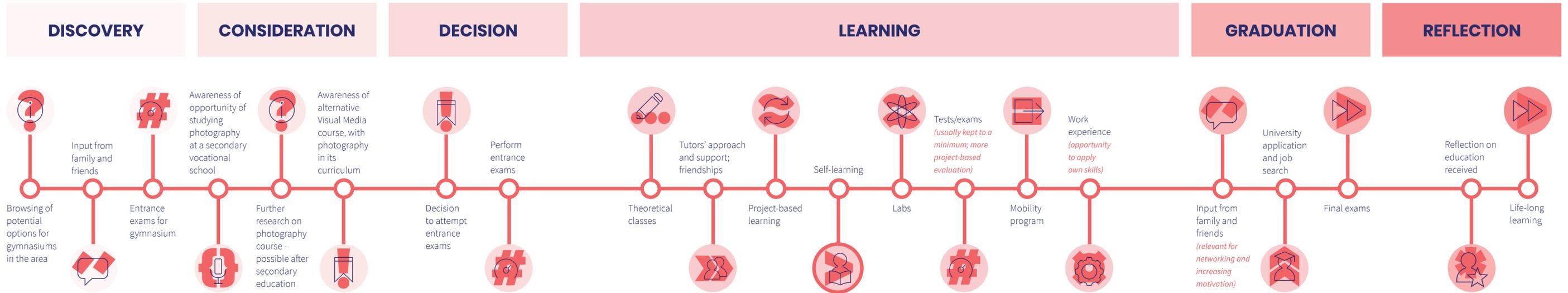


User journey

Ronan Nikko

17 y/o, Estonia, young VET learner

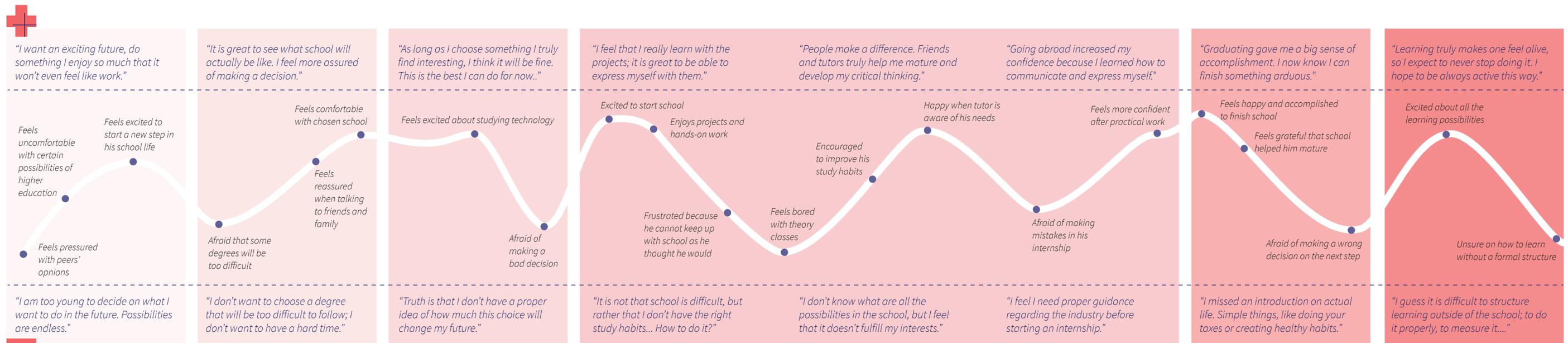
Ronan is in the last year of the Visual Media programme. He is from Tallinn - the capital (where also the school is situated); He is eldest child in the family. He was very interested in computer graphics before attending school and learned to use Photoshop with the help of Youtube. He is very interested in photography and it is his main hobby.



Self-learning, especially through digital platforms, is increasingly becoming routine to learners with the rise of digitalisation, knowledge sharing and new COVID-19 circumstances.

Key actions

- Searches for various options - different gymnasiums but also a school that provides a certain curriculum based on interests (photography)
- Asks family and friends for advice
- Reflects on his ambitions for the future
- Does entrance exams to various schools
- Checks for different school options
- Considers friends' choices and family's suggestions
- Considers option of VET with photography curriculum
- Disconsiders options that are not eligible (entrance tests not passed; not aligned with interests)
- Prioritises schools that offer his desired degree and have a good reputation
- Tries to connect theoretical concepts to his own idea of the profession
- Engages with projects and team work
- Surf for the best and refers to resources provided by teachers
- Uses the advantages of the English language already fluent in it
- Keeps notes on topics that interest him
- Applies learned skills to practical work
- Searches for topics that interest
- Uses studied skills on a daily basis for practical and personal uses
- Prioritises continuing studies in photography
- Asks for advice from friends and family
- Applies for jobs and universities to ensure he is covering all options
- Tries to learn new abilities for his personal and professional life
- Tries to connect concepts he learned in school with his personal life
- Engages sometimes with formal education/courses to feel he is properly learning

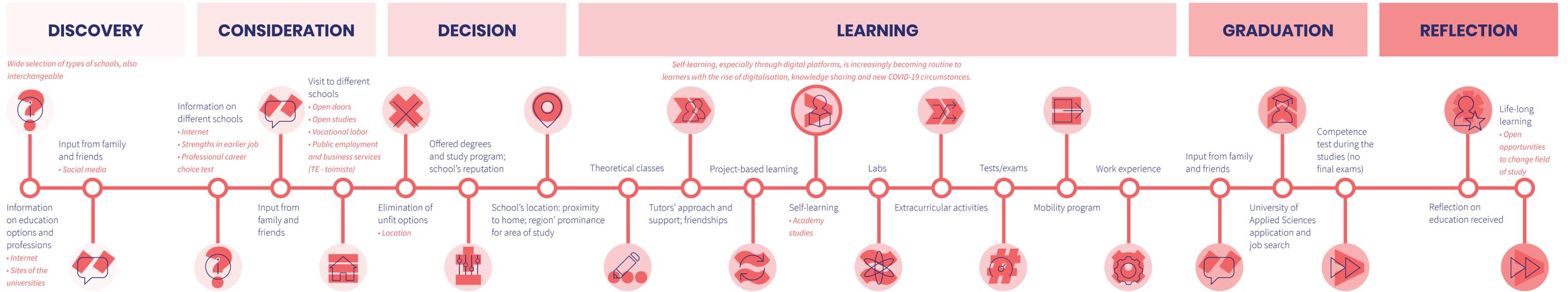


User journey

Pekka Saarikko

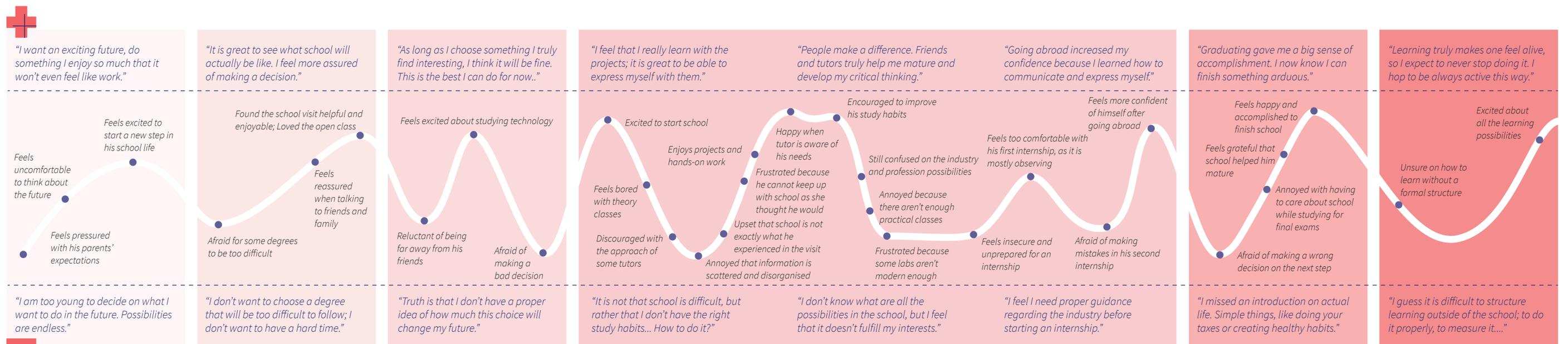
25 y/o, Finland, adult VET learner

Pekka lives with mother and is currently studying to become a telecommunications specialist (attending the last year). He went to gymnasium when younger and attended one year of university, but decided to drop out as he found it too theoretical. After going to the army and spending some years working as a security guard, he then decided to try a career shift - his girlfriend and mother were his main sources of support in this choice.



Key actions

- Searches for an area that has affinity with hobbies and personal interests
- Asks family for advice on what to do
- Asks for friends' opinions and hears about their own choices for the future
- Reflects on his ambitions for the future
- Checks for different school options
- Considers friends' choices and family's suggestions
- Visits schools; participate in classes during open days
- Disconsiders options that are not aligned with his ambitions (e.g.: art school)
- Prioritises schools that offer her desired degree and have a good reputation
- Prioritises schools close to home
- Tries to connect theoretical concepts with his own idea of the profession
- Engages with projects and team work
- Decides to work on his character after receiving influence/advice from peers/family/career counsellors
- Surfing the internet and looking for resources published by educators
- Uses keywords in translation engines for English; watch youtube and TED talks
- Keeps notes on interesting topics; watch seminars on topics that interest her and search for topics that interest her
- Observes more than does actual work on the first internship
- Tries to understand the dynamics of the company in his second internship
- Puts effort to communicate in the mobility program (also non-verbal communication)
- Tries to handle personal life and school obligations with final exams and applications
- Asks for advice from friends and family
- Applies for jobs and/or universities to ensure he is covering all options
- Tries to learn new abilities for his personal life
- Tries to connect concepts he learned in school with his personal life
- Engages sometimes with formal education/courses to feel he is properly learning

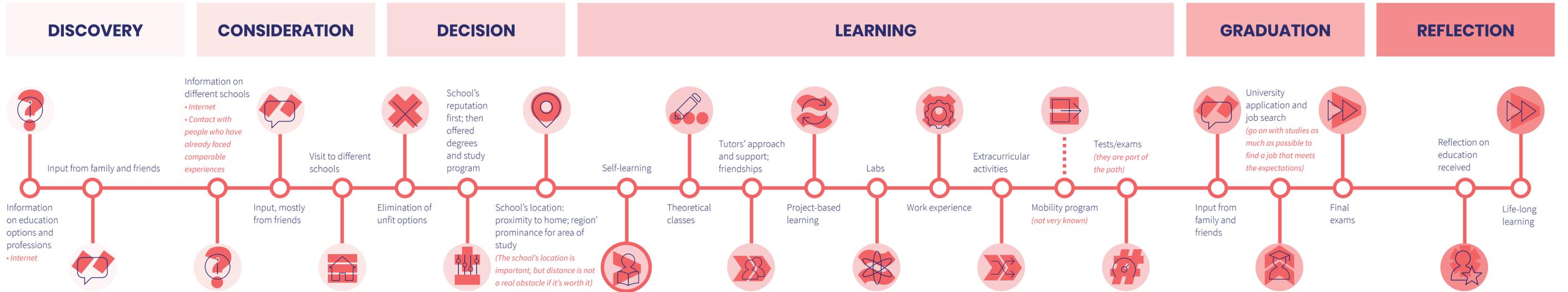


User journey

Marko Niemiz

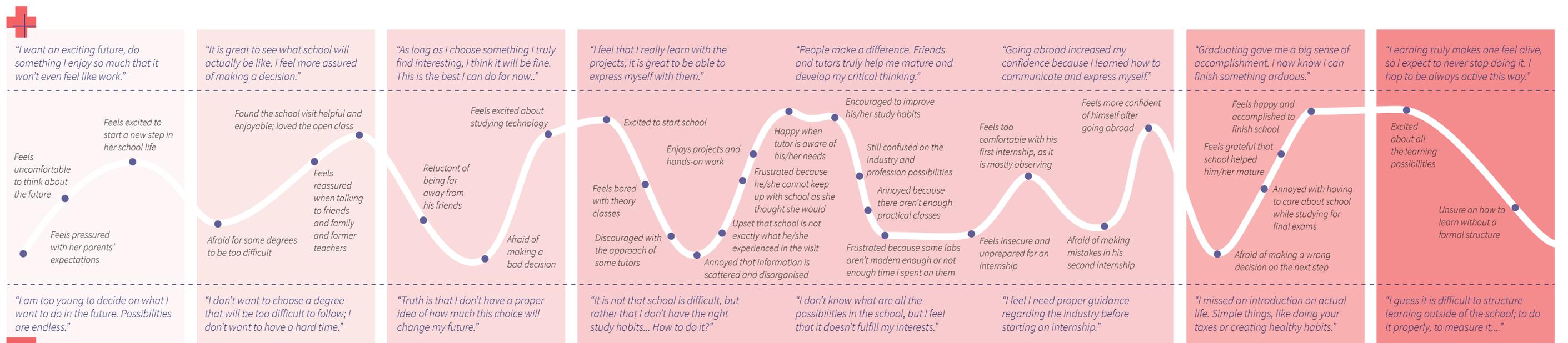
19 y/o, Italy, young VET learner

Marko is in the last year of the Mechatronics 5 year technical degree. Marko is originally from Nova Gorica Slovenia (double nationality), he lives with his family in a small village in FVG (very close to the border with Slovenia); he doesn't have any siblings. He likes very much cars, he practices downhill bicycle riding. He is free to do his choices for the future even though he talks to this with family and friends he feels no pressure or expectations from others. Actually Marko recognize friends may have a kind of influence on his choices.



Key actions

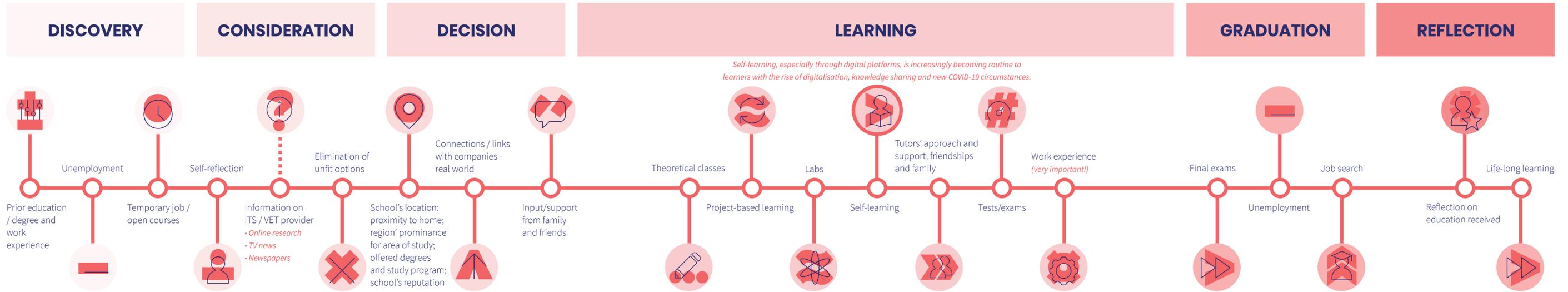
- Searches for an area that has affinity with hobbies and personal interests
- Asks family for advice on what to do
- Asks for friends' opinions and hears about their own choices for the future
- Reflects on his ambitions for the future
- Checks for different school options
- Considers friends' choices and family's suggestions
- Visits schools; participate in classes during open days
- Disconsiders options that are not aligned with his ambitions (e.g.: art school)
- Prioritises schools that offer his desired degree and have a good reputation
- Prioritises schools close to home
- Tries to connect theoretical concepts with his own idea of the profession
- Engages with projects and team work
- Decides to work on his character after receiving influence/advice from peers/family/career counsellors
- Surfers on internet and later for resources published by educators
- Uses keywords in translation engines for English; watch youtube and TED talks
- Keeps notes and talks with friends; watch TED talks that interest him
- Searches for topics that interest him
- Searches for topics that interest him
- Observes more than does actual work on the first internship
- Tries to understand the dynamics of the company in his second internship
- Puts effort to communicate in the mobility program (also non-verbal communication)
- Tries to handle personal life and school obligations with final exams and applications
- Asks for advice from friends and family
- Applies for jobs and/or universities to ensure he is covering all options
- Tries to learn new abilities for his personal life
- Tries to connect concepts he learned in school with her personal life
- Engages sometimes with formal education/courses to feel he is properly learning



User journey Lorenzo Baldo

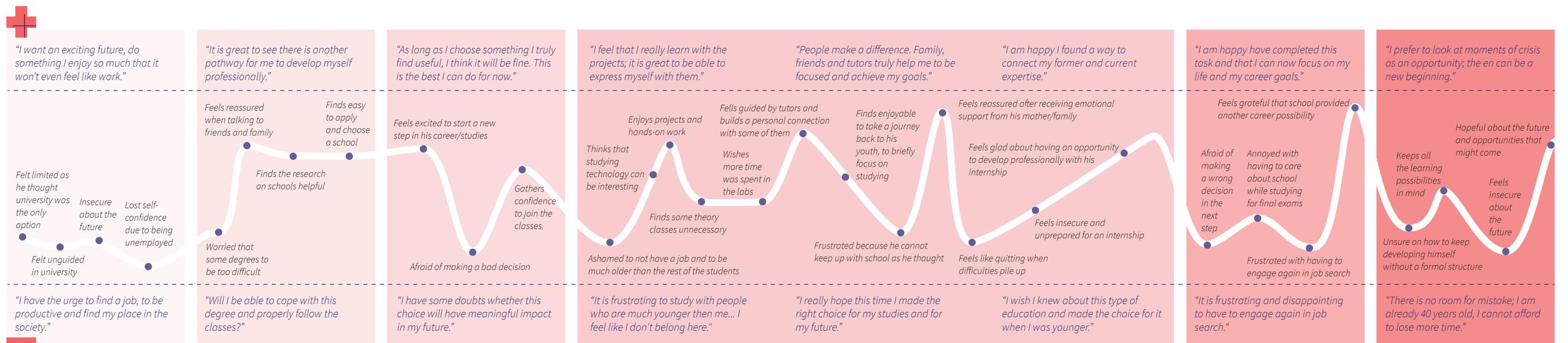
40 y/o, Italy, adult VET learner

Lorenzo lives with his parents in Udine, graduated in high school in 1999 and attended ITS from 2018 to 2020. He graduated at ITS Mechatronics, with a specialization in Additive Manufacturing technologies. In the past years he tried university, but dropped it after some few exams. He worked as a news editor for an online magazine and in the last year has been employed as a marketing assistant in a high tech company.



Key actions

- Attends gymnasium; starts attending university, but does not adapt and quits
- Works as an editor for a newspaper on cinema/videogames
- Takes a temporary job as a salesman / social media manager and decides to take a course on the Adobe Suite
- Decides to focus on the needs of the market, instead of what he wants to do.
- Checks for different school options
- Informs himself on the schools/courses
- Disconsiders options that are not aligned with ambitions (e.g.: art school)
- Prioritises schools that offer his desired degree and have a good reputation
- Prioritises schools close to home
- Consults family and friends for advice before taking a decision
- Was challenged by some subjects (e.g.: electronics)
- Engages with projects and team work; computer labs, robotics
- Engages in self-learning; tries to study from books and asks for support from fellow classmates and tutors
- Surveys the internet for information due to resources provided by teachers
- Uses relatives' emotional support for daily English basis from his mother/family
- Keeps on the educational path with the ongoing watch on the labor market and the family, on his own initiative
- Seeks for a job that interest
- After 2 years in the ITS, does an internship in an IT company; in the end was hired for a longer period of time.
- Matches his previous expertise (writing) with his current expertise (mechatronics) in his job
- Tries to handle job, personal life and school obligations with final exams
- Becomes unemployed after graduation (related to COVID-19 and company circumstances)
- Applies for jobs (also checking options to work at the school)
- Reflects on the future and the best career pathways for him
- Considers his age and goals when thinking about career and life-long learning

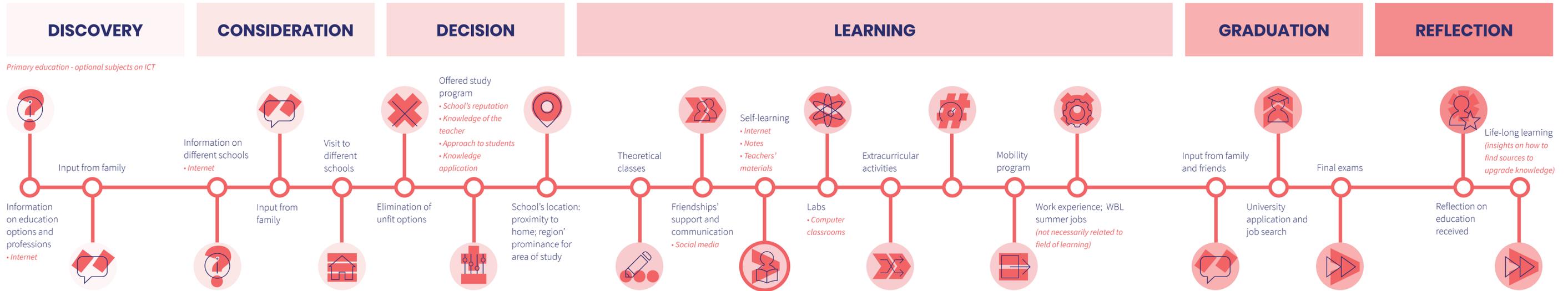


User journey

Miha Primšar

22 y/o, Slovenia, young VET learner

Miha is in the last year of the Computer Science programme. Originally from a small town, he lives with his parents in Radovljica; he also has one younger sibling who is now in the university. Besides being fascinated about computers, he is an active player in the local walleyball team. His family and friends influence him a lot on his choices for the future, and also give him confidence on facing challenges.



Key actions

- Searches for an area that has affinity with hobbies and personal interests
- Asks family for advice on what to do
- Asks for friends' opinions and hears about their own choices for the future
- Reflects on his ambitions for the future
- Checks for different school options
- Considers family's suggestions
- Visits schools; participate in classes during open days
- Disconsiders options that are not aligned with his ambitions (e.g.: art school)
- Prioritises schools that offer his desired degree and have a good reputation
- Prioritises schools close to home
- Look for examples of applications of knowledge (job opportunities)
- Tries to connect theoretical concepts with his own idea of the profession
- Engages with projects and team work
- Decides to work on his character after receiving influence/advice from peers/family/career counsellors
- Surf the internet and later for resources provided by teachers
- Keeps the translation of English for friends; watch youtube and TED talks
- Keeps selected books with friends; watch selected TED talks that interest him
- Search for topics that interest him
- Observes more than does actual work on the first internship
- Tries to understand the dynamics of the company in his second internship
- Puts effort to communicate in the mobility program (also non-verbal communication)
- Tries to handle personal life and school obligations with final exams and applications
- Asks for advice from friends and family
- Applies for jobs and/or universities to ensure he is covering all options
- Tries to learn new abilities for his personal life
- Tries to connect concepts he learned in school with her personal life
- Engages sometimes with formal education/courses to feel he is properly learning

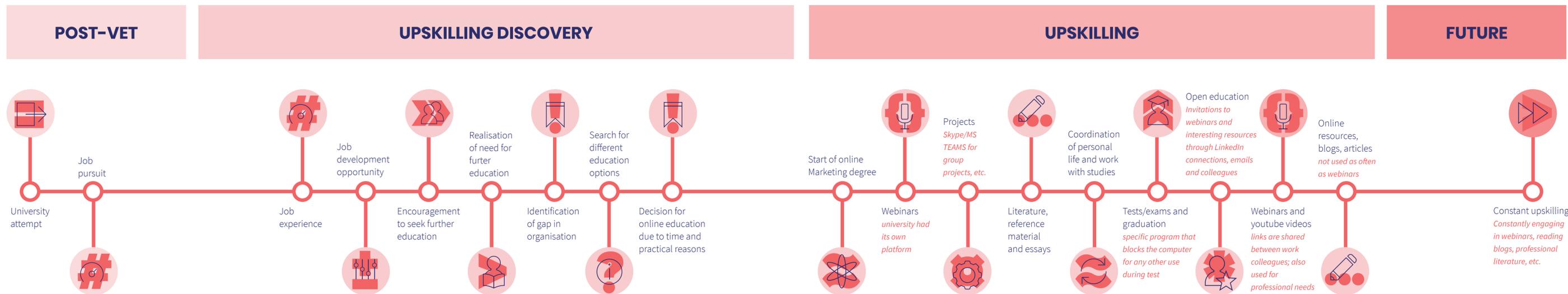


User journey

Primož Habjan

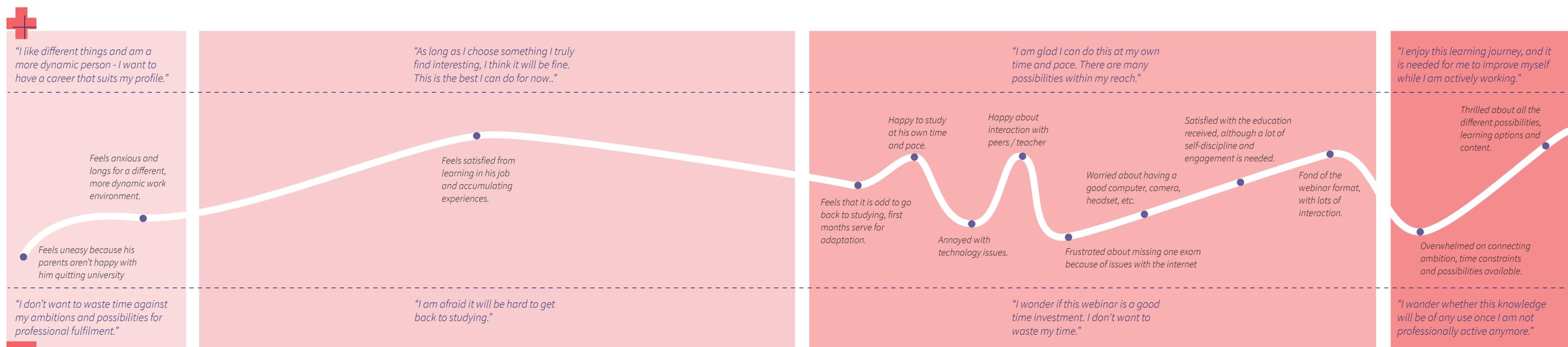
47 y/o, Slovenia, adult learner

Primož lives in is a sales manager at a big Slovenian company in Železniki. He is married and has 2 children (22 and 15 y/o). In his education journey, he first studied at a VET level to become an electrotechnician and then tried to pursue the same topic in university, but didn't identify himself with it. He then started working in production, and as he moved to the customer support sector, he further specialised in Marketing. Now he has completely transitioned to sales.



Key actions

- After finishing VET education, decided to go to university, but didn't find himself there and felt the need to work and earn his own money as he was used to (started working from age 12).
- Found a job related to his field of study (production) at a large organisation.
- Applied to a vacant position in customer service support. It was a one minute decision.
- While working in service, realised wanted to move to sales. Started increasingly doing tasks for sales, until transitioned completely.
- At the same time, started his own company providing service to his organisation (side job - 5 hours a week).
- While working in sales, felt the need for further education. As nobody at the time was doing good marketing, saw the opportunity to cover the gap.
- Started an online degree in Marketing. Chose the university because it was the only one that provided an online degree at the time.
- Each subject took 4 weeks and the complete degree took 4 years.
- Each subject had webinars, projects, literature/reference material, writing of essays/paper and an exam.
- Got a raise after finishing the degree, but the job tasks were the same.
- A few years later, the education was key for to get a promotion to become sales manager.
- Because of coronavirus situation, there were a lot of free webinars offered. Started engaging in at least one webinar per week; in general, learnt a lot.
- Webinar topics ranged from marketing and sales to professional growth. Some were obligatory for the job, but most were related to own interests and ambitions.
- If the webinar is not so interesting, multi-tasks alongside it.
- Needs to constantly improve in the field of marketing and sales. There is always something new.
- Plans to take at least one webinar per month and connect with network.
- As he advanced in his career felt the need for constant learning to grow.

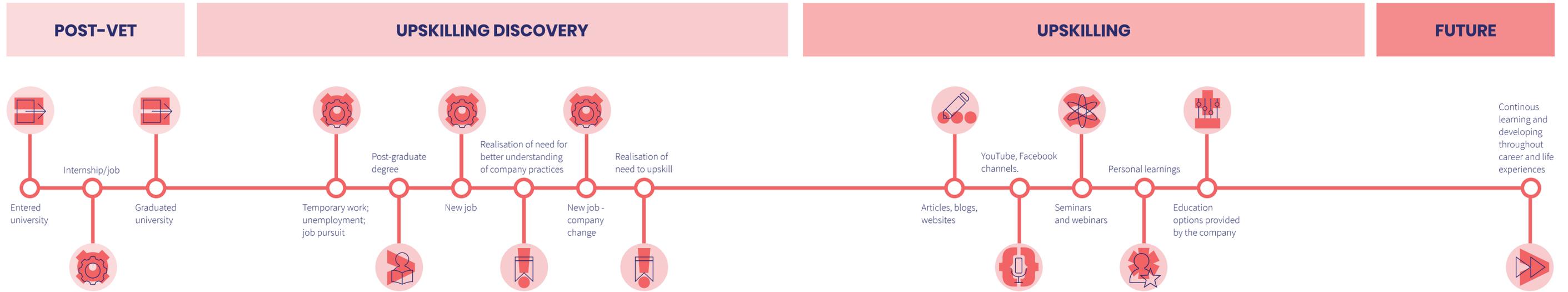


User journey

Tjasa Celec

31 y/o, Slovenia, adult learner

Tjasa lives in her own apartment in Bovec. In her free time, she likes to walk in the nature, and to help her mother with her hobbies and activities. She currently works in the commercial/material supply department at Mahle, and is responsible for ordering non-production material. Her formal learning journey consisted of high school, university and post-graduate studies, all in areas related to economics and administration.



Key actions

- Finished high school in economics and decided to study public administration in the university. Overall, it took 5 years to graduate.
- She did an internship at Mahle during university, which helped her realize she wanted to focus on the private sector.

- As a temporary worker, had periods in which she was not working
- Joined post-graduation studies while looking for jobs
- Switched to another company due to work availability; also felt there could be new knowledge and experiences

- Felt the need to learn more about the organisation (e.g.: training on products and corporate practices)
- Saw an open position for a permanent contract at Mahle and applied; changed jobs again

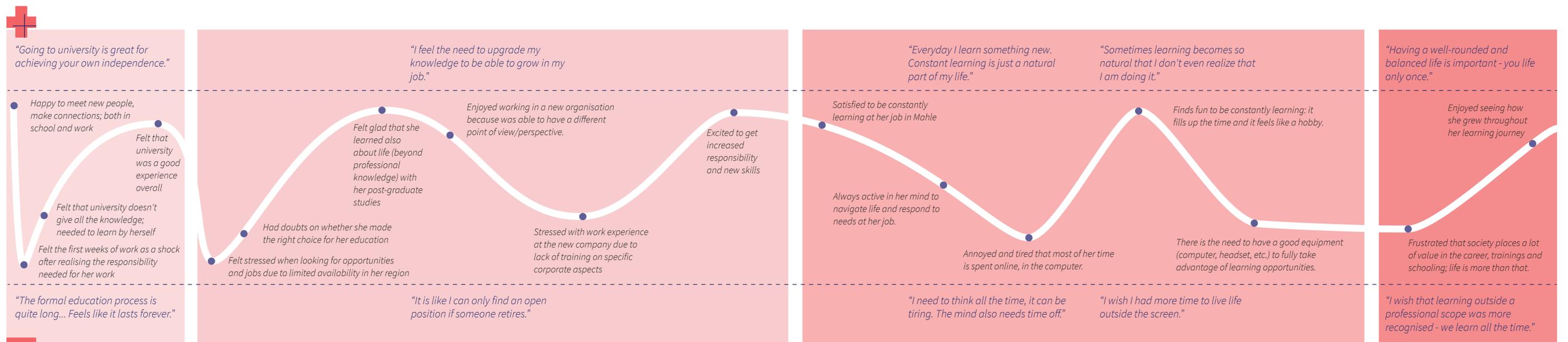
- Felt the need to upskill as responsibility in work at Mahle increased, as well as the influence of a constant learning and thinking environment. Saw more importance in being a well-rounded professional with knowledge in several different areas.

- Immersed in a continuous learning environment in her job (e.g.: trainings, meetings, daily practices, etc.)
- Topics when selecting sources, articles and videos vary from professional to personal-related subjects (e.g.: spirituality, self-improvement, etc.)

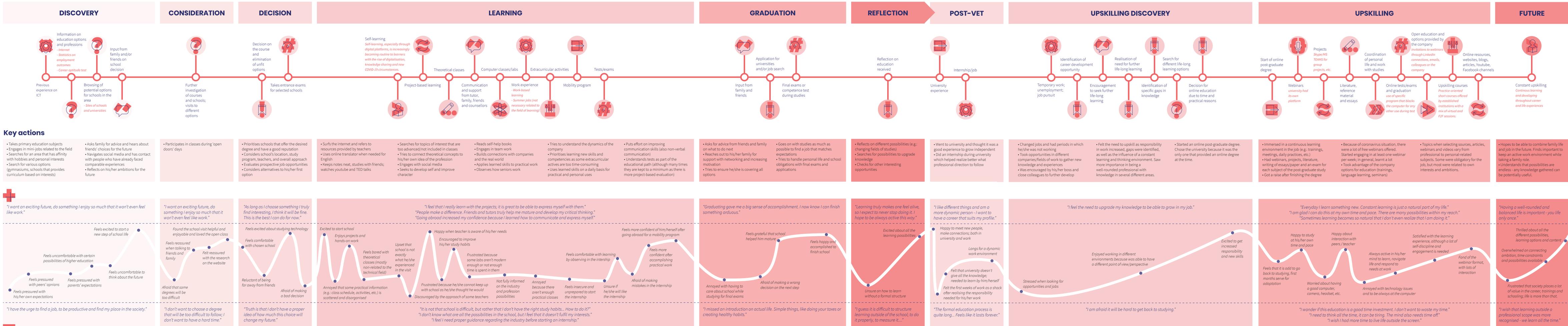
- Joins seminars and webinars related to providing care (her father is blind and sometimes she takes care of him); some topics revolve around managing stress, coping with shortcomings, and empathy. Also connects and interacts with people in a situation similar to her father's.

- Every year the company gives options for education (trainings, language learning, seminars) and she can choose from this list. Although most seminars are invitations from the company, she also chooses some herself.

- Hopes to be able to combine family life and job in the future. Finds important to keep an active work environment while taking the role of a wife/mother.
- Understands that possibilities are endless - any knowledge gathered can be potentially useful.



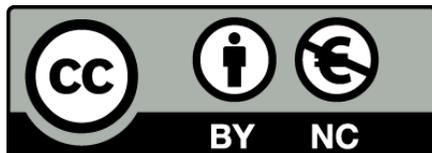
User journey Life-long learner





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