# HumanJobs

# INCLUSIVE EMPLOYMENT FOR YOUTH

## FOCUS GROUP REPORT

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# GUIDELINES FOR PREPARATION AND IMPLEMENTATION OF THE SURVEYS AND FOCUS GROUPS

## Introduction

As part of the ambitious HUMAN JOBS Project, we recognize the vital importance of gathering insightful data to inform and refine our efforts in empowering NEETs (Not in Education, Employment, or Training) and young individuals with slight physical disabilities. To achieve this goal, the project will utilize surveys and focus groups as powerful tools for gathering valuable feedback and understanding the unique challenges faced by these target groups.

This document presents comprehensive guidelines for the preparation and implementation of surveys and focus groups, which will serve as critical components of our research and assessment process. The information collected through these methods will enable us to design a gamified platform and tailored training materials centered around humanities careers, ensuring a transformative and engaging journey towards increased employability, confidence, and motivation for our beneficiaries

1.Purpose and Objectives: Clearly define the purpose of conducting surveys and focus groups. Establish specific objectives to guide data collection, including understanding the barriers to employment, identifying preferences and needs of NEETs and young individuals with slight physical disabilities, and gauging their interests in humanities careers. These insights will aid in tailoring the platform and training materials to meet their requirements effectively.

2.Target Audience: Identify the specific demographic and socioeconomic characteristics of the target audience. Determine the appropriate sample size and representative diversity to ensure that the data collected truly reflects the perspectives and experiences of the intended beneficiaries.

3.Survey Design: Craft clear, concise, and relevant survey questions that address the project's objectives. Strike a balance between qualitative and quantitative questions to obtain a holistic understanding of the challenges and aspirations of our target groups. Consider utilizing rating scales, open-ended questions, and multiple-choice options to capture a wide range of responses.

4.Ethical Considerations: Prioritize the protection of participants' privacy and confidentiality. Obtain informed consent from all survey and focus group participants, and clearly communicate the purpose of data collection. Ensure that the data gathered will be used solely for research and project development purposes, and that anonymity is maintained throughout the process.

5.Focus Group Formation: Recruit participants for focus groups based on the identified target audience characteristics. Create small, diverse groups to facilitate open and honest discussions. Ensure that the participants feel comfortable and respected during the sessions, fostering an environment that encourages active participation.

6.Survey Distribution and Focus Group Facilitation: Deploy the surveys through accessible and user-friendly platforms to maximize response rates. Schedule and conduct focus group sessions in a well-organized manner, employing skilled facilitators who can encourage meaningful dialogue and extract valuable insights from the participants.

7.Data Analysis: Implement robust data analysis methods to extract patterns, trends, and common themes from both the survey responses and focus group discussions. Utilize qualitative data analysis software and statistical tools to process the information effectively.
8.Iterative Approach: Use the feedback collected through surveys and focus groups to continuously improve and refine the project's gamified platform and training materials. Embrace an iterative approach, integrating new insights and adjusting strategies to better meet the needs of the beneficiaries.

By adhering to these guidelines, the HUMAN JOBS Project endeavors to gather accurate and relevant data that will serve as the foundation for creating an innovative and transformative solution. Empowered by the voices of those we seek to support, we strive to revolutionize the job search process, paving the way for enhanced employability, confidence, and motivation for NEETs and young individuals with slight physical disabilities in their pursuit of humanities careers.

## Target groups

In the pursuit of a more inclusive and empowered society, the HUMAN JOBS Project is dedicated to uplifting two distinct but equally important target groups: NEETs (Not in Education, Employment, or Training) and young individuals with slight physical disabilities. These groups face unique challenges that hinder their access to education, employment opportunities, and personal growth. As the cornerstone of our project, understanding and addressing the needs of these target groups is crucial to building a sustainable and transformative solution.

## Surveys

**A: Young people aged 18-28 who are NEETs, come from poor socio-economic backgrounds, and/or have minor physical disabilities.**

Surveying young individuals within this demographic is crucial to understanding the unique challenges they face in their pursuit of education, employment, and personal growth. By gathering data from NEETs who hail from disadvantaged socio-economic backgrounds and may also have minor physical disabilities, we aim to gain comprehensive insights into the intersecting factors that impact their employability and well-being. This survey will delve into their aspirations, barriers to entry into the workforce, preferences for career paths, and the level of support they may need to overcome obstacles and thrive in their chosen fields. The findings will serve as the bedrock for developing a tailored and empowering platform that meets their specific needs and equips them with the skills and confidence to succeed.

**B: Companies and organizations offering junior or entry-level positions in the humanities sector.**

In order to bridge the gap between job seekers and employers, we will conduct surveys targeted at companies and organizations operating within the humanities sector. Understanding the hiring landscape, preferences, and requirements of these employers is instrumental in shaping the HUMAN JOBS Project's gamified platform and training materials to align with industry demands. Through these surveys, we aim to gauge employers' expectations from young talent, their readiness to accommodate individuals with minor physical disabilities, and the potential for internships or entry-level positions within the humanities domain. By engaging with employers, we strive to foster partnerships that lead to meaningful job opportunities and a supportive environment for our target audience.

## Focus Groups:

**Young people aged 18-28 who are NEETs, come from poor socio-economic backgrounds, and/or have minor physical disabilities.**

The focus groups will provide an invaluable platform for open and candid discussions with young individuals who are at the heart of the HUMAN JOBS Project's mission. By gathering participants from diverse backgrounds, including those who face socio-economic challenges and have minor physical disabilities, we will create a safe space for them to voice their aspirations, concerns, and perspectives on career development. These focus groups will delve deeper into the emotional and personal aspects of their experiences, exploring their individual stories and aspirations. Through active engagement with our target audience, we aim to refine our project's approach, ensuring that their voices are at the forefront of our efforts.

The insights gained from these focus groups will inspire meaningful changes to our platform, fostering a more profound impact on the lives of the participants and enriching the overall project experience.In conclusion, the combination of surveys and focus groups involving young NEETs from disadvantaged backgrounds and individuals with minor physical disabilities, alongside employers within the humanities sector, will pave the way for a comprehensive and transformative HUMAN JOBS Project. By listening to and collaborating with our target groups, we endeavor to create a dynamic and empowering solution that enables young individuals to unlock their potential, access meaningful employment opportunities, and embark on a rewarding journey towards a brighter future.

## MAIN RESEARCH QUESTIONS

### Introduction

In the quest to empower NEETs (Not in Education, Employment, or Training) and young individuals with slight physical disabilities, the HUMAN JOBS Project recognizes the significance of a well-informed and data-driven approach. The Main Research Questions section serves as the compass guiding our exploration into the unique challenges and aspirations of our target groups.

By formulating these essential queries, we aim to unlock valuable insights that will shape the foundation of our project and lead to the creation of innovative, tailored solutions.This section of the HUMAN JOBS Project outlines the key inquiries that will steer our research and investigation process. Each question has been thoughtfully designed to address critical aspects of our mission, with the ultimate goal of facilitating meaningful and lasting change in the lives of our beneficiaries.

## The Questions

What do you know about careers in humanities and what is a career in humanities? What are the opportunists, career perspectives and skills needed for such careers?

Which are the most important barriers to start such a career? What prevents young people from starting such a career and what prevents employers from finding such candidates?

Which are the skills and competences demanded by companies in the field? Which is the proficiency level requested of these skills and competences?

To gather comprehensive answers to these research questions, the HUMAN JOBS Project will employ a multi-faceted data collection approach, incorporating a survey and two separate focus group sessions. This methodological combination is designed to ensure a thorough and robust exploration of the challenges, aspirations, and preferences of our target groups, NEETs, and young individuals with slight physical disabilities

The survey will be meticulously crafted, with clear and concise questions that address the barriers faced by the target groups in accessing education, employment, and training opportunities. It will be distributed among a carefully selected sample of the demographic, ensuring representation from individuals with diverse socio-economic backgrounds and minor physical disabilities. This survey will serve as a foundational element to gather quantitative data, providing valuable statistical insights into the prevailing challenges and areas of focus.

Additionally, two separate focus groups will be organized to facilitate in-depth discussions with our target groups. These focus groups will be thoughtfully composed of young individuals who are NEETs, come from disadvantaged socio-economic backgrounds, and/or have slight physical disabilities. Led by skilled facilitators, these sessions will create a nurturing and safe environment, encouraging participants to openly share their aspirations, experiences, and perspectives on humanities careers. The first focus group will cater to NEETs, while the second will include young individuals with slight physical disabilities. These distinct sessions will enable us to delve deeper into the emotional and personal aspects of their journeys, unveiling unique insights and individual stories.

By combining the survey and focus groups, the HUMAN JOBS Project aims to triangulate the data, validating findings and gaining a holistic understanding of the challenges faced by our target groups. This data-driven approach will foster evidence-based decision-making and provide a strong foundation for the project's development, ensuring that our solutions are tailored, impactful, and in line with the genuine needs and aspirations of the beneficiaries. Throughout the survey and focus group process, strict adherence to ethical guidelines will be maintained, ensuring participant confidentiality and informed consent.

The data collected will be analyzed rigorously, utilizing both qualitative and quantitative methods to extract meaningful patterns and themes. This comprehensive approach to data collection will enable the HUMAN JOBS Project to develop a transformative and empowering platform, enhancing the employability, confidence, and motivation of NEETs and young individuals with slight physical disabilities, while creating a more inclusive workforce within the humanities sector.

## Questions - Survey

- One survey: a questionnaire made up of 15 questions – open and closed – will be handed out or sent to the target group (15 adults per partner).

**Survey – Access the Link Here: [https://forms.gle/RXtAfBdxsY1ZeTGs8]**
We invite you to participate in the HUMAN JOBS Project's comprehensive survey aimed at gathering valuable insights from young individuals aged 18-28, who identify as NEETs, come from disadvantaged socio-economic backgrounds, and/or have slight physical disabilities. Your contribution to this survey is instrumental in shaping the future of our project and creating empowering solutions tailored to your needs and aspirations.

This carefully designed survey will explore the challenges you face in accessing education, employment, and training opportunities. Your candid responses will enable us to identify barriers that hinder your journey and help us strategize interventions to pave the way for your professional growth and personal well-being.To participate, simply follow the link provided above, which will direct you to the secure survey form. Please take your time to answer each question thoughtfully and thoroughly, as your input is vital to creating an inclusive and transformative project.
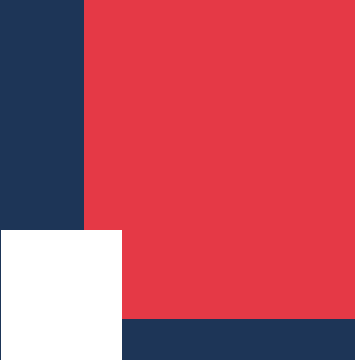
## Questions – Focus group

Focus Group A: For Focus Group A, we will engage 10 adults selected from our target group, which includes NEETs and young individuals aged 18-28 from disadvantaged socio-economic backgrounds, and those with slight physical disabilities. We may consider including participants who were previously interviewed, as their valuable insights can enrich the discussions.

The primary objective of this focus group is to collect data that will address the following specific research questions:

1.Which necessary skills should be the focal point when creating content for a platform aimed at assisting young people in starting a career in the humanities sector? b) What should the platform's design be like to enable young individuals to explore their own skills and acquire new knowledge effectively? c) What content should the platform provide to support young people facing fewer opportunities, ensuring inclusivity and accessibility? d) Which skills are most relevant for young people's career development, and how do they contribute to social inclusion and overall well-being?

Focus Group B: Focus Group B will involve 5 companies or Small and Medium-sized Enterprises (SMEs) from diverse activity sectors, with a specific interest in hiring adult staff possessing a certain level of digital skills. Engaging employers in this focus group will offer valuable insights into the perspectives and requirements of companies seeking to hire young talent within the humanities sector. The research questions to be addressed in this focus group are as follows:

2.If given the opportunity to select the ideal candidate for an entry-level position, what skills and competences would be prioritized by your company? b) How does your company view the balance between knowledge and experience versus soft skills and competences when considering potential candidates? c) In your company's assessment, how do professional skills compare to social skills in terms of their significance for job candidates?

d) Are soft skills considered essential by your company in today's employment landscape, and what level of mastery is typically expected? e) Please outline the most crucial soft skills or other competences that your company seeks to develop in candidates applying for entry-level positions within the humanities field. f) Considering these minimum required skills for working in the humanities field, we will further explore how they enhance employability and contribute to the overall professional growth of young individuals.

Through the organization of these focused and dynamic focus groups, the HUMAN JOBS Project aims to gather valuable data, culminating in evidence-based insights that will shape our platform's content and design. By fostering collaborative conversations with both our target group and employers, we aspire to create a transformative and inclusive solution that bridges the gap between aspiring talent and hiring organizations within the humanities sector. The findings from these focus groups will propel us towards our mission of empowering young individuals, ensuring they possess the skills and attributes necessary to embark on fulfilling and successful careers.

## Protocol for preparation and implementation of focus groups

Each focus group, whether it is Focus Group A or Focus Group B, will be conducted according to a standardized protocol, ensuring consistency and comparability in the data collection process. While the specific questions will vary depending on the group of participants, the underlying structure and methodology will remain uniform.

The focus groups will be led by skilled facilitators who have expertise in conducting qualitative research and guiding group discussions. The facilitators will follow a predetermined set of open-ended questions tailored to the unique characteristics and objectives of each focus group.For Focus Group A, comprising young individuals from our target group, the questions will center around their experiences, aspirations, and perspectives related to starting a career in the humanities sector. The questions will seek to identify the skills they believe are essential for success, how they envision an ideal platform for career development, and what support they require to access the platform effectively.

On the other hand, Focus Group B will consist of representatives from companies and SMEs seeking to hire staff with certain digital skills for positions within the humanities field. The questions posed in this focus group will delve into their expectations and preferences regarding potential candidates, the significance they place on different types of skills and competences, and their perceptions of the value of soft skills in the hiring process.

Despite the variation in questions, both focus groups will aim to explore the interplay between skills, employability, and inclusivity in the humanities sector. Participants will have the opportunity to share their insights, experiences, and perspectives, contributing to a rich and comprehensive dataset.

By adhering to a standardized protocol, the HUMAN JOBS Project ensures that the data collected from both focus groups is coherent, enabling meaningful comparisons and a deeper understanding of the perspectives of our target group and potential employers. The insights gained from these focus groups will be instrumental in shaping the platform's content, design, and overall approach, facilitating an empowering and transformative solution for young individuals seeking to establish themselves in the humanities field.

## Preparation and arrival of participants

Focus groups will be conducted either in person or online, based on the circumstances of our partners and target groups. We acknowledge the importance of flexibility to accommodate the needs and preferences of all participants. To ensure a seamless and structured process, interested individuals will be required to apply using an application form, which will be preferably available online for easy access.

The application form will be designed to collect essential demographic information from participants, enabling us to ensure diversity and representation within the focus groups. This data will be invaluable for reporting purposes, helping us to accurately analyze and present the findings. Participants will be informed about the purpose of data collection and how it will be used responsibly and confidentially.

As part of our commitment to transparency and ethical data handling, the application form will outline the procedures for conducting focus groups and recording the sessions. In-person focus groups will be conducted in private and comfortable settings, ensuring that participants can express themselves freely. For online focus groups, we will employ secure and user-friendly video conferencing platforms, assuring the privacy and confidentiality of all participants.

To protect participants' identities and ensure confidentiality, all focus group discussions will be de- identified during transcription and reporting. Only aggregate data will be used to present findings, ensuring that individual responses remain anonymous.

We understand the importance of maintaining trust and respecting the privacy of our participants. The application form will explicitly state our commitment to data protection and confidentiality throughout the research process. Participants will have the option to provide their informed consent and will be encouraged to reach out to us with any questions or concerns they may have.

By offering participants a transparent and secure application process, we aim to foster an environment of trust and openness, encouraging meaningful and honest participation. The data collected from these focus groups will serve as a foundation for informed decision-making, enabling us to design a transformative and inclusive platform that caters to the specific needs and aspirations of our target groups. Together, we can empower young individuals to unlock their full potential and thrive in the humanities sector.

## Focus groups in presence

To ensure a conducive and secure environment for the focus groups, a carefully selected venue will be arranged, adhering to specific requirements. The designated space will meet security standards, have access to a sanitary facility, and include a window that can be opened for ventilation purposes. Prior to the focus group, the venue will be prepared at least half an hour in advance to allow for a seamless and punctual start.

Upon arrival, the facilitator will warmly greet the participants, introducing himself and the purpose of the focus group. Participants will be asked to fill in a list of signatures, confirming their attendance and consent to participate. In the event that some participants did not apply previously, the facilitator will provide the necessary application forms on the spot and kindly request their completion.

The space will be thoughtfully arranged, with enough chairs positioned in a circle or around a table to facilitate open and engaging discussions. Additionally, the venue will be equipped with a board or a flipchart stand, accompanied by papers and blue ballpoint pens, enabling the facilitator to capture key points and insights during the focus group.

By creating a welcoming and organized setting, we aim to foster an atmosphere of comfort and professionalism, encouraging participants to arrive five to ten minutes before the planned start time. This preparation will allow for a prompt commencement of the focus group, optimizing the time available for meaningful interactions and data collection.

At the HUMAN JOBS Project, the comfort and privacy of our participants are of utmost importance. Therefore, every effort will be made to ensure that the venue meets all necessary requirements, thereby fostering a safe and productive space for open dialogue and valuable contributions from our target groups.

## Online focus groups

To meet the security requirements and ensure data protection during the focus group, we can use Zoom as an example, as it is a widely used platform for virtual meetings and has several security features.

1.Preparing for the Focus Group:
- The facilitator should schedule the Zoom meeting in advance and configure the necessary security settings.
- Use a strong and unique meeting ID and password for the focus group.
- Enable the waiting room feature to control participant access. This ensures that participants can only join the meeting after the facilitator grants them access.
- Disable the option for participants to join before the host.
- Allow only authenticated users (i.e., users who have logged into Zoom with their accounts) to join the meeting to prevent unauthorized access.

2.Facilitator's Access (15 minutes before):
- The facilitator logs into their Zoom account and accesses the scheduled meeting using the provided meeting ID and password.
- They check the waiting room to see if any participants have arrived early and admit them one by one.
- The facilitator ensures that the recording feature is enabled for the meeting.

3.Participants' Access (at least 5 minutes before):
- Participants receive an invitation link with the meeting details, including the date, time, and meeting ID.
- Participants click on the link, and if they have a Zoom account, they log in using their credentials.
- If participants do not have a Zoom account, they will be prompted to create one before joining the meeting. This ensures that only registered users participate, adding an extra layer of security.

4.Onboarding Participants (if not previously applied):
- When participants join the meeting, the facilitator can welcome them and ask if they have previously applied to the focus group.
- If a participant hasn't applied before, the facilitator can provide them with the necessary instructions and materials or direct them to the appropriate application process.

5.During the Focus Group:
- The facilitator conducts the focus group as planned, ensuring all participants follow the meeting guidelines.
- Participants can engage in discussions and activities while the facilitator moderates the session.

6.Ending the Focus Group:
- Once the focus group is concluded, the facilitator stops the recording if it was enabled.
- Participants leave the meeting, and the facilitator can choose to end the meeting for all.

It's essential to remember that different tools and platforms might have slightly different security settings and options. Therefore, whichever platform you choose to use (Zoom, Teams, Google Meet, etc.), make sure to thoroughly review their security and privacy features and configure them accordingly to meet your specific requirements. Also, staying up-to-date with the latest security updates and best practices is crucial for maintaining data protection during virtual meetings.

**Project presentation and technical information (10 minutes)**
The facilitator thanks all those involved for coming and for their participation in the focus group, highlighting the importance of their participation.Participants are introduced to the project, its purpose and activities. They are briefed on their role in the focus group and informed of how the data will be incorporated into other project activities, as well their contribution to the overall project objective. Participants are reminded that focus groups will not be recorded in order to get the better and more accurate results and insights possible. The role of the person who writes the notes is explained, as is the way in which the anonymity of the participants is guaranteed.

## Introduction of the facilitator (10 minutes)

The facilitator introduces himself and explains his role in the process, emphasising the facilitation of mutual communication.

## Discussion (50 minutes)

The facilitator emphasises the importance of sharing different experiences, as well as the fact that there are no correct or incorrect answers. The participants can speak freely, without being criticised. During online focus groups, participants can raise their hand to ask for a word or write in chat.

After this, discussion begins where questions are asked, depending on the group of participants. Emphasis is placed on the importance of sharing personal experience, but also on the possibility of paraphrasing the experiences of others.When asking the first question, it is important to involve all participants because it influences the tone of the discussion.The facilitator offers specific questions if needed, paraphrases the answers, and tries to engage those who talk less.

## Wrap-up and review of the discussion (5 minutes)

After the last question, the facilitator repeats the most important conclusions. After the participants express their opinion, the facilitator writes them down on a board or paper and invites participants to add or change something if needed. Finally, the facilitator thanks the participants for the information they provided.

## Time for questions and additional information (10 minutes)

The facilitator asks participants if they have questions or want to share something that has not been covered.
Closing the focus group (5 minutes)
The facilitator thanks all those involved once again and announces project activities that will follow.
Template for focus group
Focus group type A (Young people aged 15-25): Venue:
Date:
Number of participants:
Organization/Facilitator:

| | |
|---|---|
| Level of understanding of what jobs in humanities are:<br><br>- Definition of jobs in humanities<br><br>- Number of jobs in humanities known<br><br>- Understanding of job opportunities in humanities sector<br><br>- Understanding of job requirements in humanities sector | • ...<br><br>• ... |
| Interest in job in the humanities sector based on short presentation | • ...<br><br>• ... |
| Readiness and preparedness for job | • ...<br><br>• ... |
| application process | |
| Career roadmaps content and structure based on target audience needs | • ...<br><br>• ... |
| E-learning platform features based on target audience needs | • ...<br><br>• ... |

## IMPORTANT TO KNOW!

Write down any additional questions and their answers which arose in the discussion with the target audience.

**Work Packages**

WP2 - Career roadmap of the humanities sector and research of barriers to employability among target group

Goals:

The work package is aimed at generating knowledge through research about the subject of NEETs needs and humanities job opportunities.

O1- Support NEETs and young people with slight physical disabilities in partnering develop self-esteem, confidence and

motivation through stories and positive examples

O2- Provide the NEETs group and young people with slight physical disabilities with an opportunity for inclusion in the job

market with information and training tailored based on their needs and specific profile - cognitive, emotional and social.

The career roadmaps will take into consideration and put into the EU context the specific situation of each participating

country regarding the entry level job market in humanities, those positions where knowledge in the humanities field is

required and their specific needs - supporting O3:

O3 - Promote humanities careers among NEETs - those jobs and positions which are easily attainable and meaningful for

them.

WP1 will include information on humanities-related skills from a holistic perspective, in the view of giving to the target group easily accessible and interesting information on the following topics: - Soft skills

**KPIs**

Quantitative indicators for WP quality evaluation matrix are:
- number of target group members who took part in a focus group and research - benchmark 20 per country
- number of target group members who took part in a questionnaire - benchmark 50 per country
- number of companies who provided job offers - benchmark 10 per country
- number of job offers per company and in total - benchmark 150 in total

These numbers will be gathered, analyzed and evaluated against quality indicators.

Qualitative indicators for WP quality evaluation matrix are:

-Actionable insights on barriers to employability among target audience - quality of the report, transferability of the results,

opportunity to create policies and specific actions based on the report

-Adequacy of job options to target audience - evaluated with target audience interviews

-Usefulness of recommendations in the report - evaluated with a questionnaire of 10 stakeholders

**Results**:

1. 1.Report with learning design and policy recommendation based on the insights of hidden barriers to employability among target groups related to fears, demotivation, anxiety, etc.
2. 2.Outline of effective learning and educational practices which support the target groups young people rejoin the job market and education.
3. 3.A list with 150 job opportunities in humanities with little entry barriers in partnering countries and the EU.
4. 4.Career roadmaps of humanities opportunities with entry requirements, steps to job application and outline for video lessons which will support the target audience in the process of job application.

**WP3 - Human Jobs gamified platform development**

Goals:

O1- Support NEETs and young people with slight physical disabilities in partnering develop self-esteem, confidence and

motivation through stories and positive examples

O2- Provide the NEETs group and young people with slight physical disabilities with an opportunity for inclusion in the job

market with information and training tailored based on their needs and specific profile - cognitive, emotional and social.

The present WP has 1 main objective1 which address the third project objective - O3-

O3 - Promote humanities careers among NEETs - those jobs and positions which are easily attainable and meaningful for them. Using the 8 core drives of gamification and the Octalysis framework, as an innovation element. WP2 will support the target group to find and start a job or training they find meaningful.

**KPIs**

1. 1.Human jobs platform to reach 1500 participants for the duration of the project and 1500 in all the consecutive years from
partnering countries and across Europe.
1. 2.We expect 20% of the participants to apply for job offers and 10% get employment.
2. 3.We expect to have a total of 300 job offers in the duration of the project from all partnering countries and have an increase of 50 more each year.

The qualitative indicators used are:
– engagement with the platform

Time spent on platform and number of job-how videos watched Target group feedback on level of engagement of the platformTarget group feedback on level of usefulness and relevance of the content of the platform Feedback on relevance of the presentation of job opportunities by HR and organisations

The quantitative to measure the achievement of the objectives of this WP relate to the number of participants being involved in the project activities will be analysed and the numbers of possible direct and indirect beneficiaries will be calculated.
Another aspect is the number of staff members involved in meetings, training events and also a large audience, those attending any presentations in each partners' country.

**The main quantitative measures are as follows:**
- Number of participants visited the platform
- Number of participants who watched the job-how videos
- Average time spent on the platform
- Number of participants who went to the training job-how videos
- Number of applications for the job offers and number of hires from the platform

**Results:**
1. 1.Human jobs platform to reach 1500 participants for the duration of the project and 1500 in all the consecutive years from partnering countries and across Europe.
2. 2.We expect 20% of the participants to apply for job offers and 10% get employment.
3. 3.We expect to have a total of 300 job offers in the duration of the project from all partnering countries and have an increase of 50 more each year.

**WP4 - Dissemination, multiplier events and results sharing**
Goals:
1. Increase the effectiveness of solutions designed for NEETs by reaching 10 stakeholders with the research insights and recommendations
2. Instill ways to increase motivation and resilience among target audience young people by reaching 1500 of them
3. Increase employment capacity of target group with education materials, videos, articles and promotional campaign

**KPIs**
The quantitative indicators for the dissemination evaluations are:
-Followers across all platforms - aiming 3500 in Facebook and 3500 in Instagram including reaching 10 stakeholders with blog posts and newsletters reach of content and platform across different media channels - 500 per month after month 3 in each country
- Engagement with content in social media - 5% on Facebook including boosted posts (average organic engagement across all industries is reported 0,70%), 4% on LinkedIn with average engagement 3.1% and 5,5% on instagram with average 4%, including sponsored content
- Engagement with promotional content on social media - 25% on Facebook, 15% on LinkedIn and 15,5% on instagram
-Reach of blog posts organic and trough campaigns - an average of 100 people per post
-Open rate of newsletters - an average of 20% number of associated partners who share and promote the platform and media content of the project and frequency of that promotion

The qualitative indicators for the dissemination evaluations are:
- Attractiveness and usefulness of the content - evaluated with target audience interviews and stakeholders questionnaires
- Adequacy of visual and video materials - evaluated by independent marketing expert
- How easy the content to understand - evaluated by comments, questions and engagement type with content
- How engaging the content is - measured through engagement rates

**RESULTS:**
1. Reaching 10 stakeholders and 100 educators working with the target audience to reach and apply the research insights form WP1
2. Reaching 150 members of the target audience and having them engaging with educational material and the Human Jobs platform and the career pathways and job-how video lessons on the platform
3. Reaching 20 companies and 50 decision makers in the humanities

The questionnaire, developed as part of the Human Jobs project, was shared among young people and stakeholders based in Warsaw, Poland. It was disseminated primarily through our local partner network, youth organizations, and educational institutions. The aim was to gather perspectives from NEET youth, humanities students, and young people with mild disabilities regarding employability, career expectations, and motivations. Both digital and in-person outreach methods were used to ensure broad accessibility and engagement. Most participants were between the ages of 18 and 28, with diverse educational and socioeconomic backgrounds, reflective of the project's target group.

2. Brief description of the focus group

EFID's team leading the Human Jobs Project ,conducted two focus groups, designed with careful attention to the methodological standards outlined in the project guide to ensure reliability and inclusivity. The implementation followed a structured process that prioritized both the quality of input and the comfort of the participants:

- Preparation: The team coordinated all logistics in advance, preparing facilitation materials and ensuring accessibility for participants with diverse backgrounds.
- In-person: Both focus groups were held in person in Warsaw to allow for dynamic and open discussion, as well as to comply with data collection and privacy regulations.
- Data Protection: The data gathered were used solely for research and project development purposes, and anonymity is maintained throughout the process.
- Data Analysis: Observations and responses were recorded through notes and aggregated by the project team for internal analysis and input into the final report.

The first focus group was held on April 12th, 2023, and included 30 students from humanities-related faculties at the University of Warsaw. These students were in their second or third year of studies in disciplines such as sociology, pedagogy, and cultural studies. The 90-minute session aimed to explore their expectations, professional ambitions, and the perceived value of their field of study on the Polish job market.

The second focus group took place on April 24th, 2023, with a smaller and more diverse group of 25 participants, including NEET youth and young people with mild physical disabilities. This 75-minute session created space for sharing personal experiences of job searching, perceived barriers, and reflections on the relevance of humanities education to their personal and professional goals.

Both focus groups sought to understand not only the participants' perceptions of employability in the humanities but also how their lived experiences shape their motivation, expectations, and awareness of available career paths.

To summarise:
1.Humanities Students Focus Group (April 12, 2023).
Date and Duration: April 12th, 2023, 90 minutes.
Participants: 30 university students (second and third year), studying humanities (sociology, pedagogy, cultural studies)

2.NEET Youth & Young People with Disabilities Focus Group (April 24, 2023).
Date and Duration: April 24th, 2023, 75 minutes.
Participants: 25 participants from NEET backgrounds and/or with mild physical disabilities, based in Warsaw and surrounding areas.

3. Profile of the stakeholders participated in the piloting activities

The participants of the focus groups and the questionnaire mirrored the project's target audience. They were primarily between the ages of 18 and 28 and included current students in the humanities, unemployed youth, as well as young people transitioning between education and work. Some had mild physical disabilities, while others came from socioeconomically disadvantaged backgrounds.

Though most participants were based in Warsaw, several came from towns in the surrounding region, offering a blend of perspectives from both metropolitan and semi-rural settings. Many of them expressed interest in psychology, social work, and education — careers that match their desire to contribute to society in meaningful ways. These individuals often shared feelings of confusion about their professional paths and uncertainty about how to enter the job market confidently.

4. Did you encounter any challenges related to the questionnaire and focus group (e.g difficulties to organise it and involve participants, lack of engagement...)?
Nothing important to mention.

# 5. Outcomes

### 5.1 Statistics
This section captures insights into the perspectives of Polish youth regarding career development within the humanities. The focus group participants, aged 18 to 28, were primarily based in Warsaw and represented a mix of university students, NEET youth, and young adults with mild physical disabilities. Their educational backgrounds were rooted in fields such as sociology, psychology, pedagogy, and cultural studies.

A central theme that emerged was the uncertainty surrounding future employment opportunities. Many participants admitted they had little clarity about what kinds of jobs exist within their field, or what qualifications are actually required to secure them. Despite having a strong interest in the humanities, they lacked concrete knowledge about career paths, progression options, or where to seek reliable guidance. This often left them feeling overwhelmed and unsure of how to translate their studies into practical employment outcomes.

Another notable pattern was the disconnect between education and the job market. While most students valued the intellectual development offered by their university programs, several acknowledged that their studies felt detached from real-world needs. This was especially true for those nearing graduation, who felt unprepared to navigate the job search. Some participants revealed they had chosen their studies based on personal interest rather than a career strategy and now struggled to imagine how their education would support them economically.

Lastly, the economic pressure on young people in Poland was a recurring issue. Many reported working in low-wage or precarious jobs unrelated to their academic background simply to cover basic living expenses. These circumstances made it difficult for them to pursue unpaid internships or additional training that could enhance their employability. Moreover, the perception that careers in the humanities are financially unrewarding was widespread, causing concern about long-term stability and contributing to a sense of stagnation or discouragement.

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Nothing important to mention.

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## 5.2 Feedbacks
**Participants found the Focus group and the discussions quite interesting .**
**5.3 Conclusion and 3 Policy Recommendations**
The focus groups conducted in Warsaw have underlined three core insights. First, many young people ,especially those in the humanities , feel disoriented about how to transition from education into meaningful employment. The absence of clear career pathways, combined with a lack of targeted support, leaves them uncertain and vulnerable. Second, there is a widespread perception that humanities careers are poorly paid and undervalued in Poland, leading some to question their initial academic choices. Third, participants consistently pointed to the need for more structured and practical career support — not just theoretical guidance.

Based on these observations, we propose the following policy recommendations:
1. Strengthen University-to-Work Transition Services through Alumni Networks
 Encouraged universities to create structured alumni mentoring programs specifically for humanities students. These initiatives connected current students with recent graduates who are already active in relevant fields such as education, social services, cultural management, or the NGO sector. By sharing lived experiences and offering peer-led guidance on job searching, professional development, and sector-specific opportunities, alumni helped reduce uncertainty and increased students' confidence in navigating the job market.
2. Create a National Humanities Career Portal
 Established a digital platform dedicated to showcasing career pathways, job and internship opportunities, and professional development resources for humanities graduates. The portal also hosted practical tools such as CV templates, interview preparation guides, and webinars from sector experts. It was developed in partnership with universities, ministries, and NGOs, and updated regularly to reflect labor market trends and evolving needs in socially impactful fields.
3. Recognize and Promote the Societal Value of Humanities Work
 Launched a national public awareness campaign to improve the visibility and perceived value of humanities careers. This initiative featured real-life success stories, case studies, and testimonials from professionals working in culture, education, social services, and civic engagement. The goal is to challenge the stigma that humanities studies are "useless" and instead highlight their critical role in shaping inclusive, empathetic, and culturally rich societies.

## National Report - Greece

**1. Brief description of the questionnaire**

The 15-question questionnaire, designed to gather insights from young people aged 18-28 who are NEETs, come from socio-economically disadvantaged backgrounds, or have minor physical disabilities, aimed to assess their awareness of career opportunities in the humanities sector, the skills they believe are necessary for such careers, and the barriers they face. The survey, consisting of both open-ended and closed-ended questions, was distributed online via Google Forms to the target group through social media, email, and partner organizations, including local NGOs and educational institutions working with NEETs or disadvantaged youth in Greece.

**2. Brief description of the focus group**

The focus groups were held at a safe and accessible venue in Thessaloniki, Greece . Focus Group A consisted of 20 young people aged 18-28 who are NEETs, come from disadvantaged socio-economic backgrounds, or have minor physical disabilities, while Focus Group B included 15 representatives from different companies or SMEs seeking entry-level employees in the humanities sector with basic digital skills. Feedback was collected through facilitated discussions where participants shared their experiences and opinions, with responses recorded and notes taken to ensure confidentiality and accuracy.

**3. Profile of the stakeholders participated in the piloting activities**

The stakeholders involved in the piloting activities were primarily young people aged 18-28 who are NEETs, come from poor socio-economic backgrounds, or have minor physical disabilities, alongside employers from the humanities sector. The questionnaire was completed by participants from the target group, who provided insights into their understanding of career opportunities in the humanities, necessary skills, and the barriers they face. The focus groups included two distinct groups: Focus Group A with 20 young people from the same target group (aged 18-28, NEETs or disadvantaged youth), and Focus Group B consisting of 15 employers or representatives from SMEs in the humanities sector, seeking entry-level employees with certain digital skills. These stakeholders played a key role in identifying the skills needed for entry-level positions in the humanities, as well as the barriers and challenges young people face in entering the workforce, and how to improve employability.

**4. Did you encounter any challenges related to the questionnaire and focus group (e.g difficulties to organise it and involve participants, lack of engagement…)?**

We did not face any significant challenges.

# 5. Outcomes

### 5.1 Statistics

This report examines the attitudes towards careers in the humanities field among young people aged 18-28 in Greece, particularly those who are NEETs or come from disadvantaged socio-economic backgrounds, or have minor physical disabilities. The focus group participants were primarily from urban and rural areas across Greece. The discussions led to three key takeaways:

1.Uncertainty About Career Pathways: Many participants expressed confusion about the career opportunities available in the humanities sector. They were often unaware of the specific roles, earning potential, and necessary skills required for a successful career in humanities. This lack of career clarity was seen as a significant barrier to pursuing careers in this field, leading to feelings of uncertainty and hesitation about future employment prospects.

2.Lack of Clear Career Goals: A common sentiment among participants was that they were pursuing education without a clear career direction. Many felt pressured to pursue higher education because of societal expectations or family influence, without having a firm understanding of how it would translate into a job in the humanities. This lack of direction was perceived as a source of disillusionment, with some participants expressing frustration at not knowing how their academic path would lead to sustainable employment.
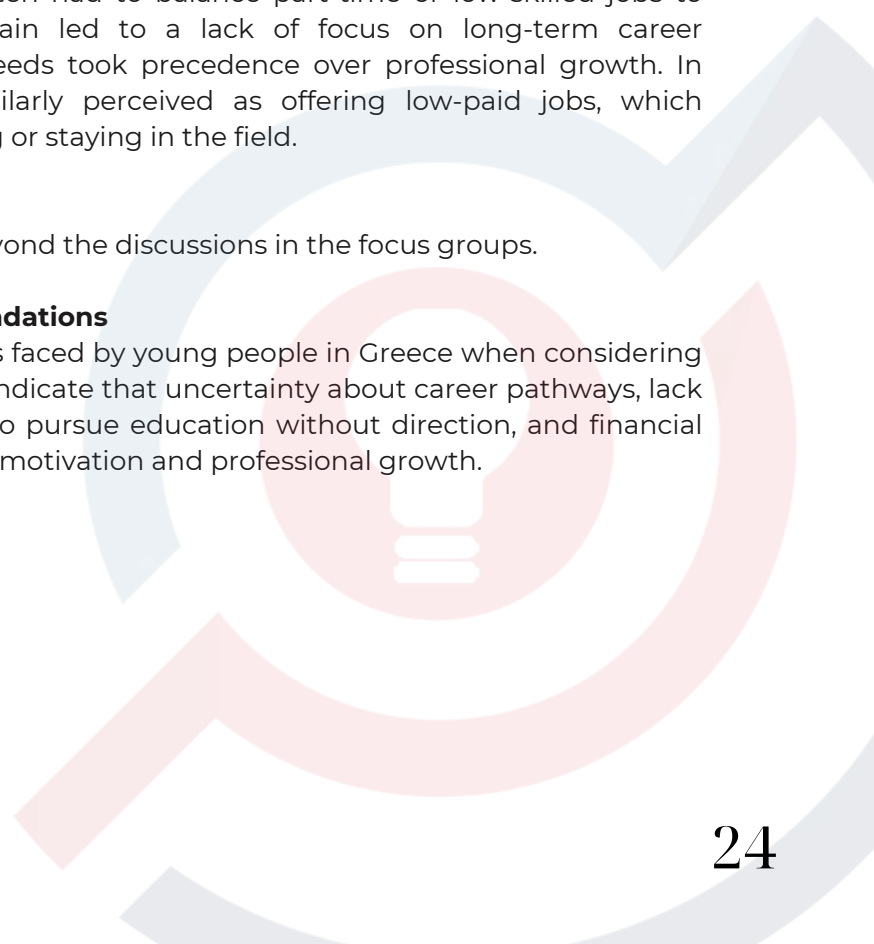
3.Financial Barriers to Career Progression: A major challenge identified by participants was the difficulty of transitioning from low-paid or unstable jobs to careers in the humanities. Many young people voiced concerns about the financial insecurity associated with working in the sector, particularly since they often had to balance part-time or low-skilled jobs to support themselves. This financial strain led to a lack of focus on long-term career development, as immediate survival needs took precedence over professional growth. In Greece, the humanities sector is similarly perceived as offering low-paid jobs, which discourages young people from entering or staying in the field.

### 5.2 Feedback

No additional feedback was received beyond the discussions in the focus groups.

### 5.3 Conclusion and 3 Policy Recommendations

This report highlights the key challenges faced by young people in Greece when considering careers in the humanities. The findings indicate that uncertainty about career pathways, lack of clear career goals, societal pressure to pursue education without direction, and financial obstacles in the sector significantly limit motivation and professional growth.

To address these challenges, the following policy recommendations are discussed:

1.Collaboration with Industry Leaders and Alumni Networks: Development of partnerships between universities, industry leaders, and alumni networks to create mentoring programs and networking opportunities for students in the humanities. Connecting students with professionals in the field can provide valuable insights into career paths, industry trends, and potential job openings. These relationships can also help young people build professional connections that increase their chances of finding meaningful employment within the humanities sector.

2.Public Awareness Campaigns for Humanities Careers: Launch public awareness campaigns aimed at highlighting the value and impact of humanities careers. These campaigns should emphasize the diverse opportunities available to humanities graduates, such as roles in culture, education, policy, and non-profit sectors. By challenging societal perceptions that prioritize STEM fields, these initiatives would help young people see the humanities as a viable and rewarding career choice.

3.Curriculum Reform and Lifelong Learning Opportunities: Revise academic curricula in the humanities to focus on skills that are directly applicable in the job market, such as critical thinking, communication, and digital literacy. Additionally, offer lifelong learning and professional development programs for humanities graduates to keep their skills relevant and adaptable to changing job markets. These programs could be provided through universities, online platforms, or collaboration with professional organizations.

## National Report – Italy

### 1. Brief description of the questionnaire

The administration of the questionnaire followed a carefully planned and standardized protocol to ensure consistency and reliability in data collection. Here's a description of how the questionnaire was administered:

Questionnaire Administration Protocol:

- Preparation: Prior to the questionnaire administration, the Human Jobs team meticulously prepared the necessary materials and logistics to guarantee a smooth process.
- Distribution: Participants received the questionnaire electronically through secure and privacy-compliant means. They were provided with clear instructions on how to access and complete the questionnaire.
- Online Platform: The questionnaire was administered using a secure and trusted online platform, ensuring data protection and privacy. All measures were taken to comply with relevant data privacy regulations, such as GDPR.
- Access Information: Participants were sent personalized links or access details to the questionnaire. They were also provided with an estimated time required for completion and translation support if needed.
- Questionnaire Completion: Participants proceeded to complete the questionnaire in the same timeslot and each from its computer /laptop, taking advantage of a meeting with target group members., CRSL team made sure that their responses were confidential and anonymous. The questionnaire was structured to collect relevant data related to the research objectives.

- Data Protection: Rigorous measures were implemented to safeguard participants' privacy and data security. No identifiable information was provided by participants.
- Data Analysis: After questionnaire completion, the collected data was analyzed by CRSL researchers. Data was presented only in aggregated.
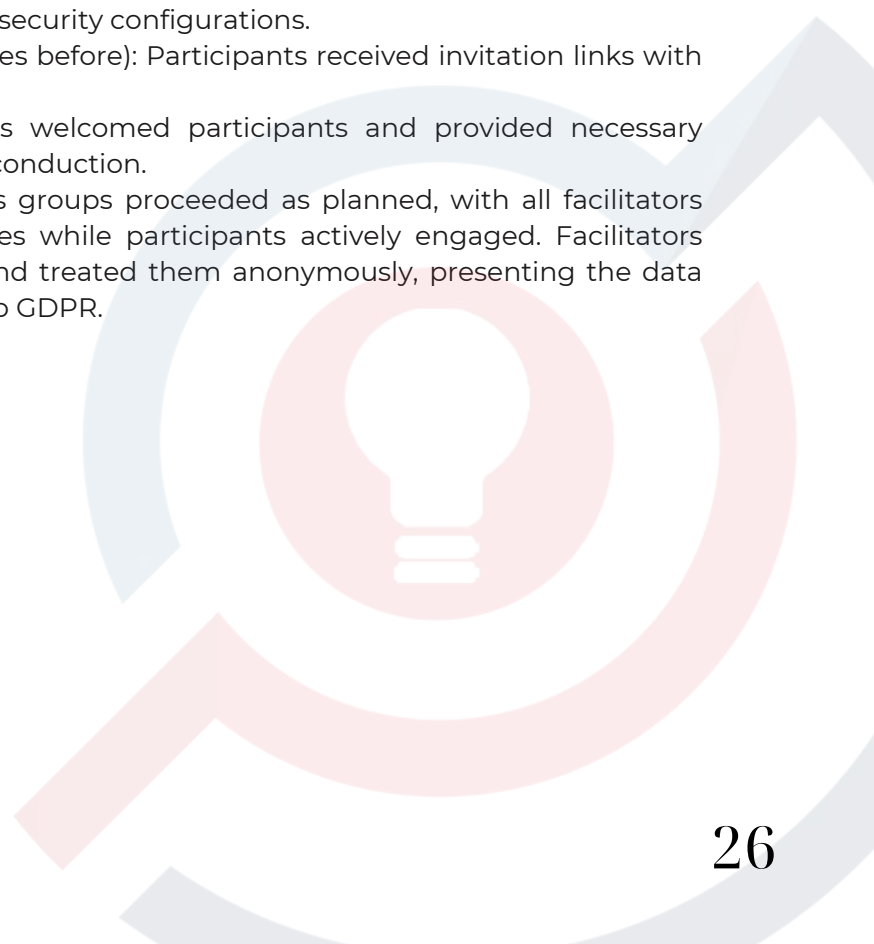
By following this standardized protocol for questionnaire administration, the research team aimed to gather valuable insights from participants while upholding strict privacy and data protection standards, similar to the focus group methodology described earlier.

## 2. Brief description of the focus group

The CRSL team of HUMAN JOBS Project conducted two distinct focus groups, labelled as Focus Group A and Focus Group B, following a standardised protocol designed to ensure consistency and comparability in data collection. These focus groups were facilitated by experienced qualitative researchers skilled in guiding group discussions. While the specific questions posed to each group differed, the fundamental structure and methodology remained uniform.

Despite the divergence in the questions posed, both focus groups shared a common aim: to investigate the intricate relationship between skills, employability, and inclusivity within the humanities sector. Participants in both groups had the opportunity to share their valuable insights, experiences, and perspectives, collectively contributing to a comprehensive dataset. The focus groups were conducted online, utilising the Microsoft Teams platform to meet stringent security requirements and ensure data protection.

Rigorous measures were taken to guarantee the privacy and safety of participants throughout the process.
- Preparing for the Focus Group: Prior to the session, the facilitator scheduled the Teams meeting and implemented essential security configurations.
- Participants' Access (at least 5 minutes before): Participants received invitation links with meeting details.
- Onboarding Participants: Facilitators welcomed participants and provided necessary instructions or materials for smooth conduction.
- During the Focus Group: Both focus groups proceeded as planned, with all facilitators moderating discussions and activities while participants actively engaged. Facilitators took notice of participants' inputs and treated them anonymously, presenting the data only in aggregated form, according to GDPR.

**Focus Group A**
The Focus Group A was conducted as part of our research initiative aimed at understanding the needs and preferences of young adults, particularly NEETs and those from disadvantaged socio-economic backgrounds, as well as individuals with slight physical disabilities.

This report summarises the insights gathered from the focus group discussions with 10 participants (7 young ladies and 3 young men) aged 18-28.
Given the target group involved, the youths were asked at the beginning of the session if they would like to be photographed and/or filmed, but the responses were mostly negative or evasive. For this reason, the facilitators who were engaged deemed not to take pictures of the group so as not to prejudice the possibility of a successful outcome of the activity.

**Focus Group B**
- Focus Group B brought together representatives from companies and SMEs aiming to hire young personnel including those with slight physical disabilities for humanities-related positions. The discussions in this group focused on their expectations and preferences regarding prospective candidates, the importance they assign to various skills and competences, and their perceptions regarding the value of soft skills in the hiring process.
- This focus group convened a diverse group of 10 SME representatives from Italy to explore their expectations and preferences regarding the hiring of candidates with slight disabilities or no previous experience for positions within the humanities field. The discussion centered around six key themes, as outlined in section 3.
- 3 Middle-aged Women
- 6 Middle-aged Man
- All from Italy
- Representing SMEs as Owners, Managers, and HR Managers

**3. Profile of the stakeholders participated in the questionnaire activities**
Immediately after the Focus Group A, more young people age 15-28 joined the group discussion and the survey was delivered to them on that occaison (30/08/2023). 19 people in that age range filled the questionnaire through the online filling tool of GForm. Given that not all participants were proficient in English, the facilitators supported tha process by translating the questions and some answers, when requested by the participant.

**4. Did you encounter any challenges related to the questionnaire and focus group (e.g difficulties to organise it and involve participants, lack of engagement…)?**
Not major ones. The main challenge with Focus Group A was the refuse of the participants to be ohotographed and or reported if not anonymously. For Focus Group B the SME owners were available for a short time and for this reason the facilitators were forced to rush through the debate al little.

# 5. Outcomes

**5.1 Statistics**

This statistical report examines the career aspirations and educational backgrounds of individuals across different age groups, educational levels, and geographic areas. The data provides insights into the relationship between academic qualifications, personal motivations, and career choices. The report categorises individuals into distinct career paths based on their responses.

Age Group Analysis:

1.1. 15-18 years old:
- Most commonly pursuing secondary education.
- Suburban and rural areas are the predominant living environments.
- Strong emphasis on academic performance required for career prospects.

1.2. 18-20 years old:
- Secondary education is the most prevalent level.
- Varied living environments, including suburban areas and big cities.
- Emphasis on academic background, but passion and purpose also play a role in career choices.

1.3. 20-25 years old:
- Bachelor's and master's degrees are common.
- More inclined toward big cities.
- High importance placed on experience, passion, and purpose in choosing a career.

1.4. 25-30 years old:
- Majority have completed at least a bachelor's degree.
- Living in suburban areas or big cities.
- Accessibility and personal profile are significant factors in career decisions.

Career Paths and Education:

2.1. Careers in Art:
- Preferred by 18-20-year-olds.
- Secondary education is the most common qualification.
- Passion for art and a desire to learn are key motivations.

2.2. Teaching:
- Popular among 18-20-year-olds and those working in their first job.
- Secondary education is often required.
- Academic excellence and passion for education are essential.

2.3. Social Sciences (Researcher):
- Mostly pursued by university students aged 20-25.
- Bachelor's degree in a big city is common.
- Strong academic background, experience, and a purpose to help people are crucial.

2.4. Psychology:
- Common for individuals working in their first job, aged 20-25.
- Master's degree in a big city.
- Strong academic background and a passion to help people are significant factors.

2.5. Social Work (Working with People in Need):
- Preferred by 18-20-year-olds, especially in rural areas.
- Emphasis on a love for academics and reading.
- Academic background is critical.

2.6. Writing:
- Chosen by individuals working in their first job, aged 25-30.
- Often requires a master's degree in a suburban area.
- Strong passion, desire to learn, and purpose in helping others are prominent.

2.7. Social Assistance:
- Common among high school students aged 15-18.
- Middle school diploma is sufficient.
- Academic background is significant, but specific requirements are unclear.

2.8. Museum Work:
- Mostly pursued by university students aged 20-25.
- Bachelor's degree in a big city is typical.
- Strong passion, experience, and a purpose to help people are important.

2.9. Teaching (Professor):
- Chosen by 18-20-year-olds.
- Secondary education is the common qualification.
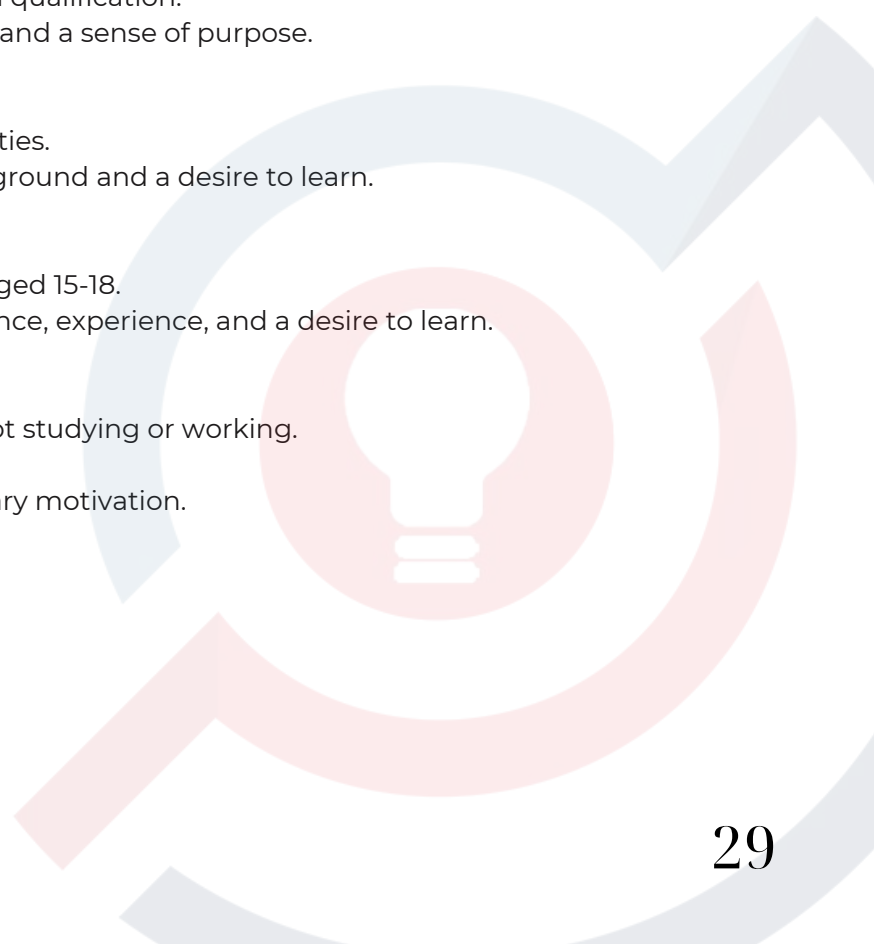- High emphasis on passion, learning, and a sense of purpose.

2.10. Language Teacher:
- Preferred by 18-20-year-olds in big cities.
- Strong emphasis on academic background and a desire to learn.

2.11. Art or Child Education:
- Attractive for high school students aged 15-18.
- Requires strong academic performance, experience, and a desire to learn.

2.12. Sociology:
- Chosen by individuals aged 20-25, not studying or working.
- Secondary education in rural areas.
- Passion for helping people is a primary motivation.

## 5.2 Feedbacks

Participants to the questionnaire were not able to express a spontaneous feedback. Specifically requested by the facilitators, after filling the questionnaire, 3 young individuals expressed the following 3 feedbacks.

Feedback 1: "I appreciate the survey's focus on personal motivations alongside academic qualifications. It reinforces the importance of pursuing a career that aligns with one's passions and sense of purpose."

Feedback 2: "As a high school student, I found the survey's insights into career options and educational requirements very helpful. It highlighted the importance of both academic excellence and gaining experience to achieve my career goals."

Feedback 3: "The survey results reflect the diverse career paths and educational backgrounds of individuals across different age groups and regions. It's a reminder that there are various routes to success, and one should follow their passion and purpose to find fulfillment in their chosen career."

## 5.3 Conclusion

This statistical report reveals a diverse range of career aspirations and educational backgrounds among individuals of different age groups and geographic locations. While academic qualifications are often significant, personal motivations such as passion, purpose, and a desire to help people play a crucial role in shaping career choices. Understanding these dynamics can inform education and career development strategies to better align individuals with their chosen paths.

## 5.4 Policy Recommendaiton

1 - Establish apprenticeship and internship initiatives designed to connect young individuals with employers in the humanities sector. These programs would afford young people the invaluable opportunity to acquire practical experience while benefiting from the guidance of seasoned professionals.

2 - Consider the implementation of tax incentives and other inducements for enterprises that opt to employ recent graduates with humanities degrees. Such incentives would serve to enhance the appeal of hiring young talents possessing expertise in the humanities.

3 - Enact comprehensive Career Exploration Programs within educational institutions, encompassing schools and universities. These programs should serve to expose students to a diverse range of prospective careers and furnish them with hands-on experiential opportunities. Emphasis should be placed on the pivotal role played by both academic qualifications and practical experience in the attainment of career objectives. Initiating career exploration at an early stage, alongside the provision of mentorship resources and internship opportunities, would enable educational institutions to more effectively prepare students for their forthcoming professional trajectorietories.

## National Report – Bulgaria

1. Brief description of the focus group

The EduCompass team of the Human Jobs Project conducted 2 focus groups, which were administered with a carefully planned protocol to ensure data consistency and reliability. Here's how it was done:

- Preparation: The Human Jobs team prepared materials and logistics meticulously.
- In-person: The focus groups were held in person to protect data and comply with regulations.
- Data Protection: Stringent measures protected privacy, and no identifiable info was collected.
- Data Analysis: CRSL researchers analysed aggregated data.

This protocol maintained privacy and data protection standards.

In April 2023, a 90-minute focus group session was conducted for Human Resources majors at UNWE. This group comprised 40 students, ranging from first to third-year students.

In May 2023, a separate 60-minute focus group was held, this time involving 15 Geography Bachelor's students.

Both focus groups aimed to delve into various aspects of the participants' academic journey, including what type of development they see in their field and why they chose a humanities major.

**2.To summarise:**

Human Resources Focus Group (April 2023)

 Date and Duration: April 2023, 90 minutes

 Participants: 40 students from the first to third year, majoring in Human Resources at UNWE.

Geography Focus Group (May 2023)

 Date and Duration: May 2023, 60 minutes

 Participants: 15 students specialising in Geography.

**3. Profile of the stakeholders participated in the piloting activities**

The focus groups were comprised of students, aged 19-25, based in the capital city of Sofia. Some hailed from urban environments such as Plovdiv or Varna, while others came from more rural areas such as the Northwest of Bulgaria. In order to facilitate an inclusive discussion, it was held in Bulgarian.

**4. Did you encounter any challenges related to the questionnaire and focus group (e.g difficulties to organise it and involve participants, lack of engagement...)?**

Nothing major. Most of the students were outspoken and active in the discussion. The first group was more difficult to manage due to its size, however, the students respected each other and the facilitator. We received logistical support from both universities, where we held the focus groups.

# 5. Outcomes

### 5.1 Statistics

This report examines the attitudes towards careers in the field of humanities of students engaged in that field. The focus group participants were based in Sofia, an urban capital, and were aged 19 to 25. The discussions brought us to 3 main take-aways.

Firstly, many students in both the Human Resources and Geography programs expressed uncertainty about the pathways to their respective professions. They were unaware about specific professions in their fields, earning potential and needed skills to become successful professionals. This lack of clarity in career development can lead to confusion and potentially hinder or even stop their progress.

Secondly, the notion of studying simply for the sake of studying emerged as a common sentiment among the participants. This suggests that some students may not have a clear career goal in mind when pursuing their majors, possibly leading to disillusionment in the long run. Additionally, a majority of participants expressed how under pressure they felt after high school to pursue a degree, regardless if they knew what they wanted for their career or not.

Lastly, the challenge of transitioning from low-paid jobs to career development was highlighted. The focus group participants highlighted the financial obstacles they face while trying to advance in their chosen fields, which is demotivating and forces them to work low-skilled and/or low-paid jobs, thus shifting their focus away from professional growth into surviving. Work in the humanities was noted to be low-paid in general in Bulgaria, with the students discussing how they do not know how they will earn enough if they stay in the field.

### 5.2 Feedbacks

We didn't receive additional feedback.

### 5.3 Conclusion and 3 Policy Recommendations

This report emphasises what humanities students in Sofia, aged 19 to 25, struggle with in their career choice. The main findings are that uncertainty about career pathways, earnings, and skills, lack of a clear career goal, attending university due to societal pressure, and financial challenges in the field diminish motivation and limit professional growth.

To address these issues, enhanced career guidance, financial support, and work-study opportunities are essential. These measures can empower humanities students to make informed career choices and pursue sustainable professional development in their fields, which is why our policy recommendations are as follows:

1.Comprehensive Career Guidance: Implement inclusive career guidance programs starting early in a student's academic journey - preferably while still in high school. These programs would offer clear information about potential career paths, skill requirements, and mentorship opportunities, ensuring new and future students make informed choices.

2.Paid Internships and Work-Study: Promote work-study initiatives and paid internships that provide practical experience and fair compensation. This would help students gain hands-on knowledge while addressing financial challenges associated with low-paid jobs.

3.Financial Support for Targeted Fields: Create scholarships and financial aid programs for students pursuing fields with lower earning potential, such as geography. These initiatives would alleviate financial burdens, motivate students to stay in school, and encourage them to pursue careers in their chosen fields, ultimately addressing the issue of underemployment.

## National Report – Ireland

1. Brief description of the questionnaire

The questionnaire was a 7-question Google form shared online via various platforms and channels, including social media, email, and relevant websites. We aimed to reach a diverse group of participants, including NEETS (not in education, employment, or training) or those working in the humanities. The questionnaire was open to the public, and we received 15 responses from various backgrounds.

2. Brief description of the focus groups

The focus group were conducted online using video conferencing software on Friday, 22 September 2023. We had a total of 20 participants who were invited including some NEETS in focus group A and those in SMEs in focus group B. During the focus groups, we utilised a structured discussion format with a trained facilitator to guide the conversation. Feedback and insights were collected through both verbal contributions and written comments in real time.

3. Profile of the stakeholders who participated in the piloting activities

Participants in both the questionnaire and the focus group represented a diverse range of backgrounds and perspectives. This included individuals from various industries, professions, and academic backgrounds.

Participants were from a mix of rural, suburban, and urban areas with ranges of education from secondary school to master's qualifications. Additionally, the age range was from 15 - 35 years old.

4. Did you encounter any challenges related to the questionnaire and focus group (e.g difficulties in organising it and involving participants, lack of engagement...)?

We did face some challenges during the questionnaire and focus group process. These challenges included difficulties in ensuring a balanced representation of viewpoints among participants, as well as occasional technical issues during the online focus group, which impacted the smooth flow of the discussion. Additionally, maintaining high engagement levels throughout the online focus group proved to be a challenge, as participants varied in their levels of participation.

### 5. Outcomes

The outcomes of the questionnaire and focus group were invaluable. They provided a rich source of qualitative and quantitative data on accessing humanities careers. The insights and feedback gathered from participants have been instrumental in shaping our understanding of this sector. Additionally, the feedback has helped identify areas of improvement for future online engagement activities and has highlighted the need for targeted strategies to address challenges related to engagement and technical issues.

**5.1 Statistics**
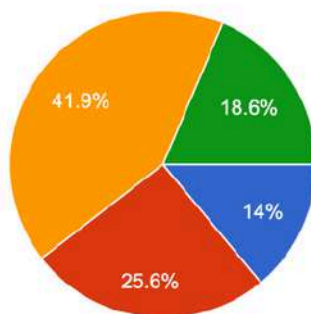[Generated from the overall responses]

**You are:**
43 responses
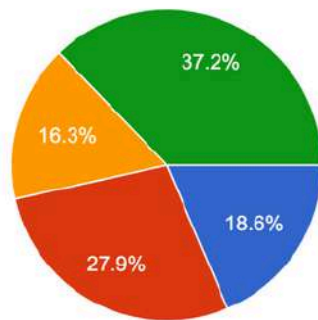


- hight school students
- university student
- young person who is not studying or working
- working in my first job

37.2%
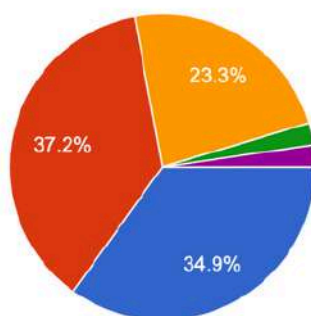16.3%
18.6%
27.9%

**Your age is:**
43 responses



- 15-18 years old
- 18-20 years old
- 20-25
- 25-30 years old

41.9%
18.6%
14%
25.6%

**Your education:**
43 responses



- secondary education
- bachelor degree
- master degree
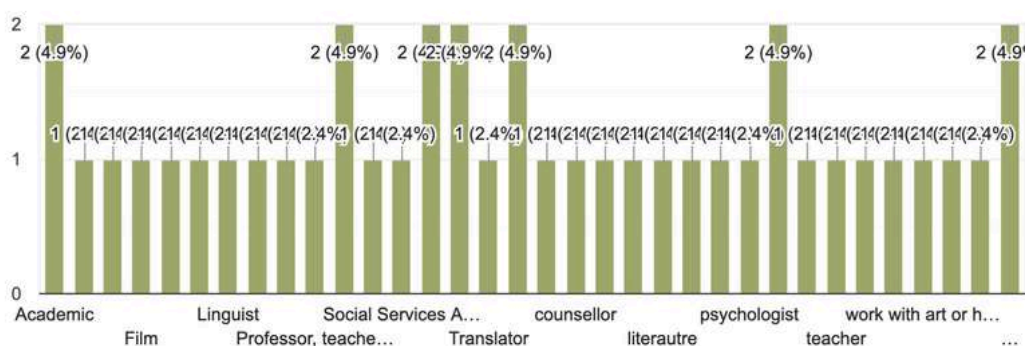- I'm getting my master degree soon
- middle school diploma

23.3%
37.2%
34.9%

## A job in humanities requires:

43 responses



| Category | Value |
|----------|-------|
| real passion for the field | 20 (46.5%) |
| string academic backgound | 24 (55.8%) |
| experience in the field | 23 (53.5%) |
| desire to learn | 22 (51.2%) |
| passion and purpose to help people | 20 (46.5%) |
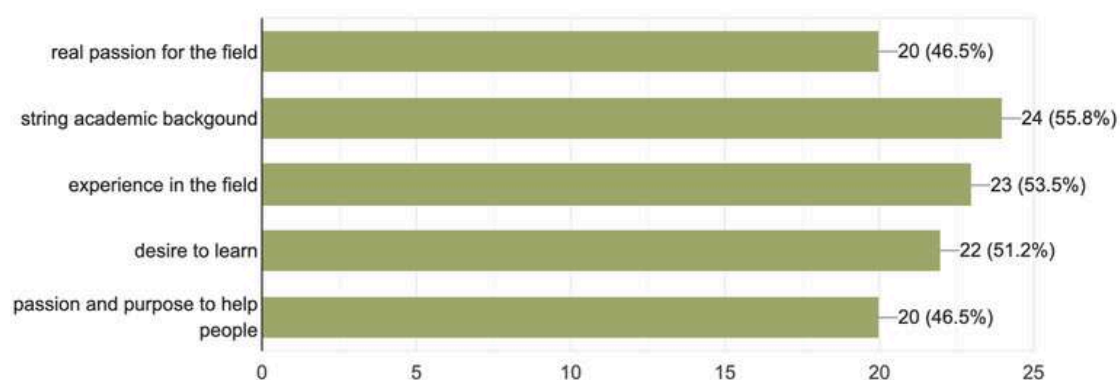
## Name one career in humanities that you know of:

41 responses



### 5.2 Feedback

Some participants said they found the focus group interesting and informative while others said there could have been more detailed questions.

### 5.3 Conclusion and 3 Policy Recommendations

- Establish comprehensive skills development and training programs tailored to the needs of NEETs interested in humanities-related fields. These programs should include both formal education and vocational training.
- Offer financial incentives, such as scholarships, stipends, or subsidies, to encourage NEETs to enroll in these programs. Create partnerships with private sector organisations to fund training initiatives.
- Provide financial support to employers who hire NEETs as interns or apprentices, either through wage subsidies or tax incentives, to make it more appealing for organisations to participate.

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