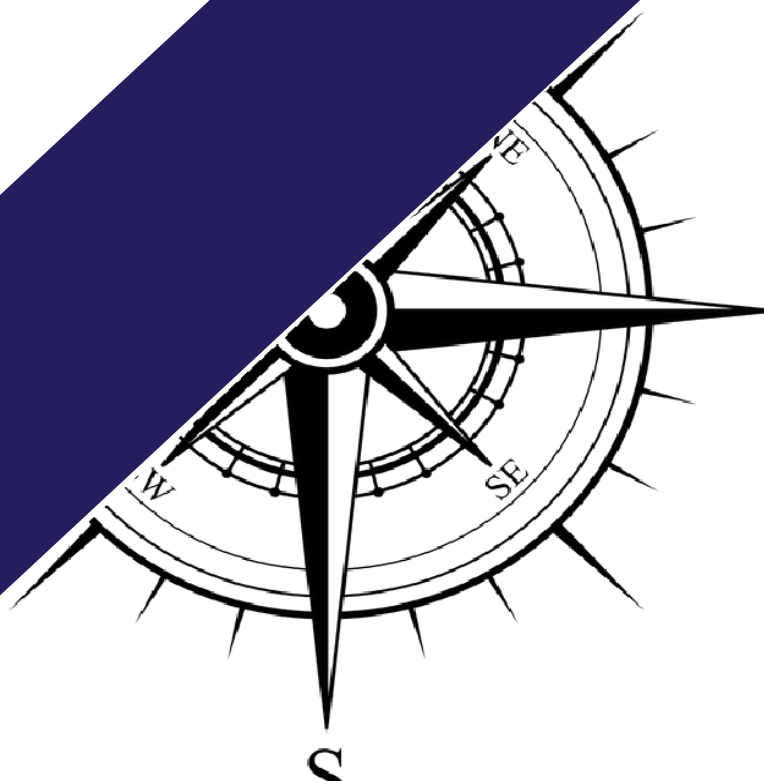




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MY COMPASS

Enabling students' agency in their route to the future

Erasmus+ project n. 2023-1 -IT-KA 220-SCH-000156174

WP3 – Evaluation Report of the experimentation of career guidance sessions



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1. The experimentation of career guidance sessions

1.1 Introduction

The activity of experimenting a career guidance session – as part of the WP3 – marked a critical juncture in the ongoing effort to enhance student career guidance across diverse educational contexts in Europe. Conducted **between February and May 2025**, this phase was designed to deepen the understanding of how guided, personalized interventions can support students in navigating academic and life decisions. Through a combination of **psychometric questionnaires**, **dialogic engagement**, and **reflective analysis**, the experimental activities sought to integrate data driven insights with human empathy, offering a holistic model for student development.

1.2 Participant selection criteria and methodology

Choice of the students

The selection process was underpinned by a clear intention to engage students experiencing various forms of **vulnerability**, ensuring that the project reached those most likely to benefit from targeted support. **A total of 100 students and 40 teachers were selected** - 25 students and 10 teachers from each of the four partner schools.

Each institution adopted a context sensitive approach to defining vulnerability:

- At the *Istituto Omnicomprensivo di Orte* (Italy), located in an area with high migratory flow, the primary criterion was **cultural and linguistic disadvantage**. Selected students included 16 from migrant backgrounds, 3 from mixed nationality families, 2 with learning difficulties, 2 coping with the loss of a parent, and 2 facing difficult family dynamics.
- In *Athens*, the *53rd General Lyceum* prioritized students from **low income households**, while also including foreign students and children of **single parent families** demographics often at risk of educational exclusion.
- The *Liceul Teoretic Ovidius* in *Constanța* (Romania) focused on students from **socio economically disadvantaged backgrounds** and those at risk of **early school leaving**, reflecting broader concerns about academic disengagement.
- The *Escola Secundária José Saramago* (Portugal), situated in a peripheral urban zone, selected



students from **economically marginalized groups and ethnic minorities**, in response to the high risk of dropout in the area.

Choice of the teachers

Teachers were chosen based on their **involvement in career guidance training (WP2) and in career guidance pre-existing processes**, and their **readiness** to undertake the demands of training, assessment administration, and data interpretation. Their **varied backgrounds** contributed to a rich, multidimensional approach to implementation.

- The I.O Orte selected teachers who had received training as career counsellor and tutors – the last as new professional figures defined by the Decree No. 328 of 22 December 2022 approved the Guidelines for Guidance.
- The Ovidius high school selected teachers based on an invitation issued by the high school with the only restriction for the ones who act as form teachers (diriginti) for final year classes who could participate in the training events without involving their students.
- The 53rd Lyceum of Athens promoted a voluntary participation of the teachers after an illustrative meeting held at the beginning of September 2024.
- As far as the José Saramago Institute the teachers have been chosen among them that are part of the management and the international office that monitors the Erasmus projects, and also as the teachers of students who have participated to the experimental activity and with whom the students have a close relationship.

1.3 Overview of activities during the experimental phase

The WP3 activities were conceived as a multi-step process designed to guide students through an **introspective and personalized exploration of their strengths, values, and aspirations**. Each phase built upon the previous, allowing for a coherent and deeply engaging experience.

a) Questionnaires' answering

Students completed three validated psychometric questionnaires via the CALLING platform:

- I. **RIASEC** (Holland 1997) → The RIASEC test consists of 42 questions and returns an individual profile with three characters most relevant to the person (Occupational Interests).

- II. **Portrait Values Questionnaire** (Schwartz, 2003) → The Portrait Values Questionnaire consists of 21 questions and returns an individual profile with the values most relevant to the respondent. (Relational Values).
- III. **Values in Action Survey** (VIA, Peterson & Seligman, 2004) → The Values in Action Survey (VIA) test is composed of 96 questions and returns 6 universal virtues and 24 character strengths that are present in every historical period and culture (Character Strengths).

Once answered the questionnaires, each student received a **personal report** – automatically generated by the platform – containing descriptions of all the results obtained at each questionnaire. Following, some screens of part of the personal report.

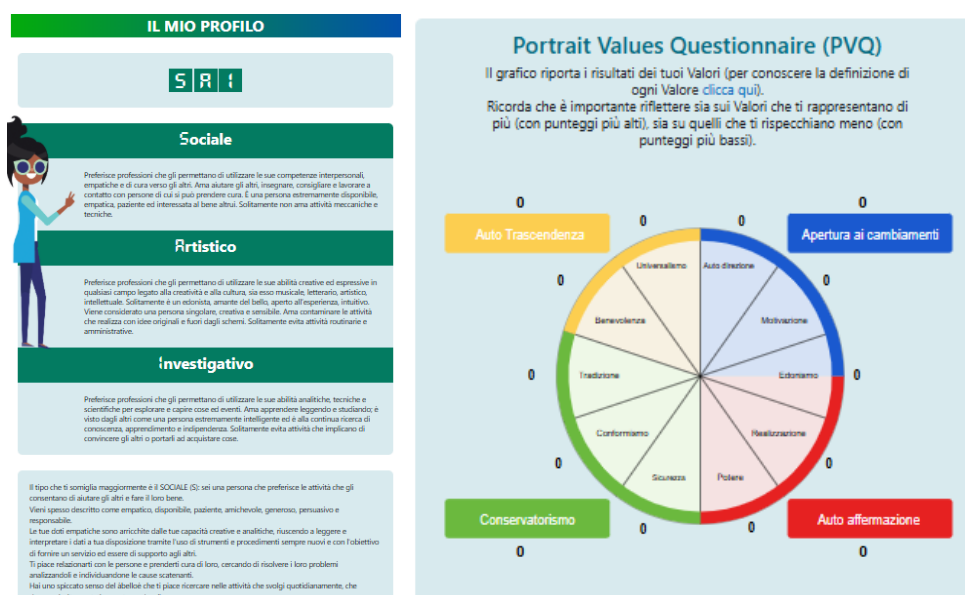


Figure 1 - Screens of personal report

b) Individual career guidance interviews

After answering the questionnaires, **each student participated in a one-to-one interview with a teacher previously trained on the career guidance model**. In particular, teachers were trained to foster students' **self-reflections, agency and narratability** during the interview. To this aim, the discussions were not prescriptive but reflective, providing students with space to:

- Interpret and question their questionnaires' results.
- Identify strengths and areas for growth.
- Consider academic or career pathways aligned with their personal profile.



- Discuss challenges or uncertainties and devise possible strategies to address them.

The teacher acted as a **neutral facilitator** offering guidance without imposing opinions, **fostering an environment of trust and non judgmental support**.

c) Profile synthesis

In the final stage, teachers analysed the **quantitative and qualitative data** to construct a detailed profile for each student. This entailed:

- Integrating questionnaires' results with insights gathered during interviews.
- Drawing interpretive conclusions about potential future pathways.
- Creating a narrative that could guide further educational planning.

This task required both analytical rigor and familiarity with psychological constructs, an area where some teachers felt still underprepared, highlighting the need for **improved training resources**.

2. Evaluation method and results

2.1 Evaluation method and tools

The evaluation of the experimental phase was necessary to assess **how teachers put in practice the concepts, methodologies, and Career guidance tools** provided through the methodological Toolkit. This activity aimed to identify what worked in the training process, in the materials supplied, and in their application with students, in order to highlight strengths and areas for improvement. The goal was to further support teachers and ensure the **project's sustainability**, particularly in view of transferring its outputs to other schools.

The evaluation process involved **two activities targeting teachers**—the project's primary beneficiaries—and **one activity for students** who took part in the *Career guidance* sessions, in order to ensure a comprehensive and as objective as possible assessment. These activities are described below:

Teachers

1. **SELF-ASSESSMENT QUESTIONNAIRE.** The questionnaire is focused on two dimensions: **perceived self-efficacy** in independently managing a *Career guidance* session and the **perceived**



impact of the session on students. Self-efficacy, intended as the perceived ability to successfully perform a task, is considered a valid **indirect measure of an individual's actual competence level**. The questionnaire asked teachers to assess their self-efficacy in performing **key Career guidance tasks**: introducing questionnaires to students, analyzing the results, reflecting on possible biases and prejudices, addressing students' vulnerabilities, and discussing the results with them.

The perception of impact, on the other hand, referred to the **outcomes** teachers observed in students as a result of the activities, with particular focus on the promotion of **self-reflection** and **agency**—both considered as expected outcomes of a *Career guidance* process.

2. **INDIVIDUAL REPORT FOR EACH STUDENT.** Teachers were required to prepare one report for each student, based on the results obtained from the *Career guidance* questionnaires. The report followed a **structured format** and requested the following elements: a brief description of the **results at the three questionnaires** and an overall **reflection** on those results (including supporting evidence and highlighting elements of coherence and incoherence); and possible **professional implications** that were hypothesized and discussed with each student. This report made it possible to evaluate how teachers concretely applied the concepts and methodologies provided during the training.

The combination of the questionnaire and the report ensured the **comprehensiveness** of the evaluation process, integrating a self-report measure of teachers' perceived efficacy to manage a Career guidance session with a performance-based measure.

Students

Students answered a questionnaire focused on two dimensions: **satisfaction** with the *Career guidance* session and **perceived impact**. Many items assessed in this questionnaire mirrored those in the teachers' version, allowing for a comparison between the perceptions of the two groups.

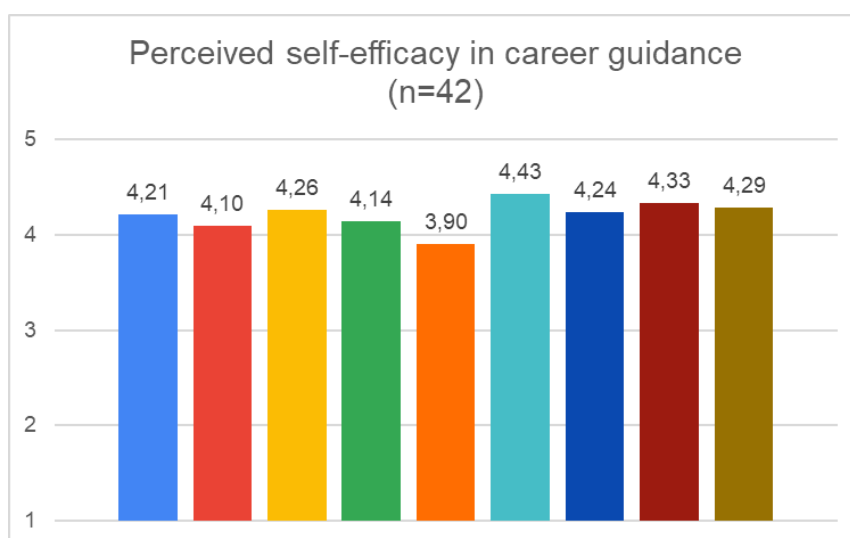
The satisfaction-related questions explored the **quality of the initial information** provided by the teacher, the teacher's **relational skills and sensitivity**, and the **platform usability** (the platform where answering questionnaires and accessing personal final report).

The perceived impact dimension focused on students' self-assessment of their level of **self-awareness**, as well as their inclination toward **self-reflection** and **career planning**—evaluated at the end of the *Career guidance* session and in relation to it.

2.2 Results

Teachers - Self-assessment questionnaire

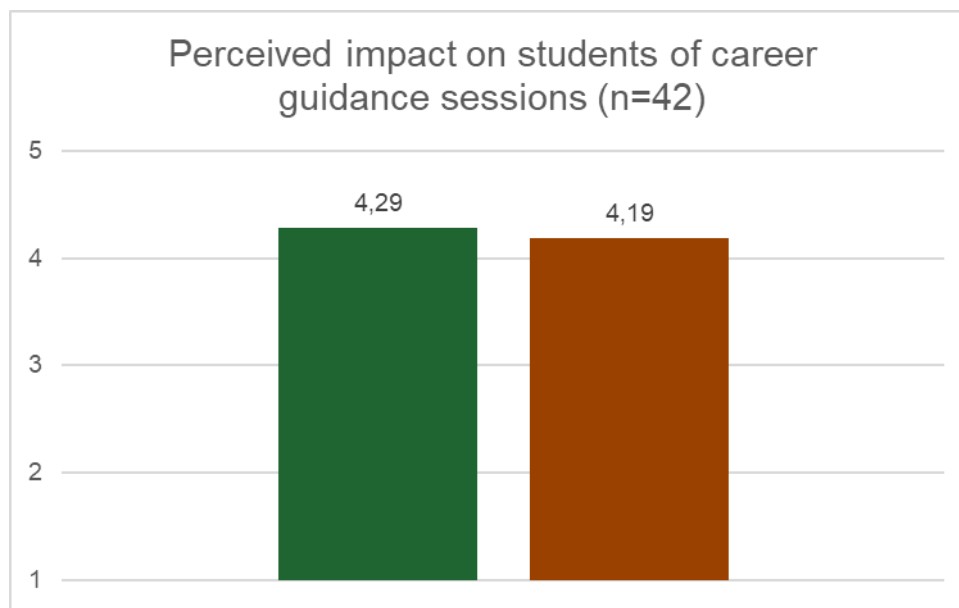
The questionnaire was completed by all **42 teachers** from the four schools that took part in the experimental phase. Teachers were asked to rate their perceived level of self-efficacy in independently carrying out specific tasks, using a **1 to 5 scale** with the following rating values: 1 (not at all confident), 2 (slightly confident), 3 (somewhat confident), 4 (quite confident), 5 (extremely confident). Below are the average scores obtained for each item in the questionnaire:



- 1. Introducing students to the contents of the three questionnaires
- 2. In case of a student with vulnerability, anticipating its possible impact on his/her career decisions and path, in order to elaborate preventive actions
- 3. Conducting proper analysis of the results obtained by a student at each questionnaire
- 4. Conducting proper integrated analysis of the results obtained by a student at the three questionnaires
- 5. Identifying possible biases/prejudices affecting your analysis or the student's answering
- 6. Promoting student's self-awareness and stimulating self-reflection
- 7. In case of a vulnerable student, reasoning together on the obstacles he/she faces and on their impact on career decisions
- 8. In case of a vulnerable student, highlighting all the positive resources (individual, social and contextual) that can help with career decisions
- 9. Defining adequate and personalized next-step planning with the student

Figure 2 - Items and results of teachers perceived self-efficacy

The final two questions of the questionnaire explored the perceived impact of the Career guidance session on students, using a response scale ranging from **1 (not at all successful) to 5 (extremely successful)**. Below are the average scores obtained for each item.



- 1. Overall, how successful do you think you have been in promoting students' self-reflection?
- 2. Overall, how successful do you think you have been in promoting students' agency?

Figure 3 - Items and results of perceived impact on students

With reference to the nine questions concerning perceived self-efficacy in independently conducting *Career guidance* activities, comments on the results are provided. **Overall, all but one question recorded an average score above 4**, indicating that teachers feel capable of performing—at a good or higher level of effectiveness—all the **key activities involved in a *Career guidance* session**. This is, in itself, an **excellent result**, highlighting the ability of the training activities delivered and the educational materials provided to equip teachers with the necessary knowledge. Perceived self-efficacy, in fact, reflects the extent to which individuals feel able to mobilize their available resources in order to adequately perform a given task. In particular:

1. Teachers reported a good level of self-efficacy in **providing students with the information on the three questionnaires (RIASEC, PVQ, VIA)** and their relevance for guidance. This initial activity is of great importance, as it introduces students to the tools used, offering clear information on the topics investigated, the aims of the activity, and the usefulness of the Career guidance sessions. Clear communication at this stage ensures **stronger student engagement**.
2. Teachers reported a good level of self-efficacy in proactively **identifying and supporting students with vulnerabilities**. This likely reflects both their prior experience and the



commitment already present within schools towards inclusion. Career guidance is only one of several areas where conditions of vulnerability may emerge; schools are already involved in addressing such conditions in relation to academic performance and peer relationships. Nevertheless, Career guidance presents specific challenges, which is why each school prepared an in-depth Document on selected vulnerability conditions. The positive results obtained also reflect the quality of these documents. **However, 20% of teachers rated themselves only as “somewhat confident” in this area**, suggesting a need for additional information on the relationship between vulnerability and Career guidance, as well as further practical experience.

3. Teachers reported a good level of self-efficacy in **analysing each questionnaire's results separately**, in line with the theoretical constructs underpinning the tools and the operational instructions provided. This task is crucial, as it generates initial reflections on students' results and characteristics, shaping the entire Career guidance process and its outcomes. The ability to interpret results effectively directly affects the **quality of reflections** and **suggestions** offered to the student. The high average score confirms the effectiveness of the training materials and the graphic improvements made to the individual report generated by the Calling platform, which helped facilitate result interpretation and readability.
4. Teachers reported a good level of self-efficacy in performing an **integrated analysis of the results from the three questionnaires** for each student, although with a slightly lower average score. In fact, **20% reported feeling only “somewhat confident” in this task**, which is indeed the most complex in the entire Career guidance process. The slightly lower average score is therefore understandable, being the **first time** for teachers in facing a similar task and considering also the **information load** they had to face: they had to compare information coming from three different questionnaires and also to make reflections on emerging consistency and/or contradictions and on professional implications. **The overall score is therefore very positive**, confirming the quality of the didactic material provided—especially the Document on the Case Studies, which, based on five real-life cases, simulates the process of integrated analysis of questionnaire results.
5. Teachers reported a good level of self-efficacy in **identifying possible biases/prejudices** affecting their analysis or the student's answering. However, this activity received the **lowest average score**, with responses mostly clustered around a value of 4 (50% of respondents), while



20% rated themselves as “somewhat confident” and 7% as “slightly confident”. **Some teachers do not feel particularly effective in addressing the influence of biases/prejudices**, whether their own or those of students. Regarding teachers' own biases/prejudices, this outcome is understandable considering their implicit, unconscious, and deeply rooted nature, and the significant effort required to become aware of them. Teachers may perceive themselves as more effective in recognizing student biases/prejudices. In any case, the training material on this topic included in the Document on the Case Studies proved effective in providing initial guidelines on how such biases/prejudices may manifest. **Nevertheless, this remains a key area for improvement**, given the strong impact that biases/prejudices can have on the entire Career guidance process, the quality of outcomes, and the protection of vulnerable students.

6. Teachers reported a good level of self-efficacy in **promoting self-awareness and stimulating self-reflection** in students when discussing results with them. This activity received the **highest average score among all items**. This likely reflects the teachers' extensive experience with similar activities in areas beyond *Career guidance*. Promoting self-awareness and stimulating self-reflection are key priorities for schools and integral to teachers' everyday practice. It is therefore likely that teachers can easily transfer these competences to the context of *Career guidance*, applying what they already do in relation to their teaching subjects or extracurricular activities.
7. Teachers reported a good level of self-efficacy in **discussing with vulnerable students** the difficulties they face at school and their impact on career decisions and path. This activity received a slightly higher average score than item 2, which concerned anticipating the needs of vulnerable students. **Teachers may feel more effective when directly engaging with students** to reflect on their problems and the obstacles they experience. Once again, the positive result likely reflects the ongoing experience and commitment within schools towards the inclusion of vulnerable students, as well as the insights documented in each school's report on vulnerability management.
- Teachers reported a good level of self-efficacy in **identifying positive resources** (individual, social, and contextual) **that can help vulnerable students** with career decisions. Highlighting such resources is essential to support students in navigating *Career guidance* tasks and in making informed decisions. **Individual resources refer to personal qualities** of the student (emerging



either from questionnaire results or from the teacher's prior knowledge). **Social resources refer to support networks** available to the student or within the local area (e.g., local counselling services for specific conditions, local guidance centres). **Contextual resources include relevant regulations or protective measures** (e.g., scholarships, facilitated pathways to employment such as hiring quotas for people with disabilities). Here too, the strong results likely reflect the schools' existing experience and commitment to inclusive education practices for vulnerable students.

9. Teachers reported a good level of self-efficacy in **defining adequate and personalized next-step planning** with each student. This is a strategic activity marking the conclusion of a *Career guidance* session: based on the results from the questionnaires and the reflections developed, the teacher supports the student in planning concrete actions toward their career objective. **However, approximately 17% of teachers rated themselves as only “somewhat confident”**. This lower perception of efficacy is coherent with the evaluations reported by the students (see below, item 5). Indeed, defining adequate next-step planning requires a highly personalized approach and familiarity with a variety of possible actions and support tools. While such information was included in the training activities and the methodological Toolkit, further materials may still be needed.

Below are brief descriptions on the results of the two questions regarding perceived impact.

1. Teachers perceive to have been successful in **promoting students' propensity and willingness to reflect on themselves** and to do it in a career prospective, that is a fundamental step in taking good decisions on their career.
2. The same applies for the evaluation of success in **promoting students' willingness in planning their career and take concrete actions**, even if the average value is slightly lower than the previous, consistently with the difference between the 2 items related to self-efficacy in similar activities.



Teachers – Report on each student

The analysis of the reports produced by teachers highlights a genuine commitment and a good level of competence in applying the Career guidance concepts and methodologies into practice. The attempt to provide students with a comprehensive view of their profile—going beyond quantitative results to include emotional, motivational, and narrative dimensions—proves effective.

However, some cross-cutting critical issues emerge, particularly regarding the balance between analysis (of questionnaires' results) and proposal (reflections on the student), the management of misalignment between questionnaires' results and student aspirations, and the language used in the reports.

Common strengths

- **Careful and multidimensional observational approach:** Most reports show a good ability to capture cross-cutting elements—academic, personal, and relational—and to integrate them into a coherent narrative of the student.
- **Empathy and active listening:** Teachers demonstrate increasing sensitivity in recognising emotional, relational, and motivational difficulties.
- **Effort to build integrated profiles:** There is a clear commitment not to reduce *Career guidance* to a questionnaire-based diagnosis, but rather to provide students with a complex and multifaceted view of their developing identity.
- **Recognition of motivational plurality:** In several cases, internal tensions (e.g., desire for autonomy and need for security) are valued as potential strengths rather than inconsistencies to be corrected.

Cross-cutting areas for improvement

- **Tendency toward prescriptiveness:** In several contexts, especially in the concluding sections of the reports, there is a tendency to propose specific professional roles, sometimes presented as near-definitive recommendations. While well-intentioned, this approach risks reducing *Career guidance* to a selective rather than exploratory function.
- **Bias toward standardised or stereotyped professions:** Some recommendations still appear to

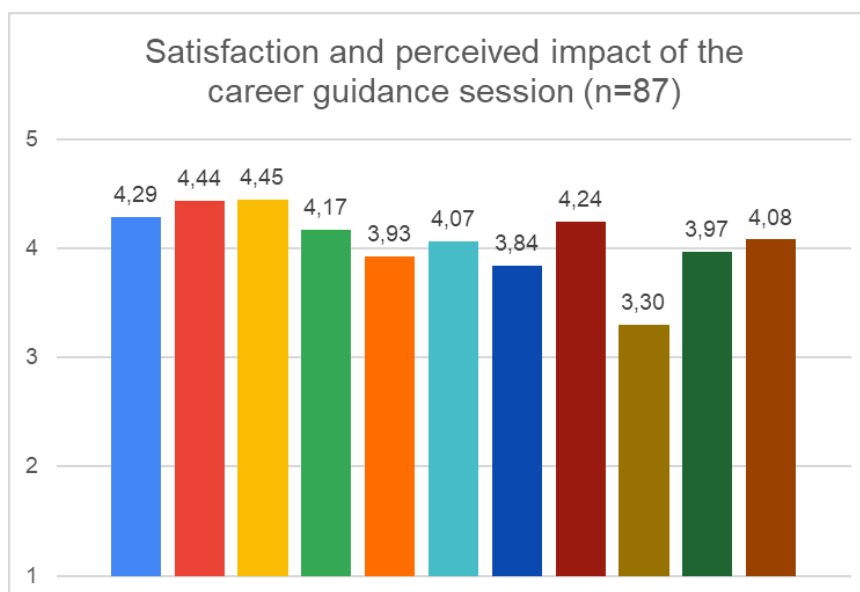


be influenced by implicit biases, including gender stereotypes or socio-cultural expectations (e.g., suggesting teaching to empathetic girls or IT careers to introverted and high-achieving students). It is important to remain vigilant against such automatisms and to adopt a more open and inclusive perspective.

- **Limited exploration of misalignment between questionnaire results and student choices:** When discrepancies emerge between questionnaires' outcomes and the student's aspirations, they are often merely stated rather than explored as opportunities for deep self-reflection and motivational insight.
- **Limited use of values as a motivational driver:** The PVQ is often treated as a static list, rather than as a dynamic key to understanding internal tensions, desires for change, and possible future directions.
- **Few experiential proposals:** Reports often remain at a descriptive level, without offering tools, activities, or concrete experiences that could help students to test their intuitions and interests in practice.

Students

The questionnaire was completed by **87 students** from the four schools that participated in the experimental phase. To facilitate student answering, **the questionnaire was translated into the official language of each country**. Students expressed their opinions regarding their **satisfaction** with the *Career guidance* session and **its perceived impact**, using a 1 to 5 scale with the following rating values: 1) Strongly disagree, 2) Disagree, 3) Neither agree nor disagree, 4) Agree, 5) Strongly agree. Below are the average scores obtained for each item in the questionnaire.



- 1. Before answering the three questionnaires, I received clear information on each of them (for example, their contents and aim)
- 2. After answering the questionnaires, the teacher supported me well in analysing my results
- 3. When discussing my results with the teacher, my opinions and needs were listened and taken in account
- 4. The reflections made on my results with the teacher are representative of me
- 5. I know some of the next steps I can take to move ahead with my career decisions
- 6. After this career guidance session, I am more aware of my personal characteristics (interests, values, etc.)
- 7. After this career guidance session, I know more about my professional preferences
- 8. After this career guidance session, I'm more willing to think about my future
- 9. Platform navigation is easy and intuitive
- 10. The information I needed (for example, how to answer questionnaires, how to access my final report) were clear and comprehensible.
- 11. The final report of my results is easy to read and understand

Figure 4 - Items and results of students' satisfaction and perceived impact

Overall, 7 out of 11 items received an average score above 4, indicating that students were generally satisfied with the various components of the *Career guidance* session they attended. However, the 4 items with average scores below 4 highlight specific areas in need of improvement—particularly the navigation of the platform and specific activities related to exploring the professional implications of the questionnaire results and supporting career planning. The lower satisfaction with these latter activities aligns with the levels of self-efficacy reported by teachers for similar tasks (specifically items 4 and 9 of the teacher questionnaire). Despite the slightly lower ratings for some items, the overall



result is very positive, confirming that teachers were able to deliver *Career guidance* sessions of good quality, while still leaving room for further improvement.

Nonetheless, **significant differences were registered between the 4 schools**. **Greek and Portuguese** students generally reported **higher scores**, while **Italian and Romanian** students generally reported **lower scores**. The average scores of each school are presented in the section “Students – Results by schools”.

Below is a description of the results obtained for each item related to **students' satisfaction** (students from all schools).

1. Students reported to be **satisfied with the information provided** by the teachers on the 3 questionnaires before entering the career guidance session. This is very important because it provides them with a **clear sense of the activity** they are approaching and clear information on the dimensions analysed, avoiding uncertainty, confusion and reluctance to participate.
2. and 3. Items 2 and 3 can be read together, being related to the relational support offered by the teachers. Students reported the **highest values in satisfaction for the support received in interpreting and reflecting their results and for the teachers' listening ability**. This is also a very good result, being the quality of relation with the career counsellor a strategic element in career guidance, because it fuels **trust** in the process and sustain an **open and participative approach** to the guidance activities.
4. Students reported to be **quite satisfied with the representativeness of the reflections** made with their teachers. They perceive those reflections as quite real and relevant for them, but of course there is room for improvement. This is another key element in career guidance, related to the capacity of identifying connections between results at questionnaires (and also with evidence from daily life at school) and **gaining insight on each student**. Beyond this, it is important for teachers to always spend time in explaining carefully their reflections to the student and then ask him/her his/her opinion, verifying if he/she agrees and, if not, why.

Below is a description of the results obtained for each item related to **students' perceived impact** (students from all schools) at the end of the guidance session.

5. Students reported knowing **only some of the concrete options available to plan their career**. This is an aspect that deserves attention, but it is understandable considering that a good career plan is an



expected outcome for individuals who already have a **mature level of professional identity**; in these cases, even a limited number of Career guidance sessions may be sufficient. Given the limited time allocated to each session and the teachers' relatively limited experience in the field of Career guidance, this result can nonetheless be considered satisfactory.

6. Students reported to be **more aware of their personal characteristics** related to questionnaires' results. The average value is barely above 4, so there is room for improvement, but overall is good. This result can be combined with those at item 2 and 3: **teachers were able in discussing results and reflections with students**, probably leveraging on relational and conversational skills they usually use in their teaching processes. The result of this item is confirmed by the good level of self-efficacy reported by teachers in a similar task (item 6 of the questionnaire for teachers).
7. Students reported to **know a bit more about their professional preferences**, but the value is below 4 and it is the **lowest among the 8 items** related to satisfaction and impact, so there is room for improvement. Teachers should reflect more with each student on the connections between questionnaires' results and **professional outcome**; they also should dedicate enough time in **exploring different professional alternatives** with the student. It is important to keep in mind that to identify specific professional preferences is not the expected outcome for all students, depending it on the maturity of their professional identity.
8. Students reported to be **more willing in planning their career**. This is a good result related to an important expected outcome. It is fundamental that students find career planning as a **desirable task**, as something **purposeful**. This predicts a **greater engagement** in guidance activities and a greater investment of time and energies in the process. In turn, this leads to **better career decisions**. Teachers were able to stimulate students and to ignite their willingness in thinking about their future.

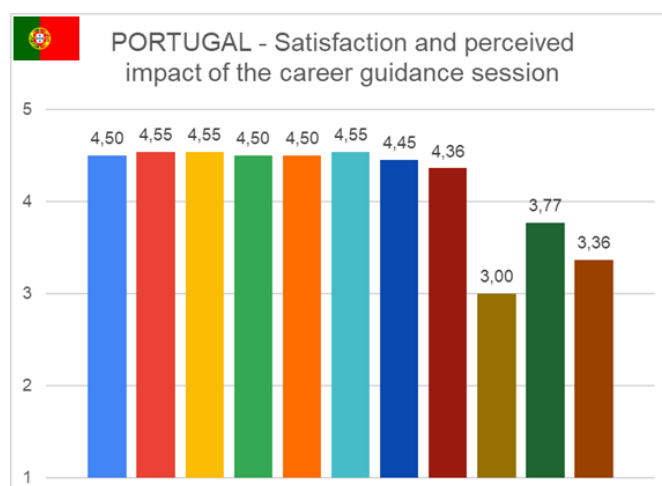
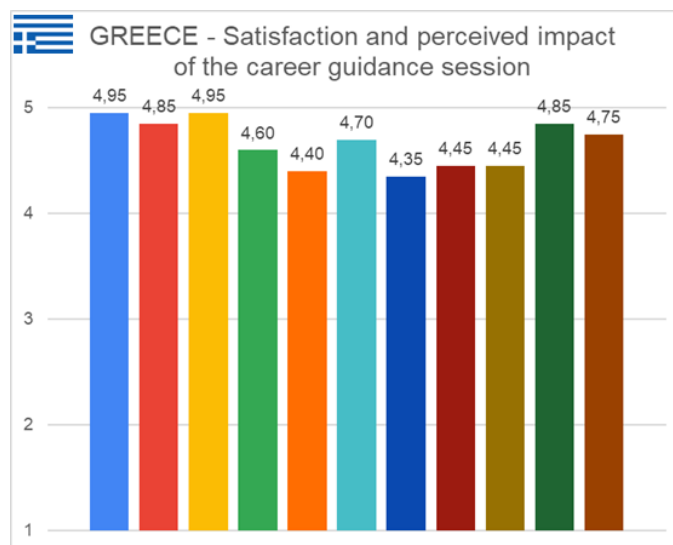
Below is a description of the results obtained for each item related to the **experience with the web platform** where students answered the questionnaires and accessed their personal report.

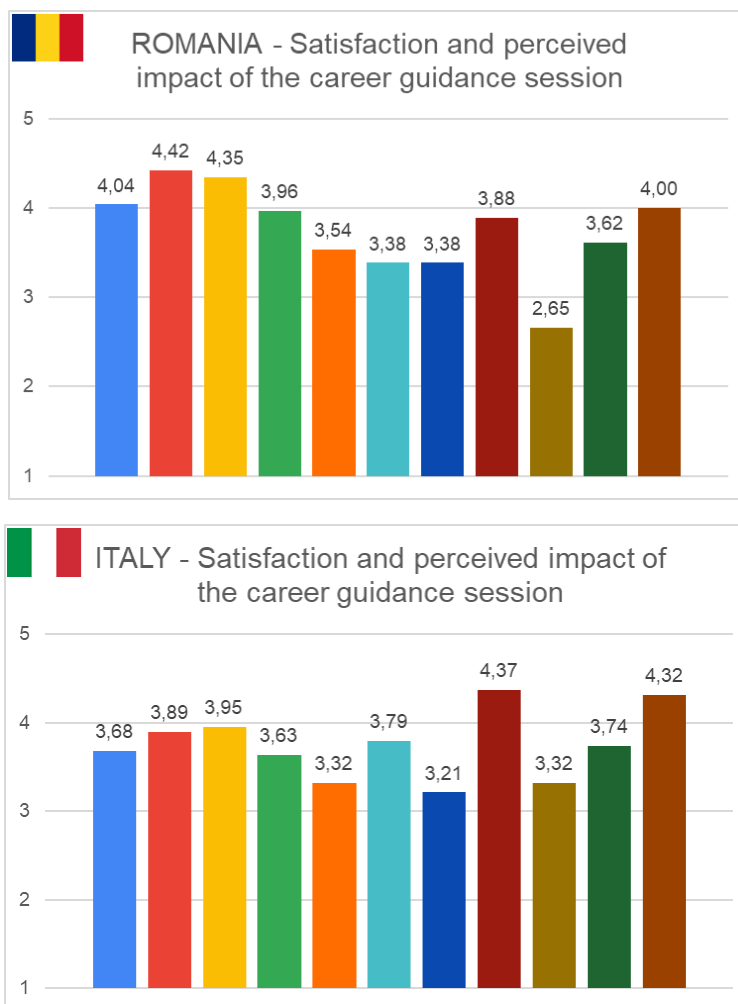
9. Students reported to be **not that satisfied with the platform navigation**. The item received the lowest value, well **below 4**. Thanks to the comments received in a free **open question** that asked for suggestions of improvement, it was possible to know more about where to intervene, in particular on the look and feel of the platform, the number of steps to reach questionnaires/personal report and specific functions to be implemented.

10. Students reported to be **barely satisfied of the information available** on the platform they needed to perform the task requested. Information was judged as **clear** and **comprehensible** enough to finalise the tasks, but there is room for improvement to offer a better user experience.
11. Students reported to be **barely satisfied of the information they found in the personal report**, were all the questionnaires' results are gathered. Information was judged quite easy to read and understand, also reflecting the **graphical changes** implemented before the experimentation, aimed at facilitating results visualization and readability.

Students – Results by schools

Below are the average scores obtained by each school at the questionnaire.





- 1. Before answering the three questionnaires, I received clear information on each of them (for example, their contents and aim)
- 2. After answering the questionnaires, the teacher supported me well in analysing my results
- 3. When discussing my results with the teacher, my opinions and needs were listened and taken in account
- 4. The reflections made on my results with the teacher are representative of me
- 5. I know some of the next steps I can take to move ahead with my career decisions
- 6. After this career guidance session, I am more aware of my personal characteristics (interests, values, etc.)
- 7. After this career guidance session, I know more about my professional preferences
- 8. After this career guidance session, I'm more willing to think about my future
- 9. Platform navigation is easy and intuitive
- 10. The information I needed (for example, how to answer questionnaires, how to access my final report) were clear and comprehensible.
- 11. The final report of my results is easy to read and understand

Figure 5 - Items and results of students' satisfaction and perceived impact (by school)



As can be observed by the graphs above, **significant differences were registered between the 4 schools. Greek and Portuguese** students generally reported **higher scores**, while **Italian and Romanian** students generally reported **lower scores**. Furthermore, while Portuguese students reported homogeneous high scores on the items related to satisfaction and perceived impact (but not for the items on the platform), the scores of the other 3 schools follow a similar distribution pattern among items. Therefore, **the comments on the results presented in the previous section are particularly relevant for Italian and Romanian schools.**

Apart from the items related to the platform, whose responsibility does not fall under schools' responsibility, the **most critical items for Romania and Italy are 4, 5, 6 and 7**. The first is related to the **representativeness of the reflections** for each student, while the other are related to the impact of the career guidance, in particular on **career planning** and **self-awareness** of personal characteristics and professional preferences.

2.3 General considerations on results from the TPM in Athens

A shared vision for the future

During the final project meeting in Athens, a strong collective consensus emerged among partner schools regarding the **enduring value of the project**, relying mainly on the future use of the web platform. Teachers and coordinators alike emphasized that structured, reflective career guidance processes, especially when combined with individualized support, can serve as powerful tools for educational empowerment.

Moreover, the idea of **making the platform even more easily accessible** was **enthusiastically endorsed**. Participants affirmed that expanding access could benefit a **broadier population of students**, offering them the possibility of informed, self-aware decision making at a critical juncture in their development.

A parallel point of convergence was the **shared recognition of the need to improve teacher preparation**. There was wide agreement that **training resources must be redesigned** to adopt more accessible, school friendly language free of excessive technical jargon while still preserving conceptual depth. This would enable more teachers to use the guidance tools effectively and confidently, thereby enhancing their **reach** and **pedagogical impact**. At the same time, considering the **significant amount of knowledge and competencies** requested by guidance activities, teachers have to **dedicate a relevant time to familiarise and acquire properly all the information provided**, and also keep practicing with



guidance sessions and conduct **peer-review sessions** aimed at improvement.

Strengths and challenges identified

Feedback from the participating schools revealed several key outcomes:

Positive impact on students

- Students consistently reported **increased self awareness** and a greater **sense of agency** in making decisions about their futures.
- The career guidance interview was **widely appreciated** as a moment of **meaningful dialogue** an opportunity for reflection with a supportive adult who was perceived as both competent and empathetic.
- Many students described the process as their **first real chance** to engage in introspective conversation about themselves and their goals.

These insights suggest that while the platform's potential is considerable, its successful implementation depends on **more accessible training frameworks**, **clearer language**, and **pedagogically aligned resources**.

Teachers' Perspectives

While teachers praised the conceptual and practical value of the intervention, they also noted a number of challenges:

- **Difficulty interpreting the psychological data** without a background in psychometrics or behavioural science.
- **Uncertainty in translating questionnaires' results into personalized, accurate student profiles.**
- **Time and cognitive load** required to **conduct interviews** and synthesize findings meaningfully.

Conclusions

The WP3 experimental phase has demonstrated both the promise and the complexity of integrating psychometric insight into school based career guidance processes. **It underscored the transformative potential of data informed, dialogue rich interventions**, while also revealing **the pedagogical and technical scaffolding necessary to sustain them.**

In bridging psychological assessment with reflective career guidance, the web platform aims not merely to guide students' choices, but to shape their lives. With careful refinement, broader accessibility, and



sustained collaboration, it has the potential to become a cornerstone of inclusive, future oriented education across Europe.

3. Recommendations for improvement

3.1 Recommendations from the questionnaires

Starting from the results at the questionnaires for teachers and students, the following recommendation for schools are proposed, grouped for the activities emerged as priority to improve:

Performing integrated analysis of results of the three questionnaires for each student

Teachers perceived themselves as barely effective in this task. Of course, to improve it is necessary to **keep practicing** and so getting more and more familiar with questionnaires' dimensions and comparison task. To accelerate this process, they could **attend group sessions of peer review with colleagues**, in which a teacher could expose his/her analysis on a student's results and then assessing in group the quality of teacher's inferences.

Analyzing in advance the potential impact of a students' vulnerabilities on Career guidance processes and career choices

Teachers perceived themselves as barely effective in this task. In addition to the information and good practices already included in the Documents on vulnerability conditions, **teachers could carry out group analysis sessions on real cases** (past or current) **of students with specific vulnerabilities**, highlighting common elements related to the vulnerability condition and defining preventive or mitigation actions to be implemented at the school system level. In the future, for students falling in the same vulnerable condition, teachers could discuss to **understand in detail the concrete obstacles he/she faces** (e.g. lower self-esteem and ambition, difficulty in defining one's identity, scarce cultural/social capital, etc.) and all the possible positive resources that can help.

Contrasting bias/prejudices incidence

Teachers perceived themselves as barely effective in this task. Bias and prejudices are by nature hard to detect and contrast because they are implicit and acted automatically. Following, some recommendations



to contrast teachers' own bias/prejudices when interpreting and students' bias/prejudices.

As for teachers' bias/prejudices:

- **Confirmation bias:** before starting to analyse the student's profile, teachers **should suspend judgement** and ask themselves: "What is the idea I have developed of this student so far and why?"; "How rigid is the idea I have?"; "Is it possible that there are other aspects of the student that I have not noticed or got to know, and that my idea is based on a stereotype/prejudice?".
- **Gender bias:** teacher could ask themselves: "Have I considered all possible motivations behind the student's responses, regardless of their gender?"; "Is there concrete evidence to support the idea that certain interests or skills are related to gender?"; "Am I taking students' actual interests and abilities into account or am I emphasising social expectations regarding gender?".

As for students' bias/prejudices (e.g. social desirability, introjected gender bias, acquiescence):

- **Comparison with other sources of information:** teachers could compare questionnaires' results with other sources of information, such as classroom observations, previous teacher evaluations, or parental feedback. This can provide a more complete and accurate view of students' abilities and interests.
- **Deepening students' results:** when discussing results with the student, teachers could deepen the students' answers by asking them to explain the reasoning behind their choices. This can help identify any discrepancies between the answers given in the questionnaires' and the students' true inclinations and skills.
- **Critical reflection:** teachers can encourage students to reflect critically on questionnaires' results, helping them examine their answers and assess their accuracy concerning their personal experiences and goals.

Maximizing the representativeness of reflections for each student

Students judged the reflections elaborated by the teacher as quite real and relevant for them, but there is room for improvement. Before meeting the student, teacher could reflect carefully on the **connections between questionnaires' results and what they already know about the student** (e.g. from classroom observations, previous teacher evaluations, or parental feedback), also paying attention to bias/prejudices incidence. As said for improving the ability in performing integrated analysis of results at the 3 questionnaires, **group session of peer-review** can be of help in this process.

Furthermore, when meeting the student, it is very important to dedicate enough time to **explain clearly and exhaustively the reflections elaborated**, showing their relation with real evidences and **asking the**



student his/her opinion on the reflections, being **flexible** in adjusting them.

Defining professional implications of results for each student

Students reported to know only a bit more about their professional preferences, so there is room for improvement. When reflecting on professional implications of each student, teachers should reflect more on the **connections between questionnaires' results and professional outcome**, mainly in terms of preferred **fields of studies** and **job domains**, but also on the preferred characteristics of different **type of employment** (e.g. employed, self-employed or entrepreneur) and **type of organization** (e.g. private, public, NGOs, International Organizations, etc.); they could also dedicate time in exploring **different professional alternatives** with the student (or asking him/her to do it and then discussing them in the next conversation), analysing pros and cons of each alternative.

Improving the support in career planning

Students reported knowing only some of the concrete options available to plan their career, and also some teachers reported to perceive themselves as only “somewhat confident” in this activity. When doing career guidance sessions, teachers should **plan to dedicate time to this activity** and could improve their capacity in career planning by acquiring more information on the **available tools and resources** that can help, for example **web portals on higher education pathways, professions or labour market** in general (useful to plan exploration tasks) and **action plan forms** (useful for helping students in defining a schedule of tasks). Both of these resources/tools are presented in the Methodological toolkit. Teachers should also keep in mind that **there is not a standard planning schedule**, good for all students. The type and number of tasks **have to be personalized based on the student's maturity level of his/her professional identity**. For a student that has little self-awareness and appear confused about the future, a good plan could include tasks as searching and getting in contact with further guidance services or extra-curricular experiences, while for students with clearer ideas it could include tasks as researching information on higher education options, job sectors, professions, internships, but also participating to job fairs and preparing a CV.

Improving platform navigation

Students reported to be not that satisfied with the platform navigation. Thanks to questionnaire results and also to feedback received from teachers during TPM in Athens, the following actions will be implemented:

1. **Simplifying and getting more intuitive the web platform navigation**, in particular: reducing



the steps needed for answering and accessing the personal report; re-labelling some platform sections to make them easier to understand; improving the “look and feel” of the platform.

2. Introducing “**send by e-mail**” option for the personal report.
3. Optimizing the navigation for **mobile devices**.
4. **Easing the sign-up process** for teachers and students of other schools not involved in My Compass project, avoiding the authorizing process by Eulab Consulting.

3.2 Recommendations from the report on each student

General recommendations

1. **Promote exploratory language:** avoid prescriptive or conclusive formulations (e.g., “you are suited for...”), using instead expressions that open up possibilities (e.g., “it might be interesting to explore...”).
2. **Use misalignment as a reflective lever:** when discrepancies emerge between data and aspirations, they should be interpreted as opportunities for dialogue and personal growth (e.g., “what draws you to this direction, even though the questionnaire suggests something different?”).
3. **Use personal Values as a transformative resource:** motivational profiles should be interpreted as dynamic and contextual, rather than fixed predispositions.
4. **Propose concrete guidance activities:** each profile should include at least one actionable experience (e.g., interviews, workshops, etc.) that makes future planning more tangible.
5. **Monitor implicit biases:** promote training and self-reflection pathways for teachers to identify and contrast stereotypes incidence that may unintentionally influence *Career guidance*.

Recommendations for each school

The following recommendations are based on an analytical observation of the practices implemented by each participating school, with particular attention to the *Career guidance* feedback provided and the use of the proposed tools. These suggestions consider the distinctive strengths that emerged—such as narrative depth, data integration, or sensitivity to individual trajectories—as well as the areas where there is still room for improvement.

The aim is not to standardise approaches, but rather to support each school in consolidating a reflective and open practice, one that values students' resources and accompanies them in building personal meaning. In this sense, the recommendations should not be interpreted as rigid prescriptions, but as



operational suggestions intended to enhance the **interpretive quality**, **communicative consistency**, and **generative capacity** of the reports.

For each school, the most significant aspects observed in the work carried out are briefly highlighted, followed by areas of improvement and a set of concrete proposals designed to support a targeted development aligned with the school's existing style.

Comprehensive Institute of Orte

Distinctive Strength

The reports reflect a strong commitment to portraying individual subjectivities, avoiding standardised formulas. A remarkable narrative sensitivity emerges, resulting in writing that brings out students' personal stories—often weaving together motivational dimensions with relational and family experiences. This contextual awareness allows for the recognition of subtle meanings and nuances that might otherwise remain hidden, supporting a respectful and attentive guidance approach.

Improvement areas

- In some cases, the interpretation of the RIASEC appears still too rigid or “vocational”.
- Misalignments between student aspirations and questionnaires' results are not always explored in depth.

Recommendations

1. **Move beyond a prescriptive use of the RIASEC:** It is advisable to shift from reading the RIASEC as a “map of professions” toward a more nuanced interpretation focused on operational interests (what the student enjoys doing) and relational styles (how the student interacts with others or the environment). This allows for greater flexibility in the profile and supports a more open and student-centred dialogue.
2. **Give meaning to discrepancies between questionnaires' results:** When inconsistencies emerge between verbalised aspirations and questionnaires' outcomes, avoid drawing quick conclusions. Instead, use these gaps as a space for meaningful dialogue and self-exploration.
3. **Use the PVQ dynamically:** The values questionnaire (PVQ) can be a powerful tool if used not only to describe “who you are,” but also to open discussions about “who you want to become” or “what kind of life you desire.” This requires framing values as evolving motivational forces, rather than static labels.



4. **Integrate concrete experiences:** To prevent students' profiles from becoming abstract or self-referential, each feedback session should be linked to at least one actionable experience aligned with the key points discussed. Extracurricular activities, visits, workshops, or meetings with professionals can serve as spaces for exploration and discovery, strengthening the overall guidance impact.

53rd Lyceum of Athens

Distinctive strengths

The reports demonstrate a strong ability to synthesise and integrate data from different tools, combined with notable interpretative skills that favour complexity over simplification. The approach is non-judgemental, able to welcome students' internal tensions and ambivalences without reducing them to labels. A conscious effort is evident in avoiding forced interpretations or assignments of meaning, leaving space for the personal construction of identity.

Improvement areas

- Some reports conclude with overly specific hypotheses (e.g., “might start a start-up”).
- There is a risk of using the RIASEC in an overly classificatory manner.

Recommendations

1. **Formulate hypotheses in an exploratory way:** Profile conclusions should avoid rigid or definitive statements, instead offering exploratory suggestions that stimulate curiosity. Phrases such as “*might find it interesting to explore...*” or “*could benefit from engaging with...*” encourage openness and experimentation, better suited to students' developmental stage.
2. **Avoid professional labels:** It is advisable to avoid direct references to specific professions (e.g., “lawyer,” “graphic designer”) in favour of broader descriptions of work environments and modalities (e.g., “structured settings,” “collaborative work”). This helps students envision themselves in a variety of scenarios without feeling bound to a single professional path.
3. **Use values as a reflective compass:** The PVQ can be a powerful tool when used to explore value-based ambivalences, such as the desire for autonomy alongside the need for security. Educators can support students in reassessing their choices in light of their values, fostering deeper awareness of their motivations.
4. **Reinforce the concept of identity development:** It is important to communicate to students that



Career guidance is not a definitive act, but rather a step in a broader process of self-construction. In this sense, the profile should not be perceived as a “diagnosis” but as an opportunity to imagine future possibilities and acquire tools for navigating change.

Agrupamento de Escolas José Saramago

Distinctive strengths

The reports developed by the teachers coherently integrate questionnaire results with qualitative reflections on students' personal potential. The interpretative framework is well-structured and demonstrates strong proficiency in cross-referencing motivational traits, professional interests, values, and individual characteristics. The approach seeks to embrace complexity, providing an integrated image of the student rather than a rigid classification. There is a clear intent to support exploration, growth, and autonomy.

Improvement areas

- In some cases, students' profiles appear too “defined” and less open to exploration and change.
- Occasional use of prescriptive language is noted.

Recommendations

1. **Avoid over-defining student identity:** It is essential to keep open the range of possibilities, avoiding descriptions that frame the student too narrowly or conclusively. It is recommended to leave as much space as possible for growth, change, and experimentation—core elements of adolescent development.
2. **Use internal conflicts as a narrative lever:** Rather than “resolving” contradictions between needs or tendencies (e.g., desire for achievement vs. need for security), it is helpful to make these tensions visible and frame them as part of the identity-building process. When viewed developmentally, such conflicts can become powerful drivers of self-exploration and personal growth.
3. **Propose concrete micro-explorations:** To encourage experiential guidance, it is useful to suggest small but meaningful activities that allow students to “test” a possibility, gather feedback, and reflect on their experience. This approach supports a sustainable and gradual transition from thinking to action.



Liceul Teoretic Ovidius

Distinctive strengths

The reports successfully reflect the complexity of students' personal identity without resorting to simplifications. There is a strong ability to connect the different tools (RIASEC, PVQ, VIA) into a cohesive narrative that highlights students' motivations, aspirations, and potential. In particular, a sensitivity to the students' subjective experiences is evident, with attention to the tensions between desires and constraints, and the use of narrative language that portrays a dynamic and open image of the individual.

Improvement areas

- In some cases, the guidance suggestions appear overly definitive.
- Less dominant values are rarely considered.
- The language used tends to become uniform across different reports.

Recommendations

1. **Keep guidance suggestions open-ended:** When formulating insights on future academic or career paths, avoid making predictions that are too definitive. It is advisable to use expressions that invite exploration, suggesting areas or working styles (e.g., “might find creative settings with a degree of autonomy stimulating”) rather than specific roles. This helps keep possibilities open and avoids crystallising student identity too early.
2. **Also value less prominent elements:** Even values that appear less central or contradictory can provide meaningful entry points for deepening identity dialogue. Rather than focusing solely on the most evident traits, it may be useful to bring less explicit elements to light—asking how they manifest in the student's daily life or what role they could play in the future. This enriches the narrative and encourages new reflections.
3. **Avoid narrative standardisation:** Students' profile should be more differentiated, ensuring that each one reflects the unique identity of the student. This can be achieved by highlighting distinctive elements that emerged during the process—such as specific questions, hesitations, or shifts in perspective—so that descriptions do not become too similar across students.