



CAREERS 4.0

Career Guidance 4.0 Training program Synthetic Report on National Training Activities

November 2025

CONTEXT

Grant agreement	2023-1-RO01-KA220-VET-000153980
Programme	Erasmus +
Key action	Cooperation partnerships in vocational education and training
Action	Strategic Partnerships
Project title	Careers4.0
Project starting date	01/12/2023
Project duration	2 years
Project end date	30/11/25
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This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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1. Purpose and Scope of the Report

This synthesizing report presents an overview and cross-national analysis of the national training activities implemented within the framework of the CAREERS 4.0 project. The report draws on the national training reports submitted by partner countries and aims to identify common patterns, strengths, challenges, and outcomes emerging from the implementation of the training program across different national contexts.

The synthesis covers national training activities conducted in Cyprus, Greece, Italy, Romania, and Spain, addressing both quantitative indicators (e.g. participation and completion) and qualitative evidence (e.g. participant feedback, engagement, and perceived benefits).

Table 1. Overview of National Training Activities by Country*

Country	Training format	Dates	Participants/ trainees	Enroll ed partici pants	Effectiv e particip ation	Completion / certification
Cyprus	In-person & Online	16–17 June 2025 (F2F) 22 Nov 2025 (Online)	PES counsellors, career guidance professionals	≈135	≈75	39 certified
Greece	Online	31 Oct 2025	Professional career counsellors	40	26	26 certified
Italy	Face-to-face	12–13 Nov 2025	Career counsellors, teachers/ practitioners	15	15	15 certified
Romania	Online	10–11 Nov 2025 (online)	School counsellors CJRAE	85	85	88 certified
	Face-to-Face	8, 14, 21 Nov 2025 (local F2F)	School counsellors CMBRAE	91	91	
Spain	Face-to-face	23 Oct 2025 & 10 Nov 2025	Social education students (future counsellors)	16	16	16 certified
*Figures reflect registrations, attendance, and evaluation responses as reported in national training reports; variations reflect different delivery formats. **85 online- **72 Questionnaire evaluation responses (Google Forms) **91 F2F- **48 Questionnaire evaluation responses (Google Forms) ***Certified according to the platform (evaluation by quizzes)						

2. Overview of National Training Implementation

Across all partner countries, national training activities were implemented in alignment with the common CAREERS 4.0 training framework, covering five core modules related to lifelong career development, labour market intelligence, digital career guidance, inclusivity, and ethical professional practice.

While maintaining a shared pedagogical structure, partners adapted the delivery format to national and institutional contexts. Training formats included face-to-face sessions, online delivery, and blended approaches. Target groups varied across countries and included career counsellors, public employment service staff, school counsellors, teachers, and students preparing for guidance-related professions.

Overall, the implementation demonstrates both consistency in content and flexibility in delivery, allowing the CAREERS 4.0 model to be meaningfully contextualized at national level.

3. Participation and Attendance

3.1 Enrolment and Effective Participation

Across countries, national training attracted substantial interest, reflected in high numbers of registrations or expressions of interest. As is common in voluntary professional development activities, a difference was observed between initial enrolment and effective participation.

Face-to-face training generally demonstrated higher attendance stability and completion rates, while online trainings achieved broader reach but showed higher drop-off between registration and active participation. Nevertheless, effective participation levels remained strong across all countries, with a significant proportion of participants completing the full training and, where applicable, final assessments and certification requirements.

These patterns highlight the complementary strengths of different delivery formats in terms of reach and engagement.

3.2. Participant Engagement and Motivation

High levels of participant engagement and motivation were consistently reported across all national training groups. Participants actively contributed to discussions,

participated in group work and practical exercises, and engaged with digital tools and platforms introduced during the training.

Motivation was further evidenced by participants' willingness to complete evaluation questionnaires, undertake final assessments, and provide detailed qualitative feedback. In several cases, participants explicitly expressed interest in longer training durations, follow-up activities, or continued use of CAREERS 4.0 tools in their professional practice.

Smaller, face-to-face groups enabled deeper interaction and peer exchange, while larger online groups demonstrated strong engagement through chat discussions, collaborative activities, and reflective exercises.

4. Perceived Benefits and Learning Outcomes

Despite differences in national contexts and participant profiles, a high degree of convergence emerged regarding the perceived benefits of the training.

Commonly reported learning outcomes included:

- enhanced understanding of Career Guidance 4.0 concepts and future-oriented career development,
- increased awareness of labour market trends and data-informed guidance,
- improved confidence in using digital and AI-supported career guidance tools,
- strengthened ethical awareness and sensitivity to inclusivity and social equity in guidance practice.

Participants frequently highlighted the practical orientation of the training, noting that the combination of theory, real-life examples, and hands-on activities supported the direct transfer of learning into professional contexts.

5. Feedback and Participant Satisfaction

Overall participant satisfaction with the national training activities was consistently high. Across countries, feedback emphasized:

- the relevance and timeliness of the content,
- the clarity and structure of the training modules,
- the professionalism and expertise of the trainers,
- the usability and innovative character of the CAREERS 4.0 platform and tools.

At the same time, participants provided constructive feedback, most commonly suggesting:

- allocation of additional time for practical activities,
- extension of training duration or provision of follow-up sessions,
- minor technical or accessibility improvements, particularly in online settings.

The presence of such constructive feedback indicates active reflection and engagement rather than passive participation.

6. Added Value of National Trainings to the CAREERS 4.0 Project

The national training activities played a critical role in translating CAREERS 4.0 outputs into real-world professional contexts. They enabled the testing and validation of project materials with diverse target groups and generated valuable feedback for further refinement of tools and resources.

Moreover, national training expanded the project's reach beyond consortium partners, fostering awareness of Career Guidance 4.0 approaches among a wider community of practitioners and future professionals. In this sense, the training functioned both as capacity-building interventions and as dissemination and sustainability mechanisms for the project.

7. Key Conclusions and Lessons Learned

The synthesis of national training experiences highlights several key conclusions:

- the CAREERS 4.0 training model is adaptable and effective across diverse national and institutional contexts,
- blended and flexible delivery formats enhance both reach and accessibility,
- interactive, practice-oriented pedagogy is central to participant engagement and learning,
- There is clear demand for continued professional development in the area of digital, ethical, and future-oriented career guidance.

Overall, the national training activities represent a strong and coherent contribution to the project's objectives, demonstrating the relevance, transferability, and impact potential of the CAREERS 4.0 approach.

