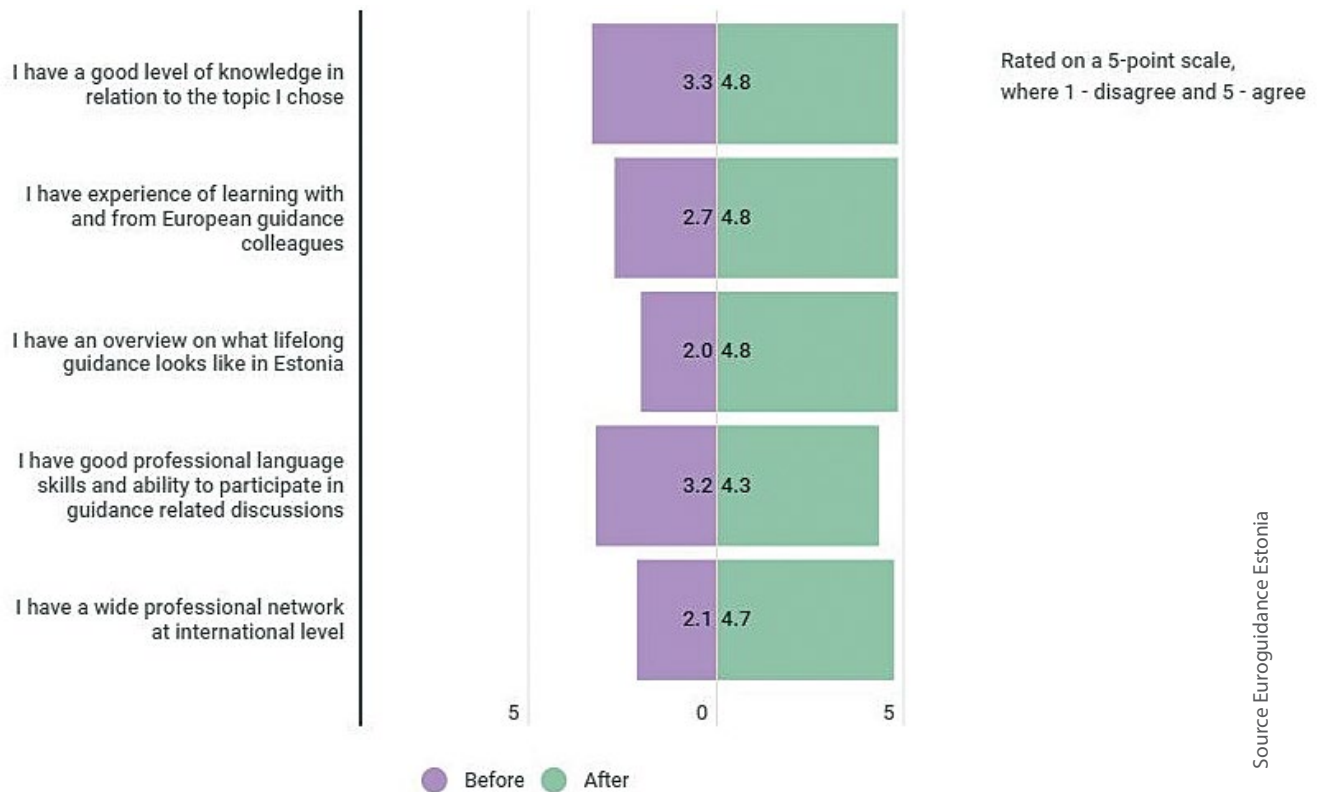
It was a great experience. I have received much information about job guidance in Estonia, learning mobility, methods used in counselling in different countries. I appreciated that it was very practical, we visited so many interesting institutions, and got a lot of inspiration. I am also glad for our group spirit and atmosphere, which was unbelievably amazing.

Czechian participant

Evaluation from the Academia experience was collected virtually, as part of a pilot project with five other Academia countries. The participants self-assessed their knowledge before the start of the visit and at the last day. The analysis of the group results confirms the rise of competences across all learning outcomes.

Academia, it is generating PROFIT – spending one week and earning for years Swedish participant

Participants' self-assessment before and after the mobility



The group valued the practical approach of mobility: they got to learn from each other, shadow local practitioners and peek into the Estonian guidance system within the topic of the week. The participants enjoyed the fresh ideas and approaches and would have liked to stay longer. In particular they brought out the value of self-development as both a professional and as an individual that the experience offers, and to see the daily work life from a new angle and bring some freshness and new approaches with them when they return.

Collection of guidance practices

Learning and developing new competences and methods is highly valued by the professionals who take part in the Academia learning mobilities. To support learning and mutual exchange, the Estonian hosts encouraged the participants to exchange practices during the learning mobility. The participants presented one practice or initiative from their daily work. A guideline with suggested subtitles was produced to support the exchange, they prepared a description (1-2 pages) of their method following the subtitles below:

- Name of method
- Aim
- Target group
- Equipment
- Process description
- Links for further information
- Contact details for further questions

Participants

The Academia in Estonia 2022 group included ten participants from seven European countries:

Cafer Çelebi – Head of Department of Job and Vocational Counselling from the public employment service in Turkey

Hasan Demirci – Employment Expert from the public employment service in Turkey

Daniel Hailemariam – private Guidance Counsellor and Career Guidance Lecturer at a university from Sweden

Alicia Oria Iriarte – Headmaster and Guidance Counsellor from the CI Burlada FP, public vocational school in Spain

Margit Ivanov – Career Counsellor from the public employment service in Estonia

Markéta Lučanová – Social Worker and Guidance Practitioner from the Integration Centre Prague in the Czech Republic

Ana Isabel Santos Martínez – Guidance Counsellor from the IES Cencibel, secondary school in Spain

Julija Milović – Employment Counsellor from the public employment service in Slovenia

Mihaela Prorocu – Guidance Counsellor from the public employment service in Germany

Veronika Skalická – Head of Social Department from the Integration Centre Prague in the Czech Republic



BerufeTV – Mihaela Prorocu - Germany

Aim

Getting to know the multitude of professional choices that are offered as apprenticeships (around 360) or university programs (around 17,000) in Germany.

Target Group:

- Students attending regular, general education schools from the pre-graduation class onwards, pupils of grammar schools from year 9 onwards
- Students attending secondary vocational schools leading to a higher school leaving certificate or serving as a form of vocational preparation
- Apprentices
- University and college students – including those attending dual study/work universities
- Young adults
- Parents, guardians and teachers

Equipment

Any device that is connected to the Internet and a working Internet connection (additionally, headphones)

Description

The website contains over 400 short films that show the daily work tasks in the different professions where it is possible to apply for an apprenticeship (or an academic degree) in Germany. The videos can be used to get an insight into the daily work of the professions you are interested in, without being in the company. The website can be used for counselling (young) adults who just arrived in Germany and do not know which career they would like to pursue, or which profession best suits the qualification they already have.

Links

[BerufeTV website](#)

(in German but many videos have a possibility for English subtitles)

Contact

Mihaela Prorocu

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Career Compass - Margit Ivanov - Estonia

Aim

The client has acknowledged the importance of their own consistent activities in the implementation of personal career goals and has set deadlines for achieving the goals.

This method can be widely used and modified for those who need to make any decision.

It can be compiled with different methods to make it more creative - not only logical analysis but also via activating creativity through drawing and visualisation etc.

Target group

Both young and adults who need assistance in career planning.
Individual and group settings.

Equipment

A physical or virtual career compass wheel.
Optional: post-its, dice, paper, pencils for drawing etc.

Process description

Start with an individual counselling session to get to know each other, build a trusting relationship, map out the situation and understand the choices - what are the professional options that are being considered.

Five important questions are in front of the client, see the figure.

- The client chooses the first sector they want to look at. If it is difficult to choose, assist the client by giving a possibility to use a dice or any other method that induces creativity and playfulness to make the choice.
- Take notes during the process.
- Use post-it notes for key words and stick them on the Career Compass to map the different ideas.
- Include different creative methods on each topic to avoid too much analytical and logical thinking (fx, visualise your goals or dream life, "if you were a house"- draw it etc.)
- Use the compass during several counselling sessions and use a session for each topic or cover all the topics in a single session.
- The outcome should be mapped with an action plan for implementation.

Links

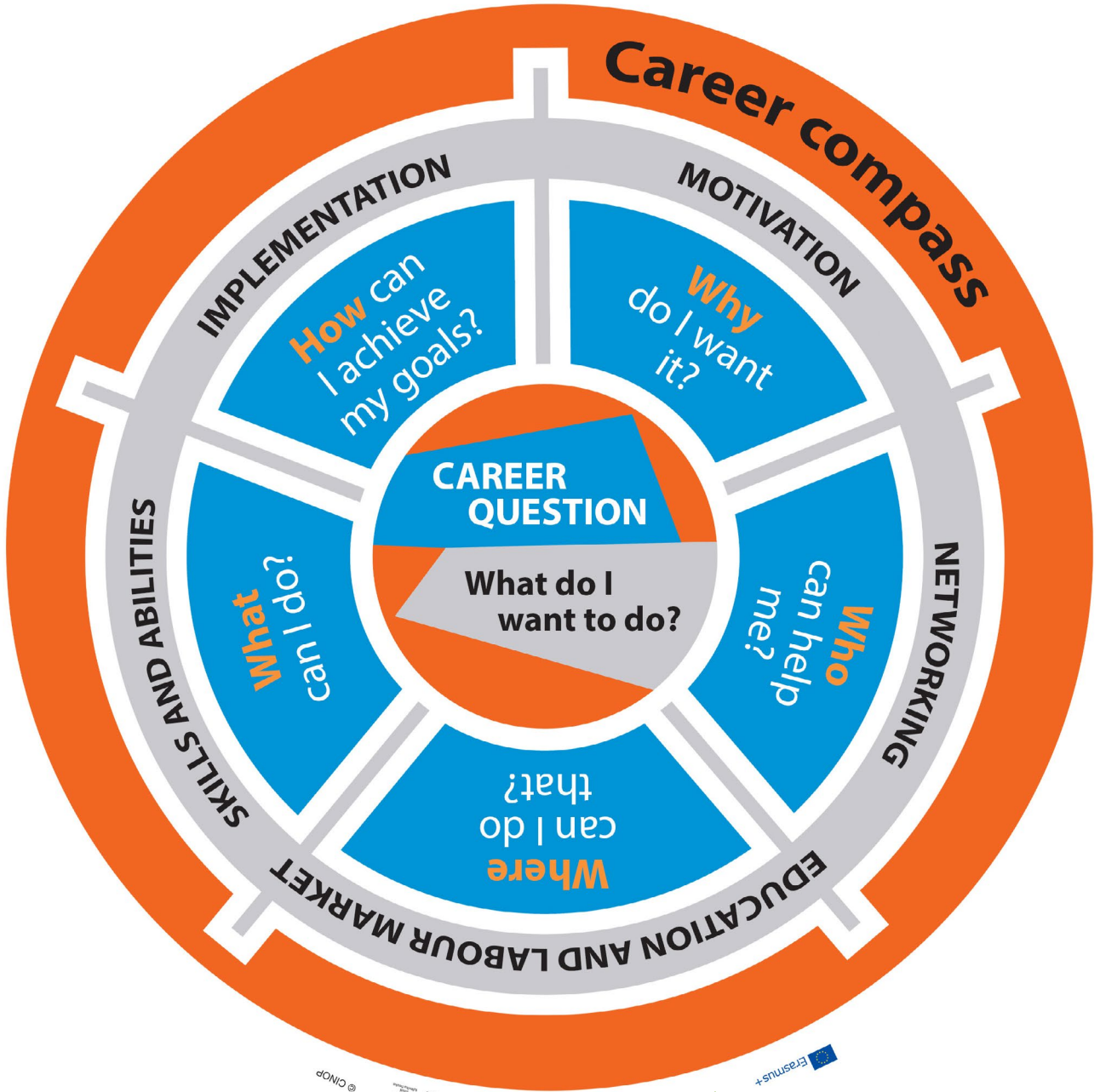
[Career Compass approaches in different countries](#)

[Career Compass toolkit](#)

Contact

Margit Ivanov

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 Eesti Töötukassa
 Erasmus+
 European Union

Life Path - Markéta Lučanová – Czech Republic

Aim

A creative technique that helps the client to think about their life so far and find resources in their past that help them to decide on their next career or education.

This method is perfect for people who need to feel more self-confident and motivation. It is suitable for immigrants who have already had a career and it is difficult for them to imagine that they are starting again from nothing. Very often they realise that they have more options than they initially thought.

Target group

One-to-one session for people who are ready for self-reflection, both for young people and adults, as well as immigrants.

Equipment

Paper, pen, coloured pencils

Process description

Adapt the process to the current needs of the client. It is essential to engage the client - so that the path comes from them, and to ensure a trusting environment. It is appropriate to lead the client to a creative rendering from a simple line or to more complex drawings, paintings, collages, or graphics.

Direct the client through these steps

1. Imagination – Imagine what your life is like and how you would draw your path. The path can be simple or it can be more complicated and variously winding, depending on how you feel about it.
2. Present – Mark the moment “now” and think about where you are on your life-path.
3. Past – Draw the most important points, moments, and events in the past and think about what you have already achieved and what goals you already reached in your life and your career.
4. Future – Your journey continues. Mark what significant moments or events you expect and wish for.

*What is important for immigrants is to see some possibilities.
They usually see obstacles, especially the language barrier.*

5. Possibilities – Write down the barriers you have to deal with and if and how you think you can overcome those barriers. How long will it take and how can it be achieved?

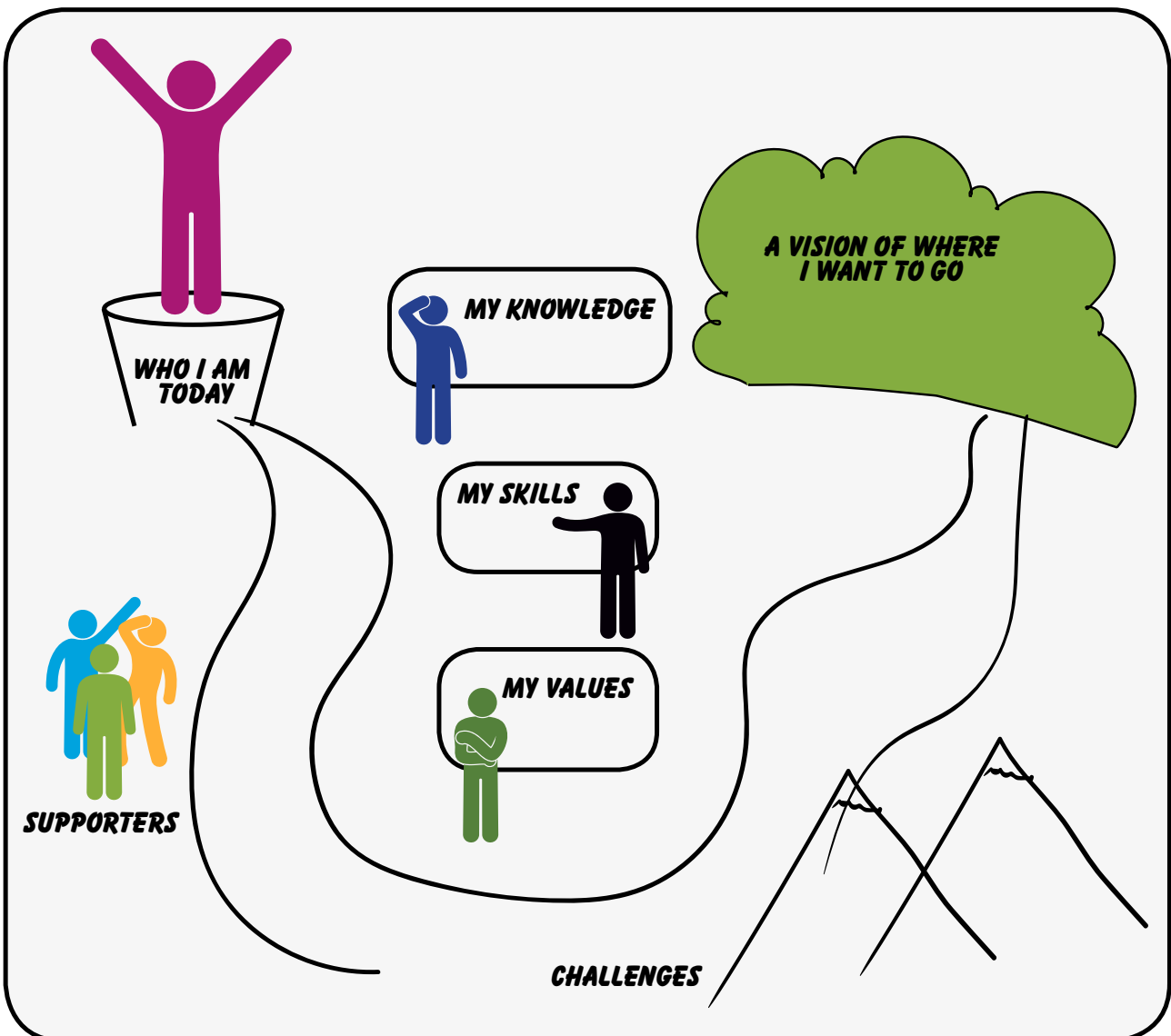
The motivation of the client is really important and focuses on the next steps and tasks that can be done.

6. Interview – Talk about the client’s creation. Focus on the competencies, abilities, skills or values or the wishes and dreams of the client.

Contact

Markéta Lučanová

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My Neighbour's Kitchen - Alicia Oria Iriarte - Spain

This method can be replicated in different settings (e.g. among students of various nationalities; among students of different regions in the same country; or between countries). Even though this shared initiative has been based in a programme with Hostelry and Tourism students, it could be carried out in other fields.

Aim

To get students acquainted with peers from other European VET schools participating in common learning mobility programmes, prior to their mutual exchange visits.

- To support teachers through guidance in the process of setting learning mobility experiences. The expected outcome is to establish networking connections which eventually might allow VET students to work abroad.

Target group

Suitable for groups of cooking and/or pastry/bakery students participating in mobility programmes with other Hostelry and Tourism schools in neighbouring countries. Groups of 5 to 20 students, and 1-2 teachers/facilitators in each group.

Equipment

- Paper chart/writing board and pens.
- Computers to share recipes and other activities through e-mail, Drive, programme's presentations, etc.
- Recorded video clips and virtual videoconferences (Skype/Meet/Zoom).

Process description

Introduction

Sharing food is an excellent way to bring people together, learn other techniques and create bonds among cultures. This process is carried out at the school to later be shared with students from other school(s) through an exchange of traditional recipes.

The steps can be done before or during the mobility.

Steps

- Ask the students/clients to "twist" a traditional recipe of their own culture/region/country with a contribution from a recipe of a neighbouring country.

Some examples: Bakery of French croissants (recipe shared by the French students) with a Spanish pastry cream; or the Italian dish of cappelletti (recipe shared by the Italian school) with a piquillo peppers sauce (typical recipe from Spain).

- After modifying the other country's traditional recipe, it is time to cook it in the kitchen.
- The whole process needs to be recorded and shared with the other school(s) through a videoconference or a presentation in a shared Drive folder.

As a guidance counsellor prepare and support students before, during and after the mobility.

- When the mobility time comes and students/teachers get to know each other in person, all the shared recipes are prepared and made.

Good idea! During the learning mobility, the students can visit local enterprises or companies, where they are exposed to different work methodologies and approaches.

- Cultural exchanges can be enriched with the contribution of students from Tourism studies, who prepare a guided visit in town for the visiting students.

In a cooperative work with the teacher responsible for internationalisation programmes and language teachers, as the guidance counsellor prepares the students regarding cultural aspects to be taken into account; assist in establishing the connections with the other schools' counsellors; and guide students through the process of finding resources regarding future employment opportunities for learning mobilities.

Links

Project "Tradition with a Twist" Kitchen Management group
Learning Mobility to Cervia_March 2022
La Rochelle (France) Pastry and Bakery students

Contact

Alicia Oria Iriarte
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Neoikigai – Ana Isabel Santos Martínez- Spain

Aim

To improve the professional and the academic guidance, the students to have more clear vision about their future.

Target group

Students leaving school to enter university or professional training.

Equipment

Personal computer

Ikigai translates as 'a reason to live' or 'a reason to jump out of bed in the morning'. It's the place where your needs, desires, ambitions, and satisfaction meet: a point of perfect balance, and perfect fulfilment.

Process description

This Japanese concept focuses on having a motivation, a daily mission to identify four essential aspects in our life:

WHAT YOU LOVE
WHAT YOU ARE GOOD AT
WHAT THE WORLD NEEDS
WHAT YOU CAN BE PAID FOR

What is the consequence of these four aspects? The happiness or what is the same: the *ikigai*. The first ideal moment to match these three aspects is in school. Under the umbrella of *ikigai* we must consider that success is achieved through experiencing both successes and failures. *Ikigai* helps us to begin to rethink the future, changing our professional lives.

It is a pilot project in Spain between secondary school and local university

Steps

1. The student completes the different questionnaires on the online platform, with access provided by their school, with the topics including: studies carried out, social causes, hobbies and future professions. The task takes less than 15 minutes. Marked set by anu.puulmann
2. The student downloads a report in the "Questionnaires and Reports" section. It is a Predictive Report, which will indicate the degree of affinity with branches and areas of knowledge, to help

make decisions about the further training alternatives that connect with the personal interests and will bring them closer to their ikigai.

3. The school career counsellor can access the reports of all the students. In a personal interview with them, the results will be discussed and analysed so the student will be able to make the best decisions for them.

Links

[NEOIKIGAI project overview](#) (In Spanish)

[IKIGAI approach description](#) (In Spanish)

Contact

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Preparing for a job interview – Julija Milović – Slovenia

Aim

Participants get to know different types of job interviews during a workshop; how to prepare themselves for the next job interview to really show their “best self”; they learn how to answer the most frequently asked questions.

Target group

Unemployed people, job seekers, students.
Group session. Number of participants: 9 - 12.

Equipment

Laptop and projector (for example Prezi presentation and Wheel of names), cards with photographs (JUMP cards, or something similar), four flipcharts, markers, pens, post-it notes, adhesive tape

Process description

Introduction

Participants are sitting in a circle. Hand out post-it notes, one for each participant and ask participants to write their expectations down. When they do, they bring them and stick them on a flipchart. Read out the expectations, without commenting on them. Introduce the content of the workshop and the method and exercises.

Icebreaker

Lay JUMP cards (or other metaphoric cards with different images) on the floor and ask participants to each choose one card with which they will introduce themselves. Questions:

1. Introduce yourself (name, what kind of a job are you looking for).
2. Why did you choose that specific card?
3. What experience pertaining to job interviews do you have so far?

Invite the participants to think about different types of job interviews, and then make a presentation to introduce different types of job interviews.

*Alternative
Use for dividing into groups, deck of playing cards or
4 different colours of post-it notes*

Exercise 1

Divide participants into 4 smaller groups using candies of 4 different colours (the same colour presents one smaller group). When smaller groups are formed, each group gets a flipchart and markers. Their task is to discuss different views on job interviews.

Group 1: Before a job interview

Group 2: During a job interview

Group 3: After a job interview

Group 4: How to make a good first impression

They have 15 minutes to discuss and create a poster with important points of their discussion. Then each group presents their findings. After all presentations, summarise the groups' conclusions.

Exercise 2:

Roll the **Wheel of names** on which there are some of the most frequently asked questions and each participant answers one question. After the answer, there is time to give feedback. Possible questions:

- Introduce yourself.
- Why should we hire you and not somebody else?
- What salary do you expect?
- Name 3 strengths.
- Name your weakness in the work environment.
- Why did your last employment end?
- Where do you see yourself 5 years from today?
- Which accomplishment are you most proud of?
- How long are you seeking for your next job opportunity?
- Why do you wish to be employed at our company?

*Stressful questions:
What is your horoscope sign?
Do you smoke?
What is the colour of your brain?*

Conclusion and feedback

The facilitator gives time for possible questions, goes back to the expectations poster from the beginning of the workshop and checks if all expectations were met. Then we lay JUMP cards on the floor again and ask participants to choose one card which best reflects their mood after the workshop.

Questions to ask:

- *What was helpful for you*
- *What did you miss?*

Contact

Julija Milović

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wheelofnames.com

Public Work Programme and Job Club - Çafer Celebi and Hasan Demirci – Turkey

Aim

*Public Work Programme has the aim to prevent unemployment and following support is offer to the clients:
Increasing employability and qualifications;
Supporting for adaptation to labour markets;
Bringing working habit and discipline;
Temporary income support.*

Job club is an intensified job and career counselling program that provides job search motivation and method support to individuals who require special policies such as women, young people, the disabled and long-term unemployed. Job club aims to:

- To motivate the unemployed to seek a job
- To ensure that the unemployed get the best job as soon as possible
- To show the unemployed where jobs can be found
- To increase the self-confidence of people

Target Group of Job Club

- Women
- Long-term unemployed
- Substance abusers
- University students
- Foreign students
- A maximum of 15 people participate in a program. All target groups meet in one unified group, besides the international students.

Equipment

Computers

Process Description:


Job Clubs Training Sample Plan:

Day 1: Getting to know yourself, discovering your skills and abilities

Day 2: Job search channels

Day 3: CV preparation, body language and communication

Day 4: Interview techniques



Close Connection with Business Life
In the Job Club, employers are invited to meet with job seekers
and do different activities, fx interview simulation.

In Job Clubs, participants learn from the guidance counsellors experienced in the field:

- Everyone who is willing to work can find an appropriate job,
- What is required to have that job,
- Find a job without having experience,
- Job seeking methods,
- How to prepare a qualified CV,
- How to act in job interviews,

At the end of the program, participants acquire theoretical information about the issues above and also consolidate this information by practising.

Links

[Public Work Programme overview](#)

[Job Club overview](#)

Contact

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Reversed mirror – Daniel Hailemariam - Sweden

Aim

Self-reflection as a method for developing skills.

Being conscious of what kind of counsellor you are, and what kind you want to be!

Target group

Guidance counsellors, people working with people, *fx* teachers. Alternative to adapt to job clubs for people looking for employment and to classrooms with students. Group session. Form groups of 3.

Equipment

Flip-charts, paper and pens

Process description

Start the session with an icebreaker and create a trusting environment and formation of groups. Introduce the aim of the session.

Lead the process by allowing

1. Time to reflect individually
2. Time to share reflections with the group

Main exercise

1. Think of an authentic problem that keeps you awake at night (*you don't have to tell us about the exact problem*).
2. Describe the person you would like to entrust your problem to.
3. What character traits and qualifications would you like this person to have?
4. What character traits would make you feel angry, sad, disrespected, or misunderstood?

Questions for the group to reflect upon

- What are the most common character traits and qualifications in the group?
- Why do we want to see these qualities in other people?
- Which of these qualities do you have?
- Which qualities do you need to work on/develop?

*Alternative
Imagine having your own company.
What kind of employees would you like to hire?
What kind of employee are you?*

Contact

Daniel Hailemariam

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Photo: Anni Sahkur

The smallest possible step – Veronika Skalická – Czech Republic

Aim

The method of the smallest possible step makes it possible to very slowly increase the client's competencies and expand their comfort zone. With each new activity, the client develops new skills and their self-belief.

Target group

Socially excluded immigrants, who do not believe in their skills. It is also suitable for people who do not have too much self-confidence and can gain it with small, gradual victories. One-to-one session. Suitable for youth and adults.

Equipment

Paper, pen, computer

Process description

The method of the smallest possible step aims to increase the client's competencies and expand their comfort zone.

With each new activity, first ask if the client can handle the step themselves (fx, how to create a CV, answer to some job offers etc.). If it is clear from the reaction that they need support, find out what is the smallest possible support that will allow them to take the next step (fx, help with the editing of CVs). Take into account the client's natural social network (friends and family and the institutions) that may play an important role in the whole process.

The steps with the client

- Find out the client's goal and what they would like to achieve (SMART - specific, measurable, achievable, realistic, timely);
- Analyse and evaluate the client's situation, what are their strengths and resources that could be taken into account when planning;
- Plan the following process and individual steps. With each meeting try to move the client a little further. With each small step taken, the clients self-confidence and motivation get stronger to meet the end goal. Adapt to the pace of the client and reflect on their progress and overall development.

Contact

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Photo: Anni Sahkur





Acknowledgements

We are grateful to all the participants, partners and presenters who made this Academia in Estonia meaningful, and the true impact of this experience as it unfolds when you are back at home.

Thank you, dear participants, for being so present, thoughtful, full of excellent questions and spirit! The group dynamic was something unique and it seems to continue even after the mobility.

If you want to go fast, go alone. If you want to go far, go together.

African Proverb

Thank you, dear Academia partners in Europe, who made this week possible with your coordination and positive attitude and finding such gems of specialists to send to us.

Thank you, dear partners, with whom we are ready for any challenge, and nothing is too crazy to tackle when we do it together.

Thank you, to the team, who were on board the whole way and helped to organise and implement the programme: from The Estonian Unemployment Insurance Fund (PES Estonia) and Marja Saar- ma, Kristina Orion and Marta Traks and Monika Toiger from EURES Estonia and the University of Tartu Counselling Centre and Kristel Lään-Saarik.

Thank you, dear presenters, Tanja Dibou from the Tallinn University; Triinu Lillepalu from Study in Estonia; Leonardo Ortega from the International House; Kaire Cocker from the Compatriots service and Piret Palusoo from the Estonian Unemployment Insurance Fund for being such a positive influence with the work you do and leaving a true impression on our guests.

Special gratitude to the partners at Tartu, for taking on this new challenge and giving the participants the opportunity to shadow your guidance work and organisations! Thank you, Ingrid Purje and Veronia Varep from the Johannes Mihkelsoni Centre; Janika Hango from the Tartu Welcome Centre and Kadri Jurs from the University of Tartu Counselling Centre; and Helen Johanson from the Tartu Vocational College.

Anu Puulmann and Margit Rammo
Euroguidance Estonia



euro | guidance

Lifelong Guidance in Estonia 2022



Lifelong Guidance in Estonia 2022 gives you an overview of strategic views, guidance provisions, qualifications for professionals and many other relevant issues in Estonia.

For those who are aware of the main aspects of lifelong guidance in Estonia, we are delighted to bring attention to recent developments, and we would like to highlight some of the latest initiatives.

Academia learning mobility in
Estonia 2022 participants countries.

