

WAKE UP YOUR VOCATION



EXECUTIVE SUMMARY

Executive Summary

This report deals with **vocational guidance** in educational centres today, by looking into the perspectives of three key target groups: students aged 12-18, their parents/guardians and teachers. In order to research their perspectives, online surveys and short interviews were designed and carried out in three partner countries: Spain, Italy and Croatia.

It was found that the vast majority of parents and teachers recognize the value and the need for vocational guidance in schools, while a significant number of students also feel that they would benefit from such activities. While there is recognition, the survey results show that there is still a gap between the much greater need for vocational guidance and the less common opportunities of vocational guidance that are actually being offered to students.

Vocational guidance include information about training routes and options, information about the labour market and its changes, identification of personal interests and the development of soft skills, among others.

The results show that one significant obstacle from including such activities in schools is a lack of training for teachers and counsellors, as a significant portion of teachers surveyed state that they do not have enough information or training to conduct such activities. Teachers and parents/guardians also view the students' lack of motivation as an obstructing factor to vocational guidance, which indicates that increasing student motivation is crucial. Other obstacles include a lack of accurate information regarding the labour market and a lack of time and human resources, among others.

The findings of this research inform the next stages of the WAKE UP Your vocation project – the creation of the methodological handbook that teachers will use to provide vocational guidance to their students, the online teacher training, and the online awareness sessions with parents/guardians and students in participating school centres.

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INTRODUCTION



1. Introduction

With constant changes in a society fuelled by digital transformation, the need for responsiveness of secondary education is becoming more apparent. Secondary education is faced with the challenge of responding to new demands: on one hand, by raising awareness among pupils¹ of the new labour market situation, showing and teaching them new technical and transferable competencies as they align with the new European Skills and jobs for future labour markets (European Skills Agenda 2020), and on the other hand, by transmitting to pupils a realistic view of how private sector actors behave and what they are looking for, showing the path through which to secure employment and future well-being. It is of great importance that pupils' expectations are aligned with reality and that pupils have sufficient knowledge and information for their decision-making when pursuing professional development.

Aforementioned agile changes impose an immense challenge to the rather inert and underfunded educational structures, especially in southern and central eastern countries of the European Union. Thus, the WAKE UP Your Vocation project attempts to **address the gap between the formal educational system and the labour market** by providing the students with necessary preparation in terms of employability skills and labour market orientation, involving both companies and schools in this process. This is being achieved through following specific objectives:



- **SO1.** Understanding the vision and expectations of young people aged between 12 and 18 years, their parents/guardians, and teachers, regarding the professional future and the possibilities of inclusion in the labour market of the young people, as well as identifying what sources of information and influences them to make decisions about their professional pathway.
- **SO2.** Developing the knowledge and skills of the teachers on an innovative methodology in labour guidance to help the pupils to design their academic and training pathway based on their skills and abilities.

¹ Terms "pupil" and "student" are used interchangeably in this report.

- **SO3.** Raising awareness among pupils and their families about the reality of the labour market in the European countries, the new demanded skills and competences in various digitised and sustainability-relevant sectors and the available academic or vocational training routes to achieve them, through an Inclusion and Diversity Strategy, seeking to promote equal opportunities and inclusion tackling gender equality and digital dimensions and environmental and climate-change challenges.
- **SO4.** Bringing closer pupils and the private sector to generate better understanding and connections of their realities, especially in rural areas, where there is a severe lack of social capital and information on careers.

Deepening the knowledge on the situation surrounding professional orientation in educational centres today, specifically from the perspective of key actors, is the starting point of the WAKE UP Your vocation project. Hence, in the scope of SO1 and with the aim to better understand pupils, teachers and parents², we have conducted **online surveys and interviews** in Croatia, Italy and Spain, with **three target groups: teachers, parents/guardians and students aged 12-18**. This activity is crucial for the upcoming steps in our project – specifically for creating a methodological handbook that teachers can use to provide professional guidance to their students.



In order to supply context to the survey results, a brief section containing information about the education system, youth employment, labour market conditions, and teacher satisfaction will be provided for the EU and for each participating country.

² In the scope of the survey there was no differentiation between parents, guardians or any other legally responsible adult. In the text, term “parents” is used for the simplicity reasons..

1.1. EU context

The educational and employment situation of young people in the EU varies a lot, between Member States and even within certain Member States.

Certain major trends certainly have affected all of Europe in the past decades. Technological changes, new forms of work, and financial and economic crisis are having a huge impact on education and the labour market. Such conditions led to more widespread responses on the EU level, such as the Bologna process, increased Erasmus programme and Youth Guarantee.

To get more insights, it is worth having a closer look at a few different elements:

The youth unemployment rate at the moment is around 13.8% in the EU, but there are **noticeable differences between various countries** (Eurostat 2022). While the youth unemployment rate is lower in economically stronger Member States, it has reached over 30% in several southern European countries (Eurofound 2018)³. For example, while the lowest rates were observed in Germany with 5.7% and Czech Republic with 7.9%, the highest numbers of youth unemployment were recorded in Greece (28.6%), Spain (26.6%) and Estonia (24.6%) (Eurostat 2022).

Youth unemployment is a **major challenge** not only for Europe's youth, but also for the European economy and society as a whole. Although unemployment rates have decreased across the EU since the 2013 peak, the COVID-19 pandemic caused economic crises led to a very quick rise, especially among young people. They often work in service sector jobs with lower social protection. In general, **youth unemployment is more than twice as high as general unemployment**, and young people are disproportionately affected by economic downturns than other age groups (ILO 2020)⁴. In more concrete terms, in the EU-27 a total of 12.9 million citizens were without employment in August 2022. This represents a general unemployment rate of 6.0% (Eurostat, 2022), which shows that the situation for young people on the labour market is much more precarious than for other cohorts.

³ [Long-term unemployed youth: The legacy of the crisis | Eurofound \(europa.eu\)](#)

⁴ [International Labour Organization](#)

NEET

In 2021 around 13.1% in the age group 15-29 were identified as NEET within the EU. The European Union has set an EU-level target that the share of young people neither in employment nor education or training should be under 9% by 2030. However, once again **there are big differences between the Member States**, with the Netherlands at a rate of 5.1% of NEET for young men and 6.0% for young women, Romania at 14.6% for young men and 26.3% for women, and Italy at 21.2% for young men and 25% for young women (Eurostat, May 2022). What is striking, besides the differences between the Member States, **is the gender difference, where it seems that young women are more affected than young men.**



The share of NEETs is also **a key indicator of the ease of transition from education to the labour market.** A strong association between educational level attainment and NEET status can be drawn. Young people who failed to complete upper secondary education face the highest risk of being NEET. On average, across OECD countries, 42.2% of 25-29 year-olds without an upper secondary qualification are NEET. This means that ensuring that all young people complete at least upper secondary education is an essential part of preventing them from becoming NEET (OECD Indicators 2022)⁵.

⁵ [Education at a Glance 2022: OECD Indicators](#) | [Education at a Glance](#) | [OECD iLibrary \(oecd-ilibrary.org\)](#)

Mismatch between education and labour market

Businesses in many sectors and countries in the EU are faced with a **growing shortage of young qualified workers**, which is unexpected when looking at EU youth unemployment rates. It clearly shows that there is a **mismatch between young people's skills and the demands of the labour market** (StartNet Manual, 2021: 6)⁶.

Better orientation, career guidance, upskilling and reskilling young people and the entire work force have been identified as key objectives for the EU by 2025 in the EU Skills Agenda, and 2023 is likely to become the European Year of Skills. Shortages of skills and qualified workers are forecasted to increase with the demographic evolution.

Another risk of unemployment that will most probably further increase in the following years will be due to further digitalisation. It is estimated that 14% of existing jobs could disappear as a result of automation in the next 15-20 years, and another 32% are likely to change radically as individual tasks are automated (OECD 2019). This once again emphasizes that **educational systems need to respond to the labour market challenges of today and prepare students for the labour markets of the future**.

Demographics and brain drain

The EU population is **continuing to age** and the share of children and young people in its population has been decreasing continuously over recent years. On 1 January 2019, the EU-27 population stood at 447 million people, of whom only 142 million (or 31.8 %) were children or young people (aged 0-29 years).

The proportion of children and young people also varies significantly between regions within the EU. Whereas Ireland has a share of young people aged 0-29 years in its total population that stands at 39%, some other Member States recorded shares that were much lower, for example around 28% in Italy. The proportion of children and young people in EU-27's population is projected to continue decreasing until 2052 (Eurostat July 2020).

Discrepancies with aging areas are increased by brain drain of young people from rural to urban areas, and from less to more prosperous economic regions.

⁶ [startnetbrochuremanuel-en-web.pdf \(start-net.org\)](https://start-net.org/en/web/pdf/startnetbrochuremanuel-en-web.pdf)

Drop-out rates/ Early leavers

In 2021, an average of 9.7% of young people aged 18-24 in the EU were early leavers from education and training. Since setting up the target of 9% by 2030, significant progress has been made across Europe. The range across the EU Member States starts at around 3% in Croatia to 15.3% in Romania, with Spain and Italy standing at around 13%.

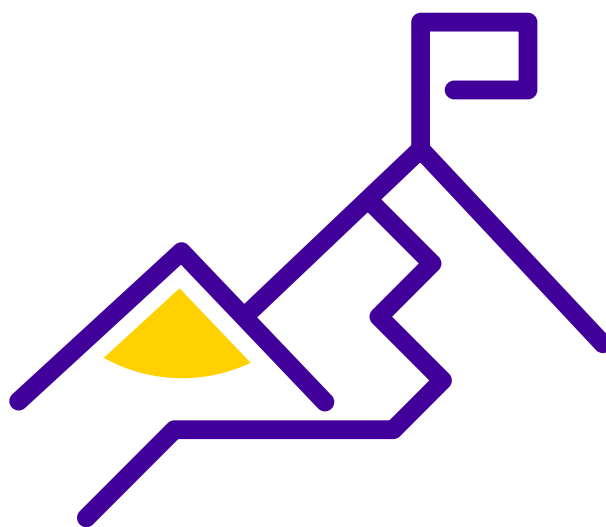
However, a **positive development** could be witnessed in the last ten years as the overall share of early leavers from education and training fell in the EU by 3.5 percentage points between 2011 and 2021.

Nearly all EU Member States reported a **higher proportion of early leavers for young men than for young women**, with a particularly large difference in Spain (7%). In general, the proportion of early leavers from education and training was 3.5 percentage points higher for young men (11.4 %) than for young women (7.9%) in the EU in 2021 (Eurostat May 2022).

Investments in education

In recent years, public expenditure on education in EU Member States was steady. However, variations between countries are once again considerable. In 2019, the EU dedicated 4.7% of its GDP to education on average. Education spending varied from over 6% in Estonia, Belgium, Denmark and Sweden to 3.1% of GDP in Ireland. The largest share of public investment is directed to secondary education (38.7%), followed by pre-primary and primary education combined (33.4%) and tertiary education (16.2%). Public expenditure in education is predominantly allocated to paying the salaries of teaching staff (Education and Training Monitor 2021)⁷.

In general, the salaries of teachers and school heads tend to increase with the level of education they teach in. Teachers' salaries at pre-primary, primary and general secondary level are on average **4-14% lower than the earnings of other tertiary-educated workers** average across OECD countries and other participants (OECD Indicators 2022).

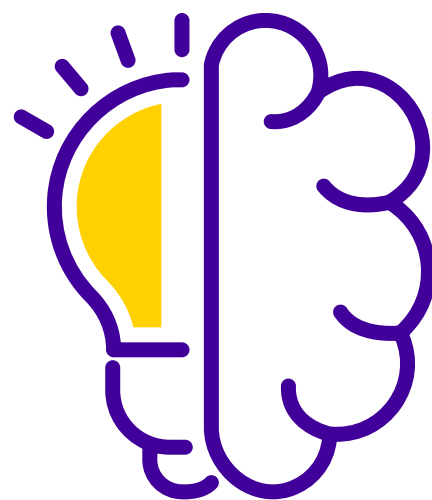


⁷ [Education and Training Monitor 2021 \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)

1.2. Context by country: Spain

In Spain, there is a total of 7.362.914 young people between the ages of 15 and 29 (December 2021).

The percentage of people between 18 to 24 who did not complete the second stage of secondary education (VET Intermediate, Basic or Baccalaureate) has fallen to 13.3%, which means that Spain is 3.4% from the European average (INE, 2021.) Early education dropout rate is at 33.5% in young people from homes in poverty, compared to only 6% in young people who are in homes with better economic conditions. According to data provided by Eurostat, **around 32%** of people between the ages of 20 and 29 are at **risk of social exclusion or poverty**.



The employment rate among young people is much lower than the average employment rate in the Eurozone, **21.0% compared to 35.3%** (Eurostat 2021). The **youth unemployment** rate in Spain is still approximately a little **more than double** the general unemployment rate for the entire working age population.

- 19.9% of young people (18-24 years old) **do not study or work**. (OECD 2021).
- For the first quarter of 2021, **youth unemployment** represented a total of 1,052,300 people under 30 years, that is, 39.5% between the ages of 16 and 24 and 30.2% up to 29 years of age (Ministerio de Trabajo y Economía social 2021).
- In terms of employability in Spain, **young women have a more precarious condition**. The unemployment rate is at **35.6%** and **ranks second highest** in the EU.

There is a mismatch between the conditions the educational structure and the changes in the labour market. In Spain, this mismatch represent **43.1%** for the year 2019. According to a report by Adecco and Infoempleo (2018), **56.6%** of companies indicate that they have problems filling their vacancies, 7.5% than the previous year. According to this report, one of the reasons for this drop is that the population lacks technical skills (31.3%) and soft skills (27.2%).

There are also significant gender gaps in certain fields. Women represent only **24%** of those who access engineering, manufacturing and construction and only **13%** in information and communication technologies. On the other side, **approximately 77%** of the population that accesses careers related to education and the humanities are women (Ministerio de Educación y Formación Profesional, 2021).

According to the TALIS 2018 study carried out by the OE CD, the level of teacher satisfaction in Spain decreases as they work more years. Likewise, according to the same survey, at least 28.1% suffer from severe emotional exhaustion, **37.9%** have high levels of depersonalization and 40.3% have low levels of personal fulfilment (Echeverría et al. 2021).

For all educational levels, a teacher's salary in Spain is higher than the average teacher's salary of the OECD and EU22 countries. However, the time needed to reach the highest salary on the scale in Spain is one of the longest of the OECD, at 39 years (Ministerio de Educación y Formación Profesional, 2021).



1.3. Context by country: Italy

In Italy, there is a **mismatch between what the educational system offers and what the labour market asks**. According to Unioncamere-Anpal data, this year (2022) the mismatch between the educational system and the labour market reached a level of 38% in the whole country. The sectors that face greater difficulties are: construction (with worker shortages reaching 53.3%), followed by the wood and furniture industry (53.0%), the metallurgical industries (52.5%) and IT and telecommunications services companies (51.9%). Essentially, the most important sectors involved in the Made in Italy Industry.

Some of the main reasons behind this mismatch can be pinpointed as:

- **Lack of candidates** (22.2%), primarily with technical-scientific skills or STEM competences.
- **Inadequacy of educational training** for the job offered (13.4%).

TALIS defines job satisfaction as the sense of fulfilment and gratification that teachers get from their work. Job satisfaction may have a positive association with teachers' attitudes towards their work and with their performance. In Italy, 96% of teachers report that, all in all, they are satisfied with their job (OECD average 90%). Moreover, 59% of teachers are satisfied with the terms of their teaching contract (apart from salary) (OECD average 66%). In Italy, 21% of the teachers reported being satisfied with their salaries, which is lower than the OECD average (39%). Indeed, for all educational levels, the salary of teachers in Italy is one of the lowest than all EU22 countries, being lower only in Lithuania, Poland, Czech Republic, Greece, Hungary and Slovak Republic (OECD 2020 » Volume II: Teachers and School Leaders as Valued Professionals). In Italy, there are 12 659 258 young people between the age of 14 and 34 (ISTAT, 2021). 83,5% of young Italians between 20-24 years have at least upper secondary educational attainment level, while 26.8% of people aged 30-34 have tertiary educational attainment level (Eurostat, 2021).

Youth employment rate in 2020 is at 36,7%, (lower than the 2021 rate, which was around 40,5%), and much lower than the general employment rate that is around 61% (Eurostat). Additionally, youth unemployment rate in 2020 was around 22,3%, once again much higher than the general unemployment rate, which was fixed at around 9% (Eurostat).

One of the most serious emergencies affecting the world of work and young Italian people is that of NEETs, young people between 15 and 34 years who do not study, do not work and are not involved in any form of training. In Italy, the measure of the phenomenon has reached the top places among the European States: **1 in 4 young people is a NEET, with a percentage of 25.1%**. One of the consequences of this phenomenon is the longer period needed for youngsters to leave their family household: young people in Italy leave home around 3 years after (in 2020 at 30,2 years old) than the European average and the number of young people at risk of poverty or social exclusion is increasing year by year.

In addition, **unemployment levels are higher among young women than men**, with a gap of approximately 6%. This gap is also caused by the lower number of women studying in STEM fields, where employers have more difficulties finding workers. This phenomenon not only deepens gender inequality, but also contributes to increased unemployment.

Early dropouts can take place at different stages of the school path and include abandonment, early exit from the education system, absenteeism, passive attendance or the accumulation of gaps and delays that can affect the student's prospects for social and professional growth.

The Statistical institute of the Ministry of Education monitors the phenomenon annually, especially in terms of abandonment. For example, the last available survey (2021) shows that the total dropout rate for the first grade of secondary school was 0.64% (10,938 pupils), while for the second grade of secondary school this figure jumps to 3.79% (98,787 pupils). In total, **there are about 110,000 pupils who leave school early every year**, in addition to those who are lost in the transition from the first to the second cycle.



Although Italy has made considerable progress in terms of early school leavers rate compared to 2010, ELET's share is among the highest in the EU. At 13.1%, Italy remains in fourth place for percentage of early abandonments in 2020, above the EU average of 9.9%. This figure corresponds to about 543,000 young people; the figure is down slightly compared to the previous year.

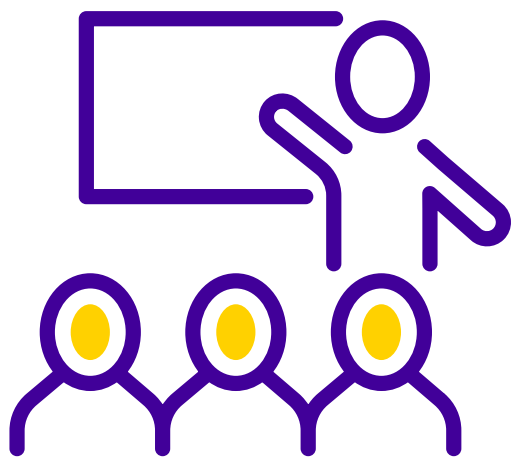
Early school leaving mainly concerns boys, with more marked differences in the southern regions and islands. This appears to be related to the presence of child labour in our country that affects mainly, in particular in the 14-15 age group, for boys in the southern regions. Moreover, early school leaving in Italy is more likely to affect foreign pupils, who drop out of school (both middle and high school) three times more often than Italians.



1.4. Context by country: Croatia

In Croatia, children and youth spend 8 years in compulsory education, as well as a minimum of 250 hours in a mandatory pre-school program. A total of 308.791 students were enrolled in primary school in 2020. Upon the completion of 8 years of compulsory education, most students go on to enrol in secondary education – which may last between 1 and 5 years, but most commonly lasts 3 or 4. A total of 145 434 students were enrolled in secondary education in 2020 (Croatian Bureau of Statistics).

The education system faces pressure from the **effects of rapid population aging and the shrinking of school-age cohorts**, as the number of primary school students declined by 15% and the number of secondary school students by 12% in just 10 years, from 2007/2008 to 2016/2017 (2030 NDS Policy Notes for Education and Skills). These trends have an impact on educational planning, teacher education, school infrastructure, and the continuity of various secondary and tertiary educational programs. **Equipping and re-equipping** Croatian children and youth with the right competences to lead highly productive lives has been identified as a significant factor in the 2030 National Development Strategy.



Croatia has **the lowest early school leaving rate in both the Balkans and the EU**: in 2019 only 3% left education and training early, compared to the EU average of 10.5% (European Data Journalism Network). However, the gap for early school leavers between students with and without disabilities is one of the largest in the EU: 14% for Croatia, compared to the 10% EU average in 2015 (2030 NDS Policy Note for Education and Skills).

Youth unemployment rate has been on a decline since its peak in 2013, and in 2022 it stands at 15.9%, a little above the EU average of 14% (Eurostat, September 2022). The overall unemployment rate for Croatia stands at 6.3% in 2022 (Croatian Bureau of Statistics), comparable to the 6% EU rate (Eurostat, July 2022). However, these figures mask more worrying trends, such as the **falling absolute numbers of working age and active individuals**, as Croatia faces **significant “brain drain” and population shrinkage problems** (2030 NDS Policy Note for the Labour Market).

The 2030 National Development Strategy has identified the **mismatch in the supply and demand for skills in the labour market** as a top concern. The 2030 NDS policy note for Education and Skills points out several aggravating factors for this gap, including:

- a lack of regular studies focused on labour market forecasting and employment outcomes
- inadequate work-based-learning programs within the education system
- teachers’ lack of knowledge about current labour market requirements and practices, due to a lack of relevant high-quality teacher in-service training
- lack of a systemic mechanism to match higher education admissions quota with labour market and societal needs

Over the last few years, the teachers syndicate has engaged in multiple bouts of salary negotiations with the government, resulting in a strike in 2019. Even though an increase in pay was agreed upon, the Covid-19 pandemic and government inertia has caused delays. In September of 2022, a new negotiation period has begun, with the teachers syndicate asking for a pay raise due to high levels of inflation and skyrocketing living costs (Preporod – Teachers Syndicate).

Almost all teachers are fully certified (99% in advantaged and 97% in disadvantaged schools), and most have a master’s degree. However, **teacher shortages exist** in mathematics, physics, foreign languages, informatics and music (EC Education and Training Monitor 2020).

METHODOLOGY



2. Methodology

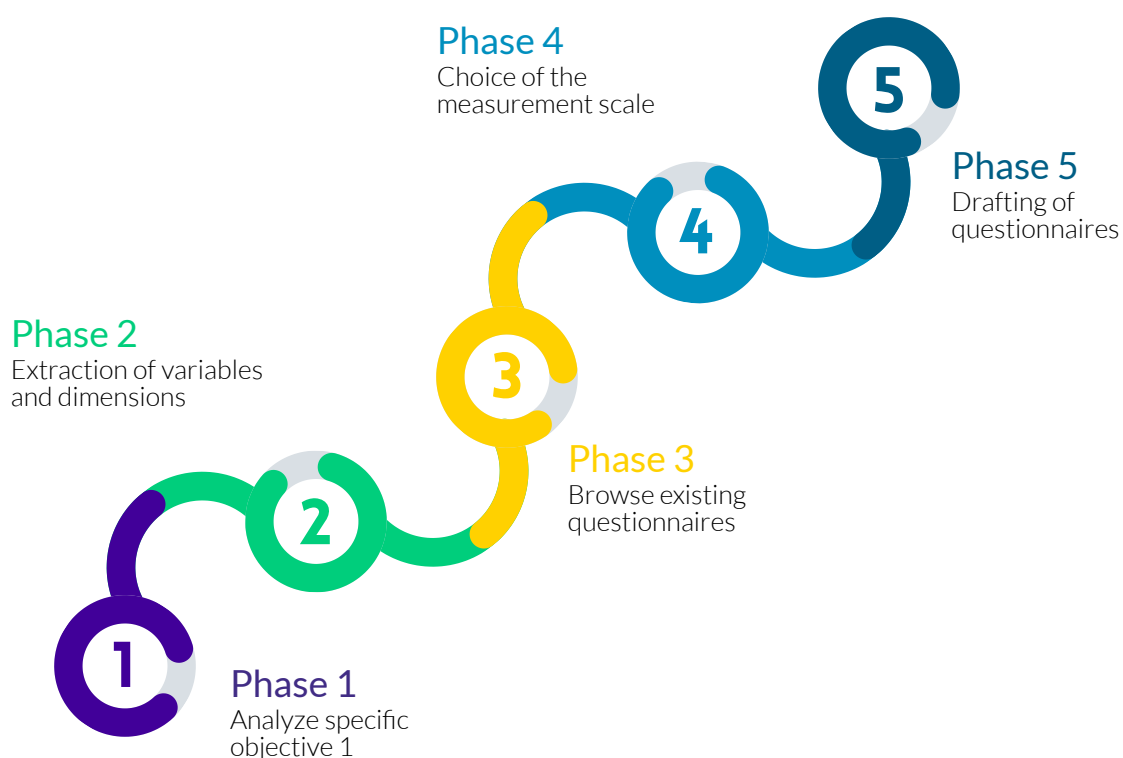
The following paragraph provides an overview of the methodology used, explains survey preparation process, choice of the measurement scales, structure and implementation process of the survey, and lastly, describes survey target group.

2.1. Process of preparing surveys

Surveys were designed and shared with the three main actors in vocational guidance: **young pupils, teachers, and parents/guardians**. For each group, surveys have been designed to collect relevant data on the different categories and variables that characterize the reality of career guidance.

Taking as a starting point the General Objective of the Wake Up Your Vocation project and the SO1, research objectives were formulated for each target group. Research objectives helped identify the categories of analysis and the variables incorporated in the questions.

To design the research instruments (surveys) for each target group (pupils, teachers, parents/guardians), the following process was carried out:



Phase 1. Analysis of Specific Objective No.1:

From the analysis of the SO1 fourteen research objectives were defined, which in turn made possible the identification of categories and variables for the development of suitable research questions. Research questions needed to facilitate the collection of relevant information for the fulfilment of the project's objectives.

Phase 2. Extraction of variables and dimensions:

Within each research objective are the categories and variables to be measured for each group, for which the dimensions for the analysis of the results were established. Details are shown in the [Annex 1](#).

Phase 3. Browse existing questionnaires

To prepare the survey questions design for each group, bibliographic resources available online were consulted through four major portals related to career guidance.

Likewise, the bibliographical analysis focused on 4 models to guide the design of the questions, which are, in detail:

- **Scale of Future Expectations in Adolescence (EEFA)**, four factors are identified: economic/labour expectations, academic expectations, expectations of personal well-being and family expectations.
- **Motivational Induction Method (MIM)**, in which eight categories of motivational objects are identified: Self, self-actualization, realization, contact, exploration, transcendence, possessions, fun.
- **Vocational Maturity Inventory (VMI)**, in which the evolutionary stages of vocational behaviour are identified: Planning, exploration, information, decision-making and realistic orientation.
- **My Vocational Situation** explores six dimensions of vocational behaviour in adolescents: Attitude towards decision making, degree of knowledge, influencing factors, attitude towards work, job expectations, self-worth.

Phase 4. Choice of the measurement scale:

From these questionnaire models, the questions that were related to the study variables were extracted and their wording was adapted according to the groups to whom it was addressed, in the form of statements or affirmations that could be assessed using a **Likert-type scale** of Five levels: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.

In this way, the participants were able to choose the degree of intensity that best represents their opinion by clicking on the boxes below each score.

1. I know the educational options that exist to continue my studies

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

Phase 5 Drafting of questionnaires

Subsequently, various items (questions) were proposed for each of the variables identified according to each group. Questionnaire for pupils consists of **23 questions**; the one targeted at teachers consists of **19 questions**; and finally the one for parents includes **22 questions**. The questions were written in a clear, simple, direct and easily understandable manner.

The surveys were structured as follows:

- **Header:** information that introduces the context of the investigation and provides instructions on how to complete the form.
- **General information** (group to which it is addressed): general data of the person surveyed that is mainly used to cross-reference the variables with the object of study.
- **Content questions:** they provide the information or content that responds to the research objectives.

2.2. Survey implementation

As previously mentioned, **the main target groups were pupils aged 12-18, their parents/guardians and teachers.** All respondents were based in and attending school in three EU member states: **Croatia, Italy and Spain.** The total number of respondents is **2833**, out of which **1618** were pupils, **852** parents, and **363** teachers. To reach the respondents and disseminate the survey, the first step was to contact local schools with a cooperation offer. School staff distributed the survey link or the printed survey to the target groups, while the choice between online and offline was on the school itself. The online surveys were created and hosted on Google Forms, and which nine links were created – one per country and target group. All printed results were input manually into the system. The survey was conducted through May and June 2022. Participation was voluntary, mainly based on whether or not the school agreed to be a part of the project and the willingness of the respondents to participate.

2.3. Data analysis

Data collected is mainly quantitative data, which was analysed in Microsoft Excel. As some survey questions had a possibility to insert a written answer under the option “other”, those answers were read and systematised separately.

The survey results were analysed by target group, combining all countries together – and they will be presented in the same way in this report. The total survey report by target group that includes all of the questions can be accessed in [Annex 2](#).



2.4. Interviews

After the surveys were conducted and their results analysed, several avenues for **further examination** were observed. A template for **interviews** with each target group (parents/guardians, teachers, pupils) was drafted, taking into account the aforementioned research objectives, survey questions and survey results. The interviews focused on those questions that had surprising and/or interesting results, and especially on the questions that might reveal relevant topics for the methodological handbook that will be produced as part of this project's Result 2.

A total of nine parents/guardians, teachers and pupils across Spain, Italy and Croatia were interviewed. Only anonymized findings from these interviews will be included in the report. They will be presented with the online survey results throughout the Results portion of this report, in order to round out the quantitative analysis.



RESULTS

3

3. Results

3.1. Parents

Parents play a crucial role in their children's career decision-making. Not only do students who feel supported by their parents have more confidence in their own competences, but they also tend to approach researching careers in a different way than children who lack such support. Those that feel competent when choosing a career are highly likely to make better career choices later in life.

Parents influence career decision-making through their own knowledge about work life and different professions, through their attitudes towards work, through example setting for their children and lastly, through opportunities they offer their children to learn and develop. All of these factors are closely connected with wealth and social capital.

Our survey results show that **the majority of respondents (67.61%) agree or strongly agree that their child needs vocational guidance**, while even more (77.12%) agree or strongly agree that such guidance could favour the social and labour insertion of their child. The percentage of parents who recognize the need for and the benefits of vocational guidance contrasts vividly with the number of parents whose children actually participate in such activities: **only 34.86% agree or strongly agree that the school has provided vocational guidance to their child**, and **only 17.96% have taken additional steps and have talked with a teacher about their child's vocational guidance needs**. This indicates that, from the perspective of parents, there is **a gap between vocational guidance needs and opportunities**.

The vast majority of respondents (81.92%) agree or strongly agree that they have discussed future educational and employment interests with their children. Interestingly, respondents overwhelmingly disagree or strongly disagree (71.95%) that they know better than anyone what their child should study, and 88.38% disagree or strongly disagree with the idea that their child should consider their parents' jobs when faced with choosing a career. This may indicate that parents are **more willing to take on an advisory role, rather than explicitly instruct or command** their child on what to choose. The parents who were interviewed in more

detail all emphasized the importance of their inclusion in the vocational guidance process. They feel that vocational guidance should be **done jointly by schools and parents/guardians**, in order to ensure the best outcomes for children and youth.

When it comes to factors that influence young peoples' vocational decisions, it can be observed that only a small fraction of parents (13.26%) agree or strongly agree that money should be the most important factor for vocational decisions, while only 10.45% are in favour of considering social recognition and fame in such decisions. Additionally, only 12.68% of parents agree or strongly agree that proximity to home should play a role when choosing an educational institution, whereas the vast majority disagrees or strongly disagrees that future studies should be chosen because they are less difficult to pass (69.84%) or based on the total duration of the study program (71.95%).

According to the respondents, other factors should rank more highly: 47.54% would like their child's work to contribute to ecological and environmental balance, while 59.74% think their child should study whatever offers a wider range of job opportunities.

The vast majority of parents (78.76%) disagree or strongly disagree with the statement that their child's gender will influence their decision on what to study. This indicates that **parents do not view gender as an influencing factor on an individual level, but these answers stand in contrast with labour market reality** where certain fields are overwhelmingly male/female, which shows **clear gender bias in career decision-making and opportunities**.

Concerning field of study, only 26.06% of parents agree or strongly agree that they wish their child studies something related to technologies or the digital field, which is a surprising result when one considers the amount of publicity given to STEM programs and fields. A few more factors came up in interviews with parents: they also **value employability and job security as important factors** to consider when making vocational decisions.

The final question in the survey asked respondents to tick the boxes next to all categories they think students need vocational guidance for. The following graph shows what percentage of parents singled out each category:

Parents perceive that students need vocational guidance relating to:

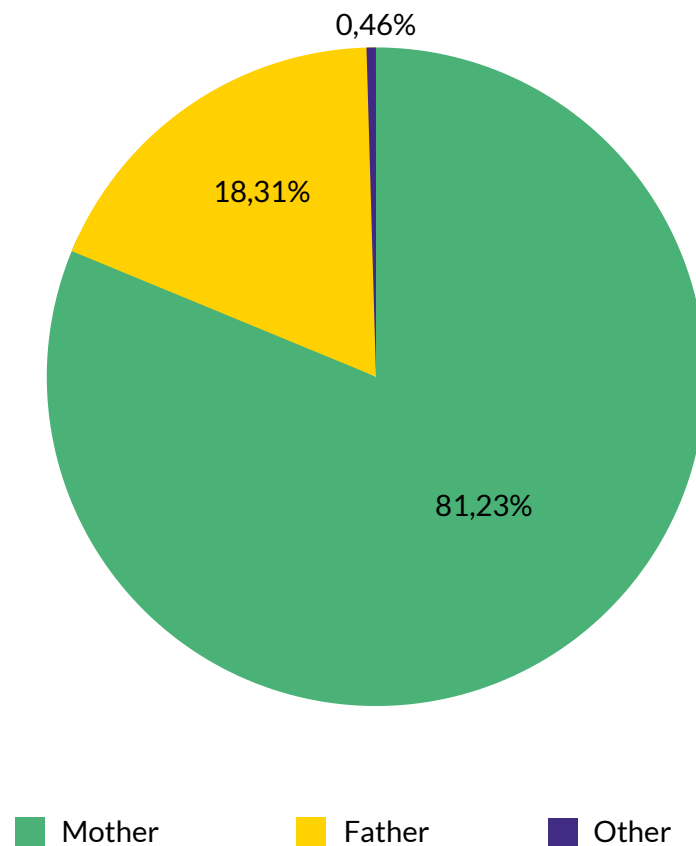


The majority of parents recognized “Personal information and self-knowledge for their professional development” (70%), “Information about qualifications and training options” (63%), “Identifying their vocational interests (62%), and “Planning their personal and professional future (60%) as important categories that students may need guidance with.

During interviews, parents pointed out that it would be beneficial for their children to hear from and **connect with experts in their field of study** – be it in the form **expert talks** at schools or **short internships and work-based learning programs** in various companies and institutions. They also believe that their children **need help with developing “soft skills”**, which they will need regardless of the profession they choose.

The survey was distributed to parents and guardians without bias for gender or familial relation to the child. That being said, **the vast majority of the responding parents were mothers (81.23%)**, with fathers accounting for only 18.31% of respondents, as is illustrated in the following graph:

Relation of the respondent to the pupil



This is not so surprising given traditional gender norms that relegate child-rearing duties to mothers. However, the methodological handbook and all materials produced within the scope of this project **should and will be inclusive** of all parents and guardians.

Story profile: Parent from Croatia

D is the mother of three children, a 12-year-old girl, and 13 and 16-year-old boys. Her younger son is currently enrolled in 8th grade of elementary school, and this year he will need to make a decision regarding his secondary education. He will have the choice of choosing a vocational school or **Gimnazija**, a 4-year secondary school that prepares students for university studies. Her eldest son is enrolled in the 2nd grade of **Gimnazija** and is planning to study medicine at university.



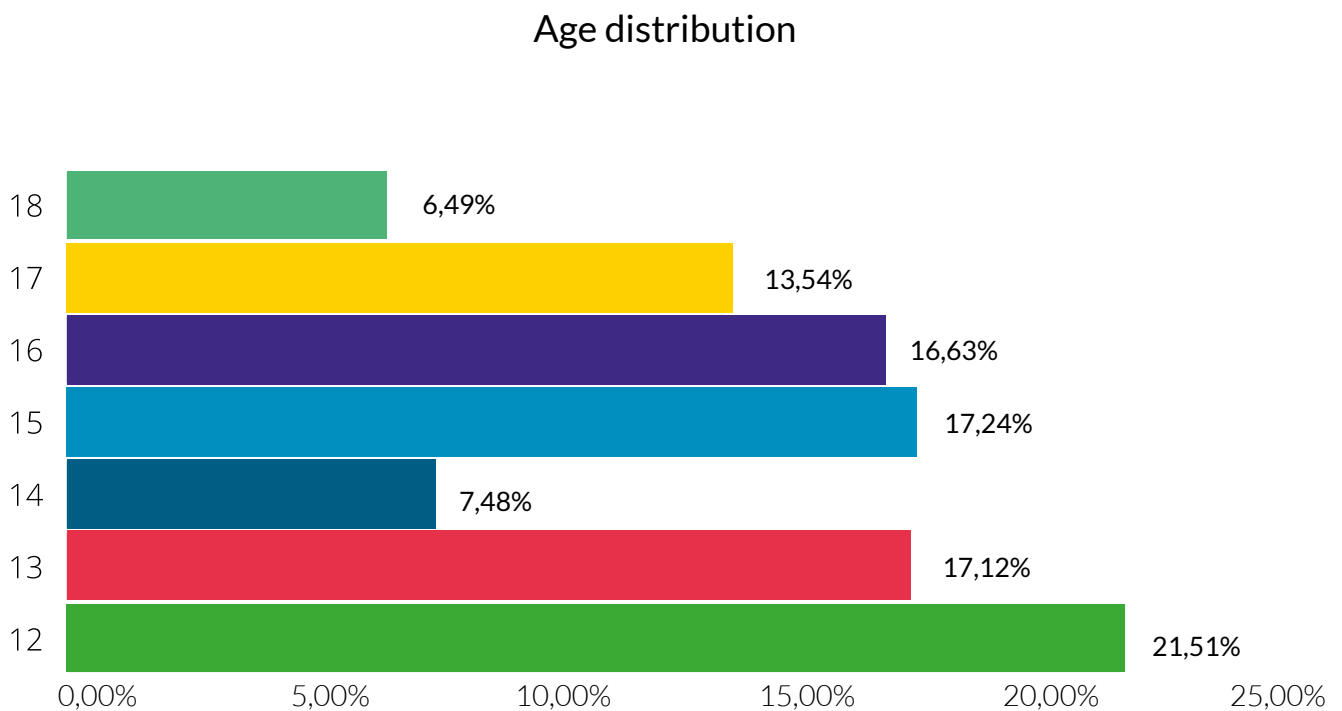
D views **vocational guidance** as a great opportunity for her children and all young people—an **opportunity that would give them a more realistic view of the professions they are interested in**. She fears that too many children and youth adopt a happy-go-lucky attitude regarding their future, becoming overly confident without really understanding what awaits them in higher education and on the labour market. Deeming that young people sometimes lack motivation to participate in vocational guidance activities, D thinks they should be carefully thought-out and made appealing to this younger generation.

D believes that **expert talks and work-based learning programs would be a valuable addition to school-based vocational guidance**. She feels that her own children would especially benefit from attending short work-based learning programs in the professions they are interested in: her eldest son, for example, could benefit from spending a few days at the hospital, in order to experience the lived reality of working doctors. In addition to this, D emphasizes **the importance of developing soft skills** for all students, believing that this dimension of personal growth should not be ignored in schools.

According to D, **parents/guardians should play an important role in the vocational guidance of youth** and provide support for the activities organized by the school. For example, parents could take on the task of giving expert talks at their children's school and participating in career days, in order to provide insight to all students about their field of work.

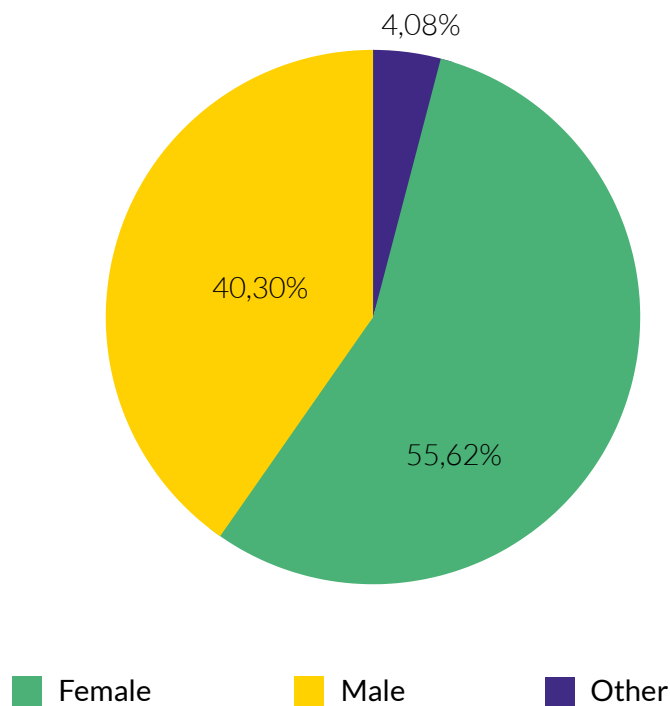
3.2. Students

All the students surveyed were aged 12-18, with most respondents being 12 years old (21.51%), and the smallest percentage being 14 years old (7.48%). Overall, an appropriate balance of ages has been achieved, as is illustrated in the graph below:



A slight majority of respondents are female at 55.62%, while 40.3% were male and 4.08% identify as other. Since none of the genders is overwhelmingly prevalent, the gender distribution of respondents is considered appropriate, and is illustrated in the graph below:

Gender distribution respondents (%)

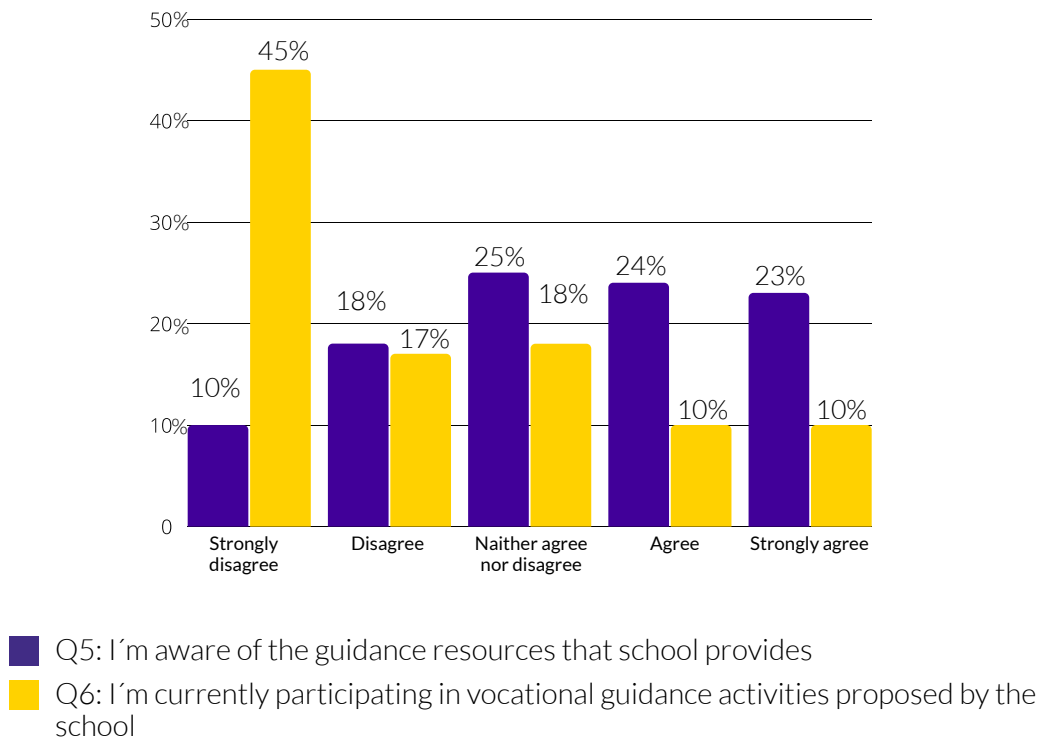


According to the survey results, 63.60% of students report that they know about educational options available to them, while 38.69% agree or strongly agree that they are not certain what they should take into account when making a decision regarding their future studies. What is striking is the fact that almost a quarter of respondents (24.72%) find it difficult to decide on their own and would like someone else to tell them what studies to choose. This clearly shows that there is **a significant portion of students who have a need for vocational guidance.**

While almost half of the students surveyed (46.79%) are aware of the guidance resources provided by the school, a significantly smaller portion of them (19.9%) is currently participating in vocational guidance activities proposed by the school. This illustrates **a clear discrepancy between awareness of and participation in vocational activities:** while a significant portion of students is aware of such activities, only a small portion have the interest, motivation, time, and/or ability to participate.

This discrepancy between the answers to questions 5 and 6 is illustrated in the following graph:

Student's answers: awareness vs participation



Just above a quarter of respondents (26.95%) agree or strongly agree that they need advice from a counsellor or a teacher on what to study, while **the majority (51.24%)** disagrees or strongly disagrees.

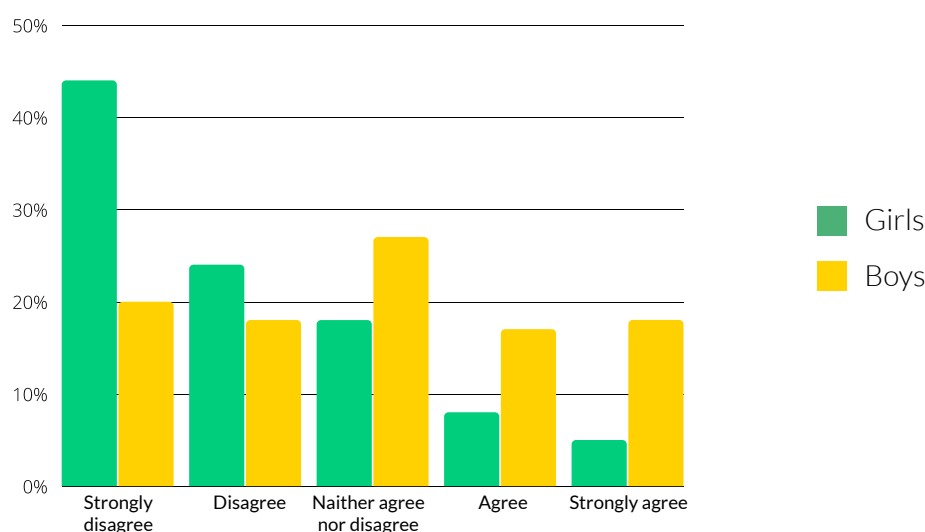
This is in stark contrast with the parents' and the teachers' answers, as over 80% of respondents in both of those target groups recognized a need for vocational guidance and responded positively to its inclusion in schools. Additionally, parents and teachers that were interviewed report that **students often have a level of confidence that does not match their level of insight and knowledge on vocational topics**. They believe some students to be misguided in thinking they have all the information and skill they need, while there is much more they should consider and learn about. This indicates that motivating even such students that believe they know it all could be a crucial step in the implementation of vocational guidance activities.

When it comes to the parents' influence on the students' vocational decisions, the majority of students surveyed (54.57%) disagree or strongly disagree with the notion that their parents know better than anyone what they should study, while the vast majority (73.49%) respond that they will not be considering their parents' profession when choosing what to study.

The majority of the students also do not view their gender as an influencing factor on vocational decisions: the vast majority (77.63%) disagree or strongly disagree with the statement that their gender will influence their decision on what to study, similarly to the parents' answers. **This indicates that students do not view gender as an influencing factor on an individual level, but these answers do stand in direct opposition to labour market reality. Certain fields and industries are overwhelmingly populated by one gender, which indicates societal and cultural bias in career decision-making.** Just to name a few examples, according to OECD, although girls and boys perform similarly in the PISA science assessment at age 15, girls are less likely than boys to envision a career in science and engineering – even in countries where they outperform them. In OECD and partner countries, women significantly outnumber men in education, while men largely outnumber women in engineering, manufacturing and construction. While these male-dominated fields have high employment rates, they also have the greatest difference between employment rates of men and women – with men being more likely to obtain a job⁸.

This bias is reflected in another survey question: while only 13.13% of girls agree or strongly agree that they will study something related to technologies or the digital field, that percentage increases by more than double to 34.25% among boys. It is evident that the **societal and cultural biases that make this field a male-dominated profession** are also **reflected in the vocational decision-making of young people**. The difference in the boys' and girls' answers to this question is illustrated in the following graph:

“I will decide to study something related to technologies or the digital field”



⁸ OECD (2017), "What are the gender differences and the labour market outcomes across the different fields of study?", *Education Indicators in Focus*, No. 55, OECD Publishing, Paris, <https://doi.org/10.1787/7913d157-en>.

As far as other influencing factors go, it is interesting that **far more students value earning potential as the most important deciding factor for job searching than their parents do**: 45.92% of students agree or strongly agree that the best decision will be to choose a job where they can earn the most money, while only 13.26% of parents agree or strongly agree with the same statement. The students are also confident and optimistic about their earning potential: the vast majority of 71.32% believe they will get a well-paid job in the future.

Achieving social recognition or fame is not the focus of students, as only 22.93% agree or strongly agree that that would influence their decision on what to study. 33.93% agree or strongly agree they would like their future job to contribute to ecology and environmental balance. This result is also in interesting contrast to the parents' responses, where almost half agreed or strongly agreed with the statement. Additionally, only 15.02% of students surveyed are in favour of choosing studies that are less difficult to pass, 14.09% view total study duration as an influencing factor, and only 16.25% deem educational centre proximity to home as important to them.

Over a quarter of the students surveyed (26.95%) report that choosing a field of study will depend on their family's financial capabilities, proving once again **how important educational policies, funded programs and scholarship accessibility are**. If it were recognized on a policy level that each person has different circumstances and background, it would be easier to (continue) allocating the exact resources and opportunities needed to reach an equal outcome.

The students that were interviewed also point out **employability as an influencing factor on vocational decisions**. They emphasize that **having accurate and up-to-date information on the labour market and its changes** would be especially useful in gauging which educational paths will lead to most or best job opportunities. In addition to relaying accurate information about the labour market, they answer that they would like vocational guidance activities to aid in the **preparation for entrance exams** for high school/higher education and help with the **identification of personal interests**.

Story profile: Student from Italy

Alessio is a student from Italy. His dream is to become an engineer like his parents: for a boy his age, he seems pretty aware and conscious of the steps to take to reach his dream job. Over the last year, he has started seeking information about the characteristics of certain jobs and work opportunities, thanks to his school.

Factors he deems as important for his decision making include **the economic factor and the employment rate**. From a more personal point of view, he thinks he has a flair for scientific disciplines and, more in general, has an aptitude for studying. He is still uncertain about high school, but the two schools he is interested in are consistent with the field of study he chose. In general, he considers himself as prone to asking for information and advice, and he hopes to be able to acquire as much information as possible about his dream profession before starting to attend university.

He has discussed his educational and professional future with his family members, friends and teachers, seeking out various opinions so that he would have a broad and comprehensive idea of the viewpoints of the people that matter to him.

He has participated in all orientation activities proposed by his teachers. Those activities were focused on self-knowledge (analysis of interests, skills and habits) and on the knowledge of the labour market (analysis of the different areas of the professional world, meeting with experts of specific fields directly chose by students according to areas of interest).

Alessio thinks that these activities have helped him acquire more self-awareness and affirmed his dream job aspirations. From observing his classmates, he also thinks that those activities **should be done in a more detailed way and with regard for those students that are still confused**. This way, their doubts and fears when it comes to choosing a path would be eliminated. He would also like to have **information and activities about the development and evaluation of interest** (how to make the most of what you can do, how to understand it and use it to build your own path), as well as **more insight into the labour market, most sought-after professions and most popular paths to reach certain job positions**.

Alessio would love for his family to be more involved in the vocational guidance activities at school, and states that **“parents need to think about these things too, so they can be sure they still like their jobs!”**.

3.3. Teachers

Teachers play a pivotal role in the life of a young person by providing them with advice on many topics, one of which is future career and employment. Teachers have the ability to help students unlock their potential. They can actively share their own life experience about choosing their field of study and the profession of the teacher; they can link their subjects to the world of work, e.g., showcasing how certain knowledge is used in the industry, depicting how certain knowledge leads to tangible results, etc.; they can increase their students' transferal skills needed across industries and professions, such as communication, presenting and writing. Even though teachers play a significant role in the education system, one must address the situation that many teachers operate in, which is marred by a lack of resources and funding, as well as a lack of time to cover all curriculum topics. For that reason, **career guidance should not be viewed as the sole responsibility of teachers.**

Out of the teachers that took part in this survey, the vast majority (82.37%) agree or strongly agree that vocational reflection activities would broaden the students' vision about their professional future, and 81% agree or strongly agree that socio-labour inclusion of students could be fostered through vocational guidance. Additionally, 84.57% agree or strongly agree that students need to be advised on vocational matters by a counsellor or a teacher. It is clear that the teachers surveyed **recognize a need for and the value of including vocational guidance activities in schools.** They recognize that **career-counselling activities could have a significant positive effect on the wellbeing of the pupil,** particularly their socio-labour inclusion.

A smaller percentage of respondents, just over half (53.17%) say they link topics and activities in their subject with highly demanded skills in higher education and the labour market, and 48.21% say they carry out activities that help students reflect on their vocation. 56.75% also report that their school offers vocational guidance programs, itineraries or actions. Additionally, 51.52% of teachers report that some students have come to them asking for vocational guidance, and 42.15% say that parents have shared their concerns about the professional future of their children. These findings indicate **a gap when it comes to provision of career guidance, as it is not implemented in the same scale as it is deemed important.**

This may be due to the many obstacles that teachers and counsellors face when it comes to implementation of vocational guidance activities. When they were asked to fill in an open question (“I think there are structural barriers to better vocational guidance in the educational system, such as...”), the obstacles they recognize include **a lack of connection between different educational stages and the labour market, lack of training for teachers and counsellors, lack of time and material to implement such activities, lack of work-based learning programs, lack of student motivation, lack of appropriate system-wide top-down changes, and the issue of a rigid educational system that is slow to respond to changes.**

The vast majority of teachers surveyed (80.72%) agree or strongly agree that teachers, parents and students should participate in vocational guidance actions. The teachers that were interviewed also emphasize that parents need to be included, advocating for a balanced, multi-perspective approach. However, they report that it is sometimes difficult to get parents on board and participating, as some have the unrealistic expectation that the teachers alone will “solve” the problem.



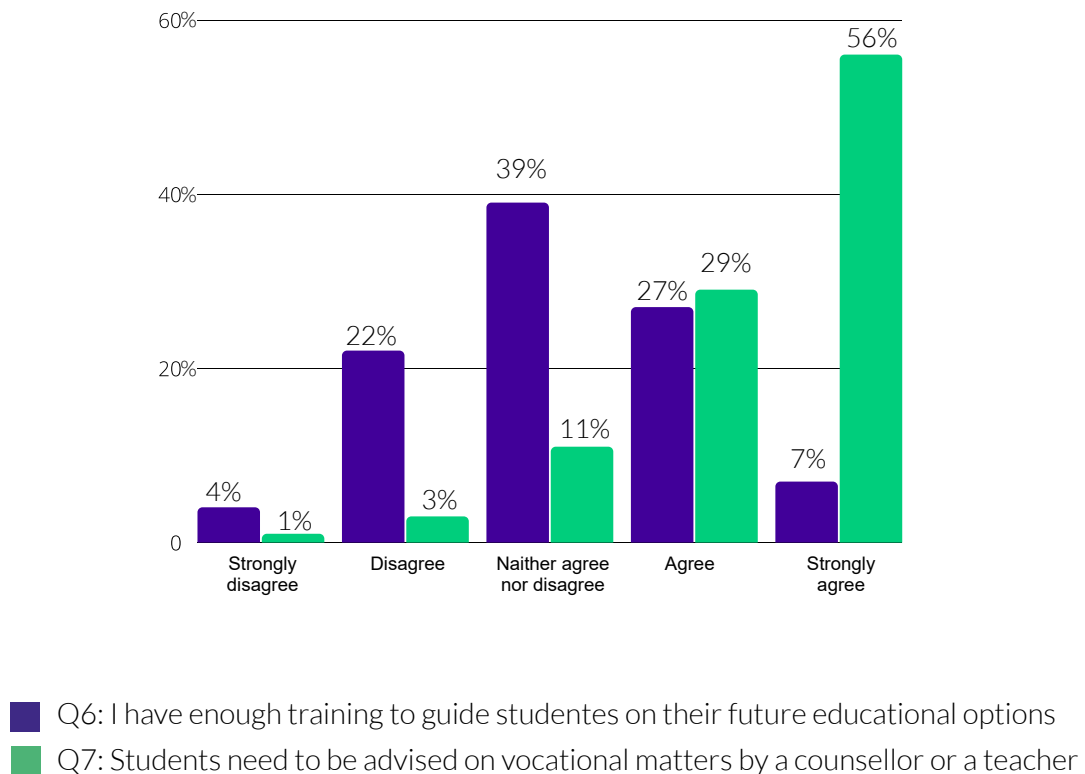
Despite over 50% of responding teachers linking topics and activities with highly demanded skills and over 50% of participating schools offering vocational guidance activities, only 22.31% of responding teachers agree or strongly agree that students know how to obtain information about what to study in the future. Additionally, even though over 50% of students are aware of the existence of vocational guidance activities at their school, a significantly smaller portion (only 19.95%) is currently participating in them. This indicates a mismatch between the opportunities offered by the school/teachers and the utilization of those opportunities by the students.

As was mentioned in previous sections, the interviewed teachers report that students have a misguided sense of confidence, believing they have all the information they need to make informed decisions regarding their educational and professional future, but are in reality missing a lot of important information and skill. This stance is what could be leading to the reported low participation rates in vocational guidance activities.

The teachers also report a lack of (consistent) student interest and motivation: almost half of the teachers surveyed (44.9%) agree or strongly agree with the statement that students do not care enough about planning or deciding about their academic or professional future. Confirming what was posed in previous sections, this indicates that cultivating student motivation is an important factor to consider when planning and implementing vocational guidance activities.

When it comes to teacher training and qualifications for vocational guidance, 31.4% agree or strongly agree that they know about vocational guidance techniques that they can use with their students, and 34.71% agree or strongly agree they have enough training to guide students on their educational options. From aforementioned results, it is clear that the vast majority of the teachers surveyed positively assess the value of vocational guidance activities, and they see a need for them. However, it is also evident that a significant portion has not had the opportunity to participate in training that would enable them to provide such guidance to their students. This indicates a **mismatch between students' needs and teacher training**. The difference in answers to questions 6 and 7, illustrates this mismatch in the following graph:

Teacher's answers: guidance needs vs training



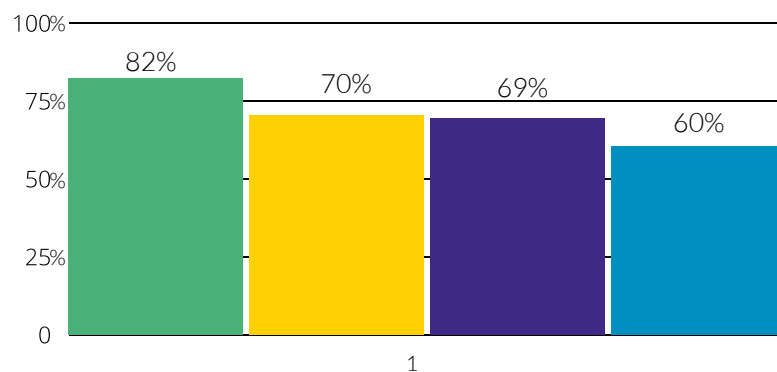
On the other side, a much larger percentage of respondents (61.6%) agree or strongly agree that they are aware of soft skills that could improve the employability of young people in the future, while 53.72% agree or strongly agree that they are aware of trends on the most demanded professions by the current labour market.

Of the teachers that were interviewed in more detail, the majority reports that **they have not received training regarding vocational guidance**. In order to acquire those competences, they **usually have to look for information and resources independently and on their own time**. An aggravating circumstance to this is the fact that reliable and up-to-date information about labour market trends is often missing. Including guidance activities in class happens at the discretion of individual teachers and is most often not encompassed by the curriculum. Since the curriculums already demand a large number of topics to be covered in a short amount of time, introducing more topics is challenging.

Even though these teachers face many obstacles to the implementation of vocational guidance activities, they still recognize its value and express a wish to have training aimed at this topic. They report **needing training and information related to labour market trends, soft skills development and identification of personal interests, among other things**. Some teachers report that having access to already prepared lesson plans regarding vocational guidance would aid greatly in their implementation.

Question 18 of the teacher survey asked respondents to tick the boxes next to all categories they think students need vocational guidance for. The following graph shows what percentage of teachers singled out each category:

I perceive that students need vocational guidance related to:

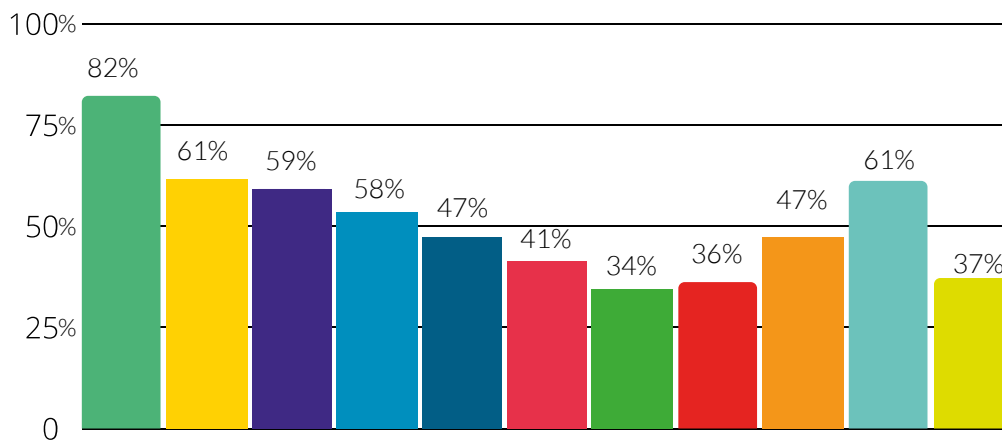


- Personal information and self-knowledge for their professional development
- Information about qualifications and training options
- Identifying their vocational interests
- Planning their personal and professional future

As is shown above, the majority of teachers recognized all of these categories as important areas that students need guidance with.

Question 20 in the survey asked respondents to tick the boxes next to all attributes they think a teacher should have in order to advise students on vocational matters. The following graph shows what percentage of teachers picked out each attribute:

The attributes that a teacher should have to advise students on vocational matters are:



- An update on options and training routes
- An update on the Labor Market
- Information concerning the labour market and its constant changes
- Good communication skills
- Psychological knowledge
- Employability knowledge
- Methodologies and counseling techniques proficiency
- Mastery of digital skills
- Proficiency in soft skills
- Empathy
- The relation between the Sustainable Development Goals (SDG) and training and employment

The vast majority of teachers singled out “Update on options and training routes” as something a teacher should have in order to advise students on vocational matters. The majority also agrees that teachers should know about updates regarding the labour market and its constant changes, as well as have good communication skills and empathy. A smaller percentage of teachers singled out psychological knowledge, employability knowledge, methodologies and counselling techniques proficiency, mastery of digital skills, proficiency in soft skills and knowledge regarding the relation between SDG and training and development opportunities.

It is curious that teachers, much more than both other target groups, had a tendency to respond as “neither agree nor disagree”, preferring to stay neutral. This could be interpreted as reluctance to reply to such questions, even though the survey was anonymous and all data is shown in an aggregated manner.

Story profile: Teacher from Spain

V is an English teacher at a secondary school located in a rural area of Spain. She has been a teacher for more than 20 years and does her work with a lot of passion and dedication.

She is currently the “tutor” for a group of first-year high school students and has expressed concern about the conditions that students currently experience in relation to their professional future. She mentions that there is no “great” professional or university educational offer in her community.

At her school, she works very little in matters of professional orientation. She believes that the **students are “very alone” in this process of “putting together their professional futures”**. She firmly believes that educational work is not limited to teaching a specific subject, in her case English, but that it should be **comprehensive and encompass many more aspects of a student’s life**. She thinks that teachers should be motivated to assume the responsibility of vocationally guiding their students.

She believes that it is essential that professional guidance be a process that accompanies students from an early age. For this to be possible, **teachers must receive more training** in order to be able to develop this type of activities in the classroom. Activities that give them tools, but that also make them aware of the importance of their role in the lives of students. She comments that she usually asks them and supports them with the tools she has available, but states that “I am an English teacher, not a counsellor”. Many of her activities are informed by the personal relationship and knowledge of her own students’ skills and abilities.

RESEARCH LIMITATIONS

4

4. Research Limitations

The findings of this study have to be seen in light of a few limitations. Firstly, the sample of 2833 persons is not generalizable to the population at large. Secondly, the survey was closed to the general public and only distributed to teachers, students and parents involved with the schools who agreed to be part of the Wake up your vocation project, which limited its reach and may have created unintentional biases in the answers.



CONCLUSION

5

5. Conclusion

The goal of this research was to deepen the knowledge on the situation surrounding professional orientation in educational centres today, by looking into the perspectives of three key target groups: students aged 12-18, their parents/guardians and teachers.

We have found that **parents and teachers overwhelmingly recognize the value of and the need for professional guidance in schools**, while a significant number of students also feel that they would benefit from such activities. While there is recognition, there is still **a gap between the much greater need for vocational guidance and the less common opportunities of vocational guidance** that are actually being offered to students.

Vocational guidance topics that the survey and interview participants have recognized as important include information about training routes and options, information about the labour market and its changes, identification of personal interests, and development of personal skills, among others.

We have also found that one significant obstacle from including such activities in schools is the **lack of training for teachers and counsellors**, as a significant portion of teachers surveyed feel that they do not have enough information and education to conduct such activities. Teachers and parents/guardians also view the students' lack of motivation as an obstructing factor to vocational guidance, indicating that **increasing student motivation** is crucial. Other obstacles include a lack of accurate information regarding the labour market and a lack of time and human resources, among others.

Through this research, Specific objective 1 has been achieved (*“Understanding the vision and expectations of young people aged 12-18, their parents/guardians and teachers, regarding their professional future and the possibilities of inclusion in the labour market, as well as identifying what factors influence them to make decisions about their professional pathway”*), which lays the foundation for Specific objective 2 (*“Developing the knowledge and skills of teachers through an innovative methodology in labour guidance, designed to aid pupils design their academic and training pathway based on their skills and abilities”*) that will be addressed in the next stage of the project.

In other words, **the findings of this research will inform the next stage of the WAKE UP project**, which entails the creation of a methodological handbook that teachers will use to provide vocational guidance to their students. As areas of interest and need have been identified, they will be focused on during the design phase of the handbook. The obstacles teachers and counsellors face when implementing vocational guidance activities will also be taken into consideration. Specifically, the lack of teacher training will be addressed through the **organization of online teacher training for participating schools**.



ANNEXES

6

Annex 1: Objectives, variables and categories for the analysis

Research Objectives- Young people	Variables	Dimensions
Student group		
Know the situation in which the vocational decision process of the students finds itself.	Vocational decision process.	Information sources; personal resources; needs.
Identify the personal, social and environmental factors that influence the vocational decisions of young people.	Influencers.	Personal factors; social factors; environmental factors.
Explore the vision of the educational and employment future of young people.	Vision about the future.	Educational future; laboral future.
Identify knowledge about guidance resources at the educational center.	Knowledge of guidance resources.	Institutional action.
Classify the different participant profiles according to their answers.	Classification data	School; sex; age
Parents // Family		
Know the point of view of parents about the vocational guidance needs of young people.	Vocational decision process.	Needs
Identify the parents' vision of the personal, social and environmental factors that influence the vocational decisions of young people.	Influencers	Personal factors; social factors; environmental factors.
Know the assessment of parents about the scope (or impact) of vocational guidance.	vocational guidance	Range (or impact).
Identify the vision, expectations and actions of parents regarding vocational guidance in the educational center.	Guidance Resources.	Institutional action.
Identify the influence of parents on the vocational decisions of young people.	Roles	Guidance; reference.
Classify the different participant profiles according to their answers.	Classification data	School; child's age; sex of the child; relationship; education level.
Teachers // Staff		
Know the vision of teachers on the vocational situation of young people.	Vocational decision process.	Information sources; personal resources; needs.
Identify the current capacities and needs of teachers to provide vocational guidance.	Capacities and needs	Technical skills; transversal skills; digital skills; knowledge of the environment; Sustainable Development Goals.
Know the teachers' assessment of the scope (or impact) of vocational guidance.	Vocational Guidance	Range (or impact).
Identify vocational guidance actions in the educational center.	Guidance Resources.	Content integration; vocational reflection; institutional action.
Characterize the profile of the vocational counselor from the point of view of the teachers.	Career counselor.	Technical skills; transversal skills; digital skills; knowledge of the environment; Sustainable Development Goals.
Classify the different participant profiles according to their answers.	Classification data	School; educational level in which they work.

Annex 2: Complete survey results: pupils, parents and teachers

Pupils

	1	2	3	4	5
Percentages	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q1: I know about the educational options available to continue my studies.	2.47%	9.15%	24.78%	34.86%	28.74%
Q2: I am familiar with the work done by the professionals in the studies that catch my attention.	6.37%	13.10%	29.05%	31.83%	19.65%
Q3: When I think about what I will study in the future, I don't know what I should take into account to make a good decision.	11.62%	21.63%	28.06%	22.50%	16.19%
Q4: It's very difficult for me to decide on my own, I would like someone to tell me which studies I should choose.	31.71%	24.72%	18.85%	14.40%	10.32%
Q5: I'm aware of the guidance resources that my school provides.	10.38%	17.68%	25.15%	23.79%	22.99%
Q6: I'm currently participating in vocational guidance activities proposed by the school.	45.24%	16.69%	18.17%	9.83%	10.07%
Q7: The teacher gives us guidance advice on the educational paths to choose in the future.	19.47%	18.11%	23.36%	21.57%	17.49%
Q8: My parents know better than anyone what I should study in the future.	30.35%	24.23%	21.82%	13.97%	9.64%
Q9: When choosing what to study, I will take into account my parents' job or profession.	53.46%	20.02%	14.71%	6.49%	5.32%
Q10: The fact that I am a boy or a girl will influence my decision on what to study.	63.29%	14.34%	10.51%	6.37%	5.50%
Q11: The best decision will be to choose the job where you can earn the most money.	10.07%	13.54%	30.47%	24.35%	21.57%
Q12: I'll study something with which I will achieve social recognition or fame.	22.37%	26.76%	27.94%	13.97%	8.96%
Q13: I will decide to study something related to technologies or the digital field.	33.93%	21.45%	22.00%	11.93%	10.69%
Q14: I would like my job to contribute to ecology and environmental balance.	17.80%	18.54%	29.73%	17.92%	16.01%
Q15: I will study whatever offers a wider range of job opportunities.	5.25%	11.00%	26.64%	32.39%	24.72%
Q16: I'll choose those studies that are less difficult to pass.	33.68%	27.13%	24.17%	9.09%	5.93%
Q17: I'll decide what to study depending on its total duration.	42.40%	22.31%	21.20%	8.71%	5.38%
Q18: It will be essential in my decision to be able to study something close to home.	34.12%	26.21%	23.42%	9.27%	6.98%
Q19: What I choose to study will depend on my family's financial capabilities.	21.38%	23.55%	28.12%	17.61%	9.33%
Q20: I'd need advice from a counselor or a teacher on what to study.	29.91%	21.32%	21.82%	15.33%	11.62%
Q21: In the future, I will finish a bachelor's degree or a vocational training program.	12.86%	9.27%	22.00%	17.99%	37.89%
Q22: In the future, I will study an undergraduate program at the university.	7.73%	8.41%	25.59%	20.77%	37.52%
Q23: In the future, I will get a well-paid job.	1.05%	2.72%	24.91%	34.80%	36.53%

Parents

	1	2	3	4	5
Percentages	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q1. My child and I have discussed his/her future educational and employment interests.	2.00%	3.05%	13.03%	20.07%	61.85%
Q2. My child knows what he/she will be doing after the completion of his/her current studies.	9.39%	11.50%	25.94%	21.01%	32.16%
Q3. I believe my child needs vocational guidance.	6.69%	6.57%	19.13%	19.37%	48.24%
Q4. The school has provided vocational guidance to my child.	20.89%	16.43%	27.82%	18.08%	16.78%
Q5. I have talked with a teacher about my child's vocational guidance needs.	46.83%	19.48%	15.73%	9.04%	8.92%
Q6. My child knows what to consider in order to make the appropriate career decision.	12.56%	17.14%	28.76%	22.42%	19.13%
Q7. Vocational guidance could favor the social and labor insertion of my child.	2.35%	3.52%	17.02%	23.83%	53.29%
Q8. My child finds difficult making decisions on his/her own, I wish someone told him/her what studies to choose.	28.17%	19.72%	23.59%	12.79%	15.73%
Q9. Nobody knows better than I what my child should study.	46.83%	25.12%	18.31%	5.63%	4.11%
Q10. When choosing his/her career, my child should consider the job his/her parents perform.	72.42%	15.96%	8.10%	1.53%	2.00%
Q11. The fact that my son/daughter is a boy or a girl will influence his/her decision on what to study.	67.14%	11.62%	11.27%	5.28%	4.69%
Q12. His/her best decision will be to choose the occupation in which she/he can earn most money.	39.20%	19.37%	28.17%	8.10%	5.16%
Q13. My child should study something with which he/she can become socially recognized or famous.	46.13%	20.77%	22.65%	6.92%	3.52%
Q14. I wish my child studies something related to technologies or the digital field.	19.13%	16.43%	38.38%	15.26%	10.80%
Q15. I'd like my child's work to contribute to ecological and environmental balance.	7.75%	10.80%	33.92%	22.54%	25.00%
Q16. My child should study whatever offers a wider range of job opportunities.	6.10%	8.45%	25.70%	28.87%	30.87%
Q17. I believe that my child should choose those studies that are less difficult to pass.	48.00%	21.83%	20.07%	5.99%	4.11%
Q18. It will be best for my child to decide what to study depending on its total duration.	52.70%	19.25%	16.67%	5.99%	5.40%
Q19. It will be essential in my child's decision to be able to study something close to home.	41.90%	22.54%	22.89%	6.69%	5.99%
Q20. I would be happy if my child would choose an educational path in a school that is socially regarded.	27.35%	16.31%	27.82%	16.78%	11.74%
Q21. I would be glad if my child decides to go to a VET Institution.	19.01%	14.32%	42.25%	11.27%	13.15%

Parents

I perceive that students need vocational guidance related to: (you can choose more than one option)		
Personal information and self-knowledge for their professional development	595	70%
Information about qualifications and training options	541	63%
Information on the labour market and its constant changes	346	41%
Identifying their vocational interests	529	62%
Planning their personal and professional future	510	60%
Decision making	348	41%

Teachers

	1	2	3	4	5
Percentages	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q1. I know about vocational guidance techniques that I can use with my students.	7.71%	20.66%	40.22%	22.59%	8.82%
Q2. Including vocational reflection activities would broaden the students' vision about their professional future.	0.55%	2.48%	14.60%	34.99%	47.38%
Q3. In my subject, we link the topics and activities with highly demanded skills in higher education and in the current job market.	3.31%	12.40%	31.13%	30.58%	22.59%
Q4. I am aware of the (generic) soft skills that would improve the employability of young people in the future.	5.79%	9.37%	23.69%	31.96%	29.20%
Q5. Students know how to obtain information about what to study in the future.	7.44%	33.61%	36.64%	19.01%	3.31%
Q6. I have enough training to guide students on their future educational options.	3.58%	22.31%	39.39%	27.27%	7.44%
Q7. Students need to be advised on vocational matters by a counselor or a teacher.	1.10%	3.31%	11.02%	28.65%	55.92%
Q8. I am aware of trends on the most demanded professions by the current labor market.	4.13%	12.40%	29.75%	41.32%	12.40%
Q9. In my subject, we carry out activities that help students to reflect on their vocation.	6.06%	16.53%	29.20%	29.20%	19.01%
Q10. Students do not care enough about planning or deciding about their academic or professional future.	2.48%	13.77%	38.84%	31.68%	13.22%
Q11. I find myself able of guiding my students on the training and employment opportunities that digital transformation entails now and in the future.	5.79%	21.76%	42.15%	23.97%	6.34%
Q12. I feel able to guide my students about the job opportunities that sustainable development implies.	5.79%	25.07%	35.26%	27.00%	6.89%
Q13. Teachers, parents and students should participate in vocational guidance actions.	0.83%	2.20%	16.25%	30.58%	50.14%
Q14. Some students have come to me asking for vocational guidance.	9.64%	14.05%	24.79%	29.20%	22.31%
Q15. Parents have shared with me their concerns about the professional future of their sons/daughters.	17.91%	17.91%	22.04%	26.17%	15.98%
Q16. Our school offers vocational guidance programs, itineraries or actions.	5.23%	12.12%	25.90%	34.71%	22.04%
Q17. Socio-labour inclusion of students could be fostered through vocational guidance.	0.55%	1.38%	17.08%	40.50%	40.50%

Teachers

I perceive that students need vocational guidance related to: (you can choose more than one option)		
Personal information and self-knowledge for their professional development	297	82%
Information about qualifications and training options	253	70%
Identifying their vocational interests	251	69%
Planning their personal and professional future	216	60%

The attributes that a teacher should have to advise students on vocational matters are: (you can choose more than one option)		
An update on options and training routes	297	82%
An update on the Labor Market	222	61%
Information concerning the labour market and its constant changes	214	59%
Good communication skills	211	47%
Psychological knowledge	172	47%
Employability knowledge	150	41%
Methodologies and counseling techniques proficiency	124	34%
Mastery of digital skills	131	36%
Proficiency in soft skills	172	47%
Empathy	223	61%
The relation between the Sustainable Development Goals (SDG) and training and employment opportunities	134	37%



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Área de Empleo e Inclusión Social de la Fundación Santa María la Real
www.areaempleofsmr.es
areaempleo@santamarialareal.org

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