

FLOWs – Further Learning, Outreach and Working Skills

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National Piloting Report FLOWs Practitioner Training Country: Austria

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Report on National Piloting Austria

PARTICIPANTS OF THE PILOT TRAINING

Please give an overview of the pilot training in your country: target groups, number of participants, date of event, etc., Collect Learning Agreements and Attendance Sheets for practitioners and the Consent form for the young persons working with the FLOWS tool.

The Pilot Training in Austria was held by Hafelekar on 14th July 2024, on 21st July 2024 and on 24th July 2024 in order to train 6 additional practitioners from 2 organisations with the aim to introduce them to the FLOWS Blended Learning Training programme and the FLOWS Tool.

2 practitioners from Hafelekar (Karin Lackner and Paul Schober) have already been trained during the LTTA in St. Pölten / Austria.

The additional practitioners are:

3 practitioners are career guidance officers at TSD – Tiroler Soziale Dienste, an organisation that works mainly with asylum seekers and refugees. Vocational guidance plays a key role here, as this disadvantaged group - mainly teenagers and young adults - find it particularly difficult to gain a foothold in the labour market. FLOWS training is therefore a perfect further education programme for the staff of TSD. The clients benefit greatly from the FLOWS tools as they do not require a lot of text and the videos illustrate everyday activities well.

3 practitioners are from Rotes Kreuz Tirol, an organisation who uses the FLOWS Training and the FLOWS Tool for their internal training programme.

These 8 practitioners tested the FLOWS Tool with a total number of 21 young people.

DESCRIPTION OF THE PILOTING PHASE

Please summarise main outcomes such as content of the training (see also Learning Unit 7 and annexes); describe the structure of the training; make sure that all Learning Agreements are delivered and describe that participants filled the Personal Transcript to get prepared for the Expert Talk;

In the piloting phase in Austria we followed the procedure described in Learning Unit 7. The following proofs are available on the FLOWS project on Google Drive:

FOR PRACTITIONERS:

- All practitioners filled and signed the Learning Diary.
- All practitioners filled the Personal Transcript which was evaluated (see next section).
- Certificates were distributed after the Expert Talk.
- One example Use Case was provided.

FOR CLIENTS:

- All 21 young people involved in the piloting phase signed the consent form.

FEEDBACK RECEIVED VIA PERSONAL TRANSCRIPT & EXPERT TALK

Please summarise the feedback you received via the Personal Transcripts and the final Expert Talk;

Training process and content of Learning Units & FLOWS Tool

Here we present the evaluation of the FLOWS project pilot conducted in Austria. The evaluation focuses on feedback from six practitioners (the feedback from Hafelekar trainers was integrated in the LTTA evaluation) participated in the training and utilized the FLOWS tool. The feedback was gathered through detailed personal transcripts and an expert talk session. Overall, the feedback was highly positive, with practitioners finding the training and the tool both effective and engaging.

All participating career counsellors were enthusiastic about the FLOWS project and dedicated time to thorough preparation. Their personal transcripts were completed, and they all participated in the expert talk. The feedback from the practitioners was overwhelmingly positive, highlighting the training's quality and the tool's usefulness.

Clients also responded positively, appreciating the reports that made their everyday skills visible, providing motivation for future job applications.

Module-Specific Feedback

Module 1: Future World of Work

- Practitioners learned the importance of staying well-informed about the job market due to rapid changes.
- Understanding market trends is crucial for both clients and advisors, presenting new challenges and opportunities.
- Lifelong learning emerged as essential, with the training enhancing this understanding.
- Globalisation and AI increase uncertainties about unemployment; the module taught how to address these concerns factually and reduce fears.
- The digital transformation of the workplace was well-presented.
- Practitioners appreciated learning to highlight new opportunities for clients instead of focusing solely on negative aspects.
- Topics such as the gig economy and structural measures against precarious work were discussed.
- The importance of lifelong learning and the need to balance personal responsibility with structural determinants was emphasised.
- Exploring new career paths was found to be very helpful.

Module 2: Future Competences

- The link between key competences (values, attitudes, skills, and knowledge) and the world of work was well explained and praised by all six practitioners.
- The interplay of cognitive, metacognitive, social, emotional, practical, and physical skills was highlighted as essential for thriving in the new work environment.
- Experiential knowledge was emphasised, focusing on the process of transforming experiences into knowledge.
- The GROW model was found to be highly useful for ongoing consultations.
- Goal setting, planning, and organizing were clearly described, making them easy to implement in practice.
- The IDEAL method was viewed as very helpful in counselling practice.

Module 3: Whole Guidance Process

- The guidance process and target groups were clearly defined.
- The methodology showed how the FLOWS process allows disadvantaged individuals to objectively assess, make visible, and recognise their hidden skills, crucial for those with little or no formal education.
- Practitioners valued the tool for boosting clients' self-confidence and providing tangible evidence for job applications.
- Self-assessment through the survey was seen as a key step in self-reflection, with clients appreciating the visibility of their numerous competencies.
- The tool was praised for empowering clients by highlighting their existing skills, equally valuable to the job market as formally acquired skills.

Module 4: Tutorial on Use of FLOWS Tool

- Practitioners understood and learned when and how to apply the FLOWS tool.
- The structure and setup of the tool were well described.
- There were suggestions to better explain the evaluation key and provide more detailed explanations of competence categories.

Module 5: Guidance Session and Report

- The process and preparation phase were logically and thoroughly explained, with active listening emphasised as crucial.
- Practitioners understood the interview process and the importance of conveying the tool's capabilities and limitations during counselling sessions.
- The training materials clarified how to provide dynamic and constructive feedback.
- Focusing on clients' strengths was found to be very helpful in boosting their self-confidence during job searches.
- Proper preparation and active listening were deemed essential for effective use of the tool.
- The tool was generally considered very helpful.

FEEDBACK & SUGGESTIONS FOR IMPROVEMENT FROM HAFELEKAR

Please summarise from your point of view as implementing partner organisation and give feedback both on training and FLOWS Tool:

The pilot implementation of the FLOWS project in Austria received highly positive feedback from practitioners.

Areas for Further Consideration from Practitioners in Austria

- Continued exploration of automation and future job market developments.
- Further engagement with the balance of cognitive and metacognitive competences with other skills.
- Improving explanations of the evaluation key and competence categories.
- Enhancing responsiveness to client feedback despite time constraints.

The training modules and the tool itself were found to be very beneficial in helping clients identify and articulate their skills, boosting their confidence and employability. The insights gained from this pilot confirms that the FLOWS project is very well on track and Hafelekar has no specific suggestions for improvement.

We have chosen one Use Case to describe in more detail how the FLOWS project can assist practitioners and clients in their daily work (see attached).

Annex 1: Attendance list

Annex 2: One chosen Use Case with a Client



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