

**PROGRAMME: ERASMUS +
PROJECT TITLE: UNIVET –
UNIVERSITY OR VOCATIONAL
EDUCATION AND TRAINING**



RESULTS OF AN ANALYSIS OF FACTORS INFLUENCING CAREER DECISIONS

**PROJECT NUMBER:
2018-1-DE02-KA202-005015
KEY ACTION: COOPERATION FOR
INNOVATION AND THE EXCHANGE
OF GOOD PRACTICE**

**PROJECT START DATE:
1 SEPTEMBER 2018
PROJECT END DATE:
31 DECEMBER 2020
PROJECT DURATION:
28 MONTHS**



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Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

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Project Title: UniVET – University or Vocational Education and Training

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Results of an analysis of factors influencing career decisions:

1 September 2018 - 28 February 2019

Why do young people decide for vocational training or university studies? Based on this question, a comparative investigation of the decision factors and an investigation of the most important influencing factors within the framework of the UniVET project was implemented from September 2018 until the end of February 2019.

Based on these strengths, a measuring instrument for the potentials and interests of the young people is about to be created between March and October 2019 in order to increase their career orientation. The basic idea behind this is that if the most important factors influencing a young person's career decision can be measured, he can also be advised individually and profitably after a test.

In the long term, the UniVET project aims to improve the career orientation of young people in all partner countries. All stakeholders should be informed about opportunities and, in this context, the acceptance of vocational education and training should be improved in comparison to higher education. One of the main objectives of this project is to raise awareness of vocational training opportunities among all target groups.

“UniVET – University or Vocational Education and Training” is run by TALENTBRÜCKE GmbH & Co. KG and is funded by the Erasmus+ programme of the European Union. The project consortium consists of members from Germany, Spain, Lithuania, Italy and Poland.

Partners

TALENTBRÜCKE GmbH & Co. KG (Cologne/Germany)

- Bildungszentren des Baugewerbes e.V. (Krefeld/Germany)
- Berufsförderungswerk der Bauindustrie NRW gGmbH (Kerpen/Germany)
- Viesoji istaiga Vilniaus statybininku rengimo centras (Vilnius/Lithuania)
- Centro Edile A. Palladio (Vicenza/Italy)
- International Formation Center S.L. (Madrid/Spain)
- Instytut Badan Edukacyjnych (Warsaw/Poland)



BZB
Bildungszentren des
Baugewerbes e.V.



**BERUFSPÖRDERUNGWERK
der BAUINDUSTRIE NRW**



VILNIAUS
STATYBININKU
RENGIMO
CENTRAS

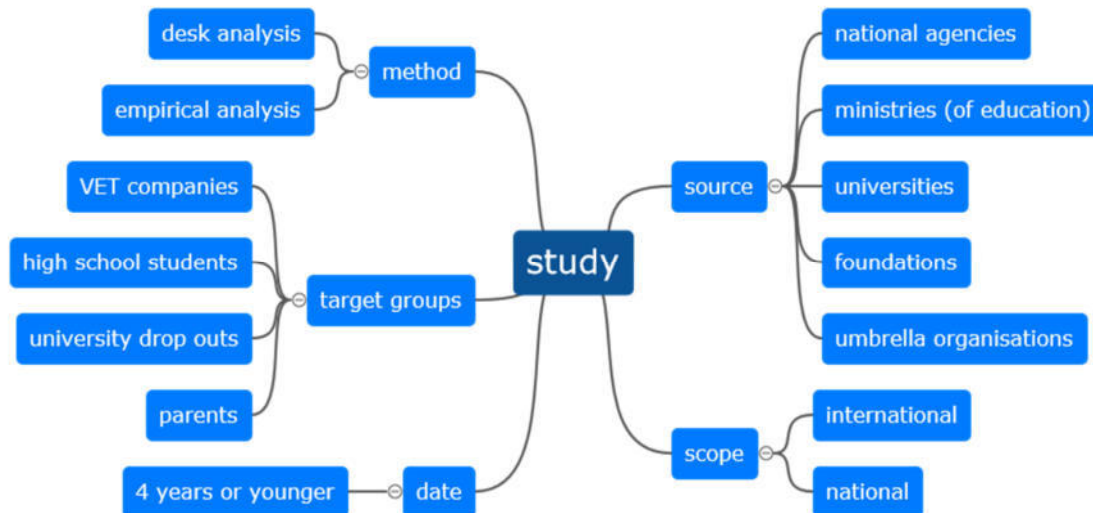
IBE



INSTYTUT
BADAN
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At the beginning of this project standards as well as criteria for selecting the studies to be researched were discussed among the project partners in order to be able to concentrate on the most important factors.



The partners agreed to select existing research reports and studies based on the criteria shown in the figure.

Afterwards all partners summarized all findings of their researches in order to create a questionnaire for the target groups, such as high school students, university drop-outs, parents, schools, employers as well as apprentices.

Additionally, in order to determine main influence factors in work orientation of young people and to receive more different opinions five (inter)national workshops in Germany, Italy, Spain, Lithuania and Poland were organized by all partners. Those Multiplier Events brought together at least ten national and ten international experts.

- Q1: What are the main influencing factors for young people's career decisions respectively decision factors for VET or university?
- Q2: Which are the main personality traits that influence career choices?
- Q3: Why do students increasingly seek in tertiary education, although VET would be more appropriate?

Creation of questionnaires

International Formation Center from Madrid designed a questionnaire to make the main influencing factors measurable in a field test on the basis of the data supplied by the partners as well as the Multiplier Events. IFC took into account what could be included in the questionnaire with regard to the different target groups.

Assuming, between November 2018 and January 2019 a questionnaire survey with the target groups was executed and in direct connection the decision's main influencing factors were deduced.



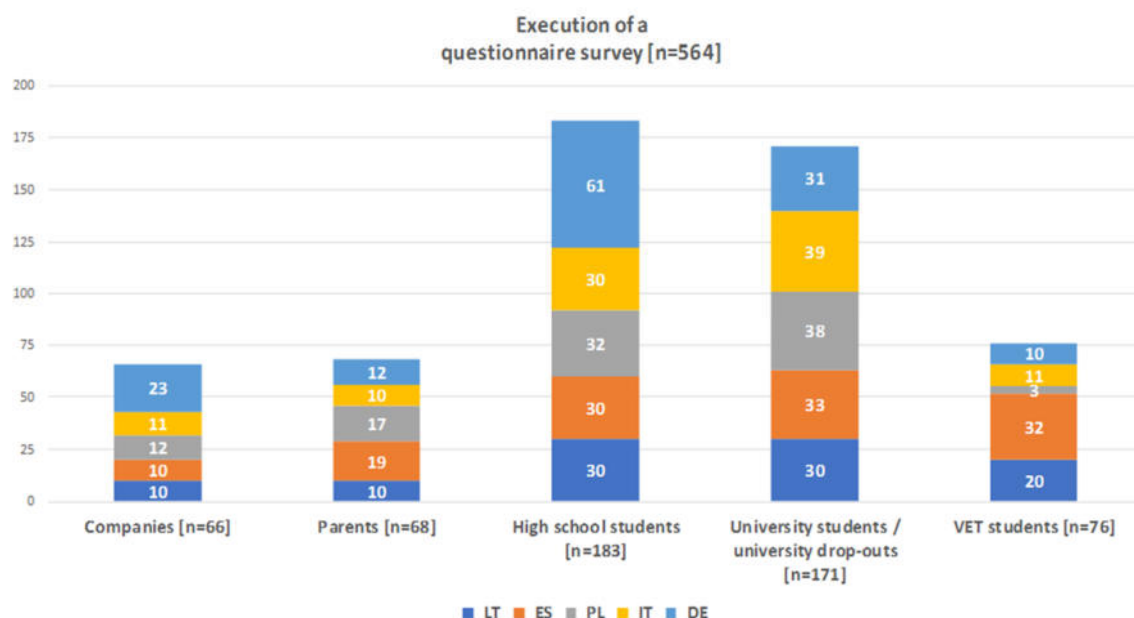
Evaluation of the survey

After collecting five questionnaires of all target groups in all five countries, the respective target groups were summarized in a template and then all questions were coded.

Using the numerical codes for the different answers, it then was possible to identify quantitative differences between the individual questions.

The following diagrams are graphical representations, which result from the evaluations. The sum of 564 completed questionnaires, all with 20 - 30 answers (in total almost 17,000 items) partly also open questions, and their complete evaluation offer a considerably larger amount of data, the evaluation of which can be delivered on request.

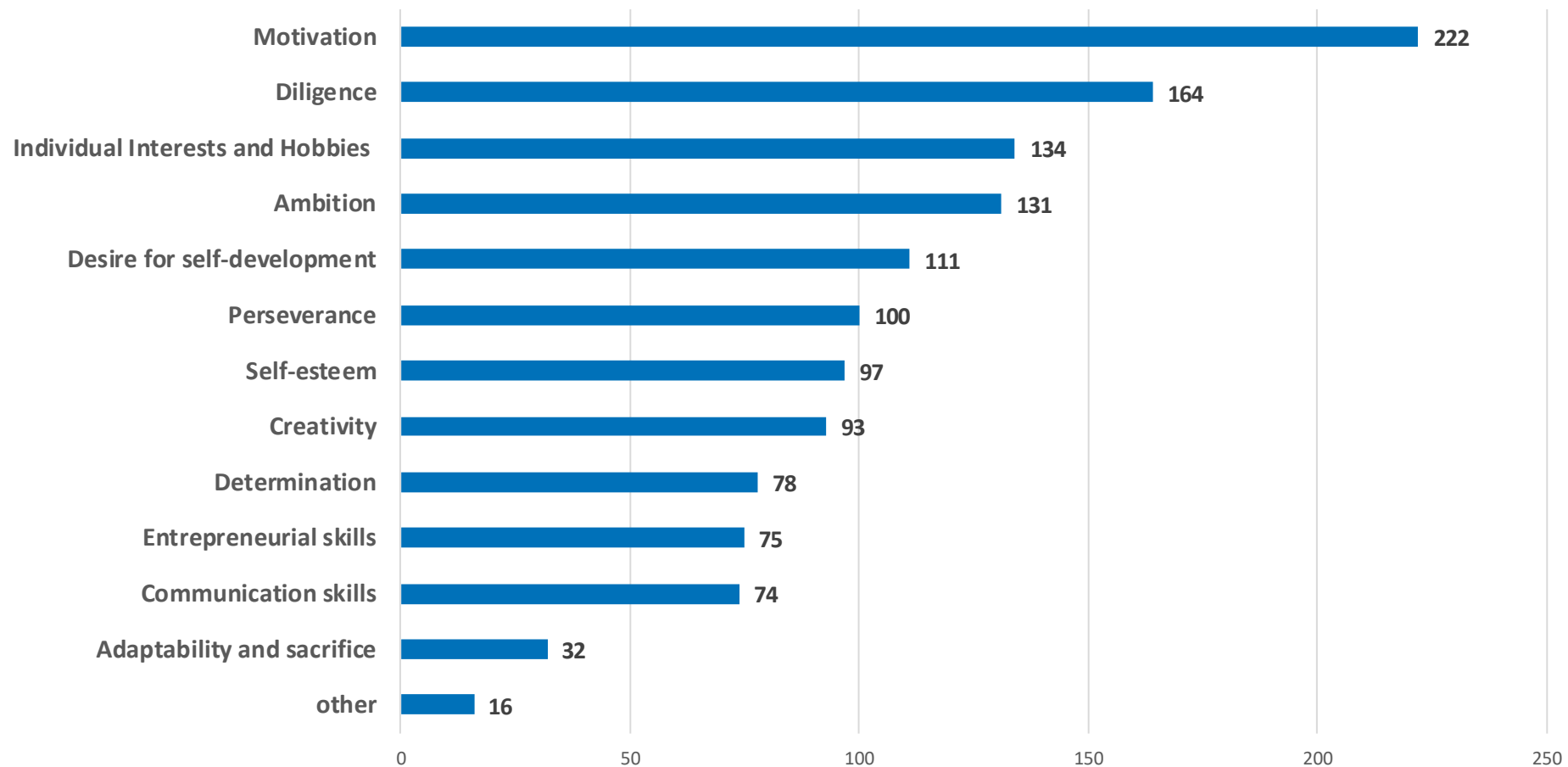
Following the project's objectives the partners focused on the main factors influencing career decisions as well as the country-specific differences.



564 questionnaires, from five different target groups, all with 20 - 30 answers (in total almost 17,000 items) partly also open questions were filled out during the survey



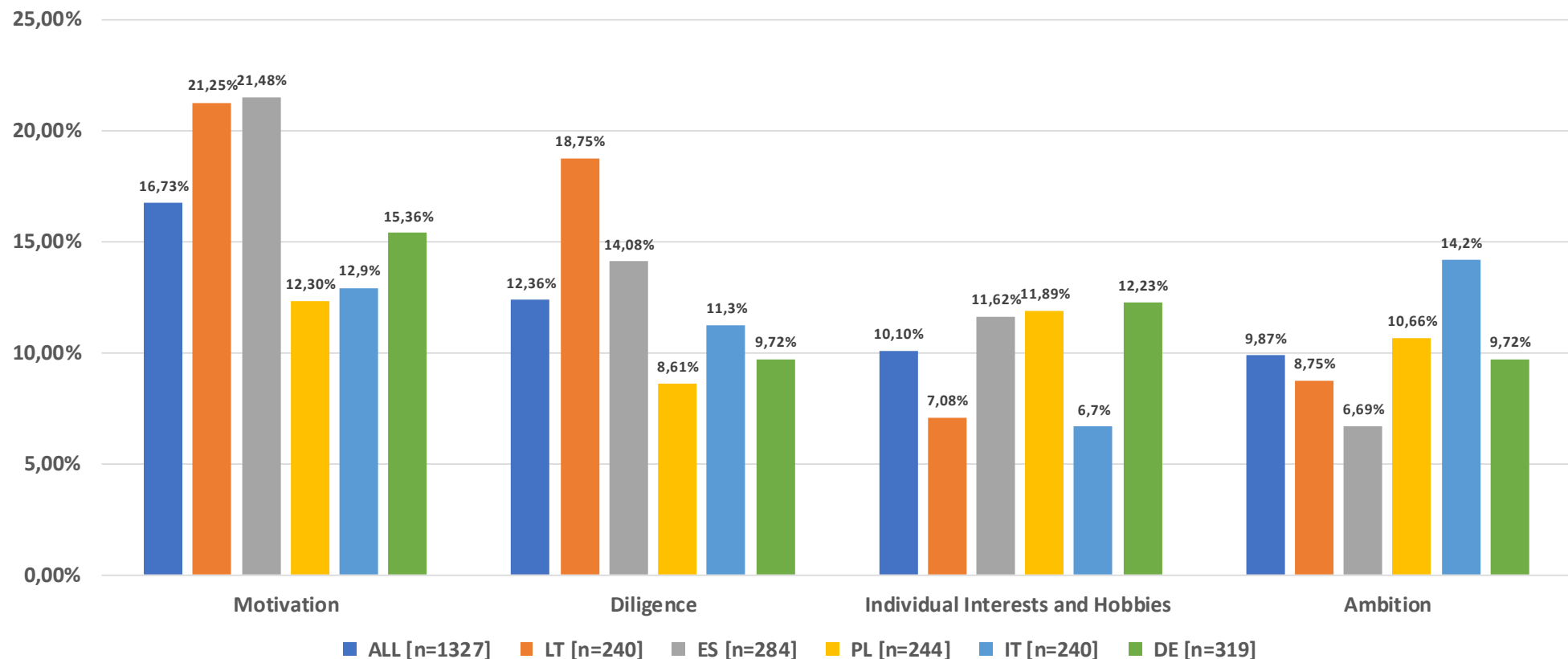
**Personality traits which affected your career choices:
SUM Data ALL [High School / University / VET (n=430)]**



A total of 430 high school students, university students, drop-outs and trainees (VET) commented on the question of which three personality traits significantly influenced their career decisions. Motivation was mentioned most frequently in this context with 222 nominations.

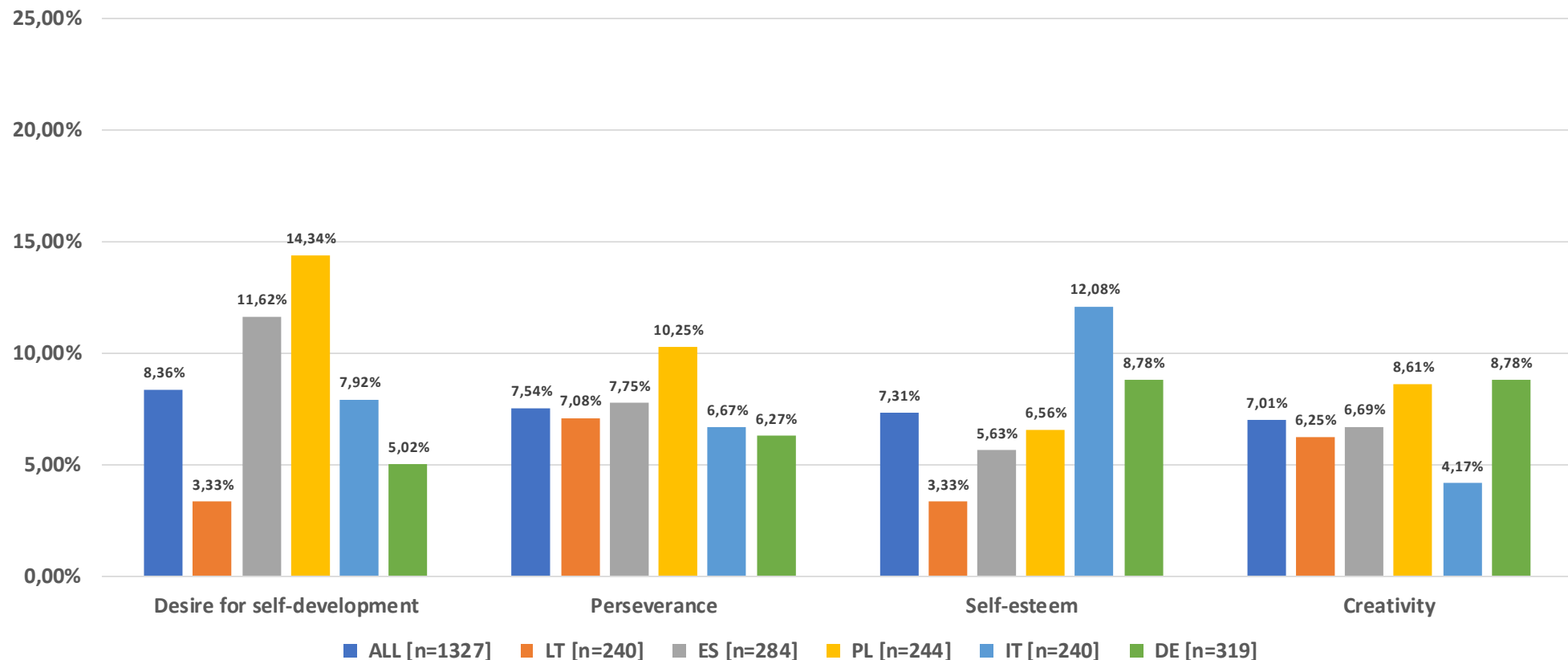


Personality traits which affected your career choices:
Country comparison [High School / University / VET (n=1327 out of 430 questionnaires)] in %



Since motivation was mentioned most frequently in this context, it is worth noting that this characteristic was considered quite important especially in Lithuania and Spain with over 20% of a total of 240 and 284 entries respectively. According to the survey, motivation is also the most important characteristic in Germany. In Italy the most important personality trait seems to be ambition (14,2% of 240 nominations).

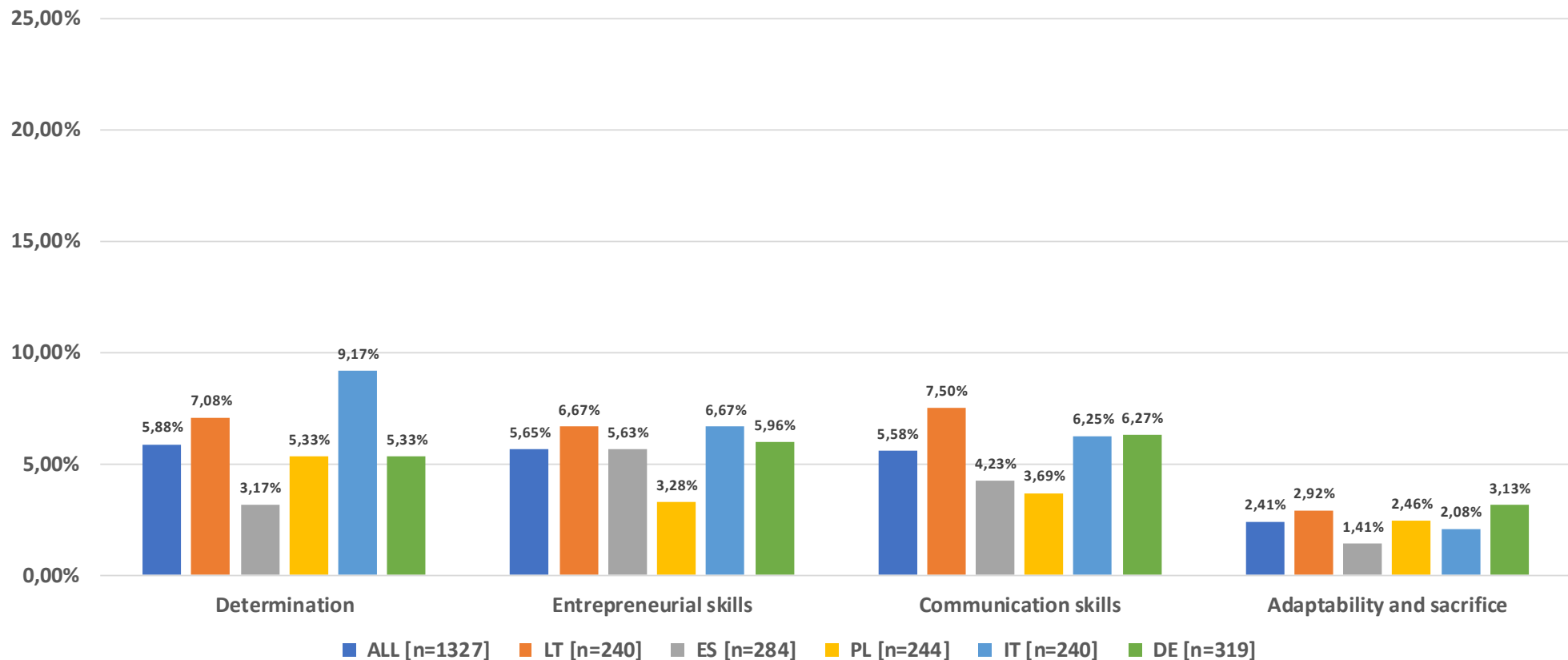
**Personality traits which affected your career choices:
Country comparison [High School / University / VET (n=1327 out of 430 questionnaires)] in %**



It is noteworthy that “desire for self-development” was considered as the most important characteristic especially in Poland with 14,34% of a total of 244 entries. In Lithuania, for example, this personality trait is attributed almost no greater significance (3,33% of 240 entries).

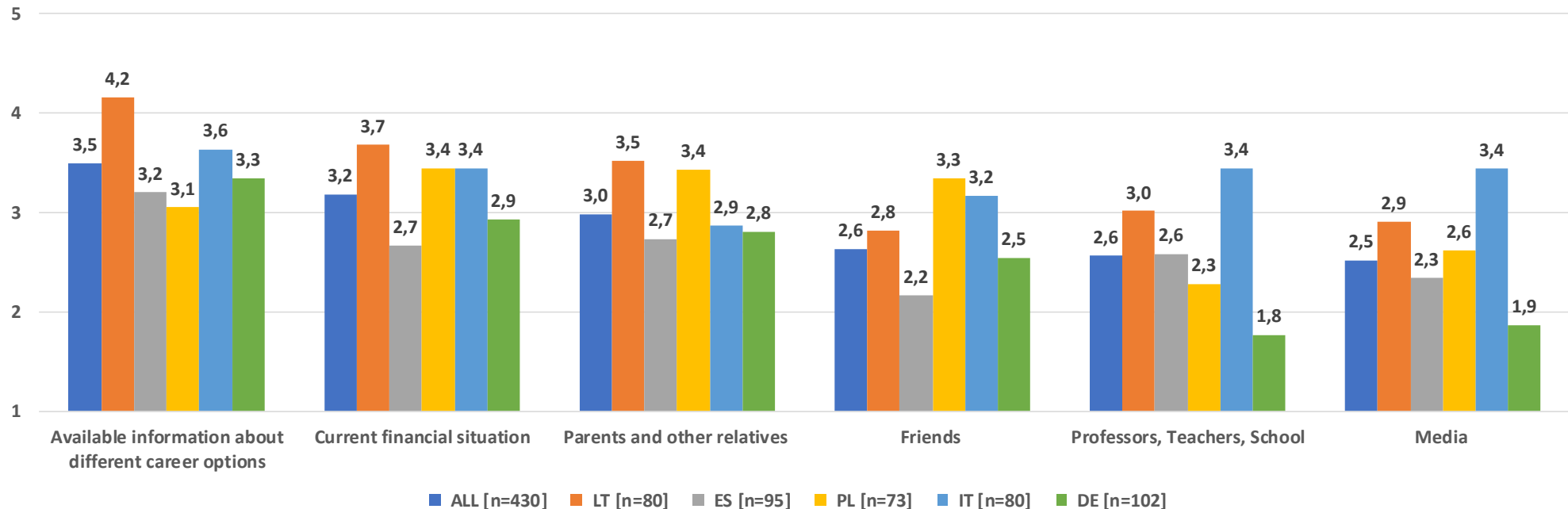


Personality traits which affected your career choices:
Country comparison [High School / University / VET (n=1327 out of 430 questionnaires)] in %



On this chart, the personality traits that are assessed less frequently and thus less important are displayed. The least important is therefore adaptability and willingness to make sacrifices. In this respect, all respondents from all partner countries were in agreement and consistently ranked last in all countries.

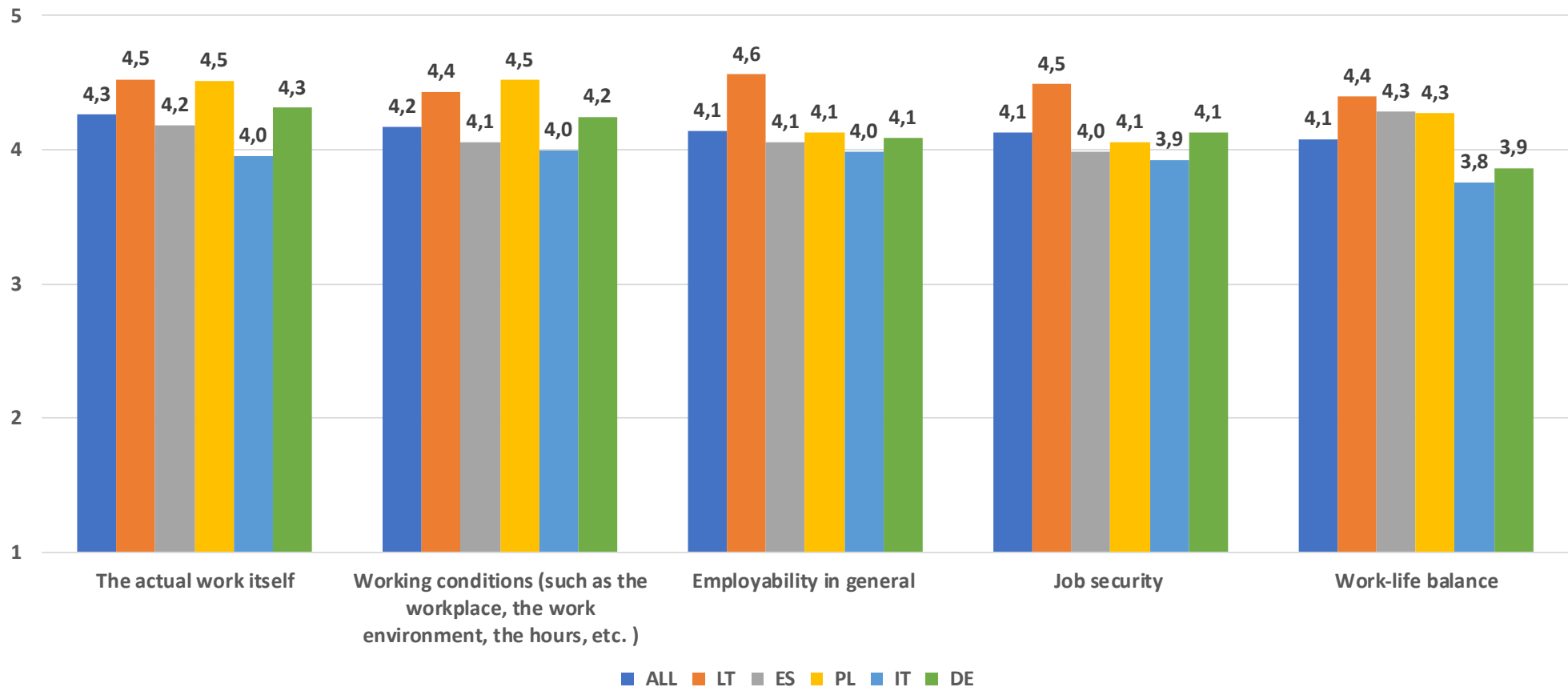
Influence on career decisions:
Country comparison [High School / University / VET (n=430)]
1=no influence at all, 5=very strong influence



These six influencing factors listed here could be classified on a scale of 1 to 5 according to the strength of the influence on career decisions. It becomes clear that the most important overall value was given to available information on existing career opportunities. This was particularly evident in Lithuania, where 80 respondents reached an average of 4.2. What is characteristically surprising about vocational orientation in Germany's schools is that teachers and schools seem to have almost no influence on the career decisions of more than 100 respondents (av. of 1.8).



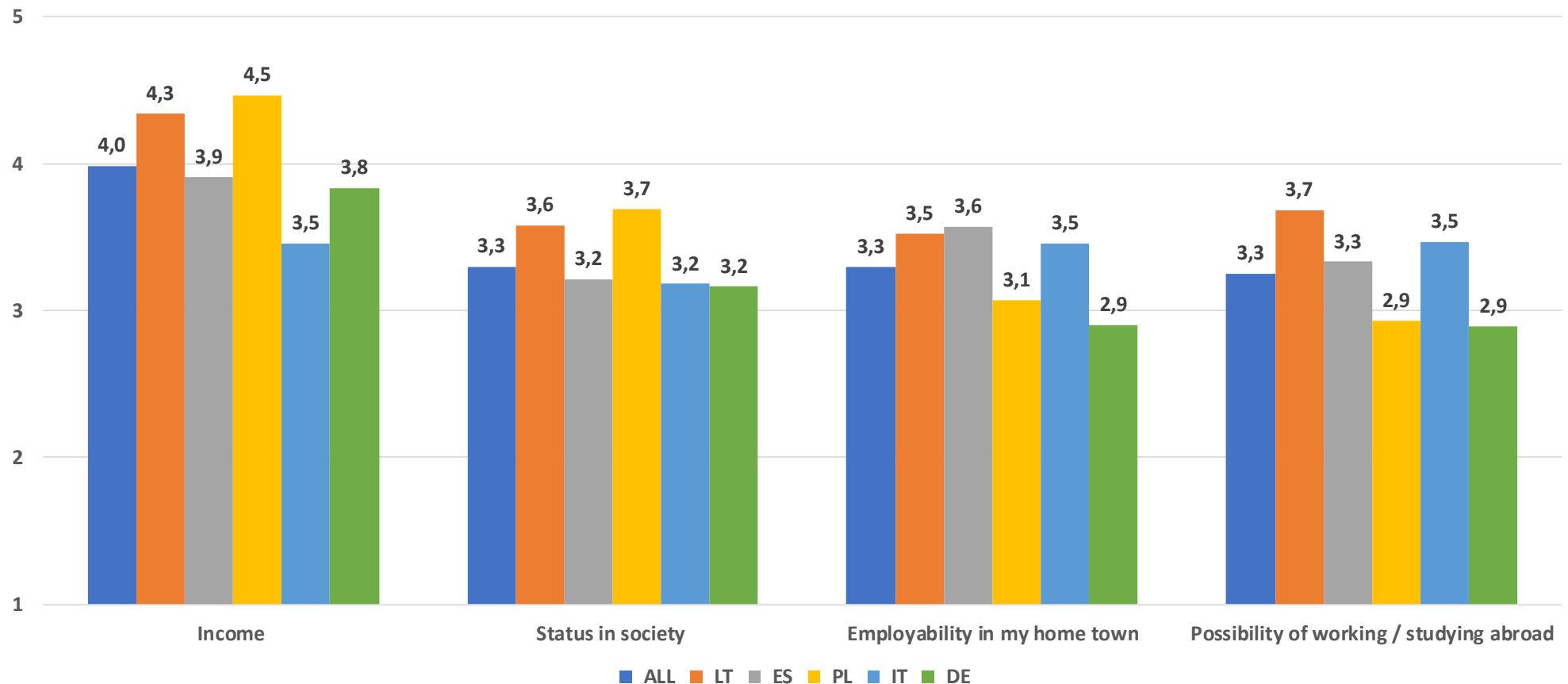
Criteria regarding importance in terms of future job aspirations:
Country comparison [High School / University / VET (n=430)
(1=not important at all, 5=very important)



After extensive research, the questionnaire included nine criteria of higher importance with regard to future career aspirations. These were all generally rated as at least "important". Significant differences could not be calculated here.



Criteria regarding importance in terms of future job aspirations:
Country comparison [High School / University / VET (n=430)]
(1=not important at all, 5=very important)

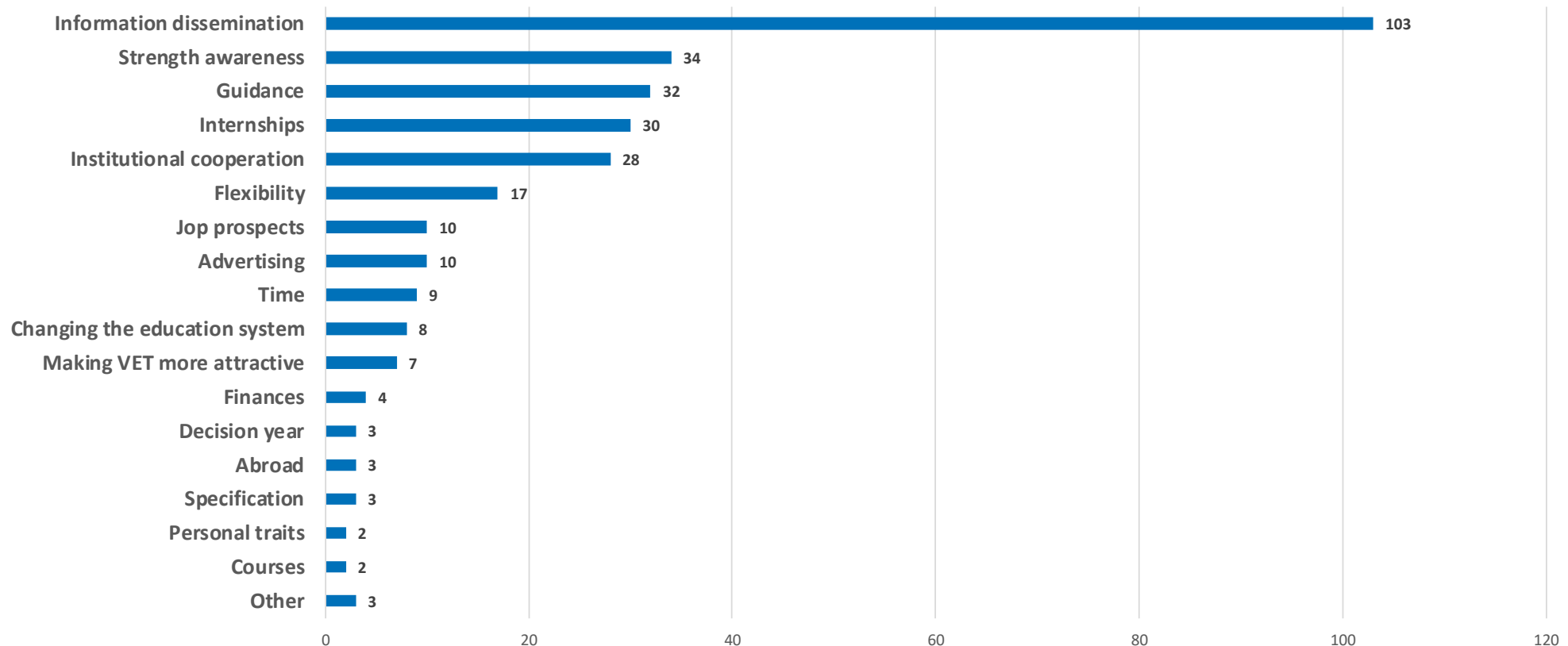


After extensive research, the questionnaire included nine criteria of higher importance with regard to future career aspirations. These were all generally rated as at least "important". Significant differences could not be calculated here. Only "status in society", "employment in my hometown" and "possibility to study/work abroad" were given slightly less importance (av. of 3.3) than the others.



What facilitates the career decision process for children and young adults?

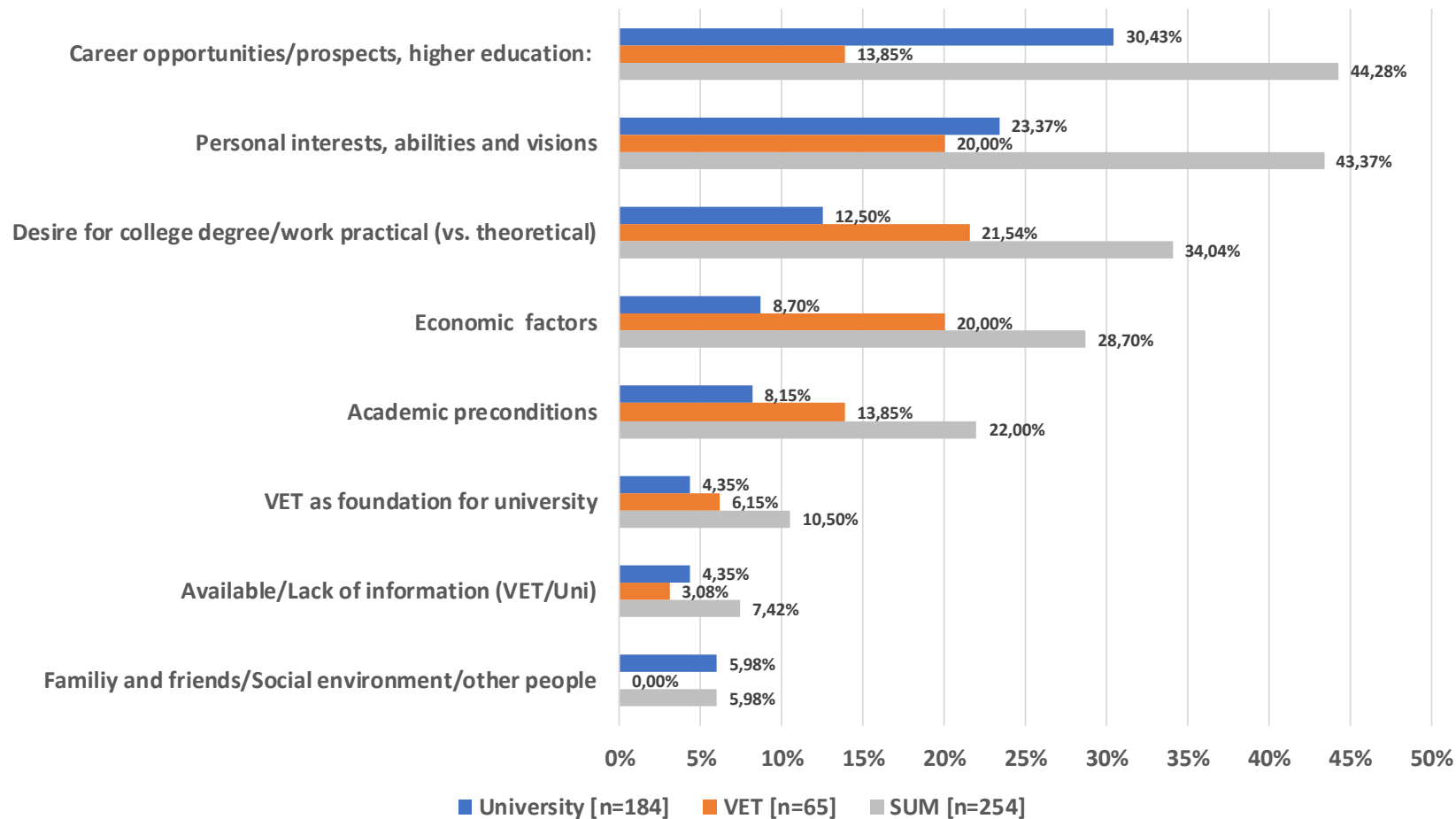
SUM Data ALL [High School / University / VET / Parents (n=308)]



When asked what simplifies young people's career decisions and processes, four target groups (high school students, university students and drop-outs, apprentices in VET and parents) and a total of 308 respondents as shown here answered: The answer to this question was not mandatory. It is significant that the dissemination of information on career opportunities was by far the most important. In addition, awareness of strengths and guidance were also frequently mentioned. In this context, the partner consortium is proud to have planned a strength analysis as well as consulting in order to better support young people in their career decisions.



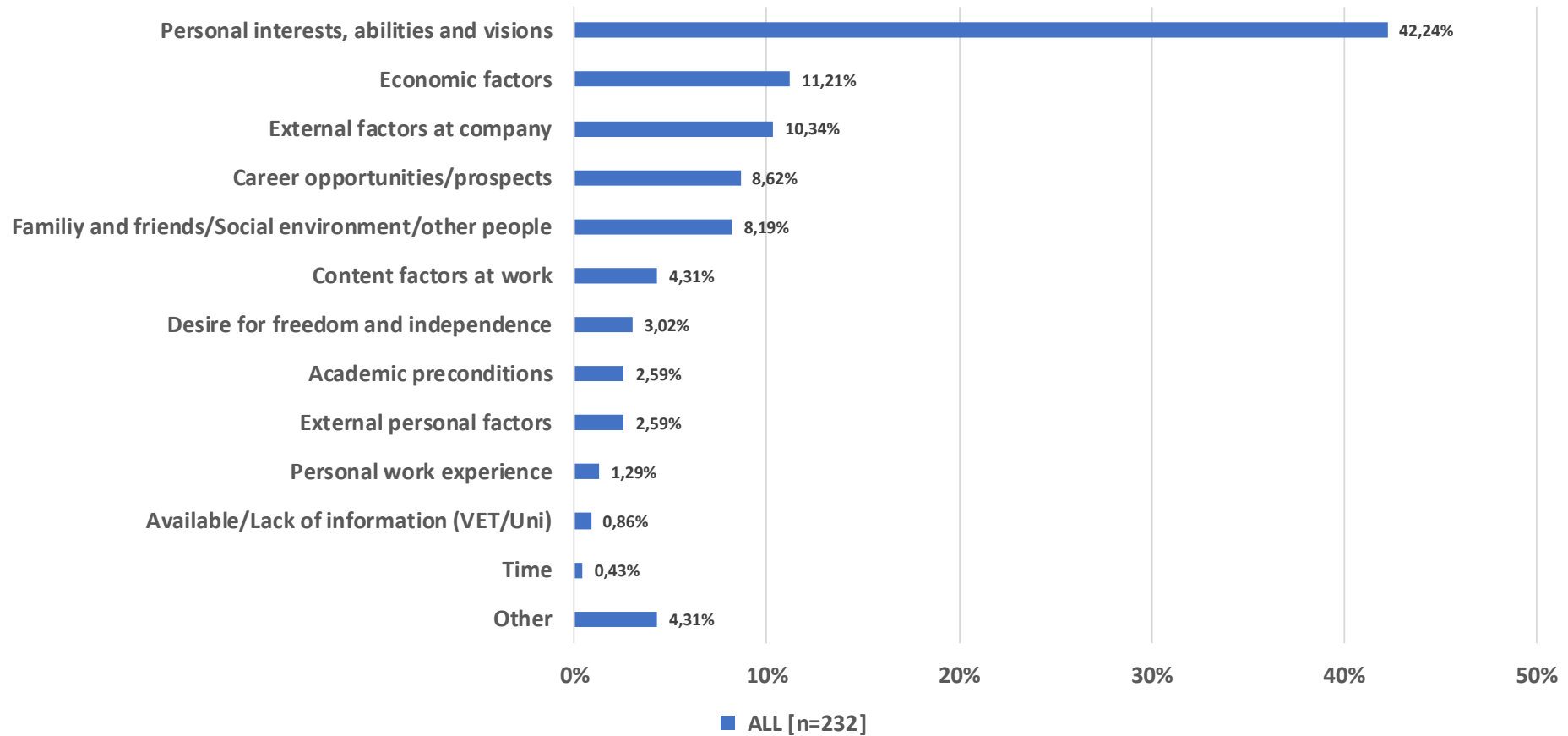
Why university or VET?



This chart shows why young vocational trainees or university students have opted for the respective career path. Almost half of all 254 respondents cited career opportunities and perspectives (44.28%) as reasons in addition to personal interests (43.37%). The answer to this question was voluntary.



**Other important factors influencing career decisions:
SUM Data ALL [High School / University / VET / (n=232)]**



A comprehensive description of this graphic can be found on the following page.



When asked what, in addition to the factors recorded in the questionnaire, had a decisive influence on career decisions, the aspect "personal interests" was again mentioned significantly frequently. The answer to this question was voluntary. The answers were finally clustered. The following information was found under the keywords mentioned here.

- **Personal interests, abilities and visions:**
e.g. hobbies, wishes, desires, talents, tastes, ambitions, competencies, skills, plans, vocation, goals, willingness, needs, physical condition, Motivation, fun
- **Family and friends/Social environment/other people:**
parents, grand parents, trainers, school, representatives of different professions, Success stories from close environment, the jobs of people around me, social involvement, Social influence, social problems, Social environment
- **Economic factors:**
employment rate, possibility to find a job, the economy, Labour market demand for this kind of specialists, Security, long term, money, salary, Improving the financial situation, live better, respectful remuneration
- **Career opportunities/prospects:**
apply new knowledge, Wanting to grow professionally, professional development, the possibility of development in the company , Evolution option, advancement opportunities
- **Content factors at work:**
My current work, Diversity of work, varied everyday life, study content, work content, moral aspects, Working in a sector that helps people

Based on these results of Intellectual Output 1 "analysis of causes", why young people decide to study at a university or to take part in a vocational education and training a measuring tool regarding the potentials and interests of the young people will be created within the next project phase until autumn 2019.

The objective which is pursued in this context is to increase the young students work-orientation by giving tailored advice on the basis of individual strengths.

From April 2019 a proven method of analysis will be created in order to execute a first attempt of this potential analysis in all partner countries until the end of October 2019.