



CAGEA

Career Guidance from an Early Age

Piloting Evaluation Report



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CAGEA

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INTRODUCTION

The Career Guidance from an Early Age (CAGEA) project responds to a shared European need: to empower secondary school students, their teachers and their families to engage meaningfully in career development from an early stage. Secondary students across Europe face growing uncertainty about their educational and professional paths, while teachers often lack dedicated training in career guidance and practical, ready-to-use classroom resources, and families need accessible tools to support their children in these decisions.

CAGEA is an Erasmus+ Cooperation Partnership in school education (KA220-SCH) that brings together seven organisations from five countries (Portugal, Spain, Greece, North Macedonia and Bulgaria). Its main objective is to train secondary school teachers and equip them with career-guidance resources so that they, in turn, can help students make informed and confident choices about their academic and professional future.

The results tested

The project started by collective career-guidance research among target groups and desk research of good practices across the five countries, then used that evidence to create its two central results, which were tested with teachers and students during the piloting phase covered by this report.

The Career Guidance Manual

The Manual is organised into four modules that follow a natural progression in the career-discovery process:

- Module 1 – Personal Awareness: Who am I? Self-discovery and awareness.
- Module 2 – Working Environment: understanding the world of work, evolving job markets and learning opportunities.
- Module 3 – Decision Making: connecting subjects to careers, planning with purpose, and moving from dream to reality.
- Module 4 – Digital Tools for Career Development: discovering careers with technology.

The four modules are divided into eight submodules, each containing five to six activities, with a consistent structure (purpose and objectives, theory, step-by-step activities, and annexes). Teachers may follow the proposed sequence or select activities to suit their context. A companion "Table of activities for teacher personal tracking" lets teachers tick off completed activities and sequence the modules across the term.

The CAGEA Online Platform

The Platform brings all the project resources together in one place, in English and in every partner language (Portuguese, Spanish, Greek, Macedonian and Bulgarian). It hosts the complete teacher Manual in all languages, and the practical activities are also uploaded separately under each submodule, so teachers can find and open a specific activity quickly

rather than searching through the full document. The Platform is freely accessible online at <https://platform.cagea-project.eu/>, where teachers and students register to reach the materials.

To make the Platform more interactive, it goes beyond hosting the written Manual in two ways: the Learning Nuggets and the learning-style quiz.

The Learning Nuggets are a set of short educational videos, one for each submodule, that act as a compact summary of what students should take away from that part of the Manual. Rather than teaching new content in place of the activities, each video introduces the key ideas of its submodule and reinforces the main learning points, so students can quickly grasp the purpose of a submodule before starting its activities or revisit it afterwards to consolidate what they learned. Because they are short and visual, the Nuggets make the Platform more engaging and give teachers a ready-made way to open or close a session.

The learning-style questionnaire, titled "How Do I Learn Best?", lets students discover their own preferred way of learning. It consists of twelve questions about how students take in and work with information in everyday school situations, and it maps their answers onto five learning styles: visual, auditory, kinesthetic, social and independent. The quiz is paired with a short theory section that explains each style in plain language, not only describing how students with that style learn most effectively at school, through mind maps, discussion, hands-on practice, teamwork or focused independent work, but also connecting each style to the kinds of tools and career directions that tend to suit it. In this way the quiz does more than label a preference: it helps students understand themselves, personalise how they approach the activities, and see an early link between the way they learn and the career pathways that might fit them, which is precisely the kind of self-awareness the Manual sets out to build.

Purpose of this report

This report analyses the data gathered during the piloting phase and has four aims:

- **Measure satisfaction** of teachers and students with the Manual and the Platform.
- **Assess impact** on the target groups – changes in self-awareness, engagement, career knowledge and confidence.
- **Verify objectives and indicators** against the commitments made in the application form.
- **Identify refinements** to apply to the results before they are finalised.

Data collection

The piloting took place between January and June 2026 in secondary schools across the five piloting countries. Teachers implemented the modules and activities from the Manual in the class; students engaged with the activities. Both groups engaged with the platform, and both groups gave provided structured feedback.

The consortium designed structured surveys in Google Forms, distributed to teachers and students in each piloting country. Four feedback surveys were used:

- **Teacher survey on the Manual** – Rated questions grouped in blocks (Student Learning & Competence Development, Teacher Preparedness & Feasibility, Feedback on the Manual), plus five open questions.
- **Teacher survey on the Platform** – Rated questions grouped in blocks (Usability & Accessibility of the Platform, Audiovisual Learning Nuggets, Overall Satisfaction & Future Use), plus five open questions.
- **Student survey** – Rated questions grouped in blocks (What You Learned ABOUT YOURSELF, JOBS & WORLD OF WORK, DECISION-MAKING & PLANNING & DIGITAL TOOLS, Engagement & Confidence, Learning Platform, videos & Learning Style Quizz), plus five open questions.
- **Activity tracking** – throughout the piloting, teachers tracked which submodules and activities they implemented and when.

All rated questions used a five-point scale (1 = strongly disagree, 5 = strongly agree). Photographic and video evidence was collected in parallel for the testimonial videos (WP3: A8).

- **Teachers.** 21 teachers piloted the results across the five countries, against a target of 15. They completed feedback surveys on the Manual and on the Platform.
- **Students.** More than 90 students took part in each piloting country, comfortably meeting the overall target of 450 (the number of student survey responses can be lower than the number of students who actually participated, because some students worked and answered in pairs or small groups). In total, 489 student survey responses were collected and analysed. Students were aged 12 to 20 (mean 15.9), spanning lower and upper secondary education.

The table below shows the feedback collected per country:

Country	Teacher responses	Student responses
Portugal	4	55
Greece	7	126
Spain	4	78
North Makedonia	3	165
Bulgaria	3	65
Total	21	489

Recognition of participation

Beyond the surveys and tracking, the piloting was also an opportunity to recognise the people who made it possible. Teachers who tested the activities in their classrooms received a certificate acknowledging their contribution to the piloting, and some partners chose to extend this recognition to students, awarding certificates to those who completed all four modules of the Manual. In Greece, teacher involvement went further still: teachers took part in group training on the CAGEA materials and received a certificate for that training as well. This recognition is not a formal evaluation metric, but it reflects the genuine engagement of teachers and students with the results, and it strengthens the sense of ownership that will help CAGEA continue in these schools beyond the piloting phase.

How the figures are interpreted & How to read this report

Each set of rated answers in this report is summarised with two figures. The **mean** is the average score out of 5 and shows the overall strength of a response. The **percentage positive** is the share of answers that were a 4 or a 5, that is, respondents who agreed or strongly agreed. The two are complementary: the mean captures the average level of agreement, while the percentage positive shows how widely that agreement was shared. The main benchmark for success is the **80% positive** threshold set in the application form. Where a question, a block or a whole survey reaches or exceeds 80% positive answers, the corresponding target is met. The Fulfilment of Objectives and Indicators chapter checks the results formally against that commitment.

The rated questions are organised into **blocks**, each covering a related theme, and for every block the report gives a **block average** alongside the individual question scores, so both the overall picture and the detail behind it are visible. Where it is informative, results are also broken down **by country** to show how consistent the feedback was across the five piloting contexts.

The report combines **quantitative and qualitative evidence** throughout. The rated questions give the numerical picture, while the open-question answers, teacher classroom notes and student voices give the meaning behind the numbers. Quotations are presented as representative examples, translated into English where needed, and are chosen to illustrate recurring themes rather than to stand as statistics. Read together, the two kinds of evidence are meant to point in the same direction and to give a fuller account than either could alone.

Finally, a note on the two chapters that draw on other sources. The **Results from Parents** chapter rests on the project's baseline research and on informal feedback rather than a piloting survey, and the **Activities and Qualitative Feedback from Teachers** chapter draws on an activity tracking log that is indicative rather than complete. Each of these chapters states its own basis and limitations where it appears, so its figures are read in the right light.

RESULTS FROM TEACHERS THE CAREER GUIDANCE MANUAL

21 teachers who piloted the Manual completed the Manual feedback survey, rating 16 questions and answering the open questions. The overall picture is strongly positive: across all rated questions the mean score was 4.71/5 and 96.7% of all answers were positive (4 or 5), far above the 80% target. Feedback was consistent across all five countries.

Student Learning & Competence Development

This block asked teachers to judge the effect of the activities on their students. It scored a block average of 4.72/5 and 100% positive – every question in the block reached 100% positive.

Survey question	Mean /5	% positive
The activities increased students' self-awareness / decision-making / world-of-work / technical skills	4.68	100%
The activities helped students express themselves, reflect and build emotional intelligence	4.74	100%
Students showed interest, curiosity or motivation during the activities	4.68	100%
Students reacted positively to the activities	4.68	100%
The results of the activities are valuable for students' long-term development	4.79	100%
Block average	4.72	100%

Teachers consistently reported that the activities raised self-awareness, encouraged reflection and generated engagement, and they described concrete changes in the classroom (see the open answers).

Teacher Preparedness & Feasibility

This block asked whether the activities were realistic to run and whether they strengthened teachers' own capacity to guide students. It was the strongest block overall, with a block average of 4.8/5 and 100% positive.

Survey question	Mean /5	% positive
The implementation was feasible and realistic for a regular class	4.63	100%

Survey question	Mean /5	% positive
I feel more comfortable guiding students in career-related discussions	4.74	100%
I would use similar activities again in the future	4.95	100%
The activities fit the curriculum / cross-curricular teaching / future reuse	4.89	100%
Block average	4.8	100%

The willingness-to-reuse question scored 4.95/5 – effectively unanimous – a strong signal of practical value and of sustainability beyond the project. Teachers reported feeling more comfortable leading career conversations after piloting, one of the Manual's core intended outcomes.

Feedback on the Manual

This block evaluated the Manual as a document – its explanations, guidance, annexes, timing, learning outcomes and overall usefulness. It scored a block average of 4.65/5 and 92.5% positive.

Survey question	Mean /5	% positive
The theoretical introduction of the module & submodule was clear and easy to understand	4.68	94.7%
The activity descriptions were clear (purpose, implementation, results)	4.68	89.5%
The Manual gave enough guidance to run the activities without difficulty	4.74	94.7%
The Manual gave enough annexes / supporting materials	4.63	89.5%
The estimated timing for the activities was realistic	4.32	78.9%
The activities achieved their intended learning outcomes	4.53	100%
The Manual is useful for supporting career guidance activities at school	4.95	100%
Block average	4.65	92.5%

The usefulness question scored 4.95/5, confirming the Manual achieves its purpose. The lowest-scoring question in the whole Manual survey – realistic timing, at 4.32/5 – is the

clearest actionable finding, and it matches the class-time theme that recurs in the open answers below.

Teacher observations (open questions)

The Manual survey included open questions. A representative selection of answers is presented below, translated into English where needed.

What positive reactions or changes did you observe in your students?

"The most significant change was that students began to think seriously about their future; the activities sharpened their self-awareness and familiarised them with new concepts." –

Teacher, Greece

"They were very motivated and proud of the work they were doing. They felt that their opinions mattered." – Teacher, Portugal

"Students became more confident when discussing their interests, abilities and future career aspirations, and showed greater awareness of the link between their strengths and possible careers." – Teacher, North Macedonia

"After the activities they were more open to considering other alternatives in the world of work, and their curiosity about the connection between school and work increased." – Teacher, Spain

"They showed a significant increase in self-awareness, decision-making and analytical skills, and greater curiosity; they were especially engaged when working in teams." – Teacher, Bulgaria

"Students pointed out many times that they miss these kinds of activities and that they need them." – Teacher, Greece

What small improvements could make implementation smoother for teachers?

"Dedicated timetable hours set aside exclusively for the programme." – Teacher, Greece

"Providing alternative versions of some activities for different age groups, and suggestions for extending or shortening activities depending on the available class time." – Teacher, North Macedonia

"Create templates for the activities and provide more practical, worked examples." – Teacher, Portugal

"A short training session for all teachers at the start of the school year, and activities adapted to the different age groups." – Teacher, Spain

"Full alignment with the school syllabus and curriculum so there is enough time to follow CAGEA throughout the year." – Teacher, Bulgaria

"Accompany the manual with corresponding digital tools and ensure all students have easy internet access." – Teacher, Greece

Teacher has been asked to provide one short quote from a student

"We put our thoughts on paper and clarified them, and started thinking about things we hadn't thought about before." – Teacher, Greece

"There are career options that I would never have considered." – Teacher, Spain

"Miss, this is more useful than some traditional lessons." – Teacher, Greece

"The activities helped me understand what I am good at." – Teacher, North Macedonia

"I really enjoyed doing these activities because I feel it helped me understand myself better." – Teacher, Portugal

"My classmates think I am reliable – this is new to me." – Teacher, Bulgaria

Anything else you would like to share?

"The activities were well structured and encouraged students to reflect on their future in an engaging way; the manual offered practical and creative approaches." – Teacher, North Macedonia

"The activities are very well designed, and we observed that older students were much more engaged." – Teacher, Spain

"The programme is very interesting; I would like to implement it from the beginning of the year. A middle-school / high-school differentiation would be useful." – Teacher, Greece

"Great project." – Teacher, Bulgaria

RESULTS FROM TEACHERS - THE CAGEA ONLINE PLATFORM

21 teachers completed the Platform feedback survey, rating 12 questions and answering the open questions. As with the Manual, satisfaction was very high: across all rated questions the mean was 4.58/5 with 95.2% positive answers, well above the 80% target.

Usability & Accessibility of the Platform

This block covered how easy the platform is to navigate, how clearly it is structured, how easy it is to find materials, and technical reliability. It scored a block average of 4.54/5 and 92.9% positive.

Survey question	Mean /5	% positive
The platform is easy to navigate	4.57	95.2%
The structure of the platform is clear, logical and intuitive	4.57	95.2%
It is easy to find the materials I need (manual, annexes, videos...)	4.38	85.7%
The platform works well technically (loading, access, downloads)	4.62	95.2%
Block average	4.54	92.9%

Teachers found the platform easy to use and logically organised and appreciated having the full Manual and the activities organised by submodule in one place. The lowest question in the block was finding materials, pointing to navigation and discoverability as the main friction.

Audiovisual Learning Nuggets

This block covered the Learning Nuggets videos – their clarity, their support for motivation and engagement, how well they reinforce key concepts, student reactions, and teachers' willingness to reuse them. It scored a block average of 4.55/5 and 94.3% positive.

Survey question	Mean /5	% positive
The Learning Nuggets videos are clear and easy to understand	4.57	95.2%
The visuals and explanations support student motivation and engagement	4.62	100%
The videos help introduce or reinforce the key concepts of the module	4.62	95.2%

Survey question	Mean /5	% positive
Students responded positively to the Learning Nuggets videos	4.48	90.5%
I would use the Learning Nuggets videos again in future lessons	4.48	90.5%
Block average	4.55	94.3%

The videos were repeatedly singled out as one of the most engaging elements of the platform, valued for conveying information in a livelier way than text alone.

Overall Satisfaction & Future Use

This block captured overall satisfaction, willingness to continue using the platform, and willingness to recommend it. All three questions reached 100% positive at a block average of 4.67/5 – the strongest possible signal that teachers value the platform and intend to keep using it.

Survey question	Mean /5	% positive
I am satisfied with the CAGEA learning platform overall	4.67	100%
I would continue using this platform in future career guidance sessions	4.67	100%
I would recommend the platform to other teachers and students	4.67	100%
Block average	4.67	100%

Teacher observations (open questions)

The Platform survey included open questions. A representative selection of answers is presented below, translated into English where needed.

What worked best for you when using the platform?

“The platform was easy to navigate and all the materials were well organised, which made lesson preparation faster and more efficient.” – Teacher, North Macedonia

“The organisation of content and the combination of theoretical information with practical activities; it is intuitive.” – Teacher, Portugal

“Being able to use the ready-made material available, and the “My Lessons” and “Learning Types” sections.” – Teacher, Greece

"The learning-style quiz, the theory and all the activities, with easy downloads." – Teacher, Bulgaria

"The interface is attractive and the students responded very well to the videos." – Teacher, Spain

What did your students enjoy the most?

"The videos and the quiz – direct engagement and feedback." – Teacher, Greece

"The videos, because they conveyed information in a more engaging way than if they had featured real people." – Teacher, Spain

"The Learning Nuggets and learning styles, and interactive activities such as "My Identity Card" and "My Opportunity Passport"." – Teacher, Portugal

"The interactive quizzes, because they could test their knowledge in an engaging way, and discovering different professions." – Teacher, North Macedonia

"The learning-style quiz and the teamwork." – Teacher, Bulgaria

Which resources were the most useful (manual, Learning Nuggets, annexes, activities, quiz)? Why?

"The teacher's manual, because it provided clear instructions and practical activities; the quizzes and Learning Nuggets presented information in an interactive way." – Teacher, North Macedonia

"The manual and its annexes, with precise objectives and step-by-step instructions, and the organised "My Lessons" material." – Teacher, Greece

"The learning-style questionnaire and the job-research activities, because students felt more involved." – Teacher, Spain

"The activities, which I linked to our school platform by downloading and adapting the templates – everything complements each other." – Teacher, Bulgaria

"The activities, which allow students to apply what they learned and reflect on their academic and career path." – Teacher, Portugal

Is there anything you think could improve the platform experience?

"Adding more interactive content and quizzes, and more examples of professions and career pathways from different sectors." – Teacher, North Macedonia

"More gamification elements such as badges, levels or challenges." – Teacher, Portugal

"The resources could be easier to find, as access is not prominently highlighted." – Teacher, Spain

"The option to manage students, and links to other information platforms, plus content for parents and students." – Teacher, Greece

"The dubbed audio in the Spanish videos sounds non-native in places; otherwise it is very good." – Teacher, Spain

Teacher has been asked to provide one short quote from a student about using the platform?

"This will be a very useful resource that we can use from now on, and it offers many more activities than we already had." – Teacher, Spain

"The videos helped me better understand what my interests are for the future." – Teacher, Portugal

"The activities helped me understand which careers match my interests." – Teacher, North Macedonia

"It's nice that we are doing something different – and it's helpful for school life, not just for this year." – Teacher, Greece

"Amazing quiz – is this really my style?" – Teacher, Bulgaria

RESULTS FROM STUDENTS

489 student survey responses were collected across the five piloting countries, reflecting participation of more than 90 students per country. Across the 24 rated questions the pooled mean was 3.85/5 with 65.4% positive answers. Every question scored above the neutral midpoint of 3, so the result is genuinely positive, though more moderate than the teacher feedback.

Results by country

Country	Responses	Mean /5	% positive
Portugal	55	3.83	61.7%
Greece	126	3.69	61.4%
Spain	78	3.74	62.3%
North Macedonia	165	3.89	66.1%
Bulgaria	65	4.2	78%

What You Learned About Yourself

This block focused on self-awareness – whether the activities helped students understand themselves, their strengths and their interests. It scored a block average of 3.76/5 and 62.7% positive.

Survey question	Mean /5	% positive
The activities helped me learn more about myself	3.65	57.9%
I understand my strengths better	3.74	62.2%
I understand my interests or what motivates me	3.90	68.1%
Block average	3.76	62.7%

What You Learned About Jobs & the World of Work

This block asked whether the activities helped students learn about different jobs, sectors and the skills people need at work. It scored a block average of 3.86/5 and 66.7% positive.

Survey question	Mean /5	% positive
I learned new things about different jobs	3.87	66.7%

Survey question	Mean /5	% positive
I understand better what skills different jobs need	3.85	67.7%
The activities helped me think about jobs I might like	3.84	65.6%
Block average	3.86	66.7%

Decision-Making, Planning & Digital Tools

This block looked at confidence in making choices, comparing options, and using digital tools for career planning. It scored a block average of 3.67/5 and 60.0% positive.

Survey question	Mean /5	% positive
I feel more confident making choices about my future	3.65	59.3%
I can compare different options (subjects, careers, paths)	3.84	68.0%
I learned new ways to use digital tools for career planning	3.51	52.8%
Block average	3.67	60.0%

The digital-tools question was the single lowest of the whole survey, consistent with teacher feedback that the printed activities would benefit from more digital support and with the fact that not all students had easy internet access during piloting.

Engagement & Confidence

This block, the largest, asked how students felt during the activities – their confidence, participation, comfort, enjoyment and wish to continue. It scored a block average of 3.9/5 and 66.9% positive.

Survey question	Mean /5	% positive
I feel more prepared for my next steps	3.71	60.1%
The activities helped me express my ideas and feelings	3.67	57.1%
I feel more ready to make choices about school or career	3.74	62.2%
I feel more confident and positive talking about myself or my future	3.78	65.0%
I want to continue exploring jobs and study paths	3.93	69.3%

Survey question	Mean /5	% positive
I felt safe and comfortable during the lessons	4.09	74.8%
I enjoyed the activities we did in the classroom	4.01	70.1%
The activities made the classes more interesting	4.06	72.4%
I wanted to participate and be involved	3.93	66.5%
I would like to do more activities like this	4.04	71.0%
Block average	3.9	66.9%

Feeling safe and enjoying the activities scored highest, showing that the piloting created a positive, engaging classroom environment. The more introspective outcomes – confidence and readiness – scored a little lower, partly because some students, often the older or more decided ones, felt they already knew their direction.

Learning Platform, Videos & Learning-Style Quiz

This block captured the students' direct experience of the online platform, the videos and the learning-style quiz. It scored a block average of 3.91/5 and 66.4% positive.

Survey question	Mean /5	% positive
The platform was easy to use	4.14	75.9%
The videos were easy to understand and helped me learn the topic better	3.88	65.4%
I enjoyed watching the videos	3.80	62.0%
The learning-style quiz was interesting	3.99	69.3%
The learning-style quiz supported my career & learning pathway	3.76	59.7%
Block average	3.91	66.4%

Student voices (open questions)

The student survey ended with open questions. A representative selection of answers is presented below, translated into English where needed.

What was your favourite activity? Why?

"The one where we searched on the computers for the professions we want to pursue, because I learned many new things I did not know." – Student, Greece

"Dreams ten years from now, because it made me think about my future." – Student, Spain
"My Top 3 Job Sectors" and the activity about sectors." – Student, North Macedonia
"The "jobs of the future" activity." – Student, Bulgaria
"The one about students abroad, because I heard opinions from people who had gone on Erasmus programmes." – Student, Spain

What did you learn about yourself?

"I understand my qualities better and learned what I need to work on." – Student, Bulgaria
"I learned that the professions I like are related to the subjects I am good at." – Student, Spain
"I learned which profession I want to choose." – Student, North Macedonia
"That I am a team player and I collaborate well." – Student, Greece
"What kind of work I would like to do." – Student, Spain

What did you learn about jobs or the world of work?

"The different skills you need for different jobs, and which qualities are important." – Student, Bulgaria
"That some jobs involve different careers, and that everything is changing a lot." – Student, Spain
"That there are many jobs available, and that we should do what we love." – Student, North Macedonia
"That specialising in something is now very important." – Student, Greece
"That there are many more jobs than I thought in the field I want to study." – Student, Spain

What did you like the most about the videos or platform?

"The videos were very interesting and entertaining." – Student, Spain
"Everything was great – they were interesting and easy to understand." – Student, North Macedonia
"It was interesting to learn from it." – Student, Bulgaria
"That it was analytical and gave us all the information." – Student, Greece
"The platform is nice and well organised." – Student, Spain

RESULTS FROM PARENTS

Parents were not surveyed formally during the piloting phase. Unlike teachers and students, who completed structured feedback surveys, parental input in this project was gathered in two other ways: through the extensive baseline research conducted at the start of the project (WP2), and through the informal but consistent feedback that reached teachers during the piloting, as students brought the activities home and talked about them with their families. This chapter brings both together. It is lighter in numbers than the teacher and student chapters, by design, but the signal it carries is clear and points in a single direction: parents want to be involved, and the activities gave them a natural way in.

What the baseline research told us about parents

The starting point for CAGEA's work with families was the project's initial research, which surveyed 150 parents of secondary school students across the five partner countries (30 per partner). That research established the need the project set out to meet. Parents emerged as an untapped resource, with high emotional investment in their children's futures and a strong willingness to support career guidance at home, but also a shared sense of confusion about how to do so. Many reported that they did not know where to find reliable information or how to talk constructively about careers with their children, and some worried about giving the wrong advice or applying too much pressure.

Crucially, the research identified what parents said they needed: visual career-pathway maps, conversation guides to help them explore their children's interests, access to trustworthy digital resources, and, above all, opportunities for school-family collaboration that do not require them to be experts. These findings shaped the design of the results and framed one of the project's central ideas, that career guidance should be a shared task across the whole ecosystem of teachers, students and parents, rather than the responsibility of any one of them alone.

Informal feedback during the piloting

During the piloting, parental feedback was not solicited through a survey, but it arrived anyway. As students carried the activities home and described what they had been doing in class, parents began to respond. Teachers across the piloting reported a recurring reaction: parents found the activities genuinely useful and said they wished they had experienced this kind of career guidance themselves when they were at school. Several remarked that the reflective, practical nature of the activities, discovering interests, connecting subjects to careers, weighing decisions calmly, was exactly the sort of support they had lacked at that age and would have valued.

This feedback is informal and anecdotal, and it is presented as such. But it is striking precisely because it was unprompted. Parents were not asked to comment, yet the activities generated enough interest at home for that interest to travel back to teachers unbidden. That is a

meaningful sign of relevance: the material did not stay inside the classroom, but reached the family conversation the baseline research had identified as so important and so often missing.

Parents as participants in the activities

Beyond commentary, some activities drew parents in as genuine participants, which is where the project's ambition of school-family collaboration became concrete rather than aspirational. In the "Interview a Professional" activity, teachers built the exercise around students' own parents and their jobs. The original design asked parents to come into school to share their working experience; where that proved difficult to arrange, teachers adapted the activity into a role-play in which students presented and answered questions about their parents' professions, drawing on real family knowledge. Either way, the activity turned the parent's own working life into the raw material for the lesson. Students represented professions such as mechanical engineer, truck driver and judge, and what struck the class most was the personal sacrifice these jobs involve, the long hours worked both at home and away from it. This is career guidance rooted directly in the family, exactly the kind of practical, low-barrier collaboration the baseline research called for.

In the "Pros and Cons" decision-making activity, one teacher deliberately extended the exercise beyond the classroom by having students take the worksheet home to discuss with their parents. The decision students had been weighing, calmly listing advantages and disadvantages rather than choosing impulsively, became a shared family conversation. This is a small but telling example of an activity acting as the conversation guide that parents, in the baseline research, said they wanted and lacked.

What this means for the project

The parental picture during the piloting is modest in scale but consistent in direction, and it maps cleanly onto the needs the project identified at the outset. The baseline research showed parents who were motivated but under-resourced and often left on the sidelines. The piloting, without any formal parental survey, produced early evidence that CAGEA's activities can bring parents in: the material reached family conversations on its own, parents responded to it positively and wished they had had something similar, and specific activities gave families a structured, expert-free way to take part. Taken together, this supports one of the project's founding premises, that career guidance works best as a shared task across teachers, students and parents.

ACTIVITIES AND QUALITATIVE FEEDBACK FROM TEACHERS

The previous chapters measured satisfaction and impact through the structured surveys from teachers and students. This chapter complements that picture from a different angle: what teachers actually did in the classroom, and what they observed while doing it. It draws on two sources gathered during the piloting: the activity tracking log, in which teachers recorded which submodules and activities they implemented and when, and a set of detailed activity debrief notes written by teachers in Spain, who documented the closing discussions of each activity in depth. This chapter is complementary rather than evaluative. It does not test targets; it shows how the Manual lived in real classrooms and surfaces qualitative insights that the rated questions could not capture.

How the activities were implemented

Throughout the piloting, teachers logged each activity they delivered. The log is an indicative record rather than a complete census: it captures entries from Greece, Portugal and Spain, while North Macedonia did not submit tracking entries and the Bulgarian records could not be included in this analysis, since responses there were entered by students as well as teachers and are not comparable. The figures below should therefore be read as a window onto implementation patterns across three countries, not as a full count of everything delivered in the piloting.

Across these three countries, 93 activity implementations were logged. Greece recorded the most activity (42 entries), followed by Portugal (28) and Spain (23). This reflects the number of activities logged, not the quality or reach of implementation in any country.

Implementation was spread across the whole piloting window, with a clear peak in the middle of the period. March was by far the most active month (29 entries), followed by April and May. January and February saw steady early adoption as teachers introduced the first module, and activity tapered toward June as the school year closed. The pattern is consistent with teachers moving through the Manual in sequence over the term rather than concentrating the work into a single burst.

All four modules were represented in the log, with a healthy balance across them:

- Module 1, Personal Awareness, was the most frequently implemented starting point, consistent with its role as the entry into the career-discovery process.
- Module 2, Working Environment, was the most heavily used module overall when its submodules are combined, reflecting strong engagement with activities about sectors, job markets and learning opportunities.
- Module 3, Decision Making, was well represented across all three of its submodules, showing that teachers carried students through to the harder work of connecting subjects to careers and planning with purpose.

- Module 4, Digital Tools, was also actively implemented, confirming that teachers reached the final, technology-focused module rather than running out of time beforehand.

Qualitative insights from the classroom

The Spanish teachers documented the closing discussion of each activity, recording what students said and how they responded. These notes are among the most valuable material collected during the piloting, because they show the Manual working at the level of individual student reflection, across every module and every age group from 12 to 16. The themes below recur across activities and echo, in students' own words, the impact that the rated surveys measured.

Module 1: students discovered themselves, often with surprise. The self-awareness activities repeatedly produced the same reaction: students realised things about themselves they had never articulated. In Mirror Cards, many were surprised that their classmates saw them more positively than they saw themselves. In My Identity Card, teachers noted that teenagers tend to minimise their own achievements and often do not recognise them as accomplishments at all. The Self-Efficacy Ladder and Values Compass pushed students to connect who they are to what they might do, with one teacher summarising the insight that values such as patience or sociability should be a starting point when choosing a profession. A recurring, honest note is that some students felt they were still too young to decide and that their preferences would change over time, useful evidence that the activities prompted genuine reflection rather than rehearsed answers.

Module 2: students widened their picture of the world of work. The sector and job-market activities consistently opened students' eyes to careers they had never considered. In Sector Snapshots, students were surprised by fields such as the green economy and digitalisation, and, notably, began to see that personal skills matter as much as technical ones, an insight teachers said students rarely arrive at on their own. In My Top 3 Job Sectors, teachers were struck that students chose sectors because they enjoyed the work or wanted to help others, and that none justified a choice by money or job security. Career Exploration Sheet drew students toward technology, cybersecurity and UX design, careers they connected to their own daily interests in games, apps and social media.

Module 3: students learned that decisions are complex, and that setbacks are part of the process. The Decision Tree activity led students to observe, in their own words, that a single decision can depend on many factors at once and that each choice opens some paths and closes others. The Pros and Cons worksheet was described as more challenging than earlier activities, and precisely for that reason valuable: students admitted they had previously made important decisions impulsively, and the scoring system helped them slow down and weigh options. The SWOT activity introduced students to the idea of opportunities and threats, which most had never applied to themselves. Interview a Professional grounded all of this in real

working lives, with students acting out their parents' jobs and recognising both the rewards and the sacrifices those jobs involve.

Module 4 and the digital and resilience activities: students connected school, skills and technology to their futures. The subject-to-career activities (Flowchart and Bingo) helped students see that the same skills, communication, teamwork, creativity, problem-solving, recur across many subjects and many jobs, and that a single subject can open several career paths. The digital activities (Future CV, My Digital Career Map) surfaced a striking realisation: students already practise many future-ready skills, digital tools, creativity, AI, collaboration, without being aware of them. The resilience activities (Resilience Reflection, Failure is Feedback) reframed mistakes as feedback; students moved from seeing failure as negative to describing it as an opportunity to learn, which is precisely the growth mindset the Manual sets out to build.

What this adds to the evaluation

Taken together, the tracking log and the classroom debriefs reinforce the survey findings from a direction the numbers alone could not reach. The log shows that the Manual was implemented across all four modules, throughout the term, in a natural sequence, which is strong practical evidence that the material is feasible and complete in real classrooms. The Spanish debriefs show what the impact looked like up close: students becoming more self-aware, more curious about the world of work, more deliberate about decisions, and more resilient about setbacks. These are the same outcomes the rated surveys captured, here expressed in the concrete language of the classroom. The main limitation, that tracking data is partial and covers three countries, is worth stating plainly, but it does not weaken the central point: where teachers documented their implementation in detail, the Manual did what it was designed to do.

FULFILMENT OF OBJECTIVES AND INDICATORS

The detailed data analysis in the previous chapters allows a clear, evidence-based assessment of whether the piloting delivered on the commitments made in the application form. This chapter maps the results onto the quantitative and qualitative indicators and onto the project objectives. Taken together, the evidence shows that CAGEA met its piloting targets and delivered on its objectives: the two central results were validated by their target groups, the reach targets were achieved, and teacher satisfaction exceeded the required thresholds by a wide margin.

Quantitative indicators

All quantitative indicators associated with the piloting were achieved or exceeded.

Indicator	Target	Achieved	Status
Online educational platform in English and all partner languages	1	1	ACHIEVED
Teachers trained and piloting the results (3 × 5 partners)	15	21	EXCEEDED
Students reached through the piloting	450	489 (90+ per country)	EXCEEDED
Consortium members better trained in career guidance	14	14	ACHIEVED

The multilingual platform was delivered and used in all five piloting countries. Twenty-one teachers piloted the results against a target of fifteen, and each piloting country engaged more than ninety students, so the overall target of 450 students was comfortably met. As noted in the methodology, the number of individual survey responses (489) can be lower than the number of students who took part, because some students worked and answered in pairs or small groups; the participation targets were therefore met in practice.

Qualitative indicators

The qualitative indicators concern the satisfaction of teachers and students and the satisfaction of the partners.

Indicator	Target	Achieved	Status
Positive feedback from teachers on the Manual	80%	96.7%	EXCEEDED

Indicator	Target	Achieved	Status
Positive feedback from teachers on the Platform	80%	95.2%	EXCEEDED
Positive feedback from students (mean, 5-point scale)	positive	3.85/5	ACHIEVED
Partner satisfaction with WP3 implementation	100%	Confirmed*	ACHIEVED

* Partner satisfaction is measured through the project quality surveys carried out after each transnational meeting and reported in the separate Quality Reports.

Teacher satisfaction was far above the required 80% threshold: 96.7% of teacher answers on the Manual and 95.2% on the Platform were positive, at means of 4.71/5 and 4.58/5. The three overall platform questions – satisfaction, willingness to continue and willingness to recommend – each reached 100% positive.

Student feedback was also positive. Across all 24 rated questions the student mean was 3.85/5, which sits clearly on the agreement side of the five-point scale, and every question and every question block scored above the neutral midpoint of 3. The two most experiential blocks – engagement and the platform experience – reached means of 3.90 and 3.91. Measured this way, the indicator of positive student feedback is met. For completeness, if "positive" is defined by the stricter top-two-box measure (only ratings of 4 or 5), 65.4% of student answers qualify; the gap between the two measures reflects a large share of students choosing the middle-positive point rather than any negative reaction. The strongly favourable open answers in the student chapter confirm this reading: students consistently reported discovering new professions, understanding themselves better and enjoying the activities.

Fulfilment of project objectives

Beyond the numeric indicators, the piloting evidence supports a clear judgement on the project objectives. The main objective of CAGEA is to train teachers and families and equip them with career-guidance resources so that they can help students make informed choices about their academic and professional future. The specific objectives concern student self-knowledge, informed decision-making, career exploration and the use of digital tools.

Objective	Piloting evidence	Assessment
Train and equip teachers for career guidance	96.7% positive on the Manual; teachers feel more comfortable guiding career discussions (4.74/5) and would reuse the activities (4.95/5).	MET
Help students know themselves better	Self-awareness block positive; teachers report increased self-	MET

Objective	Piloting evidence	Assessment
	awareness and reflection; students name self-discovery activities as favourites.	
Provide skills and tools for informed decisions	Decision-making and option-comparison questions positive; students report feeling clearer about their next steps.	MET
Facilitate career and pathway exploration	Strong evidence: students repeatedly report discovering professions they had not considered; career-exploration activities among the most valued.	MET
Improve digital competences via the platform	Multilingual platform delivered and highly rated by teachers; students engaged with the videos and the learning-style quiz.	MET
Deliver a multilingual online platform	One platform delivered in English and all five partner languages.	MET

The piloting therefore confirms that CAGEA achieved its central objective and its specific objectives. The results equipped teachers with resources they value and intend to keep using, reached the target number of students, and produced measurable impact on self-knowledge, career exploration and engagement. On the strength of this evidence, the project's piloting phase can be considered fully successful and its objectives and indicators fulfilled.

RECOMMENDATIONS FOR IMPROVEMENT

The piloting produced two results that are complete, translated into all partner languages, and validated by consortium and by strong feedback from teachers and students. The great majority of feedback was positive, and no teacher rated any question negatively. The few constructive comments concern how the results are used in the classroom rather than their content. This chapter summarises what teachers suggested and how the consortium will respond, distinguishing what will be kept, what will be corrected, and what may be added as optional support.

The Career Guidance Manual

Feedback on the Manual was very positive: the blocks on impact and on teacher preparedness reached 100% positive, and usefulness scored 4.95/5. Its structure, activities, theory and annexes will therefore be kept as they are. Teachers raised three practical points.

- **Time and scheduling.** Teachers noted that career guidance is hard to fit into individual subject lessons and works best across the school year. The Manual already gives a realistic duration for each activity, so this is a matter of implementation: each partner will support its schools in embedding CAGEA into the curriculum rather than running it separately, and in sustaining it over the years.
- **Age differentiation.** The Manual lists the same age range (13–17) for every activity. To meet teachers' wish for finer guidance, the consortium may either adjust these age ranges or provide a short supplementary sheet indicating which activities suit younger and which suit older students. This is the only adjustment that might touch the Manual, and even then, only lightly.
- **Templates and examples.** The Manual already includes templates and some completed examples; a few teachers asked for more. Any additional examples can be provided as an optional pack by expanding the Annexes, rather than by changing the activities.

One teacher noted that a worksheet read as a translation from another language. This is a genuine localisation error and will be corrected in the affected language; no other change to the Manual is planned.

The CAGEA Online Platform

Feedback on the Platform was equally strong (95.2% positive, with satisfaction, reuse and recommendation all at 100%). Of the 15 teachers who answered the question on what could be improved, four said there was nothing to improve or that the platform was already very good. Its structure and content will therefore be kept as they are. One suggestion stands out, and a few individual comments are noted for the record.

- **More interactivity.** The most common suggestion, from four of the 21 teachers, was for more quizzes, interactive exercises and light gamification (badges, levels, challenges). This is a wish for more on top of a platform teachers already rate highly, not a weakness, and it can be added incrementally without changing the platform's structure.

The remaining comments were single voices: one teacher (echoed by one student) noted that some resources are not easy to find, one mentioned a non-native tone in some dubbed video audio, and a couple of students wished the content felt slightly more practical. None reflects a shared need. The signposting could be improved lightly and the dubbing reviewed as a small quality fix, but no structural change is warranted.

Summary

Very little needs to change. The validated Manual and Platform will be kept as they are; the only corrections are targeted localisation fixes (one worksheet translation and some video dubbing). Where teachers asked for more support, the consortium will respond through implementation help rather than by reworking the results: partners will support their schools in building CAGEA into the curriculum and, in future, in training teachers to deliver it, and any gaps in age guidance, examples or interactivity will be met with optional supplementary materials or light additions. This protects the validated outputs while showing clearly where the small gaps are and how they will be addressed.

CONCLUSION

The piloting phase set out to answer a straightforward question: do CAGEA's two central results, the Career Guidance Manual and the online Platform, work for the people they were built for? The evidence gathered across five countries, from teachers, students and, informally, parents, gives a clear and consistent answer. They do.

The numbers are strong and point the same way throughout. Teacher satisfaction with the Manual averaged 4.71 out of 5, with 96.7% of answers positive; satisfaction with the Platform averaged 4.58, with 95.2% positive; and student feedback echoed both. The reach targets were met or exceeded, with 21 teachers against a target of 15 and 489 student responses against a target of 450. Every quantitative and qualitative indicator tied to the piloting was achieved. But the strength of this evaluation is not only in the scores. It is in how closely the different sources agree. The rated surveys, the open-question responses, the activity tracking log and the detailed classroom debriefs all describe the same thing from different angles: students becoming more self-aware, more curious about the world of work, more deliberate in their decisions and more resilient in the face of setbacks, and teachers who found the material practical, feasible and worth their time.

The qualitative evidence gives this its texture. Teachers described students who began, sometimes for the first time, to think seriously about their futures, to recognise their own strengths, and to see the connection between what they study and where it might lead. The activity log confirmed that teachers moved through all four modules across the whole term, evidence that the Manual is not only well received but usable from start to finish in a real school year. And parents, though never formally surveyed during the piloting, made themselves heard anyway: activities travelled home, families took part, and parents said they wished they had had this kind of guidance themselves. That unprompted response is one of the clearest signs that CAGEA is reaching beyond the classroom into the wider ecosystem it was designed to support.

Where the piloting pointed to refinements, they were small and specific: targeted localisation fixes, clearer age guidance, and more implementation support for teachers who want to build CAGEA into their curriculum. None of this touch the substance of the validated results. The consortium's response is therefore to protect what works and to help teachers use it, rather than to rework materials that their target groups have already endorsed.

Taken as a whole, the piloting confirms that CAGEA has delivered on its founding premise: that career guidance should begin early and should be a shared task across teachers, students and families. The results have been tested in real classrooms, validated by the people who use them, and embraced with enough enthusiasm that teachers and students alike accepted recognition for taking part. CAGEA enters its final phase with results that are not just complete but proven.